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**EXPLORING PAKISTANI UNIVERSITY TEACHERS'
PROFESSIONAL IDENTITY CONSTRUCTION AND
NEGOTIATION WHILE TEACHING ENGLISH IN ESL
CLASSROOMS**



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Abstrak

Identiti profesional merupakan aspek asas dalam kehidupan seorang guru, namun ia masih kurang diterokai dalam konteks guru universiti di Pakistan yang mengajar Bahasa Inggeris sebagai Bahasa Kedua (ESL). Kajian kualitatif ini bertujuan untuk menangani jurang ini dengan menyelidiki identiti profesional dua belas guru universiti di Pakistan dalam bilik darjah ESL. Kajian ini berusaha untuk meneroka lapisan kompleks pembinaan dan perundingan identiti yang dipengaruhi oleh bahasa, budaya, dan pedagogi. Menyedari kepentingan identiti profesional dalam membentuk amalan pengajaran dan hasil pendidikan, kajian ini menggunakan reka bentuk penyelidikan kualitatif yang merangkumi pemerhatian bilik darjah, temu bual mendalam, dan perbincangan kumpulan fokus. Pendekatan ini memberikan pemahaman yang luas mengenai interaksi kompleks antara aspek sosiobudaya serta proses pembinaan dan perundingan identiti. Berdasarkan kerangka teori pendekatan linguistik sosiobudaya, kajian ini meneroka pengaruh latar belakang pendidikan, pengalaman kerja, dan norma budaya terhadap pembinaan identiti, sekali gus menonjolkan sifat dinamik profesion pengajaran. Melalui pemerhatian bilik darjah yang teliti, kajian ini menangkap amalan dan interaksi guru universiti, menawarkan pandangan tentang peranan penggunaan bahasa, strategi pengajaran, dan teknik pengurusan bilik darjah dalam perundingan identiti. Temu bual mendalam pula menyediakan eksplorasi terperinci terhadap persepsi, pengalaman, dan strategi guru universiti berkaitan pembinaan dan perundingan identiti profesional, manakala temu bual kumpulan fokus mendorong refleksi kolektif dan dialog dalam kalangan guru. Dengan menerangi proses pembinaan dan perundingan identiti profesional dalam konteks ESL, kajian ini menyumbang kepada pemahaman mendalam tentang pengalaman guru universiti di Pakistan. Hasil kajian ini mempunyai implikasi terhadap latihan perguruan, pembangunan profesional, dan amalan pedagogi, serta menyeru kepada pendekatan pengajaran Bahasa Inggeris yang responsif secara budaya dalam persekitaran yang pelbagai budaya.

Kata Kunci: Identiti Profesional Guru, Pembinaan Identiti, Perundingan Identiti, Guru Bukan Penutur Jati (NNEST) Pakistan, Bilik Darjah ESL

Abstract

Professional identity is a fundamental aspect of teacher's lives, yet it remains relatively less explored in the context of Pakistani university teachers teaching English as a Second Language (ESL). This qualitative study seeks to address this gap by investigating the professional identities of twelve Pakistani university teachers within ESL classrooms. The study aims to explore the intricate layers of identity construction and negotiation influenced by language, culture, and pedagogy. Recognising the significance of professional identity in shaping teaching practices and educational outcomes, this research employs a qualitative research design incorporating classroom observations, in-depth interviews, and focus group discussions. They provide a broad understanding of the complex interplay between sociocultural aspects and identity construction and negotiation processes. Building upon the theoretical framework of sociocultural linguistic approach, the study explores the influence of educational background, work experience, and cultural norms on identity construction, shedding light on the dynamic nature of the teaching profession. Through meticulous classroom observations, the study captures the practices and interactions of university teachers, offering insights into the role of language use, instructional strategies, and classroom management techniques in identity negotiation. In-depth interviews provide a focused exploration of university teachers' perceptions, experiences, and strategies related to professional identity construction and negotiation, while focus group interviews foster collective reflection and dialogue among teachers. By illuminating the distinct processes of professional identity construction and negotiation in ESL contexts, this study contributes to highlight Pakistani university teachers' experiences. The findings have implications for teacher training, professional development, and pedagogical practices, advocating for culturally responsive approaches to English language teaching in multicultural settings.

Keywords: Teacher's Professional Identity, Identity Construction, Identity Negotiation, Pakistani NNEST, ESL Classroom

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List of Abbreviations

ESL	English as a Second Language Classroom
EFL	English as Foreign Language Classroom
ESP	English for Specific Purpose
TESOL	Teaching English to Speakers of Other Languages
SLA	Second Language Acquisition
NEST	Native English-Speaking Teachers
NNES/T	Non-Native English-Speaking/Teachers
SLTI	Second Language Teacher's Identity
PI	Professional Identity
LTI	Language Teacher's Identity
IUB	Islamia University Bahawalpur
GSCWU	Government Sadiq College Women University Bahawalpur
BZU	Bahauddin Zakariya University
RIUF	Riphah International University, Faisalabad
P (1,2) PM	Participant (1,2) Punjabi Male
P (1,2) PF	Participant (1,2) Punjabi Female
P (1,2) SM	Participant (1,2) Saraiki Male
P (1,2) SF	Participant (1,2) Saraiki Female
P (1,2) UM	Participant (1,2) Urdu Male
P (1,2) UF	Participant (1,2) Urdu Female

CHAPTER ONE

INTRODUCTION

The chapter begins with the background of the study, leading to the context about the status of English language and English language teaching in Pakistan. Moreover, the statement of the problem is presented, followed by the research questions and research objectives. In the next section, the significance, scope and limitations of the study are highlighted. Finally, this chapter illustrates the operational definitions of key terms used in the current study. To provide clarity, the arrangement of this chapter is portrayed in the Figure 1.1

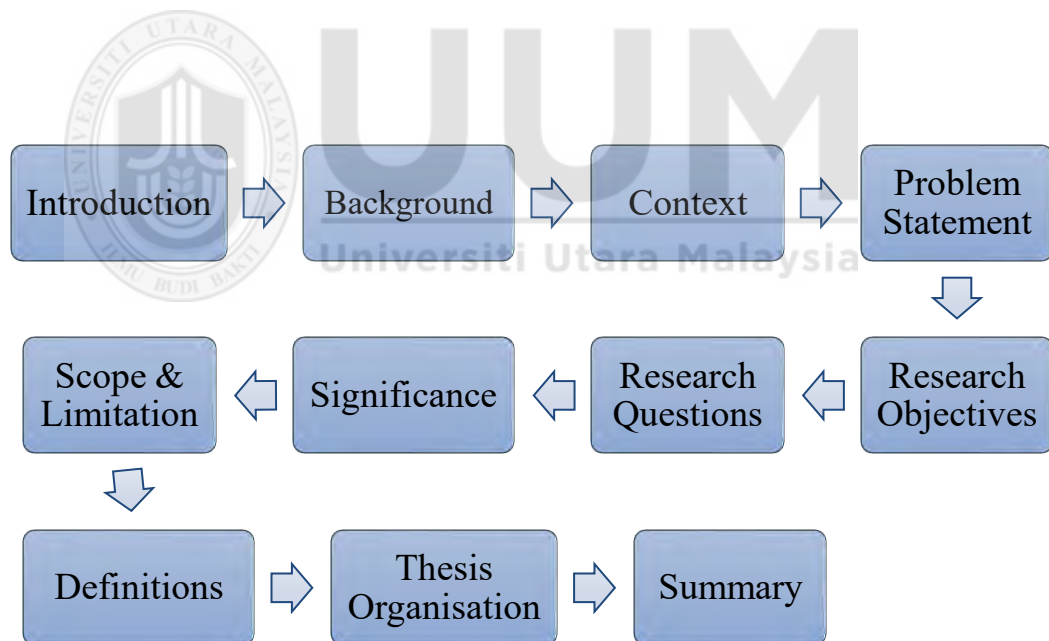


Figure 1.1 Organisation of Chapter One

1.1. Background of the Study

Norton (2013) defined identity as the mode where a person recognises his or her connection to the world, how that connection is built across time and space, and how the person comprehends opportunities for the future. Block (2013) asserted that identity attributions and associations wrap up an extensive variety of classifications, such as ethnic, cultural, social class, linguistic, sexual, gender, age, religious, national, and daily life routines. Norton (2013) further continued that whenever someone steps across and joins in miscellaneous places, his/her sense of self and association with the world persistently changes. In this constant situation of flux, identity is dynamic, manifold, and frequently varying.

Erickson (1968) stated in this regard as identity is a psychological concept that is a product of a specific evolving procedure. That means identity construction echoes a vigorous developmental procedure on behalf of the person who is establishing his or her identity from a more basic stage to one of larger precision and complexity (Marcia, 1994). Danielwicz (2001) defined identity as “our understanding of who we are and who we think other people are” (p. 10). This definition, therefore, suggests both the sense of self and the other. Considering the term identity from this perception indicates cognitive and psychological insights. The sociological perception, on the other hand, which consists of ethnicity, culture, gender, and historical factors has also its significance in comprehending identity construction.

The term identity holds significance across various academic disciplines, including contemporary social science, such as history, psychology, political science, sociology, and history (Stryker & Burke, 2000). It is important to recognise that the

notion of identity with its diverse and significant meanings, primarily originated from Erik Erikson's influential work during the 1950s. By the 1970s, it had become a widely used term in everyday language and across social science disciplines, establishing itself as a well-known and an important concept.

In the late 1980s and 1990s, scholars in fields like history, anthropology, and humanities increasingly adopted the concept of identity to explore cultural politics related to race, class, ethnicity, gender, sexuality, citizenship, and other social categories (Wertsch, 1997). This shift was influenced by the rise of post-modernism and ongoing discussions on multiculturalism. Additionally, identity is a core concept in applied linguistics because it is closely linked with language (Buckingham, 2008; Darwin, 2018; Hall, 1996). As our understanding of ourselves and our subjectivity is formed through language (Weedon, 2011), and simultaneously, the expression of identities influences how linguistic resources are utilised (De Fina, 2016).

Since the 1990s, there has been a notable evolution in professional identity, now it is emerging as a central focus of educational research (Hafeez, 2023). The educational fields have seen a surge in studies concerning teachers' professional identities in recent years (Beijaard, 1995; Lamote & Engels, 2010; Sachs, 2016; Solari & Martín, 2022; Wang, 2021). Gee (2000) narrated that the teacher identity has been defined as 'a certain kind of person' within specific communities (p. 99), implying its contextual nature, subject to mediation and re-mediation through professional interactions (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Golzar, 2020).

Over the past century, the teaching profession has transitioned from a model where teachers simply execute predefined instructional tasks to a more multifaceted, interactive, and intellectually engaging activity (Smylie & Conyers, 1991). Therefore, it underscores the need for teachers to be active participants in learning, inquiry, curriculum design, and reflective practice (Schön, 2017), constantly questioning assumptions and evaluating educational goals, practices, and contexts (Trejo-Guzman, 2010).

Changes in teacher orientations and expected roles from them suggest corresponding shifts in teachers' perceptions of themselves and their professional roles. Therefore, this is an important area of study, as a strong professional identity correlates with self-efficacy, motivation, commitment, and job satisfaction (Day et al., 2006) as these all are critical aspects of effective teaching. Furthermore, Varghese and Johnson (2005) narrated that identity construction occurs through ongoing and dynamic processes involving interactions and struggles with internal and external influences. Pennington and Richards (2016) affirmed that the resulting identity performance may include acceptance, reinforcement, weakening, or challenge.

Currently, the construction of professional identity among English as a Second Language (ESL) or English as a Foreign Language (EFL) teachers stands as one of the most thoroughly investigated areas of research in language teacher development (Golombek & Doran, 2014). According to Johnson (2006), the studies have successfully highlighted the intricacies of teachers' identities, their knowledge, beliefs, learning processes, and practices across various contexts throughout their

careers. In this context, Beijaard (2004) outlined a threefold rationale for his exploration of teachers' professional identities. First, he aimed to acknowledge the narratives of non-native English-speaking teachers' (NNEST) identities within an English as a foreign language setting. Secondly, he sought to create a platform to educate NNEST candidates about teachers' professional identities. Finally, Beijaard's work laid down an initial framework for future research in teaching English to speakers of other languages.

According to Amin (2004), the desire to establish “a pedagogy of empowerment” (p. 72) drove his investigation into pedagogical practices. This study challenged the prevailing notion that proficiency in English and being a native speaker are prerequisites for teaching the language. The research studies have also examined how language teachers shape their identities within the field of second or foreign languages by modelling themselves, after being trained as English teachers from the Western countries and adapting that identity to their home country's conditions (Ha & Barnawi, 2015). In these studies, the term coined by (Phillipson, 2016) ‘native-speakerism’ (p. 82) has been employed to convey the perceived superiority of native English speakers over non-native English-speaking teachers. This concept is described as subjective and biased in these studies (Pennycook, 1998), underscored the need to critically examine the prevailing assumptions in English language teaching in second or foreign-language contexts.

Other studies have also examined how teachers, particularly native English speakers, shape their identities in both English as a second or a foreign language context (Duff & Uchida, 1997; Johnston, 2003; Chun & Morgan Brian, 2019;

Pavlenko & Norton, 2007). These studies explored the identity construction processes of bilingual, multilingual, or monolingual teachers who were teaching English language as a foreign or second language and faced challenges regarding cultural, political, and ideological norms.

Furthermore, these studies have focused on the contextual issues and aspects, highlighting that much of the research on teachers' professional identities has engrossed native English-speaking teachers in ESL contexts. Relatively little attention has been given to the construction and negotiation of professional identities among non-native English-speaking teachers in the realm of English as a foreign or second language (Mahboob, 2010). Prior to the current study, few researches have been conducted on the exploration of professional identity construction and negotiation of non-native English-speaking university teachers in the ESL context in Pakistan.

1.2. Context of the Study: Status of English Language and English Language Teaching in Pakistan

The land of Pakistan is comprised of diverse ethnicities and cultures. Hence, there is a wide variety of languages that are spoken in different regions and domains. The linguistic background of Pakistan is intertwined with the dynamics of bilingual or multilingual societies. Therefore, this language setup of Pakistan is characterised by at least two main languages, a regional language serving as the mother tongue (or first language) and the Urdu language serving as the national language. Additionally, the usage of English also colours a language situation in Pakistan. English language in Pakistan has assimilated a wide range of linguistic features,

reflecting its multilingual and multicultural character within the South Asian context.

The linguistic diversity in Pakistan is not only a reflection of its societal structure but also influences various aspects of its cultural, and educational domains. Narrating the language dynamics within Pakistani society is essential for effective communication, education, and policymaking. Additionally, the incorporation of English into the linguistic landscape highlights Pakistan's historical and contemporary connections with global communities and focuses on the evolving nature of language in a multicultural society.

According to Haidar (2024), approximately sixty different languages are spoken in Pakistan. They include Punjabi, Saraiki, Sindhi, Pashto, and Baloch, serving as regional languages across its four provinces, alongside various minority languages. Where Urdu, designated as the national language, is the primary language for approximately eight percent of the population and serves as a lingua franca for individuals speaking different languages (Rahman, 2002).

After independence from British India in 1947, Pakistan maintained colonial language ideologies and practices, including the prominence of English language (Waseem, 2015). Initially, Urdu was suggested to replace English as the official language and medium of instruction. However, in two provinces, Khyber Pakhtunkhwa and Sindh, local languages i.e., Pashtu and Sindhi are still sustained and utilised for educational purposes (Rahman, 1998).

The Multiple Indicator Cluster Survey (MICS6, 2020) recorded fourteen languages are mainly spoken in Pakistan. Urdu has the status of official language but is the fourth most commonly spoken language. The survey findings indicated that Punjabi is the most widely spoken as a first language (39% of the population), followed by Pushto (16%) and Saraiki (14%). Below shown, the map of Pakistan displays the language scene in the Figure 1.2.

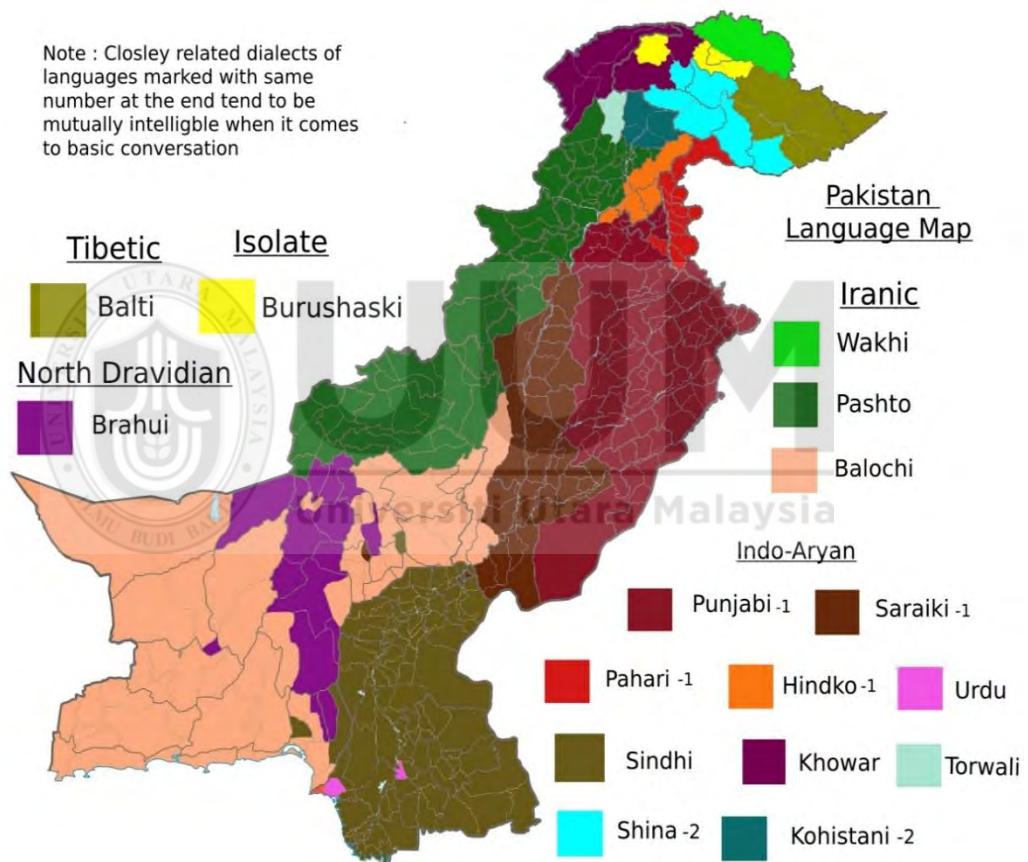


Figure 1.2 Source: The Multiple Indicator Cluster Survey (2020)

Mainly, the English language is used in academic and official contexts in Pakistan (Rahman, 2002). However, opinions regarding the status of the English language in Pakistan vary (Rahman, 2005). While some communities acknowledge its significance in daily life, others perceive it as an indication of colonialism, and still,

some implicate it pragmatically. The elite class has recognised the status of English by adopting it with the associated Western values and culture (Rahman, 2007). Conversely, those who resist the status of English, view it as a colonial imposition. They alternatively support the local languages, particularly Urdu, as a symbol of national identity. However, some individuals adopt a neutral stance, they use English for communication purposes without considering its cultural and social implications.

Abbasi et al. (2022) highlighted that English holds the highest status in Pakistan's language hierarchy in terms of power, followed by Urdu, while other indigenous languages occupy the lowest rungs. Shamim and Sultana (2023) also pointed out discrepancies in the use of English across Pakistan's educational policies. The National Educational Policy (2009) demonstrated biases towards the use of 'English only' (p.28). The National Educational Policy (2009) stated that English should be taught as a subject from Grade One and shall be used as the medium of instruction for sciences and mathematics from Grade Four to onwards. This emphasis on English was criticised for privileging the influential sub-group over the local mainstream as it over-stressed the usage of English academically and neglected multilingualism (Capstick, 2019; Raza, 2022). Consequently, the latest educational policy (2017-2025) slightly addressed any local languages and English language in academic contexts.

Narrating about the medium of education and instructional language, the National Educational Policy (2017) addressed that "to resolve the issue of medium of instruction and teaching of foreign languages is in consultation with provinces and

areas” (p.12). This lack of clarity regarding language use in education leads to the adoption of various languages for academic purposes in different institutions. Amir et al. (2020) while examining Pakistan’s current educational system found that in Pakistan there is a crucial need for revolutionary socio-economic transformation throughout the education system. The issues of access and quality have persisted due to the shortage of educational institutions and skilled instructors since independence in 1947. Several educational policies have been formulated to address these issues, varying in scope, objectives, and implications. However, the current education system in Pakistan is perceived as inadequately responsive to the demand for high-quality education.

Discussing about language teaching ideology in Pakistan, the interested students join postgraduate classes of English language and literature for practice. However, these classes often depend on outdated teaching methods and lack adequate resources, forcing students to depend on guidebooks —the books providing ready-made answers with some model papers for exam preparation (Zubair, 2006). Subsequently, they manage to qualify for getting master’s degrees and are often appointed as English language teachers. Unfortunately, their teaching tends to reflect the shortcomings of their own learning experiences. Lacking formal teacher training, they struggle to keep pace with advancements in language teaching methods (Zubair, 2006). Consequently, they are often inclined to employ the Grammar Translation Method (GTM), which was introduced over a century ago with the objective of improving students’ reading and writing skills (Hussain, 2005). This reliance on outdated methods limits their ability to teach English effectively and adapt to modern language teaching approaches.

Sultana and Bolander (2022) elaborated that like other South Asian nations, English is viewed as a symbol of liberal identity and personal advancement in Pakistan. This is because of the economic and the social roles linked with English that placed it at the top of the social hierarchy of languages (Haidar, 2019). Consequently, several individuals intend to learn the English language to secure a safer future. Therefore, the English language in Pakistan is believed to be an important element of a speaker's identity and progress.

Aside from individual identity, in Pakistan, people contemplate awareness of the English language as a source of economic settlement, social mobility and political power (Haidar & Fang, 2019; Yaqoob & Zubair, 2012). A community which is skilled and proficient in English is also a community which has political, economic and social powers (Norton, 2010). The learners contemplate English literacy and education empowerment as an instrument of successful communication worldwide (Norton & Kamal, 2003).

Akram and Yang (2021) explored the educational system and policies of Pakistan and revealed that it is possible that these educational policies are closely linked to language policies, maintaining the dominance of some languages while ignoring others. Consequently, many individuals seek to acquire proficiency in English to ensure a more secure future. Thus, English language proficiency in Pakistan is considered as a vital aspect of an individual's identity and professional development.

Teacher identity is now believed as one of the most important elements of language instruction. As, Boomer (1998) narrated that the classroom atmosphere often mirrors the ethos of the teacher. However, teachers may not always recognise how their conduct shapes students' comprehension of interpersonal dynamics and interactive learning unless they are conscious of their own identity. When teachers strongly value and thoroughly develop their NNES identities, the teaching process becomes markedly more effective.

Pakistan stands out as a nation with a considerable number of NNES teachers. Effective language instruction requires that teachers proficiently impart all the four English language skills that are, speaking, listening, reading, and writing. Particularly in the context of university education, where the medium of instruction is English, teachers must possess a comprehensive understanding of their own abilities and teaching methodologies to effectively convey subject knowledge. Achieving this goal demands both self-awareness and pedagogical expertise on the part of teachers.

Sachs (2016) highlighted that a teacher's identity is not fixed or imposed. It is negotiated through experiences and thus develops sense and understanding. This perspective provides a richer understanding of being a teacher as compared to traditional views. However, in teaching English as a second language, identity-related issues have often been limited to a teacher's role within specific teaching methods. These roles may include facilitator, mentor, or monitor, which teachers aim to fulfil based on the principles or philosophy of teaching methods such as communicative language teaching or task-based instruction. This approach

advocates for the adaptability of the teacher's role in response to the varying circumstances encountered in the language classroom.

Sadeghi and Ghaderi (2022) asserted that Second Language Teacher Identity (SLTI) has emerged as a prominent subject of research within the realm of language teacher education, especially in second language education over the past decade. They noted that teachers' comprehension of their personal and professional identities significantly influences their overall effectiveness in teaching and their classroom practices. Consequently, there has been a surge of interest in studying the paradigm of teacher professional identity, exploring its construction, development, and influence, as well as its interaction with other aspects of a teacher's characteristics.

Moreover, Eslamdoost and Tajeddin (2020) argued that identity construction is not solely an individual process; but rather a collective endeavour, shaped through interactions and negotiations within particular contexts. Through their analysis, they acknowledged that understanding professional identity involves recognising an individual's professional and personal growth over time (Arthur & McMahon, 2018) involving self-motivated development across main aspects of life such as work and family life (Smitina, 2010), as well as on understanding human social interactions and efforts for personal and professional fulfilment, ultimately leading to a sense of success (Lace & Mikelsone, 2012).

Halai and Durrani (2018) conducted a study focusing on teacher agency for social cohesion in Pakistan, aiming to explore teachers' perspectives on the primary causes of societal conflicts and the role of education and teachers in fostering social

cohesion and addressing educational injustices. It was noted that there was limited understanding among teachers for their roles in promoting role justice. It was also observed that teachers' sense of identity was closely intertwined with their religious affiliations.

Moghal (2017) employed narrative inquiry to examine the factors influencing the personal and professional identities of tertiary-level teachers in Pakistan. The study investigated the strategies utilised by participants to shape and enhance their identities through personal and professional negotiations, with a thorough exploration of their individual experiences. This highlighted a long list of issues including the impact of family backgrounds, educational backgrounds, the immediate necessity for updated teaching training and materials, low institutional support, challenges related to time management and workload, lower level of motivational and emotional dedication to the teaching profession. These findings underscored the need for exploration of Pakistani NNEST' professional identities, the challenges they face and their efforts to maintain their identity as university teachers.

Moreover, Ahmad et al. (2019) studied the concept of identity within Pakistani educational settings, with a particular focus on the professional identities of teachers. It was indicated that in various scenarios, the process of identity construction is influenced by how teachers construct their sense of self. It was highlighted that personal traits that are combined with external and internal circumstances contribute to the development of professional identities among teachers. These traits included their cultural values, work experiences, social

interaction, and awareness of modern teaching techniques and methodologies. Thus, leading to an effective or ineffective teaching practice.

Tahirsylaj et al. (2021) proposed an idea of the global teacher. For them, an effective teacher is one who holds the profound subject knowledge and expert teaching skills to serve the students inside the classroom, their profession and the community, and can be involved in lifelong learning for personal-professional growth in order to guarantee student learning. However, the professional identity within the Pakistani teaching community highlights a dominant lack of favourable professional conditions especially in public universities. Therefore, there arise an urgent need to explore the aspects that can increase autonomy in their teaching experience and result in providing quality education. Focusing on this research area has the potential to yield high-quality insights that could be beneficial in diverse language classrooms, particularly those involving multilingual and ESL contexts.

The question of a teacher's professional identity has been often deliberated in the context of Pakistan, despite not having been thoroughly investigated. Understanding teachers' professional identity in Pakistan requires a comprehensive analysis of the self, social, and professional aspects. The unique cultural, social, and educational contexts in Pakistan significantly influence how teachers perceive themselves and their roles, making this an important area of research for improving the quality of education in the country. Therefore, this research study explores the professional identity construction and negotiation of Pakistani multilingual NNEST university teachers while teaching the students of other departments in ESL classrooms. As the participants of the current study have been working at different

professional levels, therefore, referring to Richards and Farrell (2005), the term ‘teacher’ is used here to refer to all university educators involved in the process of teaching, including lecturers, associate professors, assistant professors and professors.

1.3. Problem Statement

In any education system, teachers are considered as the backbone of the teaching and learning processes. Being an effective and competent ESL teacher is a complex and multifaceted task that requires a combination of linguistic, pedagogical, and methodological skills (Moussu, 2018). For a satisfied NNES teacher, transitioning from teaching in their native language to teaching in English brings substantial challenges (Crandall & Cristison, 2016). Bullough (2005) claimed that unfortunately, educational institutes tend to approach teachers like blank slates rather than as individuals with distinct identities and experiences, thus, they ignore their past experiences and beliefs. Hence, neglecting their diverse needs and experiences undermines the personal beliefs and professional identities of the teachers. Over the past two to three decades, there has been a remarkable change in conceptions about teachers and teaching all over the world. Teachers are now seen as more than just facilitators who used to promote institutional goals and values. This evolution challenges the traditional view, that standardised teachers’ beliefs and professional identities, treating them as a uniform group with identical needs and experiences (Dillabough, 1999).

Pennington and Richards (2016) narrated that the teachers’ identities have an influence on their decision-making processes regarding their profession and their

approaches to the teaching methods. This influence not only affects their personalities, but it also has an impact on the learner's academic outcome. Furthermore, Yazan (2019) also narrated that teachers' identities employ a substantial influence on their performances and professional development. Thus, understanding that how English language teachers construct and negotiate their professional identities holds considerable importance. This understanding is essential because their perception of themselves as professionals directly influences their choices in teaching and classroom practices (Widodo & Elyas, 2020).

In the realms of ESL and EFL, non-native English-speaking teachers have often been considered inferior as compared to the native English-speaking teachers (Ruecker & Ives, 2015). Their efforts and hard works are not acknowledged the way they deserve. Faez and Karas (2019) narrated that NNEST are underestimated by students, parents, and even administrators because they are non-native speakers of English. In spite of these perpetuated perceptions, the reality is that the majority of English language teachers around the world are non-native speakers of English (Brine, 2010). Crystal (2018) also affirmed that NNES teachers outnumber NES teachers by four to one. Therefore, understanding NNES teacher's professional identity is the fundamental requirement for effective education and professional development, aiming to identify internal stress and external conflict resulted due to high prospects and implicit cultural elements.

Certain studies have investigated the ways in which English-speaking teachers construct and negotiate their personal and professional identities (Block, 2013; Morgan, 2007; Norton & De Costa, 2018). Mainly, these researches concentrated

on exploring the personal and professional identities of English-speaking teachers within ESL contexts, particularly in North American academic institutions. However, most of the studies on professional identities have explored native English-speaking teachers' identities, with a slight focus on non-native English-speaking teachers within ESL settings. Cheung et al. (2015) also pointed out that the research track on teacher identity has predominantly centered on English speaking countries within the inner circle. This inner circle includes the countries, the UK, the USA, Australia, Canada, and New Zealand, where English is spoken as a first language (Kachru, 1997). Thus, this focus underscores the need for further exploration within the outer circle, which includes countries such as Pakistan, India, Singapore, Malaysia and others, where English is used mainly as an official language or second language (Kachru, 1997; A. Al-Mutairi, 2019). Furthermore, the developing countries like Pakistan, when confront the evolving demands of modern professional settings, arise a necessity to construct flexible and dynamic self-identities of the teachers (Moghal, 2022).

In teacher education and professional development, scholars have agreed that understanding a teacher's professional identity is vital to recognise best teaching practices (Ng & Cheung, 2022). The importance of professional identity for an ESL teacher provoked the researcher's interest in undertaking this study. Also, as an NNES university teacher, the researcher's personal teaching experiences with the students of other departments encouraged her to explore this specific research area. The current study entails three main areas to explore in the English language lecturer's professional identities. First, to explore the constituting aspects of professional identity construction and negotiation of Pakistani ESL university

teachers. Secondly, to understand the encountered challenges that those university teachers face while teaching the students of other subjects. Lastly, the strategies that English language university teachers employ to maintain their professional identity over time due to the influence of contextual settings of the classroom.

It is necessary to have a look at the education system of universities in order to understand the problem in depth. Pakistani university teachers mostly comprise multi-ethnic, multilingual and multi-regional backgrounds. Hoodbhoy (2009) very clearly highlighted that “there is little to be gained from a department of English where the department’s head cannot speak or write a grammatically correct non-trivial sentence of English” (p. 6). One of the main reasons for this issue is NNES Pakistani teachers typically come from either an English medium or Urdu medium educational background. This dichotomy creates hurdles in their teaching effectiveness, specifically when they have to teach the students of various departments where English is taught as a compulsory subject for two to four semesters. Moreover, the duration of each semester is sixteen weeks including two weeks of examination. Furthermore, there is a unified course design for all the departments which means the students of Chemistry department or the students of Islamiyat department are studying the same course instead of English for specific purpose (ESP). Additionally, the teachers are kept under pressure to cover lengthy syllabus within this limited time frame.

One noteworthy perception for the English language teachers is that they are considered as aliens (Maharajh & Chilli, 2021). Therefore, when they visit and teach to the students of other departments, they have to exert continuous and

considerable efforts to establish and maintain their professional identity and credibility in these contexts. Additionally, the main interest of many students is merely to pass the subject, as it is a degree requirement, rather than taking an interest in learning the language (Siddiqui, 2007). Furthermore, there is no guarantee that the same teacher will teach English throughout their degree span i.e., for two or four semesters. This also leads to inconsistency in teaching methods and students' engagement.

Different teaching methods or approaches assign specific roles to teachers, which can sometimes clash with their personal sense of identity (Pennington & Richards, 2016). For instance, a teacher is required to follow a set syllabus or course book may experience identity stress while trying to adapt to the limitations imposed by that syllabus or book. Therefore, these constraints lead to difficulties in problem solving and coping with the teaching methods that do not align with the teacher's values and ideals. Likewise, teaching in a new context, such as a different type or level of course, a new school or district, or even a new country and working with new student groups always necessitates adjustments and introduces new challenges of identity negotiation in response to the new environment (Hersi, 2018). Similarly, in the context of multilingual NNES Pakistani university teachers teaching English to students of other departments, this process of professional identity construction and negotiation is particularly pronounced (Humaira, 2013). These teachers navigate the dual challenge of adapting to teaching English in a multilingual setting and aligning their professional identity with the expectations and constraints of the educational environment.

In some cases, as narrated by Shahreena et al. (2021), English is taught deliberately through Urdu translation or Punjabi or other languages based on students' majority, in order to grasp their interest and to make them understand the concepts, which compromises the professional aspect of teaching English effectively. A common perception is that, if the majority of the class get failed in exams, the university management raises the questions over university teachers' professional credibility instead of focusing the other reasons. These concerns necessitate ongoing negotiations and compromises from teachers to uphold their professional standards while addressing the pragmatic needs of their students. Despite these efforts, the core purpose of teaching English is often not fully realised, affecting the overall educational quality. Moreover, when those teachers get to know that the students are not much interested in learning, they also minimise their efforts to improve their professional skills. Rather they just fulfill the duty to teach as a passive and demotivated teacher as White and Ding (2009) narrated that our perception of ourselves is influenced by our interactions with others within specific sociocultural context and norms. This is a valid case for the selected universities as well.

Asif (2020) argued that constructing one's identity is a complex process influenced by various factors, including language. In the English language classroom, Pakistani university teachers might experience identity negotiation, hybridity, or accommodation. By analysing the correlation between language influence, styles, and strategies within the educational environment it was narrated that how these interactions shape the identities of both teachers and learners, on individual and group levels. Additionally, it highlighted the potential challenges and barriers that individuals faced in their pursuit of language acquisition.

Ashraf et al. (2021) examined the multifaceted identities of Pakistani university teachers in English language classrooms, identifying a range of influencing factors, including cultural, linguistic, and educational dimensions. The linguistic identity of these university teachers was notably characterised by their proficiency in multiple languages, such as Urdu, Punjabi, Sindhi, Pashto, and English. This linguistic identity was further shaped by factors such as language proficiency, accents, language preferences, and attitudes toward different languages. As a result, the linguistic identity of these individuals was evidently noticed in their language choices and their ability to switch between languages within the classroom environment.

In the context of Pakistani NNES university teachers in ESL classrooms, exploring their professional identities holds particular importance. This exploration provides insight into how these university teachers manage the complexities of teaching English as a second language to the students of other subjects while simultaneously navigating their own evolving identities within a multicultural and multilingual environment. This setting presents challenges and opportunities, as the university teachers have to balance their professional roles with their personal linguistic and cultural backgrounds.

Moreover, the professional identities of Pakistani university teachers have remained a least focused research area. Focusing on this aspect can significantly contribute to a better understanding of the professional aspects of ESL university teachers. By examining their experiences, this study aims to explore the various aspects influencing their professional lives, such as institutional expectations, student

dynamics, and cultural interactions, which have not been fully explored yet. Therefore, given the paucity of research in this field, this thesis aims to investigate the construction and negotiation of the professional identities of Pakistani non-native language university teachers in ESL classrooms while they are teaching to the students of other departments. This study explores the constituting aspects of professional identity construction and negotiation, the challenges that they face while teaching and the strategies they use to maintain their identities by following the principles of the sociocultural linguistic approach proposed by Bucholtz and Hall (2005).

1.4. Research Objectives

This study seeks to understand multilingual Pakistani NNES university teachers' identity through their professional work by focusing on the following research objectives:

1. To explore the constituting aspects of professional identity construction and negotiation of Pakistani NNES university teachers while teaching English to the students of other subjects in the ESL classroom.
2. To identify the challenges that Pakistani NNES university teachers encounter while teaching English to the students of other subjects in the ESL classroom.
3. To examine the strategies that Pakistani NNES university teachers employ to maintain their professional identities while teaching English to the students of other subjects in the ESL classroom.

1.5. Research Questions

This research study seeks to answer the following:

1. What are the constituting aspects of professional identity construction and negotiation of Pakistani NNES university teachers while teaching English to the students of other subjects in ESL classrooms?
2. What are the challenges that Pakistani NNES university teachers encounter while teaching English to the students of other subjects in the ESL classroom?
3. How do Pakistani NNES university teachers overcome these challenges to maintain their professional identities while teaching English to the students of other subjects?

1.6. Significance of the Study

This study has brought some indispensable insights into the realm of English as a second language teaching, as the role of NNEST is gaining prominence and relevance. This study explores and understands the professional identities of Pakistani NNES university teachers within ESL classrooms at university level. The significance of this study has been articulated through certain key aspects. Despite the growing presence of NNEST in ESL contexts worldwide, there is a notable gap in research concerning their professional identities, particularly from the perspective of Pakistani university teachers. This study contributes to bridge this gap by shedding light on their experiences, challenges and strategies. The multiethnic, multilingual context of Pakistan gives a unique background to consider this research area. This study promotes the broader discussion on how cultural and linguistic diversity influences professional teaching by examining how Pakistani

university teachers construct and negotiate their identities. The significance of the study is divided into different categories.

Theoretically, the study offers significant contributions, particularly through the application of the sociocultural linguistic approach by Bucholtz and Hall (2005). This approach provides a particular framework for understanding how language and social interaction shape the professional identities of ESL teachers. By applying Bucholtz and Hall's sociocultural linguistic approach in the context of Pakistani university teachers, the study extends the applicability of the theory to a new cultural and educational setting. It highlights the active interaction between language use, social context, and identity construction in a non-native English-speaking context, thereby enriching the theoretical framework with diverse data.

Furthermore, the research emphasises the importance of local context in identity construction, showcasing how Pakistani cultural norms, educational policies, and institutional practices influence university teachers' professional identities. This contextualisation offers a deeper understanding of the sociocultural factors at play, which can inform future research in similar settings. Moreover, by focusing on the micro-interactions within ESL classrooms, the study sheds light on the specific linguistic practices and strategies that university teachers use to negotiate their professional identities. This micro-level analysis contributes to a more detailed understanding of how professional identity is constructed and maintained in everyday teaching practices.

The methodological contributions of the study are equally significant, particularly through the use of classroom observations, in-depth interviews, and focus group discussions, with data analysed using Atlas.ti 23 software. The use of multiple data collection methods—classroom observations, in-depth interviews, and focus group discussions—provides a comprehensive and triangulated view of university teachers' identity construction processes. This methodological rigour enhances the validity and reliability of the findings, offering a robust framework for exploring professional identity in educational research. The classroom observations allow for the capture of real-time interactions and teaching practices, providing rich, contextual data on how professional identities are enacted in situation. In-depth interviews offer deeper insights into university teachers' personal experiences, beliefs, and reflections on their professional roles, while focus group discussions facilitate the exploration of shared experiences and collective identity dynamics among them.

Additionally, the utilisation of Atlas.ti 23 software for data analysis represents a significant methodological contribution. This software enables enhanced coding and thematic analysis, allowing the researcher to systematically organise and interpret large volumes of qualitative data. The study demonstrates the effective application of Atlas.ti 23 in educational research, showcasing its potential for managing complex data sets and uncovering nuanced patterns in identity construction. The combination of these methods provides a comprehensive methodological framework that can be adapted and applied in future research on professional identity construction in various educational contexts. This framework offers a structured approach for investigating the multifaceted and dynamic nature

of professional identity, contributing to the advancement of qualitative research methodologies in education.

With relevance to the Pakistani educational system, this study provides critical insights into the professional identity construction of university teachers teaching English as a second language. Understanding these identities can contribute the development of more effective teaching practices, personalised according to the cultural and linguistic context of Pakistan. By identifying the challenges and strategies employed by the university teachers, educational institutions can create targeted professional development programs that may address specific needs and improve teaching quality.

The findings can assist policymakers in the Higher Education Commission (HEC) and other educational bodies in formulating policies that support university teachers' professional growth and identity construction. This can lead to more supportive and enriching teaching environments, ultimately enhancing the overall quality of higher education in Pakistan.

Moreover, insights from the study can be used to design professional development initiatives that can help the university teachers to navigate and negotiate their professional identities more effectively. By understanding the aspects that influence their professional identities, university teachers can engage in reflective practices, leading to enhanced self-awareness and indulgence. By highlighting the sociocultural dynamics that influence their professional lives, the study can empower university teachers to take control of their professional identity

construction. This empowerment can lead to increased motivation, job satisfaction, and a stronger sense of belonging within the academic community. In addition, the study can enlighten the establishment of support systems within universities that address the specific needs of ESL teachers. This includes mentoring programs, peer support groups, and professional learning communities that foster a collaborative and supportive teaching environment.

Beyond that, understanding the professional identity of teachers is helpful to improve the teacher-student relationship. When the teachers feel more confident and supported in their professional roles, they are better able to engage with the students and create a positive learning environment. The findings emphasise the importance of culturally responsive teaching practices. By adopting these practices, educators and teachers can create a more inclusive and supportive classroom environment that respects and values students' cultural backgrounds.

