AN INVESTIGATION OF SECONDARY SCHOOL ENGLISH LANGUAGE TEACHERS' PROFESSIONAL IDENTITY, PROFESSIONAL SELF-ESTEEM, AND JOB SATISFACTION

By

ACHAME HAILE AWAJE

A DISSERTATION SUBMITTED TO THE DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE, COLLEGE OF HUMANITIES, LANGUAGE STUDIES, AND JOURNALISM AND COMMUNICATION

IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY (PhD) IN ENGLISH LANGUAGE TEACHING

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DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

This is to certify that the thesis prepared by **Achame Haile Awaje**, entitled ***"AN INVESTIGATION OF SECONDARY SCHOOL ENGLISH LANGUAGE TEACHERS' PROFESSIONAL IDENTITY, PROFESSIONAL SELF-ESTEEM, AND JOB SATISFACTION"*** *is* submitted in fulfilment of the requirements for the Degree of Doctor of Philosophy in English Language Teaching (ELT) complies with the regulations of the University and meets the accepted standards with respect to originality and quality. We, the board of examiners, approve that this thesis has passed through the defense and review processes.

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DECLARATION

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

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ABSTRACT

This study aimed at investigating secondary school English language teachers' professional identity, professional self-esteem, and job satisfaction with reference to the Sidama National Regional State, Ethiopia. It specifically focused on exploring English teachers' initial motivation to join the field, identity formation, the types of professional identities claimed, and identity tensions. It also sought to examine the relationship between English teachers' professional identity, professional self-esteem, and job satisfaction. To achieve these objectives, a mixed-methods design and multiple theoretical frameworks, mainly the theory of community of practice, symbolic interactionism, and the looking glass self, were used. Cluster and availability sampling techniques were employed to select the schools and the participants, respectively. Accordingly, ninety-four (N = 94) English teachers were selected from 10 government secondary schools. Among these, 16 English teachers were selected purposively and participated in the qualitative aspects of the study. Narrative interviews and focus group discussions were used to generate the qualitative data. Quantitative data was collected through adapted professional identity, professional self-esteem, and job satisfaction questionnaires. The qualitative data was analysed following the grounded theory approach. Pearson's correlation analysis was used to examine the relationship between professional identity, professional self-esteem, and job satisfaction. In addition, structural equation modelling (SEM) was applied to test the direct and indirect effects of professional self-esteem and job satisfaction on professional identity.

The findings revealed that English teachers joined the profession accidentally, and their professional identity formation process is a gradual, continuous, and complex one. Exposure to native speakers, inspiration from role model teachers, university courses, collegial discussions, and the day-to-day activities of teaching English were found to mediate the formation of identity. Some of the claimed professional identities of English teachers subsume subject matter experts, pedagogical experts, and didactical experts, particularly inspirers, socialisers, and actors. The findings also indicated that English teachers felt professional identity tensions related to fluency, pronunciation, subject matter, social status, and native speakerism. The results of the correlational analysis indicated that professional self-esteem ($r = 0.81$, $P = 0.000$) and job satisfaction ($r = 0.70$, $P = 0.000$) are positively and significantly correlated with professional identity. SEM analysis revealed that both professional self-esteem ($\beta = 0.66$, $P \leq 0.001$) and job satisfaction ($\beta = 0.27$, $P \leq 0.001$) positively predicted professional identity. Consequently, it is recommended to pay a close attention to English language teachers' professional identity and put the issue at the forefront of the agenda in the English teacher education system and the ELT field in Ethiopia at large.

TABLE OF CONTENTS

ACKNOWLEDGMENTS……...i

ABSTRACT…….……..ii

List of Tables……..…….....……..…… vii

List of Figures…….….vii

List of Models……..…..…….....…..… vii

List of Abbreviations ……...vii

CHAPTER ONE: INTRODUCTION.....1

1.1 Background of the Study 1

1.2 Statement of the Problem.....8

1.3 Objectives of the Study.....15

1.3.1 General Objective 15

1.3.2 Specific Objectives 15

1.4 Research Questions.....16

1.5 Significance of the Study.....16

1.6 Scope of the Study 17

1.7 Limitations of the Study.....18

1.8 Definitions of Key Terms 18

CHAPTER TWO: REVIEW OF RELATED LITERATURE.....19

2.1 Introduction.....19

2.2 The Concept of Identity 19

2.3 Definition of Professional Identity.....20

2.4 Evolution of Identity Research: A Historical Overview.....23

2.5 Types of Identity.....26

2.5.1 Personal Identity 26

2.5.2 Social Identity.....27

2.5.3 Professional Identity 28

2.6 The Professionalisation of Language Teaching 29
2.6.1 The Meaning of Profession 30
2.6.2 Is Teaching a Profession? 30
2.6.3 Being a Professional Teacher 32
2.7 Types of Language Teacher Knowledge 32
2.7.1 Content Knowledge 33
2.7.2 Pedagogic Knowledge 33
2.7.3 Didactic Knowledge 34
2.8 National Standards for the English Language Teachers in Ethiopia 34
2.9 Identity in Language Teaching 35
2.10 Professional Identity and the Non-native Teacher 37
2.11 English Teachers' Initial Motivation to Enter the Field of ELT 41
2.12 The Formation of English Teachers' Professional Identity 43
2.13 Types of Professional Identity English Teachers Claim 46
2.14 Professional Identity Tensions 49
2.15 The Relationship between English Teachers' Professional self-esteem and Professional Identity 52
2.16 The Relationship between English Teachers' Job Satisfaction and Professional Identity 53
2.17 Empirical Studies on Teacher Identity 56
2.17.1 Studies of Teacher Identity in the Globe 56
2.17.2 Studies of Teacher Identity in Ethiopia 59
2.18 Theoretical and Conceptual Frameworks 60
2.18.1 Theoretical Frameworks of the Study 60
2.18.2 Conceptual Framework 68
CHAPTER THREE: METHODOLOGY OF THE STUDY 70
3.1 The Research Paradigm 70

3.2 Research Design....72
3.3 Research Setting....73
3.4 Participants of the Study....74
3.5 Sampling Techniques and Sampling Procedures....74
3.5.1 Sampling Techniques for Qualitative Aspect of the Study....74
3.5.2 Sampling Techniques for Quantitative Aspect of the Study....76
3.6 Qualitative Data Gathering Instruments....77
3.6.1 Interview....77
3.6.2 Focus Group Discussion....79
3.7 Trustworthiness of the Data....80
3.7.1 Credibility....80
3.7.2 Dependability....81
3.7.3 Conformability....81
3.7.4 Transferability....82
3.8 Quantitative Data Gathering Instruments....82
3.8.1 Professional Identity Questionnaire....83
3.8.2 Professional Self-esteem Questionnaire....84
3.8.3 Job Satisfaction Questionnaire....84
3.9 Data Gathering Procedures....85
3.10 Methods of Data Analysis....87
3.10.1 Qualitative Data Analysis....87
3.10.2 Quantitative Data Analysis....88
3.11 Ethical Consideration....89
3.12 Summary of the Pilot Study....90
CHAPTER FOUR: DATA PRESENTATION AND DISCUSSIONS....92
4.1 Introduction....92
4.2 Findings and Analyses of the Qualitative Data....92

4.2.1 English Language Teachers' Initial Motivations to Join the ELT Profession 92
4.2.2 The Influence of a Lack of Initial Motivations to Join the ELT Profession on English Teachers' Current Professional Identity 96
4.2.3 Findings on the Formation of English Teachers' Professional Identity 98
4.2.4 Findings on the Types of Professional Identity English Teachers Claim 106
4.2.4.1 Subject matter experts 107
4.2.4.2 Pedagogical expert 109
4.2.4.3 Didactical expert 112
4.2.5 Findings on English Teachers' Professional Identity Tensions 118
4.3 Findings and Analyses of Quantitative Data 132
4.3.1 Descriptive statistics of English teachers' professional identity 132
4.3.2 The relationship among professional identity, professional self-esteem, and job satisfaction of English language teachers 133
4.3.3 Goodness of fit indices of the model 134
4.3.4 The structural equation modelling (SEM) results regarding the relationship among professional identity, professional self-esteem, and job satisfaction 134
4.4 Discussion……139
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....149
5.1 Summary……..……149
5.2 Conclusions.....151
5.3 Recommendations……152
REFERENCES 155
APPENDICES……...170
Appendix I: Interview Guide Questions 170
Appendix II: Focus Group Discussion Questions.....171
AppendixIII:Professional identity, professional self-esteem, and job satisfaction questionnaires 172

Appendix IV: Sample Interview Transcript.....178

Appendix V: Sample Focus Group Discussion Transcript.....201

Appendix VI: Open, Axial, and Selective Codes 217

Appendix VII: Published Articles……..…320

List of Tables

Table 1: Summary of ESL Teacher Role Identity by Farrell ….……..……..…….47

Table 2: The profile of the participants …….....…..75

Table 3: Socio-demographic characteristics of the participants …….....….....77

Table 4:Descriptive statistics of English teachers' professional identity …….…..…132

Table 5:Correlation coefficients of professional identity, professional self-esteem and job satisfaction …….……...133

Table 6: Goodness of fit of the model……..……..……134

Table 7: Total, direct, indirect effects of model paths……..135

List of Figures

Figure1: Conceptual framework…….....……68

Figure2: Model paths and standardised coefficients on hypothesized relationship among professional identity, professional self-esteem and job satisfaction…….…….....…135

List of Models

Model 1: English Teachers Claimed Professional Identities……...107

Model 2: Professional Identity Tensions of English Teachers……118

List of Abbreviations

BA: Bachelor of Arts

BSc: Bachelor of Science

BEd: Bachelor of Education

CoP: Communities of Practice

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

EIL: English as an International Language

MoE: Ministry of Education

TPI: Teacher Professional Identity

CHAPTER ONE: INTRODUCTION

This chapter provides information on the background and the problem statement of the study. It also presents the research objectives, research questions, significance, scope, limitations, and operational definitions of terms used in the study.

1.1 Background of the Study

Teachers with a strong professional identity and appropriate professional understanding would contribute to the quality of education and the success of the education system. Further, one of the determinants of the success or failure of the educational system of a given country is its teachers (Cheng, 2021). Basically, English language teaching (ELT) is recognised as a global phenomenon. Globalisation has exposed contradictions and provided opportunities for ELT professionals to challenge traditional boundaries of authority and legitimacy in terms of both what content to teach and who will teach it (Guerrero Nieto & Meadows, 2015; Kachru, 1991).

Moreover, teacher identity is truly holistic, encompassing cognitive, emotional, bodily, and creative aspects. Further, learning about theories and pedagogical approaches is insufficient, and discussions about professional identities are frequently avoided because people are hesitant to reveal "perceived weaknesses." As a result, overlooking this aspect of the teacher will result in the omission of an important construct of being a teacher (Alsup, 2006, p.14).

Research has not yet shown a very clear historical account of the process of the development or the formation of teachers' professional identity (TPI). Many people may claim their desire to be teachers as early as childhood. Thus, the formation of one's professional identity as a teacher can be said to begin early in life (Zare-ee & Ghasedi, 2014).

In the early 1970s, identity politics emerged to describe how people worked to gain more power, representation, or recognition for themselves and the social groups to which they belonged (Olsen, 2008). TPI development in second language teacher education is a new and emerging research field as well (Varghese et al., 2005). Furthermore, Varghese et al. provided that identity research can be traced back to two

relatively independent lines of thought. One line of thought on language TPI is linked to applied linguistics research, which places the teacher at the center of research attention, for example, through the exploration of teachers' knowledge, beliefs, and attitudes. Another line of research, on the other hand, has begun to investigate the socio-cultural and socio-political dimensions of teaching as a profession. In this view, the second line of thinking paves the way for the emergence of professional identity research.

Identity studies enable people to explore new ways of being and belonging in their professional lives. Education is essentially a means for transforming a person to the next level of being. Wenger (1998) observes that "education, in its deepest sense and at whatever age it occurs, concerns the opening up of identities—exploring new ways of being that lie beyond our current state" (p. 263). Wenger added, "Education is not merely informative – it is transformative. Education issues should be addressed first and foremost in terms of identities and modes of belonging, and then in terms of skills and information'' (p.263).

Because of the various political, economic, cultural, and market factors associated with (the advent of) globalisation, professional ELT practitioners must now have a globally minded identity (Torres-Rocha, 2019, p. 156). In this view, Ethiopian English teachers are required to position themselves professionally not only within the context of the local schools in which they teach, but also within the larger global community of ELT practitioners. When they try to position themselves in such dynamics, the global-local issue in the ELT profession may cause professional identity tensions. Notably, effective English language teaching in Ethiopian secondary schools necessitates globally minded and professionally competent teachers. Thus, in order to effectively teach English, teachers should have clarity of thought regarding their professional identity as English teachers.

Cheung et al. (2014) emphasise that a teacher's identity cannot (only) be viewed as the sum of innate, acquired, or ascribed characteristics; rather, it should be viewed as a socially constructed, contextually situated, and constantly emerging (and changing) sense of self that is influenced by a variety of factors. At this point, it is unclear whether good language teachers are made or born. Thus, the development of the

English teacher's professional identity is reflected as a combination of innate and socially constructed characteristics.

On the other hand, Hailom (1993), citing Wagaw (1979), noted the emergence of teacher training institutions in Ethiopia, stating that "... in 1944, the [then] Ministry of Education and Fine Arts established the first teacher training college in one of Menelik II School's classrooms. Personnel were provided by the British Council, and the arrangement was to last until 1948." (p.2). Similarly, Hailom states "when the TTIs began operating in various places in Ethiopia, namely, Addis Ababa (1960), Harar (1952), Debre Berhan (1963), and Asmara (1943), they selected high calibre candidates who were motivated to work as teachers" (p.2). Following the 1974 revolution, the number of teacher training institutions (TTIs) rapidly increased.

It is clear from the above discussion that, in the early years of Ethiopian teacher education, high academic calibre and motivation to work as a teacher were highly valued in the recruitment of teacher candidates. Nevertheless, there are no specific aspects of professional identity stated in the teacher education program aside from high calibre and motivation as attributes of good teachers.

Following the overthrow of the Derg military regime in 1991, the government of the Federal Democratic Republic of Ethiopia (FDRE) implemented a new education and training policy in 1994 (MoE, 2002). According to the new policy, teachers should be chosen not at random but on the basis of their abilities, diligence, physical and mental fitness, and professional inclination. Furthermore, the training should ensure that it broadens the trainees' general knowledge, mode of thought, professional ethics, and competence (MoE, 2002, p. 142). Professional inclination and trainee knowledge, among other listed teacher attributes, are relevant for this study. This is because it is assumed that the process of TPI formation can begin in early childhood when a child states his or her professional inclination. Equally, it is worthwhile to investigate EFL teachers' initial motivation for entering the teaching profession, as well as how this motivation aids or hinders the formation of their professional identity in Ethiopia.

Later, in 2003, the Teacher Education System Overhaul (TESO) program was launched with the goal of shifting the paradigm of teacher education toward a student-centred and practicum-based model (see Geberew, 2017; MoE, 2003; Mulugeta,

2009). Mulugeta (2009) noted that the TESO was criticised for its short training duration, lack of emphasis on content knowledge, and difficulties in implementing the practicum components of the training. As a result, the TESO was revised, and a new secondary teacher preparation program was launched in July 2011. This program, known as the Post Graduate Diploma in Teaching (PGDT), has been implemented in 10 Ethiopian universities (Geberew, 2017; MoE, 2011). The PGDT's goal was to provide trainees with pedagogical skills. Graduates from a BA/BSc program were recruited and trained for one year in the PGDT program, with a focus on pedagogy. However, as Geberew (2017) points out, the candidates were uninterested in the program because majority of them joined it due to a lack of other job opportunities. Consequently, Geberew reported that in the 2011 and 2015 academic years alone, 50.08% and 55.97% of the candidates, respectively, dropped out of the training.

MoE has currently designed a new curriculum for a Bachelor of Education program in English in 2019. The new curriculum focuses on the professional standards and technical competencies required of English teachers in various knowledge domains. In this regard, the professional knowledge of English language teachers is divided into five domains or types: (1) content knowledge, (2) pedagogical knowledge, (3) pedagogical content knowledge, (4) curriculum knowledge, and (5) technological knowledge (MoE, 2019, p. 8).

From the above brief history of teacher education in Ethiopia, the issue of TPI has not been explicitly stated in the teacher training schemes. Thus, from the perspective of English language teachers' professional identities, investigating this aspect could bridge the gap.

Conversely, defining teachers' identity is a challenging endeavour. This challenge might originate from the multiplicity of meanings of identity. A vague definition of TPI might be due to its complex nature and the multiple perspectives proposed by scholars in the fields of teaching and teacher education (Beauchamp & Thomas, 2009, p.176). Similarly, Bukor (2015) states, "[t]he research literature on teacher identity reveals that the concept of professional identity has been used and conceptualised in different ways in teacher education. Despite the wide range of definitions and conceptualisations, the concept of teacher identity seems to remain vague and, at

times, perplexing "(p.113). It is important to note that the definition of identity remains elusive; however, some scholars have provided the following definitions.

Gee (2000) defines identity as "people's ideas about who they are, what kind of people they are, and how they relate to others" (p.99). Gee further states, “When a human being acts and interacts in a specific context, others recognise that person... as a specific "kind of person," or even as several different "kinds" at the same time" (p.99). This implies English teachers may accomplish various professional identity roles in the context of English teaching, and these roles could define their identity. English teachers might have multiple identities that are associated not only with who they are but also with how others perceive them to be. From this perspective, professional identity is defined by Gee (2000) as how a teacher identifies himself or herself in the field of teaching. Gee states that the "kind of person" one is recognised as "being" at a given time and place can change from interaction to interaction, from context to context, and, of course, can be ambiguous or unstable’’ (p.99). He goes on to say that identity is defined as being recognised as a specific type of person in a given context. Derakhshan et al. (2020) added that a teacher's identity is a dynamic construct that creates a balance between teachers’ understandings of self in their profession and their roles as teachers. Derakhshan et al. emphasised that teachers’ identity is more related to their (teachers’) conception of who they think they are and what other people think them to be. Therefore, the concept of identity is ambiguous, unstable, multifaceted, and context-dependent.

Further, Zare-ee and Ghasedi (2014, p.193) stated identity is a broad and complicated concept that constantly evolves, with new dimensions being explored and added to the original concept as time passes. Zare-ee and Ghasedi stressed that the term "identity" can also refer to social identity, professional identity, and local identity. These sub-branches make up a person's overall identity. It is worth noting that the construction of these identities is influenced by one another. Furthermore, Cheung et al. (2014) state, "teacher identity is a construct, mental image, or model of what" being a teacher means that guides teachers' practices as they strive to enact "being a teacher" through specific "acts of teacher identity" (p.34). Therefore, teachers' identity is primarily a mental image of what it means to be a teacher.

Each teaching field has its own construct of teacher identity that defines what teachers in that field must know and be able to do, and individual teachers have their own internal model of what it means to be a teacher in their chosen field (Cheung et al., 2014). Thus, more in-depth examination of what it means to be an English teacher in Ethiopian secondary schools, as well as what teachers need to know to perform well in their field, is required.

Individual teachers' identities should be linked to the larger ELT profession. According to Cheung et al. (2014), the specific aspects of a teacher's identity can be determined by the students, the content, and the methods that one uses. As Cheung et al. demonstrate the identity that a teacher develops shapes his/her self-image as the type of teacher she/he is or aspires to be and influences his/her choices regarding classroom roles and instructional emphasis in content and methods. It also has an impact on the teacher's position in relation to students, colleagues, and the larger teaching profession, and thus on interactions with them. Lasky (2005) also defines professional identity as how teachers define themselves for themselves and others.

Socialising oneself in the teaching community is critical to the formation of a teacher's professional identity. In this regard, Bolvar et al. (2014) argue that teachers' professional identities are, for the time being, the result of a socialisation process that culminates in practicing the profession and accepting the professional culture that makes them feel like and be recognised as teachers. Thus, a teacher's professional identity is the result of a lengthy process of constructing one's own sense of self as a teacher. Similarly, Bolvar et al. (2014) emphasised that a variety of variables play a role in the formation of teachers' professional identities. For example, EFL teachers' school experiences as students, the potential appeal of teaching, their first modelling in teacher training, and the start of their careers facilitate the formation of identity.

Burns (2009) states that a "professional" is a trained and qualified specialist who demonstrates a high level of competence in their practice. Burns also claims that the term "professionalism" is frequently used in a constitutive sense to describe practitioners' knowledge, skills, and behavior. Professionalism issues are frequently addressed in discussions about teacher education by asking questions like, "What should teachers know?" How should they construct themselves? What should they know? How should they go about their business?

There are several variables that might mediate the professional identity of English teachers. Professional self-esteem and job satisfaction are worth mentioning. In this view, Aral et al. (2009), citing Aricak and Dilmac (2003), describe professional self-esteem as "the importance and value one attaches to his/her profession and is related to professional adaptation and satisfaction" (p. 424). Self-esteem is commonly defined as a general assessment of one's own worth. It is a psychological state of mind that prepares a person to respond in accordance with expectations of success, acceptance, and personal strength (Leary & MacDonald, 2003). It expresses how much a person believes himself/herself to be capable, significant, successful, and worthwhile (Khezerlou, 2017). Thus, most teachers refine their professional identities as they advance in their careers (Voinea and Pălăşan, 2014). It could be said that teachers become more aware of their identity as time goes on, and as a result, their self-esteem grows. However, on a practical level, self-esteem is declining, particularly in the teaching profession, owing to the rapid changes in modern society (Voinea & Pălăşan, 2014).

Teacher job satisfaction is one of the central construct of the English teachers' professional identities. It is associated with teachers' emotional liaison with their teaching role and is viewed as a function of the alleged relationship between what teachers seek from teaching and what they perceive it to offer them (Zembylas & Papanastasiou, 2004). In this regard, Faragher et al. (2005), as cited in Karousiou (2013), define job satisfaction as a positive emotional response and attitude toward one's occupation. Meanwhile, Karousiou (2013), citing Dinham and Scott (1998), stated that job satisfaction is an indicator of the degree of need fulfilment experienced by an individual through work. Teachers are satisfied with their jobs when they are happy with their individual responsibility, challenging work, and opportunities for achievement and advancement (Johnson & Johnson**,** 1999).

Eventually, investigating secondary school English language teachers' professional identities in the Ethiopian context is important to get a good picture of ELT professionals. Hence, the present study attempted to investigate the relationship among English language teachers' professional identity, professional self-esteem and job satisfaction.

1.2 Statement of the Problem

Teaching, by definition, necessitates a significant investment in the teacher's self. In this view, English language teaching (ELT) is multifaceted, involving complex social and psychological dimensions. First, Benson et al. (2013) emphasise that if identities are neither immanent nor completely socially determined, they become a task that individuals must work for. Second language learning thus becomes a type of "identity work" in which the learner transforms into a different person than the one who previously had no knowledge of the second language. Similarly, teaching English as a foreign language in Ethiopia could be seen as one of the routes to professional identity formation for English teachers.

Riley (2006) noted that learning a foreign language is viewed as an extension of one's self and personhood, as well as the range of meanings capable of being expressed. Finally, learning a foreign language implies learning to be distinctive. As a result, it is worth looking into how professional identity formation occurs in English teachers in such a situation. According to Connelly and Clandinin (1990), teachers, irrespective of their experience, are more concerned about who they are as persons and teachers, i.e., their identities, than what they know (i.e., their knowledge and skills). Voinea and Pălăşan (2014) stressed TPI is seen as the nucleus of pedagogic awareness and educational professionalism.

Teachers' professional identity is a critical construct in language teaching. As a result, Sachs (2005) emphasised that teacher professional identity is at the heart of the teaching profession. It provides a framework for teachers to build their own ideas about 'how to be,' 'how to act,' and 'how to understand' their work and place in society. Importantly, teacher identity is not fixed or imposed; rather, it is negotiated through experience and the sense made of that experience. Therefore, the question of how to be, how to act, and how to understand oneself and one's identity as an English teacher is critical in the teaching profession and needs further investigation.

Alnahhas (2016) said teacher identity includes language teacher identity, implying that two major responsibilities are integrated and intertwined. The first duty is to train to be a teacher. This responsibility is shared by others, regardless of the subject they teach. This process involves the characteristics that all teachers share. They share the

same values and characteristics. The second responsibility is to teach a language, which necessitates additional qualifications and qualities, particularly if the language is a foreign one in that community. Thus, being an English language teacher requires additional professional qualities and identity.

English language plays an important role in the country's economic development and educational life (Hailom, 1993). Yet, the credit given to professionalise the teaching of English and the recognition given to English teachers seem minimal. There appears to be a clear undermining of the teaching profession by governments and society at large. Moreover, Jelan (2013) put it this way: "They (English teachers) are often condemned as part of the intricate causes of the falling standards of English language education and they are urged to resolve this deeply rooted problem." (p. 16). Such scenario might impact the professional self-esteem and the professional identity of English teachers. Thus, how secondary school English teachers develop their professional identities and identify themselves in such situations requires careful consideration.

Teaching a language demands more than just delivering the subject matter; it also involves teaching oneself. Hence, we subtly teach who we are. According to Hamachek (1999), "consciously we teach what we know, and subconsciously we teach who we are"(p.209). This demonstrates the significance of teachers' professional identities in the teaching and learning process.

Scholars such as Tsui, (2007), Varghese et al., (2005), and Zacharias, (2010) stated that teacher professional identity is a critical component in language teaching and classroom practice. If English teachers are not aware of the identities they bring with them into their classroom, they might not notice the harmful and helpful contributions of their identities in the classroom activities. Equally, Barkhuizen (2016a), citing Watson (2006), states ‘‘Who we think we are influences what we do’’ (p.4). Therefore, paying considerable attention to the identity of a teacher is important to enhance the effective teaching of English.

One can notice that majority of ELT research in Ethiopia focuses on English language skills and classroom practices. This, again, could create an imbalance in the focus of ELT research. Palmer (1998) notes that when discussing the imbalance of research

concerns on teachers' identity, the "'who,' the personhood of the teacher, has been pushed into the background because it has been claimed to be "too personal" to talk about in public (p.111). Therefore, conducting research on the professional identities of English teachers and bringing the issue to the forefront makes sense.

Gilman (2016) questions whether looking at what motivates people to enter the field of ELT and how their identities as teachers evolve and change over the course of their careers is an important topic because how a teacher identifies himself/herself is a vital component to both greater effectiveness in that job and the long-term sustainability of a career. Initial motivation to join the teaching profession could maximise one's potential and also prevent long-term cynicism and burnout.

The number of students who choose English as their major field of study at the university where I teach is declining year after year. Various research findings indicate that high-achieving students are not joining the teaching profession. Students who enter the profession appear to have poor academic performance. High-achieving students are opting out of the teaching profession in favour of other programs. Similarly, brilliant students were enticed to join vocational secondary schools such as agriculture and laboratory science during the Imperial system of governance (Tekeste, 2006; Mulugeta, 2009). Accordingly, it is necessary to investigate what motivated English teachers to join the ELT profession and how this influences their professional identity.

How to teach English as an international language (EIL) and how teachers of English negotiate their identities and rethink their pedagogies remain under-discussed. In other words, much attention has been placed on the development of teaching EIL and its methodologies; the issue of English teacher identity formation has received little attention (Le Ha 2008, p.2). Because ELT is not standardised, there are vastly different structures, standards, and job duties for teachers that vary from country to country (Gilman, 2016). Gilman (2016), citing Valeo and Faez (2013), stated that the profession is "fragmented and lacking uniformity".

In Ethiopia, little is known about the formation of English teachers' professional identity and how they position themselves as English teachers in the context where they teach. Furthermore, ELT as a profession and the membership of English teachers

in the field should be a priority in ELT. Other professional associations, such as the physical society of Ethiopia and medical associations were formed with the primary goal of fostering collaboration and communication among members of their respective professions. Teaching English in Ethiopia appears to lack established professional associations, which could improve what Le Ha (2008) refers to as a "sense of belonging and connectedness" among the English teachers of the country. Thus, little is known about how English teachers in Ethiopia define themselves professionally and feel about their profession.

Furthermore, Johnston (1997) emphasises that little is known about the lives of teachers who work in this field because the occupation of EFL/ESL teaching as a whole does not have the status of established professions such as medicine and law. As a result, many teachers have no job security or benefits. Consequently, it is time to collect empirical data on the professional lives of English teachers in Ethiopia and incorporate their career stories as one aspect of identity research.

Research indicates that the ways teachers view themselves as professionals determine, to a great extent, how well they do as teachers, how long they stay in the profession, and how they feel about themselves as teachers in the classroom (Hong, 2010). Thus, understanding one's professional identity fully leads one to succeed in the profession. Moreover, Varghese et al. (2005) noted that in order to understand language teaching and learning, we need to understand teachers, and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities that they claim or that are assigned to them. In this context, investigating the professional identity of English teachers appears to be a new area in the Ethiopian context.

Buzzelli and Johnston (2014) explain that there are two types of identity: assigned and claimed. Buzzelli and Johnston stated that assigned identity is the identity imposed on one by others, whereas claimed identity is the identity or identities one acknowledges or claims for oneself. For instance, an assigned identity could be given by the institutes or universities at the end of the training. Sometimes this kind of assignment is problematic. The study conducted by Tesfaye and Demewoz (2004) at Dilla College of Teacher Education and Health Sciences clearly indicates that students in the college under study staged a strike in opposition to the nomenclature

"Bachelor of Education (B. Ed.). It can be inferred from the study that the students did not want to be awarded a B.Ed. degree and did not want to be identified as teachers. This problem still exists, and some teachers feel uncomfortable disclosing their professional identity as high school English teachers due to some socio-economic status accorded to teachers and to the teaching profession. For instance, in Japan, English teachers regard themselves as university teachers, not English teachers (Fraser, 2011). Consequently, the question of what kinds of professional identities English teachers in Ethiopia have remains a critical one in teacher identity research.

Moreover, there is a common sense that every teacher is a language teacher, and being a language teacher may not require a special skill. In this view, Nunan (2001) states that thousands of individuals around the world who have no formal education and training in TESOL (Teaching English to Speakers of Other Languages) practice as ESOL (English to Speakers of Other Languages) teachers, and the only employment criterion to teach language is fluency in English. This is also evident in Ethiopian primary schools, where only tenth grade complete students were allowed to teach English in grades 1-4 some years ago. These situations could negatively impact the professional identity of English teachers. Thus, basic questions such as who should teach the English language? Who is the ideal English teacher? What does it mean to be an EFL teacher? These questions need further inquiry since they are closely related to TPI.

When English teachers in Ethiopia attempt to teach English in various teaching environments, they appear to experience various professional identity tensions. For example, they are expected to be fluent and knowledgeable in their field. They may experience various professional identity tensions in order to meet these professional expectations. Pillen (2013) stated that "tensions are thought to be internal struggles between the teacher as a person and the teacher as a professional regarding an undesirable situation" (p. 27). Exploring such tensions is, therefore, critical to better understand the struggles English language teachers face at secondary schools.

Unlike the teaching profession, most of the professions today have strong professional prestige. It is not difficult to know what connotations, images, and expectations are associated with doctors, lawyers, and/or journalists; so is almost always the case with teachers (Hussain et al., 2012). Viewed from this perspective, the connotations of

teaching English, the respect teachers deserve, and the English teachers' professional self-image, i.e., how the teaching profession is viewed by Ethiopian society are in decline from time to time. This is evident in the study by Benti and Tarekegne (2022) who discovered that "…the community does not respect teacher as it was before implying that the teaching profession and teachers are not valued by the society as a result they are not happy with it"(p.12). It is evident that high school English teachers in Ethiopia are not enjoying the professional pride and respect associated with the teaching profession. This could affect their professional identity.

Professional self-esteem is recognised as one of the variables that could influence a teacher's professional success. Teachers with high professional self-esteem make an effort to take responsibility for their own teaching and control classroom decisions. According to Khezerlou (2017), teachers' professional self-esteem is an important issue that can help them develop their professional identity. Furthermore, professional self-esteem may influence and determine English language teachers professional identity. Therefore, professional self-esteem looks to determine the professional identity of English teachers, and it should be thoroughly examined.

Cristina and Neamtu (2003), as cited in Voinea and Pălăşan (2014), state:"... teachers with high self-esteem levels, who think of themselves as competent and meet all the requirements of their profession, act in certain ways, which lead to high levels of self-esteem among their students" (p.362). Conversely, teachers with low self-esteem levels exhibit deviant behaviours when facing failure, which leads to low levels of self-esteem amongst their students (Cristina & Neamtu, 2003, as cited in Voinea & Pălăşan, 2014).

Voinea and Pălăşan (2014) emphasised the importance of determining whether self-esteem has a negative or positive effect on the activities that people engage in. Finally, Voinea and Pălăşan concluded, "...the question of how teachers perceive themselves as professionals in a world of ever changing values remains an open one" (p.363). Thus, professional self-esteem appears to have a strong relationship with the professional identity of teachers. Hence, examining the relationship between English language teachers' professional identity and their professional self-esteem is crucial.

When it comes to teachers' reactions to their profession, job satisfaction is the most important issue. Teachers who are satisfied with their jobs are more effective and stay in the profession. Currently, a large number of high school teachers, including English teachers in Ethiopia, are studying other fields such as accounting and economics with the aim of changing their profession due to a lack of job satisfaction and professional status issues. Thus, more research is required to examine whether job satisfaction determines professional identity of English language teachers at high school level.

Several studies have been conducted internationally and locally with regard to the issue under investigation. For instance, Elleni (2017) conducted a study on the job satisfaction of secondary school teachers in selected schools in Addis Ababa. The findings revealed that teachers are dissatisfied in most aspects of their work. A similar study by Benti and Tarekegne (2022) shows “teachers were not satisfied with their current teaching position due to the low standard of living and low respect by the community” (p.14). The key question here could be the kind of relationship between English teachers’ professional identities and job satisfaction. Zhao and Zhang (2017), citing Moore and Hofman (1988), noted that "teachers with lower professional identities easily perceived lower work satisfaction and higher work stress, whereas teachers with higher professional identities were more likely to overcome dissatisfaction with harsh working conditions" (p.2). Thus, there seems to be a strong relationship between job satisfaction and professional identity of teachers.

Beijaard et al. (2004) in Leiden University, The Netherlands, made an extensive review of 22 studies on teachers' professional identity between 1988 and 2000, categorising them into three categories: studies on teachers' professional identity formation, studies on the identification of characteristics of teachers' professional identity, and studies on professional identity as a construct. These investigations are best described as small-scale and in-depth. The concept of professional identity was defined differently or not defined at all in the studies reviewed.

Golzar (2020) made a systematic review of 37 empirical studies that explored English teacher identity and its formation through classroom practices from 1997 to 2020. The findings highlight key themes in identity (re)construction issues among English language teachers, how they implement critical and post-method pedagogy, and how they reflect on them in their classroom practices. The review of Golzar indicates

English teacher identity formation has been studied repeatedly using a qualitative approach because it is a multifaceted and complex phenomenon. Finally, the researcher advocates for more research on the various aspects of teacher identity development as well as the conduct of quantitative studies. In the Ethiopian context, Jelan (2013) conducted a doctoral study on the effects of working conditions on EFL teachers' professional identity as revealed through their narratives and emotional experiences. He eventually discovered a complex interaction between teachers' working conditions and professional identity.

The majority of international studies on professional identity have taken a qualitative approach and have primarily focused on pre-service EFL teachers. Thus, little is known about the professional identity of English teachers as it is an emerging area of research. In sum, the researcher is unaware of any prior study that attempted to investigate secondary school English teachers' professional identity, encompassing professional self-esteem and job satisfaction altogether. Thus, the present study sought to investigate the professional identity of secondary school English teachers, and its relationship with professional self-esteem, and job satisfaction in the Sidama Regional State.

1.3 Objectives of the Study

1.3.1 General Objective

The main aim of this study was to investigate secondary school English language teachers' professional identity, professional self-esteem, and job satisfaction. It also attempted to examine the relationship among English language teachers' professional identity, professional self-esteem, and job satisfaction.

1.3.2 Specific Objectives

The study specifically aims to:

1. find out English language teachers' initial motivation to join the ELT profession and how this influences their professional identity;
2. investigate how is English language teachers professional identity formed;
3. identify the types of professional identity that English language teachers claim;
4. find out the professional identity tensions that English language teachers encounter in their careers;

5. examine the relationship among English language teachers' professional self-esteem, job satisfaction and professional identity.

1.4 Research Questions

This study, therefore, attempts to answer the following research questions:

1. What is the English language teachers' initial motivation to join the ELT profession? How does this influence their professional identity?
2. How is the professional identity of English language teachers formed?
3. What types of professional identity do English language teachers claim?
4. What professional identity tensions do English language teachers encounter in their careers?
5. What is the relationship among English language teachers' professional self-esteem, job satisfaction and professional identity?

1.5 Significance of the Study

It is felt that teachers with an established professional identity would play a decisive role in the development of a given nation. Obviously, teachers are the primary implementers of the curriculum and educational system. Thus, the findings of this study are expected to have a number of significant contributions for different stakeholders. To begin with, English language teachers could pay attention to the journey of their professional lives, which is important in developing their professional identity. Again, this could enable them to develop a strong professional identity.

Concurrently, teachers could understand how to identify themselves in and out of professional settings. If teachers are able to recognise the different types of professional identities they claim to possess as English language teachers, they will try to carry out their professional responsibilities in accordance with their professional identities. It is hoped that the findings of this study would provide secondary school English language teachers with a clear sense of the professional identity that they strive to achieve. Furthermore, a better understanding of oneself results in better teaching. Thus, the findings of this study could suggest some ways for teachers to make appropriate adjustments based on the school environment and classroom dynamics if they experience different professional identity tensions. Second, teachers who gain access to the findings of this study will be able to hear their own voices

reflected back to them. This type of awareness is critical for informing teachers about their professional identity.

Third, the findings of the study will have implications for establishing an English language professional association at the national level in a way that will confer and strengthen the professional status, recognition, and representation of the ELT profession in Ethiopia. If such a professional association is formed, secondary school English language teachers will be able to gain insight into professionalising ELT through conferences, training, and professional publications.

It is hoped that the MoE and the government of Ethiopia may direct their attention to secondary school English language teachers job satisfaction and professional self-esteem since these variables determine the professional identity of teachers.

Since teacher professional identity is the nucleus of teacher professionalism the findings of this study might help the MoE and teacher training colleges consider English teachers' professional identity formation processes, types of professional identities, and their facets in the curriculum of pre-service and in-service teacher training programs.

1.6 Scope of the Study

The study is delimited to investigating English teachers' professional identity in the selected secondary schools (grades 9_12) in Sidama regional state. It employed a convergent mixed methods design to approach the research questions set out. The study is also specifically confined to answering the selected secondary school English teachers' initial motivation to join the ELT, professional identity formation, and the types of professional identities claimed. Likewise, the study is restricted to examining the relationship among professional self-esteem, job satisfaction, and professional identity of English language teachers. Consequently, the study primarily focused on the professional identity of English teachers gearing towards the teaching of English as a foreign language.

1.7 Limitations of the Study

The study had some limitations. First, during qualitative data gathering, especially in the individual interview, the participants were not able to narrate their professional identity in a full story form due to the complex nature of the concept of identity. This made the researcher focus on a semi-structured interview with detailed probing questions. Had the qualitative data been collected in story form, the result would have been different. Second, the study did not include classroom observation, a reflective journal, or field notes. If these tools had been used, the study would have generated rich data. Second, the researcher could not include a large number of samples due to financial and time constraints. If the study had included a large number of samples, the findings could have been different.

1.8 Definitions of Key Terms

The following key terms have been operationally defined and used in the context of this study.

1. Professional: is a teacher who has been awarded or granted a certificate from a recognised institution as per his/her qualification as an English teacher.

2. Teachers' Professional Identity (TPI): This refers to how teachers define themselves professionally. TPI is also expressed in terms of subject matter experts, didactical experts, and pedagogical experts.

3. Professional Identity Formation: it is the process of becoming an English teacher.

4. **Claimed professional identity:** this is the type of professional identity secondary school English language teachers acknowledge as teachers of English.

5. Professional Self-esteem: this refers to the teacher's personal judgment of worthiness, and pride in their profession.

6. Job satisfaction: this is regarded as a function of the alleged relationship between what teachers seek from teaching and what they conceptualise that it is offering them.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

In this chapter, an attempt has been made to review key concepts of identity. Moreover, particular attention has been paid to defining and discussing teachers' professional identity, as it is the major topic of the research. Equally, the historical emergence of identity research, types of identity, the professionalization of language teaching, types of language teacher knowledge, and national standards for English language teachers in Ethiopia have been reviewed.

In the same way, identity in language teaching, professional identity and the non-native teacher, English teachers' initial motivation to enter the field of ELT, how identity formation processes take place, types of professional identity English teachers claim, and professional identity tensions are discussed. Similarly, the relationship among English teachers' professional identity, professional self-esteem, and job satisfaction was examined. In addition, a few selected global and local empirical reviews were conducted to identify the gaps in language identity research. In the end, different theories were examined in order to establish the theoretical and conceptual framework of the present study.

2.2 The Concept of Identity

Identity is the key concept in this study, and conceptualising it looks a daunting venture. To begin, identity is basically subsumed under the broader concept of self. In this view, DeLamater and Ward (2006) put it this way: "The etymology and definition of identity are quintessentially relational" (p.227). The authors, referring to the Oxford English Dictionary (1999), suggest that "the modern term *identity* came from the Latin idem (same) and *identidem* (over and over again, repeatedly) to subsequently mean being side-*by-side* with those of *likeness* and *oneness*" (p. 227).

The key concept revolving around identity is one's relatedness to another. Individual differences, on the other hand, are likely to be what distinguishes one's identity from another. From this perspective, Owens and Samblanet (2013) state that "the fundamental property that distinguishes the self from identity is that the self is a process and an organization that emerged from self-reflection, while identity as a tool can be viewed, which individuals or groups use to categorize themselves and present

themselves to the world'' (p.227). Thus, "self" can be understood as the process of reflection, whereas "identity" is the process of labelling oneself as a certain kind of individual and presenting himself/herself to others.

Moreover, DeLamater and Ward (2006), citing DeLamater and Myers (2011), broadly define identity as "categories people use to specify who they are and to locate themselves relative to other people" (p. 227).Therefore, identity is all about the uniqueness of a given group.

2.3 Definition of Professional Identity

The review made by Beijaard et al. (2004) indicates that the literature lacks a clear definition of professional identity. This is due to the multiplicity of the origins of identity and its facets. In this view, Bukor (2011) expressed that "there are no explicit definitions of teacher identity to be found. Thus, the concept of teacher identity appears to be taken for granted" (p.107). Thus, a precise definition of teacher identity that can be applied to all disciplines appears to be unavailable. Hence, there is no universally accepted definition of identity. However, some of the definitions of teacher identity that appear appropriate in the context of this study have been reviewed as follows.

In a recent publication, Moghadam et al. (2019, p.4) citing Kerby (1991) define teacher identity as an on-going process with three dimensions: the perceived present (who am I as a professional); the anticipated future (who would I desire to be?); and the reconstructed past (how did I become a professional teacher). Equally, Beijaard et al. (2004) state that identity is not limited to answering the question of who is a teacher at this moment, but also entails answering the question of who the teacher wants to become. Beijaard et al. define teacher identity as not only the influence of the conceptions and expectations of other people, including broadly accepted images in society about what a teacher should know and do, but also what teachers themselves find important in their professional work and lives based on both their experiences in practice and their personal backgrounds.

Cardelle-Elawar et al. (2007) state teacher identity is characterised by the way teachers perceive themselves and the images they have of "self." According to Czerniawski (2011) and Johnson (2003), teacher identity is relational, constructed,

and altered by how teachers view themselves as teachers, how they view others with whom they professionally engage, and how they believe those 'others' perceive them in terms of shared experiences and negotiated interactions. Teacher identity thus denotes a dimension of the complex and life-long process of self-discovery, a process for teachers to learn about themselves, their students, and the subject matter. The conceptions of identity given by the aforementioned contributors emphasise the on-going process of professional identity of English teachers, including their present, past, and anticipated future as English teachers.

Volkmann and Anderson (1998) also define teacher identity as all about how they define themselves, including their perception and belief of who they are, what their roles are, the significance of their teaching, and why they belong to the community of teachers. Bedrettin Yazan (2018), citing Hsieh (2010), defines teacher identity precisely as “the beliefs, values, and commitments an individual holds toward being a teacher as distinct from another professional and being a particular type of teacher”(p.27).

According to Norton (2000), teachers identity is "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how that person understands future possibilities" (p.5). Similarly,a teacher’s identity in Odum (2017) is the teacher's professional perspective of himself/herself. Meanwhile,Vokatis and Zhang (2016) combined the conception of professional identity from Beijaard et al. (2004) and Olsen (2008) to indicate that “teachers’ professional identity arises out of their various types of teaching practices across contexts in which they construct holistic views of themselves in relation to students, colleagues, professional purposes, and circumstances of teaching”(p.59).

When defining the construct, Burns (2009) and Varghese (2006) gave prominence to the enactment of the roles of teaching language in different settings. The authors define professional identity as how individuals see themselves and how they enact their profession in their settings. Palmer (1998) also attempted to define identity in a more comprehensive way, encompassing the relationships of different forces. He defines identity as follows:

> By identity I mean an evolving nexus where all the forces that constitute my life converge in the mystery of self: my genetic makeup, the nature of the man and woman who gave me life, the culture in which I was raised, people who have sustained me and people who have done me harm, the good and the ill I have done to others and to myself, the experience of love and suffering—and much more. In the midst of that complex field, identity is a moving intersection of the inner and outer forces that make who I am (p.5).

This broad definition of identity includes all aspects of human life, such as genetic makeup, culture, and an individual's bad and good deeds. The fundamental issue addressed in the definition of identity is the intersection of the inner and outer forces that comprise a person's identity. Consequently, the inner and outer forces of the teacher play a significant role in the formation of identity. Therefore, Palmer's definition is comprehensive, as it incorporates psychological, sociological, and personal concepts of identity.

On the other hand, there is a debate among scholars about whether teacher identity is more cognitive or social. Caza and Creary (2016) see professional identity as an important cognitive mechanism that influences workers' attitudes, affects, and behaviours in the workplace and beyond, whereas Coldron and Smith (1999) see it as socially and individually constructed through active location in social space. It can be learnt that a teacher's professional identity is both cognitive and social, which can be formed and sensed through the interaction of those entities.

Identity is said to develop as a result of belonging to a community, in this case the English teaching community. Wenger (1998) stressed that there is a profound connection between identity and practice. In a similar vein, Bukor (2011) pointed out that "we fundamentally define ‘who we are’ in terms of how we relate to other members of a group and how we negotiate our participation within the community" (p.18). Language teaching experience and practice within a teaching community have a significant impact on our professional identity and how we feel as language teachers. The concept of identity has been divided into five constituents by Wenger (1998, p.149) as follows:

i. Identity as *a negotiated experience* – we define who we are by the way we participate and by the way others reify ourselves. It is how a person behaves when working with others and alone.
ii. Identity as *community membership* – identity is how we define ourselves by what is familiar or unfamiliar.
iii. Identity as *a learning trajectory* – We define who we are by where we have been and where we are going.
iv. Identity as *nexus of multi-membership* – We define who we are by the ways we reconcile our various forms of membership into one identity.
v. Identity as *a relation between the local and the global* – We define who we are by negotiating local ways of belonging to broader constellations and of manifesting broader styles and discourses.

In general, Clarke (2008) defines teachers' professional identities as the individual's knowledge and naming of themselves, as well as others' recognition of them as a specific type of person. Therefore, defining oneself as a particular type of person entails the professional identity of teachers.

2.4 Evolution of Identity Research: A Historical Overview

The historical emergence of language teacher identity research has not been stated precisely in the literature. Nevertheless, different scholars (see, for example, Beijaard et al., 2004; Bukor 2011, Varghese et al., 2005; Kayi-Aydar, 2019; Johnston, 2015; and Peirce, 1995) indicate that the history of teacher identity research in second language teacher education is a fairly new and emerging research field. These scholars presented various points of view and descriptions of the introduction of language teacher identity in the ELT field. For instance, Bukor (2011) indicates that during the period of the 1980s and 1990s, the themes of awareness, reflection, and identity emerged in language teacher education. In the same way, research on teacher knowledge and teacher beliefs has largely contributed to establishing a body of literature that can be regarded as the precursor of research on the professional facets of teacher identity. Bukor states that Wallace's (1991) "Reflective Model" and Day's (1991) "Integrative Model" prioritise teacher education programs to focus on social constructivist and reflective approaches to teaching and teacher education. Meanwhile, Bukor asserts that "the origins of teacher identity research can be traced

back to the investigations of teacher cognition, teacher beliefs, various forms and strategies of professional development, and reflective teaching" (p.89).

According to Varghese et al. (2005), two relatively independent lines of thinking about language teaching in applied linguistics research paved the way for the emergence of language teacher identity. The first is that, among many applied linguists, for a long time, language teachers were seen as technicians who needed merely to "apply" the right methodology in order for the learners to acquire the target language. Similarly, Miller (2009) complements teachers who were once viewed as technicians, defined by particular behaviours, knowledge, or language teaching methods in classrooms. They are characterized by identifiable variables, and their work is constructed in increasingly complex ways in recent research. The second line of thinking holds that in today's classroom, language teaching is more than just applying appropriate language teaching methodology; rather, English teachers must consider the sociocultural and socio-political dimensions of teaching (see Norton, 1997; and Varghese et al., 2005). According to Norton (1997), these dimensions of teaching include the teacher's race, gender, and social status, all of which are important in the English language classroom. Miller (2009) emphasizes that "language teaching cannot be separated from social language use in classrooms, and the centrality of situated meanings within repertoires of social practices involving specific social and institutional contexts and memberships" (p. 173). As a result, in this line of thought, teachers are the primary focus of language teaching.

Furthermore, Miller (2009) points out that a theoretical and methodological shift from traditional cognitivist second language acquisition (SLA) perspectives on language teaching to a more nuanced critical and sociocultural framing also marked the historical emergence of identity research. The sociocultural framing places identity and discourse at the heart of language teaching and learning. Moreover, the internationalisation of language education and the globalisation of English have created additional layers of complexity in ELT. Consequently, teacher identity and teacher education must therefore take into account issues such as the role of discourse in self-representation, the salience of sociocultural contexts, diversity and ethnicity, the native/non-native binary, and beliefs about standard language (Miller, 2009, p.172). Likewise, the interpretive social paradigm lines of thinking subsume interest

in identity, agency, discourse, diversity, social interaction, local context, and lived experience (Miller, 2009).

In general, language teacher education should shift from transmission-oriented, product-oriented theories of learning, teaching, and teacher learning to constructivist, process-oriented theories of learning, teaching, and teacher learning. Thus, shifts in perspectives from viewing language teachers as passive recipients of knowledge to active participants in the construction of teaching knowledge influenced the development of language teacher identity (see Crandall, 2000; Sang, 2020).

Recently, Kayi-Aydar (2019) showed that the historical development of the literature on language teacher identities received the most attention after 2010. However, the extensive search of the literature by Kayi-Aydar (2019) yielded no results for the 1980s. During the 1980s and 1990s, most studies focused on language teacher cognition, teacher beliefs, or teacher learning. These themes of studies are the foundational work for the subsequent studies on language teacher identities and are a reaction to the shortcomings of some of this earlier work.

Bonny Norton considered learner identities in 1995 when she conducted a longitudinal study of five immigrant women in Canada. On the other hand, Kayi-Aydar (2019) stated that it was not until the late 1990s that scholars began to examine second/foreign language teacher identities, resulting in an exponential growth in literature since 2010. For instance, Pavlenko (2003) examined the imagined professional and linguistic identities of pre-service and in-service English as a second and English as a foreign language teacher at Temple University, USA. In the study, it was discussed how native and non-native teachers form and negotiate their identities. The native and non-native language teachers' dichotomy started to create identity tensions that again impacted the legitimacy and professional identity of non-native language teachers.

Kayi-Aydar (2019), citing applied linguists such as Pennycook (1994) and Kumaravadivelu (2003), wrote:

> … the capitalist and neoliberal ideologies and politics associated specifically with teaching English as a global language has not only capitalized on the issues of power, privilege, and (in)equality but also

> significantly contributed to the research on NNS teachers especially in the field of English language teaching (ELT)/ Teaching English as a second language (TESL) (p.281).

Therefore, one can learn from the quote that the globalisation of ELT and the paradigm shift in ELT meaningfully contributed to the historical emergence of EFL teachers' professional identity. Moreover, researchers like (Tsui, 2007; Castaeda, 2011; and Teng (2019) started to embark on the social theory of identity formation, framing their research on communities of practice (CoP), which was popularised by Wenger (1998). In a similar manner, the present study mainly bases its theoretical basis on the social theory of identity formation, particularly the CoP. In the years since researchers have begun to pay attention to language teacher identity and study it from a variety of perspectives. Hence, language teacher identity has been perceived as a plural concept composed of multiple, complex, and shifting natures (Kayi-Aydar, 2019).

2.5 Types of Identity

It is evident that people have multiple identities. Similarly, English language teachers have multiple identities that contribute to their overall being. Because the focus of this study is on English teachers' professional identities, reviewing all aspects of their identities is impractical. In this view, three types of identities have been discussed in the following section.

2.5.1 Personal Identity

When discussing issues of the professional and/or the personal, Le Ha (2008, p.105) noticed two worlds: the professional and the personal. These appeared to be a unitary and integrated entity within the teacher's identity, not two separate selves. Yet, Le Ha clarified, "... the professional is socially constructed and governed by norms and values of morality, and the personal tends to act accordingly." On the surface, the personal and the professional seem to permeate each other, and the latter tends to dominate "(p.104). Furthermore, Le Ha stated the personal and professional parts of a teacher's identity are complementary in their professional self-development. Meanwhile, Le Ha (2008, p.105) states that a sense of belonging refers more to group membership, insider status, or professional identity than merely national identity. In a

similar sense, Le Ha states that a teacher's identity is formed from three dimensions. These include family, school or teachers, and conscience.

Personal identity, as defined by Deschamps and Devos (1998) and cited in Canrinus (2011, p.4), is one type of identity dealing with what makes an individual similar to himself/herself and different from others. The main concept of personal identity is the distinctiveness of a teacher and how this identity differentiates him or her from other colleagues within a social category or in a teaching community. Personal identity also incorporates "different others," which is the social group. Canrinus (2011) likewise states that "the social environment is present in the definition of personal identity, particularly when "others" are used to determine an individual's idiosyncrasy" (p.4).

Vryan et al. (2003), cited in Smit and Fritz (2008, p.93) argue that personal identity involves the uniqueness of an individual, such as their personal name, personal history, and personality. It is constructed through narratives of self, choosing and framing information, either selecting or deselecting information. More specifically, Thongsongsee (2012) defines personal identity as "the way in which an individual views themselves as a certain type of person, and this involves their sense of self, their sense of belonging, their beliefs, and values, which play a significant part in shaping their personal identity within the ELT field" (p. 33). Here, the phrase "a certain "type of person' vividly depicts the personal identity of a teacher. Personal identity is the stable attributes of a person, such as age, gender, and culture. In general, the concept of personal identity provided here and the definition of professional identity reviewed in the previous section (2.4) somehow overlap. Basically, Beijaard et al. (2004) stressed that it is a challenging task to establish a clear demarcation between personal and professional identity as well as between self and identity.

2.5.2 Social Identity

Social identity fundamentally emerged from the social identity theory developed by Henri Tajfel (1982). This theory, as further explained by Bukor (2011), is "rooted in sociology with an emphasis on the influence of group processes and group dynamics on the individual" (p.69). It also focuses on intergroup relations.

According to Tajfel (1982, p.24), social identity is defined as the part of a person's self-concept that derives from the awareness of being a member of a certain social group or groups as well as the values associated with that membership. Similarly, social identity subsumes the emotional strength associated with that membership. In simple terms, social identity is conceptualised as the characteristics that are attributed to an individual by others, and it is a person's sense of who they are based on their group memberships (see Eggen, 2004; Thongsongsee, 2012). Meanwhile, Canrinus (2011, p.4), citing Deschamps and Devos (1998), asserts that social identity refers to differing from other groups, because feelings of belonging to a certain group are only possible in relation to groups one does not belong to.

It is clear that English teachers belong to various groups and play a variety of roles in the school setting and in various social contexts. The interactions of the teachers in those contexts could aid in the formation of their social identities. In Ethiopia, secondary school English teachers participate in a variety of ELT improvement activities such as ELIC (English Language Improvement Centre) and English Language Club. As a result, belonging to one of these groups might pave the way for the formation of social identity. Therefore, social identity might be intertwined with professional identity in order to better assist English teachers in forming identities.

2.5.3 Professional Identity

A professional identity is another layer or perspective of a teacher's identity. Vesanto (2011) defines professional identity as the identity that derives from the profession one is working in. This could mean that the professional identity of EFL teachers originates from the teaching of the English language. Vesanto says, "Professional identity could cover the development of one's professional identity from the beginning of a career choice, through education and becoming a teacher, until being a teacher" (p.12). This implies that the formation of teacher's professional identity is a lengthy process that includes everything from initial career choice to being a language teacher.

Identity is clearly defined by Richards (2010, p.110) as what it means to be a language teacher and how English teachers position themselves as English teachers (for detailed definitions of identity, see section 2.4). Flores and Day (2006)

presuppose that professional identity can be formed through the interaction of different dimensions of a teacher. These dimensions include a personal dimension that includes the teacher's life outside school. Furthermore, a professional dimension incorporates the social and policy expectations of what constitutes a good teacher and a teacher's own educational ideals. Meanwhile, a situational dimension of the teacher's identity includes the teacher's immediate working environment. In a similar way, Canrinus (2011, p.5) argues that the integration of social identity, role identity, and person identity facilitates the formation of the professional identity of a given teacher. For example, a teacher is part of a specific school, which clearly reflects his or her social identity. He/she also functions as a teacher within that school; that is his/her role identity; and finally, he/she fulfills this role (functioning as a teacher) in his/ her own way, which is more of his/her personal identity.

Thongsongsee (2012) clarifies that teacher identity is both an individual and a social matter. Thongsongsee describes it is a profoundly individual and psychological matter since it concerns the self-image and other-image of certain teachers. Moreover, it is a social matter since the formation, negotiation, and growth of teacher identity are fundamentally social processes taking place in institutional settings such as teacher education programmes and schools (Thongsongsee,2012).

Thongsongsee suggests, "As we are social beings, everything we do matters when conceptualizing them in a context and discourse to which we belong, and this is why it is essential to view social identity as one important aspect of the teacher's whole identity." (p.35). As teaching language occurs in a certain school environment, EFL teachers' social interaction with their colleagues and students matters a lot. Thus, there is a clear interrelationship among English teachers' personal, social, and professional identities.

2.6 The Professionalisation of Language Teaching

Richards (2008) explained there is a much higher level of professionalism in ELT today than previously observed. The ELT profession today necessitates a specialised knowledge base obtained through both academic study and practical experience, and membership is based on entry requirements and standards. The fundamental issue here is that in order to professionalise ELT, stringent criteria for recruiting language

teachers are required. In the Ethiopian context, this is a problem. The number of high-calibre teachers entering the teaching profession in Ethiopia appears to be small. This will affect the professionalisation of ELT and raise the question of whether teaching is a profession or a quasi-profession, which is the focus of the following discussions.

2.6.1 The Meaning of Profession

A profession is a type of job that requires specialized education, training, or skills, and it denotes a status or class of people who work in a particular field, such as the teaching profession, the legal profession, or the medical profession. A profession, according to Nunan (2001, p.4), is a type of job that requires advanced education and training. The section that follows discusses whether or not teaching is a profession, as well as the key criteria for determining whether or not an occupation or field of work qualifies as a profession.

2.6.2 Is Teaching a Profession?

Classifying teaching as a profession is a challenging endeavour, especially given the impression that teaching is an easy job capable of being performed by anyone (Sykes, 1999), cited in Odum (2017). This impression is also common in the EFL context in Ethiopia, where some uncertified teachers teach English at different levels of education, particularly at the primary school level. To consider teaching as a profession, strict standards for recruiting teachers must be in place. This may help one produce highly qualified professionals, which would also enhance the professional standard of ELT. Nunan (2001, pp. 4–7) identifies four key criteria for deciding on a specific occupation or field of work as a profession. The first criterion is the existence of advanced education and training. Occupations that are traditionally believed to be professions, such as medicine, law, engineering, and architecture, require a long duration of professional training.

To the contrary, Nunan (2001) states thousands of individuals around the world who have no formal education and training in TESOL practice as ESOL teachers. This is also common in Ethiopian primary schools, where only tenth grade students were previously permitted to teach English in grades 1-4. Elsewhere on the globe, the only employment criterion for teaching languages is fluency in English. Such trends directly influence the professionalism of TEFL.

The second key criterion is the establishment of standards of practice and certification. Nunan clearly explains that these standards are usually tied to some form of certification or license to practice.

In Ethiopia, certification and licensing are under the direct control of the government education bureau, whereas in other countries, they are under the professional associations. Thus, Nunan asks several questions, such as:

> Who has the right to grant or withhold a 'licence' to practise to any individual or group of individuals? Who has the right to set standards and to certify? What gives the professional associations within the field the right to say who should or should not be allowed to teach English to speakers of other languages? To what extent does the field itself, and professional associations such as Teaching English to Speakers of Other Languages (TESOL) and Association of Teachers of English to Speakers of Other Languages (ATESOL), have the right to act as custodians of the field? (p.7).

These are critical questions for determining the professional level of ELT. The third distinguishing feature of a profession is the presence of a disciplinary basis. In this regard, it is difficult to agree on a theoretical and empirical foundation or set of game rules with regard to TEFL. The TEFL/ELT profession is a hybrid that draws on disciplines such as psychology and sociology for its foundation.

TESOL, according to Nunan (2001), is influenced by linguistics (both theoretical and applied), psycholinguistics, sociolinguistics, cognitive science, and numerous other disciplines. Thus, it is difficult to have a clear demarcation of the disciplinary basis of TEFL rather than consider it as a multidisciplinary profession. The final criterion is advocacy. Most professions, as stated by Nunan, have professional associations, and a key function of such associations is to act as advocates for the profession in the form of attempting to influence legislators, either to create legislation that is seen to be advantageous to the profession or to oppose legislation that is seen as inimical to the profession. In the Ethiopian context, let alone advocating for and influencing public opinion regarding ELT and the status of English teachers, there seem to be no well-established national TEFL associations. Thus, considering ELT as a well-established profession is problematic based on the criteria set by Nunan (2001). Nonetheless,

based on the existence of a minimum number of years of training and the certification process, ELT can be considered a profession in the Ethiopian context and in the context of this study.

2.6.3 Being a Professional Teacher

As it has been discussed earlier, the status of teaching as a profession seems debatable based on the criteria set by Nunan (2001). Similarly, being a professional English teacher is also open to debate. In the study conducted by Bekereci (2016) in Turkey, EFL student teachers in an undergraduate dual diploma program described what being a professional teacher means from different angles. Bekereci described being a professional teacher requires more than being competent in the subject matter and delivering the course content, but having the necessary skills for increasing students' long-term success. According to Bekereci (2016), being professional entails "... managing students' behaviours in the classroom, being passionate and enthusiastic about the work, embracing change and new ideas, taking an interest in students' out-of-school problems, treating students with respect, and keeping students' attention by using up-to-date tools and instruction methods" (p.103). It is also recommended in Ethiopia that an English teacher should have well-established subject matter and methodological knowledge. The types of language teacher knowledge that have been discussed in the following section help determine an EFL teacher's professional standard.

2.7 Types of Language Teacher Knowledge

English teachers usually base their teaching on different aspects of their expertise. Knowledge of the English language encompasses teachers' understanding of the major skills of the language and how language is used in different contexts. In the following section, different types of teachers' knowledge and how this knowledge determines the professional identity of a given teacher are reviewed.

Teachers' professional identity consists of sub-identities relating to teachers' different relationships and contexts, such as teacher as subject matter expert, pedagogical expert, and didactical expert (Beijaar et al., 2000). In brief, a subject matter expert is a teacher who bases his/her profession on subject matter knowledge and skills, whereas a didactical expert is a teacher who bases his/her profession on knowledge and skills

regarding the planning, execution, and evaluation of teaching and learning processes. A teacher who bases his/her profession on knowledge and skills to support students' social, emotional, and moral development is identified as a pedagogical expert (see Beijaard et al. 2000). Thus, a teacher's professional identity subsumes these three sub constructs. Hence, the combinations of these sub-identities define the professional identities of teachers.

2.7.1 Content Knowledge

Richards's (2008) conception of content knowledge is understood as 'knowledge about' language, which again provides what has come to be the established core curriculum of second language teacher education (SLTE) programs, composed of topics such as language analysis, discourse analysis, phonology, curriculum development, and methodology. In a similar way, MoE (2019) proposed English teachers need to have declarative knowledge of the English language, that is, knowledge of English grammar and phonetics, and they (teachers) should be simultaneously proficient and confident users of English. Similarly, Richards (2010) considers "content knowledge in terms of what teachers need to know about what they teach, including what they know about language teaching itself, and it constitutes knowledge that would not be shared with teachers of other subject areas" (p.5).

English teachers are also considered subject matter experts by Beijaard et al. (2000), implying that they should base their profession on their specific subject matter knowledge or expertise. Since SLTE emerged as an academic discipline in the 1960s, the content knowledge dilemma has provided fertile ground for debate and discussion, according to Richards (2010, p.4). Thus, what English teachers need to know in terms of content knowledge to reach their full potential as language teachers is debatable.

2.7.2 Pedagogic Knowledge

This aspect of knowledge focuses on 'knowledge how' of language teaching (Richards, 2008). Djoub (2018, p.111), citing Day and Conklin (1992), defines pedagogic knowledge as knowledge of generic teaching strategies and practices such as decision making, classroom management, and assessment. Language teaching is a complex matter, and teachers should develop effective strategies for language teaching and classroom management which could enable them transfer to the subject

matter knowledge effectively. On the other hand, Beijaard et al. (2000) treat teachers in this aspect of knowledge as pedagogical experts. Teachers of this expert need to facilitate the personal, social, emotional, and academic development of the learners. In brief, a pedagogical expert concerns a teacher's involvement in or engagement with students. According to Beijaard et al. (2000), this encompasses, among other things, what is going on in students' minds, their ways of communicating with and speaking about other people, and any personal or private problems they may have.

2.7.3 Didactic Knowledge

According to Beijaard et al. (2000), a didactical expert is "... a teacher who bases his/her profession on knowledge and skills regarding the planning, execution, and evaluation of teaching and learning processes" (p.754). This aspect of teachers' knowledge is somewhat similar to the pedagogical content knowledge of a teacher, where a given teacher is encouraged to consider students' diverse needs for language learning during the planning and execution stages. The main roles of a teacher as a didactic expert, as stressed by Beijaard et al., are initiating, guiding, influencing students' thinking activities, and gradually transferring control over the learning process from the instructor to the learner.

Furthermore, Taşdemir (2016) stated that some teacher roles, such as actor, facilitator, inspirer, role model, and leader, can be considered as didactic aspects of a teacher's identity. This aspect also includes certain personality traits and the emotional side of a teacher. The emotional side of teaching is subsumed under didactical experts. Taşdemir (2016)'s study findings specified the emotional sides of didactical experts such as being enthusiastic, caring, humorous, patient, creative, encouraging, passionate, fun, and honest. To summarise, the above mentioned types of language teachers' knowledge define a given teacher's professional identity.

2.8 National Standards for the English Language Teachers in Ethiopia

Setting standards for English language teachers is essential to professionalising the teaching of English in various contexts. In this regard, MoE (2013) set different standards for Ethiopian English language teachers teaching at different levels of grade. Meanwhile, ten different standards were set for Ethiopian English language teachers.

Ministry of Education (2013) asserted that English language teachers in Ethiopia should understand the purposes of teaching and learning English, be able to do with the English language in and out of the classroom, understand how to help learners develop English language skills and knowledge, understand different types of tasks that could be used to teach language skills, and be able to modify or adapt ill-designed language activities/tasks designed in English textbooks.

Similarly, English teachers should be familiar with the basic theories and practices of teaching and learning a foreign language, as well as the practices of English language testing and continuous assessments. They should also be familiar with the English language curriculum and syllabuses that they teach. In the meantime, they should become English language learners and engage in continuous professional development. These professional standards are critical to the professional identity of Ethiopian EFL teachers. The main challenge might be determining how to monitor these standards at the national and local levels across the country. If English teachers strive to meet the standard, they will develop a strong professional identity as English teachers.

Finally, MoE (2013) established specific standards for English language teachers teaching in grades nine through twelve. Standards for major English language skills and knowledge areas have been laid out in great detail in the document; though reviewing all of the specific standards here appears difficult given the page limit and priority of the research concern under investigation. Nonetheless, the MoE's national document vividly presents EFL teachers' performance indicators in terms of language skills, vocabulary, grammar, content knowledge, and second language pedagogy knowledge (for a detailed description of standards for English language teachers teaching grades 9–12, see the MoE 2013). Consequently, one can understand that the professional identity of an EFL teacher can be seen in light of the standards set and the ability of a given teacher to fulfil these standards.

2.9 Identity in Language Teaching

Language teaching and learning, as has been discussed numerous times in this paper, is more about forming the identities of the language learner and the language teacher. Teachers are recruited and trained to teach English at various levels of schools and institutions in Ethiopia. Teachers are expected to have the professional identity

attributes of an English teacher during training, even though these specific attributes have not been specifically studied and documented in the Ethiopian context. In today's language classroom, English teachers teach language in a variety of ways; for example, one teacher may use communicative language teaching while another uses task-based language teaching. As stated by Barkhuizen (2016a), one teacher strictly implements the given syllabus, whereas another with more flexibility chooses the content of what he or she teaches. This implies that teachers are more than just technicians who do their jobs without thinking about it, as they are both cognitive and social beings (Barkhuizen, 2016a, p. 3). In general, the identities of teachers influence language teaching. This is more pronounced in the sense that teachers are more concerned with who they are than what they know. Furthermore, "who we think we are influences what we do," according to Watson (2006), as cited in Barkhuizen (2016a, p. 4). This creates the native/non-native dichotomy, which will be discussed further in the following section. In this line, Barkhuizen (2016a) states that "particular attention has been given between native and non-native language teachers regarding the naming or labelling of 'non-native speaker' teachers, their status in schools and the profession, and their classroom practices" (p. 3).

In the following quote, Barkhuizen (2016a) summarizes some of the basic questions about non-native teachers:

> Who are they? What should they be called? What do they call themselves? In what parts of the world do they teach, and under what conditions? How do they feel about being 'non-native speaker' teachers? How are they perceived by 'native speaker' teachers? How are they perceived by (their) language learners? How are they perceived by (potential) employers? How do they see themselves? How do their classroom practices differ from those of 'native speaker' teachers? What advantages do they have over 'native speaker' teachers? (p.3).

The questions raised by Barkhuizen are important in discovering the identity of non-native teachers in the Ethiopian context and how their identity is shaped in some of the circumstances highlighted by the scholar. Therefore, an overview of the professional identity of the non-native teacher and the dichotomy with native speakers is given below.

2.10 Professional Identity and the Non-native Teacher

In the language teaching profession, there is still a preference for native-speaking teachers (Tajeddin & Adeh, 2016). In the literature, there appears to be no clear dichotomy between native and non-native teachers in the field of ELT. Braine (1999, p. 18) stated that being called a "non-native" does not appeal to some prospective members of the profession. Non-native teachers like to identify themselves as second language speakers or second language teaching professionals (Braine, 1999).

Phillipson (1992, p. 194) questioned the validity of the native speaker concept by stating that no scientific validity supports this concept. To the contrary, there are many variables that are associated with being a native or non-native speaker. To Phillipson, native speakers' dichotomy would reflect a strongly rooted belief that they demonstrate fluent and idiomatically appropriate language. According to Chung (2014), being a native speaker of English is determined by one's race, ethnicity, accent, and national origin. It is accepted that British, American, and Australian English are native varieties that are spoken by native speakers of English, and they represent the standardised model of English (Kirkpatric, 2007; cited in Smilgien, 2016, p. 71).

On the other hand, Smilgien (2016) says "non-native speakership might be expanded to countries where English is spoken only as a foreign language" (p. 71). In simple terms, a non-native teacher is a teacher whose mother tongue is not English. This definition is quite related to the definition of an English teacher in the Ethiopian context, where English is taught in schools and is not used as a language of daily life. Hence, the dichotomy specified above could have a great effect on the personal and professional identity of English teachers in secondary schools in Ethiopia.

Moreover, in an EFL context, there is a profound belief that native language teachers are considered the ideal teachers, as they are presumed to be superior in terms of proficiency and the language they speak is genuine and original (Zhang, 2016). Equally, in the ELT field, native speakers are often represented as white, male, western, models, owners, and protectors of English around the globe (see Nigar & Kostogriz, 2019; Widdowson, 1994).

In Ethiopia, English teachers are trained and advised to speak and teach like native speakers. It has also been recommended that teachers teaching other subjects are required to have an excellent command of English. Nevertheless, some of the teachers struggle to achieve such standards. Yet, they frequently prescribe their students to follow their native-like proficiency since second language teaching and learning, in many aspects, involves the acquisition of a second language identity. In this regard, EFL teachers are expected to exhibit native-like proficiency. In a similar sense, most aspects of the ELT profession across the globe are based on native-speaker tradition. Scholars such as (Braine, (1999); Nigar and Kostogriz, 2019) emphasize that the native speaker construct has had a significant impact on theory, research, publication, instructional materials, assessment, teacher training, certification, and employing practices.

These features are also prevalent in the Ethiopian context, where most teacher training issues and ELT materials are tuned into native speakers' attributes; though achieving such an aspiration requires one's expertise to integrate the native speaker's attribute. It has been claimed that, methodologically, the non-native teacher has an advantage as a teacher because his or her learning experience helps him or her understand the challenges students experience while learning English.

Moreover, Phillipson (1992) states that the colonial history of English education contributed greatly to many currently held ELT tenets. English is best taught monolingually, and the ideal teacher of English is a native speaker. Likewise, the author added, the earlier English is taught, the better the results; the more English is taught, the better the results. Meanwhile, if other languages are widely used, the standards of English will drop. Some of the views specified above are also common in the ELT field in Ethiopia. For example, there is a high tendency to consider native English speakers the ideal teachers of English and producing a native-like accent or pronunciation as the ideal professional identity of an English teacher. Language competence requires more, and intelligibility is what is required with regards to accent and pronunciation. In general, a person who is fluent in English is appreciated.

Non-native speakers are far less confident regarding their language proficiency. In this sense, Medgyes (1994), cited in Stewart (2005, p.34), depicts non-native teachers suffering from an inferiority complex caused by glaring defects in their knowledge of

English, as the contributor (Medgyes) announces the issue hyperbolically. Equally, non-native teachers are in constant distress as they realise how little they know about the language they are supposed to teach. Stewart (2005) also added, "... native speakers are treated only as *'walking dictionaries'* " (p. 277). Non-native speakers of English, nevertheless, experience challenges if they teach English to native speakers.

After receiving her PhD and teaching the language for seven years, Thomas (1999) had an embarrassing moment when she got a chance to teach a class of native speakers of American English.

Her own first class narrative indicates:

> A few minutes later, a young woman sticks her head in, stares at me in confusion, walks outside to check the room number, comes in again and asks: "Is this an English class?" (p.5).

Such a challenge may result in a professional identity crisis as well as a professional self-esteem issue. The classroom experience of Jacinta Thomas is an indicator of when EFL teachers struggled professionally and raises the question of who they are and what it means to be a non-native English teacher.

The superiority of native speakers over non-native teachers in terms of the currently held ELT tenets specified above can be balanced by several attributes of a non-native language teacher. In this regard, Braine (1999) emphasizes that non-native English speakers have undergone the process of learning and teaching a foreign language, which makes them better qualified to teach the language than those who are born into it. In the context of Ethiopia, English teachers are multicultural and multilingual, and they themselves have gone quite similar routes in the way they teach English in high schools. Phillipson (1992) also believes that teachers are made rather than born, regardless of whether they are native or non-native.

Liu (1999) recommended that "the focus must be shifted away from the native and non-native speaker dichotomy to the importance of being professional and consider whether an individual has received adequate professional training to teach English" (p.101). If EFL teachers are professionally trained, they will teach the language effectively regardless of their proficiency.

Chung (2014) stated that "students assume that only white teachers can be native speakers of English, with the notion that teachers of colour are less capable of teaching English than their white counterparts" (p. 7). In a similar vein, non-native teachers are considered inferior and imperfect communicators (see Chung, 2014; Amin, 1997). This might cause them to experience the "I'm not a native speaker" syndrome (Suárez, 2000; cited in Nigar & Kostogriz, 2019; p. 78). Such dichotomies undermine EFL teachers' professional identities and undermine their professional self-esteem and confidence.

The distinction between native and non-native speakers, as defined by Kaplan (1999) and cited by Castaeda (2011), is a thorny issue that has yet to be resolved in ELT literature. (p.33). This type of demarcation could have a significant impact on English teachers' personal and professional identities. Proficiency is one of the more visible aspects of being a professional teacher, but there are several factors that contribute to an English teacher's professional standing.

Reves and Medgyes (1994) state that the more proficient, the more efficient is a false statement, as the ideal teacher is no longer a category reserved for native speakers. Bedrettin Yazan (2018) explains that "English is functioning as a lingua franca and the shared "commodity" of all those who use it" (p.6). The contributor further stresses that Anglo-American culture is not the only culture in which interactions take place in English. Subsequently, ELT should focus on the integration of local and international cultures into English classes. Phillipson (1992, p.194) asserts that the native speaker is no longer the uncontested king. Phillipson adds that teachers, whatever popular adages say, are made rather than born, many of them doubtless self-made, whether they are natives or non-natives. No matter what the dichotomy between native and non-native teachers' identities is, what actually matters is how EFL teachers in Ethiopia claim their identity trajectories and how comfortable they feel with those labels when they are defined professionally.

Zacharias (2010, p. 17) concludes that the goal of TESOL/TEFL teacher education is not to indoctrinate or train teachers to robotically perform prescribed teaching behaviors. To the contrary, the prime concern of EFL pedagogy is to educate teachers to strengthen their unique characteristics and to use their own voice and knowledge in

sound teaching practice. Meanwhile, helping EFL teachers develop their own voices and establish positive professional identities becomes an essential pedagogy.

2.11 English Teachers' Initial Motivation to Enter the Field of ELT

There is very little information with regard to EFL teachers' initial motivation to join the field (Gilman, 2016, p. 18). On the other hand, the initial motivation to enter the language teaching profession can be accidental, by design, altruistic, or intrinsic. In the same token, it can be parents' and other people's influence as well as assignment by the government, lack of other job opportunities, or the desire to gain a government civil service position (see Basalama, 2010; Day, 2012; Gilman, 2016; Manuel & Hughes, 2006).

Cheung et al. (2014) state a teacher's identity is closely linked to the professional choices they make, and their construction of identity is integral to their process of professional learning. How English teachers think they are and how they view their environments and different interrelated facets of language teaching can influence their students' learning. Questions such as why English teachers are initially motivated to join the ELT profession and how their professional choices help them form their identities have not been explored.

For example, in the global arena, Archanjo et al. (2019) state that pre-service EFL teachers in Brazil and Chile join English language education because of their interest in learning English. In more specific terms, the strong desire to transmit their passion for a foreign language to younger generations, to develop a sense of what teaching English means, and to develop their interest in the target language and its cultural manifestations Manuel and Hughes (2006) carried out research in Australia among undergraduate students and found that a majority of participants made the decision to teach based on reasons that reflected their personal aspirations to work with young people to make a difference in their lives, to maintain a meaningful engagement with the subject area they were drawn to, and to attain personal fulfilment and meaning.

Manuel and Hughes (2006) indicate that participants chose teaching due to strong altruistic and intrinsic motivations such as a desire for personal fulfilment or a desire to make a difference in people's lives. Altruistic and intrinsic motivations have a great impact on the professional identity of EFL teachers, as these factors help the teachers

perform well in ELT and help the students learn the language effectively. A strong call for the profession could help teachers develop a strong professional identity and form their identities successfully. On the contrary, Ivanova et al. (2016), citing Geske et al. (2015), indicate that in Latvia, only 1% of parents want their children to become teachers due to the low salary and professional stress associated with teaching. In this view, children are less likely to imagine themselves teaching, and this may also impact their professional identity.

Basalama (2010) conducted a study in Gorontalo Province, Indonesia, involving high school English teachers from six urban and rural high schools. The results of the study show that none of this group (EFL teachers) enunciated any personal desire to become a teacher or to major in English at a tertiary level. The expectation was that once they graduated, they would use their English knowledge to find an unspecified type of job. In the same study, EFL teachers' reasons for continuing with English at teachers' college were not due to a personal desire to continue their English but rather to use English as a good "stepping stone" to enter the civil service or a valuable career because of the perceived demand for English-speaking graduates. Meanwhile, they reported that their parents had strongly influenced their decisions to choose English.

The scenario of EFL teachers' initial motivation to join the language teaching profession is quite different in the Ethiopian context, where the number of students volunteering to be language teachers is limited. In this respect, Hailom (1993, p.14), citing Browen (1976), states that when the EFL undergraduate programme of the department of foreign languages and literature opened an undergraduate teacher training programme in EFL in the year 1989 as its major programme, not even a single student volunteered to be a teacher candidate. Furthermore, Hailom emphasises student teachers appear to enter the teacher training program completely disoriented about the profession and the role of the teacher, and sadly, they appear to leave the teaching profession just as disoriented.

It can be learnt from such a scenario that if English teachers are disoriented initially and lack the motivation to join the ELT profession, they could be confused about what it means to be an English teacher. This will again lead to a professional identity crisis and an early exit from the profession. Day (2013, p. 17) emphasises that EFL teachers lose their sense of purpose and well-being, which are so intimately connected

with their positive sense of professional identity and which enable them to draw up on, deploy, and manage the inherently dynamic and emotionally vulnerable contexts of teaching in which they teach and in which their pupils learn.

Menna and Tesfaye (2000), citing Tekeste (1990), assert that university or college graduates join the profession unwillingly, that is, either by assignment by the government or by lack of other opportunities. The initial motivation of other subject teachers to join the teaching profession is affected by the way society perceives the teaching profession and the professionals, as well as the social status accorded to teachers. Meanwhile, Menna and Tesfaye (2000, p. 21) state that the likelihood that teachers decide to stay in the job depends on whether or not they joined the profession in their own interest to begin with, not by assignment or due to the absence of other opportunities. These researchers also point out that those who joined the teaching profession by assignment or due to a lack of other job opportunities are very likely to leave as soon as they grab other opportunities.

To summarise, it appears to be a contentious issue whether English teachers who entered the profession accidentally or by design stay or leave and develop a strong professional identity. There are language teachers who entered the profession accidentally and stayed for a long time, and there are teachers who entered the profession by design or due to intrinsic motivation and left the profession early. As a result, how English teachers' initial motivation to join ELT and its impact on teachers' professional identities is inconclusive. To fill such a gap in the literature, empirical data is required.

2.12 The Formation of English Teachers' Professional Identity

Learning to teach language is a long process. It is quite related to identity formation since second language learning is one way of gaining the professional identity of being a language teacher (see Burns, 2009; Cochran-Smith et al., 2008). In general terms, Flores and Day (2006) describe the teachers' identity formation process as a long, complex, and multi-dimensional process. In other words, it is a means by which one grows to be a teacher. The formation of an English teacher's identity is mainly a matter of integrating one's experiences of language learning with the teaching of language. Eggen (2004) emphasises becoming a teacher and forming one's identity as a teacher can start during teacher education or even before. Eggen added that

becoming a teacher starts when someone is first exposed to supervision by parents and teachers and when he/she starts thinking about the constituents of a teacher's identity. Thus, the identity of the teacher will accordingly be in constant development and under the on-going influence of the practices he or she is involved in (Eggen 2004, p. 57). Therefore, the process of identity formation is not linear but rather uneven and multifaceted.