The study can guide the adjustment of teaching materials that support teachers' professional identities and resonate with the sociocultural context of Pakistani education system. These materials can make learning more engaging and effective. Furthermore, by understanding the identity-related challenges and strategies of ESL teachers, the study can inform the selection and use of teaching resources that align with their professional identities and teaching styles. Also, the perceptions gained from the study can help to develop sustainable teaching practices that support the long-term professional growth of NNEST. This sustainability can lead to continuous improvement in teaching quality and student outcomes. Further, by fostering a sense of community and shared identity, teachers can support each other in their

professional development and teaching practices, leading to a more collaborative and supportive educational environment.

1.7. Scope and Limitations of the Study

The qualitative study focused on exploring teacher's identities from diverse cultural backgrounds when teaching in ESL classrooms. It aimed to explore the construction and negotiation of professional identities among multilingual NNES university teachers within the context of language teaching in Pakistani universities. The research study was conducted at three public universities in Punjab, Pakistan: Bahauddin Zakariya University (BZU) in Multan, Islamia University Bahawalpur (IUB) in Bahawalpur, and Govt Sadiq College Women University (GSCWU) in Bahawalpur. The private colleges, schools and universities were not included in the study as it was difficult to find teachers with required teaching experiences in the private sector.

A total of eighteen participants (including six for the pilot study) from these universities were deliberately chosen based on their native languages. These participants were permanent faculty members of English departments and had a minimum of ten years of teaching experience. The qualitative study was centered on ESL classrooms at the undergraduate level. By focusing on English teaching environments at these three universities in Punjab, the research aimed to provide insights into the professional identity construction and negotiation of multilingual NNES university teachers in Pakistan.

1.8. Definitions of the Key Terms

In order to facilitate understanding of the research focal point, the definitions of the key terms employed in the study are provided herewith.

Professional Identity of Teacher

The professional identity of a teacher is defined as the concept or image of self, which determines a teacher in behaving towards his profession (Beijaard et al, 2004).

In this study, the professional identity of a teacher refers to the combination of beliefs, values, attitudes, and behaviours that characterise an individual's sense of professional self within the teaching profession. Professional identity is shaped by a range of factors, including educational background, teaching experiences, personal philosophies, cultural influences, and ongoing professional development.

Teacher Professional Identity Construction

“Teacher professional identity construction is an ongoing process which is affected by a range of internal factors, including personal conceptions of self, one's intentions and goals, and external factors, such as experiences in varying sociocultural contexts, expectations of others” (Beauchamp & Thomas, 2009).

In this study, teacher's professional identity construction refers to the process through which the teachers develop and shape their sense of self, values, beliefs, roles, and practices within the context of their profession.

Teacher Identity Negotiation

“Negotiating a professional teacher identity entails reflecting on how one personally thinks about being a teacher and understands one’s work as a teacher” (Sachs, 2005). “The process of teacher identity negotiation is thus active and embedded in social actions in different contexts” (Cobb et al., 2018).

In this study, the professional identity negotiation of a teacher refers to the ongoing process through which an individual educator interacts with various factors, including personal beliefs, experiences, institutional contexts, and societal expectations, to shape and redefine their professional identity. This negotiation involves reconciling one’s personal values and professional standards with the demands and expectations of the teaching profession.

1.9. Organisation of the Thesis

The thesis is organised into five chapters, each with a distinct focus:

Chapter One offers an overview of the study, presenting essential background on the professional identities, status of English language and English language teaching in Pakistan. It underscores the importance of carrying out research in this specific context, particularly in Pakistan, delineates the significance and scope of the study, and provides definitions for key terms. The chapter concludes with a summary and an outline of the organisation of the thesis.

Chapter Two includes a historical overview of the teacher's identity concept and reconnoiters the construction and negotiation of teachers' professional identities. It lays out the theoretical and conceptual frameworks underpinning the study of English language teachers' professional identities. Additionally, it reviews relevant studies that establish the foundational principles for this research.

Chapter Three details the qualitative research approach, covering methods such as classroom observation, in-depth interviews, and focus group discussions. It describes the procedures for data analysis using qualitative analysis approach and addresses ethical considerations, validity, and reliability of the study. The chapter ends with a summary.

Chapter Four presents the findings of the study. It explains the qualitative data analysis approach, detailing the chosen methodology and data analysis techniques. The chapter identifies and describes the themes, patterns, and categories that emerged from the analysis. It provides an in-depth analysis and discussion of the findings, focusing on the professional identity construction and negotiation of Pakistani NNEST. This chapter interprets the data in the context of existing literature and theoretical frameworks.

Chapter Five concludes the study by summarising its contributions and implications for understanding the professional identities of Pakistani NNES university teachers. It also critically evaluates the limitations of the study and offers recommendations for future research.

This comprehensive structure ensures a thorough exploration of the research topic, from theoretical foundations to practical implications and future directions.

1.10. Summary

This chapter has offered an overview of the background of the study, highlighting the research objectives and motivations behind conducting the current study. It explores how Pakistani NNEST negotiate and construct their professional identities. Additionally, the chapter discusses the problem statement, outlines the objectives and research questions of the study, and elaborates on its significance and scope. Definitions of key terms relevant to the research study are provided, along with a detailed outline of the organisation of the thesis.



CHAPTER TWO

LITERATURE REVIEW

This chapter reviews relevant previous studies and related studies pertaining to teachers' identity construction and negotiation. The chapter begins with a review of the teaching profession and the development of the teachers' identity concept. It reviews a wide range of literature with a focus on university teachers' professional identities, particularly among the NNEST teaching in multicultural contexts where English is considered as a second or foreign language. The general understanding of teachers' professional identities leads to principles of the sociocultural linguistic approach. This analytical approach supports the theoretical framework of the current study. Finally, the chapter discusses the conceptual framework of the study, previous literature related to the research study and a summary.

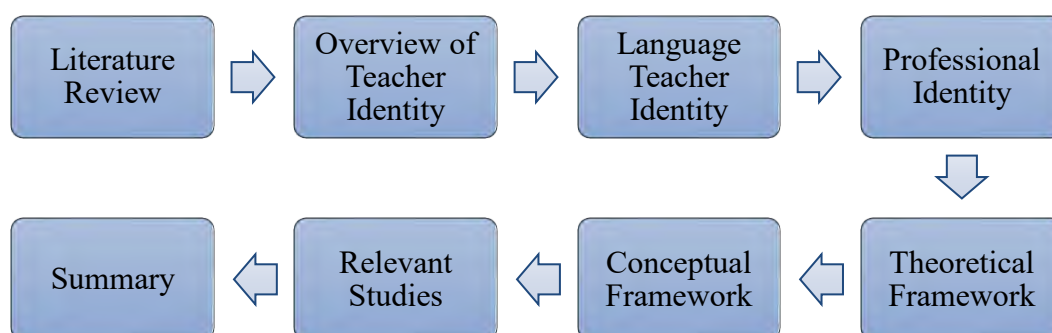


Figure 2.1 Organisation of Chapter Two

2.1. A General Overview of Teacher's Identity

Education is the most effective means of achieving one's desired goals. It is specifically a three-dimensional process based on the teacher, student, and the learning environment (Craig, 2023). The manner in which a teacher presents oneself is the most important factor in a language-learning classroom. The teacher's identity, which includes their personal qualities, ethno-cultural background, socio-economic status, and cognitive and aesthetic aspects, creates a significant impact on the student's learning process (Lokhtina & Tyler, 2022). Therefore, understanding teacher identity is very essential in considering how teachers perceive themselves and their roles within the educational landscape. This section explores the multifaceted nature of teacher identity, beginning with its significance in the broader educational context.

2.1.1. Understanding Teacher's Identity

Teachers are considered as the pillars of any educational system. They hold a philosophical significance in society, serving as the architects of knowledge transmission and the personal development of the students. Kindermann (2011) narrated that the essence of being a teacher can be understood by examining both the visible and invisible aspects of their personal and professional lives. The visible domain encompasses the evident actions and tasks teachers engage in, such as classroom interactions, evaluation, designing educational materials, and executing teaching tasks. On the other hand, the invisible domain analyses the subjective and personal realms, including cognitive processes, individual beliefs, expectations, and emotions (Alberto & Castañeda, 2011).

This dichotomy mirrors a longstanding debate in understanding identity, where it is viewed either as an internal (self-oriented) or external (socially constructed) phenomenon (Rösler et al., 2018). Within this framework, the self of a teacher involves a profound understanding of their own knowledge, beliefs, emotions, and motivations, representing the internal aspect. Meanwhile, the external aspect or the social element refers to broader cultural structures that influence and shape professional actions undertaken in fulfilling their roles as teachers. The relationship between the personal and social dimensions is valid, as they complement each other in shaping the identity and actions of teachers.

Understanding a teacher's identity is the most important aspect, it has an influence on various levels of teaching practices and professional development. Yazan and Edwards (2018) also highlighted the importance of considering the teacher's identity in second language teacher education (SLTE) as it impacts how teachers acquire knowledge, communicate, and collaborate it within the social contexts. Therefore, teacher's identity has become a prominent term in educational research, as noted by (Hanna et al., 2020) and it significantly influences teacher education programs, professional development (Bedrettin & Owain, 2018) and teacher learning (Wang, 2021). Although, this term has lately gained prominence within the realm of academic discourse, emerging from a continuous and evolving intellectual trajectory (Ellis et al., 2023).

Foreman-Brown et al. (2023) narrated that the concept of teacher identity is tightly knotted with the development of teachers. This relationship between teacher identity and teacher development is a fundamental aspect of educational research

and practice (Van Lankveld et al., 2017). Teaching inherently involves adopting an identity as a teacher, yet the exact nature of this identity remains subject to ongoing debate among various stakeholders including learners, instructors, educational institutes, and the media. Several studies have explored different topics and research areas that laid the basis for the rise of research related to teacher identity. These studies involve research into teacher knowledge and beliefs (Zimmermann et al., 2018), reflective practices (Ifinedo et al., 2020), tensions among teachers (Restu, 2017), teachers' lives and careers (Rinke & Mawhinney, 2017).

2.1.2. Teaching and Teacher's Identity

Teaching is a complicated and subtle occupation that demands constant analysis of the ever-changing classroom dynamics (Widdowson, 1987). Teachers must precisely assess the situation, taking into account various factors such as student characteristics, course materials, educational objectives, and individual abilities, in order to devise effective teaching strategies (Ferguson et al., 2022). This process requires not only a covert understanding of students and subject matter expertise but also an awareness of how learning unfolds. Giralt-Romeu et al. (2024) asserted that the teachers must possess the agility to adapt their approach in real-time, seamlessly transitioning between instructional methods and continuously evaluating the effectiveness of their teaching.

Moreover, Bardach and Klassen (2020) narrated that effective teaching hinges on the teacher's ability to anticipate challenges, follow intuition, and skillfully manage classroom dynamics while maintaining a captivating presence. Whether delivering a lecture or facilitating group activities, teachers are required to confidently lead the

class and optimise time management. To excel in these roles, teachers must embody their classroom environment with a sense of naturalness and authenticity, transcending mere performance to truly inhabit the role of teacher.

Rodgers and Scott (2008) underscored the self-motivated nature of teacher identity, suggesting that it evolves over time in response to a myriad of internal and external influences. Emotions, job experiences, and personal life events all play a role in constructing a teacher's identity. Reeves (2018) noted that one's identity as a teacher can be either self-claimed or externally imposed, subject to individual agency and external perceptions. Furthermore, the elements and expressions that define this identity are in perpetual negotiation, both internally and externally. While these insights offer essential perspectives on teacher identity, defining the concept itself has proven challenging for scholars. The obscure relationship between personal agency and external influences underscores the complexity of teacher identity formation and highlights its fluid and multi-layered nature.

2.1.3. Teacher's Beliefs and Knowledge

Teachers' belief employs a strong influence on educational outcomes, profoundly shaping both learning outcomes and student motivation. These beliefs serve as guiding principles that inform individuals' perceptions of the world and influence their decision-making processes. As Nespor (1987), articulated that these beliefs play a fundamental role in defining teaching responsibilities and structuring the knowledge and information pertinent to those responsibilities. From the early 1990s, research began to transition from merely understanding and enhancing teachers' knowledge to exploring teachers' thinking and belief systems. Teachers'

beliefs are defined as their assumptions and considerations about teaching and learning, which underpin and guide their approaches, actions, and decision-making in the classroom (Garton, 2014).

Taşdemir and Seferoğlu (2024) noted that understanding what it means to be a teacher involves examining the interplay between two fundamental dimensions i.e., their personal and professional domains. The personal domains include individual beliefs, values, expectations, and emotional experiences. Whereas, the professional domain incorporates the tangible aspects of teaching, such as instructional management, assessment practices, and student interactions. Teacher identity, therefore, emerges from the complex relationship between these two domains, particularly through the lenses of beliefs and knowledge. Bukor (2015) also underscored this complexity by highlighting how teachers' identities are involvedly linked to their belief systems and subject knowledge. As such, teacher identity is not simply defined by professional tasks but is entirely rooted in personal convictions and understanding.

In addition to investigating the origins of teachers' beliefs, the majority of studies have focused on understanding the alignment between these beliefs and classroom practices. Specifically in the context of second language (L2) teaching and learning, certain studies have shown a strong correlation between what teachers believe and how they teach in the classroom (Gilakjani & Sabouri, 2017). For instance, Johnson, (1992) analysed lesson plans and transcriptions of classroom observations, revealing that literacy instruction for non-native English speakers was consistent with each teacher's theoretical orientation. The study identified that each teacher's

beliefs fell into one of three pedagogical approaches: skill-based, function-based, or rule-based.

Richards and Lockhart (1994) narrated that “what teachers do is a reflection of what they know and believe” (p. 29). They explored teachers’ beliefs in the context of L2 education and identified various sources of these belief systems. According to their findings, teachers’ beliefs are shaped by their own experiences as language learners, their experiences of effective teaching practices, established teaching norms, individual personality traits, educational or research-based principles, and principles derived from specific instructional approaches or methods.

The shift from focusing on what teachers know? to how they know? marks a significant conceptual change in understanding teachers’ knowledge (Richards, 2010). Teacher beliefs are integral to this perception as they influence not only the acquisition of knowledge but also the actions, thoughts, and behaviours of students (Borg, 2003). This interconnectedness makes it difficult to separate knowledge from beliefs.

In contrast to the process-product paradigm, which treated knowledge as an external set of information that could be transmitted directly from teacher to student, recent research has expanded to emphasise the role of teachers’ beliefs and experiential knowledge. This research views teachers’ knowledge as evolving and constructed through ongoing professional practice. This perspective highlights the importance of self-development and self-awareness in fostering teachers’ professional growth.

Slade et al. (2019) emphasised that reflective practice is therefore crucial in teacher professional growth. It allows teachers to critically examine their own personal and professional experiences, facilitating a deeper understanding of their beliefs and how these beliefs inform their teaching practices. (Mulryan-Kyne, 2021) narrated that this reflection supports continuous professional development, helping teachers to align their classroom practices with their evolving beliefs and knowledge. This approach underscores the dynamic and personal nature of teacher knowledge, emphasising that effective teaching is not just about the transmission of information, but about the ongoing development and integration of personal beliefs and professional experiences.

Knowledge and beliefs are often seen as intertwined, despite some scholars distinguishing knowledge as more factual and beliefs as more ideological and attitudinal. As Verloop et al., (2001) noted, “In the mind of the teacher, components of knowledge, beliefs, conceptions, and intuitions are inextricably intertwined” (p. 446). The nature of the knowledge that enables teachers to function effectively in the classroom has been extensively studied and remains a critical focus in teacher education research.

A teacher knowledge has been associated with the concept of received knowledge which emphasises “mastering the specific content one was to teach and separately mastering methodologies for conveying the content to learners” (Freeman, 2002, p. 4). This approach involved categorising and dividing knowledge into distinct areas and disciplines, forming the foundation of professional teacher preparation. As a

result, the professionalisation of teaching emerged, with established categories of content and processes used to evaluate what teachers know and can do.

However, Ball and Goodson (2005) narrated that since 1990s, research began to focus more on teachers' cognition exploring how teachers learn content, their teaching practices, and their cognitive processes. This shift led to a richer examination of teachers' thinking and mental processes, particularly in relation to their decision-making in the classroom. The emphasis moved from viewing knowledge as a static body of information to understanding it as dynamic and constructed through experience and reflection. This evolving perspective highlights the importance of understanding the interplay between knowledge and beliefs in shaping effective teaching practices.

The literature underscored the importance of the apprenticeship period, during which student teachers develop a set of values, commitments, orientations, and practices (Calderhead & Robson, 1991). This phase is seen as critical in shaping their professional identities and teaching methods. Building on this idea, later research introduced the concept of personal practice knowledge (Clandinin et al., 1999). This notion refers to the integration of various knowledge aspects within teachers' cognitive systems, suggesting that knowledge is constructed from teachers' previous experiences, everyday lives, and professional practices.

From this viewpoint, teacher knowledge is not static but is continuously created and reshaped through reflective practice and lived experiences. This dynamic understanding of knowledge highlights the importance of experiential learning and

personal reflection in teacher education, reinforcing the idea that effective teaching is deeply connected to the teacher's personal and professional journey.

2.2. Teaching and Language Teacher's Identity

Teacher identity, which is broadly defined as 'the way we make sense of ourselves and the image of ourselves that we present to others' (Day, 2011, p. 48), has attracted great interest in teacher education and language education over the past decades (Beauchamp & Thomas, 2009). A growing body of literature has recognised that language teachers' identity work is crucial and indispensable – i.e., 'who teachers are and what they bring with them, individually and collectively, matters in what and how they teach and thus, to students, families, communities, and institutions' (Varghese et al., 2016, p. 6).

Crandall (2003) narrated that since the start of the 21st century, scholars have advocated for a transformation in the realm of second-language teacher education, shifting their focus from a product-oriented to a process-oriented approach. This perspective regards teachers not just as transporters of knowledge but as active participants in the learning process (Freeman, 2002b). Consequently, there has been a surge of interest in Language Teacher Identity (LTI) research, which examines how teachers perceive themselves and their roles in the classroom (Barkhuizen, 2017; Li & De Costa, 2018; Peercy et al., 2019; Yazan, 2018a).

Barkhuizen and Consoli (2021) believed that the development and negotiation of language teacher identity in teaching and teacher education contexts, as well as its relationship to teaching practice and teachers' activities outside of the classroom,

are all part of the theorisation of language teacher identity. It is a broad term that can be examined from a variety of angles. Because of its complexity, it can be difficult to describe in a definitive manner. Language teacher identity directly influences how teachers conceptualise their own learning needs and instructional practices, intensely shaping language teaching methodologies and philosophies (Varghese et al., 2016). It is crucial to recognise that a language teacher is not a neutral figure in the classroom dynamics. The interactions between teachers, students, and the broader teaching environment significantly impact teaching approaches and outcomes (Taşdemir & Seferoğlu, 2024). Understanding these dynamics is essential for improving teaching practices and cultivating effective language learning environments.

In the early days of the teaching English as foreign or second language profession, language teachers were primarily viewed as technical experts who simply needed to master the correct teaching methods. Consequently, there was little emphasis on exploring the intricate issue of teacher identities, and research in this area was scant (Trejo-Guzman, 2010). However, with the surge in classroom-based research in recent years, there has been a heightened recognition of the pivotal role that teachers' beliefs and identities play in shaping classroom dynamics (Gilakjani & Sabouri, 2017; Mulryan-Kyne, 2021; Yazan & Owain, 2018).

Existing studies (e.g., Barkhuizen, 2017; Kanno and Stuart, 2011) have examined how language teachers' identities arise from and influence their practical and discursive engagement in relation to their gender, race, sexuality and the larger socio-political structures. For instance, how non-native English-speaking teachers

(NNEST) position themselves and are positioned by others are often interlinked with the discourse of native speakerism (Holliday, 2006), which attaches a sense of superiority to the group of native speakers defined in terms of their origins, colours and accents (Pavlenko, 2003).

In addition, language teachers' identities are also influenced by a wide array of contextual factors in their situated communities of practice (Clarke, 2008); Tsui, 2007), such as their colleagues, students as well as school policies and educational reforms. These factors may become internalised by teachers as part of their self-identification or become subverted as they come into conflicts with teachers' personal values, role models, and previous experiences. In this sense, language teacher identity is no longer an individual matter, but a sociocultural product arising from the dialogue and negotiation between teachers and their situated work contexts (Tsui, 2007).

Researchers have come to understand that the decisions teachers make in the classroom are not solely dictated by the techniques and strategies they have acquired through workshops or training sessions; rather, their personal beliefs also significantly influence their actions (Cheung et al., 2015). Consequently, there has been a shift towards focusing more on the teacher and their beliefs regarding learning, teaching, and the teaching profession. This shift has prompted an in-depth exploration of the complex identity issues faced by teachers and how these issues impact both classrooms and students (Varghese et al., 2016).

Despite the growing recognition of the importance of teacher identity over the past two decades, research specifically addressing Language Teacher Identity (LTI) remains somewhat limited, although it is steadily expanding (Jordan & O'Donoghue, 2018). This suggests that there is still much to study in this field, with opportunities for further exploration and understanding especially in perspective of Pakistan.

In the field of language teacher research, numerous studies have utilised the constructs of teacher cognition, teacher beliefs, and teacher learning to investigate the emergence of L2, teachers' thought processes over time and across different teaching contexts (Yuan & Burns, 2017). These constructs help researchers to comprehend how teachers develop their knowledge, beliefs, and practices, and how these elements influence their teaching effectiveness and adaptability. For instance, teacher cognition involves the mental processes teachers use to plan, conduct, and evaluate their teaching (Borg, 2019). Teacher beliefs encompass the underlying principles and assumptions that guide their instructional decisions (Fang, 1996). Teacher learning focuses on how teachers acquire new skills and knowledge, whether through formal professional development or informal experiences in the classroom (Kelly, 2006).

However, there has been a noticeable interest in LTI research in recent years. This emerging interest is reflected in the work of several scholars. For instance, Barkhuizen (2019) has explored narrative inquiry as a method to understand teachers' identity construction. Cheung et al. (2015) have examined the impact of contextual factors on teacher identity. Norton and De Costa (2018) have

investigated the intersection of teacher identity with issues of power and equity in language education. Liu and Fisher (2006) had looked into the identity struggles and negotiations faced by language teachers. These studies highlighted the flexible and fluid nature of teacher identity and underscored the importance of considering identity in language teacher research.

Overall, while traditional research has focused on the cognitive and belief aspects of teaching, the growing body of LTI research is providing productive insights into the personal and professional identities of language teachers, thereby offering a more productive understanding of the factors and aspects that influence their teaching practices and professional growth.

Researchers have also studied about how language teachers' perceptions of themselves as cultural entities impact their instructional practices regarding culture. In this line of study, intercultural encounters and cultural affiliations not only shape teachers' self-perception but also influence their approaches to teaching culture (Enns-Kananen & Wang, 2016). These findings shed light on the challenges and conflicts may face by bilingual or multilingual instructors as they navigate their identities in relation to the languages they teach.

2.2.1. Narrating Language Teacher's Identity

Varghese et al. (2016) identified two theoretical frameworks for comprehensively conceptualising a language teacher's identity. They are identity-in-practice and identity-in-discourse. Identity-in-practice refers to the relationship between teacher identity and the practices teachers engage in as members of a group. Specifically,

language teacher identity is perceived to be constituted by the practices in relation to a group and the process of individual identification or non-identification with the group (Varghese, 2018). This conceptualisation aligns closely with the community of practice framework (Wenger, 1998), which was widely used in LTI studies. This framework views identity construction as a process of negotiation through participation with other members of a specific community, such as a school or educational organisation. For instance, Trent (2012) investigated how native-speaking English teachers in Hong Kong primary and secondary schools constructed their discursive identities through their self-positioning and their perceptions of how they were positioned by others. This study exemplified the identity-in-practice framework by examining the strong relationship between teachers' practices and their community affiliations.

Identity-in-discourse, on the other hand, emphasises the role of discourse in shaping teacher identity. This approach examines how language and communication practices contribute to the formation and negotiation of identity within educational contexts. Kanno and Stuart (2011) provided a practical application of these frameworks by exploring the identity development of students through their engagement in the ESL teaching community at the university level. This study highlighted how participation in a community of practice, along with the discursive interactions within that community, influenced the evolution of teacher identity.

Situated within a post-structural paradigm, the second theoretical approach, identity-in-discourse, emphasises the significance of language, power dynamics, and context in the broad construction of identities. This approach posits that there

is no singular definition of language teacher identity; instead, identities vary according to the specific context, power relations, and the available discourses to both individual teachers and their communities or networks (Varghese et al., 2016).

Drawing on this framework, Higgins and Ponte (2017) investigated the identities of elementary school teachers participating in a professional development course on multilingual language learners. Using Gee (2000) identity framework, their analysis demonstrated how these teachers' professional identities were enacted to embrace the concepts and recommendations from the course. This highlights how professional development and discursive practices within specific educational contexts shape teacher's identities.

There is another theoretical position, Morgan (2004) notion of identity-as-pedagogy considers teacher identities as integral resources for pedagogy that interweave with classroom lessons. Morgan developed this notion by engaging in the strategic performance of his identity to counter act stereotypes held by his students. By mobilising his identity, Morgan (2004) not only shifted social referents and negotiated meanings of expected behaviours with his students but also illustrated the dialogical nature of identity-as-pedagogy. Thus, teacher identities are not only personal but also dynamically shaped through interaction with learners, revealing the complex, reciprocal nature of identity formation in educational settings. Drawing from the notion of identity-as-pedagogy, research has revealed and advocated for the recognition and acceptance of diverse language teacher identities, such as being a translingual teacher (Zhengdong & Chi, 2018).

The conceptualisations of LTI reviewed above are of particular interest and relevance to the present study. While identity-in-discourse forms the theoretical foundation of this thesis by examining how teacher identities are constructed through ongoing, co-constructed classroom discourse, the data also underscored the significance of Morgan's notion of identity-as-pedagogy. This is evident from the participants' engagement with various personal aspects, which highlights the interplay between their identities and their pedagogical practices. Although identity-in-practice is not the primary theoretical lens for the analysis, the understanding that teacher identities are negotiated through practice and interaction with others remains crucial for the practical implications of the present study.

2.2.2. Identity and Language Teaching

Several studies have focused the identity construction and the instructional approaches employed by English language teachers in ESL or EFL classrooms. Languages are not merely tools for communication; they are vessels carrying the cultures, traditions, and experiences of their speakers (Norton, 2010). Each language represents shared cultural values and customs, uniquely identifying its speakers within a social context. This identification raises recognition and provides a sense of belonging, thereby contributing to a person's identity (Keller, 2017). Basically, language practices significantly contribute to the identity construction of NNEST. Barkhuizen (2017) narrated that teachers view language not merely as a structural system but also as a social activity wherein experiences are structured and individual identities are negotiated.

Lee et al. (2008) investigated how the teaching practices of English instructors influence the construction of L2 learners' identities. This research revealed disparities between teachers' theoretical pedagogical frameworks and their actual classroom methods, potentially hindering L2 learners from fully leveraging their language learning opportunities. The study also narrated that how English teachers' classroom strategies might disseminate inequalities among diverse groups of L2 learners. Clemente et al. (2009) also explored effective classroom practices provide L2 learners ample of opportunities for language acquisition and practice. They argued that neglecting language instruction in classrooms could perpetuate educational disparities among L2 learners.

In other words, the studies supported that the interplay between English teachers' instructional practices and L2 learners' identity construction is crucial for offering diverse identity positions, fostering greater engagement in classroom activities, and promoting integration into broader societal and educational contexts (Richards, 2023). This could only be possible if the language teacher is aware of cultural sensitivity, learner's specific language needs, classroom management skills, importance of negotiation and reconstruction of teacher's identity in order to facilitate the learners, especially while teaching to the students of other subjects.

2.3. Teaching and Language Teacher's Professional Identity

According to Olsen (2012), teacher's professional identity is a theoretical and systematic tool used in both the study and the practice of teaching. It examines how individuals continuously construct and negotiate their understanding of themselves as professionals within a particular social context. More specifically, a teacher's

professional goals for the future are implicated where they construct the meaning of being a teacher.

The research studies into the professional identity constructions of teachers has historically lacked a coherent theoretical basis, making it challenging to build a comprehensive understanding in this field (Miller, 2009). While some studies make brief references to the literature from psychology, sociology, and philosophy, few are deeply rooted in the theoretical frameworks of these disciplines. This lack of a unified theoretical approach has resulted in the inconsistent use of the concept of professional identity in teaching and teacher education research.

In their meta-analysis of teacher identity research, (Beijaard et al., 2004b) concluded that it is difficult to identify a “shared sense or perception of professional identity” (p. 119). They also elaborated that “researchers conceptualise professional identity differently, investigate varying topics within the framework of teachers’ professional identity, and pursue a diversity of goals” (ibid, p. 108). This fragmentation in conceptualisation and research focus reflects the broader issue of theoretical incoherence in the field. Similarly, Friesen and Besley (2013) characterised the research on teacher identity as emerging from “a wide range of theoretical perspectives and exhibiting a tendency toward disconnected qualitative studies” (p. 24). This indicates that while there is a lot of qualitative research on teacher identity, the studies often lack integration, leading to a split understanding of the concept.

Beauchamp and Thomas (2009) attributed these issues to the complex nature of professional identity, the multidisciplinary focus of the research arena, and the presence of numerous disparate perspectives within the area of teaching and teacher education. The complexity arises from the multifaceted nature of identity itself, which can encompass personal, social, and professional dimensions. The multidisciplinary focus means that research draws on various theoretical perspectives, including psychological, sociological, and educational theories, which can sometimes lead to contradictory findings and interpretations.

The different perspectives within the field also contribute to the challenge. Different researchers may prioritise different aspects of teacher identity, such as how it develops over time (Beijaard et al., 2023), how it is influenced by social and institutional contexts (Ben-Peretz et al., 2003), or how it impacts teaching practices and student outcomes (Coldron & Smith, 2015). This diversity of focus can enrich the field but also makes it difficult to form a cohesive understanding of teacher's professional identity.

Therefore, understanding teachers' professional identity holds significant importance for certain reasons. First, it serves as an indicator of their intentions to continue in their profession (Kremer & Hofman, 1985; Moore & Hofman, 1988). Secondly, it sheds light on how they respond to educational reforms (Nias, 1989) impacting their performance, efficacy, professional development, and ability to adapt to changes in education and teaching practices (Beijaard, 2019; Sercu, 2006).

The majority of research on teacher identity has focused on professional aspects, such as their roles in the classroom and their perceptions of their professional identity. Scholars argued that there are convoluted connections among professional identity, classroom practice, teacher knowledge, beliefs, and attitudes. According to Kelchtermans (2017a) teachers' professional self encompasses their conception of themselves as educators and their system of knowledge and beliefs regarding teaching as a professional endeavour.

Furthermore, professional identities are not static or singular but rather multifaceted, fragmented, and subject to change (Beauchamp & Thomas, 2009). Classroom practice serves as the arena where these identities are enacted (Coldron & Smith, 2015). Cooper (2021) highlighted that professional identity is complex, consisting of multiple layers and continually evolving. Additionally, the development and shaping of teacher identity are influenced by various factors, including historical, sociological, psychological, and cultural influences.

Research exploring teacher's professional identity has highlighted a profound interconnection between identity construction, practice, and lived experiences, suggesting that identity emerges from active participation in specific communities (Wenger, 2008). Sachs (2005) underscored the centrality of professional identity construction, asserting that it serves as a guiding framework for teachers to shape their own understanding of 'how to be,' 'how to act,' and 'how to comprehend' their role and position within society (p. 15). Therefore, the professional identity constructions of teachers is often described as a blend of roles, surrounding the teacher as a subject expert, a pedagogical expert, and a didactical expert (Beijaard

et al., 2000). It demonstrates that various factors influence the development of this professional identity, including the teaching context, teaching experiences, and the personal biography of the teacher. Moreover, teachers' perceptions of themselves evolve over the course of their careers. Cruess et al. (2019) echoed this sentiment as, noting that a teacher's identity evolves through a vigorous interaction between their personal theories, self-concept, and the contextual demands of their social and occupational environment.

Peercy et al. (2019) emphasised the importance of investigating and comprehending the identities of language teachers, highlighting the significant influence and authority they employ over their pedagogy. Understanding teacher identities can illuminate the facets of language educators' professional identities that challenge prevailing discourses and enrich their collaborations with fellow teachers, educational institutions, and communities. A teacher's academic background, skills, beliefs, values, attitudes, and teaching experiences collectively shape their professional identity.

Certain studies have focused into teachers' beliefs regarding their professional roles in the classroom and their interconnectedness with self-image, a sub-category of professional identity. Ben-Peretz et al. (2003) utilised metaphoric representations of occupations to reveal teachers' professional selves, disclosing that practical experiences significantly shape their professional self-image. Furthermore, teachers' self-definitions are directly influenced by dynamic interactions with students, parents, and school administrators (referred to as significant others). Maclure (1993) explored this claimed identity of teachers, explaining how teacher

identity is employed and discussed within teaching communities. The study underscored that identity is an ongoing site of contention for teachers, not a static entity but rather a tool used to justify, explain, and make sense of oneself in relation to others. Similarly, (Ben-Peretz & Flores, 2018) highlighted the tension between teachers' identities constructed over time and their professional values. The study on defining teachers' professional identities are portrayed as continuous arenas of contestation, struggle, and re-evaluation (Maguire, 2008).

2.3.1. Aspects of Teacher's Professional Identity Construction and Negotiation

Teaching as a profession is an ongoing journey of self-reflection, enabling the teachers to gain deeper insights into their identities as educators. Through this continuous process of self-discovery, teachers develop a clearer understanding of their teaching philosophies and their central role in promoting equitable learning environments (Eren & Yeşilbursa, 2019). It is important to recognise that this journey is about progress, not about perfection. As the teachers get engaged with the students, collaborate with their colleagues, and serve various educational institutions, they gradually get aware of their professional responsibilities and contributions. This keen awareness allows them to refine their approaches and strive towards creating inclusive and effective educational experiences (Alberto & Castañeda, 2011). Among the constituting aspects of Pakistani NNEST' professional identity construction and negotiation, their educational backgrounds and teaching experiences were considered to be central and thus focused for the current research study.

2.3.1.1. Educational Background

A professional identity serves as a bridge between a teacher's personal experiences and their previous educational backgrounds (Beijaard et al., 2023). The personal self of a teacher lays the foundation for their distinctive teaching style, setting them apart from others. A teacher's educational background can influence their performance in a number of ways, including their instructional skills, classroom management, and originality (Kelchtermans, 2017a). Developing a professional identity as a language teacher requires a combination of expertise in language teaching discipline and a comprehensive understanding of the broader educational landscape. Teachers must possess a strong self-awareness, comprehend the traces of being a teacher in various contexts, and grasp the broader educational context.

As highlighted by Pennington and Richards (2016), a teacher's professional identity is an iterative process of negotiation and interpretation within the classroom context and their social roles. This process of identity shaping is continuous and may never reach completion, as teachers constantly adapt and refine their identities in response to evolving circumstances and personal growth (Yuan & Lee, 2021). Achieving an effective balance between various aspects of identity is a complex decision, influenced by contextual factors and individual characteristics. Furthermore, a teacher's educational background provides the foundational knowledge and theoretical frameworks that shape their professional identities and instructional strategies (Darling-Hammond, 2017). Thus, educational background is essential in the construction of their identities and their approaches to create equitable learning environments.

Pakistani educational system is comprised of Urdu and English medium of instruction. The teachers who come from Urdu medium of instruction to teach the students who never studied in Urdu medium of instruction, continuously struggle to manage their identities accordingly. A similar situation goes for the teachers coming from English medium of instruction to teach the students who never studied in English medium. Therefore, both educational systems constitute in the identity construction and negotiation of Pakistani NNEST (Shamim, 2008; Siddiqui, 2007; Moghal, 2017).

2.3.1.2. Work Experience

A teacher's professional identity is developed through their work experiences in different situations. Some researchers believe that a teacher's professional identity is related to their self-concept or self-image (Freeman, 2002; Lau & Jin, 2019; Barker Caza & Creary, 2016). Teachers bring their past experiences as students, their culture, and their beliefs and values about teaching into their studies before they become committed teachers (Flores & Day, 2006). A teacher's professional identity encompasses their robust and optimistic attitude towards their work, manifesting as a profound sense of attachment to the teaching profession and a desire to persist in it, along with a feeling of accomplishment (Ou & Gu, 2024). This identity is characterised by a profound commitment to teaching, viewing it not merely as a job but as a long-term passion. Wong and Liu (2022) asserted that teachers with a strong professional identity derive significant career satisfaction from their work, finding fulfilment in their achievements and the academic successes of their students. Such intrinsic motivation is driven by witnessing the progress and growth of their students.

Teachers with a strong professional identity are more resilient and better able to cope with the challenges of the teaching profession (Day & Gu, 2010). They are also more likely to engage in continuous professional development, which further enhances their teaching efficacy and job satisfaction (Avalos-Rivera, 2020). Furthermore, a strong professional identity is linked to a positive classroom environment, as teachers who view their work as a vocation are more likely to create supportive and engaging learning experiences for their students (Thomas et al., 2019).

Some studies underscored a strong positive correlation between personal identity and career satisfaction. Researchers suggest that a well-developed sense of personal identity is crucial for fostering commitment and engagement in one's career (Perrachione et al., 2008). This relationship highlights the importance of personal identity in shaping career satisfaction, indicating that teachers who have a strong personal identity are more likely to experience higher levels of satisfaction and commitment in their professional roles (Hong, 2010). Additionally, intrinsic motivation, driven by a strong professional identity, not only enhances teachers' job satisfaction but also positively impacts student outcomes, as motivated teachers are more effective in fostering student achievement (Klassen et al., 2013).

2.3.2. Challenges Faced by Teachers while Maintaining Professional Identity

The challenges of teachers' professional identity include a lack of clarity in its definition, which hinders its study as a key element for teachers' social and emotional well-being. Factors such as teachers' emotions, pedagogical beliefs, environmental and cultural factors, and perceptions and expectations can also

influence their professional identity (Cheng, 2021). These challenges influence the effectiveness of teaching and the learning experience of students.

2.3.2.1. Cultural Hindrances

Cultural hindrances between teachers and students pose barriers to the teaching process. Misunderstandings often arise due to varying communication styles, such as levels of directness, use of non-verbal cues, and classroom interaction expectations. For instance, some cultures may prefer indirect communication, which can be confusing for teachers from more direct communication backgrounds (Jiang et al., 2021). Additionally, teachers must navigate cultural sensitivities to avoid offending students or misinterpreting their behaviours, requiring an unfathomable understanding of the diverse cultural backgrounds represented in their classrooms (Smith, 2021). Furthermore, educational traditions diverge significantly across cultures, and teachers struggle to align their teaching methods with the student's prior learning experiences, potentially leading to conflicts and misunderstandings (Matsuda & Friedrich, 2011).

Pakistani NNES multilingual university teachers often encounter cultural hindrances in their teaching environments. Rafi and Fox (2021) narrated that teaching of English as the medium of instruction in Pakistani higher education institutions created a distance between teachers and students. This linguistic disproportion often led to misunderstandings and challenges in conveying cultural differences effectively in the classroom. Moreover, cultural differences in communication styles and interaction had an impact on the teacher -student rapport, as highlighted by (Siddiquah et al., 2021). They argued that reconciling traditional

cultural values with modern pedagogical practices poses a challenge for Pakistani teachers, leading to a need for culturally sensitive teaching approaches.

2.3.2.2. Multilingual Engagement

Engaging students in a multilingual classroom requires addressing linguistic diversity while ensuring comprehension and participation. One of the major challenges is the fluctuating levels of English proficiency among students, making it difficult for teachers to pitch their lessons appropriately for all (Garcia, 2011). Some teachers may struggle to keep up, while others may find the pace too slow, creating a disparity in teaching-learning outcomes. The need for code-switching, or switching between languages or dialects to aid comprehension, also poses a challenge. Teachers may not be proficient in all the languages spoken by their students, limiting their ability to engage effectively (Creese & Blackedge, 2010). Additionally, developing inclusive teaching strategies that make content accessible and engaging for everyone requires creativity and additional resources, adding to the teachers' burden (Cummins, 2000).

Multilingual engagement presents a notable challenge for Pakistani NNEST due to the linguistic diversity within the classroom. A study by (Iftikhar et al., 2024) found that while English was the medium of instruction in higher education, many students struggled with language proficiency, hindering effective communication in the classroom. This language barrier not only affected understanding but also limited the opportunities for meaningful engagement and active participation. Thus, leading to ineffective teaching-learning classrooms. Additionally, the extensive use

of the local language in teaching is often viewed as a hindrance to students' progress in achieving fluency in the foreign language (Altaai & Gokgoz-Kurt, 2023).

2.3.2.3. Negative Experiences

Negative experiences, both personal and professional, can influence the confidence and effectiveness of NNEST. This issue is particularly challenging in environments where native English speakers are favoured, leading to professional and personal dissatisfaction (Mahboob, 2010). Similarly, working in a multilingual and multicultural environment leads to the feelings of isolation, especially if teachers lack a support network of colleagues with similar experiences (Braine, 2013). The pressures of managing a diverse classroom, combined with the challenges of teaching in a non-native language, often lead to increased stress and fatigue, making teachers feel overwhelmed by the need to continuously adapt their teaching methods to address the varied needs of their students (Canagarajah, 2012).

Bias and prejudice from students, colleagues, or institutions undermine the confidence and authority of Pakistani multilingual NNEST' professional identity. According to a study conducted by Ali and Alshehri (2023) the teachers often faced unfair comparisons to their native English-speaking counterparts, leading to feelings of inadequacy and demotivation. Moreover, systemic barriers and prejudice within academic settings contribute to job dissatisfaction and burnout among teachers, as highlighted by (Grigg, 2022). These negative experiences not only affect their mental health but also hinder their professional growth and development.

2.3.2.4. Lack of Motivation

Lack of motivation, which has been a dominant challenge faced by multilingual NNEST, exacerbated by limited career advancement prospects and inadequate institutional support. A study by Mehmood et al. (2023) found that teachers often felt undervalued and marginalised within their institutions, leading to decreased job satisfaction and motivation. Additionally, the absence of recognition for their linguistic and cultural expertise further diminished their motivation to innovate teaching practices or pursue professional development opportunities. Without adequate support systems in place, teachers struggled to overcome these challenges and fulfil their potential in the academic realm (Kamran & Siddiqui, 2024).