Emphasizing the evolving nature of identity, Voinea and Pălăşan (2014) write, "The teachers' professional identity, like any other type of identity, is in a process of continuous evolution, precisely because of the need to adapt to the new requests and activities of contemporary society" (p. 362). Voinea and Pălăşan state that teachers are a true blend of social representations: the professional identity of the teacher and all of its facets are always confronted by the perceived image and its corresponding facets. The societal expectations of an English teacher and the professional position of an English teacher in society contribute a lot to the formation of the professional identity of teachers.

Cochran-Smith et al. (2008) emphasised that the process of learning to teach begins with learning to *think* like a teacher, followed by learning to *know* like a teacher. In the first place, Lee and Jo (2016), citing Feiman-Nemser (2008), explained that learning to *think* like a teacher encompasses teachers' awareness of their existing beliefs, thoughts, and experiences. Similarly, learning to *know* like a teacher includes the acquisition of a diverse knowledge base, such as content knowledge, pedagogical knowledge, curricular knowledge, and pedagogical content knowledge (Lee & Jo, 2016). In the same manner, learning to *feel* like a teacher relates to the emotional dimension of teaching, which might come from the emotional challenges of the students, the contexts of education, and some policy changes. Finally, Lee and Jo (2016) noted that learning to *act* like a teacher is more about putting knowledge, skills, and dispositions into practice. *Acting* like a teacher requires several activities, such as planning, instructing, and managing the classroom. Thus, learning to *think*, *know*, *feel,* and *act* like a teacher reinforces the formation of a teacher's professional identity. On the other hand, Medina Velázquez (2017) views the formation of identity from a psychosocial perspective and perceives the development of teachers'

professional identities as moving at the same pace as the growth of the teacher himself.

As stated by different scholars (e.g., Bullough Jr., 2005; Wenger, 1998), identity formation is not a passive affair; rather, it is a dynamic affair that involves the interaction of one's self with the context. When a teacher advances from novice to expert status, he or she negotiates experience, positions, and participation in professional activities. Thus, seeing oneself in the eyes of others and negotiating professionally help the formation of identity.

Le Ha (2008) puts it this way: "Identity is subject to reconstruction and change, but the process takes place along the lines of existing values and one's sense of self" (p. 105). Moreover, since the teachers tended to identify themselves as being teachers, they fastened their identities to claim membership status. Le Ha stressed that, together with their identities defined by social norms and institutional regulations, they constructed their own identities. Therefore, the formation of a professional identity could take a long time, much like the growth of a human being.

Some scholars have suggested in their publications that various variables mediate the formation of teachers' identities. For example, Yuan and Lee (2015) noted that pre-service teacher education programs helped the teachers form their identities through engaging in cognitive learning and interacting with different socialising elements. Similarly, university coursework and teaching practicum also mediate the formation of identity. Yazan (2018b) states coursework and internship experiences enhance the formation of (Master of Arts in Teaching English to speakers of other languages) identity formation. Eventually, Prabjandee (2020) added teacher education programs aid in the formation of professional identity. Correspondingly, various professional development courses offered to teachers in Mexico City public schools facilitate identity formation (Teeters et al., 2021). In general, identity is viewed as a process of constant transformation.

Wenger (1998) puts it this way:

> The work of identity is always going on. Identity is not some primordial core of personality that already exists. Nor is it something we acquire at some point in the same way that, at a certain age, we grow a set of

> permanent teeth... our identity is something we constantly renegotiate during the course of our lives (p.154).

The formation of teachers' professional identity is a lifelong process. It is dynamic, negotiable, and temporal trajectory reinforced by different variables.

2.13 Types of Professional Identity English Teachers Claim

The professional identity of English teachers is a multifaceted issue. Naming exactly what types of identities English teachers claim as English teachers is a difficult task. Regarding this concept of language identity, literature does not vividly name the construct. Coldron and Smith (1999) stated some teachers' identities are born with them, while others are earned, and some are thrust upon them. Similarly, Coldron and Smith argue that an individual teacher's professional identity and location are, on the one hand, determined biographically through his or her own choices and, on the other hand, socially "given." Still, the issue of whether teachers' professional identities are made or born remains open to scholarly debate.

EFL teachers' identities are a synthesis of two types of identities: claimed and assigned (Varghese et al., 2005). In the same way, Buzzelli and Johnston (2002) define "assigned identity" as the identity given to teachers as a result of their role as English teachers, whereas "claimed identity" is the identity claimed or understood by teachers regarding themselves.

Claimed identity is said to be the professional identity assertion of teachers, which they testify regarding language teaching. In this view, how English language teachers understand themselves professionally and name their identities specifically is crucial to identifying oneself. As general professional testimony, a high school English teacher, for example, could understand himself or herself professionally as a language teacher. The national English curriculum, on the other hand, assigns or imposes a professional identity, specifying what it means to be a high school English teacher through stating the professional standards. Equally, a given society ascribes various attributes to English language teachers and expects the teacher to act according to professional standards. For instance, an English teacher is expected to produce native-like fluency and accuracy. Lawal (2011) emphasises that society labels the identity of teachers as "priest or prophet, master or expert, model or mentor, slave or

underdog..."(p.25).These lists could subsume the assigned identities of a given teacher.

English teachers' claimed identity is manifested in the roles they play professionally, what Farrell calls "professional role identity." Farrell defines professional role identity as "how teachers recognize their roles within their world and involves their beliefs, values, and assumptions about teaching and being a teacher" (p. 55). Farrell investigated the professional role identities of three experienced ESL college teachers in Canada as they communicated in regular group meetings. Eventually, he found a total of 16 main role identities, which were divided into three major role identity clusters: teacher as a manager, teacher as a professional, and teacher as an acculturator. It is evident that English is taught in Ethiopia as a foreign language, and the claimed professional identity of high school teachers is not visibly stated. For the consumption of the present study, teachers' role identities, which are categorised and defined by Farrell, have been presented in the following table.

Table 1: Summary of ESL Teacher Role Identity by Farrell (2011,p.57)

Category	**Definition**
Teacher as Manager	Attempt to control everything that happens in classroom
Vendor	A seller of 'learning' of English; 'selling' a particular teaching method
Entertainer	Tells jokes & stories to class
Communication controller	Attempts to control classroom communication and classroom interaction dynamics (turn taking etc.)
Juggler	Multi-tasker in the classroom
Motivator	Motivates students to learn; keeps students on task
Presenter	Delivers information
Arbitrator	Offers feedback (positive & negative) in classroom
Teacher as 'Acculturator'	Helps students get accustomed to life outside class
Socialiser	"Socializes" with students; attends functions outside class with students.
Social Worker	Offers advice and support to students on matters related to living in another country/culture
Care provider	Plays care provider role for students

Teacher as Professional	Teachers dedicated to their work; take it seriously
Collaborator	Works & shares with other teachers
Learner	Continuously seeks knowledge about teaching & self as teacher
Knowledgeable	Knowledgeable about teaching and subject matter

Among the three clusters of teacher role identity, the third one, that is, teacher as acculturator is unique to English teachers. In this cluster, Farrell (2011) states that the teacher is seen as the person who is introducing students to new cultural aspects of the language and exposing them to social norms that might be different from the ones they know. Hence, English teachers could help the learners socialise with the outside world and activities outside of the classroom. Accordingly, English teachers' claimed identities can be supplemented by their assigned identities, which are the identities given to them by society or the ELT curriculum goals. It is difficult to think of a claimed identity distinct from the assigned one since they are interwoven.

On the other hand, Ai (2016) conducted an auto ethnographic study of his various experiences of teaching and learning English. He narrated the highlights of his long process of learning and teaching English as a foreign language in mainland China and Australia. Using Gao's (2014) framework, he identified English learners' identity prototypes as faithful imitator, legitimate speaker, playful creator, and dialogical communicator. Gao (2014, pp. 60–70) discussed the concept of L2 learners' identity prototypes in detail as follows.

A faithful imitator is someone who bases his or her L2 use and cultural conduct strictly modelled on the native speaker (NS). On the other side, a "legitimate speaker" is someone who claims equal language standards and rights with NSs, avoiding the dichotomy of NS vs. NNS(non-native speaker) since language is not exclusively owned by the ‘native culture’. Besides, there are verities of language use at different parts of the world. Furthermore, playful creators usually construct unconventional hybrid languages for distinct self-expression. The playful creator lives not within a language but across languages, where he or she constantly reinvents and reconstructs language or discourse by mixing different linguistic codes. Meanwhile, a dialogical

communicator is someone who converses on the basis of mutual respect and reflectivity, since human beings are by nature dialoguing agents. Dialogical communicators respect the integrity and entirety of each and every culture, and they are free from the superiority–inferiority complex (see Gao, 2014 for a more detailed discussion of the respective characteristics of these identity prototypes). It can be inferred from the Gao identity prototypes that English teachers could assert their professional identity in terms of these listed identities. It is evident from the empirical studies that there is a literature gap in specifying the claimed professional identities of English teachers.

2.14 Professional Identity Tensions

A professional identity tension is the conflicting feelings, values, beliefs, or perceptions of teachers (Alsup, 2006; Pillen et al., 2013).Similarly, imagined identity and practiced identity are in constant conflict (Xu, 2012). According to Xu, imagined identity is the identity that one forms in their imagination; it is a construct formed in the mind reflecting who a person wants to be, whereas practiced identity is a reflection of what a person actually does. The data drawn from the case study of Samuel and Stephens (2000) depicts that "tensions occur between the hopes and ambitions that individuals have for themselves and what they feel they can achieve as a teacher, as well as student expectations of a teacher" (p. 477). Thus, teachers' initial hopes of being a language teacher and what they actually experience in the classroom could create professional identity tensions.

Reeves (2009) states that teachers repositioned themselves; they also changed their pedagogical approaches to correspond to the new identity position. Consequently, when teachers become officially teachers, they start to focus on their new identity to reform it and shape it according to the circumstances of the school environment. Indeed, non-native teachers of English, in particular, encounter varied ambiguities and tensions as they attempt to position themselves in ways that legitimise them as language teachers and as English speakers.

The dichotomy between native and non-native-speaking teachers, which has been discussed above, specifically under Section 2.13, may be one source of identity tension. In this vein, there are considerable differences in the teaching behaviour of

non-native English-speaking teachers, and most of the discrepancies are language-related (Medgyes, 1992, p. 340). It is also assumed that non-native teachers are less proficient in the English language. This attribute could make EFL teachers struggle professionally. In line with this issue, Raharjo and Iswandari (2019), citing Klanrit and Sroinam (2012), state that "English teachers who do not have confidence in their English proficiency might use their first language in teaching more often" (p. 28). Meanwhile, EFL teachers feel anxious or worried about mispronouncing, misspelling, making grammatical errors, or even not knowing the meaning and/or translation of certain words. Thus, the deficiencies specified above could lead to professional identity tension.

On the other hand, a professional identity tension occurs when the proposed methods of language teaching and the actual classroom scenario differ greatly. The growth of professional learning and the refinement of teacher identity, as stated by Olsen (2016), will never end, but initial difficulties give way to new kinds of hope and challenges. Pillen et al. (2013) stated that "it is largely unknown how tensions play a role in teachers' professional identity development." (p.19). Tensions can be of great importance for the development of teachers' professional identities, either positively or negatively (Alsup, 2006; Pillen et al., 2013).

The study conducted by Pillen et al. (2013) in the Netherlands demonstrated that participants experienced three major professional identity tensions during the teacher practicum. These are: wanting to care for students versus being expected to be tough; wanting to invest in a private life versus feeling pressured to spend time and energy on work; and experiencing conflicts between one's own and others' orientations regarding learning to teach.

Moreover, Raharjo and Iswandari (2019, pp. 28–29) laid out the lists of professional identity tensions clearly. For instance, teachers face tension when they change their role from student to teacher. This is the initial stage in which English teachers struggle to complete teaching tasks and have difficulty managing and approaching students. In addition, teachers' expectations of the students' English proficiency can influence whether they use English exclusively in the teaching process or not. Teaching English through English, whether the students have the expected level of language proficiency or not, is one site of professional identity tensions. Teachers

may struggle when teaching particular language skills for which they feel uncomfortable in terms of teaching strategies.

According to Hanna et al. (2019), professional identity tensions can be identified as cognitive dissonance because they too are always accompanied by unpleasant, irritating, and/or uncomfortable emotions and/or feelings. An identity tension may, for example, occur in the case where student teachers' beliefs about innovative teaching do not match their traditional beliefs. Hanna et al. noted that professional identity tension occurs due to environmental, educational, and practical constraints. It is also impacted by cultural influences. Personal factors such as teacher self-esteem, motivation, and self-efficacy could create identity tensions. Anspal and Löfström (2019) conducted a study on the tensions and the teacher's role in student teacher identity development in primary and subject teacher curricula in Finland and Estonia. They found three types of tensions: self versus professional role, role expectations versus university training, and multiple professional role expectations.

The idea of "native-speakerism" is one area of professional identity tensions among teachers. In this regard, the recent article contributed by Widodo et al. (2020) on a narrative case study that investigates how Chinese language teachers construct and negotiate their professional identities as legitimate English practitioners In the end, their findings indicate how a group of Chinese English teachers confronted the ideology of native-speakerism as they routinely engaged in the construction of what it means to become legitimate English teachers.

Eventually, Wenger (1998) argued that communities of practice are not havens of peace. This implies that conflict and contestation can be normal components of community development, in this case, teacher identity formation. Wenger further states there could be tension between "newcomers" and "old timers." From this quote, it can be inferred that when the novice teacher moves from one stage to the next, there might be tension and disagreement with the experienced teachers as well as with the skills and knowledge the level demands.

2.15 The Relationship between English Teachers' Professional self-esteem and Professional Identity

To begin with, Mbuva (2016) defines self-esteem as "how we value ourselves, how we perceive our value in the world, and how valuable we think we are to others" (P.61).Likewise, self-esteem is an important human construct that helps us develop trust, worth, and pride in ourselves and our profession. Further, Tabassum and Ali (2012), citing Tinsely (2002), noted that "professional self-esteem is an individual's self-esteem in regard to his or her professional position and acceptance in that professional role" (p.207).This definition implies the professional worth of an EFL teacher. On the other hand, the professional marginalisation of ELT is evident in the global context. In this regard, young women continue to be marginalised in mainstream Japanese society, according to Pavlenko and Norton (2007), and English teaching and translation offer them a socially sanctioned occupational choice, a profession that is "ladylike," although not well paid (p. 677). In Ethiopia, public discourses reveal a societal attitude that devalues the profession of language teaching.

According to Fraser (2011), English teachers in Japan regard themselves as university teachers, not English teachers. This indicates low professional self-esteem among English teachers. In a similar way, the status of English teachers in Japan is quite low compared to lecturers and other teaching staff in other faculties. They (English teachers) are not as respected as other faculty members, such as math and engineering professors. As described by Fraser, English teachers in Japan are regarded as "language" teachers. This phenomenon is to a certain degree similar to the Ethiopian context, where other subject teachers seem to perceive language teaching as an easy job and it is perceived as a female job, though there is no evidence that states that language teaching is a female job. Apparently, both males and females can teach English effectively. In the current situation in Ethiopia, teachers appear to be not proud of their profession, and this could also affect their professional self-esteem. Thus, the relationship between English teachers' professional identity and their professional self-esteem is worth exploring.

A study conducted by Tabassum (2015) on the professional self-esteem of teachers at the secondary level in Pakistan indicated that most secondary school teachers exhibit high professional self-esteem, and there is always a positive link between self-esteem

and the esteem or prestige of one's profession. This might imply that the greater the self-esteem, the stronger the professional esteem. Hence, there might be a significant effect of professional self-esteem on teachers' professional identity. Similarly, Mbuva (2016) stated that teachers with positive self-esteem were optimists who could solve problems. Mbuva further states that teachers with low self-esteem may have a negative view of life and consistently show blaming behaviour.

Across the globe, some studies have been conducted to examine the relationship between professional self-esteem and professional identity. Aral et al. (2009), for example, emphasise that a high level of professional self-esteem on the part of teachers fosters better results both for themselves and the children. Being other things equal, this would imply that strong professional self-esteem might contribute to a strong professional identity and satisfaction in the profession.

Teachers' professional identity is predicted by their professional self-esteem. The professional self-esteem of an English teacher is a vital matter in the teaching and learning processes and the development of one's profession. In this sense, Motallebzadeh and Kazemi (2018) claim that all five sub-constructs of self-esteem (satisfaction, knowledge, commitment, adaptation, and communication) positively and significantly predict professional identity. On the other hand, Moslemi and Habibi's (2019) study shows that EFL teachers' professional identities can predict their self-efficacy and critical thinking skills. Similarly, Sheybani and Miri (2019) discovered a highly positive and significant relationship between professional identity and critical thinking among EFL teachers teaching at various language institutes in several cities in Iran. Based on the empirical review and the literature discussed above, there is a significant gap in investigating the effects of professional self-esteem on teachers' professional identities in an EFL context in Ethiopia.

2.16 The Relationship between English Teachers' Job Satisfaction and Professional Identity

In general education literature, there is plenty of literature concerning job satisfaction issues. Yet, there seems to be a dearth of literature that describes the relationship between teachers' job satisfaction and professional identity in an EFL context. In brief, Ho and Au (2006) state that job satisfaction is a function of the perceived relationship between what one wants from teaching and what one perceives teaching

to offer him/her. Moreover, Lopez (2018) states that job satisfaction is more than just liking or enjoying what one does; it is about determining whether employers and clients are meeting an individual's personal and professional needs. It is also a combination of psychological and emotional workplace experiences. In a simple term, Kaski (2009) defines job satisfaction as the degree to which people enjoy or dislike their jobs.

At the policy level, the MoE (2002) emphasised teacher professionalism, benefits, esteem, and respect for teaching. Furthermore, the level of professionalism determines the salary at each level of the scale. It also states that the new policy considers the high cost of living and attempts to ensure basic benefits for teachers by maintaining high social esteem and prestige for the teaching profession (MoE, 2002, p. 143). At the policy level, professionalism, professional self-esteem, job satisfaction, and professional prestige are all given high priority; however, the reality on the ground is contradictory.

On the other hand, language teaching is a multifaceted process that incorporates both intrinsic and extrinsic factors. In this view, Ibnian (2016), citing Davis and Wilson (2000), noted that intrinsic factors like a sense of accomplishment, self-worth, and personal growth have the greatest impact on job satisfaction. In the same manner, Ibnian, citing Periea and Baker (1997), emphasised "job satisfaction may also be derived from the success of working with students, interactions with colleagues, and the success of daily classroom activities" (p. 40). Ibnian (2016) investigated job satisfaction among EFL teachers in Jordan. The findings show that EFL teachers have a high level of overall job satisfaction. Female teachers, on the other hand, reported higher levels of job satisfaction than male teachers.

Herzberg et al. (1957), as cited in Ibnian (2016), identified three major aspects of job satisfaction: (a) specific job activities; (b) job location and working conditions; and (c) factors such as economic rewards, security, or social prestige. Moreover, Hong (2010) expressed that understanding teachers' professional identities leads to "gaining insight into key aspects of teachers' professional lives, such as career decision making, motivation, job satisfaction, emotion, and commitment" (p. 1531). As a result, job satisfaction, according to Hong (2010), is an essential component of teachers' professional lives and identities.

Nowadays, as Webb (2006) emphasises, "Parents, students, the media, and governments' decreasing respect for teachers is cited as a major indicator of eroding professional status. Salary disparities in comparison to other professions are another sign of low status" (p.17). This global phenomenon is visible in Ethiopia, where teachers' and the teaching profession's respect is eroding. As a result, the low status accorded to the profession by various bodies could have an impact on EFL teachers' professional identities. What satisfies teachers teaching at various levels, and how this is related to language teachers' professional identities, is a critical point.

Lawal (2011) labels teachers as "priests or prophets," that is, teachers' rewards are in "Heaven", "slave or underdog," which is an apartment for rent (p.5). This might imply that teachers have no immediate reward and that their return is in "heaven." In addition, teachers could get satisfaction from educating children and transforming society. According to Al Zadjali et al. (2016), this is unique to educational and caring contexts since it is concerned with deep-seated emotions and the desire to work with children, commonly termed altruistic motivation.

Higher salaries, it is commonly assumed, attract better language teachers in better-resourced learning environments (Al Zadjali et al., 2016). This may not always be the case, as there are many highly successful language teachers who work for low wages and teach in environments that are less conducive to learning and teaching. Overall, ESL/EFL teachers are happy with their career choice, but they are not always happy with their current job (Kassabg et al., 2001).

Webb (2006), citing Hanlon (1998), directed that the status and wages for service professions are often lower because they provide services to the community without financial profit. Similarly, as expressed by the same author, teachers' low status and income are both a symptom and a cause of a loss of professionalism, which in turn affects teachers' identity in the community. As a result, low wages and low teacher status have an impact on the professional identity and job satisfaction of English teachers.

According to Stewart (2005), "those people whose identities were most slippery, who tended to set up categories of people they opposed, were those who were least satisfied and who felt least secure in their jobs" (p. 264). Gilman (2016) highlighted

that "it is possible to see a connection between identity and job satisfaction" (P. 17). Correspondingly, Caza and Creary (2016) specified that "high levels of professional identification are associated with more satisfied employees and more extra-role supportive behaviours" (9). Motallebzadeh and Kazemi (2018) clearly put the links among professional identity, professional self-esteem, and job performance in this manner. In this view, these contributors stressed that teachers should be informed about self-esteem as a vital matter because, by developing their self-esteem dimensions, their professional identity could be shaped. Subsequently, teachers' identities determine their job performance and success in general.

Ostad et al. (2019), citing Pinar (2012), stated in a recent study that professional identity is likely influenced by our feelings and perceptions about our job. Ostad et al. noted that "the more satisfied teachers are with their jobs, the higher their self-expectations, and the better they perform their duties, implying greater achievement in performance" (p. 13). Therefore, there is a clear link between teachers' professional identity and job satisfaction. Especially in the Ethiopian context, there is a sense that the teaching profession and the respect that teachers deserve are declining. As a result, the low status accorded to the profession could have an impact on the professional identity of English teachers. Thus, studying this problem is important to close the existing gap.

2.17 Empirical Studies on Teacher Identity

This section examines key empirical studies conducted at the global and local levels. It is beyond the scope of this paper to review all global studies. However, research endeavours that have a direct bearing on the current study have been discussed in the following section.

2.17.1 Studies of Teacher Identity in the Globe

Several research attempts on teacher identity have been made all over the world. In view of this, some selected studies relevant to the current study under consideration have been reviewed in the order of the year of investigation as follows.

Beijaard et al. (2000) investigated teachers' perceptions of professional identity in terms of a personal knowledge perspective, involving 80 experienced secondary school teachers in the Netherlands. A questionnaire was used as a data gathering tool to explore the ways teachers see (and saw) themselves as subject matter experts, didactical experts, and pedagogical experts. The key findings of the study show that teachers currently see their professional identity as consisting of a combination of distinct aspects of expertise, such as subject matter experts, didactical experts, and pedagogical experts. Similarly, in the study, most teachers' current perceptions of their professional identity reportedly differ significantly from their previous perceptions of this identity during their period as beginning teachers. Eventually, many teachers shifted specifically from subject matter expertise to didactical and pedagogical expertise during their careers.

Cheung (2008) conducted a quantitative study on 90 Hong Kong in-service teachers' professional identities. The participants were enrolled in a professional development course in Hong Kong and held various qualifications, including a high school diploma, a bachelor's degree, and a master's degree. The researcher described the procedure for developing a professional identity scale based on the roles and practices of teachers and created the final version of the scale, which included 19 items. Meanwhile, the study found that the professional identity scale was valid and reliable for measuring the professional identity of Hong Kong in-service teachers and that it could be used in other countries.

Farrell (2011) explored the professional role identities of experienced ESL teachers through reflective practice in an intensive English program at a Canadian university. Meanwhile, a total of 16 main role identities were identified and divided into three major role identity clusters: teacher as a manager, teacher as a professional, and teacher as an acculturator. EFL teachers' role as acculturators is somewhat unique to ESL teachers. In the same year, Castaneda (2011) also explored the nature of becoming a primary school language teacher in the Republic of Colombia. He employed a case study, selecting six Colombian pre-service teachers in the final stage of their five-year teacher education program. The major findings revealed that while the process of learning to teach is individually constructed and experienced, it is socially negotiated. Furthermore, the research participants exhibited a permanent

struggle between developing a personal professional style and coping with the restrictions imposed by living in a particular type of society that has already defined what teachers should do.

On the other hand, Canrinus (2011) carried out a study on Dutch teachers working in secondary education, focusing on how relevant indicators of teachers' sense of their professional identity—that is, job satisfaction, occupational commitment, self-efficacy, and change in level of motivation are related. Using multiple-group structural equation modelling (SEM), the parameters of the overall model are similar for novice, experienced, and senior teachers in a constrained model. Finally, the results of the study showed that classroom self-efficacy and relationship satisfaction play a key influencer role in the relationships between the indicators.

Castañeda (2011) conducted a doctoral study focusing on exploring the nature of becoming a primary school language teacher. He involved six Colombian pre- service teachers in the final stage of their five-year teacher education program. The study used a case study as well as interviews, stimulated recall, and online blogs. The findings of the study revealed that the process of learning to teach is individually constructed and experienced. It is also socially negotiated. Furthermore, Castañeda (2011) reported that the participants showed a permanent struggle between developing a personal professional style and coping with the restrictions imposed by living in a particular type of society that has already defined what teachers should do.

Thongsongsee (2012) examined the complex interrelationship between Thai EFL teachers' identities and their pedagogical practices, employing a case study of a Thai public university in Thailand. The findings suggest that the participants' language learning trajectories and their English proficiency contribute significantly to their personal identity formation within the TESOL profession. It has also been reported that the participants in the study enacted their identities as they engaged in practice.

Pillen et al. (2013) studied the professional identity tensions of 24 beginning teachers at teacher education institutes in the Netherlands. The participants reported a total of 59 tensions, which fell into three themes, such as the changing role from student to teacher, conflicts between desired and actual support given to students, and conflicting conceptions of learning to teach. In the study, tensions were often

accompanied by feelings of helplessness, frustration, or anger, and the teachers had a strong desire to learn to cope with them.

Bedrettin Yazan (2014) also examined the contributions of teacher education courses and the teaching practicum to three ESOL teacher candidates (TCs), focusing on teacher identity construction in a thirteen-month intensive MA in TESOL at a research-intensive state university located in a bustling metropolitan area in the mid-Atlantic United States. A case study was employed on purposefully selected three English for Speakers of Other Languages (ESOL) teacher candidates. In-depth individual interviews with the teacher candidates and observations of the classes were used as data-gathering tools. The findings demonstrated that coursework and practicum collectively contributed to the teacher candidates' identity construction through guided reflection opportunities, exposure to the professional language of ESOL, and opportunities to identify what is important for them in teaching English language learners.

Similarly, Taşdemir (2016) investigated the perceptions of 31 pre-service EFL teachers about their professional identity formation as they taught at the Middle East Technical University in Ankara, Turkey. The study's key findings revealed that practice teaching was perceived as a professional growth process characterised by observations of real classroom practices and reflection. Practice teaching was discovered to be beneficial for gaining a thorough understanding of the participants' professional identities. The above empirical reviews indicate that there is a need to explore further research on secondary school English teachers' professional identity, professional self-esteem, and job satisfaction altogether in order to add some insight into the existing knowledge of professional identity research.

2.17.2 Studies of Teacher Identity in Ethiopia

As far as my reading goes, there is only one doctoral study carried out in Ethiopia in the field of ELT/EFL concerning the professional identity of EFL teachers. In this regard, Jelan (2013) carried out a study that set out to elucidate the effects of working conditions on the professional identity of EFL teachers within the Ethiopian government's second-cycle primary school system. Similarly, the study attempted to understand the dynamic and complex interaction between teachers' working

conditions, emotions arising from these conditions, and professional identity. A qualitative research approach was employed, involving purposefully selecting seven experienced EFL teachers drawn from five government second-cycle primary schools in Adama and the neighbouring towns. The researcher used narrative interviews and research journals to gather data and employed cross-case analyses to discover shared experiences and commonalities. The result of the study revealed a complex interaction between teachers' working conditions and their professional identity. The findings also revealed teachers' complex emotional responses, which are both positive and negative. Teachers feel positive emotions when their various concerns and aspects of their professional identity are reinforced by intrinsic factors within their career, and they feel negative ones when they experience a range of negative emotions when their concerns and professional identity are threatened, predominantly as a consequence of extrinsic influences on their working conditions.

Most professional identity studies concentrate on pre-service and small-scale research, with qualitative case studies serving as the primary method of investigation. Another feature shared by the studies is the use of practicum teaching activities as the primary component of the teachers' professional identity formation process. In brief, there is a significant literature gap on the professional identity of English teachers, which includes constructs such as professional self-esteem and job satisfaction in an Ethiopian context.

2.18 Theoretical and Conceptual Frameworks

2.18.1 Theoretical Frameworks of the Study

Theorising the identity of a language teacher is difficult and problematic due to its complexity and fluidity. This might imply that the very nature of language instruction involves multiple professional self-involvements of the teachers. In this view, Barkhuizen (2016b) emphasises that "when graduate research students begin to explore the theoretical and empirical literature, things become a bit murky and decisions are difficult to make" (p.1). In the current study, finding one theory that encompasses all the variables under study was challenging. Alsup (2006) describes identity, as a component of teachers' development, as fluid and complex, as well as inherently "social." Contributors such as Varghese et al. (2005) and Cheung et al. (2014) stated that very little attention has been paid to the ways in which teacher

identity is theorized. This in itself shows the challenge associated with developing theories of language teacher identity.

As a result, this study employed multiple theoretical frameworks, as Varghese et al. (2005) suggested the importance of multiple theories, and only in this way we can hope to gain a fuller picture of an immensely complex phenomenon such as teacher identity. Varghese et al. (2005) contend that:

> Any one theory limits one's perspective on language teacher identity, its formation, and its contexts. In a word, multiple theoretical approaches are absolutely essential if we are not to lose sight of the real-world complexity of our subject (pp.37-40).

According to the scholars' claims, identity can be theorised and studied from a variety of perspectives. Finally, the theoretical framework of the current study has been discussed in this regard as follows.

Cooley (1902) has developed a concept of the "looking glass self," and the "mirror" metaphor drawn from sociology underpins the professional self-esteem of a teacher in this study. The "looking glass self" basically incorporates teachers' imaginations of how to appear to others, and the judgment in which the teachers receive on that appearance is pivotal to the professional self-esteem of English language teachers. In brief, the broader society, colleagues, and students might provide feedback on teachers' professional identity and performance. Consequently, the overall judgment EFL teachers receive from the teaching staff and the professional worth they give to their profession has a significant effect on their professional self-esteem. Hence, the professional self-esteem of an English teacher could be viewed from a sociological perspective, particularly from the "looking glass self" and the "mirror" metaphor introduced by Cooley (1902).

Job motivation might determine the job satisfaction of English teachers. Initial motivation to enter the teaching profession will help teachers stay in the profession. The connotation or symbol given to the teaching profession in general governs the job satisfaction of teachers. The concept of symbolic interactionism authorised by Mead (1934) is suitable to view teachers' job satisfaction. In symbolic interactionism, humans respond to the environment on the basis of the meanings that elements of the

environment have for them as individuals. In this regard, particular school environments, like classroom facilities, the location of the school, and the school administration, could convey different meanings to the teacher. If the teaching environment becomes hostile to teachers, they will definitely be dissatisfied with their job. Teachers' job satisfaction appears to be determined by the symbolic meaning attached to the school environment or the view that teachers and society have of the teaching profession.

Teachers and the teaching profession are given various symbolic meanings and labels all over the world. Teachers, according to Lawal (2011), are labeled as "priests or prophets" and "slaves or underdogs." The labeling of "priest" or "prophet" would mean the assigned professional identity of a given teacher. Similarly, "slave" or "underdog" could signify that English teachers may face several obstacles and that the return they get from the profession is minimal. As a result, such labelling related to the teaching profession indicates the assigned identity of teachers. Still, the type of professional identity English teachers claim is not clear and could be inferred from their biographical narratives and reflections they share regarding their profession. As a result, symbolic interactionism provides a clear theoretical foundation for the present study, particularly English teachers' job satisfaction.

In the current study, English teachers' professional identities are examined in relation to their identity formation and the types of identities they claim or possess and majority of the identity research works have based their theoretical framework on Wenger's (1998) theory of community of practice (henceforth, CoP). According to Wenger, a CoP is a group of people who share a common enterprise and pursue mutual goals as well as a common skill or profession. He defines a "CoP" as a group of people who share a concern, a set of problems, or a passion about a topic and who deepen their knowledge and expertise in this area by interacting on an on-going basis.

The basic assumption of CoP is the social nature of learning, commonly termed the "social theory of learning," since learning and identity formation are inseparable. Zhou and Brown (2015) put it this way: "Social learning theory focuses on what people learn from observing and interacting with other people" (p. 19). In this theory, learning is viewed as social participation, where people come together to actively engage in the "practices of social communities" and to construct "identities in relation

to these communities" (Wenger, 1998). Participation in a given community, in this case, ELT communities, is at the heart of this theory. Such participation may lead to the formation of a professional identity in which individual teachers learn to become who they are now and aspire to be in the future. In view of this, Nguyen (2017) states that "individuals form their identity as a result of participation in communities of practice, and the practice constructed by individuals is the obvious expression of their identity" (p. 57). Thus, English teachers' professional identity is a continuous process of negotiating and defining what it means to be a teacher in a given teaching community and in wider social contexts.

On the other hand, Trent and Lim (2010) state that CoP has some implications for the sociocultural understandings of identity formation. The sociocultural theory is often associated with the work of Vygotsky (1978) in his book titled "*Mind in Society: The Development of Higher Psychological Processes"*. The main intent of the theory is to guide children's cognitive development. The sociocultural theory is defined as a mental theory that acknowledges the role of social relationships and culturally constructed artifacts in organizing human thought. Vygotsky did not include identity as a topic in his discussion. Nonetheless, he emphasized mediation as the main construct of sociocultural theory, which is appropriate for the current study's theoretical perspective since teachers identity formation could be mediated by several variables.

Norton and Toohey (2011) argue that social contexts and interactions could play a role in identity formation. As a result, experienced EFL teachers could assist novice teachers by supervising and mentoring. Here, there is social interaction in language teaching practices, such as academic and non-academic discussions about ELT and beyond. In such cases, interactions and mediations among English teachers occur, which can reinforce the formation of a professional identity.

The sociocultural perspective, according to Fisher et al. (2018), gives analytic primacy to the role of social, historical, and cultural contexts, such as a classroom, and the way in which these shape the individual. From this perspective, identity is perceived as being socially constructed, and it is believed to be mediated, relational, and situated (Fisher et al., 2018). According to Eggen (2004), the process of learning to become a teacher is the process of forming a teacher's identity. As a result, an EFL

teacher's professional identity is socially constructed, and it is constantly assimilating into the larger ELT community.

One important point that should be noted is that a language teacher's identity is not only social, but also cognitive. Barkhuizen (2016b) clarifies that "language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical—they are both inside the teacher and outside in the social, material, and technological world" (p. 4). He explains that teacher identities are cognitive in the sense that language teachers constantly strive to make sense of themselves reflexively. They also work towards understanding who they are and who they desire or fear to be. Further, language teacher identity is cognitive in that it concerns teachers' beliefs, theories, and philosophies about language teaching and relates to both content and pedagogical knowledge (Barkhuizen, 2016b). Moreover, Barkhuizen (2016b) explains that language teacher identity is social as it is enacted, constructed, negotiated, and projected with others, such as language learners, teacher colleagues, administrators, and policy makers. When considering the social nature of language teacher identity, there is also an interaction between local contexts such as the classroom and global contexts such as the language teaching profession.

When it comes to ELT, the general assumption of the CoP is that English teachers, once they join the teaching profession, they become members of a community of practice. They most likely form their professional identities as they become members of a community of practice. In this line, Wenger (1998) establishes a clear link between identity and practice, emphasizing that identity is produced through lived participation in specific communities. These communities include secondary school EFL teachers, and the practices also comprise language teaching activities in specific classroom contexts. In this view, the concept and constituents of CoP in relation to ELT and English teachers' identity formation have been elaborated as follows.

In the present study, the CoP theory assumes English teachers as a community often linked together by a shared concern about teaching language. They (English teachers) interact and negotiate their professional identities in the course of their daily practice of teaching language to various groups of people. Obviously, there will be language learning and professional identity formation when they carry out teaching activities. As a result, identity is formed and shaped.

Wenger (1998) bases the concept of CoP on the fact that:

> As we define these enterprises and engage in their pursuit together, we interact with each other and with the world and we tune our relations with each other and with the world accordingly. In other words, we learn. Over time, this collective learning results in practices that reflect both the pursuit of our enterprises and the attendant social relations. These practices are thus the property of a kind of community created over time by the sustained pursuit of a shared enterprise. It makes sense, therefore, to call these kinds of '*communities'* communities of practice (p. 45).

The above quote implies that EFL teachers' interactions with their colleagues and the world around them help them learn from one another. Learning and interacting as a group could be effective ways for an English teacher to develop their professional identity. As a result, such an engagement could be regarded as a CoP. Furthermore, Wenger (1998) stated that

> We all belong to communities of practice. At home, at work, at school, in our hobbies — we belong to several communities of practice at any given time. And the communities of practice to which we belong change over the course of our lives. In fact, communities of practice are everywhere (p.6).

This quote implies English teachers develop their professional identities and teaching routines at home before expanding them into larger teaching communities. The same contributor emphasizes the importance of CoP in our daily lives. Wenger goes on to say:

> Most communities of practice do not have a name and do not issue membership cards. Yet, if we care to consider our own life from that perspective for a moment, we can all construct a fairly good picture of the communities of practice we belong to now, those we belonged to in the past, and those we would like to belong to in the future (p.7).

Participating in a CoP and making this practice an integral part of teaching could assist teachers in developing and transforming their professional identities. Wenger (1998)

characterised CoP into three dimensions for it to function effectively. Namely, mutual engagement, joint enterprise, and shared repertoire. Mutual engagement is understood by Wenger as "practice does not exist in the abstract. It exists because people are engaged in actions whose meanings they negotiate with one another'' (p.73). In the context of this study, English teachers may express their professional identity while exercising their professional roles in real classroom situations. Similarly, the author defines "joint enterprise" as "the negotiated response to their situation and thus belongs to them in a profound sense, in spite of all the forces and influences that are beyond their control" (p.77).

As stressed by Wenger (1998), CoP contributes to identity formation. The CoP may include the immediate work of a group in the department, the institution, and the occupation itself. English language teaching groups or departments might have their own distinctive COP with certain professional identity attributes that are common to the profession. In short, EFL teachers could negotiate their common enterprises with their department heads as well as with their colleagues during lesson planning, assessment, or material development. Meanwhile, they may accept mutual accountability in order to achieve a negotiated outcome that gives them a sense of belonging.

The third characteristic of practice as a source of community coherence is the development of a shared repertoire. According to Wenger (1998), a shared repertoire is defined as "the creation of resources for negotiating meaning" (p. 82). Wenger exemplifies "shared repertoire," which can be illustrated by the title: the routines, words, tools, and ways of doing things, stories, gestures, symbols, actions, or concepts that the community has produced or adopted in the course of its existence.

Wenger (1998) considers three distinct modes of belonging in CoP to make sense of the processes of identity formation, namely: engagement, alignment, and imagination. He defined engagement as active participation in mutual processes of meaning negotiation, whereas imagination is the creation of images of the world and the perception of connections across time and space by extrapolating from our own experience. Meanwhile, alignment refers to coordinating our energy and activities in order to fit within broader structures and contribute to broader enterprises (see Wenger 1998, pp. 173–174).

In the context of this study, engagement can be linked to doing daily routines together, sharing professional stories, and planning lessons. Teachers may also imagine and align themselves with the global ELT communities to meet the international demands of EFL professionals.

Thus, if English teachers are engaged in such scenario, they will easily negotiate and form their professional identities. Teachers could consider the global and local locations of their professional identity in the ELT community. In such attempts, they can easily see their position and form their identities. Teachers, on the other hand, may align themselves not only with the schools where they teach but also with the national and international English language teaching communities.

Meanwhile, the concept of CoP can be applied to the field of teacher development, as suggested by Teng (2019). Teng explains the application of CoP in a way that "when teachers in a CoP accomplish their commitment on an on-going basis, they interact with one another to clarify their work and to define and even change how the work is done, for which they share in a joint enterprise or mutual engagement" (p. 53). Teng further extended the idea of teachers' identity modification and negotiation in daily professional activities as follows:

> Teacher identity is open to learning and contextual modification in daily and professional practice as well as in initial language teacher education and on-going professional development sessions. Teachers are subject to the inevitable negotiation between norms and practices in the community and the teachers' sense of subjectivity and identities (p.54).

In the present study, secondary school EFL teachers' professional participation in a CoP could lead to the formation of professional identity. In general, multiple theoretical frameworks, such as Cooley's (1902) "*looking glass self*," *symbolic interactionism* by Mead (1934), and *communities of practice* by Wenger (1998), underpin the present study. Above all, the theory of community of practice (CoP) developed by Wenger has a dominant role in framing this study.

2.18.2 Conceptual Framework

Based on the theoretical assumptions discussed earlier, the following conceptual framework has been adapted in the current study.