Furthermore, teacher attrition is also a global concern, especially among non-native teachers (Dupriez et al., 2016; Kelchtermans, 2017b; Pitsoe, 2013). The researches also highlighted that teachers face challenges with teacher retention, motivation, and learning. Sustaining professional identity and commitment over time is a challenge, as teachers in all career phases can experience a loss of identity and a decline in commitment during challenging times.

Moussu (2018) highlighted the concept of identity conflicts that is often faced by NNEST and stems from their need to adopt a second identity—that is the identity of the target language. This dual identity requirement often leads to feelings of inferiority and causes substantial challenges to maintain their professional identity. This psychological barrier, which is frequently unrelated to their actual language proficiency, manifests as a sense of inadequacy. Bernat (2008) described this phenomenon as “NNST Impostorhood” (p.1) highlighting the internal struggle that

NNEST face when they perceive themselves as insufficiently competent in teaching or being experts in a language that is not their native tongue. Rajagopalan (2005) further noted that this inferiority complex might be more prevalent than it initially appears. Thus, causing the feelings of demotivation, anxiety and low confidence among the educators.

2.3.3. Strategies to Maintain Professional Identity

In order to cope up with the above-discussed challenges in multilingual classrooms, Pakistani NNEST implement some strategies to maintain their professional identity and thus, bring out successful teaching outcomes.

2.3.3.1. Power Dynamics in the Classroom

NNES multilingual teachers often navigate complex power dynamics to maintain their professional identities (Buchanan, 2015; Lave, 1996; Narayanan, 2021).

Power dynamics in the classroom are influenced by various factors, including language proficiency, cultural norms, and institutional hierarchies (Narayanan, 2022). Teachers strategically assert their authority by leveraging their expertise and academic credentials. According to Amin's (2014) observations, teachers used their knowledge of subject matter and pedagogical skills to establish authority, which helped counterbalance any perceived deficiencies in English proficiency. This approach reinforced their professional identity and maintained their status as knowledgeable and competent teachers.

In addition, teachers often adopt specific linguistic and non-linguistic behaviours to assert control and manage classroom interactions. For instance, they may use formal language, authoritative tone, and body language to signal their role as the classroom leader. This aligns with the findings of Ali (2015), who highlighted that maintaining formal conduct helped the teachers to reinforce their professional identity and manage power dynamics effectively. By carefully controlling these aspects, teachers ensure that they are perceived as authoritative figures, capable of guiding and mentoring students despite any language barriers.

The strategic use of power dynamics also involves navigating the institutional expectations and cultural norms within Pakistani universities. Teachers often align their teaching styles with the expectations of their institutions, which may emphasise hierarchical relationships between teachers and students. As noted by Rahman et al. (2022), adhering to these norms helped the teachers to maintain their professional identity within the broader institutional framework.

2.3.3.2. Code-Switching

Code-switching is a very common strategy, that has been used by NNEST to navigate their professional roles and enhance communication since decades (Altun, 2019; Bilgin, 2016; Raman & Yiğitoğlu, 2018). This involves alternating between languages within a single conversation or discourse. Teachers often switch between English and Urdu, or other regional languages, to facilitate understanding and foster a more inclusive learning environment. According to Hall and Nilep (2015) code-switching allows teachers to bridge linguistic gaps and clarify complex concepts,

ensuring that all students, regardless of their English proficiency, can grasp the material being taught.

The use of code-switching also serves as a tool for identity negotiation. By switching languages, teachers can signal their cultural affiliation and solidarity with students, creating a sense of shared identity and mutual respect. That is also linked with the findings of Malini (2004) who observed that code-switching helped teachers to balance their professional and cultural identities. It allowed them to connect with students on a more personal level, fostering a sense of belonging within the classroom community.

Moreover, code-switching can be used strategically to manage classroom dynamics and maintain authority. Teachers may switch to the English language to assert their professional identity and emphasise the importance of academic discourse while reverting to Urdu for explanations and interactions that require a more personal touch. This dual approach, as discussed by Younas et al. (2020) enabled the teachers to navigate the linguistic landscape effectively, ensuring that their professional identity was upheld while also accommodating the diverse linguistic backgrounds of their students.

2.3.3.3. Building Rapport

Building rapport with the students is a helpful strategy employed by teachers in maintaining and negotiating their professional identities (Mora et al., 2021; Thi Tran & Thi Nguyen, 2013). Rapport involves establishing positive, trusting relationships with students, which can significantly enhance the teaching and learning experience

(Smith, 2007). According to Kim et al. (2017), strong rapport helped the teachers to create a supportive classroom environment, where students felt comfortable and engaged. This is particularly important for NNEST, as it may help to mitigate any potential language-related challenges and reinforces their professional standing.

Building rapport requires teachers to be approachable, empathetic, and responsive to the needs of students (Lasky, 2005). By showing genuine interest in students' learning and well-being, teachers can foster a sense of trust and respect. Fayyaz et al. (2023) also found that students were more likely to engage and participate in classes where they felt valued and understood by their teachers. Through these interactions, teachers can reinforce their professional identity as caring and competent educators.

Furthermore, rapport building can enhance teachers' ability to manage classroom dynamics and maintain authority. Hussain et al. (2021) observed that a positive relationship with students led to better classroom behaviours and increased student motivation. When students felt connected to their teachers, they were more likely to respect their authority and adhered to classroom norms. This mutual respect and understanding contribute to a positive learning environment, where teachers can effectively maintain their professional identities while fostering student success.

2.3.3.4. Constructive Feedback

Providing constructive feedback is also a central strategy for maintaining professional identities and supporting student learning (Rodgers & Scott, 2008). Constructive feedback involves offering specific, actionable advice that helps

students improve their performance (Beijaard et al., 2004b; Izadinia,2016; Magen-Nagar & Steinberger, 2022). Cohen and Singh (2020) asserted that effective feedback not only enhanced student learning outcomes but also reinforced the teacher's role as a knowledgeable and supportive educator. Moreover, Constructive feedback helped the teachers to demonstrate their expertise and commitment to student development. Derakhshan et al. (2020) noted that by offering detailed, thoughtful feedback, NNES teachers showcased their understanding of the subject and their ability to guide students towards academic success. Thus, high-quality feedback is a hallmark of effective teaching and a key component of professional identity for educators. By consistently providing productive feedback, teachers affirm their professional competence and dedication to student growth.

Moreover, the way feedback is carried out can significantly impact the rapport between teachers and students. Positive, encouraging feedback can motivate students and build their confidence, while critical feedback if delivered constructively, can help students recognise areas for improvement without feeling discouraged. As noted by Zee and Koomen (2016), the ability to balance positive and critical feedback is essential for maintaining a supportive classroom environment.

2.4. Theoretical Framework

Bucholtz and Hall (2005) posited that the examination of identity should adopt a relational and sociocultural perspective, viewing it as a phenomenon that emerges and evolves within the specific contexts of discourse interaction, rather than as a fixed structure that is inherent solely within an individual's psyche or within rigid

social categories. They proposed that identity should not be viewed as a static or pre-determined process, but as a dynamic phenomenon that is continually shaped and reshaped through ongoing interactions (Gee, 2000; Hall, 1996; Holland & Lachicotte, 2007; Kroskrity, 2010)

In their framework, Bucholtz and Hall (2005) outlined five key principles fundamental to the study of identities, explaining how identities are constructed. These principles provide core insights into the dynamic nature of identity construction and are pertinent to the current study.

The Emergence Principle

The emergence principle challenges the conventional scholarly perspective on identity, which posits that identity resides solely within the individual's mind and that language serves merely to reveal the internal mental state of the individual. While individuals' self-conceptions are indeed integral to identity, Johnston (2003) argued that it is through language in discourse, that these self-conceptions engage with the social world. This challenges the traditional notion that identity is solely a product of internal mental processes, potentially overlooking the significant role of social context in identity formation, maintenance, and evolution.

Bucholtz and Hall (2005), in line with this perspective, characterised identities as emergent phenomena arising from linguistic practices, rather than as fixed or predictable product. They proposed that identity emerges through ongoing linguistic and other semiotic practices, constantly enacted and negotiated in relation to others and the surrounding context. According to Bucholtz and Hall (2005),

identity should be perceived as the emergent outcome rather than the pre-existing source of linguistic and semiotic practices, underscoring its fundamentally social and cultural nature. This conceptualisation emphasises the dynamic and interactive nature of identity, highlighting its continuous construction and negotiation within social and cultural contexts.

Various approaches to the study of identity, proposed by researchers such as (Attewell, 1974; Barret, 2004; Day, 2012; Segal, 2012) challenged the notion that identity is simply a psychological mechanism of self-categorisation reflected in individuals' social behaviours. Instead, they suggested that identity is actively constructed through social action, particularly through language. They argued that identity emerges through social interactions, and the resources for constructing identity in any given interaction may stem from resources made up in previous interactions. Precisely, Bucholtz and Hall (2005) narrated that these resources “may draw upon structures such as ideology, the linguistic system, or the relationship between the two” (p. 588).

The emergent and broadly produced nature of identity becomes apparent in situations where speakers use language that does not align with the social group to which they are typically categorised—whether biologically or culturally. This highlights the dynamic and flexible nature of identity construction, which is not bound by rigid social categories but is shaped by the ongoing negotiation and performance of identity in social interactions.

The Positionality Principle

This principle underscores the intricate process of identity construction, which involves knitting together various categories spanning from broader social constructs to local, situational positions, stances, and roles. It is within the variability of temporary roles and the contingencies of discourse that an individual's identity is constantly constructed and is positioned in relation to both local and large categories. In essence, individuals not only position themselves based on their temporary roles but also evoke and navigate other identity categories concurrently.

Bucholtz and Hall (2005) narrated that identities encompass three primary dimensions: “(a) macro-level demographic categories, (b) local, ethnographically specific cultural positions, and (c) temporary and interactionally specific stances and participant roles” (p. 592).

While sociological categories offer a broader lens, focusing solely on them, researchers may overlook the more adaptable and nuanced, local identity categories, that surface in specific contexts. Ethnographic research has revealed that language users often orient themselves not only to sociological categories but also to these local identity categories, which provide a more detailed account of linguistic practice.

Furthermore, Bucholtz and Hall (2005) expanded their ideas on identity construction by highlighting its micro-level aspect that focuses on “temporary and interactionally specific stances and participant roles” (p. 591). Identity evolves within interactions as individuals assume temporary roles and positionings, such as

an evaluator, a narrator, a joke teller, or an engaged listener. These interactional roles and positions contribute to the construction of subjectivity and intersubjectivity in discourse. Moreover, these temporary roles and positions may establish ideological connections with sociological and local cultural identity categories, shaping the dynamics of interaction. However, it is important to note that while these ideological relations may influence interaction, they do not rigidly determine the actions and behaviours of individuals. Instead, they offer a framework within which individuals navigate and negotiate their identities within the complexities of social interaction.

The positionality principle emphasises that identity is socially constructed across multiple levels. Identities emerge through the relationships that individuals establish with what they say and how they say it, including their assessing perspective. These identities are also shaped by their interactions with others in face-to-face communication and with the textual characters represented in the discourse. Additionally, Gee (1996) narrated that individuals' identities are influenced by their relationship to dominant ideologies, prevalent social practices, and underlying power structures.

Positionality concerns the extent of personal agency inscribed in social interaction practices. While social and institutional factors may constrain individual agency, individuals and groups can assert their own agency to either conform to or challenge societal norms. This agency allows individuals to oppose dominant discourses, practices, and master narratives (De Fina, 2016).

The concept of positionality provides a considerable framework for analysing identities, offering insights into the linguistic mechanisms and discourse strategies used by speakers to position themselves in relation to dominant ideologies. Researchers can examine how individuals situate themselves in positions of acceptance or rejection regarding societal norms related to race, gender, family roles, and other commonly perceived beliefs (Wortham & Gadsden, 2006).

The positionality principle emphasises the dynamic relationship between individuals, discourse, and societal structures in the construction and negotiation of identities within context of social interaction. It provides a theoretical foundation for examining the ways in which individuals actively shape and contest their identities through language and interaction.

The Indexicality Principle

This principle focuses on the role of indexicality in shaping identity. Indexicality refers to the mechanism through which a semiotic connection between linguistic forms and social meanings is established. The meaningfulness of an index is contingent upon the interactional context, underscoring the significance of culture, values, and beliefs in indexicality, as language and identity are inherently intertwined with ideologies.

Identity relations arise in interaction through various indexical processes, including:

- (a) “Overt mention of identity categories and labels”: Explicit references to identity categories and labels contribute to the construction of identity within discourse.
- (b) “Implicatures and presuppositions regarding one’s own or others’ identity position”:

Implicit inferences and assumptions about one's own or others' identity positions play a crucial role in shaping identity dynamics in interaction. (c) "Displayed evaluative and epistemic orientations to ongoing talk, as well as interactional footings and participant roles": Individuals' evaluative and epistemic stances towards ongoing discourse, as well as their assumed interactional roles, contribute to the construction of identity. (d) "The use of linguistic structures and systems ideologically associated with specific personas and groups": The utilisation of linguistic structures and systems linked to particular personas and groups reinforces identity associations within discourse.

These indexical processes highlight the multifaceted nature of identity construction within interaction, emphasising the complicated interplay between linguistic forms, social meanings, and cultural ideologies. It underscores how identities are dynamically negotiated and performed through language use in social interactions. The indexicality principle delineates four key processes through which identities are constructed in interaction. These processes encompass both direct and indirect strategies, explaining how individuals evoke different stances, including evaluative, epistemic, and affective orientations, in discourse. Moreover, they shed light on how individuals position themselves and others through these stances.

The indexicality principle closely intertwines with the positionality principle, although they approach identity construction from slightly different perspectives. While the positionality principle views positionality as an ontological characteristic of identities, the indexicality principle focuses on the mechanism through which linguistic forms are employed to construct identity positions.

Essentially, an index is a linguistic form whose meaning is contingent upon the interactional context. In a broader sense, indexicality is the process through which the semiotic relationship between linguistic forms and social meanings is formed (Jaffe, 2016). This semiotic relationship is strongly influenced by cultural values, beliefs, and ideologies regarding who can produce what sorts of language to create particular identities. As defined by the indexicality principle, identity is broadly constructed through a variety of linguistic means. This highlights the complex linking between language, social context, and cultural ideologies in the construction and negotiation of identities within interaction.

The Relationality Principle

The relationality principle underscores the idea that identity is not something formed in isolation but rather through relationships with others. It simply narrates that, who we are is shaped by our connections and interactions with those around us. According to Bucholtz and Hall (2005), the relationality principle states that identities are constructed through various interconnected relationships. These relationships include but are not limited to similarities and differences between individuals, the distinction between authenticity and artificiality, and the dynamics of authority and delegitimisation. Noticeably, our identities are not static entities but are fluid and shaped by the complex interplay of these relational dynamics.

The primary pair of identity relations is similarity/difference also termed as adequation/distinction within Bucholtz and Hall's (2005) framework, which revolves around the complex interplay of similarity and difference in shaping one's identity in relation to others. Here, "similarity" does not imply absolute sameness

but rather denotes a sufficient degree of resemblance for the purpose of the ongoing interaction. Consequently, irrelevant differences that hinder the establishment of adequation between individuals or groups are typically downplayed. Conversely, the construction of difference also involves the suppression of irrelevant similarities between parties. The second pair, genuineness/artifice, delves into the authenticity of an individual's claimed identities as perceived by others. It addresses whether these identities are seen as genuine or contrived by those in the social sphere. Lastly, the pair, authority/delegitimacy revolves around the exertion of power dynamics in validating or invalidating an identity. This involves the efforts to legitimise an identity through institutional or structural authority, or on the contrary, the efforts to withhold or withdraw such structural power.

This relational principle stresses that identities are not impartial constructs but are intricately tied to other identity positions and social actors. Unlike the simplistic notions proposed by the social identity theory of Tajfel and Turner (2004) which primarily focuses on aspects of similarity and difference, Bucholtz and Hall (2005) argued for a broader perspective. They contend that identity processes involve a multitude of relations that are numerous, often overlapping, and complementary. In other words, identities are co-constructed through a complex web of relational dynamics that extend beyond mere categorisations of similarities and differences.

The Partialness Principle

The last principle features the incomplete and ongoing elements of identity construction. Because identity is shaped through relational interactions between the self and others, it remains perpetually incomplete. Each instance of identity

construction is a complex amalgamation of deliberate intentions, in-built habits, negotiation and debate, external perceptions, and broader ideological and material influences. Consequently, identities are in a constant state of flux, evolving both throughout individual interactions and across different discourse contexts.

This principle confronts longstanding debates within identity studies concerning the role of agency in shaping identities. Rather than conceiving agency as the exclusive domain of a rational individual who consciously crafts their identity free from external constraints, this principle redefines agency as the accomplishment of social action. Moreover, it emphasises the multidimensionality of identity, acknowledging that it is not a singular, fixed entity but rather comprises various facets shaped by diverse influences.

However, this principle also prompts a crucial question regarding the extent of the agency's influence on identity construction. While individuals possess some degree of agency in deliberately shaping their identities, they are inevitably constrained by overarching ideological and material structures. On one hand, large-scale social structures emerge through discursive interactions, while on the other, interactions themselves are shaped by ideological and material forces that dictate power dynamics. Thus, in the expression of identities, whether at the micro or macro level, structure and agency are intricately intertwined in a continual process of negotiation and adaptation.

The five-principle framework proposed by Bucholtz and Hall (2005) provides an analytical lens to investigate identity construction and negotiation in various

contexts. In relation to the current research study on Pakistani NNEST professional identities, this framework offers a guiding principle for exploring the negotiation and construction of their professional identities at university level within ESL classrooms. By adopting the sociocultural linguistic approach, the study aims to shed light on how identities are constructed and negotiated in educational settings, contributing to a deeper understanding of the complexities of identity in diverse sociocultural contexts.

2.5. Conceptual Framework

This study uses the sociocultural linguistic approach proposed by Bucholtz and Hall (2005) to narrate the professional identities of Pakistani NNEST teaching at university level. The approach focuses on how language and culture intersect to shape individuals' identities. It suggests that individuals construct their identities through language use within specific social and cultural contexts.

First, the researcher identifies the aspects that constitute the professional identity construction and negotiation of the teachers. This involves examining the aspects such as their academic backgrounds and their work experiences, and how these teachers perceive themselves and are perceived by others in their professional roles. Secondly, the researcher explores the challenges that they face based on their personal experiences and discussions which is linked to the second research objective. Thirdly, the researcher evaluates the strategies that the teachers adopt to maintain their identities. Importantly, the researcher views these strategies as emergent and shaped by the teachers' work experiences and academic backgrounds. This suggests that the strategies employed by the teachers are not fixed or pre-

determined but rather they develop gradually in response to their professional contexts and individual trajectories. An illustration of conceptual framework adapted from the theoretical lens of Bucholtz and Hall (2005) sociocultural linguistic approach is shown below in the figure 2.2.

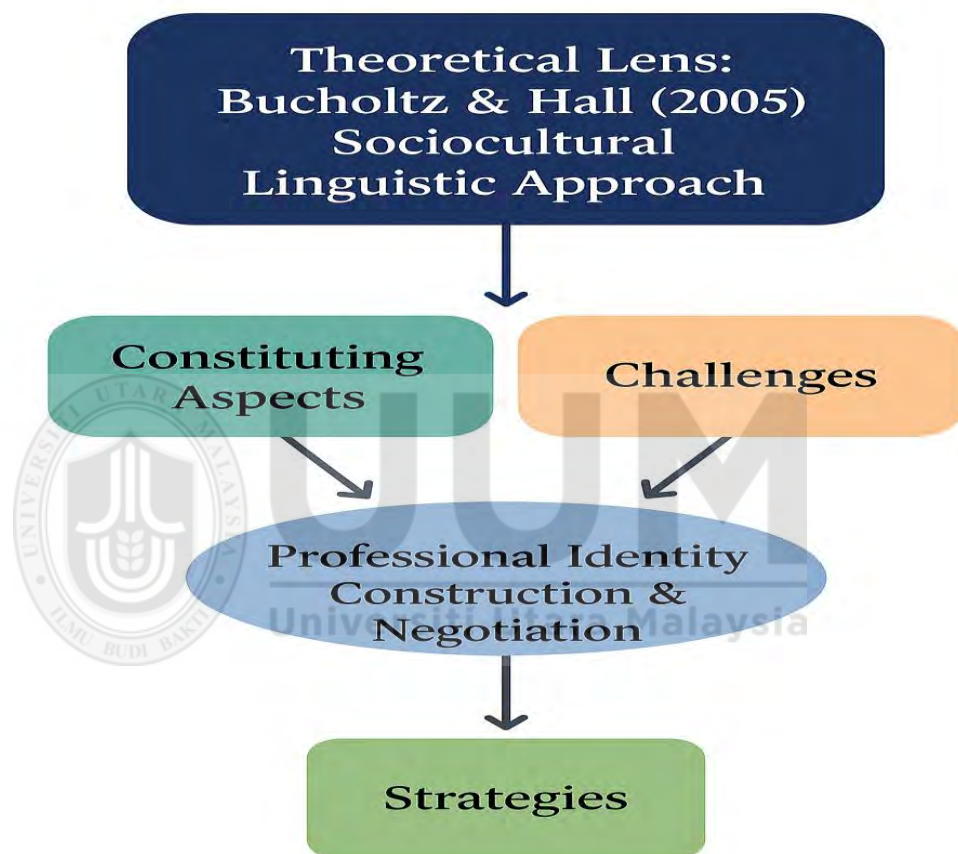


Figure 2.2. Conceptual Framework of the Study (adapted from Bucholtz & Hall, 2005)

2.6. Review of Related Studies on Teachers' Professional Identity

In recent years, there has been a growing interest in exploring teachers' identities within the broader field of identity studies. However, exploring professional identity

construction and negotiation among non-native and multilingual English language teachers has been a less explored research area, particularly in Pakistan. This section provides a glimpse into previous research focused on teachers' professional identity and the process of teaching and learning English as a second or foreign language.

Researchers have approached this topic from various perspectives, with a particular emphasis on understanding how a teacher's professional identity influences the construction of second language learners' identities. For instance, the studies (Manara, 2013; Nickel & Zimmer, 2019; Sheybani & Miri, 2019; Trevallion, 2018; Zembylas, 2018) explored this area by examining different facets of teachers' identity and its impact on language learning and teaching. These studies offered valuable insights into the complex dynamics at play in the classroom, shedding light on how teachers' perceptions of themselves and their roles influence the educational experiences of language learners.

By exploring teachers' professional identity from diverse angles, these researchers contributed to a deeper understanding of the multifaceted nature of identity in language education. Their findings highlighted the importance of considering teachers' professional identities as a crucial factor in shaping the learning environment and the identities of language learners. Through their studies, they offered useful perspectives that inform both theory and practice in language education, paving the way for further exploration and development in this evolving field. While much of this research focused on learners' identities therefore, leaving a notable gap to explore the construction and negotiation of teachers' professional identities.

The issue of NEST versus NNEST in the field of teaching languages in second or foreign contexts has long been a topic of discussion and debate. Mahboob (2010) highlighted the unequal power dynamics inherent in this dichotomy, noting that English holds a hegemonic status as an international lingua franca, which often results in NEST being accorded a more prestigious status than NNEST. This disparity in status underscores broader issues of linguistic imperialism and colonial legacies within the field.

In response to these inequalities, researchers in second language acquisition have advocated for the rights of NNEST and challenged the prevailing hierarchical structure. They have emphasised the importance of recognising and validating the diverse English varieties spoken by NNEST (Faez, 2018; Fithriani, 2018; Llurda, 2009; Maum, 2002; Robertson et al., 2012). Phillipson (2016) notably argued against the notion of a “NNEST fallacy,” asserting that such a perspective is misguided and should be rejected within the SLA community (p. 86).

Alternative viewpoints have emerged, with scholars like Cook (2000) suggesting reframing the discourse by using terms like L2 users or multicomponent in SLA subsidy instead of the disruptive NNEST label. This shift in terminology aimed to promote inclusivity and acknowledge the diverse linguistic backgrounds and competencies of language teachers. Amidst debates over the comparative effectiveness of NEST and NNEST in language teaching, the concept of language teacher identity also gained attraction within applied linguistics and ESL or EFL contexts. Researchers such as Tsui (2007) and Varghese et al. (2005) explored the multifaceted nature of teacher identity, recognising its profound influence on

pedagogical practices, classroom dynamics, and learner outcomes. By examining the professional identities of English language teachers, scholars aimed to better understand the complexities of language education and contribute to more equitable and inclusive teaching practices.

Indeed, it is crucial to acknowledge that teachers also have their own perceptions of their identities, which significantly impact their professional practice. Several studies have shed light on how teachers' self-perceptions influence their effectiveness in fulfilling their professional responsibilities (Beijaard et al., 2000; Jansen, 2001; Rougoor, 2014; Živković, 2013). The findings underscored the importance of considering teachers' self-identity and its implications for their teaching practice.

In the context of NNEST versus NEST, language proficiency emerges as a critical factor influencing teachers' self-perception and their professional standing. While language proficiency is a key consideration, other factors also play a significant role. For example, the effective use of idiomatic expressions, accents, and mastery of English grammar are areas where NNEST may perceive themselves as needing improvement (Zhang & Hwang, 2023). These factors contributed to the complex interplay of identity formation and professional practice among language educators.

Furthermore, research on teachers' self-identity underscored the importance of recognising and understanding the complex interplay between personal identity and professional practice. By acknowledging teachers' perceptions of self and their

professional identities, teachers can better support themselves in their professional development and create more inclusive and effective learning environments.

The definition of teacher identity provided by Beijaard et al. (2000) highlighted the nuanced understanding of what it means to be a teacher in today's rapidly changing educational landscape. It emphasised the personal and psychological aspects of professional identity, highlighting the individual self-image and perceptions of teachers as they navigate the complexities of their profession. However, it is essential to recognise that teachers' identities are not formed in isolation but are deeply influenced by broader cultural and political factors. Teachers operate within larger structural power hierarchies, where their level of autonomy and authority may vary significantly across different educational systems and contexts.

Even the terminology used to describe teacher preparation reflected varying conceptions of the profession, as observed by Messekher and Miliani (2017) in Algeria, where teacher training implied a focus on technical skills rather than the complex and dynamic nature of teaching as an art. The study argued against this narrow view of teacher preparation, emphasising the importance of self-awareness and a nuanced understanding of the human elements of teaching. Teachers, in this view, are more than mere technicians; they require insight and autonomy to effectively navigate the complexities of the classroom environment. Failure to recognise this can result in a perpetuation of predetermined and coercive teaching practices that overlook the diverse needs and experiences of students.

Furthermore, Moussu (2018) highlighted the problematic nature of perpetuating a dichotomy between native and non-native English-speaking teachers, which can reinforce notions of inherent superiority based on linguistic background. This perpetuation of hierarchical distinctions can marginalise non-native English-speaking teachers and undermine the richness of linguistic diversity within educational settings.

Therefore, the discourse surrounding teacher identity underscores the need for a more rich understanding of the profession—one that acknowledges the individual and psychological dimensions of identity formation while also recognising the broader social, cultural, and political contexts that shape teachers' professional roles and responsibilities (Ivanova & Skara-MincEne, 2016). By developing a more comprehensive conception of teacher identity, educators can better support teachers in their professional development and create more equitable and effective learning environments for all students.

The challenges faced by teachers, particularly non-native English-speaking teachers (NNEST), can deliberately affect their self-esteem and professional status. Factors such as the lower value often placed on NNEST, reduced opportunities, and less advantageous salary and benefit packages can hinder their effectiveness in the classroom. Ruohotie-Lyhty and Moate (2015) conducted a study contrasting the experiences of two language teachers and their narratives of identity formation. One teacher had a relatively smooth transition after gaining professional certification and qualifications, while the other faced significant challenges in their early days as a full-time teacher. The study focused on their identity narratives that how they

perceived themselves as teachers and the stories they told about their professional identities.

The transition from teacher training to actual teaching can create a stark contrast between expectations and classroom realities. This initial period, characterised by both, the pedagogical and the personal challenges, can be particularly daunting without adequate professional support from colleagues and school administrators (Ivanova & Skara-MincLne, 2016). Support is necessary for teachers to develop a positive sense of themselves as professionals within the school and classroom context, as well as in their relationships with students and colleagues. Without this support, new teachers may think insecure and perplexed, making it difficult for them to form a positive professional identity and self-image.

Studies by scholars such as (Kelchtermans, 2017; Pitsoe, 2013; Sabar, 2004; Varah et al., 1986) highlighted the challenges faced by teachers during their transition to the classroom. These challenges underscored the importance of providing comprehensive support systems for new teachers to help them navigate the complexities of their profession and develop a strong sense of professional identity. By addressing the needs of new teachers and fostering a supportive environment, educational institutions can promote the retention and professional growth of educators, ultimately benefiting both teachers and students alike.

No doubt, teachers' identities play a vital role in shaping classroom practices and influencing the learning process and outcomes. The construction of teachers' identities is a multifaceted and dynamic process that involves the interplay of

personal, professional, political, psychological, and cultural factors. This complexity highlights the sociocultural nature of identity, as teachers navigate their roles within broader social contexts beyond the confines of the classroom.

A positive professional identity can have significant effects on teachers, leading to increased job satisfaction, occupational commitment, and motivation (Eren & Yeşilbursa, 2019). When teachers have a strong sense of professional identity, they are more likely to feel fulfilled in their roles, committed to their profession, and motivated to strive for excellence in their teaching practices. This, in turn, can have a positive impact on student learning outcomes, as motivated and engaged teachers are better equipped to create dynamic and supportive learning environments.

Although, Pakistani researchers are interested in raising awareness regarding English language teachers' identities in the educational sector. However, there has been found a noteworthy gap in exploration of professional identity construction and negotiations among non-native teachers from the past decade in respect of classroom discourse, particularly in Pakistan. Related recent studies from Pakistan are listed below along with the theoretical and methodological framework that the researchers have used.

Qureshi (2016) explored the challenges and opportunities for the professional development of teacher educators at a leading teacher education university in Pakistan, using participatory and sociocultural perspectives to understand their learning experiences. Employing a sequential explanatory mixed methods approach, it gathered data through questionnaires and semi-structured interviews

with teacher educators, department heads, campus principals, and higher management personnel. The study revealed the absence of a formal system for professional development and highlighted the varied professional characteristics of teacher educators, such as differences in teaching experience, research, and qualifications, which lead to diverse learning experiences and challenges.

Moghal (2017) explored the factors shaping and influencing the personal and professional identities of tertiary-level teachers in Pakistan using narrative inquiry. The study examined how teachers reshaped their identities through personal and professional negotiations and adjustments, analysing their experiences through six in-depth case studies. By employing narrative inquiry and ethnography, the research identified common patterns in identity construction among teachers in similar contexts, while also highlighting unique individual experiences. Key influences included family backgrounds, personal educational experiences, the need for change, administrative and collegial support, organisational culture, time and workload management, inner motivation, and emotional investment in the profession. The findings offered insights into facilitating identity construction for teachers, aiding them in becoming lifelong learners.

Qureshi and Demir (2019) noted that Pakistan faces ongoing criticism for its ineffective professional development (PD) policies for teachers, which contribute to low student achievement in science. A significant proportion of science teachers (62%) in Pakistan were uncomfortable teaching scientific concepts, and PD programs were not effectively addressing this issue. The study highlighted a need to reconstruct PD knowledge in Pakistan to enhance the methods of knowledge

creation, examination, authentication, and distribution. This involved reviewing existing Western literature on PD designs and practices to find ways to improve Pakistani PD programs. The study compared the PD learning and experiences of science teachers in Pakistan with those in Western countries (the US and Europe) to identify strategies for increasing the effectiveness of PD practices in Pakistan.

Shah et al. (2021) analysed the problems and difficulties faced by prospective teachers during their teaching practicum. Utilising the Extended Practicum Learning Environment Inventory (EPLI), the findings revealed several challenges such as anxiety in facing the class, classroom management issues, high expectations from school heads, overwhelming responsibilities, lesson planning difficulties, absence of triad meetings and seminars, infrequent supervisory visits, and inadequate evaluation and guidance. Additionally, prospective teachers struggled with limited opportunities in schools, restrictions in lesson selection, lack of instructional materials, and various other constraints. The study underscored the need to harmonise processes, procedures, and practices between teacher training institutes and practicum schools to better support the comprehensive development of future teachers and leaders.

Iqbal and Ali (2024) examined the diverse opportunities and challenges faced by in-service teachers in their efforts toward continuous improvement. Emerging teaching methodologies might provide new ways to engage students and improve learning outcomes, but time constraints due to demanding schedules prevented teachers from fully participating in professional development activities. Limited access to current teaching materials, technology, and professional development

resources hindered their ability to deliver modern and effective education. The study highlighted the delicate balance between the promising opportunities that educational advancements offer and the practical challenges in-service teachers encounter.

Rizvi and Krishnasamy (2024) emphasised the importance of understanding the professional identity construction and negotiation of university lecturers teaching English as a second language (ESL) in Pakistani universities. This study addressed a research gap by exploring the experiences of non-native English speaking (NNES) multilingual Pakistani lecturers through the lens of Lev Vygotsky's sociocultural theory, which linked individual cognition with linguistic, cultural, institutional, and social contexts, focusing on social interactions. Using a qualitative research approach, six participants were purposively selected based on their linguistic backgrounds and work experiences for classroom observations and in-depth interviews. The findings revealed the challenges and opportunities faced by these lecturers in the ESL domain, providing insights into the evolving landscape of ESL education in Pakistan.

From the above-mentioned studies, it is narrated that studies on professional identity have been carried out quantitatively, qualitatively and by using mixed methods. Different theoretical and methodological frameworks have been used to fulfil the intended research objectives. However, a few researches have been conducted in the context of Pakistan in the past decade. Thus, this research study aims to focus on professional identity construction and negotiation of Pakistani non-native, multilingual teachers of English serving in universities by using the

sociocultural linguistic approach as the theoretical background. This research study is qualitative and data has been collected by classroom observations, in-depth interviews and focus group discussions with the participants.

2.7. Summary

This chapter provides a comprehensive review of the literature on teacher professional identity, with a specific focus on language teaching. It begins by outlining the organisation of the chapter, followed by a general overview of teacher identity, encompassing its significance in education, the interplay between teaching practices and identity, and the influence of teachers' knowledge and beliefs. The chapter then discusses language teacher identity (LTI), deliberating how language teachers construct and narrate their professional identities and the relationship between identity and language teaching. Additionally, it explores the professional characteristics of language teacher identity, highlighting the constituting aspects of professional identity construction and negotiation, and addressing the challenges and strategies faced by non-native English-speaking (NNES) teachers.

The theoretical framework for the chapter is based on the sociocultural linguistic approach by Bucholtz and Hall (2005), which emphasises the role of social interaction and cultural context in shaping a teacher's professional identity. The conceptual framework links this theoretical approach with the various aspects of teacher identity discussed in the chapter, providing a cohesive understanding of the research topic. Finally, the chapter reviews previous studies related to the research study, synthesising existing findings and identifying gaps in the current study, thereby establishing a foundation for the following research.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter introduces a comprehensive qualitative research methodology pertaining to the background, approaches, a particular framework and how the data has been collected. It reviews the research respondents, pilot study and the rationale for the selection process. It also gives the research procedures and ethical considerations, validity and reliability of the study, and a short summary. A flowchart for the chapter narration is illustrated below in the Figure 3.1.

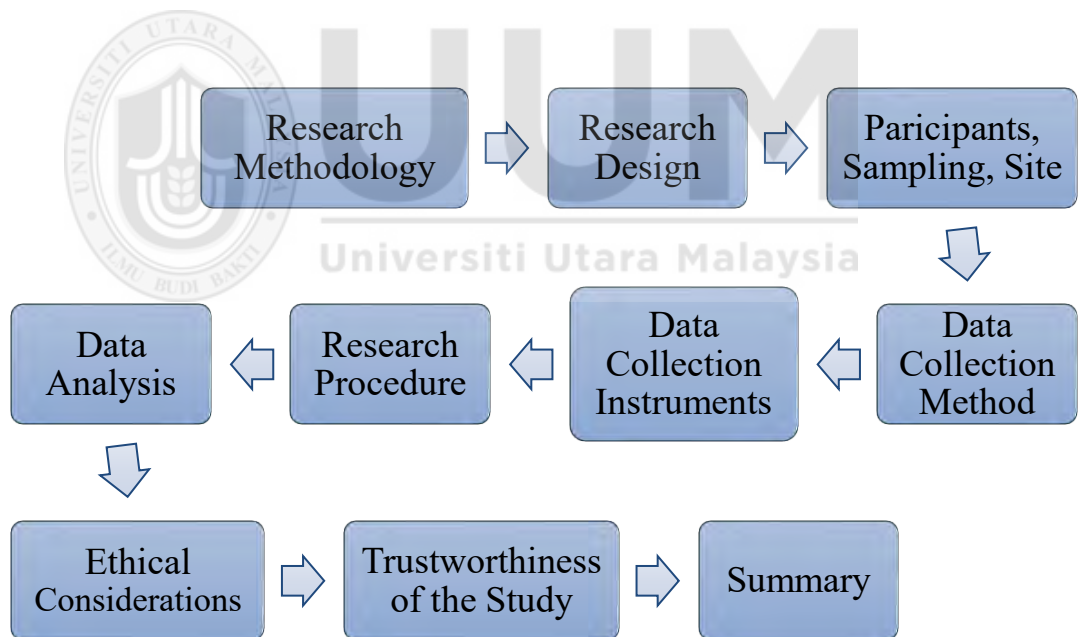


Figure 3.1 Organisation of Chapter Three

Creswell (2013) narrated that the realm of qualitative methodologies presents a rich tapestry of approaches, spanning from considerations of social justice (Denizen & Lincoln, 2011), to the exploration of ideological frameworks (Lather, 2016), to philosophical orientations (Schwandt, 2014), and the delineation of systematic procedural protocols (Creswell & Poth, 2007; Corbin & Strauss, 2014). These descriptions underscore the pivotal role of interpretation while carrying out a qualitative research. Additionally, Parker (2014) underscored the significance of language in qualitative research, highlighting its role in encouraging meaningful communication between the researchers and the participants.

Creswell (2013) further contributed in this regard by proposing a broad perspective on qualitative research. He suggested that researchers should adopt a multi-dimensional approach, considering various perspectives and viewpoints throughout their studies. This approach allows researchers to identify and address issues from multiple angles, ultimately offering a comprehensive understanding of the phenomena under study. Therefore, qualitative research is not just about gathering data but also about interpreting and making sense of it within the broader context of language, perspectives, and methodology.

3.1. Research Design

Borg and Gall (1989) asserted the incomparable quality of qualitative research, that is, its ability to investigate into individual cases, each possessing its own exceptional characteristics and peculiarities. While qualitative study may sometimes extend findings across cases; caution and deliberation are necessary in this process. Moreover, Merriam and Tisdell (2015) narrated that, unlike

quantitative research, qualitative research places the researcher at the forefront of data collection and analysis. This positioning allows space for flexibility and responsiveness throughout the research process. The researchers can vigorously adjust their approach, considering both verbal and non-verbal cues during interactions with the participants. This interactive process raises a profound understanding, as researchers actively seek for clarification and explore intriguing responses or emerging patterns.

Furthermore, Plano (2017) advocated that qualitative research demands the researchers to engage themselves within the socio-political and cultural milieu relevant to their study. This contextual foundation enables researchers to employ diverse methodological approaches personalised to the specific research problem. Tuli and Tynjala (2015) elaborated on this by highlighting the methods available to qualitative researchers, such as in-depth interviews, focus group discussions, and naturalistic observations. These methods offer a variety of approaches for researchers to pursue their objectives, each bringing its own outstanding strengths and insights to the research endeavour.

My role as a researcher in this qualitative study held a significant position in narrating the peculiar perspectives of the participants concerning their professional identities. This study focused on the professional identity construction and negotiation of NNEST teaching at universities in Pakistan, by employing a qualitative research design to fulfill the research objectives. By implementing the qualitative research approach, the aim was to explore the participants' views as they experience it, rather than solely through the lens of the researcher (Jones, 2004).

Silverman (2013) highlighted the appropriateness of qualitative research in examining events within their sociocultural context over a defined period. This includes studies related to individuals' attitudes, opinions, and beliefs across various settings. Quick and Hall (2015) further emphasised this idea, that the qualitative approach is profoundly rooted in social realities and contexts, involving the interpretation of social phenomena. Thus, this study aimed to not only explore the professional identity construction and negotiation of NNEST but also to contextualise them within the broader social and cultural site of the Pakistani educational system. Moreover, Brantlinger et al. (2005) posited that qualitative research findings are inherently contextual and temporally bound, where generality finds no space.

Thus, this study adopted an exploratory approach to explore the underlying reasons, opinions, and motivations through thematic analysis by using Atlas.ti 23 software. In line with the principles of other qualitative methodologies, this research aimed to identify significant themes within the data set. Through an in-depth analysis, the objective was to explore insights that can be woven together with various conceptual threads to form cohesive themes (Richards et al., 2012). Thus, the focus was on studying the intricacies and subtleties inherent in the data, allowing for a richer understanding of the current research study.

Different instruments were used to get detailed data such as, classroom observations, individual in-depth interviews, and then focus group discussions with those participants. The researcher discussed with the participants about the teaching and learning challenges that they face during classroom discourse, which were also

obtained from the classroom observations. The researcher also discussed with them about their views related to English language teaching and learning and the efforts that those participants make with respect to constructing and negotiating their professional identities. The discussion was then strained to find patterns and important information through the analysis of the gathered data.

3.2. Research Participants, Sampling and Research Site

Polkinghorne (2005) highlighted the importance of selecting multiple participants in qualitative research. By including a varied range of participants, researchers can approach different perspectives based on their experiences. This approach enables researchers to compare these perspectives across different sources, thereby enriching the understanding of the research study. Through the analysis of multiple viewpoints, researchers can develop a more comprehensive interpretation within the research context. The participants for the current study were selected from three prominent public universities in Southern Punjab Pakistan (Please refer to Appendix-A for the map of Southern Punjab Pakistan). The focus was on gaining insights into the professional identity construction and negotiation of these participants while teaching English to the students of other departments, through the lens of their classroom discourse. The sample was comprised of a total of eighteen participants including six participants for the pilot study and twelve participants for the main study. All the selected participants were actively engaged in teaching roles at the respective universities with a minimum of ten years of teaching English language experience. The aim was to ensure a balanced representation of genders to capture a comprehensive picture of the educational

setting. Therefore, the population of male and female participants was equally selected.

3.2.1. Main Study

The inclusion of participants from various linguistic and cultural backgrounds is deemed essential to explore the potential interaction among classroom discourse, professional identities, and educational dynamics. By incorporating participants from diverse backgrounds, this study required to highlight the traces of communication, teaching practices and experiences within the academic context. Before engaging the participants in the main study, the researcher obtained informed consent, ensuring that all individuals might understand the purpose, scope and confidentiality of their participation. Ethical considerations were strictly followed; the privacy and anonymity of the participants were safeguarded throughout the research process.

Creswell (2013) underscored the significance of natural settings in qualitative research, defining them as authentic environments where participants live. The researchers should approach these settings, and get directly engaged with participants during the research process. Adhering to Creswell's guidelines, the researcher preferred to visit the participants in their natural setting (their university environment) and managed the face-to-face interactions with them as part of the process of data collection for this study. They were approached with sensitivity and directness, encouraged to share their distinct perspectives and experiences freely. By incorporating these diverse voices, this study aimed to contribute valuable

insights to the broader understanding of higher education practices and to foster an inclusive and supportive teaching-learning environment for everyone.

Padgett (2016) narrated that purposive sampling is a method used in research where specific individuals, events, or settings are intentionally selected because they can provide important and specific information that cannot be easily acquired through other means. This sampling ensures that the data collected is rich and directly relevant to the research questions. The researchers can strategically align their selection criteria with the focus of their research studies. This entails a deliberate linkage between the subject matter of the research study and the potential participants, to provide insights and answers to the posed questions.

In the process of determining participant criteria, researchers aim to identify those who possess the relevant knowledge, experiences, or perspectives essential for addressing the research objectives effectively. This targeted approach ensures that the chosen participants are well-equipped to contribute meaningfully to the research outcomes.

In the context of the current study, the researcher selected participants based on specific criteria that were directly pertinent to the research goals. This deliberate selection process was aimed at ensuring that the selected participants could advocate effective understandings and perspectives that would enrich the findings of the study. For the main research, university teachers from the English department were selected. The selection was made on the following considerations:

- (i) The respondents are Pakistani and non-native speakers of the English language;
- (ii) Their mother tongue is, Punjabi, Saraiki and Urdu;
- (iii) They are permanent faculty members of public universities;
- (iv) They have a minimum teaching experience of ten years;
- (v) They are teaching English to the students of other departments i.e., Physics, Chemistry, Engineering, Sociology, Education etc.;
- (vi) On the basis of their gender.

For this purpose, six male and six female permanent teachers were selected from three public universities in Punjab, Pakistan. These selected universities were (i) Islamia University Bahawalpur, (IUB), Bahawalpur, Punjab, (ii) Government Sadiq College Women University (GSCWU), Bahawalpur, Punjab and (iii) Bahauddin Zakariya University (BZU), Multan, Punjab. All these universities are public universities in Southern Punjab, Pakistan. The reason for selecting public universities is that, the researcher could find a diversity of the population, on the basis of the above-mentioned languages and subjects, which were required for this study. Also, it could be difficult to find all the speakers of these languages in one institute. That is why these three public universities of Punjab, Pakistan were selected, to fulfil the research requirements.

Given that, Punjabi is a widely spoken language in Pakistan therefore, two pairs of Punjabi speakers were selected. Secondly, Urdu is the national language of Pakistan; that is why two pairs of Urdu speakers were selected. Thirdly, in Southern Punjab, Saraiki is a dominant language; thus, two pairs of Saraiki speakers were

selected. The participants were selected with a minimum teaching experience of ten years. Given that, ten years of teaching experience can be enough to bring a change in the teacher's teaching career and lead to his or her professional development (Solomon & Tresman, 1999; Wahlstorm et al., 2011).

Table 3.1.

The Profile of the Punjabi-Speaking Participants

Sr. no	Name	Academic Qualification	Gender	First Language (L1)	Teaching Experience
1.	P1PM	M.Phil	Male	Punjabi	10 Years
2	P2PM	M.Phil	Male	Punjabi	11 Years
3	P1PF	MPhil	Female	Punjabi	10 Years
4	P2PF	PhD Scholar	Female	Punjabi	11 Years

Source: The Researcher's Data (2022)

Table 3.2.

The Profile of the Saraiki-Speaking Participants

Sr. no	Name	Academic Qualification	Gender	First Language (L1)	Teaching Experience
1	P1SM	PhD	Male	Saraiki	12 Years
2	P2SM	MPhil	Male	Saraiki	13 Years
3	P1SF	MPhil	Female	Saraiki	10 Years
4	P2SF	PhD Scholar	Female	Saraiki	11 Years

Source: The Researcher's Data (2022)

Table 3.3.

The Profile of the Urdu-Speaking Participants

Sr. no	Name	Academic Qualification	Gender	First Language (L1)	Teaching Experience
1	P1UM	MPhil	Male	Urdu	10 Years
2	P2UM	MPhil	Male	Urdu	10 Years
3	P1UF	MPhil	Female	Urdu	10.5 Years
4	P2UF	MPhil	Female	Urdu	13 Years

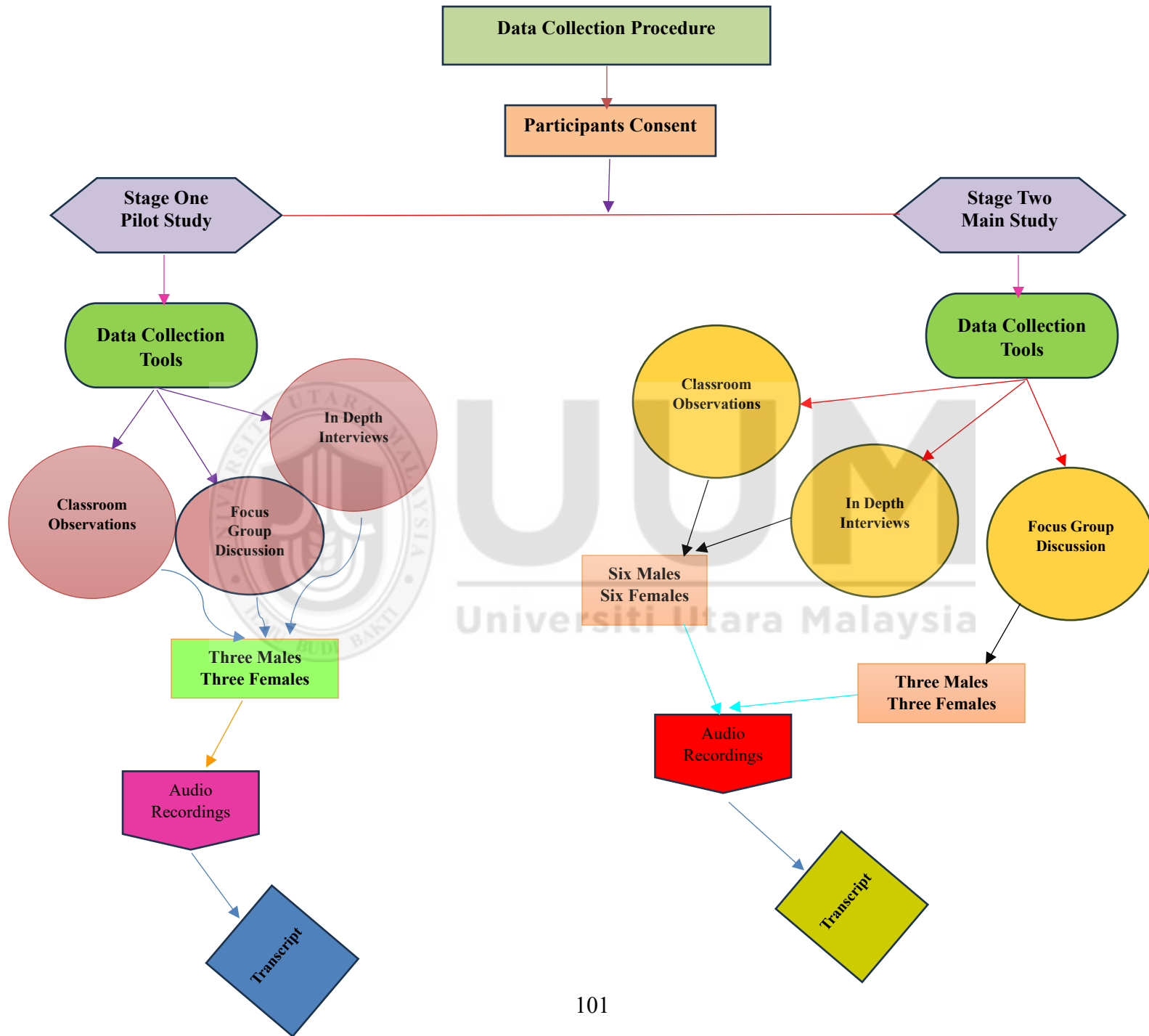
Source: The Researcher's Data (2022)

Table 3.4.

The Profile of the Participants for Focus Group Discussion

Sr. no	Name	Academic Qualification	Gender	First Language (L1)	Teaching Experience
1	P1PM	MPhil	Male	Punjabi	10 Years
2	P1SM	PhD	Male	Saraiki	12 Years
3	P1UM	MPhil	Male	Urdu	10 Years
4	P1PF	MPhil	Male	Punjabi	10 Years
5	P1SF	MPhil	Female	Saraiki	10 Years
6	PIUF	MPhil	Female	Urdu	10.5 Years

Source: The Researcher's Data (2022)



3.3. Data Collection Instruments

As narrated, the current research study explored professional identity construction and negotiation with an emphasis on classroom interaction, the data were collected through classroom observations, in-depth interviews and focus group discussions. The main data were collected from three different universities in Punjab, Pakistan to gather the required information. The following techniques were used for the main data collection.

3.3.1. Classroom Observations

Kumaravadivelu (2003) asserted that the classroom serves as a dynamic space comprised of various important components, including educational ideologies, plans, policies, materials, methods, and teachers, that intersect to create a unique environment that can either facilitate or hinder students' learning experiences. Allwright (1983) expanded upon this notion by asserting that the language classroom not only serves as the background for investigation but also functions as a tool for research itself. With this context, all the processes unfolding within the classroom become central to the study.

The foundation for conducting classroom observations stemmed from Patton's (2014) perspective, which highlights observation as the most effective method for comprehending complex phenomena within natural settings. By immersing themselves in the classroom environment and directly observing interactions, behaviours, and dynamics, researchers gain helpful discernment into the intricacies of teaching and learning processes. This firsthand approach enables researchers to

capture the subtleties and contextual factors that influence educational practices and outcomes.

Marshall and Rossman (2013) stated that a main technique for data collection is, in and out-of-classroom observations. Observation entails the deliberate actions of researchers within a specified context, aimed at systematically documenting and recording various aspects of the social setting. This process involves carefully observing and noting the occurrence of events, behaviours, interactions, and artefacts within the environment being studied. By engaging in observation, researchers seek to capture the richness and complexity of social phenomena as they naturally unfold, without imposing predetermined interpretations or biases.

Moreover, Malderez (2003) also believed that in an educational setting, observations may be useful in understanding the situation that occurs in specific contexts by explaining the phenomena related to a certain issue in detail. Furthermore, classroom observations concentrate on the teaching and learning that go on in the classroom. An observer needs to record classroom processes and take notes based on a predetermined category; then, records should be analysed with notes taken in the classroom to see how that can shed light on the topic investigated (Allwright, 1983). Observation involves the active process of witnessing behaviours as they occur in real time, as noted by Merriam (2002). This method offers researchers a direct opportunity to observe and document behaviours as they naturally unfold within a specific context. Rather than relying solely on self-reported accounts or interpretations provided by participants, observation allows researchers to observe directly what individuals are actually doing.

According to Dörnyei (2014), the essence of observation lies in providing researchers with an authentic glimpse into the actions and behaviours of individuals, free from the potential biases or inaccuracies that may arise from self-reporting. By observing behaviours in situations, researchers can gain a more accurate understanding of how individuals engage with their environment and interact with others. Through observation, researchers can capture the particulars of the setting, including the physical space, social dynamics, and situational factors that may influence behaviour. This rich contextual information enhances the ability of researchers to interpret and understand the observed phenomena within their natural setting. Therefore, I visited the natural context (i.e., classrooms) to obtain accurate data (Cohen et al., 2017).

The classroom observations (Appendix-F) were conducted three times for each participant in the sixty-minute classes. Given that, the aim of this study was to ascertain significant features of classroom discourse concerning teachers' professional identity construction, opting for structured classroom observation appeared to be more suitable. As a well-structured classroom observation incorporates a clearly defined purpose and a precise focus Tunnell (2024), to observe classroom interactions comprehensively, without being constrained by undetermined categories or criteria. This approach allowed for a resonant exploration of the dynamics at play, enabling the identification of prominent aspects of classroom interaction relevant to teachers' professional identity construction and negotiation.

Structured observation facilitates the researcher in capturing the natural flow of interactions, behaviours, and communication patterns within the classroom context. By involving themselves in an environment with predefined goals, the researchers can find insights and emergent themes without any distractions.

In this study, as the observations were structured, therefore the researcher adapted a list of items, activities and realities that could potentially contribute to the research data. The structured checklist helped the researcher to remain attentive to aspects of the classroom environment and interactions that were relevant to the research objectives. This approach allowed for a clear focus on capturing emergent themes while ensuring that the observations remained aligned with the overarching goals of the study.

By maintaining a broad yet purposeful focus on potentially relevant aspects of the observed phenomena, the researcher could adapt their observational approach as needed, refining their understanding of the context and identifying key elements pertinent to the research inquiry. This iterative process of observation enabled the researcher to probe into the complexities of classroom discourse and professional identity construction, ultimately enriching the study's findings.

The researcher filled the observation checklist while observing the classroom interaction based on Merriam (2002) recommendations who proposed a list of components that the researchers should take into consideration during classroom observations. These elements include the classroom's physical setting, the participants, actions and collaborations, perceptive aspects (such as informal and

unplanned activities, non-verbal communication, what does not happen, etc.) and the observer's filed notes.

Based on these recommendations, the researcher used to arrive early in the classrooms to ensure all recording equipment were functioning correctly. The researcher preferably sat in an inconspicuous location within the classrooms. While observing, the researcher used to note down different stages of the lesson, for example, warm-up, teaching vocabulary and discussions related to subjects. The researcher also observed the classroom environment, including the physical layout, materials, and resources available. All the notes on the participants' teaching methods, instructional materials, and overall teaching style were precisely noted.

Moreover, the researcher paid attention to interactions between the teacher and students, as well as among the students themselves. The lecture content, including topics, activities, and language proficiency levels were recorded as if there were any instances of code-switching, teacher-talk, or student-talk in multiple languages as well. The researcher reviewed the notes and observations immediately after the classroom session to identify key themes, patterns, or interesting occurrences related to identity negotiation and construction.

Observations were conducted for around two months. The researcher would observe as much as could be seen or felt in the field (Edvardsson et al., 2012). In general, the observations in this study aimed to obtain additional viewpoints on the data collected in interviews. Observations were carried out in various academic settings, including lectures, and classroom activities, led by the twelve selected participants.

The researcher attended those sessions as a passive observer to capture the natural dynamics of communication patterns and teaching practices.

3.3.2. In-Depth Interviews

In addition to employing other methods for collecting data, in-depth interviews were selected due to their distinct traits compared to surveys or questionnaires as the data collection technique. Butler (2014) stated that interviews tend to give a chance to respondents to speak up freely on a variety of issues. Moreover, the interviews bring out good observation and natural speech with a clear-cut recording of the participants. Kvale and Brinkmann (2015) asserted that to conduct an interview is a good method to get participants' opinions and/or feelings about a particular issue, event or action in a highly personal and comprehensive manner. Furthermore, the interview is a method of assembling the data by providing some questions to the participants precisely. Talmy and Richards (2011) stated that interviews hold a prominent place in qualitative research, particularly in exploring the identities of participants. This method allows researchers to engage directly with the individuals, investigating their experiences, perspectives, and self-conceptions. By conducting interviews, researchers can uncover the intricate layers of identity construction and negotiation, providing valuable insights into the complex dynamics within a given context.

In terms of the certain kinds of interviews, used in qualitative research, in-depth interviews provide a comprehensive perception of the participants' practices and views related to educational interaction. These interviews also highlight the significance of developing a comprehensive and supportive setting within the

universities to facilitate effective communication between the interviewer and interviewee. Furthermore, the interview is a method of assembling the data by providing some questions to the participants precisely. Eppich et al. (2019) suggested that in-depth interviews serve as valuable tools for enhancing the richness of data by eliciting a diverse range of ideas and details from the participants. Mason (2017) also contended that in-depth interviews offer qualitative researchers some distinct advantages. They can be conducted either in a contextual or specific manner, enabling researchers to study the particular experiences of participants.

After the classroom observations, the researcher requested the participants for the interviews and narrated about the purpose of the study to them. Bernard et al. (2016) recommended that in-depth interviewers should pose targeted questions aligned with the research topic, following the interview guidelines. This ensures that the conversation remains focused and pertinent to the research objectives. By adhering to this approach, interviewers can gather relevant and meaningful insights from participants, contributing to the depth of the research findings. Flick (2017) also opined that the researcher should prepare guiding questions for the participants before the interviews with open-ended questions that are intended to create dialogues to address the study's purpose.

Furthermore, Boutain and McNeas (2013) stated that demographic data could be applied to understand respondents' place in society and how their position could affect their speech. Background or demographic questions were also asked. It has been acknowledged that demographic data, such as race and age are socially built phenomena. According to Gray and Dagg (2019), emotional reactions are inherent

aspects of human existence and consequently, are invariably present within the research context. This assertion suggests that emotions play a significant role in shaping the interactions and dynamics within research settings. Acknowledging and understanding these emotional dimensions is crucial for researchers in effectively navigating and interpreting their findings.

Following the guidelines, the researcher initially started the interview sessions with small talk to build rapport with them. Furthermore, the participants were reassured about the confidentiality of the responses. The researcher began the interviews with less personal questions to help them feel more comfortable. This provided the context for more in-depth questions to come. Active attention was paid to their responses to make them feel that the researcher was engaged and interested in what they were saying. Moreover, the researcher encouraged them by nodding head, smiling and adding little expressions of motivation so that, they might speak freely. By facilitating during interviews, it was found that the researcher could extract more comprehensive data from the participants. This approach also allowed her to anticipate that participants would be able to offer the specific data needed to address the research questions. Turner and Hagstorm-Schmidt (2022) recommendations emphasised the importance of asking follow-up questions to enhance the quality of participants' responses. Implementing this strategy proved invaluable in optimising the depth and relevance of the data collected, ultimately enriching the research outcomes. Furthermore, personal expressions and opinions were avoided henceforth, they could share their perspectives without fear of being judged.

In qualitative research, interviews are geared towards exploring and interpreting the central themes in the lives of the interviewees, aiming to understand the in-depth meanings behind their experiences. Kvale (1996) outlined seven key stages in the process of designing and conducting qualitative interviews, all of which were adhered to in this study. These stages encompass thematising, designing, interviewing, transcribing, analysing, verifying, and reporting.

Thematising involves that the researcher clearly define the purpose of the study and identifying the specific topic to be explored prior to conducting interviews. While designing the interview involves a comprehensive plan before commencing the interview process. This ensures that the interview structure aligns with the research objectives and facilitates the collection of rich and relevant data.

Moreover, interviewing in qualitative research necessitates the use of an interview guide, which provides a framework outlining the topics to be explored and suggests questions that can be analysed thematically and flexibly. Each question within the guide should be directly linked to the research theme, a principle the researcher strived to adhere to in this study. This approach not only facilitates knowledge enhancement but also acknowledges the importance of the interaction between interviewer and interviewee, fostering a positive and productive collaboration. By maintaining this focus, the interview process becomes a collaborative endeavour, enriching the depth and quality of the data collected. The researcher experienced this with many of the respondents.

Transcribing serves as an important step in the research process, as it transforms the raw interview material into a format ready for analysis. The significance of analysing the data cannot be overstated, and it should be addressed early on, in the study design process. The method of data analysis is determined by the specific objectives and the nature of the research study. It is essential to select an appropriate analytical approach that aligns with the research goals and facilitates the exploration of key themes and insights emerging from the data. By carefully considering the method of analysis from the outset, researchers can ensure a systematic and rigorous examination of the interview data, leading to robust findings and meaningful conclusions.

In the current study, participants were provided with information regarding the timing of the interviews, which typically ranged from sixty to ninety minutes, depending upon the specific topics discussed and questions asked. This transparency regarding the interview duration contributes to the ethical conduct of the study, ensuring that participants are adequately informed and can provide informed consent. Additionally, it underscored the researcher's commitment to respecting participants' time and contributions to the research process.

Questions during the interview were asked using simple English language. As the participants were already teaching the English language, therefore, any kind of translation was not required for any kind of facilitation. Interviews were conducted at different places and on different days according to their feasibility and availability. All the responses were audio-recorded. The interviews were then transcribed, coded and analysed.

3.3.3. Focus Group Discussions

Flick (2017) stated that focus group is a frequently used tool in the qualitative research. Powell and Singel (1996) postulated that the focus group discussions entail a thorough examination of not only the verbal content but also of non-verbal cues such as gestures, tone, and other aspects of speech. These non-verbal elements offer valuable insights into the significance of the communicated messages. By paying close attention to these features, researchers can gain a more comprehensive understanding of participants' experiences, perspectives, and emotions (Nyumba et al., 2018). Gestures, for example, can convey emphasis, agreement, or hesitation, while tone of voice can reveal underlying emotions such as enthusiasm, frustration, or uncertainty. By integrating the analysis of both verbal and non-verbal communication, researchers can enrich their interpretations and capture the full depth of participants' narratives.

Howitt (2010) stated that the core purpose for selecting the focus group method is that it includes a group effect where respondents share experience which is considered a preliminary stage then moving to in-depth interviewing. Semi-structured focus group interviews were used with the Pakistani NNEST. It helped to conclude Pakistani NNEST's perspectives about maintaining their professional identities as teachers and the issues they had experienced during teaching English to the students of other subjects.

Based upon the convenience, six to ten teachers were invited to participate in the group discussion on the constituting aspects of identity construction and negotiation, difficulties that they faced while teaching multilingual students of other

subjects and strategies that they adopted to overcome those difficulties. Rabiee (2004) suggested that an optimal number of participants for focus group discussions typically falls between six and ten individuals per group. This range is considered beneficial for several reasons. Firstly, it allows for the generation of diverse perspectives and insights from participants, enriching the discussion with a range of viewpoints. Secondly, the group size remains manageable, ensuring that the facilitator can effectively guide the conversation and maintain focus on the research objectives. By handling a balance between inclusivity and manageability, focus groups comprising six to ten participants offer a conducive environment for productive exchange and exploration of ideas.

Marczyk Geoffery et al. (2010) asserted that fewer than five respondents might restrict the diversity of the thoughts offered and more than ten might make it hard for each person to express their views, feelings and perspectives comprehensively. Meanwhile, Taylor et al. (2013) confirmed that five to ten participants are sufficient. Six participants willingly accepted the focus group discussion participation. Among them three were males and three were females. Providentially, one pair of each language i.e., Punjabi, Saraiki, and Urdu-speaking teachers were invited. Participants in the study were provided with advance notice regarding the duration of the interviews, typically ranging from approximately sixty to eighty minutes. This timeframe was contingent upon their level of engagement and interest, as well as the point at which data saturation was achieved (Merriam, 2002).

To ensure methodical planning and organisation, a detailed plan was developed in accordance with guidelines outlined by Krueger and Casey (2015). This plan

included the explicit articulation of the study's purpose, topics to be discussed, questions to be asked, as well as a timeline and the pre-determined number of group members to be involved. By adhering to this structured approach, the research process was carefully arranged, facilitating the collection of comprehensive and meaningful data. The focus group discussions were divided into two sessions with the participants' mutual agreement.

In focus group interviews, participant selection followed a purposive approach, prioritising individuals who possessed relevant experiences or perspectives rather than aiming for strict representation (Thomas et al., 1995). Following this methodology, participants for this discussion were selected based on specific criteria that is, they were selected from the classes that were observed. This selection criteria ensured that participants had actual knowledge and experiences related to the research study, enhancing the relevance and depth of the discussions within the focus groups.

In the focus group discussions, the researcher's role was that of a moderator, responsible for facilitating and guiding the participants' discussions. Following Dörnyei (2014), the researcher ensured that the conversation flowed smoothly, intervening as needed to prevent any individual from dominating the discussion. By actively engaging all participants and encouraging their contributions, an inclusive atmosphere was brought up, where diverse viewpoints could be shared and explored. Through skillful moderation a balanced exchange of ideas was promoted and it was ensured that everyone had the opportunity to participate meaningfully in the discussion. Almost all the participants interacted actively in the discussions and

expressed different points of view. The discussions helped the researcher to understand their perspectives about professional identity construction and negotiation (Brookfield, 2015).

Additionally, enabling the focus group discussions with them provided key features of the teaching and learning process in ESL classrooms from the teachers' perspective, as advocated by Thomas et al. (1995). These focus group discussions allowed for the exploration of various viewpoints among participants, facilitating the generation of rich and diverse data within a relatively short time frame (Rabiee, 2007).

During each focus group session, discussions continued until a sense of redundancy in information was perceived (Merriam, 2015). This approach ensured that comprehensive data were gathered while avoiding unnecessary repetition. Immediately after each discussion, detailed notes were taken, to capture the essence of the conversation and to document any non-verbal communication cues, such as nods of agreement, which can be invaluable for data analysis. These notes enabled to reflect on the discussions and aided in the interpretation of both verbal and non-verbal expressions, enriching the depth and accuracy of the data analysis process.

3.4. Research Procedure

After getting permission from the management of the three universities, the classroom observations took place in the classes. The researcher used to reach before the class timings and sat in the position that the teaching-learning process might not be disturbed. Sometimes, the researcher had to wait for the participants

as they got busy with some other commitments. Ten classes were rescheduled due to different circumstances. One of the participants had a timetable clash with other subjects therefore, her classes were rescheduled two times. Similarly, one of them had to leave for his village due to a family emergency consequently, we rearranged the schedule after fifteen days. The rest of the participants also had minor issues like official meetings, examination duties, university events etc. Beyond these issues, all the participants were committed, humble and supportive.

Furthermore, all the interviews were conducted in the settings where the respondents were comfortable and privacy could be maintained. The in-depth interviews were held in their offices after the classes. All the interviews were conducted at the fixed time except one, where one of them had to leave for his village as mentioned above. While, for the focus group discussions, access to university discussion rooms was provided, where all the participants were comfortable with the sessions. Moreover, a WhatsApp group was created to decide the discussion time with the mutual consent of all the participants. With their mutual decision of time and place, we conducted the discussion sessions. During the focus group discussions, the researcher tried to be a moderator helping all the participants to get a chance to share their opinions about the teaching-learning process in the university.

The participants were very generous and co-operative during the data collection process. Some of them showed interest in sharing their experiences freely. The respondents were informed of the interview and focus group discussion details and procedures. All of the data were recorded and transcribed verbatim. The field notes

were immediately written after each classroom observation, interview and discussion to avoid forgetting the important details of the moment.

Informal meetings and discussions with participants provided the well-intentioned atmosphere of the study (McMahon & Patton, 2018). It was noticed that the respondents were very at ease and accommodating during the interviews as some of them talked with huge interest. Yet, as a researcher, I had to listen and made use of what was narrated unless I felt it was a repetition of the same idea which was already discussed. Then I had to switch to another point by probing the participants more to engage new points of discussion.

Field notes were also taken immediately and regularly after the interviews, focus group discussions and also during and after classroom observation sessions to apprehend the non-verbal portraits of participants and other related issues of the teaching and learning process in the setting of the study. The recorded data were transcribed and made ready for analysis.

3.5. Data Analysis

This research study employed the thematic analysis methodology to analyse the data, chosen for its suitability to the qualitative and inductive nature of the study. According to Jones (1995), qualitative studies emphasise exploration, recognition of new insights, and employing inductive reasoning. This approach relies on identifying emerging patterns within the data without the constraints of predefined hypotheses or theoretical frameworks.

Lacey and Luff (2009) proposed that qualitative data analysis is characterised by iterative processes, allowing researchers to repeatedly engage with the data, add additional questions, and nurture a more refined comprehension of the research study. This iterative approach acknowledges the dynamic nature of qualitative research, where insights evolve over time through continuous interaction with the data.

Moreover, Braun and Clarke (2021) emphasised that thematic analysis serves as a helpful entry point for researchers to develop foundational data-handling and coding skills. By focusing on identifying and organising patterns within the data, thematic analysis provides a practical framework for beginners to navigate the complexities of qualitative analysis. This approach enables researchers to gain proficiency in data interpretation without being encumbered by the need for extensive theoretical frameworks or prior expertise in qualitative methodologies. The data analysis of the current study follows the below-mentioned steps and procedure.

3.6.1. Thematic Analysis by Atlas.ti 23

Thematic analysis stands out as a flexible and systematic method for probing into the qualitative data, allowing the researchers to extract distinct insights and distinguished patterns within participants' narratives. By adopting this approach, the study investigated the particulars of professional identity construction and negotiation within the context of three universities, offering a comprehensive understanding of these phenomena.

In conducting the analysis, followed the six-step thematic analysis framework proposed by Braun and Clarke (2006, 2021, 2023). These steps are: (i) familiarisation with the data, (ii) generation of initial codes to label key concepts and ideas, (iii) searching for themes that emerge from the data, (iv) Reviewing themes, (v) Defining themes to capture their essence accurately, and (vi) Write up (Byrne, 2022).

The thematic analysis serves as a qualitative analytical tool that systematically organises and interprets the identified themes within the data set. As emphasised by Nowell et al. (2017), to understand the diverse aspects and potential of any data or issue, the thematic analysis gives all possibilities of the interpretations of collected data. By precisely following the six steps of thematic analysis, it was convenient to understand relevant intuitions and interpretation of the collected data, thus contributing to a profound consideration of the current research study.

Step One: Familiarisation with the Collected Data

Ollerenshaw and Creswell (2002) highlighted the importance of engaging oneself in the data through repeated readings to gain a comprehensive sense of its essence. Following this guidance, the researcher engaged in multiple readings of the transcripts, aiming to develop own understanding of the collected data. This iterative process was instrumental in elucidating the meaning embedded within the participants' responses.

During this phase, the researcher precisely examined through all the interviews, observations, and focus group discussions, making brief notes of key points and

observations. Through continuous reading and note-taking, gradual familiarisation with the entirety of the raw data took place, allowing patterns and insights to emerge progressively.

It was through this iterative approach that comprehension of certain data points evolved over time. As Srivastava and Hopwood (2009) underscored, iteration in qualitative data analysis is not merely a mechanical task but a reflexive process that fosters insight and develops meaning. Revisiting the data multiple times enabled the researcher to discover further understanding and extract richer insights from the data. Moreover, the iterative nature of qualitative research offers researchers the opportunity, to engage in further questions with the participants even after the process of data collection is completed. This flexibility enables researchers to ask additional questions, seek clarification, and pay attention to emerging themes, further enriching the analysis process and ensuring a comprehensive exploration of the research study.

Step Two: Generation of Initial Codes

The second phase of data analysis revolved around the process of coding and the identification of potential themes. Braun and Clarke (2021) defined coding as the methodical task of categorising and linking the data to the research questions and the researcher's conceptual framework. This definition underscores that the outcomes of coding are influenced by the researcher's approach to the data, shaped by their understanding and background knowledge.

Coding was conducted with dual purposes i.e., identifying clarity from the participant's responses and interpreting underlying data (Braun & Clarke, 2023). This approach recognises that coding encompasses both the surface-level semantic content and the deeper, latent aspects of the data.

Boyatzis (1998) emphasised the importance of maintaining approachability to all collected data as the researcher starts the coding process. This stage requires the researchers to familiarise themselves with the data, fostering trustworthiness through strategies such as triangulation of data sources and prolonged engagement with the collected data. By focusing on these points, the researcher systematically arranged the data in an organised manner.

Following data organisation, initial codes were applied to segments of the data that aligned with the research questions and objectives. This iterative process involved systematically reviewing and categorising the data, identifying patterns and connections, and gradually refining the coding framework to summarise the breadth and depth of the data. Atlas.ti 23 software was used for collating the coded data to make the data more coherent (Friese & Ringmayr, 2011; Ñañez-Silva et al., 2024; Soratto et al., 2020).

Step Three: Searching for the Themes

Braun and Clarke (2021) elucidated that the construction of themes is not governed by rigid rules but rather involves identifying patterns that capture something noteworthy and meaningful within the transcribed or raw data. Following the completion of coding, the next step involved organising and categorising the coded

segments into main themes based on their shared characteristics. This process aimed to consolidate similar codes, providing a broader perspective on the collected data. The codes were organised into broader themes. The themes were descriptive which described patterns in the collected data. Mostly, the codes were connected with one theme, but some codes were linked with more than one theme.

Step Four: Reviewing the Themes

The fourth stage of thematic analysis involves the process of reviewing the identified themes. According to Vaismoradi et al. (2013), this stage entails ensuring that the themes identified by researchers are accurately aligned with the assigned codes and comprehend the entirety of the data. As Braun and Clarke (2006) suggested, this stage includes two levels of review and refinement, i.e., (i) re-visiting and re-assessing the extracted themes and, (ii) evaluating their comprehensiveness and coherence.

In the first level of review, each theme was systematically revisited, and precisely examined the associated codes extracted from these themes by Atlas.ti. This involved scrutinising the alignment between the codes and their respective themes, ensuring that each code contributed meaningfully to the main theme it was assigned to. Additionally, the researcher re-assessed the appropriateness of including specific codes within certain themes, considering whether they should be reclassified to other themes or excluded altogether.

By engaging in this rigorous review process, the aim was to enhance the accuracy and coherence of the identified themes, ensuring they effectively captured the

breadth and depth of the data. This iterative approach facilitated an understanding of the collected data, enabling the refinement and consolidation of themes that accurately reflected the key insights collected from the research.

Meanwhile, in level two, all of the themes were evaluated under the umbrella of a broad data set. At this stage, all the data related to each theme was gathered and re-read. The researcher read the data that was connected with each theme and carefully examined whether the data supports the theme or not. The themes must be consistent and coherent. Each theme should be different from the other theme and it must make sense. During this stage of the analysis, guided by both theoretical frameworks and analytical approaches, the researcher thoroughly assessed whether the identified themes effectively apprehended the dataset.

To conclude the reviewing process, the researcher adhered to the principles outlined by Lincoln and Guba (1985) by returning to the raw data for a comparative analysis of the developed themes. This step was central in verifying that the emergent themes remained grounded with the raw data. By juxtaposing the themes with the raw data, the researcher sought to confirm that each theme accurately reflected the participants' narratives and experiences as captured in the original transcripts.

Step Five: Defining and Naming the Themes

This is the last stage of theme identification. The intention was to acknowledge the objective of what each theme is related to. The names of the themes are descriptive, that is, what does each theme say? Are there any sub-themes? How do these themes relate to each other? and do these themes relate to the main theme?

Step Six: Writing-up

Nowell et al. (2017) used specific strategies to relate the findings of their study to existing theoretical literature. The researcher, at this step, wrote up the final findings and conclusions and presented the results with obvious and sufficient information about the research study that has been done with the data analysis.

3.6.2. Coding of Transcribed Data

The analysis consisted of coding of collected data in order to identify the professional identity construction and negotiation of Pakistani university lecturers and the strategies used by them in the English language classroom. The current study adopted the coding process proposed by (Braun & Clarke, 2021). At the first round, the researcher found patterns and consistencies in the text that were analysed. After identifying patterns, they were categorised and ultimately developed into themes that were used for illustration of constituting aspects of professional identity construction and negotiation, challenges and strategies used by them in the English language classroom.

In the second round of the coding process, all the collected data were assembled on the Microsoft Word Office program according to the research questions. In the coding process, similarities, differences and inequality aspects were searched that were examined in the responses to the questions asked by the participants. After that, all the data were compiled according to the relevant items to the study by the coding guidelines and finally categorised into initial codes.

The third coding round was a concluding and summarising round, based on the codes retrieved. By linking the first and second rounds, the coherence of the two rounds was tested in order to find out whether the researcher understood the answers appropriately. In the fourth round, the main findings for each question were established. After associating the findings and answers simultaneously, findings that need further clarification, the raw data and the codes were analysed in order to generate better results. Thus, in the final round of the coding process, the connections between findings and questions became more evident.

3.7. Pilot Study

Prior to the main study, a pilot study had been carried out in order to test the appropriateness of the classroom observations, interviews and focus group discussions' structure and questions. A total of six participants who were willing to take part were selected. Six classes were observed and six interviews and one focus group discussion were carried out. The profiles of the pilot study participants are presented below in Table 3.5.

Table 3.5.

The Profile of the Participants for Pilot Study

Sr. no	Name	Academic Qualification	Gender	First Language (L1)	Teaching Experience
1	PM	PhD Scholar	Male	Punjabi	Twelve Years
2	UM	MPhil	Male	Urdu	Ten Years
3	SM	MPhil	Male	Saraiki	Eleven Years
4	PF	MPhil	Female	Punjabi	Ten Years
5	UF	MPhil	Female	Urdu	Ten Years
6	SF	MPhil	Female	Saraiki	Ten years

Source: The Researcher's Data (2021)

The classroom observations of the participants took place at two universities in Bahawalpur. The duration of each class was sixty minutes. The researcher took field notes and participated as a silent member in the class so that the teaching-learning flow might go naturally. The in-depth interviews were conducted face-to-face at convenient times and days with the participants' consent. The researcher conducted the interviews on six different days which allowed her to focus on the clarity of the ideas so that, she might work on the questions if they were not clearly understood and clarify them for the next interview. This helped the researcher to generate and revise other questions from the first interviewee's answers. Moreover, one focus group discussion was also carried out with the participants. The duration of the session was around one hour and forty-five minutes. Revisions were made to refine the actual study following (Kilbourn, 2006) who narrated that in the course of conducting a pilot study, directions to follow and questions to ask usually emerge and can be settled and polished. The pilot study conducted by using these methods helped the researcher to revise the questions and the research procedures.

3.8. Ethical Considerations and Reflections

Creswell (2013) highlighted the importance of ethical considerations in research involving human participants. Ethical concerns play a pivotal role in safeguarding the welfare of participants, fostering trust between researchers and participants, upholding the integrity of research endeavours, and addressing emerging ethical challenges. At the core of ethical considerations lies the fundamental aim of ensuring that the outcomes of the research do not inflict harm or adverse consequences on any individual or group. Blumberg et al. (2014) delineated four key areas of ethical considerations in research:

Treatment of Participants: Ethical guidelines mandate that researchers treat participants with respect, dignity, and fairness throughout the research process. This includes obtaining informed consent, protecting participants' confidentiality and privacy, and minimising any potential risks or harm associated with their involvement in the study.

Ethics of the Sponsor: Researchers must also consider the ethical principles upheld by the sponsoring institution or organisation funding the research. It is essential to ensure that the sponsor's values and guidelines align with ethical standards and do not compromise the integrity or objectivity of the research.

Ethics of the Researcher: Researchers are obligated to maintain ethical standards in their conduct and decision-making throughout the research process. This encompasses transparency, honesty, and integrity in all interactions with participants, colleagues, and stakeholders. Researchers should also disclose any potential conflicts of interest that may arise during the course of the study.

Reliability and Integrity in Research Design and Procedures: Ethical considerations extend to the design and implementation of the research itself. Researchers must strive to maintain reliability and integrity in all aspects of the study, including data collection, analysis, and reporting. This entails adhering to established methodological standards, accurately documenting procedures, and ensuring the validity and credibility of the research findings.

By addressing these ethical considerations comprehensively, the current research study was conducted with the utmost respect for ethical guidelines. The participants were updated about the purpose of the study, their voluntary participation, and the confidentiality of their responses. All collected data were securely stored and anonymised to protect the participants' identities.

By following the principles of qualitative research, the researcher underscored the commitment to maintain ethical standards in the study. Autonomy, one of the foundational principles, was precisely revered by affording participants' freedom to decide whether to participate in the study or withdraw at any point. Providing informed consent to participants, further empowered them to make informed decisions about their involvement, nurturing trust and transparency in the research process.

Moreover, dedication to beneficence is another ethical principle, that demonstrates the researcher's commitment to act in the best interests of the participants. By prioritising their well-being and ensuring that their rights and dignity were respected throughout the study, the researcher tried to uphold the ethical imperative of beneficence. This approach not only reflects the researcher's ethical responsibility as a researcher but also contributes to the overall ethical integrity of the study.

By projecting these ethical principles, the researcher, in this regard conducted the study with utmost integrity, following the research etiquette and reflecting on the various aspects of the research process. Transparency, ethical considerations, and a

commitment to valid and reliable research findings were integral to the successful completion of the study.

The study demonstrated transparency in addressing potential researcher biases and subjectivity. By acknowledging the researcher's role and influence in the data collection and analysis process, the study exhibited reflexivity. The researcher's awareness of participants' own beliefs and assumptions about linguistic diversity and educational interactions provided readers with insights into her own perspectives, ensuring a balanced interpretation of the data.

3.9. Trustworthiness of the Study

The triangulation of the three research instruments i.e., thirty-six classroom observations with the participants, twelve in-depth interviews, and one focus group discussion (that was divided into two sessions) with the participants assisted to link and relate useful intuitions about the constituting aspects of professional identity construction and negotiation, challenges that those participants faced, and strategies employed by them to maintain their identities and developed the validity, reliability, and findings of the study (Campbell, 1986; Lincoln & Guba, 1985; Polit & Beck, 2012; Tolich & Davidson, 1999).

3.9.1. Validity

Triangulation is regarded as the heart of validity for qualitative research (Tolich & Davidson, 1999). It includes several perceptions and, therefore, deals with more accurateness in labelling the procedure under research. Cordon et al. (2009) narrated

that the goal of triangulation is measuring what you claim to be measuring. The incorporation of three instruments classroom observations, in-depth interviews, and focus group discussions into a methodological triangulation approach (Polit & Beck, 2012), was instrumental in supporting the certainty and validity of the study's findings.