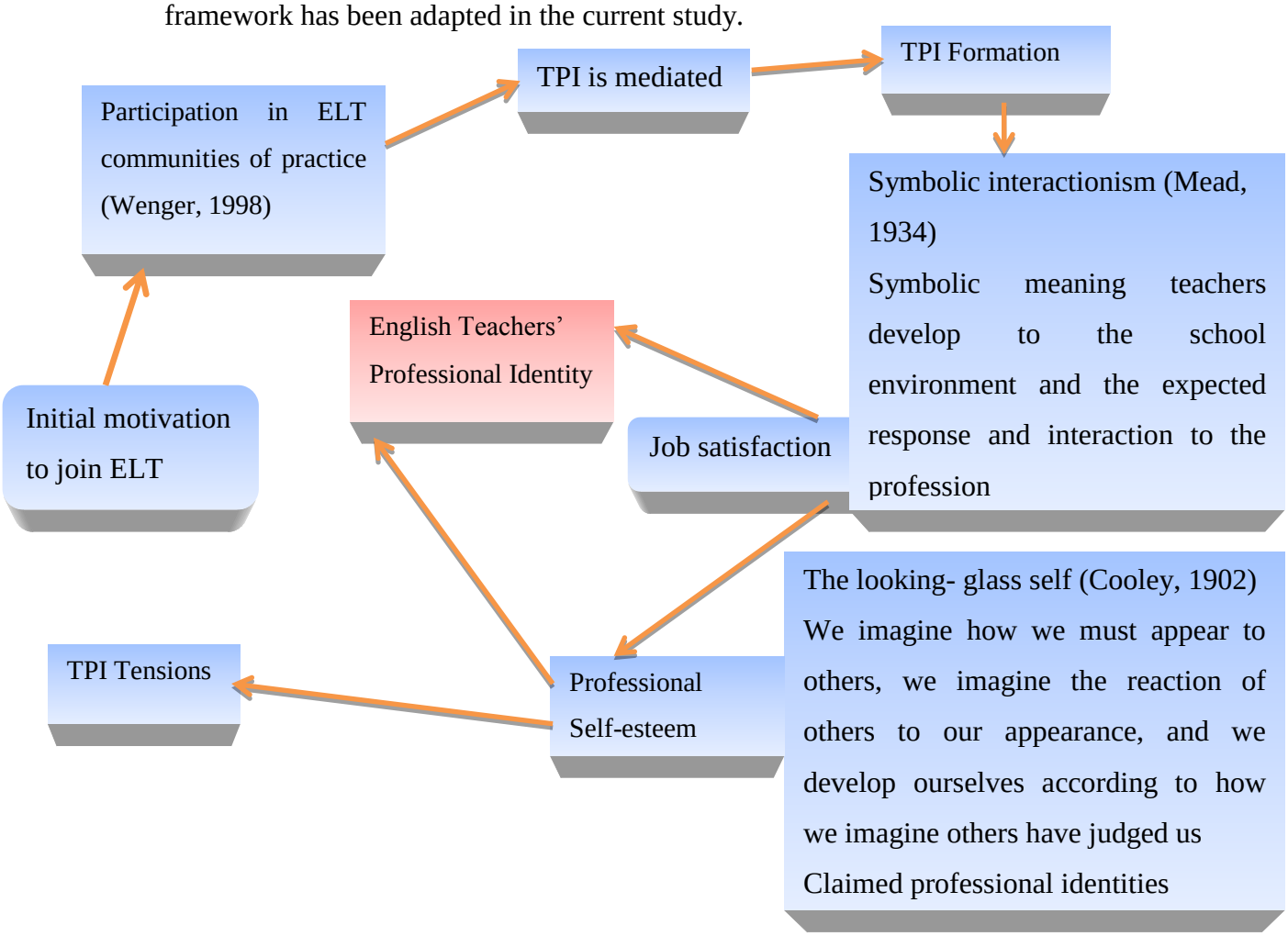


***Figure1.*Conceptual framework**

The figure above shows the interplay among the study variables. The first arrow indicates secondary school English language teachers' initial motivation to enter the ELT profession. This is followed by participation in a community of practice which leads to identity formation. Here, identity formation is mediated by several variables. Active participation in ELT activities, collegial interaction, mentoring new teachers, and sharing professional stories can strengthen identity formation. In symbolic interactionism, English teachers respond to the school environment and the teaching profession on the basis of the meanings that environment and profession have for them as teachers. Thus, meaningful social communication in the school environment gives different experiences to teachers. As a result, teachers express different

emotional reactions to their jobs, and job satisfaction could predict the professional identity of English teachers.

Furthermore, the "looking glass self" or "mirror" metaphor describes how the self emerges as a reflection of the social processes in which we engage. Thus, teachers start to imagine how they must appear to others, and they imagine how that appearance is judged. Meanwhile, they develop their professional self-esteem and worth through the judgments of others, particularly students, staff, and the broader community. Here English teachers' attempts to display their professional roles to significant others leads to the emergence of claimed professional identities. On the other hand, if the professional judgment is wrong, the teachers could face different professional identity tensions. In this view, professional self-esteem could directly impact teachers' professional identities.

The figure also indicates the interplay between the three main variables, namely, job satisfaction, professional self-esteem, and the professional identity of EFL teachers. Accordingly, job satisfaction directly interacts with teachers' professional identity. On the other hand, professional self-esteem also interacts with professional identity. In a similar way, professional self-esteem indirectly mediates the relationship between job satisfaction and professional identity. Thus, job satisfaction and professional self-esteem predict the professional identity of secondary school English language teachers. Eventually, job satisfaction and professional self-esteem are the independent variables of the study which could predict the dependent variable that is professional identity.

CHAPTER THREE: METHODOLOGY OF THE STUDY

This chapter attempts to describe the methodology of the study. In this context, the research paradigm and the general description of the research methodology have been presented as follows.

3.1 The Research Paradigm

Creswell (2009) defines "research paradigms" as philosophical worldviews and the fundamental set of beliefs that guide action. In this study, the terms worldview and paradigm are used interchangeably, in the sense that a paradigm is perceived as the underlying philosophical assumptions or bases of the given field of inquiry, which is explained in terms of three belief systems or assumptions (Guba & Lincoln, 1994, p. 107). These belief systems incorporate ontology, epistemology, and methodology. Ontology is concerned with the basic assumption of reality and asks ontological questions such as, "What is reality?" Or what is real? What is there that can be known about it? What constitutes reality in the eyes of the researcher? (Guba & Lincoln, 1994, p.108). In the present study, the researcher perceives reality as relative, multiple, context-dependent, and socially constructed. According to Vanstone (n.d.), reality is not rooted in nature but is a product of our own making. Hence, there is the active involvement of the researcher in the construction and reconstruction of social reality, which makes the research a subjective process. Consequently, the researcher has the power to explore the ways people interpret and make sense of their experiences.

On the other hand, epistemology focuses on the study of knowledge and how people know the world. In this respect, epistemology raises key questions such as "What does it mean to "know" something?" "What is knowledge?" "What can be known?" "What kind of knowledge is valid and reliable?" "What are the limits of knowledge?" "How do we know what we know?" (Chilisa & Kawulich 2012; Guba & Lincoln 1994; Vanstone n.d.) These key epistemological questions are fundamental to framing the current study. Hence, this study views knowledge as subjective and limitless. It is constructed when the researcher and the participants interact with each other. Further, Chilisa and Kawulich (2012) state the assumptions described above lead us to ask certain questions and use appropriate approaches to systematic inquiry, that is, methodology—how should we study the world and how people know the world and

gain knowledge about it? This might mean the tools and techniques used to gather information regarding the given research. In this line, narrative inquiry might help the researcher gather data and gain English teachers' narratives regarding their professional identities.

On the other hand, Creswell (2009) states there are different research paradigms such as post-positivism, constructivism, advocacy/participatory, and pragmatism. Creswell described the post-positivist worldview as deterministic, reductionist, empirical observation and measurement, and theory verification. This paradigm is mostly associated with testing theories, and it is aligned with the quantitative approach of research (see Creswell 2009; Makhubele 2018). According to Chilisa and Kawulich (2012), the nature of reality (ontology) in positivist and post-positivist assumptions is that there is a single, tangible reality that is relatively constant across time and setting. It is believed that reality is objective and independent of the researcher's interest in it. Epistemologically, positivists believe that knowledge can be tested empirically and can be confirmed, verified, disproved, and reframed with the use of the right data (Chilisa & Kawulich, 2012).

According to Creswell (2009), constructivism focuses on understanding, multiple participant meanings, social and historical construction, and theory generation. Advocacy/participatory worldviews prioritise collaborative, change-oriented, and empower-oriented issues. Meanwhile, pragmatism is more pluralistic and focuses on real-world applications (see Creswell, 2009 for detailed discussions of world views).

Among these paradigms, emphasising constructivism or the social constructivist viewpoint makes sense. Creswell (2009) noted that social constructivists believe that individuals seek understanding of the world in which they live and work. Subjective meanings emerge from an individual's experiences, which may be directed toward specific objects or things. Creswell stated that much emphasis is placed on the participants' perspectives on the situation under study, and the generation of meaning is social, arising in and out of interaction with a human community. In the context of the present study, English teachers' professional identities could be formed when they interact with each other in professional settings and when they give meaning to such interactions. This does not mean the constructivist worldview solely underpins the present study. Yet, the pragmatic paradigm is suitable to underpin the present study.

This view, as stated by Creswell (2009), is appropriate for mixed-method researchers as it opens the door to multiple methods, different world views, different assumptions, and different forms of data collection and analysis, particularly for qualitative and quantitative data. In short, pragmatists do not see the world as an absolute unity, and the truth is what works at that time (Creswell, 2009, p. 11).

According to the pragmatist, reality includes not only natural and physical realities, but also psychological and social realities such as subjective experience and thought, language, and culture. Similarly, knowledge is built on the reality of the world in which we live and experience (Cresswell, 2009; Vanstone, n.d.). As a result, the pragmatic paradigm serves as the foundation for the current study. This viewpoint, as emphasised by Creswell (2009), allows researchers to select the research methods, techniques, and procedures that best meet their needs and objectives. Consequently, the methods and techniques used in the study have been discussed in the following sections under this assumption.

3.2 Research Design

This study employed a mixed study design. Employing a mixed-methods approach will provide a powerful mix of data. In this case, Greene and Caracelli (1997) state that by assessing both the outcomes of a study that is quantitative as well as the process that is qualitative, we can develop "a complex" picture of social phenomena. As indicated by Creswell (2012), a mixed-methods study can be conducted when one type of research (qualitative or quantitative) is not enough to address the research problem or answer the research questions. Creswell went on to say that "mixed methods" were based on the idea that "all methods had biases and weaknesses, and collecting both quantitative and qualitative data neutralized the weaknesses of each form of data" (p. 43). In the context of this study, the first four research questions have been addressed using qualitative approach. The last research question has been addressed using both quantitative and qualitative approach. In this sense, the qualitative form strengthens the quantitative aspect of the data. Meanwhile, to decide the study as mixed, Creswell (2014) stresses that a researcher needs to make different assumptions. These include evidence in the title, evidence in the data collection section, and evidence in the purpose statement or the research questions. Thus, the

title and the research questions of the present study appear suitable for the mixed methods design.

Accordingly, this study employed convergent mixed methods. The purpose of a convergent (or parallel or concurrent) mixed methods design is to simultaneously collect both quantitative and qualitative data, merge the data, and use the results to understand a research problem (Creswell, 2014). A basic rationale for this design is that one data collection form supplies strengths to offset the weaknesses of the other form, and that a more complete understanding of a research problem results from collecting both quantitative and qualitative data. In this view, data related to the research questions geared toward English teachers' professional identity formation, types, and tensions were gathered and treated in a qualitative approach. In addition, the relationship between professional identity, professional self-esteem, and job satisfaction was examined in quantitative mode.

3.3 Research Setting

The study was conducted in Hawassa city administration and a few selected "*Woreda*," or districts of Sidama National Regional State Secondary Schools with a focus on teachers teaching English language in grades 9–12. Sidama Region was previously a part of the Southern Nations, Nationalities, and Peoples' Region (SNNPR). It officially became Ethiopia's tenth regional state on July 4, 2020, with Hawassa City as its administrative capital, located 275 kilometres south of Addis Abeba. This research was carried out in the region's selected secondary schools. For simplicity, there are 97 government secondary schools and 470 English teachers in the Sidama National Regional State. It is realistic to choose this (Sidama region) as a research setting of the study given the iterative nature of the study particularly the qualitative aspect of the study under consideration, where the researcher attempted to meet the selected English language teachers on a regular basis for the narrative interviews. Similarly, the researcher collected the quantitative aspect of the data from the same selected schools of the region. Furthermore, the researcher resides in the city, which could help him have easy access to the sample schools and the participants as well. This in turn would minimise the financial and time constraints.

3.4 Participants of the Study

The participants of this study were secondary school English teachers from selected schools in the Sidama National Regional State. The sampling techniques and procedures used in the study have been described in the following ways.

3.5 Sampling Techniques and Sampling Procedures

A total of 94 English teachers participated in the current study. As a result, the following sections describe the sampling techniques and procedures used in the qualitative and quantitative aspects of the study.

3.5.1 Sampling Techniques for Qualitative Aspect of the Study

According to Dörnyei (2007), researchers are in agreement that the participant selection process should remain open in a qualitative study as long as possible. This is due to the cyclical process of moving back and forth between data collection and analysis, often referred to as "iteration." Although iteration is the key process in qualitative research, it cannot go on forever. Dörnyei suggests the iterative process should go on until we reach saturation, a stage where additional data does not seem to develop the concept any further but simply repeats what previous informants have already revealed. In other words, Glasser and Strauss (1967) state that "saturation is the point when the researcher becomes "empirically confident" that he/she has all the data needed to answer the research question" (p. 61).

According to Dörnyei (2007), an initial sample size of 6–10 may be appropriate for qualitative research. In this regard, 16 English teachers (two female and 14 male) were chosen from five secondary schools using a purposive sampling technique, primarily based on teaching experience. Their teaching experience ranges from 9_39 years. Individual interviews in narrative form were conducted with eight teachers, and the focus group discussion included eight teachers. In short, one English teacher from Alamura secondary and preparatory school, one from Aleta Wondo secondary and preparatory school, and one from Aleta Hidase secondary and preparatory school took part in the individual narrative interview. In the same way, three teachers from Tabor secondary and preparatory school and two from Yirgalem secondary and preparatory school participated in the individual interview. Four English teachers from Tabor secondary and preparatory school and four from Yirgalem secondary and preparatory

school, on the other hand, took part in the focus group discussions. The profiles of the English language teachers who took part in narrative interviews and focus group discussions are shown in the following table.

Table2: The profile of the participants

No	Participant's Codes	Gender	Qualification	Teaching experience in years	Names of the High school
1	T1	Male	M.A	37	Alamura
2	T2	Male	M.A	18	Tabor
3	T3	Male	M.A	22	Tabor
4	T4	Female	M.A	25	Tabor
5	T5	Male	M.A	35	Yirgalem
6	T6	Male	B.A	39	Yirgalem
7	T7	Male	B.A	39	Aleta Wendo
8	T8	Male	B.A	30	Aleta Hidase
9	FGD1T1	Male	M.A	26	Tabor
10	FGD1T2	Male	B.ED	20	Tabor
11	FGD1T3	Male	M.A	18	Tabor
12	FGD1T4	Male	M.A	9	Tabor
13	FGD2T1	Male	M.A	16	Yirgalem
14	FGD2T2	Male	B.A	19	Yirgalem
15	FGD2T3	Male	B.A	14	Yirgalem
16	FGD2T4	Female	M.A	10	Yirgalem

Key T1_Teacher one, T2_Teacher two FGD1T1_Focus group discussion one teacher one, FGD2T1_Focus group discussion two teacher one, and so on.

3.5.2 Sampling Techniques for Quantitative Aspect of the Study

There are 30 "*Woredas,*" or districts, six towns, and one city administration in Sidama National Regional State. Hawassa is currently the administrative city for Sidama National Regional State. A cluster sampling technique was used in this study to select secondary schools. This type of sampling, according to Cohen et al. (2007), is used when the population is large and widely dispersed. In cluster sampling, the population is divided into multiple clusters, and these clusters are further divided and grouped into various subgroups based on certain criteria such as geographical location or strata. In this study, the geographical location was considered to cluster the schools. Further, the schools were clustered into Hawassa and other *'woreda'*, and town clusters. This was done to incorporate a reasonable sample of teachers and schools from different settings. Eventually, a total of 10 secondary schools were randomly selected from each cluster. In brief, four secondary schools from Hawassa city administration and six secondary schools from other "*woredas*" and towns of the region were the selected schools for the study. These towns include Leku, Yirgalem, and Aleta Wondo. In addition, Shebedino "*woreda*" was included in the study.

To determine the sample size, Singh (2006) suggests that "…descriptive research typically uses larger samples; it is sometimes suggested that one should select 10–20 per cent of the accessible population for the sample" (p. 94). In this regard, there were 104 high school English teachers in Hawassa city administration, unlike the remaining districts, which constituted 366 English teachers in the year 2021/2022. Based on the suggestion forwarded by Singh, out of a total of 470 English teachers, 94 teachers (20%) were selected for the study. In brief, the following table shows the summary of the participants.

Table 3: Socio-demographic characteristics of the participants

Demographic Variables		**N=94**
Gender	Male	73
	Female	21
Educational Level	Diploma	2
	BA/BED	51
	MA	41
Teaching experience	Beginner Teachers (0-5)	19
	Teacher (6-14)	25
	Lead Teacher (15-17)	22
	High Lead Teacher (≥18)	28
Schools	Alamura	17
	Loke	3
	Tabor	21
	Tesso	4
	Leku	11
	Dila Aferara	6
	Ras Desta	6
	Yirgalem	9
	Aleta Wondo	8
	Aleta Hidase	9
Grade they teach	Grade nine	20
	Grade 10	21
	Grade 11	29
	Grade 12	24

3.6 Qualitative Data Gathering Instruments

The following qualitative data gathering instruments were used in the current study.

3.6.1 Interview

As stated in this study's theoretical framework, professional identity can be formed in the community of practice where teachers engage in their social rituals, in this case, teaching learning activities. Interaction and social situatedness are central components

of identity formation. Narrative researchers place emphasis on collecting the stories told to them by individuals or gathered from a wide variety of field texts. These accounts might arise during informal group conversations or from one-on-one interviews. A story in narrative research is a first-person oral telling or retelling of an individual (Creswell, 2012, p. 508). In the context of this study, English language teachers were made to narrate their professional stories beginning from the initial motivation to join the ELT to the current professional identity as English teachers. Identity, as previously discussed, is both dynamic and relational. According to Cheng (2016), "...who we are as humans vary depending on who we are talking to, where we are talking, and for what purposes"(p.2). Our storied lives of identity formation evolve over time through meaningful interaction with significant others in specific contexts.

Similarly, Creswell (2012) emphasises that the best way to gather the story is to have the individual talk about his or her experiences through personal conversations or interviews. Spector-Mersel (2010) refers to the interview as "inviting" life stories. These stories are then shared under the influence of the interviewer and in the context of the time and place of the interview.

In this study, individual interview particularly the semi-structured one was used as a main instrument of the study. In this mode of interview, as specified by Dörnyei (2007), there is a set of pre-prepared guiding questions and prompts. The format is open-ended and the interviewee is encouraged to elaborate on the issues raised in an exploratory manner. In other words, the interviewer provides guidance and direction (hence the "structured" part in the name) but is also keen to follow up on interesting developments and to let the interviewee elaborate on certain issues (hence the "semi-structured" part).

The semi-structured interview, as identified by Dörnyei (2007), "is suitable for cases when the researcher has enough overview of the phenomenon or domain in question and is able to develop broad questions about the topics in advance but does not want to use ready-made response categories that would limit the depth and breadth of the respondent's story" (p. 123). This format needs an interview guide, which has to be made in advance. Usually, the interviewer asked the same questions to all participants, although not necessarily in the same order or wording, and supplemented the main questions with various probes.

Semi-structured interviews appear to be an effective data-gathering tool for generating English teachers' professional and biographical stories. As a result, eight general interview guide questions geared toward English teachers' initial motivation to enter English language teaching, professional identity formation, the types of professional identities English teachers claim, and professional identity tensions were prepared based on the literature. The interview was finally conducted face-to-face in English using an audio recorder. During the interview, the researchers followed the natural flow of the conversation and added probing questions as needed.

3.6.2 Focus Group Discussion

In this study, FGD was used to supplement the data that was gathered through individual narrative interviews. Furthermore, this tool was used to discover English language teachers' understandings and insights with regard to their professional identities and the interplay among professional identity, professional self-esteem,and job satisfaction.Viewed from this point, Al Zadjali (2017) stated that the main intent of focus group discussion is to enable a researcher to discover teachers' shared beliefs, understandings, and views, gain new insights, facilitate participants in listening to the views of others, and therefore rethink their views and experiences. Moreover, Cohen et al (2000) state that focus groups might be useful to triangulate with more traditional forms of interview, questionnaire, and observation.

As stated by Dörnyei (2007), the terms "focus group interview" and "group interview" are used interchangeably. In this study, the terms focus group discussion (FGD) and focus group interview (FGI) were used interchangeably. In FGD, the researcher selects a small group of people to discuss the specific topic of research under investigation. In the present study, the participants of the FGD have got a chance to discuss how their professional identity formation takes place, beginning with their initial motivation to enter the field of ELT, the types of professional identity they claim or assert as English teachers, and their professional identity tensions.

There is no agreement on the number of participants in a given FGD. For example, Morgan (1988), cited in Cohen et al. (2000), suggested that between four and twelve people per group are suitable. On the other hand, Dörnyei (2007) recommends 6–10

(sometimes 12) people, which is suitable. Likewise, Bekereci (2016), citing Matthews and Ross (2010), noted that "in focus group interviews, the ideal number of participants is a minimum of three and a maximum of 13 individuals" (p.81). Hence, considering the suggestions made by these scholars, the present study involved eight English teachers in the two focus group discussions from two high schools. Eight FGD questions were designed based on the research objectives and the literature review. The discussions were conducted with the selected English language teachers. During the discussion, the researcher acted as a facilitator, mainly asking major and probing questions. The assistant data collector audio recorded the responses of the participants and the researcher as well. The FGD was conducted in English. Further, the researcher attempted to give all FGD participants an equal chance to reflect on the major issues of the research.

3.7 Trustworthiness of the Data

Subjectivity is the very nature of qualitative research, and qualitative researchers may not frequently use predesigned instruments in their studies. Hence, establishing the credibility or trustworthiness of the data is a challenging task. In this very sense, Connelly (2016), citing Pilot and Beck (2014), defines the trustworthiness or rigor of a study as the degree of confidence in data, interpretation, and methods used to maintain the quality of a study. Both qualitative and quantitative approaches make assumptions about ensuring data quality. In the current study, the qualitative aspect outweighs the quantitative one, and ensuring the quality of the qualitative data using different criteria is a fundamental issue. Most researchers (Connelly, 2016; Guba, 1981; Guba and Lincoln, 2001) used the criteria set by Lincoln and Guba (1985) to establish the trustworthiness of qualitative data. Some of the criteria include credibility, dependability, conformability, and transferability.

3.7.1 Credibility

Credibility, according to Polit and Beck (2014), cited in Connelly (2016), is confidence in the truth of the study and the findings. It is parallel to internal validity in quantitative research. The major question is how one could assure whether the findings are true and accurate. Some of the techniques to be used to establish credibility, according to Connelly (2016), include prolonged engagement with participants, persistent observation if appropriate to the study, peer debriefing,

member-checking, and reflective journaling. In this assumption, attempts were made in the current study to engage participants in narrative interviews for an extended period of time. Similarly, efforts were made to communicate the study's objectives, and participants were encouraged to express themselves freely because they were the best judges of the data. As a result, the credibility of the data is based on the responses and reflections of the participants. Thus, an attempt was made to check the credibility of the data by employing particular strategy like having debriefing session at the end of the session about the overall interview and focus group discussion sessions.

3.7.2 Dependability

Dependability is parallel to reliability (Guba & Lincoln, 2001). Cope (2014), citing Polit and Beck (2012), defines dependability as the constancy of the data over similar conditions and the degree to which the study might be replicated by other researchers and the findings would be consistent. In a similar sense, Guba (1981) summarised dependability as "how can one determine whether the findings of an inquiry would be consistently repeated if the inquiry were replicated with the same or similar respondents in the same or similar context?" (p. 80).

In qualitative types of studies, finding consistent results and stable data is a puzzle since there are multiple realities in different settings of the study. Nevertheless, there are different techniques used to maintain the dependability of the data. Some of them include: maintenance of an audit trail of process logs and peer-debriefings with a colleague and preparing a rich description of the study methods (Connelly, 2016). In this study, efforts were made to carefully set out the research questions and to review the literature meticulously in line with the purpose of the study. In addition, an attempt has been made to give a detailed description of the methodology of the study. Meanwhile, the comments provided by the thesis supervisor and thesis reviewers at different stages of the study were included to ensure dependability.

3.7.3 Conformability

Conformability is similar to objectivity or neutrality in that it determines how far constructions, assertions, facts, and data can be traced back to their sources (Guba & Lincoln, 2001). Conformability is defined similarly by Guba (1981) as "how can one establish the degree to which the findings of an inquiry are a function solely of the respondents and conditions of the inquiry and not of the biases, motivations, interests,

perspectives, and the inquirer?" (p. 80). Cope (2014) suggests that "the researcher can determine the conformability by describing how conclusions and interpretations were established by exemplifying that the findings were derived directly from the data" (p. 89). Besides, Cope suggests that when reporting qualitative data, providing rich quotes from the participants' words is suitable to assure conformability. Consequently, when reporting the findings of the study, rich quotes from the participants' words were taken, and analyses were made based on those quotes. To avoid biases during interviews and FGD, the participants were allowed to freely respond to the interview questions.

3.7.4 Transferability

Cope (2014), citing Polit and Beck (2012), states that "transferability" refers to findings that can be applied to other settings or groups. Similarly, Guba and Lincoln (2001) put transferability in parallel with generalizability, or the degree to which the results can be transferred to other contexts or settings. In qualitative studies, generalizability is not the main concern since the results of the given study may not give meaning to individuals in different contexts and with different experiences. Equally, Cope (2014) stressed that "researchers should provide sufficient information on the informants and the research context to enable the reader to assess the findings' capability of being "fit" or transferable." (p.89). Thus, to ensure the possible transferability of the study, the researcher tried to provide information about the participants in the study and the research setting.

3.8 Quantitative Data Gathering Instruments

Various quantitative instruments were used in the present study. The validity of these three quantitative data tools was ensured in different ways. First, the instruments used in this study were adapted from various published and valid sources. Second, the tools were reviewed by TEFL experts and the thesis supervisor. The reviewers checked the wording and content of the items. Third, the insights gained from the pilot study made a significant contribution to improving the validity of the instruments. Meanwhile, the reliability of each tool has been verified by Cronbach's alpha reliability index.

3.8.1 Professional Identity Questionnaire

A professional identity questionnaire developed by Beijaard et al. (2000) was adapted. Originally, they developed a total of 14 items: 4 subject-matter field items, 6 didactical field items, and 4 pedagogical expert field items.These items were designed to gather data from different disciplines of teachers concerning their current and prior perceptions of their professional identity in terms of the distinct aspects of experts such as subject matter experts, didactical experts, and pedagogical experts in the south-western part of the Netherlands. In the field of ELT, Mofrad (2016) used the same tool to investigate the professional identity of the language teachers in Iranshahr city, Iran. Fourteen items have been used in the aforementioned studies and settings. Thus, for the present study, the professional identity questionnaire developed by Beijaard et al. (2000) was slightly adapted and used.

The subject matter field questions (4 items), which give an emphasis to exploring the extent to which teachers put their teaching on the basis of subject matter knowledge and skills were taken from Beijaard et al. (2000). In addition, three new subject matter expert items (items 5–7) were designed based on the national standards set for English language teachers teaching grades 9–12 by the MoE (2013). These items focus on English teachers' knowledge and awareness of major language skills and knowledge areas, in this case, vocabulary and grammar.

Six didactical field items, which ask teachers to what extent their teaching was based on knowledge and skills regarding the planning, execution, and evaluation of teaching and learning processes, were used. The new didactical expert items, which range from 14–16, were designed from the conceptual explanation given by Beijaard et al. (2000). Eventually, the pedagogical expert (4 items) focused on how much EFL teachers base their teaching on knowledge and skills to support the students' social, emotional, and moral development. Moreover, new items 21 and 22 were developed based on the national standards set by the MoE (2013) for English language teachers. Meanwhile, the teachers were asked to show their agreement or disagreement with the given items.

On the other hand, before checking the reliability of the scales, the negatively worded item included in the professional identity questionnaires (item 4) was reversely coded into the same responses to minimise response bias and avoid response confusion (see

Appendix III for those negatively worded items). According to Pallant (2016), it is important to check the reliability of the scale to see the degree to which the items that make up the scale hang together or whether all the items measure the same underlying construct or not. One of the most commonly used indicators of internal consistency, as stated by Pallant (2016), is Cronbach's alpha coefficient. Hence, for the items to be reliable, the Cronbach alpha coefficient should be above 0.7 (Pallant, 2016). In the present study, the Cronbach alpha coefficient is.83, which would imply good internal consistency.

3.8.2 Professional Self-esteem Questionnaire

A professional self-esteem scale was adapted from Khezerlou (2017). The purpose of Khezerlou's study was to assess the perceived professional self-esteem of Iranian and Turkish EFL teachers. Khezerlou attempted to employ a shortened English version of the professional self-esteem scales (16 items) that were adapted from Aricak (1999). This scale was meant to measure teachers' self-esteem feelings in five sub-scales: satisfaction, knowledge development, commitment, adaptation, and communication. In the present study, the same professional self-esteem scale items were used after certain modifications. During pilot study, five items were removed after checking their item-total statistics. Meanwhile, five professional self-esteem questions (items 12–16) were designed based on the literature discussed in chapter two (see section 2.18). Thus, the sampled English teachers in the current study were asked to respond to the questionnaire based on a five-point Likert scale that ranged from strongly agree to strongly disagree. From professional self-esteem questionnaires, negatively worded items (items 2, 8, and 10) were reversely coded (see Appendix III). The Cronbach alpha coefficient for the items in the current study is.75, which is considered satisfactory.

3.8.3 Job Satisfaction Questionnaire

Different researchers used different job satisfaction questionnaires in their studies. For instance, Ibnian (2016) designed a job satisfaction questionnaire to study the level of job satisfaction among teachers of English as a Foreign Language (EFL) in Jordan. For the purpose of present study, the questionnaires used by Ibnian (2016) were slightly adapted and used. For instance, the rating scale 'neither satisfying nor dissatisfying' was changed in the present study to "satisfying to some extent'.

Similarly, job satisfaction was changed to teaching job satisfaction. Consequently, the teachers were asked to respond to the questionnaire items which are about the teachers' degree of satisfaction. In the end, item reliability analysis was conducted, and the Cronbach alpha value was.91, which could show high internal consistency.

3.9 Data Gathering Procedures

To begin with, different data gathering instruments designed for this study were employed simultaneously to generate the intended data. Thus, the data was not collected in a strict order since the study was not an explanatory sequential mixed methods design rather it was convergent or parallel mixed methods design. In this view, data for this study was collected between July 2021 and September 2021. Initially, a letter of cooperation was collected from the department of foreign languages and literature, Addis Ababa University. The researcher then communicated with Sidama region and Hawassa city administration education bureau officers regarding the purposes of the study. After this, the officers directed the researcher to the concerned secondary schools. Hence, the researcher first visited Tabor secondary and preparatory school on July 15, 2021. In this school, the researcher informed the school principal about the purpose of the study and obtained permission to communicate with the head of the English Department. At this stage, the researcher communicated with the head of the English Department regarding the purpose of the study and the participants to be involved. Then, the Department head gave a brief overview of the English teachers in the school and facilitated the data collection processes.

Meanwhile, the researcher selected English teachers for the individual interviews and focus group discussions. Here, the English Department head facilitated the FGD sessions by arranging the rooms and communicating with the participants selected for the discussions. In addition, all available English teachers were requested to fill out the questionnaires designed to collect the quantitative data. The same procedure was followed in this school and in the other schools that were included in the study.

Before conducting the individual interview and the FGD sessions, the participants were informed orally about the purposes of the study. In the first stage, the investigator attempted to contact the participants of the individual interview and

highlighted the aims of the study. This was done to socialise with the participants and seek their oral consent to participate in the study. Next, an appropriate time was set to conduct the interview and the FGD sessions. Similarly, the participants were asked for their oral consent for the audio recording. Eventually, during the interview and FGD sessions, the researcher posed general and probing questions set out based on the research issues under consideration. These procedures were followed throughout the individual interviews and FGD sessions.

Next, the researcher made a school visit to Alamura secondary and preparatory school, which is located in Hawassa city, on July 16, 2021. The first narrative interview was conducted with teacher one (T1) in the morning of July 20, 2021, in this school. On the same day, in the afternoon, an individual interview was conducted with teacher two (T2) in Tabor secondary and preparatory school. An individual interview with teacher three (T3) and teacher four (T4) was conducted on July 22 and 27, 2021, respectively, in Tabor secondary school. Then, the first focus group discussion (FGD) was conducted at Tabor secondary school on July 24, 2021, and the second FGD was conducted on July 29, 2021, at Yirgalem secondary and preparatory school. Similarly, in this school, an individual interview was conducted with T5 on July 29, 2021.

On the other hand, a narrative interview with T7 was held at Aleta Wondo secondary and preparatory school on August 6, 2021, in the morning, and with T8 on the same day in the afternoon at Aleta Hidase high school. Following this, the last narrative interview was conducted with T6 at Yirgalem secondary and preparatory school in the morning of August 07, 2021. The length of the individual interviews generally ranged from 29 minutes to 50 minutes, whereas the length of the FGD ranged from 1:10 to 1:26 hours. Both qualitative and quantitative data were collected simultaneously since this study employed a convergent (or parallel or concurrent) mixed method design. This does not mean that all the data were collected exactly at the same time. Nevertheless, those teachers who were not available during qualitative data gathering filled out the questionnaires at different times. Meanwhile, the last quantitative data were collected from Dila Aferara secondary school at the end of September 2021.

3.10 Methods of Data Analysis

3.10.1 Qualitative Data Analysis

In the first place, all the interview and FGD data were verbatim transcribed, including pauses, slips of the tongue, and grammatical mistakes. Editions were not made to the data to maintain the authenticity of the participants' views. The findings were analysed without stating the names of the participants; rather, their names were changed to codes such as teacher one (T1), teacher two (T2), focus group discussion one teacher one (FGD1T1), and focus group discussion two teacher one (FGD2T1) etc. Qualitative researchers tend to use different mechanisms of data analysis. Open code 4 is one of the tools for coding qualitative data generated from text information such as interviews, observations, or field notes. In analysing qualitative data, coding is important. Coding suggests a routine mechanical process, whereas developing theory is anything but mechanical. The steps of coding move from a lower level (raw text) to a higher (more abstract) level of understanding research concerns or theory generation.

Creswell (2012) emphasizes that qualitative data can be analysed in three steps: open, axial, and selective coding. Open coding helps to form initial categories of information about the phenomenon being studied by segmenting information into categories and subcategories. In axial coding, the researcher selects one open coding category, positions it at the centre of the process being explored (as the core phenomenon), and then relates other categories to it. As stated by Creswell, axial coding involves drawing a diagram, called a "coding paradigm," which portrays the interrelationship of causal conditions, strategies, contextual and intervening conditions, and consequences. Meanwhile, in selective coding, the researcher develops a ground theory from the interrelationships of the categories in the axial coding model. At a basic level, this theory provides an abstract explanation for the process being studied in the research.

Glasser and Strauss (1967) verified the concept of theory in grounded theory as an abstract explanation of a process about a substantive topic grounded in the data. The main point about "theory" is that the researcher should go beyond merely describing or categorizing the main phenomenon and should offer some basic understanding of the principles, relationships, causes,or motives underlying it.

Before directly moving to the analyses of the data the transcribed audio texts were made ready for coding by reading the text repeatedly. In this sense, Charmaz (2006) suggests that coding can be done by word-by-word coding or line-by-line coding. In the present study, line-by-line coding was conducted. Similarly, word-by-word coding was also done when the participant's response appeared important to the research concern. In the first place, during open coding, as emphasized by Gallicano (2013), the textual data was read several times and tentative labels were assigned to chunks of data. Thus, open coding was done by putting the established properties of each code and then the properties of examples of the participants' words (see Appendix VI for coding). In the present study, during axial coding, the relationship among the open codes was determined. In the end, as suggested by Gallicano during selective coding, core variables were figured out, which includes all of the data. In the end, axial codes and selective codes were created based on the open codes for each research question (see Appendix VI).

On the other hand, in the present study, computer-assisted qualitative data analysis software (CAQDAS) Nvivo version 10 was used. This software helped the researcher code the interview and focus discussion data in the form of free and tree nodes. A free node could be parallel with open (initial) coding whereas tree node as axial coding. Nvivo 10 was used to supplement the open coding procedures and it was primarily used in this study to create models and to visualise the data during analysis. Model creation in Nvivo is similar to selective coding, which could help the researcher explain the interconnectedness of the specific constructs of the research concern under investigation.

Consequently, both quantitative and qualitative data were analysed separately. Yet, the results of quantitative research question five was analysed in an integrated manner that is first quantitative results were presented and qualitative result followed. Meanwhile, quantitative and qualitative results were converged together to give meaning to the results.

3.10.2 Quantitative Data Analysis

Pearson's correlation analysis was made using SPSS version 24. It was mainly used to analyse the relationship among professional identity, professional self-esteem, and job satisfaction. To interpret the output of a correlation coefficient in the present

study, the rules of thumb suggested by Schober et al (2018) were used. The rules of thumb are as follows: 0.00–0.10 negligible correlation; 0.10–0.39 weak correlation; 0.40–0.69 moderate correlation; 0.70–0.89 strong correlation; and 0.90–1.00 very strong correlation. On the other hand, the analysis was conducted using statistical software Stata 15 and analysis of moment structures (AMOS) 23. Structural equation modelling (SEM) was employed to create model paths and to test the relationship among professional identity, professional self-esteem, and job satisfaction. In addition, the model helped the researcher to analyse the direct and indirect effects and the total effects of the specified variables.

Various model fit indices were used to assess how well the model fits the data. Thus, to assess the overall model fit, four tests were used: standardised root mean squared residuals (SRMR), comparative fit index (CFI), goodness of fit index (GFI), and Tucker-Lewis index (TLI). More specifically, SRMR is an absolute fit index as it assesses how far a hypothesised model is from a perfect model. In contrast, CFI, GFI, and TLI are incremental fit indices that compare the fit of a hypothesised model with that of a baseline model, that is, a model with the worst fit (see Xia and Yang, 2019). Meanwhile, scholars (Xia and Yang, 2019; Quintana and Maxwell, 1999) suggest that if CFI, GFI, and TLI values are above 0.90, it is an acceptable model fit. Likewise, if the SRMR value is below 0.08, it means the model fit is acceptable.

3.11 Ethical Consideration

Paying attention to the ethical issue is important since this study involved human in this case English teachers as the participants of the study. Regarding this, some points have been highlighted under the sub-sections of the research methodology of this study, particularly “Trustworthiness’’ and “Data gathering procedures”.

To begin with, all the participants were informed about the objectives of the study and their roles as participants. Meanwhile, their oral consent was requested, and they confirmed their willingness to participate in the study. To avoid stress during the interview, the researcher first made contact with the individual participants, briefed them on the purposes of the study, and attempted to socialise with them. During the interview and FGD sessions, the researcher tried to respect the rights and thoughts of the respondents with great care. The participants were allowed free to express their

ideas concerning the research issue under consideration. To ensure, the confidentiality and anonymity of the participants, the teachers' names were changed to codes like T1 (Teacher one), FGD1T1 (Focus group one teacher one), and so forth. Yet, the names of people mentioned by the participants during the interviews were also changed to pseudonyms. At the end of the interview, the participants were given a chance to listen to the audio recordings of the discussion. In general, these ethical considerations were used as guidelines in the data gathering processes of the study.

3.12 Summary of the Pilot Study

The pilot study was conducted from October 2020 to December 2020 to try out the research instruments and procedures. The general objective of the study was to investigate the professional identity of secondary school EFL teachers in the Sidama region. By employing a mixed study design, the data were collected from nine secondary and preparatory schools involving 67 English teachers. Purposive and availability sampling techniques were employed to select the participants. For pilot study, the schools were selected based on cluster of the school that is geographical location of the school. In this regard, six high schools from Hawassa city administration, and three from other '*Woredas'* or districts clusters were included in the pilot study.

Among the selected 67 English language teachers, five English language teachers from two high schools (Two EFL teachers from Tulla secondary and preparatory school and three teachers from Addis Ketema secondary and preparatory schools) were selected using purposive sampling technique and participated in the individual interview. On the other hand, five English language teachers from Addis Ketema secondary and preparatory schools participated in the focus group discussion session. The teachers who participated in the interview and FGD were also made to fill the questionnaires. Narrative interviews and focus group discussions were used to identify English teachers' initial motivation to join the ELT field, identity formation, the types of claimed identities, types of professional identity tensions English teachers encounter in their careers, and the factors that influence the formation of the professional identity of English teachers. Similarly, the relationship among professional identity, professional self-esteem, and job satisfaction was examined. Based on the results of the pilot study, minor changes were made to the tools and

objectives of the study. In general, the following lessons were, thus, learnt from the pilot study.

To begin with, the concept of TPI is fluid and it cannot be understood easily. Hence, finding the appropriate theoretical framework which reconciles with the present study was a challenging task. Thus, reading and rereading the existing literature and the previous research findings could enhance a comprehensive understanding of the concept. The researcher learnt that asking too many probing questions during an interview and focus group discussions led one to be overwhelmed by a large amount of data. This problem was minimised in the main study by asking general guiding questions. Furthermore, research question four, which focuses on the professional identity tensions English teachers encounter in their careers, and research question five which emphasises on identifying the factors that impact the formation of the professional identity of English teachers, appears to overlap. Thus, in the main study, research question five, which focuses on the factors that impact the formation of professional identity was removed because it overlapped with research question four.