The triangulation of data collection methods not only facilitated the enhancement of reliability and validity but also enriched the accuracy of the findings (Carter et al., 2014). By assuming the dual roles, i.e., as an observer and a facilitator during data collection, the researcher gained more perceptions about the participants' experiences and perspectives, further enriching the qualitative research process.

Furthermore, this study employed a panel of three reviewers to confirm the content validity of the research instruments as suggested by several previous studies (Creswell, 2009; Wynd et al., 2003). For this purpose, a panel of three reviewers from two different universities was selected based on a certain criteria shown in the table 3.6. Among them, two reviewers were selected from Islamia University Bahawalpur (IUB), Pakistan. One reviewer was selected from Riphah International University, Faisalabad (RIUF), Pakistan. The reviewers were requested to provide their constructive feedbacks on the selected data collection instruments. The selected panel members were experts in their fields of research. Their demographic details are shown in the table 3.6.

Table 3.6.

The Profiles of the Reviewers

Sr. no	Name	Academic Qualification	University	Designation	Teaching Experience
1	Reviewer 1	PhD	IUB	Lecturer	11 Years
2	Reviewer 2	PhD	IUB	Lecturer	10 Years
3	Reviewer 3	PhD	RIUF	Associate Professor	13 Years

Source: The Researcher's Data (2022)

They were requested to arrange the meeting timings, so that, we may discuss all the important points related to the selected research instruments. The meetings with the reviewers of IUB were conducted face-to-face at their offices on their desired times. Meeting with the reviewer of RIUF was an online session conducted on zoom. For better understanding of the reviewers, the data collection instruments were provided along with the research title and research objectives of the current study. Useful and effective feedbacks were obtained from all the reviewers. All the recommendations and suggestions were added and considered based upon their feedbacks.

3.9.1.1. Credibility vs. Internal Validity

In qualitative research, credibility is used as a corresponding term for internal validity. The terms, such as validity, credibility and trustworthiness have been alternatively used by the researchers (Gibson & Brown, 2009; McMahon & Patton, 2018; Roulston, 2010). Credibility involves the alignment between the participants' perspectives and how the researcher portrays them (Tobin & Begley, 2004). Lincoln and Guba (1985) proposed several methods to enhance credibility, including prolonged engagement, persistent observation, data triangulation, and researcher

triangulation. By employing these methods, researchers can strengthen the credibility of their studies, making their findings more trustworthy and reliable.

The credibility of the current qualitative analytical research was obtained by the use of the naturalistic approach, purposive sampling, interpretation of perspectives of the participants' data and establishing a good rapport with them to generate rich data (Roulston, 2010). Moreover, the credibility of the results of the present qualitative research was also increased by triangulation in the data collection including in-depth interviews, classroom observations and focus group discussions (Kumar, 2011). Lincoln and Guba (1985) narrated that the researcher's engagement in the study by interviewing the respondents, observing the participants' behaviour, focus group sessions, taking notes and verifying the outcomes with the respondents all contributed to the credibility of the study findings.

3.9.1.2. Transferability vs. External Validity

In quantitative research, the substitutional term used for external validity is transferability. Transferability refers to the extent to which the findings of a study can be applied to other contexts or settings. In qualitative research, this concept pertains specifically to the transfer of insights from one case to another (Tobin & Begley, 2004). While the researcher cannot predict all potential sites where the findings might be applied, they can facilitate transferability by providing rich, detailed descriptions of the context and participants. These thick descriptions allow others to determine whether the findings of the study are relevant and applicable to their own situations (Lincoln & Guba, 1985). Hence, transferability entitles the chances of pertaining the research outcomes to similar experiences as a thick

description of the reader (Geertz, 1973). Thick description includes all the procedures of critical information that assist the readers in comprehending the context of the study and respondents.

Reader generalisability, in qualitative study, is devoted to the application of findings to an entirely diverse group of individuals or settings (Misco, 2007). Campbell (1986) proposed a method of generalisability known as the proximal similarity model. It narrated that proximal similarity was moderately in-depth and a suitable term for external validity. Within proximal similarity, researchers predict which settings are comparable or slightly similar to frameworks and participants in another study. Polit and Beck (2010) stated, “proximal similarity supports transferability to those people, settings, socio-political contexts and times that are most like (i.e., most proximally similar to) those in the focal study” (p. 1453). Thus, the detailed interpretation of the phenomenon permits the transferability of the results to readers who are keen and endeavouring to comprehend their professional position as a teacher in the community setting.

3.9.2. Reliability

Reliability indicates the dependability or consistency of a measurement technique (Marczyk Geoffery et al., 2010). In this study, the researcher has tried to explore different aspects, challenges and strategies of professional identity construction and negotiation while teaching English to the students of other subjects from the participants’ perspective. This promoted the reliability and dependability of the research outcomes by providing quotations from the respondents’ descriptions

about their worlds of teaching practices, highlighting the exploration of NNEST's professional identity in the ESL classrooms (Lincoln & Guba, 1985).

3.10. Summary

This chapter discusses the methodology that guides this study in exploring professional identity construction and negotiation involving participants from the three public universities. The qualitative research design was chosen to explore the experiences and perspectives of participants in the academic environment. The chapter provides the research site, the profiles of the respondents and research sampling. Drawing towards the data collection methods, protocols of data collection, data collection instruments (in-depth interviews, classroom observations and focus group discussions), and data analysis method are discussed. The results of the coded data were arranged and thematic analysis proposed by Braun and Clark (2006, 2021) was employed to identify the main themes and sub-themes emerging from the data. The adherence to ethical considerations and emphasis on validity and reliability contributed to the credibility and trustworthiness of the study's findings.

CHAPTER FOUR

FINDINGS AND DISCUSSION

Golombek and Doran (2014) opined that the construction, deconstruction, and/or reconstruction of teacher professional identity is an ongoing and contextual process, which involves teachers' cognitive development, emotional changes, and behavioural responses. As, teachers accept, reinforce, downplay, or challenge the external reforms that are ascribed to them. This chapter presents an in-depth exploration of the professional identity construction and negotiation of Pakistani university teachers within the context of teaching English to undergraduate students of other departments. Through the lens of Atlas.ti, the qualitative data gathered from in-depth interviews, classroom observations and focus group discussions is carefully examined, analysed, interpreted and discussed to draw out the ways in which these teachers manage their professional roles, identities and pedagogical practices. The analysis employed in this study allows for a comprehensive examination of the complex patterns, recurring themes, and divergent perspectives that characterise the professional identity construction and negotiation of Pakistani English language teachers serving at university level.

By exploring the complexity of their experiences, perceptions, challenges and strategies, the chapter sheds light on the multifaceted nature of constructing and negotiating professional identity within the ESL teaching domain. Through a systematic presentation and analysis of the developing themes, this chapter contributes to a profound understanding of the dynamics at play in the professional lives of Pakistani university teachers.

The findings of the study are discussed to gain understanding into the professional identities of those Pakistani NNES university teachers using the research questions of the study. To answer the questions, the data collected from the in-depth interviews, observations of the teaching and learning processes, and the focus group discussions has been utilised. The organisation of the chapter is illustrated below in the figure 4.1.

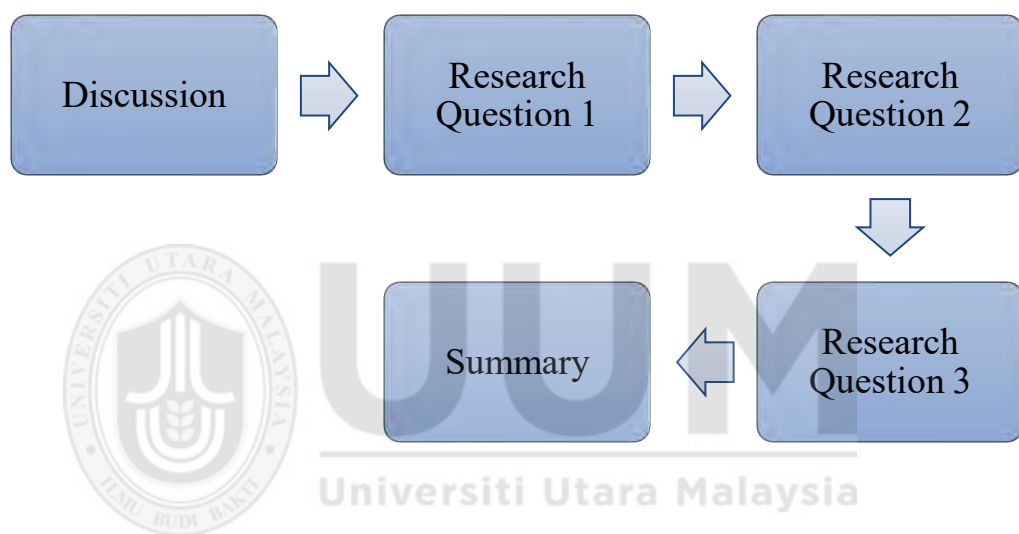


Figure 4.1 Organisation of Chapter Four

4.1. Research Question 1

What are the constituting aspects of professional identity construction and negotiation of Pakistani NNES university teachers while teaching English to the students of other subjects in ESL classrooms?

Aspects Constituting Professional Identity Construction and Negotiation

This main theme highlights a holistic approach in understanding professional identity construction and negotiation. It recognises the multi-layered nature of teachers' identities, encompassing their educational background, work experiences,

and the complex interplay between personal and professional aspects. By exploring these dimensions, one can get an in-depth understanding of what shapes a teacher's identity within the educational context.

4.1.1. Analysis of In-depth Interviews

In-depth interviews are important for understanding the experiences and perspectives of the individuals, providing rich and detailed data that cannot be captured through quantitative methods alone. This analysis focused on the professional identity construction and negotiation of twelve multilingual Pakistani NNES teachers. The population was comprised of six male participants and six female participants, who taught in the classrooms where English is considered as a compulsory subject to study. Their mother tongues, Punjabi, Saraiki and Urdu, added a layer of linguistic and cultural context to their teaching experiences.

The sum of twelve interviews were conducted with the male and female teachers at their convenient times. The researcher requested them to be interviewed after their classes so that more details regarding the main themes related to the research questions could be gained. The participants showed a warm interest in the research area and acknowledged the importance of voicing their concerns and experiences by participating in the research studies. The male participants were initially quite hesitant and nervous because of Pakistani traditional culture. But as the interview started, and questions with their experiences were discussed, they got relaxed and comfortable. The female participants were confident and excited to share their experiences. They tried to highlight all the challenges and strategies by discussing

and recalling different classroom encounters. The time duration of each interview session ranged from sixty to ninety minutes.

The in-depth interviews revealed main themes and sub-themes related to the aspects constituting the professional identities of the teachers, and certain challenges that those teachers faced, including managing inclusive teaching environments, addressing cultural differences, coping with negative experiences, and maintaining professional standards. These challenges highlighted the complexities of their roles and the difficulties that they encountered in managing their professional standards. Moreover, the analysis examined the strategies those participants employed to overcome these obstacles. Practices such as code-switching, building rapport with students, adapting teaching materials and approaches, and engaging with individual students were evolved. The cloud image extracted from the data collected from interviews is shown below in the figure 4.2.

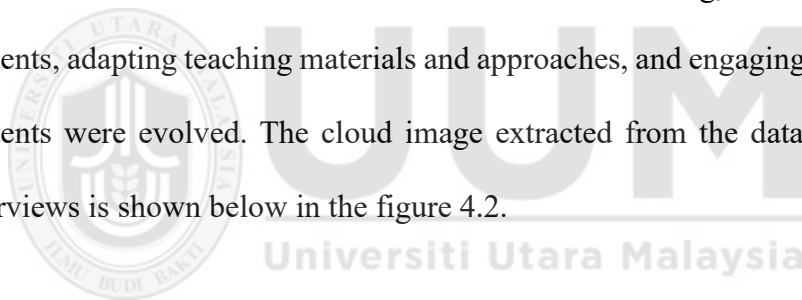


Figure 4.2 The Cloud Image Extracted from In-Depth Interviews Data (Atlas.ti, 23)

By examining these themes, the analysis provides a comprehensive understanding of the processes involve in shaping the professional identities of NNES teachers in Pakistan. It underscores the importance of both educational background and work experience in navigating their teaching careers, offering insights into the resilience and adaptability required in this profession. The sub-themes extracted from the main theme through Atlas.ti 23 are shown below in the figure 4.3.

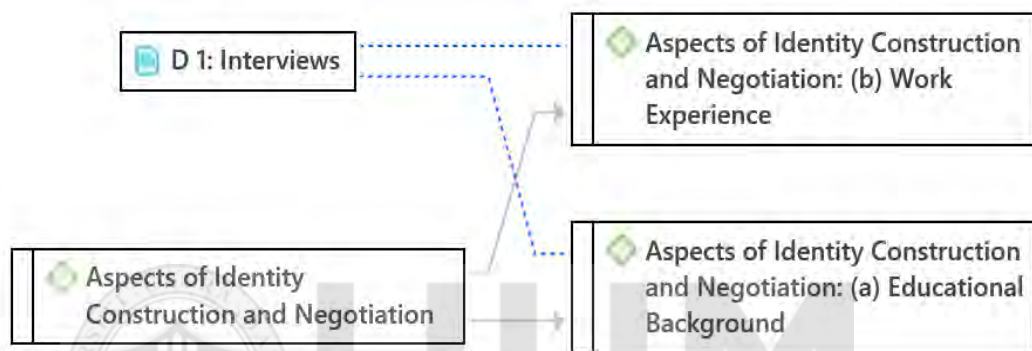


Figure 4.3 Aspects Constituting Professional Identity Construction and Negotiation (Extracted from Atlas.ti, 23)

4.1.1.1. Educational Background

Understanding an individual’s academic background is central to comprehend their professional identity. Academic qualifications can influence teaching attitudes, methodologies, and subject knowledge. In this sub-theme, the focus was on the educational qualifications of the interviewed ESL teachers, particularly their academic backgrounds. The participants belonged to diverse linguistic and cultural backgrounds, and their educational qualifications played a crucial role in shaping

their professional identities. Following is the in-detailed analysis based on the interviews.

Educational Background of Punjabi-Speaking Female Participants (P1PF, P2PF)

1. *“I have studied throughout in an English medium of instruction, did an M.Phil. degree in English Literature. Beyond that, I have just completed my M.Ed. as a helping degree. I am further planning to pursue in this field.”*

Punjabi female participant (P1PF) told that her academic medium of instruction was English, also she had an M.Phil. degree in English Literature, which underscores a profound understanding of language and literature. Along with that, she also held an M.Ed. degree that can be considered an additional point to her professionalism. This educational background significantly shapes her approach to ESL teaching, enriching the teaching-learning experience by integrating literary elements and practical approaches.

2. *“Yes. I have completed an M. Phil. in Applied Linguistics. Also, I am recently completed Ph.D. in Applied Linguistics. My medium of instruction was an Urdu medium system.”*

The other Punjabi female participant (P2PF) who studied under an Urdu medium of instruction has completed her PhD in Applied Linguistics. This educational background showcases a high level of specialisation in linguistics, emphasising her expertise in the field.

Educational Background of Punjabi-Speaking Male Participants (P1PM, P2PM)

1. *“Yes sure, I studied in an Urdu medium school till matriculation. I have done an M.Phil. in Linguistics.”*
2. *“I hold an MPhil degree in Linguistics. My medium of study was Urdu medium until middle level (8th class). Then we shifted from village to city.”*

The both Punjabi male participants (P1PM, P2PM) had studied under an Urdu medium of instruction until matriculation and secondary levels. They held M.Phil. degrees in Applied Linguistics. The M.Phil. qualification reflects a significant level of academic achievement and aligns with the requirements for the ESL participant's position.

Educational Background of Saraiki-Speaking Female Participants (P1SF, P2SF)

1. *“Yes, being a student of arts, I have studied in an Urdu medium system till my bachelor. Then I selected English Literature for masters. Now I hold an M.Phil. in Literature degree.”*

Saraiki participant (P1SF) who studied in an Urdu medium of instruction, held an M.Phil. degree in English Literature. The background in literature adds an additional perspective to language teaching, suggesting an integration of literary elements into ESL instruction. The M.Phil. qualification demonstrates a commitment to advanced study in the relevant field, contributing to her well-rounded professional identity.

2. *“I am an MPhil in English Literature and pursuing my PhD in Applied Linguistics. My medium of study was initially Urdu medium and later on I switched to English medium system”*

The second female participant (P2SF) studied in mixed mediums of study, showcased a commitment to academic excellence with an MPhil degree in English Literature and was also pursuing her PhD in Applied Linguistics. This combination of literature and applied linguistics qualifications adds an exclusive perspective to her ESL instruction. The pursuit of a continuing PhD reflects an obligation to advanced study in applied linguistics, reinforcing her expertise in the field.

Educational Background of Saraiki-Speaking Male Participants (P1SM, P2SM)

1. *“I have done my M.Phil. in Linguistics and completed my Ph.D. in Applied Linguistics. Talking about the medium of instruction it was English throughout.”*

One of the male Saraiki participants (P1SM) held a PhD degree in Applied Linguistics. His medium of study was English. The advanced degree in Linguistics aligns impeccably with the requirements for teaching English as a second language, as a result, this extensive academic qualification further solidifies his expertise in English language instruction.

2. *“I have studied in an Urdu medium system completed my M.Phil. degree in Applied Linguistics.”*

The other male Saraiki participant (P2SM) who studied in an Urdu medium system, held a degree of M.Phil. in Applied Linguistics which shows that he fulfils the criteria for teaching English.

Educational Background of Urdu-Speaking Female Participants (P1UF, P2UF)

1. *“I studied throughout in Urdu medium system and have completed MPhil in Linguistics. Furthermore, I am currently enrolled in an M.A. TEFL program.”*

Among the Urdu-speaking participants, the first female Urdu participant (P1UF) who studied in an Urdu medium system of education, was an M.Phil. degree holder in Linguistics and was enrolled in a master in TEFL program. Her academic background in linguistics reflects a strong foundation in language studies, that is vigorous for active English language teaching.

2. *“I have studied in an Urdu medium system and have done an M.Phil. in Literature.”*

The second female Urdu-speaking participant (P2UF) also studied in an Urdu medium structure and was pursuing her teaching journey with an M.Phil. degree in Literature. The constant commitment and extensive academic qualification contribute significantly to her credibility.

Educational Background of Urdu-Speaking Male Participants (P1UM, P2UM)

1. *“I hold an M.Phil. degree in Linguistics. My medium of study was English after class one”*

The male Urdu-speaking participant (P1UM) held an M.Phil. Linguistics degree and he studied majorly in an English medium system. His academic background showed the required criteria of expertise for English as a second language instruction, and this extensive academic qualification reflects a solid foundation for his role as an ESL participant.

2. *“My medium of study was English medium. I have done an MPhil in Applied Linguistics. Besides that, I have recently passed the IELTS exam with 7.5 bands.”*

The second male Urdu-speaking participant (P2UM) who studied in an English medium system of education, also owned a degree of M. Phil in Applied Linguistics with a language proficiency certificate of IELTS. Moreover, his qualifications matched the linguistic expertise necessary for ESL instruction, maintaining a convincing basis for his role as an English language participant.

This shows that all the participants represented diverse educational backgrounds. They demonstrated a strong academic foundation in language studies as all the participants possessed at least an M.Phil. degree that is eighteen years of education. Some of them were holding or pursuing PhD qualifications, highlighting the emphasis on advanced academic achievements. Some of them were enrolled in

other programs that showed their interest in enhancing their professional growth. Collectively, these interviews illustrated the participants' self-awareness of their qualifications and how these qualifications constitute in shaping their identities as ESL teachers, emphasising the unique perspectives they bring to the classroom.

4.1.1.2. Work Experience

Considering the work experience of an individual is also an important aspect of understanding their professional identity construction and negotiation. The work experience can influence teaching philosophies, methodologies, and subject expertise. In this sub-theme, the focus is on the work experience of the interviewed multilingual NNES teachers. The interviews with the participant from Punjabi, Saraiki, and Urdu speaking backgrounds presented important insights into their extensive work experiences, shedding light on the depth and diversity of their teaching careers. Following is an in-depth analysis of this theme based on the interviews with these ESL teachers.

Work Experience of Punjabi-Speaking Female Participants (P1PF, P2PF)

- 1. "I have been working as an English language teacher in BZU, Multan for the past eleven years."*

Punjabi-speaking female participant (P1PF), had an extensive eleven-year tenure as an English language teacher at Bahauddin Zakariya University, Multan. Her extensive work experience showcased a high level of practical practice in linguistics, emphasising her command in the field. This eccentric work experience,

combined with her academic qualification, underlined a strong base for her role as an ESL teacher, contributing to her credibility and effectiveness in the classroom.

2. *“I have been working as an ESL associate professor in Bahawalpur for the past ten years.”*

The other Punjabi female participant (P2PF) possessed ten years of teaching experience as an associate professor. Her academic background accompanied by her work experience aligns perfectly with her teaching role, allowing her to integrate literature traces into ESL education. This fusion, therefore, creates a rich and engaging learning experience for her professionalism.

Work Experience of Punjabi-Speaking Male Participants (P1PM, P2PM)

1. *“I have been working as a language instructor for the past 10 years.”*

One of the male Punjabi-speaking participants (P1PM) also had ten years of experience as an English language teacher. This work experience reflects a significant level of practical experience and makes parallel alignment with the requirements for an ESL teacher’s position. His decade-long teaching experience further enriches his professional background, solidifying his expertise in ESL instruction.

2. *“I have been working as an English language instructor for the past 11 years.”*

The second male Punjabi participant (P2PM) had eleven years of experience as an English language teacher at Islamia University Bahawalpur. He viewed his non-native English-speaking background coupled with his eleven long years of work experience a challenging task, offering a perception that adopts empathy for students' challenges.

Work Experience of Saraiki-Speaking Female Participants (P1SF, P2SF)

1. *“I have been working at GSCWU, Bahawalpur for the past ten years.”*

The first female Saraiki participant (P1SF) shared a decade-long teaching experience. This extensive work experience adds a plus point to her language teaching. This teaching experience demonstrates a commitment to advanced study in the relevant field, contributing to her professional identity.

2. *“I have been working as an at IUB, Bahawalpur for the past 11 years.”*

The second female Saraiki participant (P2SF) had an eleven-year tenure as an ESL teacher at IUB, Bahawalpur. Her non-native English-speaking background and teaching experience can be seen as an advantage, allowing her to connect with students facing similar language challenges. She advocated for a collaborative classroom dynamic through her extensive work experience as a language instructor.

Work Experience of Saraiki-Speaking Male Participants (P1SM, P2SM)

1. *“I have been working as an assistant professor at BZU Multan for the past 12 years.”*

Male Saraiki participant 1 (P1SM) with an impressive twelve-year record as an English teacher was working at Bahauddin Zakariya University, Multan. His work experience in linguistics is associated impeccably with the requirements for teaching English as a second language, as a result, this work experience further solidifies his expertise in English as a Second Language instruction.

2. *“I have been teaching as an English language instructor at IUB Bahawalpur for the past 13 years.”*

The other male Saraiki participant (P2SM) had been teaching English at Islamia University Bahawalpur for thirteen years. His non-native English-speaking background and work experience are integral to his identity, offering an exceptional perspective. He emphasised the importance of creating an inclusive environment that respects diverse linguistic and cultural backgrounds with his academic qualifications along with his extensive teaching experience.

Work Experience of Urdu-Speaking Female Participants (P1UF, P2UF)

1. *“I have been working as a lecturer of English for the past 10.5 years at GSCWU, Bahawalpur.”*

The female Urdu participant (P1UF) had a ten and a half years of teaching experience at GSCWU, Bahawalpur. Her extensive teaching experience in linguistics reflects a strong foundation in language studies, crucial for effective ESL teaching. The sustained commitment and expertise demonstrated through over a decade of teaching contribute significantly to her professional identity.

2. *“I have been working as a lecturer for the past 13 years at BZU, Multan.”*

The other female Urdu participant (P2UF) brought thirteen years of experience to her role at Bahauddin Zakariya University, Multan. She saw her non-native English-speaking background and more than a decade-long teaching experience as enriching her professional identity, allowing her to tailor teaching methods to address students' challenges. She agreed to actively cultivate an inclusive environment by incorporating diverse teaching resources with this extensive work experience.

Work Experience of Urdu-Speaking Male Participants (P1UM, P2UM)

1. *“I have been working as an English language lecturer for the past 10 years at IUB, Bahawalpur.”*

One of the male Urdu-speaking participants (P1UM) had over a decade of experience as a university teacher at Islamia University, Bahawalpur. His teaching experience aligned seamlessly with the linguistic expertise required for English as a second language instruction, and this broad work experience reflects a solid foundation for his role as an ESL teacher, contributing efficiently towards his professional identity.

2. *“I have been serving as an English language lecturer for the past 10 years at BZU, Multan.”*

The other male Urdu participant (P2UM) had been teaching English at Bahauddin Zakariya University, Multan for the last ten years. His non-native English-speaking background enriched his professional identity, fostering an empathetic approach to students' struggles with his decade-long experience. He underscored the importance of collaborative language teaching in the classroom and advocated for continuous learning and adaptation.

The participants across all linguistic backgrounds and genders had substantial work experience in ESL teaching, ranging from ten to thirteen years, highlighting their enduring commitment to ESL teaching. This durability not only suggests a prosperity of practical knowledge but also underscores their resilience in navigating the dynamic landscape of language education as well as an understanding of their professional demands. Their extended tenures indicate that they must have a proper understanding of the technicalities and details inherent in teaching English as a second language, that might contribute significantly to the formation of their professional identities. As, the several years of teaching experience likely play a pivotal role in shaping their instructional methodologies and perspectives, reinforcing the importance of practical knowledge in the ESL classroom. This theme therefore underlines the significance of work experience as a contributing factor to the construction and negotiation of professional identities of these participants, emphasising the practical knowledge gained over the years and its impact on their teaching methodologies and perspectives in the ESL classroom.

Discussion on In-Depth Interviews

These findings are consistent with the assertion of Davis (2007) that identity “must be conceptualised as complex, multifaceted, and socially constructed through the process of situated interpretation” (p. 4). The sub-theme of educational backgrounds of Punjabi, Saraiki, and Urdu speaking participants revealed the varied academic paths that have formed their professional identities with regard to the main theme of aspects constituting professional identity construction and negotiation. With several participants holding M.Phil. degrees and others pursuing or having finished Ph.D. programs, demonstrated a substantial dedication to advanced study in language-related subjects across all language groups. These educational credentials of the university teachers indicated a profound comprehension of language and literature, offering a strong basis for teaching ESL. Crow et al. (2017) opined that the professional identity is the result of the professional, personal and situational dimensions and that its stability will depend on the ability of the teaching staff to manage these three dimensions.

Their credibility and efficacy in the classroom have been enhanced by their postgraduate degrees and extensive teaching experience. Palardy and Rumberger (2008) used hierarchical linear modelling to examine three dimensions of teacher effectiveness: instructional practices, teacher attributes (such as self-efficacy, attitude, and enthusiasm), and teacher background characteristics (certification, advanced degrees, years of experience). These all dimensions served as aspects of their professional identity construction and negotiation. The examination of seventeen nations by Ingvarson and Rowley (2017) also indicated that strong educational background is a key predictor for constructing professional identities.

In addition, the participants' varied linguistic and cultural experiences enhanced their capacity to relate and comprehend the requirements of multilingual students. When the professional experience of the Urdu, Punjabi, and Saraiki participants in the ESL classroom was assessed, it showed that the university teachers have been teaching ESL for a long time, between ten and thirteen years. This longevity not only demonstrates their strength of practical knowledge and their awareness of the higher education department's expectations.

Moreover, as Harris and Sass (2009) endorsed that a teacher's personality, particularly their level of intelligence, compassion, subject matter expertise, and teaching abilities, has a major impact on how effective they are as an educator. The hands-on experience that the Pakistani NNES university teachers had gained over the years is crucial to their professional identity negotiation since it shaped the way they approached teaching and engaged the students.

The diverse professional backgrounds of the university teachers further emphasised the complexity of the process of creating a professional identity. While some teachers had taught at several different universities, others had spent a substantial amount of time concentrating on only one. This variety highlights the several processes that the professional identity is negotiated and shaped by highlighting the significance of context and personal experiences in the process. Huang and Moon (2009) in this regard stated that there is a correlation between teachers' years of experience and students' academic success. Numerous studies are complicated by additional factors, like the early departure of inexperienced and incompetent teachers and the attrition of more experienced teachers.

4.1.2. Analysis of Classroom Observations

Classroom observations are vital to understand the dynamic and interactive processes of teaching and learning in real-time, providing insights that go beyond self-reported data from interviews. Initially, the participants expressed some apprehension about attending their lectures, but in the end, they all agreed that it was an indispensable instrument that I intended to use to collect information to carry out my research. As a result of this, the researcher was able to recognise the participants' instructional strategies during the classroom observations and gauged how well their claims about the difficulties of teaching and learning matched their real practices.

A sum of thirty-six classes were observed. Each class was comprised of a minimum of forty-five to a maximum of fifty-three students. The mode of education among the three universities was co-education. All the twelve participants were teaching English to the students of other departments including P1PM: BS Psychology (IUB), P1PF: BS Mathematics (IUB), P2PM: BS Public Administration (BZU), P2PF: BS Computer Science (GSCWU), P1SM: BS Sociology (BZU), P1SF: BS Chemistry (GSCWU), P2SM: Information Technology (BZU), P2SF: BS Education (GSCWU), P1UM: BS Agriculture (IUB), P1UF: BS Political Science (BZU), P2UM: BS Biotechnology (IUB), P2UF: BBA (GSCWU). The duration of each class was sixty minutes. Talking about classrooms, there were no audio aids in any university to be used by the participants to deliver the lectures. The issue of load-shedding was also noticed during fifteen lectures including all three institutes. There was not any proper management of generators to deal with this issue. After studying and spending time in Malaysia, the researcher found these public universities'

classrooms very typical and at a low standard of providing quality education. There was a continuous feeling of anarchy and distress among the students and the teachers. The cloud image extracted from classroom observations is shown below in the figure 4.4.

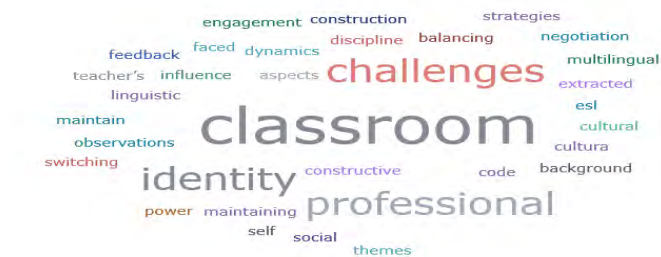


Figure 4.4 The Cloud Image Extracted from Classroom Observations Data (Atlas.ti, 23)

This main theme emphasised an extensive approach for understanding the professional identity of university teachers teaching English. It acknowledges the complex interplay between personal and professional facets, as well as the varied character of their identities, including their educational background and work experience. Through an examination of these aspects, one may comprehend the aspects that construct university teacher's identity in the context of education. The following sub-themes emerged from the main theme which are shown in the figure 4.5 and further analysed below.

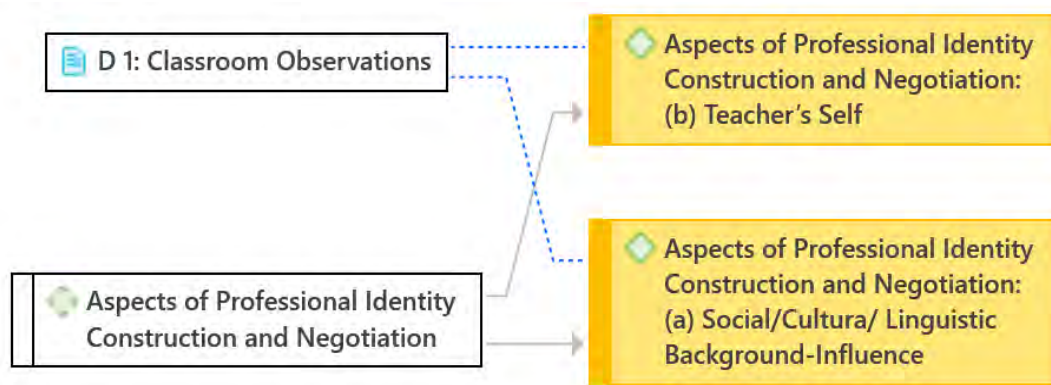


Figure 4.5 Aspects Constituting Professional Identity Construction and Negotiation
(Extracted from Atlas.ti, 23)

4.1.2.1. Influence of Social, Cultural, and Linguistic Background

The observation of Punjabi, Saraiki, and Urdu speaking participants, showed certain aspects intertwined with social, cultural, and linguistic background influences. Most of the participants were reserved in greeting students warmly and establishing meaningful rapport, especially while teaching to the students of other departments. The struggle to balance informal interactions with instructional objectives often led to distractions, undermining the effectiveness of the learning environment.

The observations revealed that the social, cultural, and linguistic backgrounds of the participants had an influence on their teaching practices and professional identities. The participants, who were native speakers of Punjabi and Saraiki, often faced challenges in engaging with students. Their own linguistic identities sometimes limited their ability to fully grip and address the multilingual needs of their students. This linguistic gap was particularly evident when the participants struggled with effectively delivering complex concepts to bridge communication barriers.

Culturally, the participants appeared to rely utterly on traditional teaching methods rooted in their own educational experiences. This reliance sometimes hindered their ability to incorporate more innovative or student-centered approaches that could provide a diverse classroom environment. Socially, the positions of university teachers within their communities influenced their teaching styles, often leading to a more authoritative and less interactive classroom atmosphere.

Moreover, difficulty in effectively managing classroom dynamics and negotiating unanticipated obstacles underscored the importance of ongoing professional development and adaptability. The observations showed the need for university teachers to gain a thorough awareness of their students' different backgrounds and develop techniques to establish inclusive and supportive learning environments that account for the complexity of social, cultural, and linguistic diversity.

4.1.2.2. Self-Identity (Teacher's Self)

The teacher's self, including their personal confidence, pedagogical beliefs, and professional training, played a crucial role in their identity construction. The participants seemed struggling with maintaining a vigilant balance between their personal identities and professional identities as English language teachers. The observations indicated that many Punjabi, Saraiki, and Urdu speaking participants did not feel fully equipped with professional teaching skills. This lack of preparation was reflected in their anxiety when managing larger class sizes, which often led them to focus solely on delivering subject knowledge rather than ensuring students' comprehension and engagement.

University teachers' self-perception of their roles in the classroom also influenced their teaching practices. Those with a stronger sense of professional identity were more likely to engage with students individually and employ diverse teaching strategies. However, the majority exhibited a constrained approach, emphasising rote learning and lecture-based instruction, which they felt more comfortable with due to their own educational backgrounds.

The larger classroom sizes exacerbated these issues, increasing the levels of anxiety among university teachers and diminishing their ability to implement interactive and student-focused teaching methods. Instead, they prioritised to focus on subject matter over students' understanding, often neglecting to check for comprehension or encourage active participation. This focus on subject matter over pedagogical effectiveness highlights a noteworthy area for improvement of professional development among these participants.

Discussion on Classroom Observations

The analysis of themes and sub-themes derived from classroom observations also provides noteworthy comprehension of the professional identity construction and negotiation of multilingual Pakistani NNES university teachers in the ESL classroom, which is related to the first research question. A thorough examination of classroom observations revealed numerous significant elements.

First of all, the social, cultural, and linguistic backgrounds of these participants had a major influence in constructing and negotiating their professional identities. These elements influenced their interactions with the students and how they viewed

themselves as teachers. A significant aspect that the participants came across in this regard was balancing their personal and professional selves, particularly in classrooms with a variety of cultural backgrounds. Pakistani NNES university teachers were observed struggling with a variety of teaching strategies, including multicultural content, and facilitated learning settings in an effort to successfully address these issues.

Supervising classroom diversity is an additional important aspect. This entails not only removing linguistic barriers but also taking into account the various cultural backgrounds and learning preferences of the pupils. Norton (2012) in this regard described identity as “socioculturally constructed, and scholars draw on both institutional and community practices to understand the conditions under which language learners speak, read, and write the target language” (p. 5).

Examining the theme of self-identity (teacher’s self) among Pakistani university teachers exposed the complex relationship between their personal and professional identities. For some participants, ongoing introspection and professional growth were essential as they handled the challenges of the ESL classroom. Those participants in this regard seemed to increase their efficacy as teachers by continuously evaluating and refining their methods of instruction. However, it was difficult for most of the participants to strike a balance between their personal and professional lives, especially in diverse workplaces. Chong et al. (2011) identified that development of a teacher’s identity is a personal process, but the university can play a major role in it. Teaching practice reduces the gap between theory and

practice by facing the realities of professional deficiencies and overcoming them progressively.

The observation therefore emphasised the need for continual professional growth by revealing the necessity of ongoing self-reflection and development to balance personal and professional parts of identity. The analysis also showed how these university teachers' personal and professional identities interact in a complex way. Finding a balance between these factors is crucial for good instruction and encouraging student achievement, thereby highlighting the significance of continual introspection and professional development.

4.1.3. Analysis of Focus Group Discussions

Focus group discussions are a type of qualitative research technique, where participants share their thoughts, ideas, and impressions about a particular topic of interest. A facilitator guides a structured or semi-structured discussion amongst participants in an open-ended format, enabling them to freely express their ideas and experiences. Six to ten individuals who are representative of the target audience pertinent to the research issue usually make up a focus group. Participants are asked to provide their opinions on various facets of the subject under discussion during the conversation. The facilitator makes sure that everyone has a chance to speak, asks open-ended questions, and promotes active engagement. Probing follow-up questions is a common practice in focus group discussions to elicit more information from participants and reveal underlying views or motives.

In a focus group setting, participants' active interaction provides researchers with interesting visions of complicated subjects. It offers a forum for examining various viewpoints, seeing recurring themes, and comprehending the diversity of viewpoints within the group. Following the conversation, researchers examine the data gathered from the focus group to identify patterns, and themes, and develop trends. Focus group discussion insights can help with decision-making, program creation, and a better knowledge of the study issue.

The focus group discussion for this study included six university teachers, evenly divided between males and females, and each represented Punjabi, Saraiki, and Urdu speakers. All the participants were teaching English to the students of different fields. Throughout the discussions, they discussed their professional identities and how their social, cultural, and linguistic environments, job experiences, and educational backgrounds shaped their teaching techniques and perspectives. Among the six participants, four participants (Punjabi-speaking male and female, Saraiki-speaking female and Urdu-speaking male) had previously attended Urdu-medium schools, primarily in rural regions, which had a considerable effect on their teacher identity. The discussions were divided into two sessions with the consent of the participants. Each session continued for approximately sixty to eighty minutes.

The focus group discussion gave the participants a forum to exchange their viewpoints, experiences, and thoughts on teaching in classroom contexts. The ultimate goal of the discussions was to increase awareness of professional identity and teaching techniques by identifying shared difficulties and possible solutions

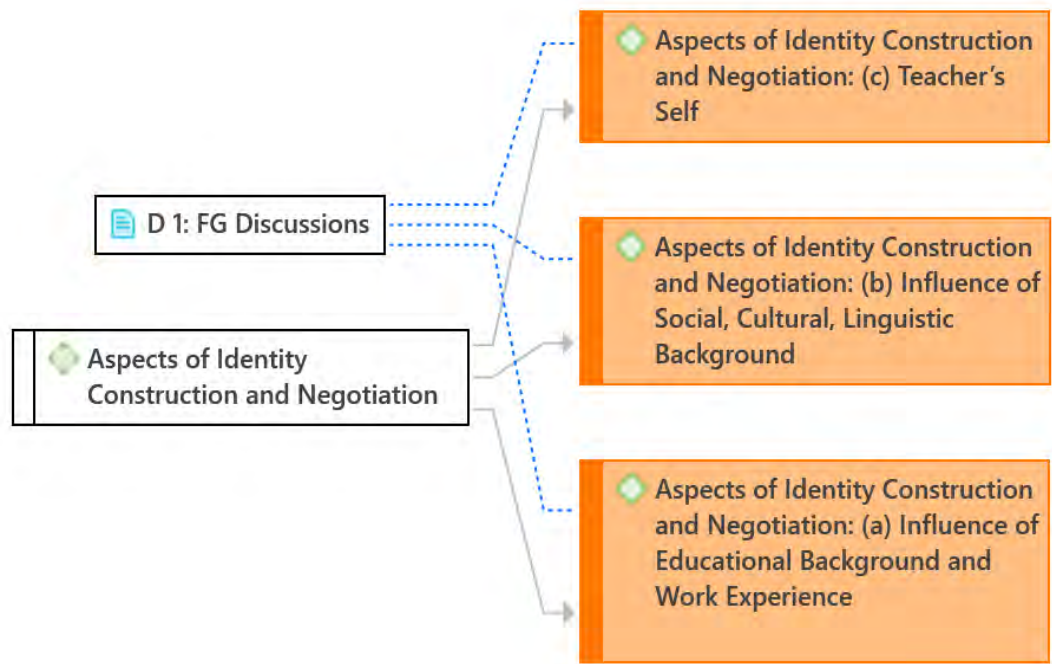


Figure 4.7 Aspects Constituting Professional Identity Construction and Negotiation
(Extracted from Atlas.ti, 23)

4.1.3.1. Influence of Educational Background and Work Experience

The participants' educational backgrounds, primarily for four of them, who previously attended rural Urdu-medium schools, had a profound influence on many features of their professional identities as teachers. Having grown up in rural areas and attended schools where Urdu was the primary language of instruction, they were exposed to certain possibilities and difficulties that shaped the way they teach. Most of them felt that the educational system in rural areas is underdeveloped, with bigger class sizes, antiquated teaching methods, and insufficient resources. These circumstances had a thoughtful effect on how they view education and learning and the ways in which they approach instruction and run the classroom. Beyond minimum ten years of teaching experiences, they felt inadequacy in their teaching.

During the discussion, the participants disclosed that this aspect influenced their language competence levels, notably in English, which is used as the medium of instruction in many educational institutions. Limited exposure to English language education throughout their schooling years provided difficulties in articulating complicated concepts or connecting with classmates who predominantly speak English. This linguistic barrier impeded efficient communication and comprehension in the classroom, compromising students' entire learning experience.

Likewise, these individuals' rural backgrounds also have formed attitudes and viewpoints that influenced their teaching philosophy and relationships with students. Instead of using more progressive or technologically advanced methods, they placed more value on community involvement, conventional teaching techniques, and a strong focus on core abilities. This disparity between their educational background and the requirements of their present students has caused substantial challenges to create inclusive and equitable learning environments. Continuing the discussion, they told that it is difficult for them to adjust to the diverse requirements and expectations of students from urban or ethnic backgrounds. For that, they have to learn to negotiate cultural subtleties and make the transition from a rural upbringing to the wider educational system which is a difficult task for most of them.

Several other issues about the effect of educational background were also discussed. The Focus group discussion revealed that the influence of educational background on teaching techniques and language proficiency is complex among individuals

who attended rural Urdu-medium schools. The use of Urdu as the major language of instruction throughout their own schooling has affected their pedagogical style, making it difficult to properly engage students from other linguistic or educational backgrounds.

As, work experience highlights the teacher's professional journeys and practical experiences as educators. It sheds light on their practical experiences, teaching responsibilities, obstacles and the lessons they have learned in their professions. The participants shared their views and thoughts on their work experiences, emphasising moments of success, problems encountered, and techniques used to overcome challenges in the classroom. They also narrated how their previous experiences influence their current teaching methods, educational approaches, and professional identities. Furthermore, the participants provided information on the variety of teaching situations and contexts in which they had to work. It included disparities in classroom settings, student demographics, and institutional cultures.

The participants also contributed narratives and notions from their unique teaching experiences, which included their past job experiences in schools, colleges, and universities. During these talks, they reflected on the problems that they faced and the lessons they gained during their careers, offering useful insights into the reality of teaching in various situations. The discussion also focused on the intricacies of classroom management, instructional methodologies, and student engagement approaches used by them. They discussed various techniques established over time to meet the needs of their students and improve learning results.

Furthermore, their discussion focused on how socio-cultural elements, such as community dynamics or regional norms, influence their teaching methods and pedagogical techniques. Also, the participants discussed the problems of changing teaching strategies and resources to fit the various requirements of students. They expressed their unhappiness with out-of-date curricula, negligible teacher trainings, inadequate resources, and institutional restraints that impede their capacity to give interesting and relevant teachings.

4.1.3.2. Influence of Social, Cultural, and Linguistic Backgrounds

In the focus group discussion with Punjabi, Saraiki, and Urdu speaking participants, the influence of social, cultural, and linguistic origins came up as a major topic of discussion. The discussion indicated many obstacles that teachers confront in this domain. Most of the participants offered insights regarding how their own experiences influenced their teaching techniques and interactions with students. One of the participants, in this regard, emphasised how his background in certain ethnic or linguistic groups affects his communication techniques, teaching methodologies, and educational perspectives.

During the discussion, the participants also highlighted the complexities of navigating cultural differences in the classroom, particularly when teaching students from diverse ethnic and religious backgrounds. They shared their personal experiences of encountering cultural norms and values that differ from their own, leading to potential misunderstandings and challenges in establishing rapport with students. According to them, this is because of variations in communication styles,

different norms, and beliefs, making it difficult for them to successfully interact with and comprehend their students' viewpoints.

Some of them, during the discussion also touched on the challenges of handling language variety in the classroom. Particularly, Punjabi-speaking participants discussed that they face challenges in effectively expressing complicated ideas and concepts to students with various degrees of competency in the language of instruction. According to them, language limitations impede students' comprehension and involvement, posing obstacles in providing relevant learning experiences for all students.

During the discussion, the participants also discussed about the cultural hurdles to learning, related to differences in educational expectations, classroom conduct and academic performance. The participants also highlighted how cultural influences trigger student's motivation, attitudes toward learning, and academic success. To address these hurdles, they have to use responsive teaching approaches and strategies that recognise and accommodate their students' different origins and experiences.

Furthermore, the discussion also included ways for addressing these challenges, such as developing awareness, creating inclusive classroom settings, and giving additional help to students with unique language requirements. They also discussed that in order to overcome these issues educators, administrators, and support personnel need to work together to successfully handle them.

4.1.3.3. Self-Identity (Teacher's Self)

The analysis of self-identity during the focus group discussion with Punjabi, Saraiki, and Urdu speaking participants generated a number of perceptive insights and opinions. In order to illustrate the complexity and ambiguities inherent in their self-identity as teachers, they offered their thoughts on how they see themselves in their professional roles as university teachers. During the discussion they talked about how their own past, language upbringing, and educational experiences, among other things, have shaped their identity as instructors. They admitted that these elements influence their instructional strategies, pedagogies, and student relationships.

The participants who spoke Punjabi and had studied in rural regions highlighted how their education in Urdu-medium schools affected their ability to communicate with students and educate. Similarly, the participants who were Saraiki-speaking discussed how their linguistic and cultural origins influenced their educational approaches in terms of using regional languages in the classroom to increase cultural relevance and student involvement. Instead of them, Urdu speaking participants narrated an interesting fact that they face a little less difficulties as compared to Punjabi and Saraiki speaking participants. The reason they discussed was that Urdu is their first language and then they learnt English as their second language. Meanwhile in the case of Punjabi and Saraiki participants, English was their third language.

The discussion also focused on the issues that the participants faced in keeping a stable teacher-identity while adjusting to heterogeneous student demographics and

educational situations. The participants were concerned about finding a balance between retaining their professional identity and meeting the requirements of students from all backgrounds. It was noted that Urdu-speaking participants underlined the difficulty of effectively communicating with students who have low Urdu competence, particularly those from non-Urdu-speaking regions. The participants in this regard emphasised the significance of adopting culturally responsive teaching practices that focus on students' origins while maintaining equal access to education.

The participants in their discussion also highlighted the issues of reconciling their cultural identity with the expectations and demands of the educational system. Most of them asserted about the pressure to adapt to standardised educational procedures that may not be compatible with their origins. For instance, it was noted that Punjabi-speaking participants from rural regions reported feeling alienated in academic contexts where Punjabi is not the main language of teaching, posing difficulty in successfully interacting with students and establishing meaningful learning opportunities. Similarly, Saraiki participants described cultural dissonance, in which their teaching approaches based on regional norms are seen as unusual or incompatible with standard educational paradigms.

Discussion on Focus Group Discussions

Several important aspects constituting the construction and negotiation of Pakistani NNES university teachers' professional identities in ESL classes were revealed through focus group discussions. First of all, their educational experiences, particularly those, who studied in Urdu-medium schools had an immense influence

on how they identify themselves as teachers. This made them feel as an ineffective and ill-prepared to blend old-fashioned teaching techniques with cutting-edge ESL teaching strategies.

Mahboob (2010) emphasised, “in our globaliz [ed] world, English has a hegemonic status as an international lingua franca, creating an unequal relation of power between native speakers and non-native speakers of English” (p. 216). The participants who attended Urdu-medium schools encountered difficulties in integrating traditional educational practices with modern ESL teaching methodologies. This disparity caused emotions of inefficiency and unpreparedness, lowering their confidence and efficacy as professional teachers. Furthermore, their inadequate exposure to English throughout their school years hampered their language proficiency levels and prevented successful communication in the ESL classroom.

Work experiences were also discussed, providing visions of real teaching experiences, difficulties encountered, and strategies used to overcome them. These experiences shaped university teachers’ present teaching methods, attitudes, and professional identities. The focus group discussion in this regard stressed several educational contexts and socio-cultural factors that influenced their instructional approaches. George et al. (2018) found that teachers’ self-efficacy is increased across all dimensions as they progress from their first to the fifth year of teaching.

The examination of Rice King (2010) about the impact of teacher’s experiences on policy concluded that the “more is better” assumption is simplistic and that the

relationship between teacher experience and teacher effectiveness is more complex and affected by multiple factors. He further stated that “the impact of experience is strongest during the first few years of teaching; after that, marginal returns diminish” (p. 1).

Cultural and linguistic limitations were surfaced as an additional constituting aspect for university teachers in maintaining a profound learning environment while negotiating their professional identities. The participants shared their struggles to establish rapport and communicate effectively with students due to cultural differences. These impediments hindered effective teaching relationships, contributing to misunderstandings and clashes. Being an instructor, work experiences and self-identity both play important roles in defining their professional identity construction.

Gil and Gomes Luis (2016) stated that in order for teachers to know how to actually perform in the classroom, they must have interactions with multicultural students. The participants in this regard, commented on their self-identity as teachers, revealing how personal backgrounds, cultural inheritance, and linguistic upbringing influenced their professional identities. They voiced their worries about integrating cultural identity with educational obligations, as well as the need to conform to standardised methods that may be incompatible with their cultural or language backgrounds. Karimvand (2011) established that teachers with more teaching experiences (e.g., 5 years and above) had significantly higher self-efficacy beliefs than teachers with less teaching experience (e.g., 1–3 years). The focus group discussion also demonstrated that recognising the influence of educational

backgrounds, employment experiences, social, cultural, and linguistic backgrounds is critical for professional identity construction and negotiation and for designing effective teaching techniques.

The extracted themes and sub-themes from in-depth interviews, classroom observations and focus group discussions in relation to the first research question therefore provided effective intuitions into the multifaceted nature of professional identity construction and negotiation among Pakistani NNEST university teachers in the ESL classroom. Moreover, the sociocultural linguistic approach by Bucholtz and Hall (2005), illuminated the process of identity construction and negotiation through educational background and work experience. The professional identities of the Pakistani NNEST university teachers are shaped by their past experiences and current teaching practices. The teacher's self, including their self-perception and aspirations, emerged through classroom interactions and was influenced by the broader sociocultural context of Pakistani higher education.

Therefore, the combination of advanced degrees and substantial teaching experience must have a refine contribution to the credibility and effectiveness of the participants as English language teachers. Thus, the question arises do the academic qualifications and work experiences play any considerable role in shaping the professional identities of Pakistani NNEST? To find the answer, there is a detailed description of the challenges that those participants faced and the strategies that they adopted to overcome those challenges.

4.2. Research Question 2

What are the challenges that Pakistani NNES university teachers encounter while teaching English to the students of other subjects in the ESL classroom?

Challenges Faced in ESL Classroom

Teaching English as a second language to the students of different departments such as chemistry, physics, sociology, business management, mathematics, Islamiyat, engineering or education etc., has certain protocols. However, it comes with its own set of challenges for the English language teachers teaching to the students at the undergraduate level.

4.2.1. Analysis of In-depth Interviews

The interviews with the participants highlighted the fact that challenges in English language classrooms revolve around the management of inclusive teaching environments, cultural hindrances, and struggles while maintaining professional standards and facing negative experiences. While effective language teaching requires continuous reflection, adaptation, and a commitment to creating inclusive learning environments that accommodate the diverse needs of students. The following sub-themes arose from the main theme which are further discussed in detail. The main and sub-themes extracted are also shown below in the figure 4.8.

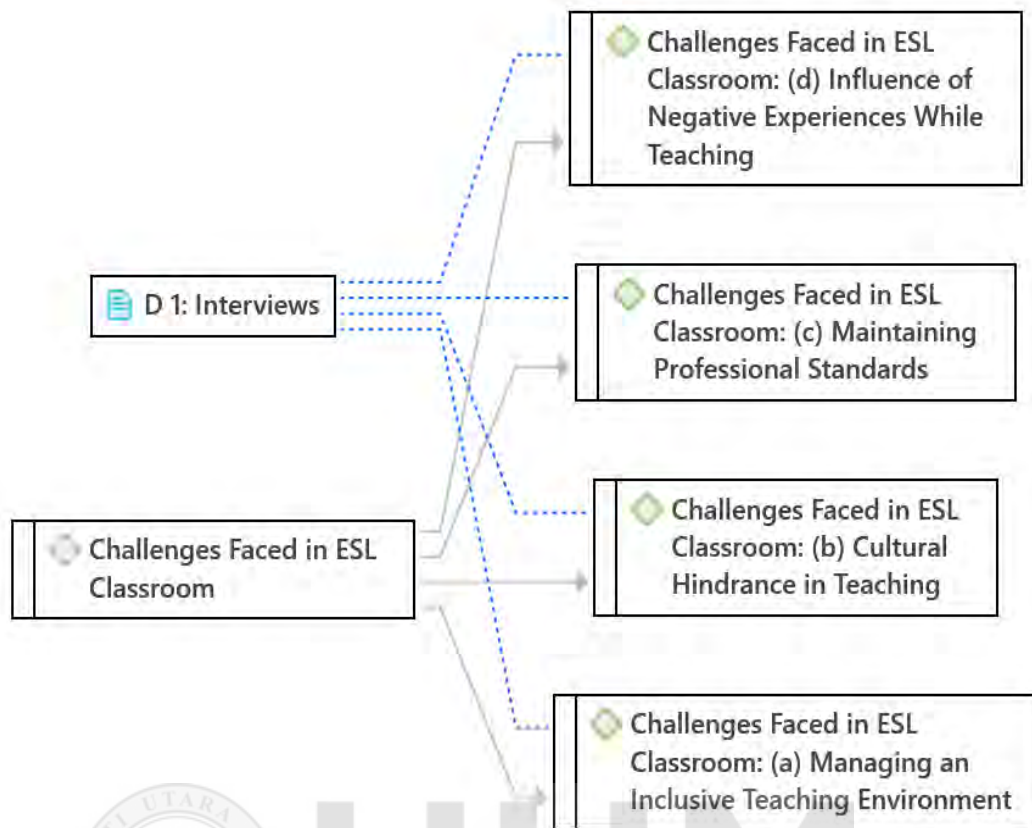


Figure 4.8 Challenges Faced in ESL Classroom (Extracted from Atlas.ti, 23)

4.2.1.1. Managing an Inclusive Teaching Environment

This sub-theme suggests an in-depth approach in managing an inclusive teaching environment. The participants were influenced by their distinctive backgrounds and found it difficult to create a positive and inclusive atmosphere. They emphasised the importance of collaboration, adaptability, and continuous learning in providing effective ESL education. The challenges shared by the participants can serve as constructive guidance for teachers who face similar difficulties in diverse ESL classrooms. The analysis revealed several key points which are discussed in detail from the interviews.

PIPf: *“Involving all the students while teaching in a multilingual class is always tricky. I strive to maintain a balance by acknowledging and appreciating students’ views. It is a bit difficult due to certain factors like a lack of students’ interest and understanding.”*

P2PM: *“I sometimes adapt by introducing a variety of resources, including multimedia and interactive activities. This can cater to different learning styles and ensures that the material is accessible and engaging for all the students. But due to the limited resources of the university, I have to compromise many times and obviously, this is a great loss for the learners.”*

PISF: *“Engaging all students in classroom discussion leads to certain challenges, particularly in a multilingual setting.”*

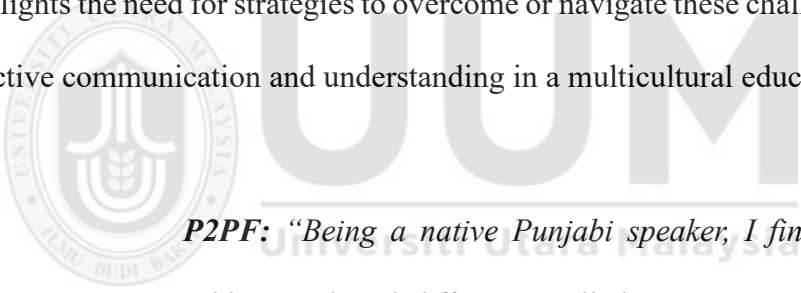
P2UM: *“Lack of access to appropriate teaching materials and language support resources can hold back the ability to fulfil the needs of multilingual learners effectively.”*

The interviews with the participants showcased many difficulties that they handle while establishing an inclusive teaching environment, especially in multilingual settings. The participants from all linguistic groups stressed on the complexity of engaging all students in classroom discussions and ensuring their active involvement. They demonstrated the significance of using a variety of teaching materials and strategies to meet the varying learning styles and backgrounds of the

students. However, problems such as shortage of time, limited resources, and diverse degrees of students' interest and understanding were identified.

4.2.1.2. Cultural Hindrance in Teaching

Cultural hindrance in teaching suggests the existence of challenges or obstacles arising from cultural differences that affect the teaching process. In an educational context, cultural hindrances could involve various aspects such as differences in communication styles, values, or expectations between teachers and students belonging to diverse cultural backgrounds. This sub-theme implies that these hindrances pose difficulties in managing an effective classroom discourse. It highlights the need for strategies to overcome or navigate these challenges to ensure effective communication and understanding in a multicultural educational setting.



P2PF: "Being a native Punjabi speaker, I find it difficult to address cultural differences all the time. Sometimes, I cannot manage a classroom environment that appreciates diverse linguistic backgrounds thus there is a sense of ambiguity."

P2SM: "Yes, certain challenges arise while balancing cultural differences. However, being a language teacher, it is mandatory for me to carry on the lectures using the English language only. However, I have to manage with a diverse variety of learners who are comfortable if I use different languages according to their comfort level."

PIUM: “To deal with the challenges such as overcoming cultural hindrances and efforts to deal with the students’ cultural and language differences are not an easy-going process. Dealing with these challenges in a multi-lingual classroom messes up the effective teaching.”

The interviews with the participants shed light on the challenges associated with cultural hindrances in ESL teaching. These interviews revealed a shared understanding of the complexities of balancing cultural identities in ESL teaching. The participants narrated certain challenges while dealing with cultural hindrances that often led to ineffective teaching and tedious classrooms. Although, some of the participants recognised the significance of navigating cultural variations as integral to their professional growth and identity. Yet most of them also highlighted the issue of compromising their professional identities to deal with the challenge.

4.2.1.3. Maintaining Professional Standards

Maintaining professional standards in ESL teaching is a commitment to sustain ethical, pedagogical, and behavioural norms that define the quality and integrity of teachers’ professional practice. This involves adhering to ethical guidelines, promoting a safe and inclusive learning context, delivering high-quality instruction aligned with educational standards, engaging in continuous professional development, following established curricula, and effective communication with students, colleagues, and parents. ESL teachers also navigated cultural differences with sensitivity, integrating cultural elements into teaching while maintaining professional boundaries. The theme emphasises compliance with institutional

policies, ensuring smooth adherence to regulations related to assessment, grading, and classroom management.

PIPF: *“Actually, maintaining a professional standard is about finding an equilibrium to create an inclusive environment. Sustaining a sensitive approach, integrating aspects of my own Punjabi background in ESL teaching while carrying professional standards is a continuous struggle that keeps going throughout teaching.”*

PISM: *“I often struggle with the challenge of adjusting teaching materials and methodologies to suit diverse learner’s needs, especially when English proficiency levels vary widely within the classroom. Due to this most often it becomes difficult for me to maintain the required professional standards.”*

P2UF: *“Maintaining professional standards becomes challenging while trying to address the individual learning needs of all the students. It is mandatory to provide equal opportunities to all students while ensuring the integrity of the learning process. However, it is energy draining and time taking.”*

PIUM: *“Ensuring effective communication and comprehension among students with multilingual backgrounds while maintaining professional standards is always challenging. Striking a balance between students’ need to improve their English language skills and maintaining professional standards*

requires extra efforts and unfortunately, we have to compromise on it”

The participants highlighted the challenges of maintaining professional standards in their ESL teaching practices. They shared the challenges that they face while teaching in ESL classrooms. Participant 1 Punjabi female (P1PF) emphasised the need for a sensitive approach, integrating aspects of her Punjabi background into teaching while ensuring adherence to professional standards. This delicate balance, she noted, proved as a continuous struggle for her. Similarly, they highlighted the issues that they face while maintaining their professional standards. This involved limited resources, language-related biases, additional pressure and feelings of inadequacy while struggling to maintain the high standards expected in the professional realm. The participants also narrated that maintaining professional standards is not only about endorsing ethical and pedagogical norms but also about integrating cultural richness. They demonstrated that to maintain professional standards while incorporating their linguistic and cultural identity into their pedagogical practices is challenging, unmanageable and inconvenient and puts extra pressure over them. They also shed visions on the complexity involved in teaching English to multilingual learners in Pakistani ESL classrooms while maintaining their professional standards. The interview responses pointed out numerous problems that the participants confronted when maintaining professional standards while teaching English as a second language (ESL). They highlighted the need to incorporate cultural diversity and adjust teaching approaches to promote effective learning while adhering to professional standards. The views shared by the participants highlighted the importance of institutional support, professional

development opportunities, and acknowledgement of non-native English-speaking teachers' essential contributions to the ESL teaching profession.

4.2.1.4. Influence of Negative Experiences While Teaching

This sub-theme draws attention to the difficulties and barriers that ESL university teachers, face in upholding professional standards and providing efficient education. These negative experiences comprise a wide range of problems, including communication difficulties, resource insufficiency, feelings of inadequacy, and language concerns. These difficulties influence teachers' self-assurance, efficacy, and general well-being, which affect the caliber of their instruction and the learning objectives of their students. Teachers, at times, do not exhibit resilience and flexibility in the face of adversity as they work to uphold their professional integrity. Thus, they are unable to give their students a productive learning set-up. Therefore, to overcome the negative experiences, it is necessary to provide institutional support, acknowledgement, and opportunity for professional growth.

***P2PF:** “Negative experiences in teaching are disheartening, affecting both the teacher and students. I have faced instances where such experiences dampened enthusiasm and hindered effective communication.”*

***P1PM:** “Negative experiences during teaching are demotivating, leading to the loss of confidence in one's abilities.”*

PISM: *“Talking about negative experiences, there could be some unavoidable challenges during classroom management such as language barriers or misunderstandings due to second language dominance and mother tongue influences.”*

PIUF: *“I have also faced challenges, including moments of self-doubt when dealing with particularly complex language barriers or student difficulties. Such experiences have pushed me to disappointment.”*

The participants demonstrated the noteworthy influence of negative experiences while teaching, on both instructors and students. Participant 2 Punjabi female (P2PF) underlined the depressing character of unpleasant experiences, pointing out their ability to damage both teachers and students. She narrated personal examples of how such situations have dampened excitement and hampered effective communication, demonstrating that these problems have a real influence on the teaching and learning process. Participant 1 Punjabi male (P1PM) on the other hand highlighted the demotivating influence of bad experiences, which lead to a lack of confidence in one’s talents. This lack of confidence increases instructors’ issues, making it harder to maintain a good and productive learning environment. Similarly, participant 1 Saraiki male (P1SM) and participant 1 Urdu female (P1UF) recognised the difficulties created by negative teaching experiences. They both acknowledged that such experiences influence the teaching-learning circumstances, posing issues ranging from student indifferences to low engagement rates. This shows that these negative experiences can be substantial barriers to effective education and impede the accomplishment of learning objectives.

The participants mutually agreed that the difficulties created by these negative experiences affect not just the teacher's efficacy, but also students' achievement, showing a broad effect on the teaching and learning environment. Participants also narrated how negative experiences, such as self-doubts due to language barriers or students difficulties disrupted the teaching-learning process. This demonstrates the persistent influence of improper effects on the entire learning process, accentuating the necessity of resolving these issues.

Discussion on In-Depth Interviews

By and large in-depth interviews provided awareness about the challenges that they encountered in ESL classrooms. The majority of these challenges were related to language understanding, cultural diversity, managing inclusive classroom settings, and handling a balance between their own cultural and professional identities. Gul and Channa (2023) opined that some critical factors are held responsible for the poor fluency of ESL undergraduates that greatly influence the English learning process, such as ineffective policies of language, attitudes, inexperienced teachers, old curriculum, traditional pedagogies, extra strengths of students in class, lack of interest, and teacher-oriented accomplishments.

The Punjabi-speaking participants highlighted the challenges of engaging all students in classroom discussions, particularly in multilingual contexts. They underlined the difficulties of including relevant examples and information while negotiating obstacles such as limited resources and time constraints. Comparably, participants who spoke Saraiki had a hard time in remaining inclusive, especially when it came to the different interest and comprehension levels of the students.

Time restraints and the scarcity of resources at the university made these difficulties even worse. Khan and Zahid (2017) in one of the studies investigated the obstacles ESL learners faced in Pakistan. Their findings suggested that learners were neither motivated nor they realised about the importance of English in this remote area, resulting into a disturbed and devastated classroom discourse.

Urdu-speaking participants faced corresponding challenges, including ensuring active involvement from all students and reconciling varied requirements within limited resources. Mao and Lee (2022) while explaining Vygotsky's view suggested that the teacher plays the role of guide in classes to assist the learners so that they can increase their cultural, communicative, practical, and social skills. Unfortunately, in case of Pakistan, it seemed hardly possible.

Considering the appalling hurdles, the participants discussed their loss of interest while teaching thus resulting in unsatisfactory outcomes to the different requirements of their students. Qureshi et al. (2023) found that several studies appear to support calls for instructor abilities that improve the quality of learner co-operation, i.e., setting educational targets, modelling positive student behaviours, observing, encouraging, reinforcing, and assessing students' engagement. This can be possible if there is a proper connection between teaching-learning activities.

The cultural barriers that the participants faced in the ESL classroom were also discussed, and the results demonstrated that these barriers provided serious difficulties for the instructors, especially when it came to balancing cultural differences, retaining engagement, and navigating their professional identities. The

interviews also demonstrated that how cultural barriers can be transformative, with some participants seeing these hurdles as chances for their own professional development. Xu and Zhang (2022) explained that knowledge construction is the result of interaction in a social context. The appearance of cognitive functions depends on societal associations. The teachers needed to develop their zone of proximal development in order to attain their individualistic self-regulation.

The analysis of Pakistani NNES university teachers adherence to professional standards in ESL instruction also highlighted a number of difficulties that they faced in their teaching strategies. First, there was the fine line between upholding professional standards and incorporating their linguistic and cultural backgrounds into ESL classrooms. Lau and Jin (2019) narrated that due to lack of focus on collaborative objectives, instructors neglect the learners' interactive practices. This results in teacher-centered classrooms which are not much helpful for the students at university levels.

Their professional development was further unsettled by their restricted access to ESL-specific professional development opportunities, such as strategies for assessment and classroom management. Inadequate resources also made it difficult to obtain relevant teaching aids and assistance. Noormohammadi (2014) suggested that instructors' ongoing professional development is a long-term professional development process that is important in a dynamic society's need for competent, experienced, and qualified teachers. Unfortunately, Pakistani university teachers were unable to get such professional trainings.

Another challenge was prejudice and insecurity stemming from language. The participants were under constant pressure to demonstrate their teaching prowess, particularly when it came to their English language skills in comparison to their native speakers. These fears disintegrated their self-assurance and productivity in the classroom. Furthermore, it took careful preparation for the participants to modify instructional materials and approaches to meet the requirements of varied learners, especially those with various degrees of English competence. According to some of them, it became a hectic and time-consuming activity. Pahnwar (2023) in this regard stated that the country like Pakistan where English is the essential requirement for higher education and criterion for the legibility of the jobs, the lack in the proficiency of English is affecting the educational and professional careers of many, who are educated in government schools.

Barriers to communication make things much more difficult. In ESL classrooms, the participants found it difficult to collaborate and communicate effectively, which made it more tough for them to effectively advocate for their professional requirements and contributions. The difficulties faced by them were exacerbated by the institution's lack of acknowledgement and assistance. Lau and Jin (2019) strongly believed that the stance of Marxist philosophy is obvious with regard to the field of English language education, i.e., the success of the learners is conditioned by working together and their complete support with group members. Unluckily, due to certain challenges this practice is minimal in the ESL classrooms.

Pahnwar (2023) also disclosed that in Pakistan the higher academic institutions are bifurcated according to their linguistic competence of the learners. She continued

further that the learners from the privilege social class are good in English communication because they receive education in expensive private English medium schools unlike the learners from poor families who are educated in the government schools where medium of instruction is Urdu. In the situation, if the learners of public institutes become a language teacher, he has to struggle throughout his career to come up to the professional level.

The examination of in-depth interviews about the influence of negative experiences during teaching also shed light on the difficulties Pakistani NNES university teachers encountered when instructing ESL students. Negative experiences provided major challenges for them. These challenges included communication problems, lack of resources, feelings of inadequacy, and linguistic worries.

Sürücü and Ünal (2018) found that motivation was increased by teachers' professional interest, fair attitudes, preparation for lessons, enthusiasm, content dominance, and consistent behaviours, while motivation was decreased by violence, lack of knowledge, uncontrolled classroom management, speech disorders, discrimination among students, and professional excitement. These difficulties have an effect on instructors' self-esteem, effectiveness, and general well-being. These difficulties also have an effect on the caliber of education and the accomplishment of students' learning goals.

The adverse consequences of negative experiences on teachers and students were demonstrated by the interviews with Punjabi-speaking professors. The participants discussed how these kinds of encounters affected classroom dynamics and teacher-

student interaction, which often resulted in demotivation, lack of confidence, and difficulties in communicating effectively. Further complicating the learning environment was students' unwillingness to seek for clarification out of fear of being incompetent.

Similarly, Saraiki speaking participants, drew attention to the serious difficulties that came with having a bad teaching experience, especially when it came to retaining students' enthusiasm and involvement. These encounters impaired student engagement, lower instructional efficacy, and the learning process as a whole. The challenge of handling unpleasant situations in the ESL classroom was further compounded by cultural sensitivity difficulties and domestic problems among students. Broeckelman-Post et al. (2016) opined that teachers' inadequate knowledge and skills, as well as aggressive and humiliating behaviours have a major negative influence on students' academic performance.

Similar opinions were expressed by the participants who speak Urdu, they highlighted the noteworthy problems that increased classroom interruptions and student disengagement and therefore, resulted in unsuccessful classroom discourse. These difficulties were made worse by students' resistance, unsettling behaviours, and lack of enthusiasm, which had an impact on student progress as well as the effectiveness of the teacher.

Interviews with the participants therefore, demonstrated the ubiquitous challenges that they faced in the ESL classroom. These challenges led to anarchy, student-

teacher disengagement, lack of motivation etc. all of them would have a worst influence on instructional quality and learning outcomes.

4.2.2. Analysis of Classroom Observations

As narrated earlier, teaching English as a second language has its own set of issues. The observations of Punjabi, Saraiki, and Urdu Pakistani NNES university teachers also revealed that the challenges in ESL classrooms revolved around language proficiency, traditional teaching methods, and the struggle between cultural balance and professional identities. The following sub-themes emerged from the main theme. They are displayed in the figure 4.9 and discussed further.

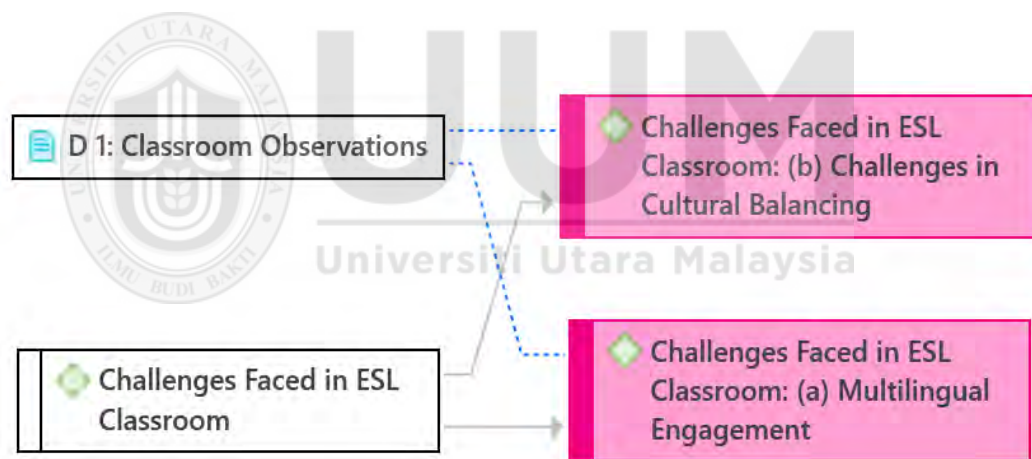


Figure 4.9 Challenges Faced in ESL Classroom (Extracted from Atlas.ti, 23)

4.2.2.1. Multilingual Engagement

The classroom observations of Punjabi, Saraiki, and Urdu speaking participants opened up several problems while dealing with multilingual interaction in the classroom. Several participants faced challenges in properly comprehending

students' different language backgrounds to augment the learning experience. One of the major problems was the struggle to accommodate students with diverse degrees of competency in the language of instruction while providing a suitable learning environment for everyone. This created a huge difficulty for effective communication and comprehension, limiting students' capacity to fully engage with the academic material.

Furthermore, the observations highlighted difficulties in utilising multilingualism as an educational advantage rather than a liability. Even if they tried their best to explain unfamiliar terminology or concepts, it was quite challenging for them to ensure accuracy and clarity, especially for students who don't speak the language of instruction well. This made it more difficult for students to participate in class activities and restricted their access to instructional materials. Nonetheless, the task of effectively engaging students in multilingual environments was further complicated by the difficulty of striking a balance between language variety, educational objectives, and time limitations.

Practicably from the classroom observations, the difficulties in multilingual participation in the classroom were observed that stressed the need for focused assistance and professional growth for instructors in order to successfully handle these issues. Despite being proficient in English, the mother tongue influence of Punjabi and Saraiki speakers particularly disrupted their ability to address the needs of students who spoke different languages or dialects. This sometimes resulted in communication barriers that hindered effective teaching and learning.

4.2.2.2. Challenges in Maintaining Cultural Balance

The classroom observations of the participants highlighted many difficulties in harmonising cultural influences in the classroom. Male and female participants faced challenges in negotiating cultural differences among students while maintaining an inclusive learning environment. One of the biggest problems was building strong relationships and bonds with students from various ethnic backgrounds. Despite efforts to foster rapport, cultural restraints and differences obstructed effective communication and understanding between teachers and students, affecting classroom dynamics and student participation.

It was also observed that how difficult it was for some of the participants, to use instructional methods and culturally relevant information to connect with every learner. Even while some participants made an attempt to address cultural diversity through talks and examples, they struggled hard to successfully incorporate other viewpoints and experiences into the curriculum. Students were unable to fully participate in the learning process related to the subject, and as a consequence, cultural prejudices and misinterpretations arose.

Furthermore, the participants faced difficulties in enforcing cultural norms and expectations in the classroom, particularly in relation to communication styles and behavioural standards. It was quite challenging for them to manage a balance between instructional goals and cultural sensitivity while also creating a welcoming learning environment for all students. As a result, some of the participants seemed to evaluate their methods and modify their strategies to better suit the wide-ranging requirements of their students. It was observed that it is necessary for university

teachers to be culturally competent and aware. It drew attention to the continuous difficulties that the instructors faced while attempting to successfully negotiate cultural influences in the classroom.

Discussion on Classroom Observations

It can be evidently noticed that classroom observations also highlighted the difficulties that Pakistani NNES university teachers faced when teaching in ESL classrooms. These difficulties were numerous and multifaceted, addressing topics such as language proficiency, cultural diversity, teaching style adaptability, and multilingual engagement. These challenges included a variety of further aspects.

First, the impact of social, cultural, and linguistic backgrounds on professional identity was identified as a substantial barrier. It was difficult for the participants to manage relationships with students from various cultural backgrounds, which caused communication problems and hindered understanding. Furthermore, translating new terminology and communicating complicated ideas to students with inadequate language skills complicated the teaching process. Porter-Samuels (2013) stated that teachers must develop associations with students' socio-cultural contexts and that they must value and be seen to value the cultural backgrounds of learners.

Finding a balance between casual conversations and learning objectives was another difficult task. The participants in this regard severely lacked a courteous and inclusive learning environment, which calls for a nuanced approach to resolve disciplinary concerns while navigating cultural norms and expectations. Moreover,

the participants found it difficult to connect with every student utilising instructional methods and culturally relevant information, which made creating inclusive learning environments in the face of cultural diversity extremely difficult.

The student's diverse language competence levels in ESL classrooms provided extra obstacles. The participants struggled to find strategies to accommodate these disparities while ensuring that all students could engage meaningfully with the topic. Another challenge that the participants faced was properly utilising multilingualism. While multilingualism has its advantages, most of the participants found it difficult to integrate different languages while satisfying educational objectives.

Thus, in light of the discussion at hand, an examination of the difficulties experienced by Pakistani NNES university teachers as noticed through classroom observations highlighted several key challenges of these challenges. Some of the major challenges that these participants encountered included challenges in building rapport because of linguistic and cultural differences, striking a balance between informal interactions and instructional objectives, handling behavioural issues delicately, accommodating varying language proficiency levels, effectively utilising multilingualism, and fostering inclusive environments amidst cultural diversity.

Hinnant-Crawford (2016) also reported that restricting teachers' autonomy makes them lose their confidence to make a change and they view themselves as implementers more than creators of education policy. This reduces their value as

helpful society members. Current educational policies that are generally made by inexperienced individuals do not consider the contextual shortcomings of each teacher's teaching contexts.

4.2.3. Analysis of Focus Group Discussion

As the theme covers the challenges that teachers of English as a second language face a wide range of difficulties in the pedagogical and cultural spheres. Managing these differences in the classroom is a major challenge that takes many forms, such as diverging communication styles, different expectations for student-teacher relationships, and different educational backgrounds. These differences make it more difficult for teachers and students to establish a rapport and communicate effectively. One of the biggest challenges that ESL teachers face is keeping the classroom inclusive. ESL teachers often find it hard to maintain professional standards in the face of limited resources and inadequate training. Careful organisation and execution are necessary for creating interesting warm-up activities, putting good teaching techniques into practice, and giving constructive criticism to teachers. The difficulties encountered in an ESL classroom are complex and call for teachers to have a sophisticated grasp of cultural dynamics, pedagogical approaches, and student requirements. The following sub-themes emerged which are shown in the figure 4.10 and further discussed.

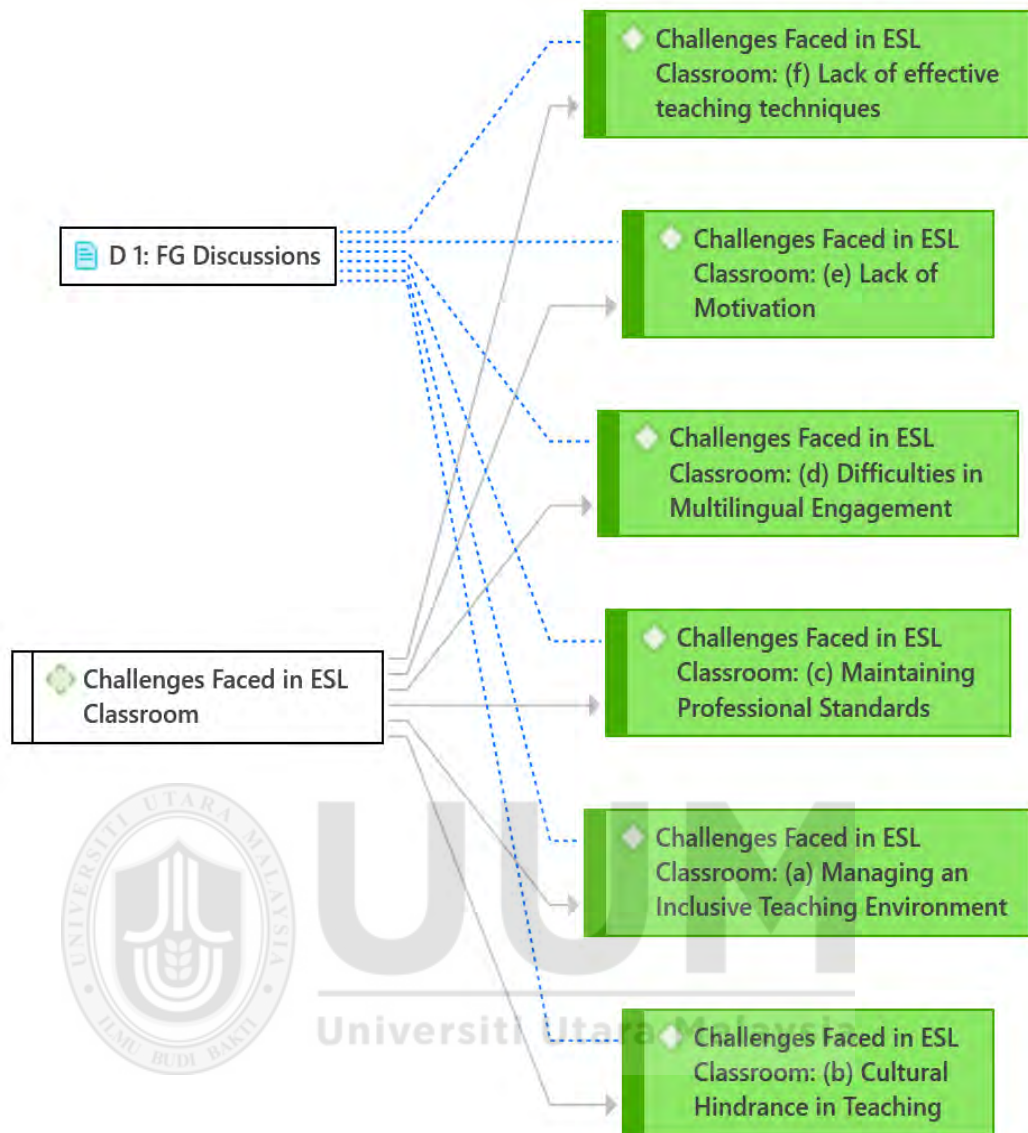


Figure 4.10 Challenges Faced in ESL Classroom (Extracted from Atlas.ti, 23)

4.2.3.1. Managing an Inclusive Teaching Environment

During the focus group discussion among Punjabi, Saraiki, and Urdu speaking participants, managing an inclusive classroom environment came up as a most important topic of discussion. The participants discussed the obstacles that they faced in creating an environment in which all students, regardless of different language backgrounds, feel included and respected. One recurrent issue raised was

the prevalence of linguistic complications that impeded efficient lesson plans. Differences in linguistic competence and expectations occasionally resulted in misunderstandings or disputes.

Furthermore, the participants emphasised on the significance of tailoring teaching measures to different learning styles and demands. Some of them understood the importance of offering customised instruction and support to students with diverse levels of language proficiency. However, many participants expressed dissatisfaction with the lack of resources and training for properly implementing inclusive teaching approaches. All the participants stressed the need of professional development opportunities centered on multicultural education and inclusive pedagogy in addressing these difficulties effectively.

The focus group discussion also highlighted the importance of cultivating a feeling of community and collaboration in the classroom. The participants emphasised the necessity of fostering mutual respect and understanding among students from diverse backgrounds. They talked about ways to encourage them to interact with one another and learn from their different points of view. Developing an inclusive teaching environment was identified as critical to boosting student achievement and creating a good and supportive learning environment during the focus group discussion.