On the other hand, major modifications were made to the professional self-esteem questionnaires since they were not the right items to measure the construct, as items 10, 11, 12, 14, and 15 were removed from the scale due to their low item reliability. Hence, five new professional self-esteem items were designed based on the literature discussed. Thus, in the main study, a total of 16 items were used to assess EFL teachers' professional self-esteem. Meanwhile, job satisfaction questionnaires were not problematic, and they were used in the main study as they are.

In the pilot study, the researcher struggled to choose the appropriate statistical test due to the complex nature of measuring TPI. Hence, the person's correlation coefficient was used solely. In the main study, structural equation modelling (SEM) was employed using AMOS (analysis of moment structures) 23 software. The SEM was employed to create model paths and test the relationship between professional identity, professional self- esteem, and job satisfaction. All in all, the lessons learnt from the pilot study helped the researcher manage the main study effectively.

CHAPTER FOUR: DATA PRESENTATION AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings and analyses of the study. In the first place, data from interview and FGD were presented in an integrated manner. Secondly, the quantitative data analyses were made after the qualitative one. Generally, the findings of the main study have been presented in the following way.

4.2 Findings and Analyses of the Qualitative Data

Qualitative data has been presented as follows.

4.2.1 English Language Teachers' Initial Motivations to Join the ELT Profession

English teachers' initial motivation to join the ELT profession is reported to be varied. And it is commonly assumed that most teachers do not choose teaching as their first discipline for several reasons. How such a lack of initial motivation influences the current professional identity of teachers is the fundamental issue of the profession. In this regard, English teachers reflected different views. For example, T2 reported that he had no initial desire to join the ELT profession and had joined it accidentally. He further narrates that being a member of a teacher's family did not help him join the profession. This is evident in his narratives.

> *My motivation isn't to be a teacher even if my mother is a teacher so but as a matter of chance I joined then I'm then I became a diploma teacher (T2).*

In a similar sense, T4 had no initial motivation to be a teacher of English, and his desire was to be a biology teacher. On the other hand, T5 reflected that he was very good at Mathematics and that his inclination was toward the natural sciences. In the same way, T7 was good at history and Geography. They narrated:

> *Accidental my plan was I was a very good student of Mathematics and I played chess. I'm very good at playing chess my tendency was towards that natural science (T5).*

> *My interest was History and Geography. When I missed this I followed my second interest English (T7).*

During focus group discussions, FGD1T3, FGD1T4, and FGD2T3 narrated that they did not dream of being an English teacher. FGD1T4 intended to be a journalist, whereas FGD1T3's intention was to attend music school.

> *As being a member of the Ethiopian community children's wish is to be a pilot, a doctor or so I didn't mean to be a teacher of course but I love music very much (FGD1T3).*

Similarly, FGD1T3 was encouraged to pursue the profession by his course instructor. The following stories demonstrate this.

> *I took two courses Basic English 101 and 102. The teacher that gave those two courses suggested that I should study English and then I moved to the profession so it wasn't deliberate and I didn't want to be a teacher first (FGD1T3).*

Here, university course instructors have a great role in helping the students join the teaching profession. Still, the participants reflected that they had no initial motivation to join the ELT profession. They join the profession unintentionally, either as assigned by the government, with low academic achievement, or financial problems. For example, FGD2T2 was assigned to the English department by the dean of the college and FGD2T4 by the ministry of education. In the same way, FGD2T4's first interest was to study theatrical art, while low academic achievement forced T1 and T2 to join the profession. T4, on the other hand, became an English teacher due to the high tuition fee meant for the natural science discipline (see Appendix VI for the narration of these teachers).

On the other hand, there are teachers who chose the profession. T3, for example, became a teacher because he had a strong desire to learn English since high school. He has a strong interest in the language. He stated his point as follows:

> *Yeah when I was a student in high school I like English and was fascinated to learn English and I like the English teachers of the course and because of that for the current profession, the high school education laid interest. Internally I've good interest to learn English and the teachers are my role models just to you know to have the interest of language (T3).*

Developing a good passion in high school is important for English teachers' current professional identity and professional life. Similarly, T5 entered the profession on purpose because he had a strong passion for the English language, which compelled him to pursue a career in ELT. In this regard, he has the following to say:

> *This profession is my first choice and I wanted to be a teacher, not a doctor no other professionals. My first interest was to be a teacher. If I joined teaching I could read, write and teach speak well. And these make my profession perfect (T6).*

This kind of initial motivation to join the profession is rarely observed in the narratives of the participants. Choosing teaching as the first profession is not commonly observed in current days due to several factors. Above all, role models inspire English teachers to join the discipline. T5 was inspired by his biology teacher's English proficiency. And this biology teacher influenced him to attend the college. He explained:

> *Good especially in our time all the teachers even the Biology teachers even they're very good at English they're very fluent especially my Biology teacher in grade 11 and 12 is very fluent. During that time we need only one B. All students scored B in Biology and went to college because of that Biology teacher. So all of us scored and the minimum was B and most students scored A and B most of us had got a chance to join college because of the teacher. He is very fluent even I was influenced by him and his English but he is not an English teacher (T5).*

Here, role model teachers' language proficiency is the determining factor in whether they join the profession. What is more important here is that teachers' language proficiency is the major motivational factor that inspires students to join the teaching profession. T6 and FGD2T1 also decided to become English teachers as a result of the influence of their role model teachers (see Appendix VI).

Similarly, exposure to foreign teachers aided T6's decision to enter the profession. His response to this appears to be the following:

> *My primary school teachers were Indians from Catholic mission Areka Chuko and they influenced me in later stages the Americans. When I was in grade six I participated in the first debate in English. In that grade, there was a competition that made me have a positive attitude to the language (T6).*

Good exposure to native speakers in the early grades and participating in some sort of English debate is the starting point for the students to think of being an English teacher in the early stages. Thus, having exposure to native or foreign teachers in the earlier stages helps one become an English teacher.

On the other hand, T1 was initially interested in learning the subject. Parents have strong power to influence their children to join the profession, though this is not evident in the current scenario. In this case, T3 and FGD1T2 were inspired by their parents to join the ELT profession. These participants, for example, have the following to say:

> *My brother who showed me the direction to join the English department because I had another subject which is inspired me History. So he told me and he advised me to join English department than History. My brother had been teaching Geography so he told me a lot about just English (T3).*

> *In my family, there were two teachers my uncle and my brother they were very good teachers and the societies appreciated them for that case I attended the English teaching training as a teacher this was my first initiation (FGD1T2).*

Teachers' parents' professional backgrounds serve as a springboard for them to enter the profession. Aside from that, the reaction of society to the teaching profession is the starting point for the given individual to consider becoming a teacher.

T1 enters the profession as a result of his strong performance in the course. He recounted:

> *When I took English as I mean college English as a common course I scored better mark in terms of others. Therefore, I decided that and just I stopped and I love the subject Mathematics but it didn't love me (T1).*

Obtaining higher grades in the required courses is a prerequisite for joining the department and continuing in the profession.

4.2.2 The Influence of a Lack of Initial Motivations to Join the ELT Profession on English Teachers' Current Professional Identity

Joining the language teaching profession accidentally could have a different impact on the professional identity of English teachers. The effect can be positive, negative, or none. In this regard, the participants reflected different views. Accidentally joining the profession does not influence the current professional identity of the teacher. In this view, T2 has the following to say:

> *Of course, after I joined the department and I graduated and then now I'm a teacher. I like it because even if it is accidental I didn't choose it but after through time, I love it. It is good one English is an international language and I can communicate with people and people also ask me different kinds of things in English so I know that I'm good I'm in a good position so that it is helping me to join this department and I love it (T2).*

FGD2T4's initial motivation was to join the theatrical arts, and not getting her first choice did not affect her current professional identity. She has the following narratives:

> *Not influenced that much because I like the profession I'm in now after joining this department I like it so there is no influence so I like theatrical art but this English department is also like theatrical art everything to understand it is the worldwide language it is what to understand to entertain everything with this language so there is no influence (FGD2T4).*

T3, T8, and FGD2T3 stated that accidentally joining the ELT profession has no effect on their current professional identity (see Appendix VI). Having good knowledge of other disciplines other than the English language has a positive influence on the current professional identity of the teacher. For example, T7's first intention was to study History, and now sometimes he helps his students with the history subject. He narrated:

> *Even I know that I'm very interested in History and even today I help my students in History subject. When they face challenges in History they ask me questions about what is this and I explain History concepts even now (T7).*

The lack of initial motivations for the profession has no significant effect on the professional identity of English teachers. For example, T5's first choice was to study mathematics, and he is still making use of this knowledge to teach scholastic aptitude test contents. He reflected:

> *By the way, now I'm teaching grade 12 even Mathematics subject even there is a subject called scholastic aptitude test this subject is more of Mathematics. So I like Mathematics I used to like Mathematics this also my tendency to Mathematics was good this helped me to teach Aptitude this is pure Mathematics. In those days when I joined college to learn English, I started to like English I just forgot Mathematics. When I joined the English department it was quite interesting (T5).*

In a similar way, FGD1T3 uses his knowledge of music to teach English. He responded:

> *Yeah sure I often write lyrics and poems in English and I've my own songs and I tell my students to listen to English songs and myself do that so it's quite interesting for me(FGD1T3).*

On the other hand, not joining the first choice field affects one's professional identity. During a focus group discussion session, one of the teachers had the following reflection:

Actually, it affects the profession because someone wants to be something therefore so he prepares himself for that thing accidentally some profession happened there will be some effects. Therefore, there are some effects but there is also some satisfaction in the profession ok (FGD1T4).

It can be acknowledged that a lack of initial motivation to join the ELT field could influence EFL teachers' professional identity. In this sense, it would be better if EFL teachers joined the profession by design. If teachers were initially motivated and ready to join the profession, they would be effective enough in their later teaching careers. Meanwhile, joining the first choice and examining why the teachers were initially motivated to enter the profession could give a broader picture of the current professional identity of a given teacher.

4.2.3 Findings on the Formation of English Teachers' Professional Identity

There is no common agreement on when and how English teachers' professional identity formation takes place. It is understood that the formation is gradual and takes a long time. The formation process involves several constituents. In this view, the participants of the study reflected a range of different views. For instance, FGD2T1 states that becoming an English teacher is a gradual process. T2's professional identity formation began in primary school, when he developed an interest in learning and speaking English in various situations, such as discussing the HIV/AIDS issue. T3, on the other hand, stated that the formation of his identity began in high school. The desire to learn English began when he was in high school and grew as he completed his high school education.

Identity formation begins when a person enters a profession and believes in himself / herself. FGD1T3 told the following story during the group discussions:

After joining the discipline the profession I believe that of course English is an international language and most people wish to speak fluently and fluent speakers of English and that I think that has a kind of impact on me and then and I started believing in myself as a teacher and that gave me energy.

Teachers' professional identity formation takes place when they (teachers) join the teacher training institutes (TTI) and go further to universities. For instance, T8 first joined TTI and continued his degree education at Dilla University. Similarly, T7's identity formation started at TTI training in distance project 1700. Later, he joined BA in the summer program at Dilla University. T7 reflected, "*When I got training, I started to improve myself. I knew at that time I'm now onwards English teacher."* T7 also stated that when he was at the University for M.A studies, everything was done in English. Hence, using English regularly helps the formation of identity. Yet, using English frequently started in university and stopped there. Thus, teachers' professional identity formation takes place during a teacher education program. Taking different English courses at the college level facilitates the formation of identity.T3 described:

> *When I joined college I joined the department of English and trained to be an English teacher. So the courses that I got in the college just shaped me to be an English teacher.*

On the other hand, starting the actual teaching activities helps the formation process. In this sense, T2 narrated:

> *The government also said that you're a teacher now I'm a teacher ok what kind of teacher am I. I'm a teacher of English and I'm assigned to teach English in the first place so I'm English it is the instance from the beginning of my time of work. I felt that I'm an English teacher.*

Getting approval from the government and carrying out the teaching learning activities shapes the formation of a teacher's professional identity. During the formation process, teachers attempt to ask who they are and how they became English teachers. Thus, being assigned by the government and starting teaching has a great role in the formation of identity.

Taking pedagogical training like a post-graduate diploma in teaching (PGDT) gives teachers a sense of professional identity and facilitates the construction of identity. When FGD2T4 was interviewed regarding the formation of identity, she replied that she did not like teaching because she had no experience or background knowledge

about the pedagogical aspects of language teaching. Taking training on the pedagogical aspects of teaching helped her to form her teacher identity. Taking different types of English language training and workshops molds teachers' identity formation. In this respect, T5 attended so many pieces of training provided by the American government, USAID, and the British government on EGRA (Early Grade Reading Assessment). T1 also attended the workshop provided by Hawassa University on improving language skills (see Appendix VI for the details of the participants' words).

Observing the role model teachers' professional characteristics helped the formation of professional identities of the participants. This is evident in T1's narratives, "especially *when I was in college. There were very smart teachers whom I wanted to follow their behaviour and activities*".

In addition, during the focus group discussion session, FGD2T1 expressed that observing the teachers' styles of teaching and their approaches is one of the tools that opens the way for the development of identity. The participant mentioned:

> *He managed us in a good way he is punctual and his teaching style is very attractive and very good and he was my model. These teachers led us in a good way and I followed their approach and I want to become a model teacher like them (FGD2T1).*

When FGD1T1 was asked about the issue of the formation of professional identity, he narrated it as follows:

> *He was an English teacher he is the model for me to make myself as him ok then after college I was interested in the way. He develops motivation not just comes at once and it develops day today.*

The FGD1T1 narrative clearly demonstrates that the formation of professional identity is a day-to-day activity facilitated by role model teachers. In the same way, T6 expressed the formation of his identity as a day-to-day activity. He said, "*My current professional identity is developed from the day-to-day activity of the subject."*

FGD2T2 developed his professional identity by observing the professional characteristics of his college instructors. He mentioned:

> *I developed the most important characteristics like accountability, honesty which I learned from the former lecturer in Hawassa College of teacher education. She was an English woman she taught us two courses and she was punctual for her time and for her job. So I learned both accountability and faithfulness through this career special professional identity that I developed through long year of experience.*

Similarly, FGD2T2 enrolled in university and found a model teacher who was a fluent English speaker, whom he regarded as a model teacher. Thus, being taught by well-known and fluent speakers at the college and university levels benefits FGD2T2's current fluency and identity. Advice from college and university instructors about teaching English through English and focusing on practicing speaking skills on a daily basis aided in the formation of T5's and FGD2T2's identities.

T2's interest in learning English was sparked by his exposure to tourists and assisting them in purchasing something and this was regarded as a stepping stone in the formation of identity. T2 is defined.

> *It was even very stepping stone for me to speak English when I was in primary school student even for your surprise in my broken English I got five birr from the Kenyan person who came from Somalia region who wanted to buy something from the shop… I was unfortunately there he spoke to me in English in my broken English I made him buy something and I got five birr that again initiated me to learn English.*

Exposure to foreign teachers such as Indians and Italians and communicating in English with them at primary school level shaped FGD1T2 identity formation (see Appendix VI for the participant's words).

T7 gave detailed narratives regarding the formation of identity. He mentioned that good exposure to native speakers has a great role in the formation of professional identity. Attending education in the mission schools and getting resources from the

native teachers were the important elements in the development of identity. These are evident in T7's words:

> *I started learning English in this high school when it was the primary school of SIM (Sudan Interior Mission) the school of Sudan interior mission there were Americans some teachers were Americans. They taught us English and they were missionaries. They taught us from grade five up to eight and I learned they taught us different vocabularies and they gave us different booklets for free. At that time I didn't feel like be English but I've good command of English and I get some skills from them. And I never feared communicating with anybody and this helped to build my confidence. The teachers who taught be were very proud at the elementary level they were well-educated people who tried to help us to get the message. I started to think about why I don't start to help my students like this when I teach I try to help my students how to communicate in English (T7).*

Considering oneself as teachers of English is fundamental one for identity formation. Thus, T1 expressed:

> *I think I form myself and the identity of this subject by being and by seeing myself as I an English teacher I tried to form myself in that way or direction.*

Furthermore, practicing the language skills without fear on a daily basis contributes significantly to the formation of identity. T6 expressed:

> *Through reading, following media, writing paragraphs and speaking English without fear or afraid but if you are afraid to speak English it isn't interesting.*

Professional identity is also formed when one starts the actual teaching learning activities and feels the sense of being an English teacher. T4 narrated:

> *As I told you it started in 1993 E.C. just I considered myself that I'm an English teacher I acted as an English teacher then that 1993 E.C. is the*

year I started teaching English. The training I got helped me very much that is why I can say I'm good in that area (T4).

T5 also narrated that the first years of teaching, so yeah, were the starting point of identity construction. When T3 was assigned as a teacher of English, he felt like an English teacher. The excerpt displays this.

Yeah very good so that feeling was coming to my mind when I was assigned to teach English at Amaro as an English teacher holding the diploma graduated as an English teacher so I considered myself as English teacher so the feeling started from that point at that time.

The moment FGD1T3 started teaching; he felt a sense of being an English teacher and developed his professional identity. FGD2T1 felt and acted as an EFL teacher when he started his first class (See Appendix VI).

The participants were asked what facilitates or shapes their professional identity. They expressed that the students' English performance determines the formation.T5 uttered two or three decades ago, the students were very active and they were brilliant at talking in English. At that time, they used to ask everything in English, and when the teachers talked in English, they listened. Currently, the students' English performance is poor. Thus, the students' performance determines the formation of the teacher's identity. T8 also narrated that there are outstanding students in the school and he sometimes gives them a chance to present and gets lessons from their presentations, which might have positive roles in the construction of identity.

Positive feedback received from the students paves the way for identity development. T6, FGD1T3, and FGD2T2 expressed that the feedback gained from the students made the teachers believe in the potential of teaching languages and work hard. Hence, English teachers' interactions with their students and the daily teaching and learning activities shape the formation of identity. Reading different types of novels and fiction as well as listening to English broadcasts facilitates T5's identity formation (see Appendix VI).

Moreover, when the participants of the study were asked to narrate the formation of their professional identity, they reflected on different interplaying variables. For example, celebrating English Day, coaching the novice teachers, having collegial discussions, and sharing experiences facilitate the formation of identity. In relation to this, T1 narrated:

> *We design that is one day that is English day every teachers and student must communicate in English specially Friday starting from good morning greeting each other and different simple communications.*

Celebrating English day and making speaking English as a mandatory on that day has the power to shape the identity of the teachers. Coaching the novice teacher and bringing that teacher into the English teaching community of English staff is vital in shaping one's identity. Regarding this, the following are words from T1:

> *This year we've one fresh teacher without even PGDT and I'm in problem with shaping him because he is just doesn't know what teaching mean including the subject matter. They say he is simply an English teacher they send him to our school we tried to shape him.*

FGD2T2 also stated that mentoring new teachers and sharing experiences play a role in shaping EFL teachers' professional identities. When FGD2T2 joined Yirgalem secondary and preparatory school in 2009, E.C., the fresh English teacher, was assigned by the school director for mentorship. FGD2T2 shared many things with the new teacher. The new teacher was shown how to handle the students in the classroom.

T2 helped a newly hired teacher by introducing her to the school environment, explaining the students' backgrounds and characteristics, and informing both the school and the department rules. Talking in English with English staff and other subject teachers helps the formation of a teacher's identity. Collegial discussions about the subject matter, as well as language assessment, facilitate the formation of identity. FGD1T1 also stated that conversing with colleagues about test, grammar, and language methodology issues guides the formation of ideas (see Appendix VI).

FGD1T4 similarly explained socialising with the staff at the department level shapes the formation of identity. He mentioned that the staff is very smart, sociable, and positive thinkers. Most of the time, the staff learns new things from each other, and this helps us develop our professional identity. Similarly, T1 believes that discussions during CPD (continuous professional development) training help one improve the profession. During the CPD, the teachers discuss in English where they are, and what their problems or limitations are. Thus, socialising with the staff members and discussing CPD issues form one's professional identity.

Formal and informal discussions, lessons from the internet, books, and listening to English news and audios all play major roles in the formation of identity. FGD1T4 narrated these in the following way:

> *Ok professional identity can be built from experience throughout the experiences you can developed your profession uh and the learning that can be informal and formal but most of the time formal one as my knowledge is concerned the informal learning is very important. Learning from the internet learning from the books learning from the other person that can be the natives or others and or listening to the audios listening to the news and other things are very important to develop the profession.*

Observing model teacher's class smoothed T5's professional identity formation. This is evident in his detail narration of the issue:

> *Yeah ok good by the way when I came here some 35 years ago my teaching methodology wasn't good I just bring the textbook and I just copied the questions on the board and I wrote the answer on the board and it was boring but one day there was one vice-principal he called me and said just stop what you're teaching and he took me at that time there was one visually impaired man I think his name is Emiru the vice principal took me to Emiru's class look he is very brilliant look how this teacher teaches then I observed actually we didn't enter to Emiru's class and we observed being outside as the window was open. The way he taught the students was very*

awesome the vice principal told me just the teacher is very experienced just try to get some methodology on how to teach my methodology and he gave me some additional books I tried to contact him and I changed myself because of this person (T5).

Supervision by the experts, supported by orientation and comments, is a crucial way for identity formation. T8 narrated, "*Supervisors observe us and, through that observation, we share experiences. OK, when they observe problems, they orient us, and they challenge us, and we share experiences*.''

T4 and T8 stated that sharing experience in difficult situations, preparing annual plans together, and receiving direction from experienced colleagues shape identity formation (see details in Appendix VI).

Meanwhile, teaching English through English as an institutional norm shapes the professional identity of English teachers.T3 expressed:

When you teach English I hope you have to impart your lesson of English language so since we're language teachers we've to use the language so this by itself helped me to just improve my English as well as just to continue with this profession uh in the school there was school day English day in that day students and teachers are expected to just speak in English this is one and in the actual classroom teachers are expected to conduct their lesson in the English language. So all these helped me to improve my professional identity.

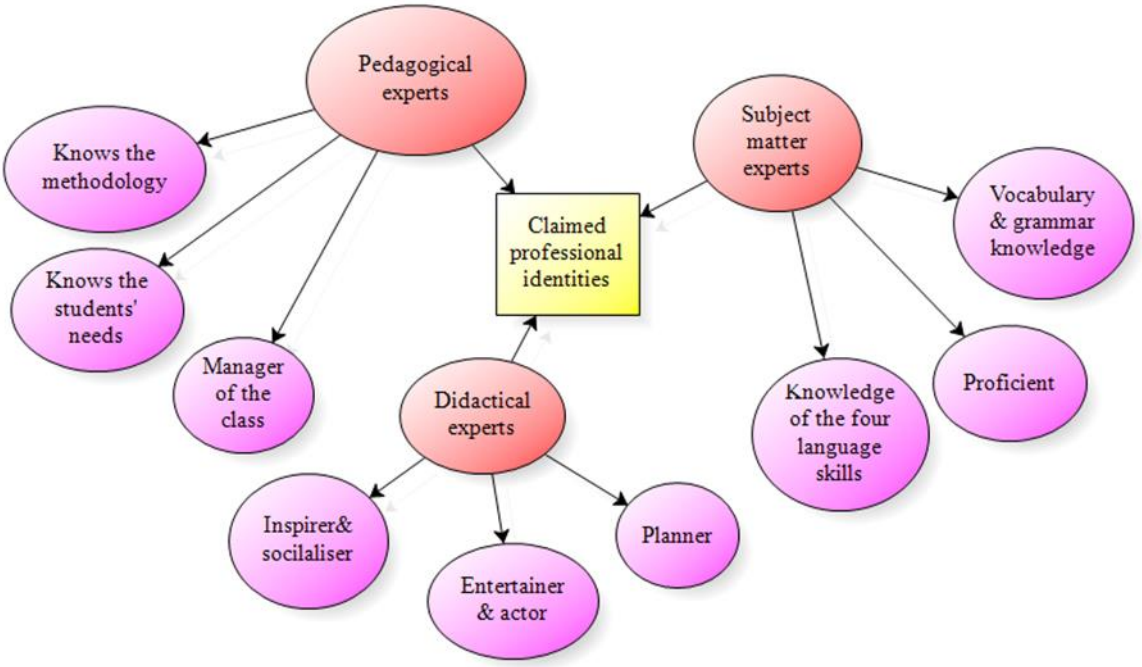
In sum, English teachers' professional identity formation is diverse and supported by a variety of variables. As a result, identity formation is a multidimensional and an on-going process.

4.2.4 Findings on the Types of Professional Identity English Teachers Claim

People may not be able to see English teachers' professional identities, but those identities can be inferred from the teachers' narratives. Teachers are hesitant to reveal their professional identity to others in the most obvious cases. In this regard, determining what types of professional identities English teachers claim or possess as English language teachers remains a difficult task in this regard. However, the

participants in this study articulated their claimed professional identities in their narratives as follows.

Teachers narrated various types of professional identities peculiar to English language teachers in a variety of ways in the model below. However, because the constructs are interconnected, categorising those lists into different aspects of claimed professional identity is a difficult task. Nonetheless, the following model summarises the claimed professional identities of English teachers based on the findings of the present study.



Model1: English Teachers Claimed Professional Identities

4.2.4.1 Subject matter experts

The above model depicts different types of claimed professional identities of English teachers. At this point**,** knowledge of the subject matter is the first identity expressed by T4. She narrates; "*He must have good language performance; he has to have knowledge of the subject matter*." Further, T1 states that the person who knows all areas of English courses is the one considered to be the subject matter expert. FGD1T2 narrated, "*Ok, when we're talking about English teachers and what I'm working on and the knowledge of teaching, which is the place for the students and the subject matter*." Hence, knowledge of the subject matter is seen as an important constituent of subject matter expertise.

Furthermore, an English teacher with expert knowledge of the four language skills is regarded as a given teacher's claimed identity. T1 exemplified this as follows:

> *An English teacher is a teacher who teachers the students as he must know all English uh areas of courses such as those four skills and also other English languages parts such as vocabulary and grammar.*

Adequate knowledge of the four language skills is an essential element of the claimed identity of the teacher. T4 exemplified that better performance in English and good subject matter knowledge can be seen as concrete examples of claimed professional identity. She asserted, "*He must have good language performance; he has to have knowledge of the subject matter*." And T7 added, "*He should look like a master of the class. Maybe he is an expert on the language and the user of that English."* Master of class, user of English, and expert in the area are some of the claimed professional identities of T7.

It was asserted by T3 that having good conceptual knowledge of the subject is an important indicator of a teacher's identity. His words depict this: "*Before they go to class, they should have to have a good concept of the topic they will deliver to the class." If things were to be in this way, it would be very attractive*." Further, T5 replied that being a good writer, reader, and listener are some of his claimed identities. His narrations depict this:

> *He should be a good reader for example if he doesn't read and write how he forces his students to read and write. An English teacher must be a good listener and he must have a lot of exposure so this is how he develops his professional identity.*

Being proficient is seen as an important indicator of teacher identity. T1 imagines speaking fluently exemplifies his professional identity. He replied, "*My imagination is one to speak more fluently. Second, I have to write something that develops my writing activities and also shows that I'm on the way*." Likewise, T4 mentioned several claimed identities, such as being fluent, accurate, and intelligible with accurate pronunciation. T4 articulated the issue as follows:

English teacher must be fluent as to me as much as possible uh he must be fluent accurate and he must have good language performance and good pronunciation in different aspects he must be good. I can't say I'm fluent but I want to be fluent as I've told you I'm not accurate but I want to be fluent and accurate(T4).

During focus group discussions, FGD2T2 replied that being competent and proficient are some of the examples of teacher identities. He narrated, *"He should be competent, he needs to be proficient, and he needs language competency."*

When asked the types of claimed identities, T5 listed them as follows.

I think I'm a good communicator and good at English but as I told you it is the process so through the process I develop sometimes I like the skills and we learn from our students when you learn you start to build yourself but actually I'm a good communicator. English teachers should have so many peculiar characteristics like for example he should be a good communicator.

T5 is a good communicator. Further, T1 mentioned that having appropriate communicative skills is important: "*So English teachers must know this and they also must have more communicative skills to interact with students by using the English language (T1)."*

4.2.4.2 Pedagogical expert

A pedagogical expert is primarily concerned with how to teach English, basic teaching strategies, and teachers' engagement with students. This section presents some of the findings related to English teachers claimed professional identities that can be considered essential components of pedagogical expertise. Nonetheless, because they are so closely related, the lists of identities placed in the pedagogical expert are also related to the didactical experts.

In this regard, T7 asserted that a given teacher is said to be a pedagogical expert when he teaches English correctly and knows how to teach the language skills correctly. Similarly, T2 stresses that understanding the students' needs is essential. In

short, T2's narrations demonstrated this as "*You've got to know what the students need and what my students need, the first thing that a teacher must ask*." Further, FGD2T1 emphasised that knowledge of the students' background is the one construct of a pedagogical expert. FGD2T1 demonstrated:

> *I should know their backgrounds or their social background then I manage equally so I should be punctual then I should give and I should teach them what they want and based on my knowledge.*

When asked about his professional identity, FGD1T1 stated that he is the class's manager and director. He stated:

> *I reflect the kind of direct person to show the ways to my students not telling all the information I'm not a teacher; by the way, I'm the director of the class to show the way how the students can develop themselves. We can't teach all things in the classroom why because of the limitation of time and so many things. Then we're doing that we direct how they can get the knowledge so I expect myself a director of the class.*

Being the manager of the class was also mentioned by FGD2T1 as a claimed identity. He added, "*When I go to class, I should manage my students. Managing my subject is the first step to becoming a good teacher. Then I should manage my students. I should approach them in an equal way. "'* In addition, T3 identified himself as a facilitator and coach. He gives time to students and assigns different language tasks. He stated this as follows: *"I act as facilitator and coach, like I won't take too much of their time just giving lectures. I just give them certain tasks and I give them time to discuss and reflect*." Approaching the students in a friendly manner and acting as a facilitator is the type of identity T5 possesses. He narrates, "*When I enter the class, most of the time I act as a facilitator, and I try to approach my students as friends, and most of the time I try to make the teaching-learning process more active and I give more time to students to participate*."

Furthermore, T5 spent his time preparing the students for the entrance examination. On the other hand, FGD1T3 teaches English interactively and he does not consider himself the only source of knowledge. When he started teaching, he spent too much

time explaining everything to the students, but now he has changed this style and makes his class more interactive (see Appendix VI).

FGD1T4 emphasised the importance of a stress-free classroom environment for English teaching and learning. As a result, he makes an effort to make the class stress-free and enjoyable. His words demonstrate this:

> *Ok, being an English teacher when I get into the class I'm not stressed or I don't think a lot ok I tell to my students that it isn't my mother tongue or it isn't the students' mother tongue but this is an international language so you should know this language. So be free and make fun and enjoy that is enjoying learning English and teaching English is enjoying ok the nature of the language doesn't want stress ok it needs some smooth way of teaching. So when I get to the class I think about the ways how I teach my students uh but not the stress and other things ok so being an English teacher is fun for me.*

Students' language learning is enhanced when they are taught not to be stressed and to reduce their anxiety. FGD1T4 describes himself as a teacher who teaches English in a fun and stress-free environment. T3 also sees himself as a teacher who helps students mature. "*Yeah, as you know, as an English teacher in a secondary school, it is expected that the students are mature and that they know things that are good for them*."

T8 attempts to make his students be good learners of the language. T2 illustrated that being up- to- date in terms of technology and language teaching methodology can be seen as his claimed identity. His narrated:

> *I think we're teaching English so it is a language that doesn't stay in one place every day it progresses it is dynamic we English teachers don't forget the dynamicity of the language it is ever-changing so they are different things which we've to nowadays thanks to technology there are different things we've so a teacher must you know find different things.*

The T2 narrations demonstrated that understanding the dynamic nature of the language and assisting the teaching of language with technology is important.

FGD1T2 stated that being up to date in modern technology and accessing it improves the teaching of English. He stressed that technology improves the students' language skills and assists in language teaching (see Appendix VI).

4.2.4.3 Didactical expert

As one construct of teachers' professional identity, didactical expert focuses on the planning, execution, and evaluation of teaching and learning processes. It also covers teacher roles, skills, moral, emotional, and ethical issues in the classroom. It also includes some characteristics of a specific teacher, such as personality traits. As a result of their close relationship, the lists of claimed professional identities included under didactical experts overlap with those included under pedagogical experts.

T2's professional identities include being a socialiser, cooperative, and friendly. Having these kinds of identities is essential in the context of teaching English as a foreign language. Being friendly in the classroom allows students to learn the language without feeling intimidated. T2's words demonstrate this:

> *Should be socializer it should be like that he has to be friendly if you're not friendly they will not understand you so you should be friendly they will talk to you in English without fear so a teacher an English teacher should be friendly and he should allow and give chance to students to speak and to try to do different kind of things in English whenever when he meet them and even. An English teacher should be cooperative he/she has to be hum sociable and again friendly.*

In the same way, T5 mentioned that being an entertainer and being a caretaker help the teachers present new language concepts. T5 reflected, "*Sometimes we act like entertainers and sometimes there are so many concepts that seem new that we act like caretakers and so on." We English teachers do so many multifunction."*

T2 also claimed that being very strict when teaching language is not recommended. Hence, T2 identified himself as flexible and an entertainer. He recommended that an English teacher should not be very strict with students because he/she is teaching the language. Furthermore, T2 claims being rigid does not help one to deliver the lesson

and being humorous is recommended due to the very nature of teaching English as a foreign language.

T2 stressed, "*What I want to say here is that an English teacher should be someone who isn't rigid; he should be full of jokes; and he should bring his lesson in a way that the students are interested in.*"

T1, on the other hand, identifies himself as a native culture actor. T1 shared the following information:

> *Just English culture because starting from now for example name when I think of name they for example say Mr that is also the culture of the language. The culture of the language starts from the name, from acting, and from something and also English teachers must act as foreign people I think.*

T1 and T3 reflected that their main claimed professional identity is acting as an English teacher and considering oneself an English professional.T1 explained himself by saying, *"I think I try to act as an English teacher to make or to put myself as an English teacher."*

During focus group discussion, FGD1T3 reflected that other subject teachers call English teachers "foreign teachers." Being identified as foreign teachers is not always good because it affects the professional identity of English teachers. In the end, English teachers refrain themselves from open discussions and are forced to change the medium to local languages like Amharic and some other languages (see Appendix VI). T7 claimed he was an instructor and motivator. He explained, "*Yeah, I motivate my students and my learners and also try to instruct them to do something as instruction, following the instruction, and I'm a motivator*."

Playing the roles, making dialogue, and motivating the students before the actual lesson can be seen as the claimed professional identity of T6. T6 explained his thoughts as, "*playing roles and making dialogue with the students and motivating the students to speak." When entering class first, I show my role play in front of them. At that time, the students become motivated.* "

T2 stated that performing actions and teaching English through different actions can make the students learn the language in a relaxed manner. He narrated:

> *When I teach here in the classroom I make the class to relax the students may laugh but what I need is a student should understand the lesson language not only from the teachers word for the act I did when I teach the present continuous tense I may act by writing and doing something in the classroom performing different actions in the classroom like kidding.*

T8 describes himself as a planner on a professional level. Similarly, FGD1T2 has the same professional identity as FGD1T1. T2 elaborated, saying that adequate preparation is the key to effective English teaching. T2's narratives depict:

> *He/she has to be ready and read different things before he/she comes to an actual class and you've to the way you know whenever you're ready to teach things the methodology will be different so you can once you're ready to prepare yourself at home or somewhere then when you come to the classroom you can have different possibilities of teaching English. So an English teacher now there is teaching is the aim of you know the aim of teaching is very easy if you're prepared teaching is very easy. The secret of teaching is preparation. So that an English teacher should prepare himself before the classroom and when he comes to the classroom things will be very easy regarding the methodology regarding the content the material that he's going to teach he has to be ready so a teacher should be ready for that.*

T4 and FGD2T1 identify themselves as approachable and honest. Approaching the students as mothers and fathers is helpful in the teaching and learning activities. In FGD2T1's words, "*I should approach like a father or model for them, not only teaching English; they should gain some ideas or role models from me."*

Meanwhile, T2 identifies himself as confident in speaking English in front of his students. He commented on the issue as follows:

> *The first thing that a teacher ask but you know any way uh from my experience my experiences helps me to improve my English that I become*

confident to stand in front of students and other people to speak in English that is from my experiences and I've acceptance I got from many of my students that is it unforgettable things which I got is acceptance.

T7 states that he is more of a problem solver and motivator. T7 motivates his students to use English frequently and build their vocabulary knowledge. He also attempts to exert his maximum potential to educate the students. He emphasised, "*My students, really love me because I'm their helper. I also motivate them to use English and solve their challenges in English to build up their vocabulary in different ways. I helped them and they're very friendly. I give what I've got to my students and I try to candle my light for them.* "

Being a role model in teaching English can be seen as the identity of a good professional English teacher. Similarly, T1 stated that being considered a good example in the profession is the identity one should possess (see Appendix VI for detailed narrations).

A clear understanding of the subject matter is reported by FGD2T3 as the claimed identity. He narrated:

It is important to be a model teacher when you go to the students the teacher should be punctual and the teacher should know the subject matter clearly and he has to know how to comprehend that material to the students or the lesson to the students. When the students get something from the teachers they the teacher should read how to teach the lessons correctly and the teacher should be punctual.

FGD2T4 also calls himself competent, fluent, and a role model. The narration depicts this as:

English teacher has a lot of things has been raised before he who presents the good lesson to his class and he who assumed to be model by the teacher not only for English teachers. A person, who is punctual, competent, fluent, and other issues and who is a model in the class and in his life.

T2 plays an advisory role. He advises the students to practice speaking English regularly using different techniques. As T2 narration demonstrated, "*I advise the students whenever they go home, if they want to speak English, they've got to talk in front of the mirror. If they don't have friends that helps them to be confident that they will improve their expressions in different kinds of things.*"

During the group discussion, FGD1T3 reflected that he feels proud of being an English teacher. The feedback he receives from the students motivates him to work hard. His narration asserts this as follows:

> *So this is a kind of fun that makes you feel proud of yourself so as a teacher I'm proud of myself because I'm in an environment where the students expect a lot from me. They even make me work hard that requires me to do a lot so that will make me love the profession I'm in regardless of the dissatisfaction regardless of the low status the community has towards teaching. It's a kind of reward for me so I'm that kind of person I'm such a person that makes me feel proud of myself.*

T6 asserted that he is respected because he is successful in teaching English and has a strong identity. He further added,

> *It is good. I've good name I've good standard. My feeling my professional identity is very high and the students appreciate and love me and they're interested in the subject and my position is high. When you're fruitful in your profession you become interested and satisfied.*

Similarly, T8 stated that he holds a good professional position at the school. Students understood him so well in general, and when he gets this kind of respect, he will be more encouraged to teach and perform well. The reflection he got from the students encouraged him to help them more and teaches them more, such as giving tutorial classes and preparing additional notes. He (T8) also mentioned that society expects teachers to be knowledgeable and that they respect the knowledgeable teacher (see Appendix VI).

T3 identifies himself as a reflective English teacher, and T2 claims that he knows what is expected of an English teacher. T2's words demonstrate this as, "*The only*

thing, so far as I've told you, is that to be a good English teacher, you've got to know what is expected from you, which is that you've got to work hard for yourself and for your students."

Because English is the key to all other subjects, teaching English gives T7 a unique professional identity. He assists his students in understanding other subjects through the use of the English language, because students' performance in other subjects is determined by their knowledge of English. T7 tells the story:

> *Teaching English makes us different because we're the base to others because if the students are very good in English they become also excellent in other subjects you know we're key teachers because some media use English and you're the worker of that language as to help our students to get English and to learn in English. When I help my students to understand and use English and I help them to understand other subjects also not only English if the students become good in English he may be good in other subjects too. So we're very important teachers.*

T1 stated that being competent in teaching English and attracting others to join the profession, being a role model is fundamental for the profession. T1 shared that, "*I must be competent in my area in my teaching profession in my subject and then, as I try to attract others to this subject, be an example for others.*" In addition, T1 emphasized that promoting the ELT profession is crucial. T1 explained this by saying:

> *The English language is the key for all subjects in high schools specially in high schools. Therefore, I think that I will try to help students even the teachers to use the English language because it is the medium of instruction in every high school and I try to promote the English language.*

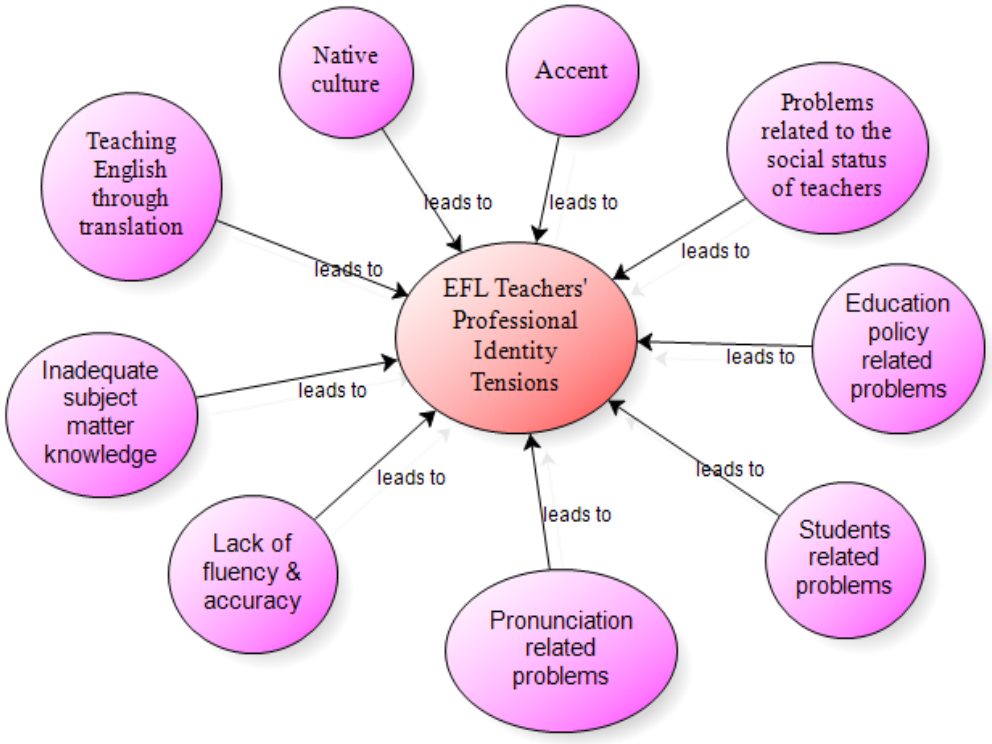
Hence, English teachers are promoters of the English language and they have a professional responsibility to do so. FGD2T2 identifies himself as a peacemaker and a good communicator. His words depict this as, "*The English language teachers need to be peacemakers, and we need to be good communicators."*

Teaching English helps T3 view the world in different ways. He stated, "*Teaching English helps me to see the world in different ways because I can listen to English. I can speak English, and this gives me a good opportunity to explore what things are going on around us.''*

The above teachers' narratives reveal various types of claimed professional identities of EFL teachers. These subsume subject matter experts, pedagogical experts, and didactical experts.