4.2.3.2. Cultural Hindrance in Teaching

The participants discussed a number of challenges that they faced when teaching due to cultural differences. They discussed how cultural differences between

themselves and their students frequently impeded successful communication and rapport-building in the classroom. These disparities included a variety of factors such as communication methods, societal conventions, and value systems.

One key issue raised was the conflict between conventional teaching methods based on participants' cultural backgrounds and the changing needs of modern education, particularly in ESL courses. The participants who had attended Urdu-medium schools, primarily in rural areas, expressed difficulty adapting to new teaching practices, which frequently resulted in sentiments of inefficacy and unpreparedness.

The participants further discussed their experiences with cultural misunderstandings and conflicts caused by various expectations and standards. Most of them reported difficulties negotiating student-teacher interactions influenced by cultural hierarchies and gender norms. These dynamics impede effective communication and rapport-building, influencing the overall classroom environment and learning outcomes.

The participants emphasised the significance of cultural sensitivity and awareness in tackling these difficulties. They underlined the need of educators to be culturally aware and use inclusive teaching approaches that accept different perspectives and experiences. Strategies such as adding culturally relevant content, encouraging classroom discussions, and cultivating mutual respect were identified as critical for developing supportive and inclusive learning environments despite cultural differences.

4.2.3.3. Maintaining Professional Standards

Punjabi, Saraiki, and Urdu speaking participants discussed the difficulties that they faced in upholding professional standards in their teaching techniques. One significant issue mentioned was the difficulty of continuously using appropriate teaching strategies to address the various requirements of students. The participants noted the difficulty in modifying teaching strategies to accommodate different learning styles and skill levels, particularly in ESL settings. This difficulty was frequently caused by a lack of training and resources, which limited their capacity to develop interesting and effective learning settings.

The participants also discussed the difficulty of delivering constructive feedback to students while remaining professional. They emphasised the significance of providing feedback that is both encouraging and instructive, but striking a balance between constructive criticism and maintaining students' self-esteem proved difficult. Furthermore, regulating classroom dynamics has emerged as a critical component of upholding professional standards. They further described their experiences dealing with disruptive or disengaged students, which forced them to manage power relations and retain control while providing a helpful learning environment.

4.2.3.4. Difficulties in Multilingual Engagement

During the discussion, the participants discussed their experiences and issues with multilingual engagement in the classroom. One of the key challenges identified was the varying competency levels of the students in the ESL classroom. The

participants raised reservations about properly explaining complicated ideas and instructions to students who may not have a strong command of the language, which could lead to misconceptions and inhibit learning outcomes.

The participants also acknowledged the problem of accommodating the students with diverging linguistic origins, which demands to adjust their teaching methods to assist different language preferences and abilities. They not only discussed the difficulty of encouraging active participation and engagement among students who experience linguistic problems but also underlined the need for inclusive teaching practices that encourage all students, regardless of linguistic background, to participate in classroom discussions and activities.

The participants also accentuated the necessity of tackling these obstacles with appropriate teaching techniques, effective communication strategies, and fostering a supportive learning environment that values linguistic variety. The focus group discussion highlighted the multidimensional nature of challenges in multilingual engagement that includes language competency discrepancies, diverse linguistic backgrounds, and the need for inclusive teaching strategies.

4.2.3.5. Lack of Motivation

As, lack of motivation is a state in which individuals, whether teachers or students, struggle to find the desire and passion to pursue their objectives and duties. It is caused by a variety of circumstances, including unclear objectives, fears of failure, and external distractions. When motivation is low, productivity and performance decrease. External factors such as distractions and lack of support also have an

impact. Low motivation has a trivial impact on performance and well-being, resulting in decreased productivity and negative sentiments. To overcome this, it is necessary to establish clear goals, provide feedback and support, and promote a good work-life balance.

The focus group discussions with Punjabi, Saraiki, and Urdu speaking participants raised their issue of demotivation as a major apprehension. Language hurdles, identity differences, and inefficient teaching methods were among the factors identified by participants as contributing to the challenge. The participants voiced concern with their inability to inspire and engage students, especially those with inadequate competency in the language of instruction.

The participants explored the role of socio-cultural elements on their lack of motivation, pointing out that different norms and expectations might influence their attitudes toward teaching. Furthermore, participants also discussed their experiences of dealing with students' disinterest and apathy toward the subject, which frequently encumbered their efforts to establish an engaging learning environment. They underlined the need of introducing updated teachers' training programs and new teaching techniques to revive their interest for teaching.

The participants also narrated the importance of individualised approaches to address individual students' motivational needs and preferences, while taking into account their learning styles. They asserted that lack of student motivation was also a major aspect in losing their own interest in delivering lectures effectively. The focus group discussion allowed participants to share insights and strategies for

overcoming this barrier, emphasising the necessity of creating a supportive and exciting teaching and learning environment to increase their motivation and engagement.

4.2.3.6. Lack of Effective Teaching Techniques

Lack of effective teaching techniques refers to situations in which the teachers struggle to engage students successfully. It is caused by a variety of circumstances, that includes outmoded methodology, insufficient training, excessive class sizes, and lack of resources. Without good teaching strategies, students lose interest in understanding concepts and fail to attain their full potential. This issue underscores the compulsion of teachers' continuous professional development and the implementation of innovative instructional practices to address various teaching and learning requirements.

The participants expressed strong concern about lack of effective teaching strategies. They recounted their experiences dealing with the obstacles of providing engaging and relevant courses for their students. Several reasons contributed to this problem, including restricted access to resources, insufficient pedagogical training, and challenges adapting instructional approaches to meet wide-ranging learning needs.

They were frustrated by limited traditional teaching approaches and a lack of creative educational alternatives. They emphasised the need for professional development opportunities that improve their teaching skills and introduce them to

current teaching practices. Furthermore, the lack of proper teaching aids and technology made it impossible for them to give dynamic and interactive sessions.

The participants also underlined the significance of adapting teaching methods to meet the linguistic diversity in their classes. They talked on the difficulties of accommodating students with diverse competence levels while teaching English as a second language, as well as they highlighted the importance of individualised instruction in meeting individual learning requirements. Also, cultural concerns were found to have an important influence in designing effective teaching strategies, emphasising the value of individual competence in instructional practices.

The lack of effective teaching strategies presented a multidimensional problem for Punjabi, Saraiki, and Urdu speaking participants, limiting their capacity to provide high-quality education and effective engagement of students. This focus group discussion allowed them to share their experiences and brainstorm potential solutions to this problem, emphasising the requirement of continued professional development and relevant teaching approaches in overcoming these obstacles.

Discussion on Focus Group Discussions

Regarding the research question under discussion, the theme of challenges faced in ESL classrooms also provided comprehensive details on the difficulties of Pakistani NNES university teachers. Yazan (2018b) narrated that glocalisation, the process of adapting global ideas and practices to local contexts, while also incorporating local perspectives into global frameworks, affords a lens to better understand local

English language teaching discourses and how instructors can shape and negotiate their knowledge and identities. Thus, the focus group discussion revealed various subthemes as well which are discussed accordingly.

In the subtheme of managing inclusive teaching environments, the discussion focused on the issues that the participants encountered when building inclusive classroom environments in which all students feel esteemed and appreciated. The participants expressed unhappiness with the lack of resources and training required to effectively apply inclusive teaching practices, emphasising the importance of professional development opportunities centered on multicultural education. Zhengdong and Chi (2018) pointed out that knowledge of teacher education needs to highlight the complexities and contextual nature of language teaching aspects. It shape the way teachers relate their experiences, with what they have been taught and who they wanted to be. However, in Pakistan language teacher education programs have not offered space to illustrate the connections between knowledge for practice and diverse classroom situations.

The focus group discussion demonstrated that cultural variations between university teachers and students create considerable obstacles in the ESL classroom, influencing communication, instructional approaches, and student interactions. Participants highlighted how their cultural backgrounds make it difficult to adjust to new teaching approaches, leading to feelings of inefficacy. This discussion also suggested that due to a lack of funding, insufficient training, and cultural differences, Pakistani NNES university teachers often faced difficulty in maintaining professional standards. It had been challenging to adapt teaching

methods to meet the needs of a wide range of students and to give constructive criticism while upholding professionalism.

The discussion also brought attention to the difficulties that came with multilingual involvement because of students' differing language proficiency. The inability of university teachers to clearly convey complicated concepts and directions, impedes students' ability to learn. During the conversation, the participants raised their concerns about demotivation and blamed it on issues like linguistic obstacles, cultural differences, and ineffective teaching strategies. Ali Channa (2020) suggested that the important hindrance is the social problems prevailing in society. Amongst these, some of the major obstacles are, less conversation in English in formal and informal contexts especially in the classrooms. The classrooms are not supportive for English language speaking in Pakistan. Participants further identified a lack of effective teaching strategies as an important barrier, citing limited resources, inadequate training, and cultural considerations.

Moreover, these discussions also shed light on the multifaceted challenges that Pakistani NNES university teachers faced in the ESL classroom, emphasising the complexities of professional identity construction and negotiation in diverse cultural and linguistic contexts. Linking to the theoretical framework proposed by Bucholtz and Hall (2005) the challenges identified such as cultural differences, lack of motivation, difficulties in multilingual engagement, the influence of negative experiences, and managing an inclusive environment are also understood through the lens of the sociocultural linguistic approach. Each challenge presented a context in which identity was constructed, negotiated and re-negotiated. For instance,

cultural differences required the participants to position themselves and their students within a complex matrix of cultural expectations and educational norms.

4.3. Research Question 3

How do Pakistani NNES university teachers overcome these challenges to maintain their professional identities while teaching English to the students of other subjects?

Strategies to Maintain Professional Identity

This theme revolves around the deliberate actions and approaches employed by ESL university teachers to uphold their professional identity while facing a range of challenges. As a language teacher, maintaining a professional identity requires several essential strategies. First and foremost, ongoing professional development is mandatory. To pinpoint teacher development opportunities, reflective practice is equally essential. It entails routine self-evaluations of teaching strategies and students' results. Collaborating and establishing rapport with the students, offer chances for ideas exchanging and therefore, assisting the requests of the learners. Furthermore, respecting moral principles is also essential for exhibiting honesty and dedication to the academic achievement of students. Building strong bonds with stakeholders, coworkers, and students promotes a helpful learning environment.

4.3.1. Analysis of In-Depth Interviews

The sub-themes that arose from the main theme are discussed in the next section. The main and sub-themes are also displayed below in the figure 4.11.

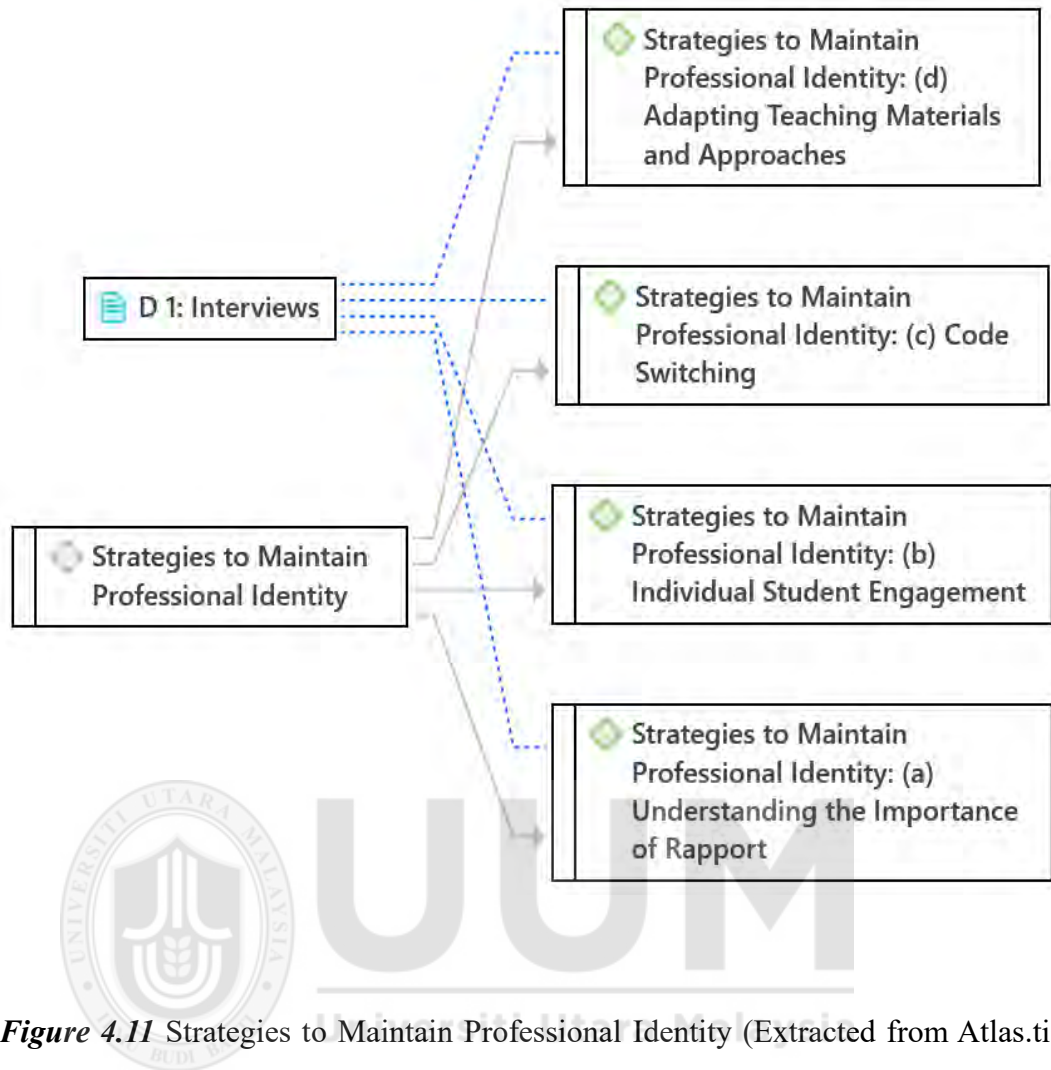


Figure 4.11 Strategies to Maintain Professional Identity (Extracted from Atlas.ti, 23)

4.3.1.1. Understanding the Importance of Rapport

This sub-theme probes into the perceptions and practices of ESL teachers regarding the establishment of rapport in the classroom. Understanding the significance of rapport in educational environments is requisite for developing strong interactions between instructors and students, as well as among students themselves. Rapport is a sense of mutual trust, respect, and understanding that arises from persistent communication, empathy, and connection. It plays an important role in providing a supportive and encouraging learning atmosphere in which students feel appreciated,

motivated, and involved. Establishing rapport enables instructors to better express their expectations, offer feedback, and respond to student needs, resulting in increased academic achievement and general well-being. Furthermore, strong rapport adopts a sense of belonging and community in the classroom, encouraging collaboration, cooperation, and positive behaviour among students. It also encourages learners to share their opinions, concerns, and ideas. The analysis revealed several key points which are discussed in detail from the interviews of Punjabi, Saraiki, and Urdu speaking participants.

P2PF: *“Obviously, it is very important to have a rapport with students. When a teacher has a good rapport with someone, he/she will have a better place to influence, learn and teach. Particularly the trust that we build with the students makes it easier for them to accept your ideas.”*

P2SF: *“If a teacher wants the students to learn properly then rapport with students is the best method, in order to improve rapport just blend in with students by showcasing humour during teaching so students may feel relaxed and talk about in-mind thoughts.”*

P2UF: *“Building rapport with students is equally crucial for a meaningful learning journey but to achieve the same is difficult and takes a lot of patience and cooperative behaviour from both sides”*

***PIUM:** “It is very important for me to create a supportive and friendly environment. For that, we exchange our thoughts at the end of every lecture on a daily basis to encourage students’ confidence and enhance their critical thinking skills.”*

The participants underscored the importance of understanding the significance of rapport in the classroom, while they also acknowledged different aspects allied with this concept. Participant 2 Punjabi female (P2PF) highlighted the role of rapport in building trust with students. Establishing a positive relationship with students cultivates trust, making it easier for university teachers to convey knowledge and for students to accept new ideas. The trust serves as a foundation for effective teaching and learning, enhancing receptivity and cooperation within the educational setting.

Participant 2 Saraiki female (P2SF) introduced the element of humour as a tool for improving rapport. By incorporating humour into teaching, teachers can help students feel more relaxed and comfortable, thereby enhancing the quality of interactions and fostering a positive learning environment. This approach can improve the teacher-student relationship, making it easier for students to engage with course material and express themselves freely. Despite acknowledging its significance, the participants also acknowledged the challenges involved in building rapport with students. Participant 1 Urdu male (P1UM) described a vigorous approach that involves regular interaction and engagement with students. By exchanging thoughts at the end of each lecture, the participant encouraged students

to voice their opinions, thereby promoting confidence and critical thinking skills. This strategy strengthens the bond between the teacher and the learner.

The interviews with Punjabi, Saraiki, and Urdu speaking participants emphasised the vital role of rapport in the teaching-learning process. While all the participants highlighted the value of building relationships with students, they also acknowledged the difficulties in ensuring that students comprehend this importance. Although, it is universally recognised as essential for effective teaching and learning, yet, it also presents various challenges that require patience, cooperation, and strategic engagement. By prioritising rapport-building and implementing practical strategies, university teachers can create inclusive and empowering learning environments that foster growth, creativity, and mutual respect. Despite the hurdles, their passion for developing excellent teacher-student connections is clear, demonstrating their desire to improve the teaching-learning process.

4.3.1.2. Individual Student Engagement

Individual student engagement is an important feature of the teaching-learning process, stressing each student's active involvement and participation in their learning. It entails attracting students' attention, interest, and motivation to improve their learning and academic performance. Individual student involvement acknowledges each student's individual requirements, interests, and learning styles, enabling personalised and targeted training. The teachers try to establish settings that stimulate active engagement, curiosity, and cooperation among students, thereby improving their overall learning experience. The participants hoped to

inculcate in students a feeling of ownership and autonomy, which will lead to greater comprehension, retention, and application of information.

P1PF: *“In my experience, individual student engagement involves creating personalised learning experiences tailored to each student’s strengths and interests.”*

P2PM: *“Engaging individual students can be challenging, particularly in a diverse classroom setting. It requires an appropriate understanding of each student’s interests, strengths, and learning styles. But it is a good strategy to maintain the ESL classroom decorum.”*

P2SM: *“Creating opportunities for self-directed learning encourages students to explore topics that resonate with them on a thoughtful level.”*

P2UM: *“By incorporating gamification elements into lessons, I create a fun and interactive learning experience that keeps students engaged.”*

The responses provided by the participants offered noteworthy insights by highlighting various approaches, challenges, and strategies employed in the educational context. Participant 1 Punjabi female (P1PF) emphasised the importance of personalised learning experiences. She suggested that individual student engagement entails in creating adapted learning experiences that align with each student’s strengths and interests. She underscored the significance of

recognising the uniqueness of each learner and designing educational activities that resonate with their specific needs and preferences.

Participant 2 Punjabi male (P2PM) acknowledged the challenges accompanying with engaging individual students, particularly within diverse classroom settings. He highlighted the need for an effective understanding of students' backgrounds, interests, and learning styles to effectively engage them. Additionally, he mentioned it as a good strategy for maintaining classroom decorum, especially in ESL environments. Furthermore, Participant 2 Saraiki male (P2SM) underscored the importance of creating opportunities for self-directed learning. It suggested that empowering students to explore topics independently fosters intrinsic motivation and engagement. By allowing students to pursue their interests and passions, the teachers can facilitate meaningful learning experiences that resonate with individual learners.

However, Participant 2 Urdu male (P2UM) advocated for the integration of gamification elements into lessons as a strategy for creating a fun and interactive learning experience. Gamification involves incorporating game-like elements such as challenges, rewards, and competitions into educational activities to motivate and engage students. By tapping into the inherent appeal of games, teachers can captivate students' attention, increase their motivation, and promote active participation in learning activities.

Interviews with Punjabi, Saraiki, and Urdu speaking participants emphasised certain aspects that teachers encounter while maintaining individual student

participation in the classroom. The participants of all linguistic groups recognised the complexities of meeting each student's individual learning preferences and requirements, particularly in diverse classroom situations. The interviewees highlighted the multifaceted nature of individual student engagement in the classroom. The participants acknowledged the need to develop personal relationships with each student to ensure active engagement and improve the inclusive learning practice.

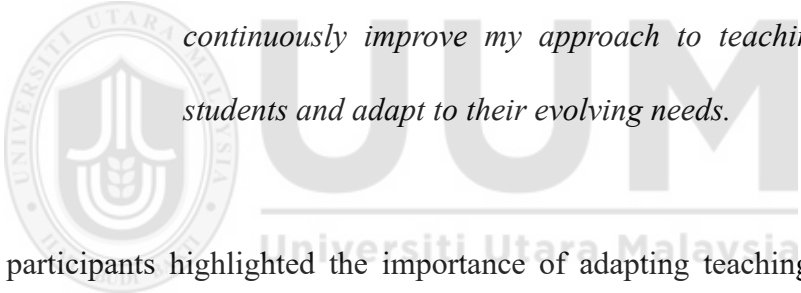
4.3.1.3. Adapting Teaching Materials and Approaches

This sub-theme refers to the dynamic and responsive adjustment of educational resources and methods by ESL university teachers to meet the diverse needs of their students. This adaptation involves modifying instructional materials, such as textbooks, presentations, and assignments, as well as instructional strategies, to accommodate variations in learning styles, preferences, and backgrounds within the student body. The adaptation is seen as a practical and flexible response to the inimitable linguistic and cultural profiles of learners. The participants emphasised the need to incorporate a variety of resources, including multimedia and interactive activities, to cater to different learning styles effectively. Adapting teaching materials and approaches is viewed as a strategy that not only ensures accessibility and engagement but also aligns with the evolving landscape of ESL education. It reflects a commitment to providing an inclusive and effective learning experience by acknowledging and addressing the diversity present in the student population. This theme underlines the importance of pedagogical flexibility and responsiveness in ESL instruction to create a supportive and enriching educational environment.

P2PF: “Using differentiated instruction techniques allows me to address the diverse language needs and learning preferences of multilingual students, ensuring that all learners have equitable access to the curriculum.”

P1SM: “Offering language support sessions or supplementary materials for students who may need additional assistance in mastering academic language ensures that all students have equal access to the curriculum.”

P2UM: “Adaptation is key. Regularly reflecting on teaching practices and seeking feedback from students allows me to continuously improve my approach to teaching multilingual students and adapt to their evolving needs.”



The participants highlighted the importance of adapting teaching materials and approaches in their ESL teaching practices. Participant 2 Punjabi female (P2PF) recognised the presence of multilingual learners with varying learning preferences and backgrounds within their classrooms. She stressed the importance of adapting teaching materials to ensure that all students, regardless of their linguistic or learning differences, have equitable access to the curriculum. This highlighted a commitment for nurturing an inclusive learning environment where every student feels valued and supported. Participant 1 Saraiki male (P1SM) emphasised the importance of offering language support sessions and supplementary materials to assist students in mastering academic language. This underscores the need for targeted interventions to support students who may require additional assistance in

language acquisition. By providing extra resources and support sessions, instructors can scaffold students' language development, enabling them to fully access and engage with the curriculum. Meanwhile, Participant 2 Urdu male (P2UM) also underscored the importance of adaptation in teaching. For him, by regularly reflecting on teaching practices and seeking feedback from students, the teachers can continuously improve their approach to teach multilingual students and adapt to their evolving needs. Participant 2 Urdu male (P2UM) believed that being flexible and responsive to student feedback is essential for effective teaching in diverse linguistic contexts.

The participants prioritised inclusivity, flexibility, integrity, engagement, and professional development as key principles guiding their pedagogical practices. By embracing adaptation as a means of enhancing student learning experiences, they strived to create supportive and empowering learning environments that facilitate the diverse needs and preferences of their students.

The interviews conducted with Punjabi, Saraiki, and Urdu speaking participants collectively emphasised the paramount importance of adapting teaching materials and approaches to create inclusive and effective learning environments. Across all language groups, the participants expressed a commitment in adjusting their methods to suit diverse learning styles and cultural backgrounds. Punjabi-speaking participants highlighted the enrichment of the learning experience through the integration of various resources, ensuring accessibility for students with varied needs. Saraiki-speaking participants steadily emphasised the crucial role of adaptation in maintaining the integrity of their teaching philosophies, fostering

engagement and inclusivity. Urdu-speaking participants underscored the significance of using a variety of materials and approaches to meet the diverse needs of their students while aligning with their teaching philosophies.

The common thread across these interviews is the recognition that adaptation is not only necessary but also enhances the overall quality of education. In essence, these teachers view adaptability as an integral aspect of effective teaching, allowing them to accommodate the exceptional requirements of their students and create a conducive learning environment. The shared commitment to this principle underscores its universality in the context of language education, irrespective of the specific linguistic and cultural backgrounds.

4.3.1.4. Code Switching

This sub-theme as expressed in the interviews, is the deliberate and strategic use of multiple languages or linguistic varieties within the educational context. Code-switching is a natural and common occurrence in multilingual and multicultural environments, and it serves various communicative functions. Teachers use code-switching to explain complex concepts, provide clarity, or to facilitate learning. It also plays a role in enabling the understanding among students with diverse language backgrounds. The participants acknowledge the significance of incorporating different languages or dialects to enhance communication and facilitate learning. In this multilingual setting, code-switching is viewed as a practical and an important tool rather than a linguistic challenge. Using learners' first languages to explain complex concepts or tasks, emphasises its role in enhancing and promoting clarity.

P2PM: *“Effective communication is about understanding, and code-switching helps in breaking down language barriers, promoting a comprehension of subject matter among a diverse student body.”*

PISM: *“Overcoming students’ misconceptions about code-switching required proactive communication. I conduct regular check-ins, address concerns openly, and clarify that code-switching is a deliberate pedagogical choice, not a deviation from academic rigour.”*

P2UF: *“By seamlessly incorporating code-switching, teachers create an environment where students can build their language repertoire, encouraging them to navigate between formal and informal registers as needed in different contexts.”*



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The interviews with the participants narrated that there is a consensus among teachers that code-switching plays a crucial role in fostering inclusivity and connecting with students from diverse linguistic backgrounds. Participant 2 Punjabi male (P2PM) focused on the role of code-switching in breaking down language barriers and promoting comprehension among a diverse student body. He proposed that effective communication is rooted in understanding, and code-switching serves as a tool to facilitate mutual understanding between teachers and students from different linguistic backgrounds. By bridging the gap between different languages, code-switching can enhance communication effectiveness and create a more inclusive learning environment where all students can engage meaningfully with

the subject matter. Participant 1 Saraiki male (P1SM) expressed code-switching as contributing to effective communication, acknowledging linguistic richness, fostering cultural appreciation, and breaking down stereotypes. He discussed the requirement of addressing students' misconceptions about code-switching through practical communication. This indicates that there may be resistance or misunderstandings among students regarding the use of code-switching in the classroom. By conducting regular check-ins, clearly addressing concerns, and illustrating the pedagogical rationale behind code-switching, teachers can mitigate these misconceptions and create a supportive learning environment. Saraiki-speaking participants collectively narrated code-switching is significant for accommodating linguistic diversity, fostering student engagement, and ensuring the relevance of lessons. However, addressing misconceptions and communicating the pedagogical rationale behind code-switching are crucial steps in its successful implementation. Participant 2 Urdu female (P2UF) focused on the educational benefits of code-switching in language development. She considered code-switching as a tool for students to expand their language repertoire and navigate between different linguistic registers. By showing to students, the both formal and informal language use, teachers can prepare them for the diverse communication contexts that they may encounter in the real world. This perspective underscores the role of code-switching in fostering linguistic flexibility and communicative competence. Hence, the participants recognised the benefits of code-switching while addressing challenges with thoughtful strategies, highlighting its significance in creating inclusive and effective learning environments.

The interviews conducted with Punjabi, Saraiki, and Urdu speaking participants shed light on the theme of code-switching, revealing its multifaceted impact on the teaching and learning process. All the three language groups expressed recognition of code-switching as a constructive tool for effective communication and pedagogy. Interviews with Punjabi-speaking participants showed stress on the role of code-switching in breaking down language barriers, promoting inclusivity, and enhancing comprehension among a diverse student body. Saraiki-speaking participants highlighted code-switching as a means to create an interactive and participatory atmosphere, fostering a comfortable environment for students to express themselves. Urdu-speaking participants' interviews emphasised code-switching as accommodation of varying cognitive and linguistic abilities, making educational content more accessible.



Discussion on In-Depth Interviews

With regard to the findings of the study, Pakistani NNEST university teachers in ESL classes used certain strategies to maintain their professional identities while they were teaching. Building rapport with students came out as a noteworthy approach. Teachers who recognised the value of rapport, built positive relationships and trust with their students. The participants raised positive relationships that improved teaching and learning results by keenly listening to students, appreciating their viewpoints, and establishing engaging classroom environments. Xie and Derakhshan (2021) in this regard also illustrated that teacher-student rapport can positively and dramatically influence student learning outcomes.

Another central strategy was, to modify the resources and methods used in the classroom. To accommodate a range of learning styles, preferences, and language origins, some of the university teachers tried to adapt their instructional resources and approaches accordingly. By guaranteeing accessibility and engagement, this flexible method supports inclusive learning settings and keeps up with the changing needs of ESL education. Page (2010) suggested learning is individualised, constructed, interactive, emotional, and social. These characteristics are similar among all types of learners. In short, teachers learn in the same manner as their students.

Individual student involvement was also used as a strategy. Some of them emphasised on customised lessons to fit the individual requirements, interests, and learning preferences of each student. A few participants enabled the students to take charge of their academic path by offering individualised feedback, promoting active involvement, and supporting self-directed learning. According to them, this could not only increase student motivation and academic achievement but also build their trust on university teachers. Rensburg and Botma (2015) in this regard were of the view that self-directed learning is best introduced to students during the transition period from high school to the university and then reinforced and used throughout the university years and beyond.

Other strategies included upholding moral standards, forming close formal relationships with the students and maintaining professional standards. In their academic pursuits, university teachers endorsed honesty, devotion, and integrity. This encouraged a helpful learning atmosphere in which students can feel

appreciated and respected. In this regard, Bertram-Gallant (2016), also narrated this perspective that academic integrity is necessary for any academic endeavour and a goal that every academic institution that is genuinely committed to quality should strive for. It is also considered essential to any teaching-learning process that aims to achieve the highest standards of excellence and learning.

Pakistani NNES university teachers realised the value of code-switching because it promotes diversity and allows them to engage with students from all language origins. They displayed a sophisticated grasp of their students' origins by using numerous linguistic variants on purpose. University teachers in this regard aimed to adopt inclusive learning environments in which all students get comfortable. This component of their professional identity emphasised their commitment to create a sense of belonging and supporting cultural diversity in the classroom. Issac (2011) in this regard asserted that code-switching is essential for improving learning in the classroom. In order to achieve communication flows, students who are not proficient in the target language often substitute words from their new lexicon.

Likewise, the deliberate utilisation of code-switching emphasised the participants' educational expertise and agility. By using code-switching to convey complex subjects, they not only provided clarity but also demonstrated their capacity to customise their communication to their students' different requirements. This demonstrated their commitment to facilitate effective communication and increasing student engagement and comprehension. Nerghes (2011) suggested that the use of code-switching will draw in students and encourage the audience to focus on the teaching material being delivered.

Some participants' proactive attitude to overcome the misconceptions regarding code-switching demonstrated their position as advocates for inclusive and culturally relevant instruction. By doing regular check-ins, openly addressing concerns, and defining the pedagogical rationale for code-switching, these participants exerted their authority in moulding the discourse surrounding language use in the classroom. This aspect of their professional identity reflected their dedication in creating a positive learning environment. Narayan (2019) drew attention to the fact that teachers utilise code-switching in order to bridge the language gap between them and their students. From this point of view, it can be stated that code-switching is a necessity for both teachers and students in the ESL classroom context.

Adaptation is essential where some of the participants changed their teaching methods to accommodate different learning styles. This strategy helped them in keeping the lessons relevant and engaging. This adaptability fosters an interactive and responsive learning environment in which students are more likely to engage actively. Korthagen (2017) agreed that asking teachers to reflect on their personal core qualities along with their teaching competencies allows them to gain realisation of the essence of the classroom problems.

To achieve this, Pakistani NNES university teachers maintained their professional identities in ESL classrooms by participating in ongoing professional development, establishing rapport with students, adapting teaching materials and approaches, prioritising individual student engagement, upholding moral principles and professionalism, and incorporating code-switching. Possibly these strategies help Pakistani NNES university teachers to keep their professional identities while

providing inclusive and fulfilling learning environments for their students. These strategies not only encourage them to negotiate the various issues they face but it also helps them promote broad and effective learning settings.

4.3.2. Analysis of Classroom Observations

This theme suggests the thoughtful approaches and strategies employed by ESL university teachers to maintain their professional identity while facing certain challenges. Across the observation of Punjabi, Saraiki, and Urdu speaking participants, certain strategies emerged. There was a switch of a variety of teaching strategies to accommodate the fluctuating learning styles while negotiating professional identities. From the main theme, different sub-themes were generated. They are classified and displayed in the figure 4.12.

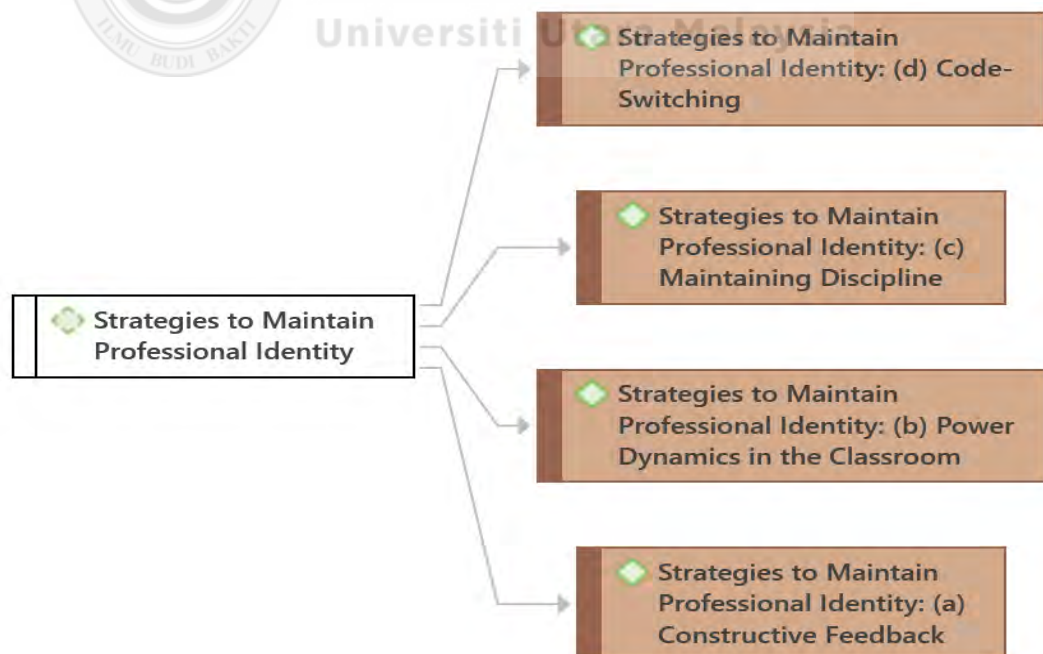


Figure 4.12 Strategies to Maintain Professional Identity (Extracted from Atlas.ti, 23)

4.3.2.1. Constructive Feedback

Some important aspects were examined in the observation of Punjabi, Saraiki, and Urdu speaking participants regarding constructive feedback. It was observed that some of them used this strategy in providing feedback so as to successfully promote students' learning and growth. One of the key features observed was the clarity and specificity of the feedback provided. It was noted that their feedback was clear and actionable, allowing the students to better understand their strengths and areas for progress. The participants who provided thorough and precise comments based on individual student requirements were more effective in their teaching approach.

It was also observed that the tone and manner in which feedback the offered, was actually supportive and encouraging to a positive learning experience. The participants were providing comments in a respectful and empathic manner that was encouraging for the students and instilling a developed mindset. Also, it was also observed that some of the participants recognised and commended students for their achievements, imparting a sense of success and inspiration in them. Rest of them, including male and female participants were much keen to cover the syllabus.

The observation also took into account the frequency and timeliness of the comments provided during the lectures. Some of the participants provided timely feedback during the lecture session, rather than just at the end. It was observed that the participants used feedback approaches, such as questioning, and discussions to accommodate different learning styles and preferences.

All of these observations recognised the importance of constructive feedback in creating a successful learning environment for participants as well as their significance as a pedagogical tool. This observation in this regard identified those strategies that Punjabi, Saraiki, and Urdu speaking participants utilised in giving constructive feedback during their lectures, with the goal of promoting a supportive educational environment.

4.3.2.2. Use of Power Dynamics in the Classroom

The observations of Punjabi, Saraiki, and Urdu speaking participants revealed various dynamics in how power is manifested in the classroom. One feature that was observed was the distribution of authority and control between the instructor and the learners. In order to be more effective, few participants were seen to find a balance between asserting authority and fostering student autonomy and participation. They fostered a climate in which students feel free to proclaim their opinions and ideas, thereby contributing to a collaborative learning environment.

However, it was also observed that some participants struggled to diffuse this balance, either exerting too much control or completely yielding authority, that influenced on the general dynamics of the classroom. It was also observed that power dynamics do affect communication and interaction patterns in the classroom as teachers who promoted discussions and communication channels, not only ensured the students' participation in discussions but also allowed them to express themselves freely. It was observed that to achieve this, they readily listened to student feedback, appreciated different points of view, and promoted a courteous interchange of ideas.

In contrast, it was also observed that some participants dominated conversations, monopolised speaking time, and disregarded student contributions, resulting in a stifled learning atmosphere and lower student participation. It was also observed that power dynamics affected decision-making and conflict resolution in the classroom. Some participants in this regard displayed flexibility and adaptability in dealing with problems and resolving disputes in a fair and equitable manner. They emphasised collaboration and consensus-building, involving students in decision-making whenever possible. The impact of power dynamics on classroom interactions and outcomes among Punjabi, Saraiki, and Urdu speaking participants was closely monitored. It was observed that understanding how power is exercised and perceived in the classroom enabled the participants to implement strategies that promoted a more inclusive, interactive, and empowering teaching-learning environment.

4.3.2.3. Maintaining Discipline

The classroom observations of Punjabi, Saraiki, and Urdu speaking participants indicated a variety of methods used by them to maintain classroom order. One useful method found was to create clear expectations and guidelines for behaviour at the start of the course. These participants clearly expressed expectations, outlined consequences for non-compliance, and built an organised learning atmosphere from the start. They established clear boundaries to guide student behaviours and build a sense of accountability among learners.

It was observed that some participants employed a variety of practical strategies to avoid disruptive conduct before it began. They planned fascinating classes that

grabbed the interests of the students and kept them focused throughout the sessions. The participants in this regard encouraged active student participation and collaboration by incorporating interactive activities, group discussions, and hands-on learning experiences. Also, they laid emphasis on developing strong relationships with their students, and establishing an environment of mutual respect and trust in the classroom.

However, it was also observed that some participants struggled to set clear limits and implement discipline consistently, resulting in uncertainty and inconsistency in classroom management. It was also observed that successful classroom management was made possible by these participants by using responsive strategies to address disruptive conduct quickly and efficiently. When disruptions occurred, these participants stood calm and composed, employing assertive communication strategies to defuse confrontations and redirect student attention.

It was also observed that by addressing concerns quickly and consistently, they retained their control over the learning environment and limited disturbances, ensuring that instructional time was maximised and student learning was optimised. The participants in this regard cultivated in students a sense of responsibility for their own education, encouraging active engagement and collaboration. In contrast, some participants were observed to use passive instructional methods and failed to give adequate opportunities for student interaction, resulting in boredom and disengagement among students.

The observation revealed that the participants from all the three linguistic backgrounds had similar perspectives on maintaining discipline, emphasising a balanced and student-centered approach. They all considered sustaining discipline as a dynamic process. Maintaining discipline is thus, viewed as a collective struggle that goes beyond standard authoritarian methods.

4.3.2.4. Code Switching

The classroom observations of Punjabi, Saraiki, and Urdu speaking participants discovered that it was a helpful strategy for them to include code-switching in their teaching methods. One of the significant features observed, was the participants' use to code-switch, for providing explanations, examples, and instructions in both English and Urdu. One of the Saraiki male participants used Saraiki language chunks in order to relate the comparison of two languages. Most of the participants used more than two languages to elaborate on cultural references and distinct language terms, making the teaching material more accessible and relatable to the students. The students, who appeared hesitant to speak in English, eagerly joined the conversations when their teachers switched to languages other than English. Encouraged by the familiar language, the students confidently shared their thoughts during classroom discussions. The strategic use of code-switching developed a supportive and inclusive learning environment. The students from diverse linguistic backgrounds seemed satisfied and they actively engaged with the material, drawing connections between the English language and their own experiences.

Furthermore, it was also been observed that participants had troubles in knowing when to use a code-switch, which led to confused situations, where language

changes were sudden and interfered with the way the lessons were being taught. In addition to the issue raised, the observations of Punjabi, Saraiki, and Urdu speaking participants showed that some of them faced opposition or skepticism from students who considered code-switching as a departure from standard teaching practices.

It was also observed that the necessity of thinking about the socio-cultural consequences of code-switching was also missing especially in situations where language usage was intimately linked to identity and social standing. Most of the participants were unable to manage complex verbal dynamics in order to avoid the accidental reinforcing of linguistic prejudices. Also, the participants were seen to encounter personal problems in maintaining fluency in numerous languages and dialects, especially when they were not native speakers of the languages being taught. As a result, professional development opportunities centered on language pedagogy and multicultural competency become effective tools for teachers.

Discussion on Classroom Observations

Notably, observations in classrooms with Punjabi, Saraiki, and Urdu speaking participants showed that all of them used a variety of strategies to maintain their professional identities while teaching. First of all, some of them tried to find a middle ground between maintaining professional standards and incorporating cultural elements into teaching. This harmony promoted an atmosphere that values variety and guarantees inclusivity.