4.2.5 Findings on English Teachers' Professional Identity Tensions

EFL teachers experience different types of professional identity tensions at different stages of their careers. These tensions could emanate from different sources, such as native speakers' accents, native culture, teaching English through the mother tongue, inadequate subject matter knowledge, a lack of fluency and accuracy, and pronunciation-related tensions. Findings related to English teachers' professional identity tensions have been presented as follows.



Model 2: Professional Identity Tensions of English Teachers

i) Accent related tensions

FGD1T1 mentioned during group discussion how important it is to have a native-like accent when teaching English. When listening to the teachers' speeches, he emphasized that the students could not imitate the native accent. Most of the time, EFL teachers' accents echo their mother tongue, which influences the production's intelligibility.FGD1T1 exemplified:

> *The only matter is accent if they get specially in listening skill if they get the direct accent that is comfortable for the students they can imitate to the English accent but in our country our accent in our mother tongue the accent is different it is far apart so in this case when we listen when we teach listening we read the passages and they listen then most probably we read in our accent is it clear that is the problem for the students that is they can't listen to the direct accent that is the matter of accent non-natives and natives are teaching differently the difference is the use of accent* .

The narratives of FGD1T1 clearly demonstrate that English teachers struggle professionally when they want to teach listening skills, and the students could not gain better lessons due to the teacher's accent.

ii) Tensions related to being non-native English teacher

The dichotomy between being native and non-native English teachers is the source of professional identity tensions mentioned by the participants of the study. There is a commonly conceived concept which is quoted as "*I'm not a native speaker."* The feeling of being a non-native teacher creates professional tension and hinders someone's effort to teach the language effectively. This is evident in FGD1T3 words as follows:

> *Of course, it restricts us to some extent personally I always want to improve my English and I believe that I'm not that much accurate but in the middle of your attempt you may find someone with the opinion you said now who cares 'I'm not a native speaker' I'm not an*

American I'm not British. So this may hinder your extra effort to improve your competence.

In a similar vein, T6 expressed his belief that being a non-native teacher is detrimental to producing native-like pronunciations. According to him, "*English is not our native language, and its name refers to a foreign language and literature. Because the name is derived from a foreign language and literature, and because it is a second language for us, our pronunciation differs from that of native speakers*."

Being a non-native teacher causes stress due to the fear of making mistakes. Native speakers are familiar with a variety of English expressions and pronunciations. T2 describes the problem as follows:

If I'm not mistaken the one who speaks, for example, the one who is a native has good or better things than the one who is non-native because they're very familiar that is everything related to English. For example the expressions, pronunciations, and a kind of things they may be free of teaching classroom because they're familiar everything on that the native's language because we're the non-native we may afraid if we made some mistake in the classroom uh what the student says because we feel fear of making error and mistake.

T4 also mentioned that she faces different tensions as a non-native speaker because the language is not her mother tongue but rather a foreign language. FGD2T4 specifically mentioned the professional identities she faces when teaching English, such as word pronunciation and appropriate vocabulary. To alleviate such tensions, she usually refers to soft copy materials produced by native speakers and listens to native speakers' speeches (see Appendix VI).

iii) Pronunciation related tensions

Producing a native like pronunciation is the main professional identity tension T6 reports when he tries to pronounce a given word. He stated that native-like pronunciation is unlikely because the language is a foreign language. The detailed narration of T6 indicates:

Pronunciation couldn't be considered because English isn't our mother tongue and its name is foreign language and literature. The name is foreign language and literature and it is foreign language for us so our speakers. There is tension when you call or try to pronounce a given word it doesn't make you feel as foreign or native speakers' pronunciation. When you try to call or say one word you can't pronounce like the native ones. The pronunciation comes from your natural behaviour or utterances and it doesn't come through making your tongue or teeth or to change your parts of speech because we aren't the foreigners it is the second or foreign language for us. So pronunciation doesn't determine us.

T6's narratives clearly show that native-like pronunciation emerges from a teacher's natural make-up. Similarly, T2 mentioned that he had difficulty pronouncing words in class.

FGD2T2 explained his professional identity struggle, mentioning his experience as a translator in the religious service. He explained his thoughts as:

As far as I'm concerned I got an English speaker one upon a time there was a preacher in our church and a kind of crusade was organised so at that moment an American preacher I remember his name Mr William came to Aleta Wendo around Dale Megera they assigned me as a translator and then I took the part and I was effective and what I learned was an English teacher is he should be a good speaker of English. The tension that I faced was you know that we aren't member of English speaking community as I told you before. The English language is either in high school or junior it is inclined to the classroom language whenever I go for shopping or somewhere for services if I speak in English the people start to panic. I faced challenges when translating the preacher's word to the audience specially the pronunciation through time after hours I tried to use his accent effectively.

When translating the native speaker's speech to the audience, FGD2T2 experienced pronunciation-related tensions. Furthermore, FGD2T2 struggled professionally because he was not a member of the English-speaking community and only used English in the classroom.

iv) Tensions related to native speakers culture

One source of identity conflict in T2 is a lack of knowledge of the native speaker's culture. The community, students, and colleagues all expect one to be a good speaker. To be good speakers, a lack of knowledge of native culture, that is, knowledge of formal and informal language uses can sometimes cause fear (see Appendix VI). T7 mentioned yet again that a lack of knowledge about the culture of native speakers causes identity conflict. He emphasized his points by saying the following:

> *Uh maybe in my background I'm poor in English culture but I'm an English teacher, in this case, there are tensions being an English teacher is simply teaching but when I'm cultured in English I become the best teacher of English also that is. I try to use English in the home activities and in the cultural activities how to express ideas, the sorrows, the song also that is what culture means. There is some problem when speaking English but I always try to use English in the classroom that is the best way of teaching. The students could learn how to open or how to articulate if the teacher isn't articulating English the students how the students learn English. It is better for students to Speak in English to describe something in English.*

Understanding a native speaker's culture improves English language teaching. Apparently, a lack of adequate knowledge of native speakers' culture creates tensions in professional identity.

v) Tensions related to teaching English through translation

The other areas of professional identity tensions mentioned by the participants were teaching English through translation or using the students' L1. Although it is appropriate to use mother tongue sparingly in an EFL classroom when teaching abstract words, some teachers are forced to translate. For instance, T4 mentioned that sometimes she was forced to translate English to mother tongue during the teaching learning activities. FGD2T2 was also challenged to use their mother tongue when teaching English. The students prefer the translation, and the teacher wants to teach English through English principles. In these instances, there are identity tensions. The FGD2T2 words illustrate this.

When I got to impart the lesson in grade eight for the tutorial class they challenged us, teacher, just translate every sentence and the text so much time I said them and they're very challenged and they are fighting we need Amharic translation whatever you write on the blackboard you have to write its equivalent word in our native language they said ok this challenges us. When I come to my class and high school grade nine or grade ten I influence them to use English through English principles. When the academic year begins for two or three days they say unnecessary things but after three or four days they form a habit and they develop the skills.

FGD2T3 also reflected the same professional identity tension. He stressed that the students want the teachers to translate. FGD2T3 mentioned four years ago that grade twelve students accused him of not translating the activities. He illustrated:

When I was teaching English the students want the translation and they accused me to the director and the director come to the classroom and he sat down and asked me and I continued to teach and the students want the translation and we've many drawbacks and they always want translation not only to Amharic but also in local language.

T6 was also asked to teach English in the students' mother tongue. T6 words depict this:

Yes, there were some difficulties when I started teaching English but for my students, English isn't their mother tongue according to that when I want to teach English there are some difficulties. My memorable day was when the students asked me to teach them in the local language they asked me "why you don't teach English in our mother tongue." I replied your mother tongue is a different language and English is also a different one. How can I teach you English in your mother tongue this was a difficult question or unnecessary question I said and this was my headache you know.

T6 stressed that other subject teachers are not frequently using English to teach their subjects. This also makes the students prefer the translation more frequently. T6 expressed, "If you try to teach in English, some students are happy to learn, but other

subject teachers have also influenced the teaching of language because they don't use English when teaching their subjects."

T1 also mentioned that when he teaches his students and allows them to say their names in English, they start to disturb him. T1 expressed:

> *…you and they try to report to the director he doesn't teach in our language we can't understand what he teaches such things are happening in our school and even in different high schools so if they don't understand what is the purpose of talking in English mostly just they demoralise me to take other direction that is what I want to say.*

According to FGD2T4, the norms or habits of students using English in high school are not encouraging. Because of the limitations of the language, students are unable to understand when a teacher teaches all lessons in English. Furthermore, as FGD2T4 elaborated, the institutional regulations' emphasis is usually on grammar or vocabulary rather than communicative aspects of the language. T5, on the other hand, stated that using his mother to teach English made him feel uneasy (see Appendix VI).

vi) Subject matter related tension

Another area of professional identity tension reported by the participants was inadequate preparation for subject matter knowledge. The narration of FGD1T1 shows this:

> *On this point there are different kinds of professional identity crises that aren't there is no good preparation for the subject matter that is making the identity crises because the teacher should be mature enough in the subject matter knowledge otherwise there is something professional identity crises increases. So the teachers should update themselves in different kinds of short-term training or update different kinds of levels otherwise there will be identity crises. The administration or the leadership can increase the teachers' knowledge background.*

The most important component of any profession is subject matter knowledge. Nonetheless, inadequate subject matter knowledge preparation and a lack of subject matter knowledge create professional identity tensions, which can lead to professional identity crises.

Feeling incompetent and finding oneself below professional standards causes professional identity tension. Concerning this, FGD1T3 narrated:

> *... the subject matter knowledge uh as I told you earlier I always see myself being incompetent in line with the standards there are some standards then I always ask myself I feel that I'm not a good teacher I'm not that fluent I'm not that much in English so the problem I've in specific areas of aspects of language helped me to figure out how poor I'm in the subject matter knowledge so that influenced me highly.*

The stories above clearly show that teachers experience professional identity tensions when they are unable to meet the professional standards set by the relevant body.

vii) Fluency and accuracy related tensions

Being fluent and accurate in the language determines one's professional identity. If teachers find themselves going in the opposite direction, they sense professional identity tensions. T8 clearly indicates he was not able to express his idea as expected. He narrated:

> *I've the problem I couldn't able to express my idea as I wanted to express and I've the problem of this. This may be the friction ok maybe I can express it somehow but I can't express the expression I wanted to express like the way I express myself in my mother tongue. And even I don't expect all English teachers should do this if English were their mother tongue they might express well even.*

During the group discussions, FGD2T1 shared his colleague's idea, pointing out some gaps in accuracy and fluency. T4 expressed a desire to be a fluent speaker with good pronunciation, but she is unable to do so (see Appendix VI). T8 also mentioned issues with professional identity, including fluency, accuracy, and pronunciation. He

stated that most Ethiopians experience these tensions as a result of the method or curriculum they are exposed to.

viii) Tensions related to the students

When asked about the identity tensions they face, English teachers reported that students related tensions are numerous. Some of these tensions include students' poor performance, students' behaviour, a lack of interest in learning the language, a poor background, and a strong emphasis on grammar learning.

For instance, T5 emphasised that the students' low performance in the language creates identity tension. T5 illustrated:

> *The medium is half English half Amharic. Nowadays the students the grade 12 students fail to write their names even they couldn't identify capital and small letters and sometimes it is very difficult they're below the standard in this case even if you tell them to do something in English they can't hear you and we're forced to use other languages.*

Furthermore, the students' behaviour creates professional identity tensions. T2 specified that the students' behaviour in the classroom does not allow one to apply everything of his/her identity in the classroom. T3, as previously stated, things are getting worse as a result of student behaviour. When a teacher goes to class, the classroom is not conducive, and he/she will not conduct a given lesson properly. As a result, a teacher's professional life suffers (see Appendix VI for detailed words from the teachers).

T4 reflected that the students lacked interest in learning English. T4 commented on the issue as follows:

> *As I've told you I've a good relationship with my students and with my colleagues and the school leaders but three years ago the situation wasn't good due to this I decided to resign to that extent. I decided to resign because of the students' behaviour and political crises that were in our school and it degraded my potential and my motivation. So when you face*

such difficulties you become degraded and I was degraded due to these problems.

T1 forwarded detailed narratives on the students' lack of interest in learning English. They prefer to learn other subjects. T1 asked why the students lack interest in learning English; they think that the subject is challenging and do not want to spend much time on it. T1 described the issue as follows:

I said when you study your higher commission education the medium is English. So if you don't know the language even you can't answer simple questions one plus one in Mathematics please come to the subject please oh no we don't need. In this sense, I get demoralised but other subject teachers aren't like this. Students aren't voluntary to study English basically what should I remind you is that in our school now grade 12 students are given tutorial classes to prepare themselves for the University entrance exam. Two teachers were assigned to teach them one teacher said just he was upset in that he called the students and prepared himself well. Most of the students left the class and joined Civics class. Three class students compacted in one class and attended Civics tutorial class other than English. In some cases, the director comes with me, he said look this class just teach the students who want to learn English.

The students' poor backgrounds also make FGD1T3 feel uncomfortable teaching English. FGD1T4 noted that the students expressed a desire to learn only grammar rather than language skills. He highlighted:

When we want to teach the skills like listening, speaking, reading, writing I think we've a challenge from the students because they want only to learn grammar but learning listening, speaking and other four skills it isn't their wish ok and they don't want to learn that so that is the challenge for us it is a tension for us and to make and to be more professional and to know the language more we should teach ok more so that makes us more challenged.

Meanwhile, T3 narrated that the students are very interested and inspired when they learn grammar daily. As T3 pointed out,"... *If you teach grammar, your fluency can't*

be improved, so as one factor, I can say that the interest of the students in the class is to learn grammar, so this can be a factor for speaking fluency."

ix) Tensions related to Education policy

The education policy should clearly state and direct the mandatory use of English in high schools, as well as monitor its implementation on a regular basis. On the other hand, the exam system should be strict enough to minimise cheating in the examinations. In this sense, T1 reflected his professional identity tension as follows:

> *Firstly they (the students) must know that when they know that the students must learn or must acquire that English teacher should always talk in English communicate in English do everything in English the students have to know this. If such policy direction or that plan is there they simply come to this and they think that if I don't do this I can't be good student they say but here whether the students know English or not they score more mark from different areas as you know that is cheating whatever they say pass so why I do this why I become in problem to study it they said this is the problem of educational policy.*

Moreover, the entrance examination does not cover all major English skills. This also forces the students to focus on grammar. T5 is the one to state this:

> *The University entrance examination doesn't give too much emphasis to skills for example we teach our students listening, reading, writing, and speaking but only for example students the longest word they write is only their name. They aren't expected to write something creatively from their mind so this discouraged so the students will be assessed in the way you used to show their skills but there are reading passages only the reading speaking almost no writing there some forms of letter writing they are asked in that way but they aren't asked to develop their own writing. The listening almost zero it is better if the students are assessed in the way they make out their skills it is better.*

T1, similarly mentioned, the people who lead the school are not promoting the mandatory use of English in the schools as a subject and medium of instruction. On the other hand, T3 replied that a lack of continuous professional development (CPD) training creates identity tension. Three words depict, "*We should have to have continuous kinds of training just to improve our English and our teaching methodologies. So, previously we had these kinds of pieces of training, but nowadays, such pieces of training have just stopped. So if this continues, we can improve our careers.*

x) Tensions related to Teacher recruitment

Another important point which should be considered by education policymakers is the recruitment of teachers. In the Ethiopian context, outstanding students are not joining the teaching profession. This later leads to professional identity tensions.T8 asserted, *"The other one is bringing teachers to the teaching profession. Outstanding, very good, effective, knowledgeable teachers should come to this profession. It has an impact*."

The limited use of English for only classroom teaching purposes influences the teachers' professional identity. Some people are not interested if one uses English in public service areas such as shopping and commercial bank. FGD2T2 replied:

> *What I'm worried about so much was why the English language is inclined only to classroom why not in shopping as alternative language why can't we use like somewhere in commercial bank of Ethiopia. When we go for services why people are annoyed when I speak English outside the school so these are so many challenges or worries.*

Some of the variables that contribute to T1's identity tension include limited exposure to English and environmental factors. T2 also stated that the time allotted to teach English is insufficient for teaching English and completing all language tasks due to COVID-19, which is thirty minutes in one period (see Appendix VI).

xi) Tensions related to the social status of English teachers

Teachers have a low social standing in the community. This causes the teachers to struggle professionally once more. Narrated by FGD1T4, "*It is the negative one if we are concerned about the social status of teachers in the community. Most of the time, when societies consider teachers, they consider their economic status and other factors, but not their profession. This has an impact on the teachers' self-esteem*."

T7 also mentioned that teachers are not given the expected place in the society. He illustrated that the position of teachers in the school is great and they are seen as great people. Yet, the teachers in society are not such great people because they are not given high positions or because there is no right place for teachers in society. This influences the identity of the teachers, even though that is very problematic in today's society. This makes T7 worried since teachers are the creators of generations. T8 mentioned that economic factors, societal attitudes, and the students' low performance and the teachers' low economic status influence the professional identity.T8's narrations demonstrated this:

> *By the I said I like teaching profession there are a number of factors that affect us ok not to continue may be to be challenged to go further and to go forward a number of economies by itself the society ok the society by itself even the students' performance by itself. You know the first thing is economy so teachers among the community they don't lead a better life are that not so the first thing is changing teachers economy is I think one factor.*

xii) Tensions related to the attitudes of the community

Using English everywhere is discouraging because the communities are not aware of the language and the teachers are designated as "imitators" of the native speaker. FGD2T4 explained this with the following concrete examples:

> *Motivation also as being an English teacher or as a speaker of the language. So motivation is one of the factors and there are also social factors when we use the English language everywhere it is what discouraging and the community discourages and they give or say you she*

speaks like 'ferenj' 'native' not only social factor but also in the classroom. Was she imitating the native?' Why do you speak like this? These are challenges also the students want to listen to their language to understand in the local language or in national language so the community attitude is also one factor.

Speaking too much English outside of the classroom, such as in markets, is discouraged. FGD2T2 responded that some people may be uncomfortable if you speak too much English or if you only speak English in the market or somewhere else (see Appendix VI).

xiii) Tensions related teaching methodology

The methodology of how the teachers learnt the language influences their identity. T8 reflected the issue as follows:

We've the method we learned just influenced us especially when we were primary school students we were passive. The teachers stood there to lecture and lecture and we didn't say anything. I think after I joined Dilla University we started learning English communicatively. These days may be the way English language text was prepared is somehow good but teachers have no practice.

T8, correspondingly, emphasised the teaching methodology creates tension. He narrated:

If you observe even a speaking lesson it is lecturing. Speaking is practical is that not. To be a good speaker the easiest thing is simply speaking. Speak in English all-time everywhere you can simply improve or develop your language ability specially speaking because the skills are practical courses to become a good writer there are a number of different important things to be one is making it practical. We don't come to these practices even these days we don't enable our students practically practice the language.

xiv) Tensions related to the imagined and practiced identity

T7 experienced professional identity tensions between imagined and practiced identities. He reflected:

> *Yeah, I try to be a fluent speaker and I try to be communicative and an English language user in the classroom. It isn't good at that time when your imagined identity contradicts your practiced identity. When I enter the class I always try to be what try to express myself in the subject in that context I try to be a good teacher.*

Finally, FGD1T1 stated that his imagination, preparation, and actual items discovered in the ground are all far apart. As a result, this contradiction causes professional identity conflicts. Consequently, English teachers' professional identity tensions are diverse in nature.

4.3 Findings and Analyses of Quantitative Data

Quantitative findings have been presented as follows.

4.3.1 Descriptive statistics of English teachers' professional identity

Three subscales were used to assess English teachers' professional identities. As a result, the descriptive statistics for these scales, as well as the teachers' professional self-esteem and job satisfaction, are shown below.

Table 4: Descriptive statistics of English teachers' professional identity

	N	Min	Max	Mean	Std. Deviation
Total professional identity	94	22	110	2.394	19.69
Subject matter expert	94	7	35	2.167	6.88
Didactical expert	94	9	45	2.603	7.86
Pedagogical expert	94	6	34	2.355	6.63
Professional self-esteem	94	16	80	2.395	14.04
Job Satisfaction	94	20	100	2.459	19.11

The above table indicates English teachers professional identity scale which includes teachers as subject matter experts (7 items), teachers as didactical experts (9 items), and teachers as pedagogical experts (6 items). The result indicates, professional

identity received the highest mean from the pedagogical expert (M = 2.355, SD = 7.86) and obtained the lowest mean score from the subject matter expert (M = 2.167, SD = 6.63). This could imply that English teachers see themselves as more of a pedagogical expert and less of a subject matter expert. Moreover, from the descriptive statistics particularly the total mean scores of professional identity it can be inferred that English language teachers have low or weak professional identity if we take the mean score above 3.00 as high and less than 3.00 as low. A professional self-esteem questionnaire with 16 items was also used to assess teachers' feelings of professional worth. The mean score and standard deviation of professional self-esteem are M = 2.395, SD = 14.04.This might imply they have low professional self-esteem. Similarly, the job satisfaction questionnaire is composed of 20 items, and it was used to assess the job satisfaction of EFL teachers. The mean score and standard deviation of job satisfaction are M = 2.459 and SD = 19.11. This would imply that the teachers have low job satisfaction.

4.3.2 The relationship among professional identity, professional self-esteem, and job satisfaction of English language teachers

A Pearson correlation was run to examine the relationship between professional identity, professional self-esteem, and job satisfaction among EFL teachers. Hence, Table 5 shows the correlation coefficients of the variables.

Table 5: Correlation coefficients of professional identity, professional self-esteem and job satisfaction

	1	2	3
1. Professional Identity	1.00		
2. Professional self esteem	0.81**	1.00	
3. Job Satisfaction	0.70**	0.70**	1.00

Note: **: $p < 0.001$

The Pearson's correlation analysis shows that professional self-esteem was positively and significantly correlated with professional identity (r = 0.81, *P* = 0.000). This could indicate that there is a strong correlation between the professional values that teachers ascribe to their profession and their professional identity as EFL teachers. In the same vein, teachers' job satisfaction was positively correlated with professional identity (r = 0.70, *P* = 0.000). In addition to Pearson's correlation, structural equation

modelling (SEM) was run to see the relationship among three variables. Consequently, Table 6 presents the overall goodness of fit indices.

4.3.3 Goodness of fit indices of the model

Table 6: Goodness of fit of the model

Measures	Value	Cut-off point	Decisions
Chi-square statistic	373.255**	p-value >0.05	Significant and good
SRMR	0.02	SRMR<0.08	Very good
CFI	0.992	CFI≥ 0.90	Very good
GFI	0.971	GFI≥ 0.90	Very good
TLI	0.979	CFI≥ 0.90	Very good

Four goodness-of-fit indices were used to test the model. These subsume the standardized root mean square residual (SRMR), comparative fit index (CFI), goodness-of-fit index (GFI), and Tucker-Lewis index (TLI). As indicated in Table 6, the analysis of the structural equation model yielded a good model fit. The chi-square statistic is 373.3 (10), p =.000. In addition, the overall fit of the model in the present study is high and acceptable: SRMR = 0.02, CFI = 0.992, GFI = 0.971, TLI = 0.979, which surpassed the.90 cut value.

4.3.4 The structural equation modelling (SEM) results regarding the relationship among professional identity, professional self-esteem, and job satisfaction

This section presents the model paths and standardised coefficients on synthesised relationships among professional identity, professional self-esteem, and job satisfaction in figure2. In addition, table 7 displays the total, direct, and indirect effects of model paths.

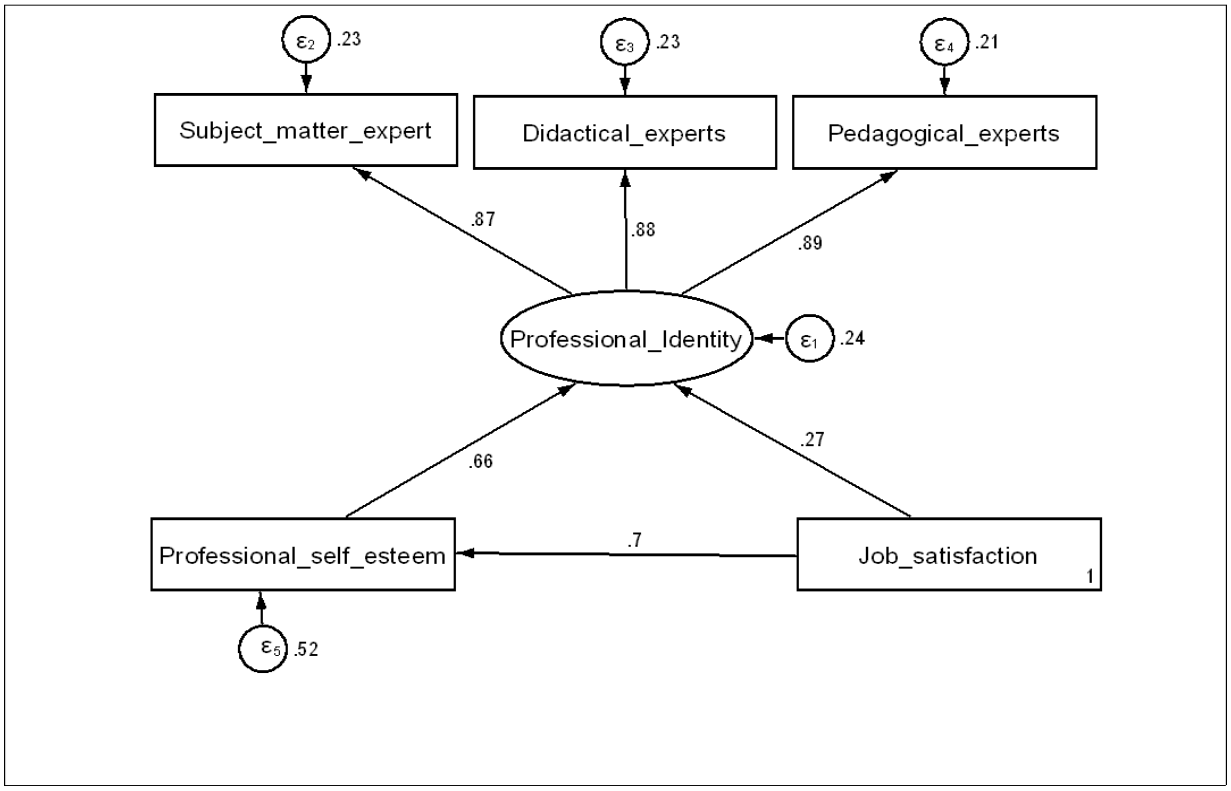


Figure2. Model paths and standardized coefficients on hypothesized relationship among professional identity, professional self-esteem and job satisfaction

Table 7: **Total, direct, indirect effects of model paths**

Model path	Total effect	95%CI	Direct effects	95%CI	Indirect effects	95%CI
Job Satisfaction→ Professional self esteem	.70**	(0.60,.78)	.70**	(0.60,.78)	-	
Job Satisfaction→ Professional Identity	.73**	(.55, .83)	.27**	(.10, .43)	.46**	(.29, .71)
Professional self-esteem→ Professional Identity	.66**	(.52, .81)	.66	.52, .81)	-	
R-square(R^2)	.553					

As shown in Figure 2, the relationships between job satisfaction, professional self-esteem, and professional identity were tested using structural equation modelling. The results suggested that professional self-esteem directly predicted professional identity (β = 0.66, $P \leq 0.001$) and job satisfaction positively predicted professional identity (β = 0.27, $P \leq 0.001$).This would imply that professional self-esteem has more power to predict professional identity. Yet, job satisfaction and professional self-esteem could explain 55.3% of the variance in professional identity. Job satisfaction predicted

professional self-esteem positively (β = 0.70, $P \leq 0.001$). Moreover, professional self-esteem indirectly mediated the relationship between job satisfaction and professional identity [indirect effect = 0.46, 95% confidence interval (CI): .29, .71].The standardised indirect (mediated) effect of job satisfaction on teachers' professional identity is .462. That is, when job satisfaction goes up by 1 standard deviation, professional identity goes up by 0.462 standard deviations.

To supplement the quantitative data, qualitative data on the relationship between English teachers' professional identity and professional self-esteem were gathered. The teachers' narratives reveal that their professional identity and professional self-esteem are related. T2, for example, stated that positive professional self-esteem boosts professional identity. He denotes:

> *As both of them are inseparable because once you give something to your profession on the thing you're applying your identity. So that in my mind these two things are inseparable you can't separate them one is related to other so because when I teach in the class and do my professional work I've to use my identity because I've to be confident in the classroom I've to cooperative and helpful to my students so that this one helps the other one helps them so they aren't separable for me.*

In a similar manner, FGD1T3 revealed that if someone believes that he/she is a teacher, he/she will get a kind of positive energy from his/her professional identity. So these constructs are interrelated. FGD2T2 also narrated that professional self-esteem and professional identity are two sides of the same coin and go hand in hand (see Appendix VI).

Respecting your profession determines your professional identity. In general, the two variables are inseparable. This is evident in T2's reflection.

> *Professional identity determines professional self-esteem. Your self-esteem is first because if you don't give value to your profession nothing is there first give value to your profession and then that value determines your professional identity.*

On the other hand, T4 narrated that if teachers' professional self-esteem is low, so does their professional identity.T4 stressed:

> *First I must have good self-esteem and I've to trust the profession and feel proud of it and I must give value to my profession if not it can't be good. Being a good teacher has a positive impact on my professional identity.*

The above story implies that low professional self-esteem leads to low professional identity. During the FGD, FGD2T1 reflected that his professional self-esteem is high, so it influences his professional identity positively. He likes his profession, and he is interested in English language. Nevertheless, the mean score of teachers' professional self-esteem is low. This is quite the opposite of the qualitative data generated in interview and FGD. T2, on the other hand, revealed that positive professional self-esteem determines his professional identity. He values being an English teacher, and he has good confidence in his profession and the way he teaches his students (see Appendix VI).

In sum, the narratives of teachers indicate that professional self-esteem has a positive effect on professional identity. Good professional self-esteem and being proud of the profession increase the professional identity of the given teacher. In contrast, low professional self-esteem leads to a low professional identity.

Moreover, the participants of the study narrated that job satisfaction and professional identity are directly related and that they are interdependent. In line with this, FGD2T2 stated, *"What I think is it is interdependent job satisfaction and professional identity what we gain FGD2T4 said it before*."

FGD1T3 also emphasised the importance of job satisfaction in developing a professional identity. In our context, job satisfaction is what we earn from our profession. It is directly related to financial fulfilment. He stated that someone's income from their profession cannot be separated from their professional identity.

Job satisfaction leads to a high professional identity, and there is a strong connection between the two variables. This might mean low job satisfaction leads to low professional identity and high job satisfaction may lead to strong professional identity. T6 clearly narrated the relationship between the two as follows:

> *My professional identity is very strong and my job satisfaction is very interesting and very good and positive. I'm satisfied and my identity becomes high and I'm pleased I'm happy because not another thing even my job satisfaction is high. Maybe this is the last month or the end of my profession as I think up to this I'm happy and I'm pleasant. I'm satisfied. The relationship is strong because I said before when you're interested in something you feel interested. I'm interested in this profession and satisfied.*

In addition, T8 explained that job satisfaction and professional identity have a strong relationship. He (T8) added that he does not want to go anywhere from the teaching profession, that he is satisfied, and that his identity is strong. According to FGD1T3, there is a direct relationship between job satisfaction and professional identity (see details in Appendix VI).

Dissatisfaction leads to a weaker professional identity. In this regard, T7 said, "*If I'm dissatisfied, my professional identity will be weaker. Both professional identity and job satisfaction have a stronger relationship*." FGD1T1 elaborated, stating that job dissatisfaction leads to a weakened professional identity. This is clear from his narratives:

> *I'm opposing him what about my living yes, of course, I've taught many students and they are in a good position at different places how about myself I'm as it is. So how it could be how I could be satisfied in this living I can't exist in this market.*

Meanwhile, T5 indicated that professional identity determines job satisfaction. T5 narrates:

> *My professional identity determines my job satisfaction. When my professional identity is stronger my job satisfaction will be positive even if*

I'm dissatisfied it might not have a significant impact on my teaching profession. I know there are so many up and down there so many things that we lack so despite all those things I like my profession so I've a good thing for my profession

Job satisfaction and professional identity are interdependent. When job satisfaction improves, so does one's professional identity. As a result, job satisfaction and professional identity are inextricably linked. The lower the job satisfaction the weaker the professional identity becomes. Job satisfaction strengthens one's professional identity, whereas job dissatisfaction weakens one's professional identity. Thus, the key findings from EFL teachers' narratives show that there is a strong positive relationship among professional self-esteem, job satisfaction, and professional identity of English teachers.

4.4 Discussion

To begin with, the discussion of the major findings has been framed as per the order of the research questions. As it has been stated elsewhere in this paper, the primary purpose of this study was to investigate secondary school English teachers' professional identity, professional self-esteem, and job satisfaction. It particularly focused on identifying initial motivation to join the ELT profession, identity formation, types of claimed professional identities, and identity tensions. The study was also intended to examine the relationship among English teachers' professional self-esteem, job satisfaction, and professional identity. In line with these objectives, the findings of the present study have been discussed as follows.

The first research question aimed at finding out English teachers' initial motivation to join the ELT profession and how this influences their professional identity. The results from the interview and focus group discussion suggest that English teachers had no initial motivation to join the ELT profession. They become English teachers accidentally or are assigned by the government. It has been reported that they had no initial interest in joining the profession and became English teachers due to low academic achievement and financial problems. This might mean there need to be different mechanisms to be set by the government to attract high-achieving students to the profession. On the other hand, quite a few teachers joined the profession by

design. They reflected that they joined the profession because of a strong desire and good passion to learn the language. In contrast, a lack of initial motivation to enter the profession has no effect on teachers' current professional identities. Yet, results from focus group discussion revealed that joining the ELT profession accidentally influences the current professional identities of teachers. Hence, being unable to get the first choice could have a negative effect on later teaching careers. In this regard, this result is similar to that of Basalama's (2010) where he conducted a study in Gorontalo Province, Indonesia, involving high school English teachers from six urban and rural high schools. The results of the study suggested that none of this group (EFL teachers) enunciated any personal desire, neither to become a teacher nor to major in English at the tertiary level.

Similarly, the results of the present study are consistent with that of Tekeste's (1990) as cited in Menna and Tesfaye (2000), where university or college students join the profession unwillingly, that is, either by assignment by the government or by lack of other opportunities. As Geske et al. (2015), cited in Ivanova and Skara-Mincane (2016), indicate, in Latvia, only 1% of parents want their children to become teachers due to the low salary and professional stress associated with teaching. Lack of initial motivation to join the ELT profession is also reported in Hailom (1993), where not even a single student volunteered to be a teacher candidate. On the other hand, the current result is inconsistent with Manuel and Hughes' (2006) study, where the participants chose teaching due to strong altruistic and intrinsic motivations such as a desire for personal fulfilment or to make a difference in people's lives. In a similar way, Al Balushi (2018) conducted a study in Oman and found out that teachers have different reasons for becoming teachers. They joined the profession because it fit their lifestyle and family situation. Nevertheless, the results indicated that females and older, more experienced people were more motivated to enter the profession in comparison to males and younger people.

Menna and Tesfaye (2000) stated that the likelihood that teachers decide to stay in the job depends on whether or not they joined the profession by their own interest to begin with, not by assignment or due to the absence of other opportunities. Those who joined the teaching profession by assignment or because of a lack of other job opportunities are very likely to leave as soon as they grab other opportunities. Hence,

such a lack of interest impacts the status and the professional identity of teachers. However, there is no clear evidence in the literature as to whether EFL teachers who joined the profession by accident or by design stay in the profession for a long period of time or leave the profession early. Consequently, interest and deep passion in English subject as the findings of this study is similar to Archanjo et al.'s (2019) findings, where pre-service EFL teachers in Brazil and Chile join English language education because of their interest in learning English.

The second research question sought to answer how is the professional identity of English teachers formed? The findings of the study suggest that professional identity formation in English teachers occurs gradually and in multiple dimensions. This is what Flores and Day (2006) mean when they say that teachers' identity formation is a long, complex, and multidimensional process, similar to how one grows to be a teacher. In this point, Lee and Jo (2016), citing Feiman-Nemser (2008) noted that learning to teach perhaps the formation of teachers' identity begins when they begin to *think*, *know*, and *feel* like teachers. Several factors mediate the formation of identity. Exposure to native speakers and inspiration from role model teachers strengthens the formation. University courses also play an important role in the formation of teachers' identities. This finding is consistent with Yuan and Lee's (2015), who found that pre-service students' participation in university coursework and teaching practicum facilitates identity construction. This implies that early engagement of English teachers in various English courses during teacher training programs can shape their identities. Furthermore, Yazan's (2018b) contribution has implications for this study in that coursework and internship experiences enhance identity formation. The finding also suggests that identity formation occurs when EFL teachers enrol in universities. Again, the finding of the present study is similar to that of Eggen (2004), who discovered that becoming a teacher and forming one's identity as a teacher can begin during teacher education or even before.

The teachers' narratives in this study showed collegial discussion and the day-to-day activities of teaching English shape identity formation. In this regard, in symbolic interactionism as reflected by Mead (1934), people observe the behaviours of significant others around them and begin to imitate these behaviours before adopting these orientations toward themselves. English teachers' actions and interactions can

be understood simply through the exchange of meaningful communication or symbolic domains. Thus, teachers' professional identities emerge from the meaningful communication between staff members in a given community. For example, sharing professional stories could enhance the formation of identity. Similarly, in the "looking glass self" or "mirror" metaphor of Cooley (1902), the self emerges as a reflection of the social processes in which we engage. Thus, teachers start to imagine how they must appear to others, and they also imagine how that appearance is judged. Therefore, the interaction of English teachers with others, the assumptions they make about how to appear to others, and the reactions they receive from social groups reinforce the formation of professional identity.

Institutional regulations, such as requiring teachers to use English as a mandatory in the school compound, triggers identity formation. Working together, celebrating English Day, mentoring new teachers, and sharing experiences are all important components of professional identity formation in a community of practice (CoP). A CoP is an essential aspect of a language teacher's identity. These communities, as reported by Wenger (1998), define their work in the field, such as teachers at the school where one teaches, teachers in other schools and communities in other parts of the country or world, or other professionals in any of these contexts. Thus, communities of practice are the key facilitators of the development of identity. The findings of this study also show that participating in various forms of continuous professional development (CPD) improves identity development. In the Ethiopian secondary school context, there are different ELT related CPD activities such as training on language teaching methodologies, macro skills, and assessments. This finding is consistent with Teeters et al. (2021), where various professional development courses offered to teachers in Mexico City public schools facilitate identity formation. In sum, Medina Velázquez (2017) states the formation of identity is the same as the growth of the teacher himself or herself, and it is a long and active process. Thus, the findings would mean careful attention should be given to the formation processes of English teachers' professional identity and some of the mediating variables.

The third research question tried to identify the types of professional identities that English teachers claim. The results regarding this question cannot be easily uttered.

This might be due to the invisible nature of the professional identity. The teachers' narratives show that they have various types of claimed professional identities, such as subject matter experts, pedagogical experts, and didactical experts. The results suggest that English teachers have claimed professional identities as didactical experts, particularly as inspirers, socializers, entertainers, and actors. They also have claimed professional identities as experts in four language skills: ELT methodologies, grammar, and vocabulary. The findings of this study corroborate Beijaard et al. (2000). Beijaard et al. emphasised that a teacher's professional identity includes being a subject matter expert as well as a didactic and pedagogical expert. Their findings, however, did not reveal whether these identity constituents are claimed or assigned, and there were no specific lists of claimed professional identities.

Moreover, the findings with regard to claimed professional identities are somewhat similar to that of Farrell's (2011) research on the role identities of ESL teachers. The results of the current study differ from those of Farrell's in that he investigated the identities of ESL (English as a Second Language) teachers in Canada in terms of professional role identity when communicating in regular group meetings. Nevertheless, an auto ethnographic study by Ai (2016) regarding his various experiences of teaching and learning English in mainland China and Australia yields different results. He narrated the highlights of his long process of learning and teaching English as a foreign language. He identified English learners identity prototypes using Gao's (2014) framework as faithful imitator, legitimate speaker, playful creator, and dialogical communicator. The results of Ai focused on learners' identity prototypes; however, they have some implications for the current study since English teachers and learners presumably exhibit similar identities since English teachers were once learners of English. These results fit the current study, especially teachers as didactical experts subsuming identities such as inspirer, socialiser, and actor.

The study of Taşdemir (2016), where he investigated the perceptions of 31 pre-service EFL teachers about their professional identity formation as they taught at the Middle East Technical University in Ankara, Turkey, indicates that teacher professional identity encompasses teachers as subject matter experts, didactical experts, and pedagogical experts. He specified that a teacher as a subject-matter expert focuses on

subject-matter knowledge and lifelong learning in teaching. Hence, the findings of the present study are consistent in that the participants of the study narrated that subject matter experts include the knowledge of grammar, vocabulary, and the four major language skills. The didactical expert includes skills, attributes, and teacher roles. Moreover, Taşdemir (2016) mentioned that the emotional sides of didactical experts incorporate being enthusiastic, caring, humorous, patient, creative, encouraging, passionate, fun, and honest. In this view, there is some overlap between teachers as didactical experts and pedagogical experts. The didactical expert teachers in the current study stated their identity as entertainers, actors, inspirers, and planners.

Consequently, teachers as pedagogical experts mostly focus on the "knowledge of how" of English teaching. In this line, the results of the present study depict that the teacher, as a pedagogical expert, narrated claimed identities like knowledge of methodology, knowledge of the students' needs, and classroom management skills. These lists are well supported by Taşdemir's (2016) work, where he specified teachers as pedagogical experts who focus on student-centeredness and instructional design. As a result, it is not easy to put EFL teachers claimed professional identities into subject matter experts, pedagogical, and didactic experts. In the looking glass self by Cooley (1902) teachers could imagine how they must appear to others and they receive reaction from others regarding their appearance. Teachers' attempt of appearing to others professionally would imply the claimed professional identities of teachers. Above all, the professional identities claimed or acknowledged by English teachers in this study are relevant to defining what it means to be an English teacher and what the knowledge base of ELT is in the Ethiopian context.

The fourth research question attempted to identify the types of professional identity tensions English teachers encounter in their careers. The findings indicate that English teachers feel different types of professional identity tensions. Some of the key findings in this regard include identity tensions related to accent, subject matter knowledge, fluency, pronunciation, and the native culture. Furthermore, teaching English through translation, tensions related to the social status of teachers, education policy related problems, and teacher recruitment problems are the major professional tensions identified in the study.

From these findings, being a non-native English teacher is the dominant professional identity tension reported by the participants. This leads to tensions related to accent, fluency, accuracy, and pronunciation. Some of the narratives of the participants indicate that most English teachers' accents echo their mother tongue, which influences the intelligibility of the speech and pronunciations. In this view, Tajeddin and Adeh (2016) argue that in the language teaching profession, there is still a preference for native-speaking teachers. In addition, in an EFL context, Zhang (2016) puts there is a profound belief that native language teachers are considered the ideal teachers, as they are presumed to be superior in terms of proficiency and the language they speak is genuine and original.

Furthermore, the issue of native-speakerism and a lack of knowledge of native culture is the major area of professional identity tensions stated by teachers in the present study. These results are supportive of previous work by Widodo et al. (2020) on a narrative case study that investigated how Chinese language teachers construct and negotiate their professional identities as legitimate English practitioners. Their findings indicate how a group of Chinese English teachers confronted the ideology of native-speakerism as they were routinely engaged in the construction of what it means to become legitimate English teachers.

Moreover, the more proficient, the more efficient, is a false statement, as the ideal teacher is no longer a category reserved for native speakers (Reves & Medgyes, 1994). Thus, being non-native English teacher should not be seen as the sole variable creating professional identity tensions as English is functioning as a lingua franca and the shared "commodity" of all those who use it" (Bedrettin Yazan ,2018,p.6). In conclusion, Zacharias (2010) stated that the goal of TESOL/TEFL teacher education is not to indoctrinate or train teachers to robotically perform prescribed teaching behaviours. Yet, the prime concern of EFL pedagogy is to educate teachers to strengthen their unique characteristics and to use their own voice and knowledge in sound teaching practice.

Subject matter knowledge tensions are another source of professional identity tension. This implies that if English teachers feel that they have little knowledge of the language, they sense identity tensions. Stewart (2005) claims that non-native teachers are constantly distressed because they realize how little they know about the

language they are supposed to teach. On the other hand, tensions related to a lack of fluency and accuracy could make teachers feel like ineffective users of the language. Likewise, the teachers might start feeling the "I'm not a native speaker" syndrome (Suarez, 2000, cited in Nigar and Kostogriz, 2019).

Teaching English through translation due to the students' lack of adequate proficiency is another identity tension identified in this study. Further, the results of the study suggest that student related tensions are numerous. For example, students' poor performance, misbehaviour, lack of interest in learning the language, poor background, and a strong preference to learning grammar This result fits the study of Raharjo and Iswandari (2019), particularly how teachers' expectations of the students' English proficiency can influence whether the teachers will use English exclusively in the teaching process. Teaching English through English is one area of teachers' professional struggle, as some students have a low level of language proficiency.

Tensions related to education policy is another finding identified in the study. For instance, the entrance examination does not contain all English skills, and there is no frequent supervision of the mandatory use of English in high schools. On the other hand, the exam system should be strict enough to minimise cheating in the examinations. Teacher recruitment policy is reported as an area of identity tension where outstanding students are not joining the teaching profession, which later affects the professional identity of teachers. According to Hanna et al. (2019), professional identity tension occurs due to environmental, educational, and practical constraints.

Low social status accorded to teaching profession creates professional identity tensions and the English teachers are not given the expected place in society. Tensions related to the attitudes of the community, for instance, using English everywhere, are discouraging because the communities are not aware of the purpose of the English language in the country. English teaching and learning methodology is another area of identity tension. The disparity between how teachers are trained and the practical expectation of how to teach English is the area of identity tension specifically the tension between the imagined and practiced identity. In this sense, Xu (2012) states that imagined identity and practiced identity are in constant conflict. Thus, understanding English teachers' professional identity tension is important for devising mechanisms for managing these tensions.

The fifth research question focused on examining the relationship among English language teachers' professional self-esteem, job satisfaction, and professional identity. The results of correlational analyses demonstrated that there is a positive (r = 0.81) and significant (*P* = 0.000) relationship between professional self-esteem and professional identity among English teachers. This would imply that English teacher's professional identity is strongly determined by the value they attach to their profession. In other words, low professional self-esteem will lead to low professional identity and high professional self-esteem could also lead to strong professional identity. Furthermore, the respect and worth of the teaching profession in general and ELT in particular appear to be declining in Ethiopia. Teachers are not given the expected status and respect in society. This might be due to the low income teachers earn. In sum, this would lead to burnout, which could endanger the stability of the profession. This is again supported by Benti and Tarekegne's (2022) study in Ethiopia where secondary school teachers' status is low and they are not treated and respected as professionals in society.

Furthermore, Benti and Tarekegne (2022) noted that "students do not regard their teachers with respect, and teachers do not seem to have confidence in their professional ability" (p.14).Similarly, a phenomenological study by Mutluer and Yüksel (2019) in Turkey revealed that teachers do not feel valued in the community. Further, the value teachers give to their profession significantly predicts their professional identity. In this view, Mbuva (2016) asserts that teachers with positive self-esteem are optimists who can say no to challenges. The findings of the current study are consistent with Motallebzadeh and Kazemi (2018), who concluded that there is a significant association between teachers' professional identity and professional self-esteem. Therefore, professional self-esteem has a strong power to determine the professional identity and effectiveness of English teachers. Hence, not paying close consideration to English teachers' professional self-esteem might lead to a low level of professional identity and ineffectiveness in the profession.

Further, the findings related to English language teachers' job satisfaction and professional identity indicated that job satisfaction has a positive correlation with professional identity (*r* = 0.70, *P* = 0.000). This might mean teachers with high levels of job satisfaction tend to have a strong professional identity, which again leads to

effective teaching and success in the profession. As stated by Hong (2010), job satisfaction is an indispensable component of teachers' professional lives and identities. Understanding the association between teachers' professional identity and job satisfaction is helpful for gaining insight into important aspects of teachers' professional lives, such as career decision-making, motivation, emotion, and commitment.

To examine the direct and indirect effects of job satisfaction and professional self-esteem on professional identity the structural equation modelling analysis was applied.The results suggested that professional self-esteem positively predicted professional identity (β = 0.66, *P*-value $\leq$ 0.001). It has a direct positive effect on professional identity. Similarly, job satisfaction positively predicted professional identity (β = 0.27, P-value $\leq$0.001). Furthermore, professional self-esteem indirectly mediated the relationship between job satisfaction and professional identity. This would imply job satisfaction mediates professional self-esteem, which in turn predicts professional identity. Therefore, job satisfaction indirectly mediates professional identity through professional self-esteem. In line with this finding, Ostad et al. (2019) in their study in Iran reported that professional identity is likely influenced by our feelings and perceptions about our job.

A recent study by Butakor et al. (2021) revealed that emotional intelligence positively affected professional identity directly and indirectly through job satisfaction. These studies did not directly investigate the effects of job satisfaction on professional identity. Yet, from their finding, it can be inferred that job satisfaction had a direct effect on TPI. Meanwhile, a teacher's success is predicted positively and significantly by both professional identity and autonomy (Derakhshan et al., 2020). The result of the present study appears to be new in the EFL context of Ethiopia, and it can be used to frame second language teacher education and the ELT profession.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter, the summary, conclusion, and recommendations of the study were presented.

5.1 Summary

The focus of this study was investigating secondary school English language teachers' professional identity, professional self-esteem, and job satisfaction in the Sidama National Regional State, Ethiopia. The study specifically intended to explore English language teachers' initial motivation to join the field, identity formation, the types of professional identities claimed, and identity tensions. Further, the study sought to examine the relationship among English teachers' professional identity, professional self-esteem, and job satisfaction.

To understand the existing knowledge of the professional identity of EFL teachers, a review of relevant literature was made. Moreover, the study used multiple theoretical frameworks such as the theory of community of practice by Wenger (1998), symbolic interactionism by Mead (1934), and the looking-glass self by Cooley (1902).

To achieve the objectives of the study, a mixed-methods design, specifically the concurrent one was used basing pragmatism as the main paradigm of the study. The study was conducted in Hawassa city administration and a few selected "*Woreda*," or districts, of Sidama National Regional State secondary schools with a focus on teachers teaching English in grades 9–12. For this purpose, sixty-seven (N = 67) English teachers for the pilot study and ninety-four (N = 94) English teachers for the main study were selected from different government secondary schools. Cluster and availability sampling techniques were employed to select the schools and the participants, respectively. In order to gather data, different procedures were followed. Narrative interviews and focus group discussions were used as data gathering instruments for the qualitative aspect of the study. Different procedures such as credibility, dependability, conformability and transferability have been applied to ensure the quality of the qualitative data. Moreover, adapted professional identity, professional self-esteem, and job satisfaction questionnaires were used to collect quantitative data. The validity of these three quantitative data tools was ensured in different ways. First, the instruments used in this study were adapted from various

published and valid sources. Second, the tools were reviewed by TEFL experts and the thesis supervisor. Eventually, the reliability of each tool has been verified by Cronbach's alpha reliability index.

Eight general interview guide questions were designed based on the literature, and finally, a face-to-face interview was conducted in English. During the interview, the researcher followed the natural flow of the conversation and added probing questions as needed. The length of the individual interviews generally ranged from 29 minutes to 50 minutes. The assistant data collector audio recorded the responses of the participants and the researchers as well. Similarly, the focus group discussion (FGD) was conducted in English, and the length ranged from 1:10 to 1:26 hours.

The qualitative data was analysed following the grounded theory approach, specifically following open, axial, and selective coding procedures. In the present study, computer-assisted qualitative data analysis software (CAQDAS), Nvivo version 10, was used. This software helped the researcher code the interview and focus discussion data in the form of free and tree nodes. The free node could be in parallel with open (initial) coding, whereas the tree node is in axial coding. Nvivo 10 was used to supplement the open coding procedures, and it was primarily used in this study to create models and to visualise the data presentation.

The quantitative data analysis was conducted using the statistical software Stata 15 and analysis of moment structures (AMOS) 23. Structural equation modelling (SEM) was employed to create model paths and test the relationship among professional identity, professional self-esteem, and job satisfaction. Pearson’s correlation analysis was made using SPSS version 24. In general, the following are the major findings of the study.

The finding revealed that English language teachers joined the profession accidentally, and lack of initial motivation to join the profession has no significant impact on the current professional identity of secondary school English language teachers. On the other hand, the professional identity formation process of the teachers is a gradual, continuous, and mediated by different factors.

The qualitative findings also showed that, exposure to native speakers, inspiration from role model teachers, university courses, collegial discussions, and the day-to-day activities of teaching English were found to facilitate the formation of identity.

Furthermore, the data from interview and FGD indicated some of the claimed professional identities of English teachers subsume subject matter experts, pedagogical experts, and didactical experts, particularly inspirers, socialisers, entertainers, and actors. On the other hand, the qualitative data also revealed that English teachers felt professional identity tensions related to fluency, pronunciation, subject matter, social status, and native speakerism.

The results of the correlational analysis indicated that professional self-esteem ($r = 0.81$, $P = 0.000$) and job satisfaction ($r = 0.70$, $P = 0.000$) are positively and significantly correlated with professional identity. Eventually, the results from SEM analysis indicated that professional self-esteem ($\beta = 0.66$, $P \leq 0.001$) and job satisfaction ($\beta = 0.27$, $P \leq 0.001$) positively predicted professional identity. Moreover, professional self-esteem indirectly mediated the relationship between job satisfaction and professional identity.

5.2 Conclusions

Based on the findings of the study, the following conclusions have been made.

- Most English language teachers had no initial motivation to join the ELT profession, and they became English teachers accidentally. English language teachers reflected that their lack of initial motivation to join the profession has no significant effect on their professional identity. However, some have reported that accidentally joining the profession has an effect on the professional identities of teachers.

- It was revealed that the process of forming an English teacher's professional identity is lengthy and parallels the growth of the teacher himself/herself. Hence, professional identity formation begins when a teacher enters a teacher training institute or even before. As a result, English teachers' professional identities are formed through exposure to various ELT trainings and ELT communities. Actual classroom teaching activities, institutional regulations, and the community of practice (CoP), such as doing in collaboration,

celebrating English Day, and having collegial discussions, all contribute to the development of a professional identity.

- English language teachers have different types of claimed professional identities subsuming subject matter experts, pedagogical experts, and didactical experts.

- English language teachers felt different types of professional identity tensions. These are tensions related to accent, subject matter, fluency, pronunciation, and methodology. In addition, education policy, social status, and learner related are some of the reported professional identity tensions of English teachers.

- Finally, there is a strong relationship among secondary school English language teachers' professional self-esteem, job satisfaction, and professional identity. Professional identity can be predicted by both job satisfaction and professional self-esteem. Nevertheless, professional self-esteem strongly and significantly mediates the relationship between job satisfaction and professional identity. Thus, it is possible to say that the weaker the professional self-esteem of English language teachers the weaker their professional identity becomes. Further, the lower their job satisfaction and the weaker their professional identity.

5.3 Recommendations

Based on the results and conclusions reached, the following points have been recommended.

- Most teachers are not joining the profession by design. Thus, the MoE is encouraged to recruit the best candidates for the teacher training institutes and the ELT profession by setting competitive salary and professional standard.
- The English teacher education curriculum in Ethiopia should include English teacher professional identity issues as a visible and key component of the training. Again, need-based professional development training for in-service secondary school teachers is required, in collaboration with international professional associations such as the International Association of Teachers of English as a Foreign Language (IATEFL).

- Secondary school English teachers are encouraged to pay greater attention to their professional identity formation trajectories and some of the mediating factors of identity formation. It is suggested that they are encouraged to work tirelessly to improve their engagement in global ELT discourse and participate in various ELT professional development trainings. Great efforts should be made by teacher educators to ensure that prospective teachers are aware of their perceived present and anticipated future throughout the teacher education programme.
- In connection with claimed professional identity, it is important that both pre-service and in-service English teacher trainings make teachers of English explicitly identify their professional identity as English teachers and users of the language.
- It has been recommended that English language teachers are encouraged to define what it means to be an English language teacher at various levels and situations, as well as how to carry out their professional responsibilities. On a regular basis, they are advised to work on understanding and identifying who they are (the perceived present), who they want to be or fear to be (the anticipated future), and how they came to be a professional teacher (the reconstructed past). They should also consider how to define and present their professional identity to others in terms of their area of expertise.
- English teachers should be aware of their professional identity tensions and develop strategies to deal with different professional identity tensions by undergoing training and adapting their professional identity to the current situation.
- To improve the social status and respect of teachers, media broadcasts should better focus on presenting teachers' careers and contributions to the nation. There should also be professional advocacy by different professionals to improve the overall picture of the teaching profession since professional self-esteem significantly determines the professional identity of English teachers. Thus, it is recommended to pay greater attention to English teachers' professional identities and some of the interplaying variables.
- English teachers should be consistently aware of their professional identity and some of the mediating variables. Besides, they should clearly understand

the professional worth and status of their profession since it is important to develop pride and trust in the profession.

- Furthermore, English language teachers' job satisfaction issue deserves much attention as it is a key variable in determining the professional identity of teachers. Thus, the MoE, in collaboration with the government of Ethiopia, should focus on attracting and retaining competent teachers by raising salaries and other incentives.
- Secondary school English teachers are encouraged to establish strong and effective professional organisations at the school level. Then, regional and national English teachers' associations should be established to promote and strengthen the overall professional status, recognition, and representation of the ELT profession in the Ethiopian and global contexts. This can be done in collaboration with international organisations that provide a variety of professional helps for teachers of English as a foreign language.
- More studies can be conducted to look into the comparative study of English teachers' and other subject teachers' professional identities in a wider context. Other researchers may consider investigation into the relationship among English teachers' professional identity, emotional intelligence, teaching experience, and turnover intention in Ethiopia at large. Since the issue of English teachers' professional identity is an emerging research area in foreign language research, more inquiry is needed to fully understand the area.

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APPENDICES

Appendix I: Interview Guide Questions

1. Introductory Questions
    - Would you please introduce yourself including your name, qualification, and names of high school where you teach?
    - Please tell me about your past English language learning experiences.
    - Would you please tell me about your English language teaching experiences?
    - The first school where you started teaching
    - Your teaching experience in terms of years
2. What is your initial motivation to join English language teaching profession?

    Follow-up prompts
    - Accidental or by design
    - How this influences your current professional identity?
3. How is your professional identity formed?

    Follow-up prompts
    - How one grows to be an EFL teacher?
    - How did you become English teacher?
    - When did you start to feel and act like English teacher?
    - What is the role of community of practice (CoP) e.g. colleagues in your professional identity formation as English teacher?
4. What types of professional identity do you assert/claim as an English teacher?

    Follow-up prompts
    - What are the peculiar characteristics of professional English teacher? Which of these do you possess?
    - What does a teacher of English need to do to be a competent teacher? In terms of subject matter and English teaching methodology.
    - What it means to be English teacher at secondary schools?
    - What peculiar professional identity could an English teacher possess/have as a result of teaching English?
    - How does teaching English give you different professional identity when compared to other subject teachers?

5. What types of professional identity tensions have you encountered at different stages of your career?

Follow-up prompts

- Professional identity tensions in terms of language competence— fluency, accuracy, and pronunciation.
- What are the tensions of being non-native teacher and being proficient in the language?
- The tension between who you want to be vs. what you actually do?

6. How your professional identity influences your professional self-esteem as a teacher of English?

- Professional self-esteem vs. professional identity?
- What is the relationship between the two?

7. How your professional identity influences your job satisfaction?

- Job satisfaction vs. professional identity?
- What is the relationship between the two?

8. If you have any comment to add, you are welcome.

Appendix II: Focus Group Discussion Questions

1. Introductory Questions

- Would you please introduce yourself including your name, qualification, and names of high school where you teach?
- Would you please tell me about your English language teaching experiences?

2. What is your initial motivation to enter the field of English language teaching?

Follow-up prompts

- Accidental or by design?

3. How is your professional identity formed?

Follow-up prompts

- How did you become English teacher?
- When did you start to feel and act like English teacher?
- What is the role of community of practice (CoP) e.g. colleagues in your professional identity formation as a teacher of English?

4. What types of professional identity do you assert as an English teacher?

Follow-up prompts

- What are the characteristics of professional English teacher? Which of these do you possess?
- What does a teacher of English need to do to be competent teacher?
- What is to you to be English teacher?

5. What types of professional identity tensions have you encountered at different stages of your career?

Follow-up prompts

- What is expected from the teacher of English? In terms of language competence— fluency, accuracy, and pronunciation.
- Do you feel any professional tensions/challenges to meet these expectations?
- What are the challenges of being non-native teacher vs. being proficient in the language?
- Who you want to be vs. what you actually do?

6. How your professional self-esteem influences the formation of your professional identity as a teacher of English? What is the relationship between the two?

7. How your job satisfaction influences the formation of your professional identity as a teacher of English? What is the relationship between the two?

8. If you have any comment to add, you are welcome.

Appendix III: Professional identity, professional self-esteem, and job satisfaction questionnaires

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Department of Foreign Languages and Literature

ELT PhD Program

Dear Teacher,

Currently, I am conducting a PhD research titled: '**An Investigation of Secondary School English Language Teachers' Professional Identity, Professional Self-esteem, and Job Satisfaction'.** To achieve the objective of the study, different questionnaires have been designed to gather information. Hence, your co-operation and willingness to provide genuine response to each of the items determines the the

success of the study. Therefore, I kindly request you to respond to each of the items carefully and honestly according to the instruction. Please note that any information that you give to each item of the questionnaire will be kept confidential and it will be used only for research purpose.

Your co-operation is highly appreciated.

Achame Haile (ELT, PhD Student)

Instruction I: Please put a tick (✓) mark to respond to the following general information about yourself.

Sex: ☐ Male ☐ Female

Qualification: ☐ Diploma ☐ BA/BED ☐ MA/MED

Teaching Experience as an English teacher in years_____

Name of school you currently teach_____

Grades you currently teach _____

Instruction II: **Please, put a tick (✓) mark in the box to identify your professional identity in terms of subject matter expert, didactical expert, and pedagogical expert.**

S.no	Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	Subject Matter Experts					
1	It is necessary to keep pace with new developments in English language teaching field.					
2	It is necessary for students to have a knowledgeable teacher.					
3	Teachers should not allow themselves to make mistakes.					
4	Subject matter is not the only basis for a teacher.					
5	I feel English language teachers should have adequate knowledge and awareness of the English language					

	vocabulary and grammar					
6	English language teachers should have adequate skills of the English language					
7	Without expertise in subject matter one should not be a teacher					
	Didactical Experts					
8	I always keep into account the students' level while teaching					
9	I consider many ways of teaching and learning the same language item					
10	I always consider students' own ways and strategies of learning English					
11	Changing learning activities is important to motivate and interest students.					
12	I always observe students English learning activities while teaching					
13	I always give enough time to lesson planning and preparation before going to class					
14	I'm more of a facilitator of learning and less of a transmitter of knowledge					
15	The teacher should guide and influence students' thinking to help them to take control of their own learning process and to become autonomous					
16	I always consider the moral and ethical dimensions of teaching					
	Pedagogical Experts					
17	I'm always positive, open, and respectful when approaching students.					
18	I feel good/safe classroom climate is a necessary condition for teaching.					
19	I'm always alert for signs of students showing involvement in the classroom.					
20	I consider students' situation/well-being as a starting point for the lessons.					
21	English teachers are expected to know methodologies employed in teaching English language skills and knowledge.					

22	I attach great value to the pedagogical side of my profession					

Instruction III: Please, put a tick (✓) mark in the box to indicate your degree of agreement or disagreement with each statement concerning your professional self-esteem as an English teacher.

S.no	Items	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	I am a teacher who prepares very well for the work I do.					
2	I can make up my mind without too much trouble for changes in my work.					
3	I am enthusiastic to learn new skills necessary to my work.					
4	I'm pretty happy with my job.					
5	I am able and eager to communicate what I know to others.					
6	I never worry about any changes in my work.					
7	I study frequently to keep my knowledge up-to-date.					
8	I often get discouraged with what I am doing.					
9	I sometimes do action research to increase the quality of my work.					
10	I feel I'm not doing the best work that I can.					
11	I feel I am goal-oriented in my work.					
12	I feel teaching language increases my professional self-esteem.					
13	I feel English language teaching is given high status in society.					
14	The image of English teacher is represented in the media in constructive manner					
15	Teaching English language gives me respect in society					

16	I feel a sense of pride in my profession					

Instruction IV: Please put a tick (✓) mark of your degree of job satisfaction or dissatisfaction with each of the statements below.

S.no	How satisfying do you find	Highly Satisfying	Satisfying	Satisfying to some extent	Dissatisfying	Highly dissatisfying
1	Services extended by the Ministry of Education including health insurance, housing and transportation.					
2	The amount of recognition you receive for your efforts from your employer/ governing body.					
3	Job security and stability.					
4	Cooperation among colleagues and overall working environment.					
5	The way that the government works for the betterment of your status.					
6	Your status as an English teacher in your school.					
7	The image of English					

	teacher as portrayed or represented in the media					
8	Your teaching job gives you respect in society.					
9	Training programs, sessions and workshops held by the Ministry of Education, and regional education office on various English language teaching- learning issues.					
10	Your opportunities for career promotion and advancement.					
11	Your salary is competitive and meets your expectations.					
12	The physical working environment of your school (infrastructure, resources, etc.)					
13	The leadership quality of your school director(s)					
14	Your teaching loads(workloads)					
15	Possibility to take part in events abroad.					

16	The amount of recognition you receive for your efforts from your students.					
17	The discipline of students and their enthusiasm to learn English.					
18	Your professional authority and independence to teach and evaluate the students					
19	Contribution to serving local community					
20	Overall job satisfaction					

Appendix IV: Sample Interview Transcript

Data of Interview: 20/07/2021

Place of Interview: Department office

Duration of the interview: 49:06

Mode of the interview: Face to face

Participant's Code: T1

R: Good morning. Thank you for your time and commitment to be part of this research. We will begin our interview with the introductory question. Would please introduce your name including your name, qualification, and the names of the high school where you teach?

T1: Well my name is T1 uh I work in this high school in this Alamura high school and I am an English teacher.

R: Your qualification

T1: Masters or second degree in teaching English as a foreign language.

R: Please tell me your past English language learning experiences.

T1: My learning experience I learned English from college up to the second degree in different schools. For instance, I earned a college diploma in Awassa teachers' education college, a BA degree in Dilla University, and a second degree from Sodo University.

R: Were you inspired by learning English when you were in elementary school?

T1: Yeah, I was interested to learn English but because of different problems that I can't exist in that area or subject area, therefore, I changed my direction to the English language, and then I completed it.

R: Would you please tell me your English language teaching experiences?

T1: My teaching experience as said is 37 years but in teaching English it is 15 years. I started teaching English in Loke or Bushulo primary school from grade 8 and then I improved my lesson I mean my study to bachelor's degree and then I transferred to Tulla high school.

R: What subject were you teaching before you started to teach English?

T1: Other subjects because in primary school teachers are all rounded teachers. Then I taught different types of subjects. I taught Mathematics, I taught science, and then I am in that area Mathematics and natural science in grade six it says integrated science and also when I was in elementary school I taught environmental science and mostly I taught Mathematics when I was in elementary school.

R: What types of struggle did face when you shift your discipline from teaching Mathematics to teaching English?

T1: I don't know I have some talents of teaching English just no struggle except the environmental condition or environmental exposure since the environment didn't invite me to teach English and speak English and improve my language. I didn't get any struggle I started my lesson or my subject without any problem.

R: How about in terms of subject matter and methods of teaching?

T1: I think teaching English is better because teaching Mathematics needs different or more efforts to prepare to read English is since I am interested to teach English I didn't face problems. I do it smoothly.

R: What is your initial motivation to join the English language teaching profession?

T1: In my view, English is an international language and most people most Ethiopians including us have problems of teaching or knowing the language. Then I think I must teach English and make and improve the language that is my intention to teach the English language.

R: Accidental or by design?

T1: I joined the profession accidentally.

R: What was your first choice?

T1: As I've told you my choice was another discipline that is Mathematics since I was in high school I studied agriculture there in the agriculture field there is Physics and Physics isn't given as that time then when I come to college I studied Mathematics and Physics is the minor subject course when I studied my grade became low I think oh in this direction I may not be satisfied or I can't exist this physics stream I have to change my field especially when I took English as I mean college English as a common course I scored better mark in terms of others. Therefore, I decided that and just I stopped and I love the subject Mathematics but it didn't love me.

R: How does this influence your current professional identity? I mean would you have been a different person if you had joined your first choice that is Mathematics?

T1: Yeah.

R: How is your professional identity formed?

T1: I think I form myself and the identity of this subject by being and by seeing myself as I an English teacher I tried to form myself in that way or direction.

R: Where and when does it begin?

T1: In a short time around 2002 E.C, the place is as I told you Bushulo primary school when I was grade 8 then immediately I took my lesson to get my B. A degree I went to Tulla high school and just when I was there I was very satisfied and the students also just shaped me the students are alert to learn English I found myself such when I was there I was satisfied in the profession.

R: What other exposures helped you to become an English teacher?

T1: It is not that much the environment isn't that much the exposure isn't good anyhow what I saw when I was in Sodo university as you know that in the second degree or in M.A studies everything is done in English then I got some difference if that place or area is good to improve my language but just I started there and stopped there. So at this time the environment and the exposure aren't that much attractive to me and a good English language teacher.

R: When did you start to feel and act like an English teacher?

T1: When I was in primary school teacher. When I was a primary school student my intention was to be a Mathematics teacher but the problem was that when I was in high school the problem was selecting the field I lost the base of physics when I lost that base I didn't understand then that physics is major or minor to Mathematics when I was in high school. So that is when I come to the teaching area I like to teach English when after I started teaching.

R: How do the institutional regulations with regard to your profession help you to form your professional identity?

T1: Especially when I was in college there are very smart teachers whom I wanted to follow his behaviour and his activities. Then when I come to the second degree at 'Sodo' University there are some teachers who taught such when I was in college as you know that the teachers' quality motivated me. The qualities of teachers differ from college to second degree teaching because most activity is shouldered by the student teachers. The teachers only elicit you to do more and become better the remaining is up to you to do it by yourself they said. Even I just saw my objectives when I was in college.

R: How do the institutional regulations ascribed to you with regard to your profession help you to form your professional identity?

T1: Sometimes specially in 2010 E.C there was a workshop on the English language in that workshop I got the most important things and the institution or the high school pushes us to improve my profession so it is good they give respect to our work and for our activity how they can perform according to their capacity.

R: Who facilitated the workshop?

T1: Hawassa town education bureau.

R: Do you have such kinds of workshops at the high school where you teach?

T1: No Hawassa university also provides workshops. They give ten to eleven teachers one week to improve our language they tried to do that and one thing the university do is they send students like you. When they send students to our school we also accept them and help them their help is to give the teachers workshop we need that and other things. If the university helps us by giving such a course and also the educational bureau they can cooperate with them and design that workshop. I think I participated in the two phases of such a workshop.

R: What is the role of the community of practice (CoP) e.g. colleagues in your professional identity formation as an English teacher?

T1: That is good when I was in Tulla high school and also when I come here the first year I think around 2007 E.C and 2008 E.C we tried to improve our language in this department. English department must communicate in English they must we design that is one day that is English day every teachers and student must communicate in English specially Friday starting from good morning greeting each other and different simple communications but it didn't continue it stopped when people just ignored it but think they're very interested to teach English. Most teachers teach English they like it.

R: How about planning and teaching together?

T1: Of course especially up to last year we had such activities. You know that there is CPD(continuous professional development) improve your profession in that time we

discuss in English where I am and what is my problem what is my limitation just English teachers discuss on that and also we try to induct newcomer teachers and also we try to help them. This year specially the problem is that the Covid-19 doesn't allow us to do such activities specially in this year we've one fresh teacher without even PGDT and I'm in problem with shaping him because he is just doesn't know what teaching means including the subject matter. They say he is simply an English teacher they send him to our school we tried to shape him the time is also very problematic in this year that thing stopped.

R: How about the experienced English teachers in terms of communication at your CoP?

T1: The experienced ones select the area I mean the topic or the content how should we teach specially writing and spoken English. How can we shape our students we discuss but we discuss here if we don't practice them in the classroom it is valueless we discussed orally in the department community at the plan level but when we go to practice learners are decided that as you see they aren't willing to bring their learning materials to do something to do their best specially when we teach the writing what we say in Amharic ' Tsegur qome'(ጸጉር ቆመ) such things they feel that things teacher please teach us grammar no more we can't even write a single sentence they can't construct just teacher also think that oh if they feel such why we waste our time in this nothing is improved.

R: What mechanisms do you use if you face the problem you mentioned?

T1: Just we try to act repeatedly they repeat starting from simple writing letter without when we try to teach them the writing of composition or paragraph they can't so we start from simple letter so we tried the result is not you know that much satisfactory.

R: What types of professional identity do you assert/claim as an English teacher?

T1: I think I try to act as an English teacher to make or to put myself as I'm English teacher.

R: What does it mean to be English teacher?

T1: An English teacher is a teacher who teachers the students as they must know all English uh areas of courses such as those four skills and also other English languages

parts such as vocabulary and grammar. So English teachers must know this and they also must have more communicative skills to interact with students by using the English language.

R: Which of these professional identities do you assert as an English teacher?

T1: On my own, I want to improve my spoken or to communicate with others correctly to give my idea fluently, and to share what others say that is my intention.

R: What are the peculiar characteristics of a professional English teacher?

T1: He must act as language and culture of the language he must act.

R: Do you mean native culture?

T1: Just English culture because starting from now for example name when I think of name they for example 'Ato Egele' (አቶ እገሌ) in Amharic in English Mr. that is also the culture of the language. The culture of the language starts from the name, from acting, and from something and also English teachers must act as foreign people I think.

R: What does a teacher of English need to do to be a competent teacher in terms of subject matter and English teaching methodology?

T1: First I must plan I've to plan my subject and then I must be competent in my area in my teaching profession in my subject and then also as other I try to attract others to this subject be an example for others. English teachers must be competent.

R: How do teachers of other subjects position/name you in terms of your profession?

T1: They perceive as the English language is important even for other areas and they perceive me in a good way.

R: How does this influence your professional identity?

T1: This impacts me positively not negatively.

R: How do your students position/name you in terms of your professional identity?

T1: Students aren't as volunteer as the teachers because I ask why they don't like the subject. They said oh we can't understand the subject. It is beyond our capacity.

Therefore, we don't want to waste time on it. I said when you study your higher commission education the medium is English. So if you don't know the language even you can't answer simple questions one plus one in Mathematics please come to the subject please oh no we don't need just simple. In this sense, I get demoralised but other subject teachers aren't like this. Students aren't volunteering to study English basically what should I remind you is that in our school now grade 12 students are given tutorial additional classes to prepare themselves for the University entrance exam. Two teachers were assigned to teach them one teacher said just he was upset in that he called the students and prepared himself well. Most of the students left the class and joined Civics class. Three class students compacted in one class and attended Civics tutorial class other than English. In some cases, the director comes and with me, he said look this class just teach the students who want to learn English.

R: How do such kinds of scenarios impact your professional identity?

T1: Uh sometimes you see I'm what I want to say isn't good word anyhow I told them as it is important but whether they don't understand they can't understand where they may get when they reach there you will see it at that time otherwise nothing specially the point or the mark they get in the test is very low. The teachers do their best to do everything but the students aren't very interested in English.

R: What peculiar professional identity could an English teacher possess/have as a result of teaching English?

T1: I should try to improve myself after I improve myself and I will try to bring them back to this area my area. I should be an example for my profession.

R: Ok good you have taught English for 37 years because of the teaching of English in those years what peculiar professional identity do you possess?

T1: Yeah, I think I do that but things aren't as I think anyhow I try to be as what an English teacher must do.

R: How does teaching English give you a different professional identity when compared to other subject teachers?

T1: The English language is the key for all subjects in high schools specially in high schools. Therefore, I think that I will try to help students even the teachers to use the

English language because it is the medium of instruction in every high school and I try to promote the English language.

R: What types of professional identity tensions/challenges do you encounter in your career?

T1: Yeah, there are many problems. The environment decides specially in the spoken even every time there is a challenge must be improved.

R: Professional identity tensions in terms of language competence— fluency, accuracy, and pronunciation.

T1: In my case pronunciation in my case accuracy is beyond but fluency I try I think when I was in college even in the first degree I tried more to improve my English specially not only fluency but it must be accurate but since I didn't practice then it became delayed I think.

R: The tension between who you want to be (imagined identity) vs. what you actually do? (Practiced identity)
T1: I try to practice using English with others I try but even the environment and the condition don't allow me to do that.

R: What are your imagined professional identities?

T1: My imagination is one to speak more fluently second I have to write something which develops my writing activities and also I'm on the way.

R: Is there a match between your imagined and practiced professional identities?

T1: No.

R: What factors do you think influence the formation of your professional identity?

T1: Environmental exposure lack of practice for example when I need this office I communicate with the local language I talk with others in that language. Then my English is also just jumped to that language and also the other exposure is the activity

in the class you know that when I teach my students even when I pick them to tell their names in English they start to disturb you and they try to report to the director he doesn't teach in our language we can't understand what he teaches such things are happening in our school and even in different high schools so if they don't understand what is the purpose of talking in English mostly just they demoralise me to take other direction that is what I want to say.

R: How the educational policy reforms impact the formation of professional identity?

T1: Firstly they (the students) must know that when they know that the students must learn or must acquire that English teacher should always talk in English communicate in English do everything in English the students have to know this. If such policy direction or that plan is there they simply come to this and they think that if I don't do this I can't be good student they say but here whether the students know English or not they score more mark from different areas as you know that is cheating whatever they say pass so why I do this why I become in problem to study it they said this is the problem of educational policy.

R: Does the education policy say teach English in mother tongue?

T1: The policy doesn't say that but the people who lead the school is just in that area in covered not overt in secret they do that. The policy doesn't allow that even English teachers must communicate with students in English I think you know that policy means the policy is the factor I mean the activity the leaders of different schools and different organizations or different institutions don't allow that.

R: How your professional identity influences your professional self-esteem as a teacher of English?

T1: It is good I think especially when I improve my lesson from first degree to second degree in my intention in my idea I become more confident. So it has a good influence.

R: How the value or pride you give to your profession influences your professional identity?

T1: Yes because if I think this profession is good and also if I try to put myself in that profession and also since what people say in other language things that you do reflects yourself and then also I'm here I'm English teacher then I must act as English teacher and also this being of this is what the profession is so it is good influential.

R: Which determines which?

T1: Professional identity determines professional self-esteem.

R: What do you think is the relationship between the two?

T1: Your self-esteem is first because if you don't give value to your profession nothing is there first give value to your profession and then that value determines your professional identity.

R: How your professional identity influences your job satisfaction?
T1: Being an English teacher gives me satisfaction the job also since I'm working in this profession I have a job satisfaction.

R: How job satisfaction influences your professional identity?

T1: First, the benefit that I get by working in this area gives me satisfaction and when I contribute different activities to the people in this area in this profession it gives me satisfaction.

R: Which determines which?

T1: Professional identity determines job satisfaction.

R: If you have any final comment to add, you are welcome.

T1: The comment is just you're on the way to search the problem you see the problem even in this session in this program in this activities there is a problem. You observed

many problems from me I knew myself you also have some ideas on and there is a problem you saw isn't it?

R: Yes

T1: There is a problem when you work on this area when you conclude your research just try to identify this problem what the high school teachers look like in the language why they can't do as the profession needs what is the problem just you have to please just reflect search the problem and the designers must search the problem and they must give feedback for that and also as they also shape the activity I would become in a good way that is my comment.

R: Ok thank you for your time.

T1: You're welcome.

Data of Interview: 20/07/2021
Place of Interview: Classroom
Duration of the interview: 47:43
Mode of the interview: Face to face
Participant's Code: T2

R: Now we can begin thank you for your time and being with me to be part of the study and the study focuses on the Professional identity of secondary school English teachers at Sidama regional state. To begin with would you please introduce yourself including your name, qualification, and names of the high school where you teach?

T2: Well uh I'm T2 and I'm an English teacher in Tabor high school uh I've been teaching English for 18 years and I've taught English at different high schools and primary schools. For instance, I begin I began my teaching in Amaro Kelle a place called Gigola. It was a primary school and there I taught for three years and I got experience of teaching for three years after three years I was transferred to the main city of the woreda called Kelle. And again I taught English in high school for three

years totally I taught English there in Amaro Kelle for six years then the place was very nice of course it is very mountainous it is surrounded by mountains and students are good life there was nice after that I came back to Sidama region I joined Chuko high school the same year I taught there uh it was high school and there I developed my profession of teaching English because I got different students and the place where I right now was good because it is near to the city so the students are different and finally I came back here to Hawassa Tabor high school where I currently teach English.

R: What are the memorable incidents that you remember most throughout your experiences of learning English?

T2: Uh of course through learning I've got good experiences that experiences I learned from a friends different type of things and there are the ways you learn different things because something may be difficult for you to understand in the English classroom for instance if you take uh writing something and you can share things with your friends and you share how to speak and how to pronounce words in English because students are of different kinds and they pronounce different words fluently so we practice with them so I never forget the life when I was in Dilla University because I got good friends and in the dorm, we practice different kinds of things to improve our English language skills.

R: Any memorable incidents in your high school education?

T2: Nice I remember that I'm very interested to learn and speak English. I began speaking English when I was in primary and high school and I joined a language school in the language school I also teach students by creating different kinds of situations in order to speak for instance we can talk about HIV AIDS we can talk about different very easy things students can elicit different kind of things. It was even very stepping stone for me to speak English when I was in primary school student even for your surprise within my broken English I got five birr from Kenyan person who came from Somalia region who wanted to buy something from the shop because he couldn't understand the Sidamigna I was unfortunately there he spoke to me in English in my broken English I got I made him buy something and I got five

birr that again initiated me to learn English even right now I tell to my students now to speak English every day because one way you know beyond learning they can get money using English.

R: Have had exposure to native speakers?

T2: Yeah you know there are tourists come to here Hawassa. I got a friend he always goes with them and helps them and he got the difficulty of some telling different things for the "Ferenj" (ፈረንጅ) 'foreigner' and he called me one day and then he and I and also they went to Langano and Wendo Genet. And after that I tried to tell things what is in Ethiopia in my broken English you know I'm telling you my experience this is also exposure to me to speak and to learn English. So it was good that I got some money again uh so English is good if I learn English I can get money by exchanging meeting with people and again also I'm a teacher now I get my fee so I'm leading my life in that way.