Additionally, for some of them, there was a focus on ongoing professional development, encouraging instructors to be adaptable and actively pursue new

learning experiences. The ability to accept oneself and value one's background is emphasised as a characteristic that promotes both professional and personal growth. Indahsari (2014) indicated that teachers who utilise computer-supported collaborative stemming to reinforce requests, provide motivation, provide additional explanations, clarify new word meanings, and assess students' comprehension. It was observed that beyond the limited resources, some of the participants were struggling to update the classrooms with technology usage.

Providing constructive feedback is essential to uphold professionalism. Golombek and Johnson (2021) in this regard, were of the view that professional development is an effort to boost teachers' professional knowledge during and after the initial preparatory steps. Four out of twelve participants in this regard supported students' learning and development by giving them timely, precise, and unambiguous feedback. Positive learning was encouraged by the constructive tone and style of the comments. As, students are further motivated when their efforts and results are acknowledged, which creates a sense of inspiration and success.

It was observed that the participants managed power relations in the classroom with attention. They balanced authority with student autonomy and engagement, resulting in a collaborative learning environment. To achieve this, formal conversations and communication channels were promoted, which allowed the students to freely express themselves. Decision-making and conflict resolution required collaboration and consensus-building, and a few of them were seen fostering a fair and equal learning environment in this regard. Tucker (2021) in this

regard was of the view that poor teacher-student relationships result from the instructor's lack of awareness.

Some students require tailored educational approaches since they do not respond to learning in the same way as others. When a teacher fails to regard an individual student's educational needs, relationship problems between teachers and students arise. Each student's ability to learn and interact with teachers is influenced by their personality, family background, mental processes, learning styles, priorities, maturity levels, and academic ambitions.

The other sub-theme adapting teaching materials and approaches highlighted the dedication of a few instructors to fulfil the varied demands of their ESL learners. Some of the participants tried to exhibit a student-centered approach to teaching that prioritises diversity and accessibility by acknowledging and accommodating variations in learning styles, preferences, and linguistic origins. Manan et al. (2016) suggested that in Pakistan, English teaching methods often prioritise grammar instruction and translation exercises to develop accuracy and formal language usage. Grammar-focused approaches are intensely rooted in the colonial legacy of English in the country. This aspect was evident in many classroom observations.

The dynamic nature of professional identity construction and negotiation is also emphasised by the pedagogical practices with an emphasis on responsiveness and flexibility. The participants' flexibility and inventiveness in adapting to changing educational environments were demonstrated by their readiness to incorporate multimedia resources and the use of differentiated instruction strategies. Some of

the participants in this regard exercised their agency in forming their professional identities as educators who were sensitive to the varied needs and preferences of their students by consistently evaluating and improving their methods of instruction. Rahman (2007) stated that there is growing recognition in some Pakistani educational institutes to adopt more communicative and student-centered approaches. Some educators incorporated interactive activities, discussions, and project-based learning to promote active engagement and develop students' speaking and critical thinking skills.

The university teachers' awareness of the value of cultural competency in ESL instruction was demonstrated by their incorporation of inclusion and cultural sensitivity into their teaching methods. The participants in this regard tried to affirm the linguistic identities of students and fostered a feeling of community in the classroom by developing a safe and acceptable environment where students comfortably speak in their mother tongue. Saeed and Kashif (2019) narrated that English teaching methods in Pakistan go beyond only teaching language skills. Additionally, some of the participants worked to improve students' global awareness and intercultural competency. They used resources and subjects that introduced the students to a range of cultures, philosophies, and global issues. Through talks, debates, and presentations, students were engaged in intercultural exchanges that promoted a more thorough understanding of the world at large.

This aspect of their professional identity highlighted their dedication in cultivating constructive cross-cultural interactions and advocating for diversity and inclusivity within the educational system. Farrell et al. (2005) argued that teachers' self-

perceptions, their training programs, their professional development conferences, and the contexts in which they worked construct their professional identity.

Maintaining discipline requires establishing clear expectations and rules for behaviour from the start, as evidenced by classroom observations in which some of the participants were seen using practical strategies to engage students and prevent disruptive behaviour. One of the ways that they adopted, was a responsive strategy, which not only allowed them to manage disruptions quickly and efficiently but also helped them in keeping control over the learning environment. They were viewed as supporting student self-monitoring of their education, which led to active involvement and collaboration. Budzińska (2021) suggested that students' academic behaviours such as engagement can be considerably enhanced in a positive learning atmosphere. Teachers can provide such a pleasant atmosphere by developing a close and harmonious relationship with their pupils.

During classroom observations, code-switching likewise served as an effective way to improve teaching methods. The participants transitioned between languages to make educational content more accessible and relatable to students with different linguistic backgrounds. However, there were issues in determining when to utilise code-switching and managing socio-cultural ramifications, but it was clear that these strategies allowed them to keep their professional identities while establishing inclusive and successful learning environments for their students. Gracia and Lin (2017) opined that besides being an effective teaching instrument for teachers to convey meaning better, code-switching also contributes to the academic use of L2.

4.3.3. Analysis of Focus Group Discussion

This theme focuses on the conscious activities and techniques implemented by ESL teachers to maintain their professional identity in the face of various challenges. Strategies for maintaining professional identity in the context of a focus group discussion with Punjabi, Saraiki, and Urdu speaking participants included a variety of approaches aimed at maintaining professionalism, building positive teacher-student connections, and improving instructional efficacy. These strategies included building rapport with students, individual student engagement, adapting teaching materials and approaches to diverse learning requirements, providing constructive feedback, and identifying the use of power dynamics and code-switching in the classroom. Participants in the discussion emphasised the significance of these techniques in keeping their professional identities and maintaining high standards of teaching practice. From the main theme, the following sub-themes are extracted and shown in the figure 4.13.

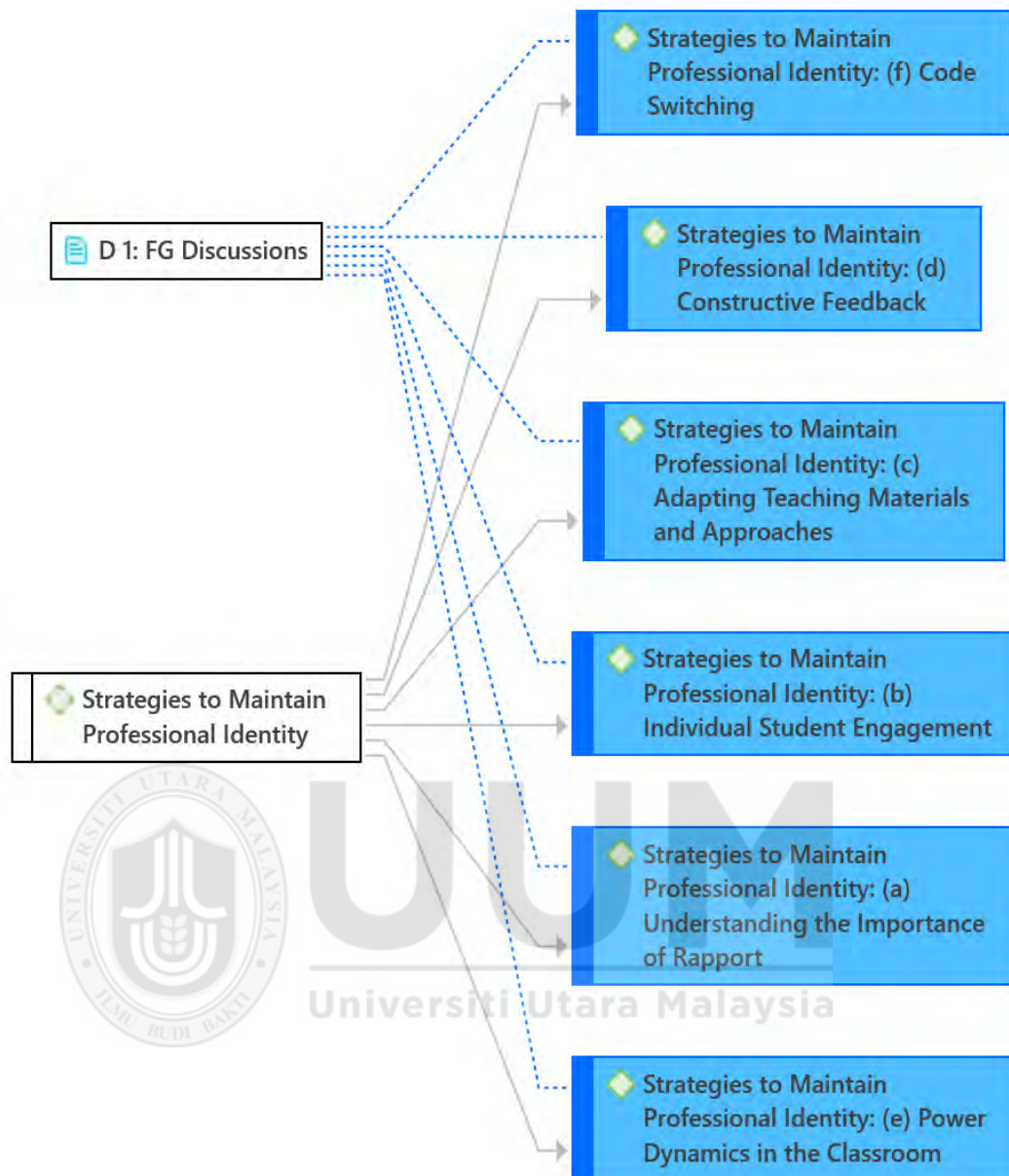


Figure 4.13 Strategies to Maintain Professional Identity (Extracted from Atlas.ti, 23)

4.3.3.1. Understanding Importance of Rapport

The discussions with Punjabi, Saraiki, and Urdu speaking participants highlighted the importance of building rapport in their teaching techniques. Some of them

understood that being encouraging and supportive to learners is an essential component of developing rapport. One of the Urdu-speaking participants discussed her experiences with how her excellent rapport improves student involvement, motivation, and academic success. She talked about the approaches that she used to build connection with students, such as greeting them warmly and active listening to their issues.

The participants agreed that creating a friendly and courteous classroom environment improves communication and trust between teachers and their students. They laid emphasis on the importance of recognising students' efforts and accomplishments, giving constructive comments, and addressing their peculiar needs. They believed that by showing interest in students' learning journeys and empathy for their obstacles, they could improve their rapport with students and establish an advantageous learning environment. The focus group discussion in general emphasised the importance of rapport in fostering positive teacher-student interactions and facilitating effective teaching and learning in multilingual classrooms.

4.3.3.2. Individual Student Engagement

Punjabi, Saraiki, and Urdu speaking participants discussed the importance of individual student interaction, with a special emphasis on careful listening and respect for viewpoints of students. The participants agreed on the significance of creating a friendly and inclusive classroom environment in which students feel perceived and appreciated. Two of the female participants emphasised the need of instructors to keenly pay attention to their students' viewpoints, concerns, and

feedback in order to build trust and rapport. They narrated that by patiently listening to students, teachers can obtain insights into their unique needs, interests, and learning styles, allowing for more individualised education and meaningful interactions.

One of the male participants also underlined the necessity of valuing students' ideas in order to promote participation and empowerment during the learning process. He highlighted the techniques for allowing students to express their opinions, ideas, and questions while also encouraging active engagement and critical thinking. The participants discussed that students feel more agency and ownership over their learning by appreciating and validating their contributions. The focus group discussion over all emphasised the value of individual student interaction as a foundation for effective teaching and learning techniques.

4.3.3.3. Adapting Teaching Materials and Approaches

In the focus group discussion, Punjabi, Saraiki, and Urdu speaking participants discussed the complexities of adapting instructional materials and methodologies to fit their students' requirements. One of the important points raised, was the use of new technology and audio-visual aids to improve teaching efficacy, particularly during the presentation stage. The participants recognised the ability of digital technologies such as interactive whiteboards, educational software, and multimedia resources to capture the attention of students, facilitate comprehension, and promote dynamic learning practices.

However, they also acknowledged the difficulties involved with incorporating technology into their teaching techniques, such as restricted access to resources, technological expertise, and infrastructure limits in some educational environments. The participants underlined the need of using teaching and learning aids effectively to maximise their influence on student engagement and comprehension. They also presented their experiences and techniques for effectively utilising textbooks, worksheets, and visual aids to promote educational goals and accommodate different learning styles. The participants also addressed the importance of creativity and adaptation while designing and implementing educational materials, taking into account the elements that includes language proficiency, and academic goals of the students.

4.3.3.4. Constructive Feedback

Constructive feedback is essential in the educational process, giving students with useful insights into their learning progress and areas for development. In the focus group discussion, Punjabi, Saraiki, and Urdu speaking participants discussed the value of constructive feedback in the teaching-learning process. Some of the participants, stressed the need of using a variety of questioning and answering approaches adapted to each student's specific needs and competence levels. One of them, effectively addressed miscellaneous learning styles while facilitating improved comprehension and retention of the material by employing a variety of teaching tactics according to learners' levels.

They also appreciated the importance of integrating proper warm-up techniques and exercises at the start of the classroom sessions to stimulate and engage students, set

a positive tone for the class, and improve general involvement and attentiveness. The participants also emphasised the need of providing relevant feedback to students during the learning process. They discussed the importance of providing detailed, authorised, and helpful feedback that focuses on both strengths and opportunities for progress.

They agreed that by providing constructive comments, university teachers can assist the students in identifying their strengths, building confidence, and addressing areas for further development. This feedback loop promotes a collaborative learning environment in which students feel empowered to take control of their learning development and strive for continuous improvement. The participants emphasised the value of constructive feedback in supporting student development and improving teaching techniques in the classrooms.

4.3.3.5. Use of Power Dynamics in the Classroom

The notion of power dynamics in the classroom surfaced as a major topic of discussion during the focus group discussion among Punjabi, Saraiki, and Urdu speaking participants. They acknowledged the effect of power dynamics on the teaching-learning process, emphasising the need of collaboration and mutual respect between teachers and students. They recognised that power disparities based on age, gender, and linguistic background may influence student-teacher interactions and classroom dynamics.

The participants emphasised the importance of instructors remaining cognisant of their power and authority while establishing a collaborative and inclusive learning

environment. They talked about ways to enhance student autonomy and empowerment, such as encouraging active engagement, responding to student's feedback, and appreciating varied opinions. Participants also underlined the need of dealing with issues and emergent situations in the classroom in a thoughtful and flexible manner, taking into account each student's unique requirements and circumstances.

The focus group discussion emphasised the complexities of power dynamics in the classroom, as well as the significance of raising an encouraging and equitable classroom environment. Recognising and correcting power imbalances allow the teachers to create a classroom environment that adopts student participation and teamwork, thereby improving the overall teaching-learning experiences for all participants.

4.3.3.6. Code-Switching

During the focus group discussion, Punjabi, Saraiki, and Urdu speaking participants expressed their perspectives and experiences with code-switching in educational environments. Participants agreed that code-switching is widespread in classrooms when various languages or dialects are spoken. They talked about how they frequently transition between Punjabi, Saraiki, Urdu, and occasionally English to accommodate students' language origins and improve comprehension.

The participants emphasised the benefits of code-switching, which include improving students' comprehension of complex concepts, clarifying instructions, and promoting diversity by recognising their language identities. They emphasised

the significance of carefully employing code-switching while keeping the integrity of the target language (often Urdu or English) to ensure students' language development and competency.

The participants addressed the importance of professional development opportunities to strengthen their code-switching skills and gain a better knowledge of the pedagogical outcomes. The participants of the focus group discussion also highlighted the complexities of code-switching in the classroom, as well as the significance of treating it wisely and strategically in order to promote students' language acquisition and implement a constructive learning environment.

Discussion on Focus Group Discussions

Focus group discussions with the participants revealed that Pakistani NNES university teachers used a variety of strategies to maintain their professional identities while teaching. The objectives of these strategies were to increase educational efficacy, strengthen teacher-student relationships, and promote professionalism.

Building a rapport becomes an important strategy. The participants stressed the value of fostering a polite and welcoming environment in the classroom by extending cordial welcomes, paying attention to what students are saying, and showing empathy for their problems. They also emphasised to create a pleasant learning atmosphere that supports positive relationships and effective teaching by acknowledging students' efforts and accomplishments and attending to their individual needs. Frisby et al. (2017) believed that those teachers who respect

students' ideas and pay attention to their well-being are able to develop a strong connection with them. Building rapport in classrooms is of high importance, mostly due to the fact that having close associations with students motivates them to collaborate with instructors in order to attain their mutual objectives.

The engagement of individual students is another key focus. Pakistani NNES university teachers agreed to promote inclusivity and student empowerment by emphasising attentive listening and respect for students' perspectives. Some of them in this regard narrated that to fulfil each student's needs by customising their educational requirements is based on their needs, interests, and learning styles. This in return promotes meaningful interactions and improves learning results. Xie and Derakhshan (2021) suggested that those positive interpersonal behaviours (e.g., confirmation, clarity, rapport, etc.) that teachers employ in instructional-learning contexts can remarkably endorse students' learning engagement.

It is considerable to modify instructional strategies and materials, particularly in multicultural classrooms. The challenges of using multimedia and technology, to engage students and enhance their understanding, were also faced by them. In addition, they stressed innovation and flexibility while creating educational materials, taking into account the linguistic and cultural backgrounds, as well as the academic objectives, of the students. Ali and Azhar (2018) opined that technology makes learning more interesting and helps teachers and students have better understandings of the media. It expands what students can learn in the classroom and gives them reasons to create things. The teachers must be familiar with the technology to engage the learners in the classroom and teach language effectively.

An additional important component of the teaching-learning process is constructive feedback. The participants emphasised how important it is to use a range of questioning strategies in order to meet the demands and skill levels of their students. The participants in this regard agreed to enable students to take charge of their learning process and aim for continual progress by giving them thorough, practical feedback that highlights both areas of strength and need for improvement. Chappuis (2012) believed that to create responsive learners and being responsive to learning and feedback improves learning and enhances students' reflection on their work. When the students are responsive in processing the feedback and information received from the teacher, learning is enhanced. The teachers must, therefore, assist students in developing the skill of responding to feedback because students who are good at self-regulation, achieve high.

The dynamics of power in the classroom were also acknowledged and dealt with as Pakistani NNES university teachers accredited the impact of power imbalances based on age, gender, and cultural background and emphasised the need for cooperation and respect between teachers and students. They encouraged involvement, teamwork, and respect among students by creating a welcoming and equitable learning environment. McPartlan (2021) investigated the concept of teacher power concerning classroom interaction by interviewing twenty-five respondents in groups, the results showed that teacher and student power should run in parallel, so that, students do not consider dominated during learning.

Finally, code-switching was used purposefully to improve student comprehension and encourage variety. Pakistani NNES university teachers in this regard agreed

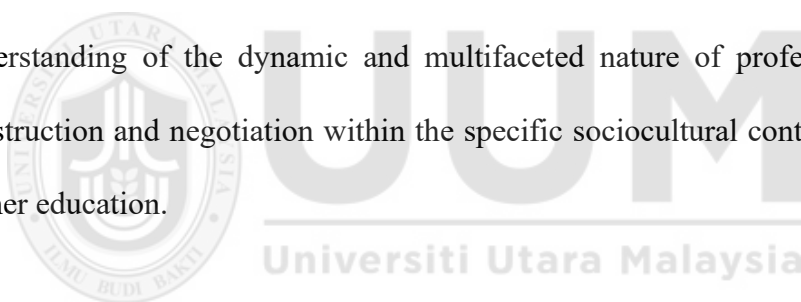
that to switch between languages accommodates their and students' linguistic backgrounds and improve understanding. They appreciated the value of professional development chances to improve their code-switching abilities and obtain understanding of the pedagogical implications. Wang (2015) suggested that when speakers use code-switching, they do so in a non-ambiguous, flexible, and contextually freeway and do not view their first language (L1) as a weakness but rather as a tool that helps them figure out how to communicate with each other more effectively.

In order to ensure positive teacher-student interactions and meaningful educational experiences, these strategies allowed Pakistani NNES university teachers to maintain their professional identities while creating inclusive and effective learning environments for their students. Moreover, the strategies they employed such as navigating power dynamics, code-switching, building rapport, and maintaining discipline reflected the principles of the sociocultural linguistic approach (Bucholtz and Hall, 2005). These strategies are not merely pedagogical tools but are also means through which university teachers constructed and asserted their professional identities. Code-switching, for example, served as an indexical tool that can signify authority, solidarity, or inclusiveness, depending on the interactional context.

4.4. Summary

This chapter discusses the findings of the current study with reference to the theoretical framework underpinning the study of Pakistani university teachers' professional identity construction and negotiation in the ESL classroom. Grounded in Bucholtz and Hall's (2005) the sociocultural linguistic approach, this chapter

explains how identity emerges, is positioned, indexed, and relationally constructed through classroom interactions. The chapter explores key themes: (a) the constituting aspects of identity construction and negotiation, shaped by educational background, work experience, social, cultural and linguistic backgrounds and the teacher's self-perception, (b) the challenges faced by the university teachers, such as cultural differences, lack of motivation, difficulties in multilingual engagement, the influence of negative experiences, and managing an inclusive environment, and (c) the strategies employed to overcome these challenges, including navigating power dynamics, employing code-switching, building rapport with students, and maintaining discipline. By applying the principles of the sociocultural linguistic approach (Bucholtz & Hall, 2005) this chapter provides a comprehensive understanding of the dynamic and multifaceted nature of professional identity construction and negotiation within the specific sociocultural context of Pakistani higher education.



CHAPTER FIVE

CONCLUSION

This chapter discusses the findings of the study on the professional identity construction and negotiation of Pakistani NNEST teaching at university level in the ESL classrooms. It begins with a narration of professional identity construction and negotiation. The chapter then discusses the implications of the study for instructors, policymakers, and institutions in the context of higher education. Additionally, it acknowledges the limitations of the study, provides a critical reflection on the scope and methodology, and offers suggestions for future research to further exploration. Finally, the chapter provides a concise summary of the key insights and contributions of the study, underscoring its significance in understanding the dynamic processes of professional identity construction in a multicultural and multilingual educational environment.

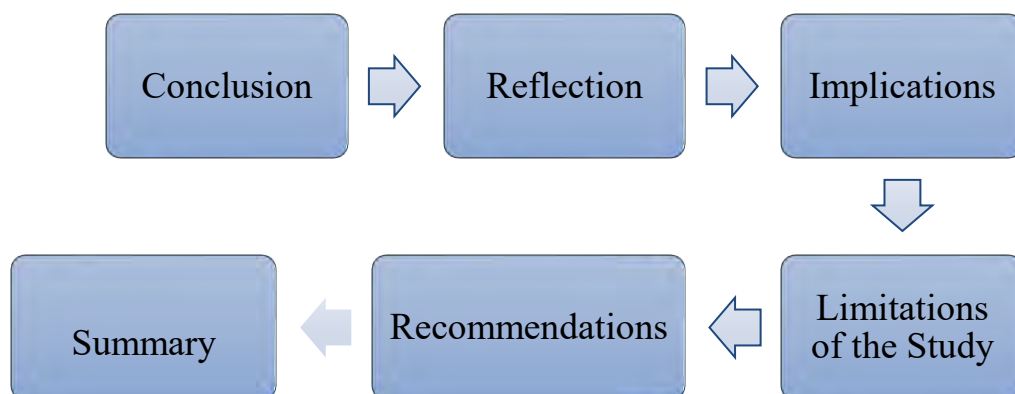


Figure 5.1 Organisation of Chapter Five

5.1. Professional Identity Construction and Negotiation: A Reflection

Teachers are considered as the integral figures to the teaching and learning processes in every educational institution. However, teaching English for non-native English speakers is quite challenging (Moussu & Lucie, 2018). Teachers' identities have a substantial influence on how they approach teaching and get engaged with the students. Their decisions and educational practices are influenced by their professional self-conceptions (Yazan & Bedrettin, 2018). Understanding how English language teachers construct and negotiate their identities is vital because it highlights their pedagogical choices and classroom practices, ultimately affecting their performances and professional development.

Teacher's identity construction is a multi-dimensional process that involves the construction and maintenance of an individual's sense of self in their professional life. As, Sahling and Carvalho (2021) described identity as a process of becoming and suggested that teacher identity is complex and influenced by various aspects, including historical events, cultural backgrounds, personal and professional experiences. Also, Lindqvist et al. (2023) considered identity as an analytical lens to examine various aspects of a teacher's instruction, such as factors influencing development, causing tensions, and professional values. Therefore, it can be narrated that this process is based on human beliefs, experiences, and goals and is linked to social interactions, educational experiences, and institutional settings. The individuals acquire knowledge, ethics, and abilities required for their chosen career through schooling and guidance thus, gradually establishing a professional identity.

Beijaard (2024) asserted that since the 1990s, teacher's professional identity has become a prominent subject in educational research due to the growing recognition of teachers' roles in many contexts that impact their attitudes, behaviours, and beliefs while they teach. Constructing and negotiating a professional identity on the other hand is a dynamic process that people go through, as they engage with their chosen fields and navigate their jobs. This process, which is based on individual values, experiences, and goals, is affected by a number of variables such as workplace culture, education, and counselling. Teachers gradually shape their professional identities as they gain the knowledge and skills required for their occupations through both formal and informal learning experiences.

Losano et al. (2018) claimed that several scholars have described professional identity, despite the lack of a consensus definition, as an ongoing process that integrates personal and professional conceptions of teaching. The notion of teacher professional identity is multifaceted and it includes how teachers view themselves, their responsibilities, and their relationships in the educational community. Teacher identity is shaped by a variety of elements, including education, training, classroom experiences, interaction with students or colleagues, and the larger educational community (Hashemi et al., 2021). It is rooted in personal values, beliefs, and experiences. Teachers can formulate their opinions about how to act in relation to their practices by using the concept of identity as a framework.

Moreover, Flores (2020) suggested that teachers' professional identity is shaped by their past and current educational experiences. Ramasamy and Zainal (2023) also supported this idea that the educators must stay updated on new research in teaching

and learning, learner psychology, and pedagogy, to achieve this, they require appropriate in-service training. Kayi-Aydar (2019) suggested that understanding the complexities of language teacher identity is critical since teachers' professional development is likely influenced by how they perceive themselves and their efficacy, particularly in culturally and linguistically varied work environments. The construction and negotiation of teachers' professional identities influence both i.e., their classroom teaching practices and students' learning.

Borg and Sanche (2020) also affirmed this claim that there is a significant correlation between teacher cognition and effective language teaching. They suggested that efficient teachers understand their cognitive processes and link their activities with their ideas. If there is a misalignment between beliefs and teaching practices in the classroom, those teachers can identify the root cause(s). Bardach and Klassen (2020) asserted that an efficient language instructor is a practitioner who possesses an advanced degree of self-awareness, encompassing his beliefs and their impact on his work, as well as identifying instances in which his practices and beliefs diverge.

The study of professional identity construction and negotiation among Pakistani English language university teachers takes place within the larger context of the country's educational landscape, which is marked by language diversity, cultural complexity, and pedagogical complexities (Moghal, 2022). Whereas, English remains a medium of instruction in many academic institutions, Pakistani English language university teachers face a variety of difficulties while teaching to the students of other subjects in other departments. These difficulties have a

predominant influence on their personal and professional identities in the setting of ESL classrooms.

By knitting the theoretical base with the sociocultural linguistic approach (Bucholtz & Hall, 2005), this study highlighted the complex processes by which multilingual Pakistani university teachers developed and managed their professional identities. Through in-depth interviews, classroom observations, and focus group discussions with Punjabi, Saraiki, and Urdu speaking participants, this study provided insights into the intricate processes of professional identity construction in Pakistan's higher education system.

Starting by focusing the aspects that constitute identity construction and negotiation, this study explored that educational backgrounds, work experiences, teacher's personal self and their social, cultural and linguistic backgrounds, served as the building blocks of their identity. Keeping along their own educational and socio-lingual backgrounds, these university teachers were observed as struggling with their professional identities continuously.

Highlighting the challenges from the current study, one of the major challenges in this regard is, the diverse linguistic landscape of Pakistan, which requires the university teachers to strike a balance between meeting students' linguistic demands and preferences while teaching English in the classrooms. Cultural norms also influence classroom dynamics and teaching strategies, necessitating the university teachers to negotiate their professional identities within them in order to maintain a supportive classroom. Another challenge is the limited availability of educational

resources which forces them to individually modify their lesson plans because of limited resources. Furthermore, the feeling of inadequacy, lack of motivation, typical or outdated teaching methods and approaches, unequipped classrooms, lengthy syllabuses with short semester time periods, continuous pressure of syllabus coverage and lower salaries of the public university teachers are other challenges that they faced.

This study also shed light on the strategies used by ESL university teachers to maintain their professional identities. These strategies include constructive feedback, code-switching, power dynamics, maintaining discipline, and adapting teaching methods and techniques to build strong teacher-student interactions. By acknowledging the achievements of students, addressing their concerns, and exhibiting sincere interest in their learning, the university teachers also try to foster a supportive and inclusive classroom environment that may promote effective teaching and learning.

Through an interdisciplinary perspective, the study aimed to contribute to the ongoing discussion about professional identity construction and pedagogical practices in ESL classrooms. With implications for teacher training, curriculum development, and educational policy in Pakistan, this study highlighted the significance of inclusive and high-quality education for sustainable development and offered insightful information about the challenges of teaching in culturally diverse contexts.

5.2. The Implications of the Study

The study tries to fill a noteworthy research gap about non-native English-speaking university teachers' professional identities, particularly in the Pakistani context. The study adds to a more thorough understanding of ESL teaching approaches and the difficulties experienced by non-native English-speaking university teachers by drawing attention to this understudied field that is, teaching English to the students of other subjects. The findings of the study on Pakistani university teachers' professional identity construction and negotiation in ESL classes have substantial implications for various stakeholders in the educational landscape.

The study offers significant perception on the distinct viewpoints and methods of NNES educators, by examining the constituting aspects, challenging experiences, strategies, and procedure. ESL university teachers (who are surviving in a variety of linguistic and cultural contexts), teacher training program organisers, curriculum development schemes, and educational policies, all can be benefitted from an understanding of these experiences.

The findings will help to shape teacher training programs and professional development projects for ESL university teachers in the Pakistani educational landscape. Teacher training programs can be designed to equip instructors with the necessary skills and methods to effectively manage the challenges of varying classroom dynamics. Understanding the techniques and processes used by Pakistani university teachers to grip ESL courses may help the educators and policymakers to introduce focused interventions that support professional growth and improve instructional efficacy. Moreover, workshops, seminars, and professional

development organisations can focus on issues including cross-cultural communication, classroom management strategies, effective feedback approaches, and language pedagogy to help ESL university teachers to improve their professional capabilities.

Additionally, the findings will also be helpful with curriculum development in ESL programs. Curriculum developers can develop instructional materials that are culturally appropriate, linguistically accessible, and pedagogically effective, increasing student engagement and learning results. Changes to the curriculum can also include options for collaborative learning, critical thinking, and student-centered instruction to encourage active participation and meaningful interactions in the classroom.

Most importantly, the university teachers will also be benefitted from increased student engagement and achievement in ESL courses by highlighting the importance of developing relationships with students and providing tailored support. Active listening, constructive criticism, and culturally relevant teaching approaches are examples of strategies that the university teachers can use to increase student motivation, involvement, and academic accomplishment.

Furthermore, the findings of the current study will help to design educational policies targeted at encouraging inclusive practices and improving the quality of ESL education in Pakistani universities. Also, it will be useful to policymakers in their quest for resources and structures of support that aid ESL university teachers

in developing their careers, such as support for training programs, availability of teaching resources, and chances for networking and collaboration.

The emphasis of the study on Pakistani university teachers becomes particularly relevant to Pakistan's heterogeneous and multilingual background. By investigating how cultural and linguistic diversity influences professional identity, the study contributes to a better understanding of the complex dynamics of ESL classes in Pakistan and similar settings around the world.

Furthermore, the authorities can explore measures that encourage cultural sensitivity, linguistic variety, and equity in education, resulting in a friendly and wide-ranging learning set-up for all the students. By sharing professional insights from Pakistani university teachers, the researcher is assured that this study will contribute to major discussions regarding ESL teaching practices, professional identities, and the influence of cultural and linguistic diversity on educational attainment.

5.3. Limitations of the Study

The researcher acknowledges some limitations inherent in the design and execution of the study, that can influence the validity and comprehensiveness of the findings. First, the concentration is on non-native Pakistani university teachers in ESL classrooms narrating a narrow demographic and educational setting. Although essential for examining the professional identities of this particular group, this limitation may restrict the generalisation of the research findings to other contexts or populations in the teaching area.

The study focused on public universities in Southern Punjab, Pakistan, which further confines its applicability. Although these universities offer keen information about the experiences of the university teachers in this area, it is possible that they do not fully reflect Pakistan's educational landscape or take into consideration regional differences in language instruction methods and the development of professional identities. Also, the researcher is aware that the use of qualitative methodologies in the study may result in bias or interpretation errors, especially if language or cultural challenges hindered effective communication throughout data collection and analysis.

5.4. Recommendations for Future Research

These limitations underscore the need for future research to use more inclusive techniques, incorporate multiple viewpoints, and take into account larger contextual elements in order to better explain professional identity dynamics among non-native Pakistani university teachers in ESL classrooms. Future research can also examine the experiences and viewpoints of ESL university teachers at various phases of their employment, from newcomers to part-time or visiting professionals. Understanding ESL educators' career development trajectories will help drive targeted recruitment, training, and mentorship efforts that will promote the professional growth and success of future generations of ESL university teachers in Pakistan.

Further studies can additionally investigate more closely how gender, ethnicity, socioeconomic status, and language ability interact to shape professional identities in ESL instruction. Researchers can investigate how these intersecting identities

affect the experiences, views, and career paths of ESL university teachers by employing an intersectional perspective.

Moreover, future research can also look into the ways in which institutional environments and regulations influence the professional identities of ESL instructors in Pakistan. Researchers can find opportunities for institutional-level interventions to enhance the professional development and well-being of ESL educators by looking at how policy frameworks, institutional cultures, and organisational structures affect professional identity construction and negotiation.

Finally, further research in this field can employ a comparative approach to examine professional identity dynamics among ESL teachers in Pakistan and abroad with similar or differing socio-cultural contexts. By comparing professional identity construction across national and cultural contexts, researchers can find commonalities, contrasts, and cross-cultural variations in ESL teaching practices and professional standards.

5.5. Summary

This research has highlighted the professional identity construction and negotiation of Pakistani university teachers teaching in ESL classrooms. Following Bucholtz and Hall (2005) the sociocultural linguistic approach, this study analysed their professional identities in three steps. At first, the study explored the aspects that constituted the professional identity construction and negotiation of the selected participants. By examining those aspects, the thesis sheds light on the challenges

and difficulties they faced while teaching. Lastly, the study looked at the strategies used by them to overcome those faced challenges.

The researcher acknowledges some limitations even though it makes a substantial addition to the understanding of the dynamics of professional identity among ESL university teachers in Pakistan. The thesis also provides insightful directions for future study, including looking into how technology and globalisation have affected ESL teaching methods, analysing how intersectional elements shape professional identities, and analysing institutional contexts and policies.



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Appendix A

Map of Southern-Punjab Pakistan



Appendix B

Invitation to Participate

Dear Sir/Madam

I am Syeda Bushra Rizvi, a PhD candidate in the School of Languages, Civilisation and Philosophy at Universiti Utara Malaysia (UUM). My research title is, “Exploring Pakistani University Teachers’ Professional Identity Construction and Negotiation While Teaching English in ESL Classroom”. If you would like to participate in this study, I appreciate your support.

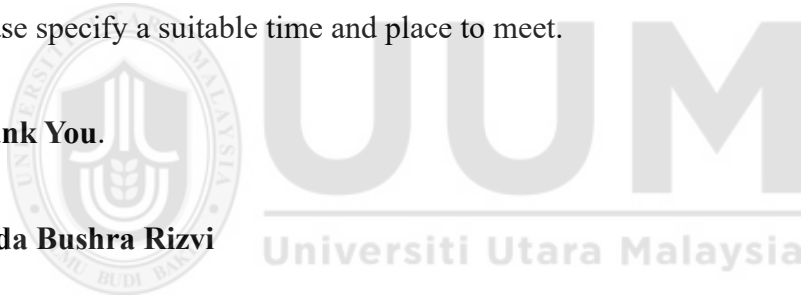
Please specify a suitable time and place to meet.

Thank You.

Syeda Bushra Rizvi

Mobile phone: +601156965786

E-mail: bushra_rizvi29@yahoo.com



Appendix C

Participant Consent Form

I manifest my wish to participate freely and autonomously in the research study (for In-depth Interviews, Classroom Observations and Focus Group Discussions) on an exploration of professional identity construction and negotiation through the lens of Pakistani NNES university teachers. I accept that I have been informed by the researcher about the purposes and the aims of the study and that it is also my right to withdraw from the process at any time and for whatever reason that in my opinion might justify it. The information gathered has to be exclusively used for academic and research purposes. I also authorise the researcher to audio record and transcribe the data, the same as use the analysis and findings for being published, both as final research report and/or in academic journals if needed. My name or any other direct reference as a research participant has to be protected and pseudonymous has to be used instead.

I agree to participate fully in the session.

Respondent Code/Pseudonym _____

Signature _____

Venue (for Classroom Observations & Interviews) _____

Date: _____

Appendix D

Consent Form for Panel Member Endorsement of Qualitative Questions

PhD Research Study Title:

Researcher:

Name
Institute
Email
Contact Number

Panel Member:

[Panel Member's Full Name]
[Title/Position]
[Institute]
[Email Address]
[Phone Number]

Purpose of the Consent Form:

The purpose of this consent form is to document that the Panel Member has reviewed, provided feedback, and agreed to endorse the qualitative questions used in the above-mentioned PhD research study.

Responsibilities of the Panel Member:

1. **Review:** The Panel Member agrees to review the qualitative questions provided by the Researcher.
2. **Feedback:** The Panel Member agrees to provide feedback on the qualitative questions to ensure their relevance, clarity, and appropriateness for the research study.
3. **Endorsement:** The Panel Member agrees to endorse the final set of qualitative questions after incorporating the feedback.

Confidentiality:

- The Panel Member agrees to maintain the confidentiality of the qualitative questions and any related materials.
- The Panel Member shall not disclose any information about the qualitative questions to third parties without the explicit permission of the Researcher.

Acknowledgement and Consent:

By signing this form, the Panel Member acknowledges that they have reviewed the qualitative questions and provided their expert feedback. The Panel Member agrees

to endorse the final version of the qualitative questions for use in the PhD research study.

Panel Member’s Consent:

I, [Panel Member’s Full Name], have reviewed the qualitative questions for the PhD research study titled “-----”. I have provided my feedback and agree to endorse the final version of the qualitative questions.

I understand the purpose of the research and the role I am playing in endorsing these questions. I agree to keep the qualitative questions and any related discussions confidential.

Signature:

[Panel Member’s Full Name]

Date:

Researcher’s Acknowledgment:

I, Researcher’s Name, acknowledge that [Panel Member’s Full Name] has reviewed and endorsed the qualitative questions for my PhD research study. I appreciate their valuable feedback and contribution.

Signature:

Researcher’s Name

Date:

Contact Information for Questions:

If you have any questions about this consent form or the research study, please contact:

Researcher’s Name

Institute

Email

Contact Number

Appendix E

Interview and Focus Group Questions

1. Could you please introduce your educational and professional background?
2. How do you perceive your professional identity as an ESL teacher, considering your non-native English-speaking background?
3. How do you deal with the challenges related to language proficiency and cultural differences when engaging with multilingual students in the ESL teaching context?
4. To what extent, you think you hold power specifically while teaching in the classroom?
5. How do you adapt your teaching materials and approaches to accommodate the diverse needs of your ESL students while maintaining your professional identity?
6. Discuss any positive or negative experiences affecting the formation of your professional identity.
7. Can you describe any specific strategies or methods you employ to balance your cultural identity with your professional identity in the ESL classroom? Teacher identity
8. Is rapport with the students important to you and why? If yes,
 - (a) How do you improve the rapport with your students?
9. Do you use learners' first language to accommodate them, in particular about discussing the tasks, for the purpose of facilitation?
10. What advice or insights would you offer to other Pakistani university teachers or individuals in similar positions who are striving to construct and negotiate their professional identities in the ESL classroom?

Thank you very much for participating in this interview/study. If you would like to do follow-up encounters or clarify your responses, please let me know.

Source: Adapted from (Thi & Nhung, 2019)

Appendix F

Classroom Observation

Pseudonym _____

Subject _____

Semester _____

Time Duration _____

Date _____

Institute _____

Classroom Observation	V. Poor	Poor	Fair	Good	V. Good
Teacher's voice (i.e., clear, loud enough, varied, suitable, and convincing)					
Teacher's adequate appearance (i.e., good and respectable clothes, cleanliness, tidiness etc.)					
Using body language and facial expressions appropriately and effectively.					
Caring for learners and being friendly/sociable demonstrating a reasonable level of concern for others.					
Providing constructive and appropriate feedback to learners.					
Employing good eye-contact with learners as well as adequate observation strategies/techniques (e.g., scanning class and observing entire class)					
Effective movement inside the classroom (e.g., going around to check whether students are doing the task properly and if any assistance is needed)					
Being encouraging and supportive to learners demonstrating good rapport.					
Being a good listener by listening carefully and patiently to learners and respecting their opinions.					
Teacher's giving of instructions (e.g., giving clear instructions before going through an activity; making sure that all learners understand exactly what they are required to do)					
Teacher's use of both verbal and nonverbal communication appropriately.					
Teacher's transition from one stage of the lesson to another					
Teacher's management of group and pair work					
Teacher's handling of teaching/learning aids and employing them efficiently					
Budgeting and managing time					
Dealing with learners' misbehaviour/misconduct					
Handling difficulties and emerging circumstances inside the classroom wisely and flexibly					
Using appropriate warm-up techniques/activities that stimulate and engage learners at the beginning of the lesson.					
Using appropriate teaching methods and techniques to accomplish the objectives of the lesson					
Using various questioning and answering techniques					
Using various teaching strategies appropriate to learners' level					
Following a logical sequence throughout the whole lesson and organising the activities accordingly					
Drawing links between old material and new material					

Employing new technologies and AV aids for effective teaching, especially during the presentation stage					
Presenting new language items (i.e., vocabulary and grammar) effectively and properly					
Dealing with the various types of language-learning activities/tasks within the lesson (e.g., grammatical exercises, language practice, speaking activities, listening activities, reading activities, and communicative activities) efficiently and properly					

Source: Adapted from Abdallah (2012)