R: Had you thought of being a tour guide as a result of such experiences?
T2: In my life, I met different tourists and I helped them uh then I got different things I like helping people it isn't for the sake of getting money for helping them and they reward me something.

R: Would you please tell me about your English language teaching experiences?

T2: I think I got this much experience but having this experience doesn't mean you're good or not but the main thing it needs is your work so that in my life I want to be a good teacher in order to be a good teacher uh I need to teach what my students need to learn so that students give me love and again I give my everything I devote myself for example to know and I got this is the very important thing I got from teaching experiences love you know because I taught them in a very interesting way so that they love me and they give me a great position for because Mr. T2 is they say that Mr. T2 is nice English teacher something like that that is my proud.

R: What is your initial motivation to join the English language teaching profession?

T2: Actually, I had no design to join English to be an English teacher. It is simply accidentally, of course, I've passed through different influences meaning atmospheres or conditions that lead me to join the English department but it is simply accidentally I joined Hwassa TTC (Teacher training college).

R: Were you assigned by the government or did you choose it?

T2: Simply I chose it I joined it.
R: What was your first choice?

T2: Of course, I took my matriculation exam and the result wasn't good so that my parents forced me to go to Adama and to learn Accounting and finance then I asked why should I go there is TTC here and I simply joined here they didn't want to spend much money so that I simply joined here it is simply accidentally.

R: How does this influence your current professional identity?

T2: Of course, after I joined the department and I graduated and then now I'm a teacher. I like it because even if it is accidental I didn't choose it but after through time, I love it. It is good one English is an international language and I can communicate with people and people also ask me different kinds of things in English so I know that I'm good I'm in a good position so that it is helping me to join this department and I love it.

R: How is your professional identity formed that is the process/ the developmental stages of being an EFL teacher?

T2: As I've said so far you there are different situations that help me to be a teacher. I joined the college uh accidentally I didn't design to be my motivation isn't to be a teacher even if my mother is a teacher so but as a matter of chance I joined then I'm then I became a diploma teacher but it isn't stage of my end I joined then my degree program in Dilla university by paying some money in the weekend and summer program. Then I continued to have my second degree and I joined again Dilla University and I accomplished and I took my master's degree there.

R: Weren't you motivated by your mother's profession that is teaching?

T2: Actually, we didn't talk about being a teacher is good or bad. We know that when we go with her somewhere there are students whom she taught uh teacher 'Hello' or 'Sealm nesh' (ሰላም ነሽ) something in Amharic like they greet so that is you know one thing a teacher benefits even you don't have something you can feel proud I myself feel proud I'm very proud because of my students whenever I go to some organization and institution I find my students. These students help me teacher welcomes me what can I help you they ask me. So you know actually I didn't talk with my mother being teacher or not.

R: When did you start to feel and act like an English teacher?

T2: Yeah right in the time when I took my diploma after I graduated from TTC the government also said that you're a teacher now I'm a teacher ok what kind of teacher am I. I'm a teacher of English and I'm assigned to teach English in the first place so I'm English it is the instance from the beginning of my time of work. I felt that I'm an English teacher.

R: How about the pieces of training you took as a teacher?

T2: The lessons I took in degree when I was in college might help me to be an English teacher but they aren't the complete reason for me because after I graduated whether I may stop my education without finishing. If I stop there I may not be an English teacher thought the feeling that I've to be an English teacher is when I joined the work and the director of the school assigned me you're assigned to this grade and this grade is that.

R: How do the institutional regulations with regard to your profession help you to form your professional identity?

T2: We had you know when we were in different I worked in different organizations in different institutions in different schools. In different schools, there are different

rules and when I was in Amaro Kelle there were teachers who always talk in English, and that helped me to be right what I'm now because whenever we sit together we talk in English and we exchange different things. When after that when I came back to Hawassa again even Chuko there were left alone English teachers but Mathematics teachers are good some Mathematics teachers are good. They speak English. There was an English language day here in Tabor there was and I was the department head I actually facilitated this thing classroom as well in the flag ceremony people talk people present different things in English there is that is Friday was the English day so everybody talks in English in Chuko the Mathematics teachers speak English the English teachers hide you know there are some other department teachers who help you to improve your English. My identity what is right now is developed in one or other ways with English teachers and some other teachers.

R: What is the role of the community of practice (CoP) e.g. colleagues in your professional identity formation as an English teacher?

T2: Here in Tabor high school, we do a different kinds of things cooperatively so when we talk about for instance where are we now we can talk and share ideas when the teacher is in which chapter and what chapter they're going to teach when we talk about that we exchange information but we don't talk much in English we speak English a little bit for few minutes and then we will change we will mix Amharic and some teachers speak English and but we don't have that much as full time speaking in English.

R: A kind of negotiation between novice and experienced teachers?

T2: Right when a new teacher or newly employed come to our school we help him hum we help him how to teach English. The second thing we can help him we can introduce him to the environment where the school is because this is the one way that a teacher has to know to be a good teacher there has to be some external and internal there is outside influences and inside we will tell him background and characteristics of the students the school rules and the department rule says and we'll introduce that using we talk in English and Amharic as well.

R: How about having discourses among experienced teachers?

T2: yes when you take a test you design a test mid-exam hum you've to circle together or I may bring some questions and the other teacher can come with some other questions and we'll be together and mix the questions and we talk about each of the questions hum because what is the aim of that test or question and we identify what is the problem what is the lesson what is the aim and the objective of the test because if we ask one question for example gerund and infinities we talk about the gerund with the gerund for what is that for the subject or the gerund for the object or the verb that is followed by gerunds we discuss together and we come back to that agreement and after that, we give it to the department and the department print and the tests are given.

R: What types of professional identity do you assert/claim as an English teacher?

T2: As an English teacher, I think an English teacher should be always because you're teaching a language you've to be you know you don't need to be very strict to students because you're teaching the language. Let me tell you something I teach students in primary school private school spoken English for grade lower grade one to three something and there I'm not going to be a man who is like a lion so I act when I teach here in the classroom I make the class to relax the students may laugh but what I need is a student should understand the lesson language not only from the teachers word for the act I did when I teach the present continuous tense I may act by writing and doing something in the classroom performing different actions in the classroom like kidding because what I want to tell here is an English teacher should be some who isn't rigid he should be full of jokes and he should bring his lesson in the way that the students be interested teachers should be socializer it should be like that he has to be friendly if you're not friendly they will not understand you so you should be friendly they will talk to you in English without fear so a teacher an English teacher should be friendly and he should allow and give chance to students to speak and to try to do different kind of things in English whenever when he meet them and even I advise the students whenever they go to home if they want to speak English they've to talk in front of the mirror if they don't have friends that helps them to be confident they will improve their expressions different kind of things so that I developed an

English teacher should be cooperative he/she has to be hum sociable and again friendly.

R: What does a teacher of English need to do to be a competent teacher in terms of subject matter and English teaching methodology?

T2: I think we're teaching English so it is a language that doesn't stay in one place every day it progresses it is dynamic we English teachers don't forget the dynamicity of the language it is ever-changing so they are different things which we've to nowadays thanks to technology there are different things we've so a teacher must you know find different things uh he/she has to be ready and read different things before he/she comes to an actual class and you've to the way you know whenever you're ready to teach things the methodology will be different so you can once you're ready to prepare yourself at home or somewhere then when you come to the classroom you can have different possibilities of teaching English. So an English teacher now there is teaching is the aim of you know the aim of teaching is very easy if you're prepared teaching is very easy. The secret of teaching is preparation. So that an English teacher should prepare himself before the classroom and when he comes to the classroom things will be very easy regarding the methodology regarding the content the material that he's going to teach he has to be ready so a teacher should be ready for that.

R: How do teachers of other subjects position/name you in terms of your profession?

T2: Hum, I think I'm working I'm afraid to tell you something about myself. You can have a testimony a student can give you some feedback about you whether you're a good teacher or not. They may have some criteria to decide whether you're a good teacher or not so for me I've got a testimony or feedback from my students and some teachers also give me that because you can be selected for different types of works and different kinds of things that is the testimony for you because you're a good teacher and they give you a position they know you they will allow you to participate in different kind of activities that is testimony for us.

R: What peculiar professional identity could an English teacher possess/have as a result of teaching English?

T2: If the teacher teaches grammar and skills of course there are main and sub-skills frankly telling you that most of our students like learning grammar. If you teach other skills they evaluate you that you're not a good teacher for them so one problem we all teachers face is our students focus on grammar but a teacher an English teacher should teach them grammar in a communicative way that may be one criteria quality for an English teacher ok students want to learn grammar ok if you change this lesson or grammar to communicative way designing some dialogue and letting the students participate in activities and learn grammar ok the teacher has to do that.

R: How does teaching English give you a different professional identity when compared to other subject teachers?

T2: As a result of teaching English hum, I have a name that name is called a teacher who can teach English good teacher that is the experience because from my experience not from my experience because there are teachers who have got more than this but having this experience doesn't guarantee you to have a good English or not. The only thing so far as I've told you is that hum the only thing to be a good English teacher you've to know what is expected from you what is that you've to work hard for yourself and for your students. You've to know what the students need and what is my students need the first thing that a teacher ask but you know any way uh from my experience my experiences helps me to improve my English that I become confident to stand in front of students and other people to speak in English that is from my experiences and I've acceptance I got from many of my students that is it unforgettable things which I got is acceptance.

R: What types of professional identity tensions/challenges do you encounter in your career?

T2: Uh if you don't have any problem you don't improve things from this problem we can improve ourselves, of course, every teacher has got these problems. There is a fluency problem there is an accuracy problem and there is a pronunciation problem too when we sometimes pronounce words in the classroom because if we don't practice in our home freely when we come to the classroom and read reading passages

we may fail to pronounce that word sometimes I face this, uh the problems are problems there is from that problem from the mistake from the error we learn.

R: What do think of the tension between who you want to be (imagined identity) vs. what you actually do (practiced identity)?

T2: Sometimes I may not know days you know the problem is time we've thirty minutes to teach our students and these thirty minutes can't allow you to perform everything that you want to teach your students. For example, because of Covid-19 uh before even sometimes before you start to teach the lesson the teacher comes and knocks the door and this is my second class and it's mine they say. So sometimes the situation or the problem may not allow you to apply what you expect it means that your identity, for example, I want to teach my students today these things by being free and entertaining them and they will practice and they will do these things after me I may say but I won't do that because there a type of challenge.

R: What do you think of the professional identity tensions between being a non-native teacher and being proficient in the language?

T2: If I'm not mistaken the one who speaks, for example, the one who is a native one has good or better things than the one who is non-native because they're very familiar that is everything related to English. For example the expressions, pronunciations, and a kind of things they may be free of teaching classroom because they're familiar everything on that the native's language because we're the non-native we may afraid if I made some mistake in the classroom uh what the student says because we feel error and mistake. So we can't be as equivalent to the fluent and the native teachers.

R: What factors do you think influence the formation of your professional identity?

T2: There are different things the more you're motivated the better you do things. There are different things that may affect your identity uh one thing is for example the payment that we're having we're paid may not be sufficient for us to create and do our or to get our identity that is one problem and the other thing is the unforgettable thing is uh the students' behaviour. The students' behaviour in the classroom doesn't allow you to be to apply every of your identity in the classroom however there is because in order not to have a negative impact on mind you can do things and because of some two or three students do things in the classroom and go out because there are

many problems social problem' economic problem, classroom problems schools again schools also don't nowadays we don't have you know ELIC (English language improvement centre) class previously we practice English in ELIC classes with our students we also improve our speaking our writing our reading and different kinds of skills we improve there we've nowadays we don't have any access to them. And there is a lab you can go and refer different kinds of things in the computer you'll take from that and teach your students but we don't have nowhere so this also affects a school by itself also affects your identity.

R: How your professional identity influences your professional self-esteem as a teacher of English?

T2: My identity you know because I'm an English teacher I do have different identities so far I mentioned some of them. So this will help me even though there are different challenges I try to do them because I'm an English teacher and I'm working and creating the minds of the students who is going to be some maybe engineer, teacher, doctor so that I've to do on keeping my professional identity on the profession that I'm doing. So I'm doing it in the way I'm teaching.

R: Which determines which that is value and pride you give to your profession determines your professional identity or does your professional identity determine the value you give to your profession?

T2: As both of them are inseparable because once you give something to your profession on the thing you're applying your identity. So that in my mind these two things are inseparable you can't separate them one is related to other so because when I teach in the class and do my professional work I've to use my identity because I've to be confident in the classroom I've to cooperative and helpful to my students so that this one helps the other one helps them so they aren't separable for me.

R: How your professional identity influences your job satisfaction?

T2: This is a great question because if you're satisfied you can do things very well if you aren't that is the more you're satisfied the better you do because the better you're satisfied if things are the way that you need are available it is very easy for you to do things and you'll be satisfied.

R: Which determines which that is job satisfaction determines professional identity or professional identity determines job satisfaction?

T2: For job satisfaction, job satisfaction leads you to have a professional identity. If you're satisfied you can do things in a great way if you aren't satisfied the way that you're motivated determines your activities. The more you're motivated the more you're satisfied the more you do things. The less you're satisfied the less you do things the more you're satisfied your identity will be you'll do things very well. When we were in a rural area in the former place when the monthly fee when the monthly fee is approaching oh today we're going to do in that way you'll do things in a proper way because you're motivated you got the money and you can do things you can buy things which is important for you so that you can do things in the classroom in very well manner that isn't not economically if you motivate me the more you're satisfied if different things are available in the class if the students' characters behaviours motivate you to attract you ok let me take you some of my classes here there are students who are good and in other classes no students at all meaning active students. The way you teach in these two classes isn't the same. Here in this class, because many students are there they're doing well so you're motivated here and you can do things in a very interesting way because you'll prepare yourself well because they'll ask you different kinds of questions so that you teach in a very good way in this way your professional identity is determined. And let go to the second class that is the passive one in the second class you see that all the teachers say they're demoralised they're not motivated because the students don't motivate you even there could be two or three students so when you're in conclusion when you're motivated you'll do things your professional identity will be good in a great extent and your professional identity could be developed it should be practical there but when I say this that is wrong we teacher shouldn't always depend on motivation that is the satisfaction we have to our role is to help those students (the passive one) we've to help them let them being the students like the first class(the active class) even if it needs your high demands energy time we've to help them.

R: If you have any comments and reflections on the topic and issues we raised you're welcome.

T2: Thank you for giving me this chance. Of course, I've learned many things from the interview if I don't know what professional identity means, and as an English teacher I've got a lot of things from the interview session and I'll talk with my

colleagues about what is professional identity what is expected from an English teacher so this will help me and then I want say may God help you to finish your research and have your doctorate degree that is it.
R: Thank you.

Appendix V: Sample Focus Group Discussion Transcript

Date of the Focus Group Discussion: 24/07/2021

Place of the Focus Group Discussion: Department Office

Duration of the Focus Group Discussion: 01:10:48

Mode of the interview: Face to face

Focus Group Discussion Code: FGD1

R: Good morning everybody thank you for your willingness to participate in this focus group discussion. Let's start our discussion with the introductory questions. Would you please introduce yourself including your name, qualification, and names of the high school where you teach?

FGD1T1: Ok, my name is FGDT1 and I'm an MA holder from Addis Ababa University. I'm teaching at this moment in Tabor high school preparatory students and this is all about myself.

FGD1T2: Thank you my name is FGDT2. I've taught for more than twenty years among these years twelve years in this school the first school is a primary school in this town. And my current qualification is BED and currently, I'm following my MA degree in TEFL.

R: Ok over there

FGD1T3: Right my name is FGDT3 and I obtained my second degree from Addis Ababa University in TEFL and I'm currently working in Tabor general secondary school.

FGD1T4: Ok my name is FGDT4. I have nine years of teaching experience and I've an MA degree from Dilla University.

R: Would you please tell me your English language teaching experiences?

FGD1T1: In my profession, in the first place I was an elementary school teacher and in another period of time and I entered to the profession accidentally but I was an English teacher I was interested to get in English language teaching I need but when I was a teacher the whole teachers in elementary classes joined accidentally.

R: Ok, we'll come to any critical events you remember most?

FGD1T1: Yeah throughout practices and collegial interaction College and university training these all helped me to form and develop my skill as an English teacher.

R: Any one of you please

FGD1T3: Yeah, I remember the time I faced some challenges in my career is that some fourteen or fifteen years ago fourteen years ago I'm not that certain I was teaching in one of the private schools in this town and it was the school where the students were expected to use only English we were forced to use English periods were conducted in English and the meetings were conducted in English everything should have been conducted in English. I was not competent at that time so I found myself incompetent in simple terms then I just came to believe that I've to improve my competence this was the moment that I faced the challenge. It was the time that I started to believe myself as incompetent and from that moment onwards I started working hard and I believe that I am a competent teacher now so that shaped me.

R: The first school where you started teaching

FGD1T2: Ok, my first school was in Kaffa zone which is the first school that is not rural actually therefore it is in Kebele. It is in Decha woreda Moti Kebele and it is a secondary school which is the grade is nine so I began there. There were challenges the place seemed challenging there is no road there is no telecommunication there is no water and other things so we walk almost two hours to get to the school and it was very challenging so I remember this thing. The profession also makes me scarify and also that makes me be a good teacher because there was a sacrifice for this profession.

R: What is your initial motivation to join the English language teaching profession?

FGD1T1: Just I reflected it First I wasn't an English teacher and I was a general education teacher that means in elementary school as certificate teacher. Then I developed my professional stage at that period of time I designed or selected to teach the English language ok that comes as design but I entered to education system the whole as a teacher accidentally but as an English teacher, by design, I intended to be an English teacher. Joining the education sector and the teaching profession was accidental why I faced some problems when I get a tutor in the education system to be a teacher then after that I was interested to be a teacher then after a while; I designed to be an English teacher.

FGD1T4: When I joined university I wanted to be a Journalist and I wanted to be a lawyer but unfortunately, I got this teaching but when I selected the field uh it wasn't my first choice but it is now my profession.

FGD1T3: To be frank, teaching isn't my first choice of discipline uh I was in one of the private colleges studying accounting and there I took two courses Basic English 101 and 102. The teacher that gave those two courses suggested that I should study English and then I moved to the profession so it wasn't deliberate and I didn't want to be a teacher first.

FGD1T2: When I started teaching as I completed grade twelve my result wasn't good unfortunately I started another job and I got direct teaching at the private school. In that time I was able to go to college and attend teaching. In my family, there were two teachers my uncle and my brother they were very good teachers and the societies appreciated them for that case I attended the English teaching training as a teacher this was my first initiation.

R: How have those motivations impacted your current professional identity?

FGD1T4: Actually, it affects the profession because someone wants to be something therefore so he prepares himself for that thing accidentally some profession happened there will be some effects so but when I entered to this profession as a profession it is very good and it has satisfaction when you changed your students when you give something to your students you become satisfied. Therefore, there are some effects but there is also some satisfaction on the profession ok.

R: Would you have been a different person professionally if you had joined your first choice?

FGD1T3: I think so uh in my perspective I had an intention to be a musician and I failed to get the result to join the Music school as I told you earlier I moved to one of the private colleges and I started studying accounting and I was recommended to join English and I moved to English department and I found it interesting and I found myself being competent and students would come back and they say you're good and amazing and I stated feeling like a teacher and I love the job or the profession.

R: Do you incorporate music or a kind of song when teaching English since this was your initial interest?

FGD1T3: Yeah sure I often write lyrics and poems in English and I've my own songs and I tell my students to listen to English songs and myself do that so it's quite interesting for me.

R: How is your professional identity formed?

FGD1T3: As being a member of the Ethiopian community children's wish is to be a pilot, a doctor or so I didn't mean to be a teacher of course but I love music very much but after joining the discipline the profession I believe that of course English is an international language and most people wish to speak fluently and fluent speakers of English and that I think that has a kind of impact on me and then and I started believing in myself as a teacher and that gave me energy.

R: When did you start to feel and act like an English teacher?

FGD1T3: The moment I started teaching English in one of the private schools around Aleta Chuko particular school called Mangudo and in that community there were no diploma holders even I was the only diploma holder there and I started teaching and this gave me really a kind of energy. The feedback I got from the students made me believe and work hard and that was the moment I figured out myself as a competent teacher. The reason why I was doing those things was just to make a living out of to make living to make money it is all.

FGD1T1: I started as an English teacher after college education but there was a model whose name was John at this moment he is in Shashemane. He was an English teacher

he is the model for me to make myself as him ok then after college I was interested in the way it develops motivation develops not just comes at once and it develops day today and I enter to this profession through this.

FGD1T4: Actually, as I told you I learned the education in Hawassa University foreign language and literature. So I didn't think about being an English teacher and I thought of being Journalist so I was thinking not to be a teacher accidentally I become a teacher so I should do more things to develop my profession. So I worked hard to build my identity or my profession and I believed that I'm an English teacher. So I actually believe that I'm an English teacher when I am able to teach and give some reflection from my students so that is the moment to believe that I'm a teacher.

FGD1T2: When I was in primary school there was a foreigner that is the one way to encourage me to teach English. And I got initiation from them everything like media and every communication was in English Indians and Italians were there and they initiated me to teach there and I got encouragement from them and that helped me to upgrade my English teaching that was when I was teaching in primary school.

R: How do the institutional regulations with regard to your profession help you to form your professional identity?

FGD1T3: In the first speaking hum the school doesn't have institutional regulations to help teachers to improve their English but we formed at the departmental level and we tried to follow those regulations but they aren't standardised we just make a kind of agreement that use English in the compound we discuss sometimes in English we try to have a kind of memorandum when we discuss issues in the meetings and so on but the school doesn't have any regulations to help teachers.

FGD1T3: Shall I add more?

R: Yes

FGD1T3: While I was working in one of the private schools in this town there was a regulation everybody was expected to use English and the students had a badge and they hang it on their chest and speak only English that was very important for the teachers to help them to improve their language proficiency. We don't have a regulation in our school now.

FGD1T2: Let me add some points in this compound before five or six years ago there were proclamations "Improving English starts from me'' this was started by the English department. The medium of instruction is English but teachers are teaching in Amharic this was highly complained by the school after that the English department try to improve what let's improve our English language by ourselves and help others subject teachers to improve too and the attitude of other teachers started to change and they attempt to teach their subjects in English. And the students should talk in English and present their topic by using English that was the objective in this school compound but at this time there are large numbers of students in the school and their number is increasing.

R: What is the role of the community of practice (CoP) e.g. colleagues in your professional identity formation as an English teacher?

FGD1T1: In this case, I want to thank this department I learned so many things from my colleagues I can exemplify Desta, Mulu, Tesfaye, and Akal and they initiated me I learned many things from these colleagues regarding tests, grammar, methodology how can we teach the language and the topic to the students ok I want to thank them. By such dialogue is not formal there is no scenario to discuss how to teach what is our profession how it is progressing we didn't do such things but informally we communicate with each other is it clear. For example, I face some problems then I ask my friends to give the solution for the problem that challenged me now that is informal we didn't have formal scenario to discuss the topics and such things.

FGD1T4: Ok in this department I also want to thank all of the staff members they're very smart and they're very sociable and they're positive thinker. They know what they want to do and there is no person who you shape so we uh teach each other and we shape each other so this department actually is very good department and excellent department. Most of the time we learn new things from each other so I want to say that all of the members are want to learn also from others. So these make us to develop the profession ok.

R: What types of professional identity do you assert/claim as an English teacher?

FGD1T3: I think this is the question that requires your own perception. So in my view, I found myself in the middle of a situation that everybody wants to imitate who you're. So this is a kind of fun that makes you feel proud of yourself so as a teacher I'm proud of myself because I'm in an environment where the students expect a lot from me. They even make me work hard that requires me to do a lot so that will make me love the profession I'm in regardless of the dissatisfaction regardless of the low status the community has towards teaching. It's a kind of reward for me so I'm that kind of person I'm such a person that makes me feel proud of myself.

FGD1T2: Ok, when we're talking about English teachers and what I'm working on and the knowledge of teaching that is the place the students and the subject matter and the preparation itself is one part of being a teacher. It may be how much I teach when I teach that is planning for annual and different kinds of assessments are included as the quality of the teacher. After that in the classroom, the students' and teachers' instruction also subject matter knowledge and skills different things describe the teacher quality or the implementation of everything in the classroom.

R: What professional identity roles do you exhibit in your classes?

FGD1T1: I reflect the kind of direct person to show the ways to my students not telling all the information I'm not a teacher, by the way, I'm the director of the class to show the way how the students can develop themselves is it clear. We can't teach all things in the classroom why because of the limitation of time and so many things. Then we're doing that we direct how they can get the knowledge so I expect myself a director of the class.

FGD1T4: Ok, being an English teacher when I get into the class I'm not stressed or I don't think a lot ok I tell to my students that it isn't my mother tongue or it isn't the students' mother tongue but this is an international language so you should know this language. So be free and make fun and enjoy that is enjoying learning English and teaching English is enjoying ok the nature of the language doesn't want stress ok it needs some smooth way of teaching. So when I get to the class I think about the ways

how I teach my students uh but not the stress and other things ok so being an English teacher is fun for me.

R: How do teachers of other subjects position/name you in terms of your profession?

FGD1T3: Ok uh, of course, the environment is interactive and everybody is friendly to each other here but when often come across when we're in tea or coffee break we chill out with some friends and they say "Frenjochu Metu"(ፈረንጆቹ መጡ) means here "comes English teachers here comes foreigners" they say this for the sake of fun they weren't that serious uh just this has a kind of impact on our professional identity so we refrain ourselves from open discussions so we're forced to change the medium to local languages like Amharic and some other language. So language in its nature requires interaction we believe that we've to create an environment that we promote the language but that has a negative impact on the profession in my point of view.

FGD1T3: The members of the staff in this school have a positive attitude for the English in the students also give more positive uh they give appreciation and they give positive attitude for us in general. There is no negative thing when I listen when I interact with other colleagues and also with the students they say teacher English like that.

R: What is your reflection when your colleagues call you the foreigners?

FGD1T1: To say such a thing we haven't got foreigners or 'ferenj' (ፈረንጅ) in this compound.

FGD1T3: We wish they call us foreigners here come English people.

FGD1T1: I think we're interested to magnify they mean and we can intimate the 'ferenj'(ፈረንጅ) or the foreigners as much as possible is it clear as much as possible we're medium we're not this much exaggerated and we aren't this much laissez-faire but we're in middle we can be intimate as much as possible.

R: What peculiar professional identity could an English teacher possess/have as a result of teaching English?

FGD1T3: Uh, it is obvious uh teaching language is expected to be interactive but when I started teaching English my perception was I'm the only source of knowledge and I took too much time in telling the students what I believe would help the students and I figured out that this is not something the students need any longer and the challenge started to come from the students and I tried to make teaching as two way I speak and I let my students uh speak in the class then I started making the classroom as interactive so that had changed my perspective my attitude as a teacher.

FGD1T2: This is something improving our English teaching and learning process because nowadays there are many advantages to improving our speaking and different kind and how can we teach because there is information and some kind of access is available in these days. It differs from the days we used to teach before there were references in the previous time and now we can get different kinds of things whether it is video or different kinds of things on the internet not only how we can show how to use technology in the classrooms the students by themselves how to communicate and learn in additional learning ways by using different information or different kind of material using in the classrooms that is making ourselves as to upgrade our teaching and learning process by using the information from technology.

R: What types of professional identity tensions do you encounter in your career?

FGD1T3: You feel uncomfortable when you teach something to the students and if they don't understand that thing and this might be related to the elements of language can I take a typical example or situation for this I went to class to teach stress for example this is something related with finding the number of syllables or how a word is expected to be pronounced so the students don't have sound or knowledge in the lower grades. So I sometimes fail to decide as to whether or not to keep on teaching that content so this creates a kind of tension in my teaching career and I usually skip that topic.

FGD1T4: when we want to teach the skills like listening, speaking, reading, writing I think we've a challenge from the students because they want only to learn grammar but learning listening, speaking and other four skills it isn't their wish ok and they don't want to learn that so that is the challenge for us it is a tension for us and to make and to be more professional and to know the language more we should teach ok more so that makes us more challenged.

R: What is the professional identity tension of being a non-native teacher and being proficient in the language?

FGD1T1: The only matter is accent if they get specially in listening skill if they get the direct accent that is comfortable for the students they can intimate to the English accent but in our country our accent in our mother tongue the accent is different it is far apart so in this case when we listen when we teach listening we read the passages and they listen then most probably we read in our accent is it clear that is the problem for the students that is they can't listen to the direct accent that is the matter of accent non-natives and natives are teaching differently the difference is the use of accent.

FGD1T3: Uh ok of course it won't be that easy because something that the native students could be good at speaking but English isn't all about speaking they (natives) may not be good at language items like grammar and some other aspects of English. So I don't think it would be as easy as teaching non-native students.

R: What do you think of the issue such as "I'm not a native speaker" which is commonly expressed by most EFL teachers?

FGD1T3: Of course, it restricts us to some extent personally I always want to improve my English and I believe that I'm not that much accurate but in the middle of your attempt you may find someone with the opinion you said now who cares I'm not a native speaker I'm not an American I'm not British. So this may hinder your extra effort to improve your competence.
R: The tension between who you want to be (imagined identity) vs. what you actually do (practiced identity)?

FGD1T1: That is far apart it is obvious all things are different our imagination our preparation and the actual things that we find in the ground is very apart so it is obvious we're different we know that is obvious.

FGD1T2: The same thing as my friend said.

R: What factors do you think help you to form your professional identity?
FGD1T4: Ok professional identity can be built from experience throughout the experiences you developed your profession uh and the learning that can be informal and formal but most of the time formal one as my knowledge is concerned the informal learning is very important. Learning from the internet learning from the books learning from the other person that can be the natives or others and for listening to the audios listening to the news and other things are very important to develop the profession this is what I do personally so this is.

FGD1T3: The personal factor that most influenced the formation of my professional identity is the subject matter knowledge uh as I told you earlier I always see myself being incompetent in line with the standards there are some standards then I always ask myself I feel that I'm not a good teacher I'm not that fluent I'm not that much in English so the problem I've in specific areas of aspects of language helped me to figure out how poor I'm in the subject matter knowledge so that influenced me highly to shape or form my identity.
FGD1T1: On this point there are different kinds of professional identity crises that aren't there is no good preparation for the subject matter that is making the identity crises because the teacher should be mature enough in the subject matter knowledge otherwise there is something professional identity crises increases. So the teachers should update themselves in different kinds of short-term training or update different kinds of levels otherwise there will be identity crises. The administration or the leadership can increase the teachers' knowledge background.

FGD1T4: If we are concerned about the social status of the teachers in the community it is the negative one uh most of the time the societies think about teachers they think about the economic status of the teachers and other things but not the profession ok that affects the self-esteem of the teachers. If the self-esteem of the teacher is affected

the professional identity is also related to this self-esteem therefore this isn't positive but in a negative way.

R: How your professional identity influences your professional self-esteem as a teacher of English?

FGD1T4: As I said before it is concerned with the society ok if the society gives you more positive attitude for you'll love your profession ok but nowadays there is no positive attitude for the teachers and also for any teachers not in the subject matter but also for any teacher there is no positive attitude for the teachers. Therefore that affects the self-esteem of the professional and the teacher and also professional identity.

R: What do you think is the relationship between your professional identity and your professional self-esteem?

FGD1T3: Ok if we believe that we're teachers that I think give you a kind of positive energy from your personal identity. So if you believe that you're a teacher and you try to improve your professional identity for me it is the professional self-esteem that I have the profession that would make me have a good professional identity as a teacher. They are interrelated.

R: How does your professional identity determine your job satisfaction?

FGD1T3: Let me say something it is very important some three or four years later I started thinking of the profession I mean it is because of the prestige because of what I making out of it I'm becoming less and less satisfied. So I'm trying to move to some other profession even I'm trying to do my own business so I'm not satisfied because of the lack of job satisfaction if I'm not earning too much if you fail to provide your family members what they need the next is quite clear that you'll be dissatisfied or demotivated. You won't get satisfaction from your job so these two things are interrelated.

R: If you're dissatisfied what would be your professional identity?

FGD1T3: It is obvious it will be weak you like interest and you tend to come to class unprepared if you aren't satisfied with how you can impact your students positively how can you impart what you've to your students. So it is directly reacted if you once lack job satisfaction you'll be a bad teacher.

R: If your professional identity is strong what will your job satisfaction look like?
FGD1T4: It matters

FGD1T3: Can we think of professional identity without job satisfaction, yeah if you say job satisfaction in our community in our context it is directly related to what you earn it is directly related to financial satisfaction. Your income that you make out of your profession can not be separately seen from that is my strong my firm stand. The job satisfaction of course if we see in general if you're a good professional teacher we may get satisfied with what we do but can we see it in isolation with what we earn what we make out of that profession. So for me, this is something that is directly related to money or the privilege that you make out of your profession.

FGD1T2: Let me add some points sometimes we can't get job satisfaction. I've taught for more than twenty-five or twenty-three years. I'm very satisfied when I see my students in different kinds of institutions most of them are in medical medicine at Hawassa University some are lecturers some others are investors still I'm here when I'm comparing the things but I'm very interested when I see my students in different workplaces. When we come to the profession there is something negative what my colleague said. Some teachers are complaining that what is the matter of upgrading from BA to MA it is the matter of one thousand birr the difference is one thousand birr why don't you ride a Bajaj they say like that I'm sorry.

FGD1T1: I'm opposing him what about my living yes, of course, I've taught many students and they are in a good position at different places how about myself I'm as it is. so how it could be how could I be satisfied in this living I can't exist in this market.

R: How does being dissatisfied with the job impact one's professional identity?
FGD1T3: Let me answer by telling you a sentence one of my colleagues said do you have a job or you're still a teacher do you have a job or are still a teacher or not or do

you have a job meaning teaching isn't a job for this guy so this has an impact on our professional identity, of course, we can't deny so you'll be less interested so it has a negative impact on our professional identity.

FGD1T1: There is no job satisfaction by the way.

R: If you have any comments to add, you are welcome.

FGD1T3: I really enjoyed I personally enjoyed the discussions job satisfaction and professional identity so I really enjoyed uh of course I'm still positive I do have as a teacher I do have a hope that things will get better so in the long run things will get better if our country becomes economically strong economically rich we believe that things will be alright teachers will be prestigious they will be given more opportunity just like life insurance health insurance housing and some more things so I'm totally optimistic I really enjoyed the discussions we had.

FGD1T2: Such kind of discussion is very interesting I learned many things from this discussion. It is my first time to discuss such kind of topic and I hope my colleagues have got many things to do and for the future teaching and learning processes. It was very nice and thank you very much.

R: Thank you this is the end of our discussion.

Data of Interview: 29/07/2021
Place of Interview: Classroom
Duration of the interview: 01:26:13
Mode of the interview: Face to face
Focus Group Discussion Code: FGD2

R: What is your initial motivation to join the English language teaching profession?

FGD2T2: As far as I'm concerned I joined my freshman college education in 1991E.C. So at that moment, there was no choice the manager of the college or dean of the college the academic dean assigned us to different departments, not of our

preference but the quota they have for my friends who have got with me assigned to the Physics department others to Mathematics and academic director sent me to Mathematics department and the head of the department I remember his name Mulatu is that Mulatu now it has been a long time may be so Mulatu just tried to saw my grade reports and you're not self-sufficient in Mathematics and you're weak in Mathematics and you had better join English he said and he holds and took me to the English department and Endale registered my name and I was listed in the distinction class at that time. When I was in high school my best subject was Biology.

FGD2T3: Thank you it is interesting so I started English accidentally not by design. As my colleague said teacher Endale was I can say he was my family I can say you know and he is the friend of my brother so when I left this school in 1994E.C my ESLCE result was 2.6. When I went to Hawassa TTC I wanted to study Mathematics but he was my family he took me to study English. So I graduated there in English which wasn't my design that is accidental.

FGD2T4: Ok thank you this profession wasn't my design and it was accidental at that time when we chose the department I liked theatrical art for me but there was no theatrical art for as the listed field of study. At that the Ministry of education assigned me to foreign language and literature of Hawassa University by that time there was no choice and I joined English which wasn't my choice but now I'm interested in this profession now.

FGD2T1: Let me tell you why I was interested to join the profession when I was learning extension class in my free time I was teaching around Shashemane English because I'm interested in the career. So on the other hand I was teaching there in extension class and I was interested in the profession teacher Mesfin was my model teacher. My first choice was English because I'm interested in it.

R: Would you have been a different person professionally if you had joined your first choice?

FGD2T2: Yes of course it depends on me because without effort we can't do anything in this world. The place where just I'm working profession it is just because that I saw

better in English rather than in Biology. So I'm teaching the English language as my profession because not FGD2T2 chose but God chose and gave this bread.

R: How not joining your first choice influenced your current professional identity?

FGD2T4: Not influenced that much because I like the profession I'm in now after joining this department I like it so there is no influence so I like theatrical art but this English department also like theatrical art everything to understand it is the worldwide language it is what to understand to entertain everything with this language so there is no influence for me.

FGD2T3: Yeah, the response is the same but not at this time at that time I was very eager to learn Mathematics when I joined the English department I like very much to learn English but there is no influence.

R: How is your professional identity formed that is the process/ the developmental stages of being an EFL teacher?

FGD2T2: Well frankly speaking I'm a good English teacher as my students sometimes give feedback. They say that oh you're a good teacher they said even I myself can't potential as well because I'm the person there I'm to help the students and from my own experience when I go back to junior class it was amazing things happened at that time. When I was teaching the next school to the freshman school I was assigned to Rufo Aeno I was teaching grade seven and eight in that time I was in Hawassa College of teacher education and diploma holder and the female teacher came with a BA degree from Dilla through purchasing she paid money and she bought BA degree and the woreda officer assigned her to my grade eight class which I previously taught two sections were there and let this FGD2T2 be assigned to grade five and even I remember her name and she came to teach grade eight and after three or four days the students struck and marched to director's office oh are you going to teach us why you changed our former teacher and the students fought with the director and they beg me even you're the best for us they said and just she was assigned lower grade and I continued teaching grade eight at that time and I attended my first degree in Dilla University. At Dilla University I appreciate Tamene he is a

fluent speaker of English and he is my model. He speaks as our college instructor and I learned so many things specially for my current fluency I learned both from college and university and he appreciate and motivate me to practice the spoken language at that moment.

Appendix VI: Open, Axial, and Selective Codes

Research question one: What is the EFL teachers' initial motivation to join the ELT profession?

Open codes for RQ1

Open codes	Properties	Examples of participants' words
Accidental	Teachers are not initially interested to join ELT	Actually, I had no design to join English to be an English teacher. It is simply accidental, of course, I've passed through different influences meaning atmospheres or conditions that lead me to join the English department but it is simply accidental (T2). My motivation isn't to be a teacher even if my mother is a teacher so but as a matter of chance I joined then I'm then I became a diploma teacher (T2).
	Not interested to join the profession	By the way, it was not by design I didn't plan to join ELT. First, when I came to register at Hawassa College my plan was to register in the Biology department because I was good at Biology when I was in high school. (T4). Accidental my plan was I was a very good student of Mathematics and I played chess. I'm very good at playing

		chess my tendency was towards that natural science (T5).
		My interest was History and Geography. When I missed this I followed my second interest English (T7).
	Course instructors advice	To be frank, teaching isn't my first choice of discipline uh I was in one of the private colleges studying accounting and there I took two courses Basic English 101 and 102. The teacher that gave those two courses suggested that I should study English and then I moved to the profession so it wasn't deliberate and I didn't want to be a teacher first (FGD1T3).
	Didn't mean to be a teacher	As being a member of the Ethiopian community children's wish is to be a pilot, a doctor or so I didn't mean to be a teacher of course but I love music very much (FGD1T3).
		When I joined university I wanted to be a Journalist and I wanted to be a lawyer but unfortunately, I got this teaching but when I selected the field uh it wasn't my first choice but it is now my profession (FGD1T4).
	Didn't think of being an EFL teacher	I didn't think about being an English teacher and I thought of being Journalist so I was thinking not to be a teacher accidentally I become a teacher (FGD1T4).
		I started English accidentally not by

		design (FGD2T3).
Assigned by the government	Assigned by the college dean	As far as I'm concerned I joined my freshman college education in 1991E.C. So at that moment, there was no choice the manager of the college or dean of the college the academic dean assigned us to different departments, not of our preference but the quota they have for my friends who have got with me assigned to the Physics department others to Mathematics and academic director sent me to Mathematics department and the head of the department I remember his name Mulatu is that Mulatu now it has been a long time may be so Mulatu just tried to saw my grade reports and you're not self-sufficient in Mathematics and you're weak in Mathematics and you had better join English he said and he holds and took me to the English department and Endale registered my name and I was listed in the distinction class at that time. When I was in high school my best subject was Biology (FGD2T2).
	Assigned by the MoE	Ok thank you this profession wasn't my design and it was accidental at that time when we chose the department I liked theatrical art for me but there was no theatrical art for as the listed field of study. At that the Ministry of education assigned me to foreign language and

		literature of Hawassa University by that time there was no choice and I joined English which wasn't my choice but now I'm interested in this profession now (FGD2T4). The ministry of education assigned me to study English. I missed my first choice and I followed English. My interest wasn't only in History but also in English (T7).
Low achievement	Low academic achievement forced the students to join the ELT profession	When I come to college I studied Mathematics and Physics is the minor subject course when I studied my grade became low I think oh in this direction I may not be satisfied or I can't exist this physics stream I have to change my field(T1). Of course, I took my matriculation exam and the result wasn't good (T2).
Parents do not encourage	Family members don't encourage their children to join ELT profession	Actually, we didn't talk about being a teacher is good or bad. We know that when I go with her somewhere there are students whom she taught uh teacher 'Hello' or 'Sealm nesh' (ሰላም ነሽ) something in Amharic like they greet so that is you know one thing a teacher benefits even you don't have something you can feel proud I myself feel proud. (T2).
Tuition fee	Unable to afford tuition fee to join the first choice	Somebody diverted my idea and he is my uncle just you can't afford the payment because I was a self-sponsored student that is why I couldn't afford and

		able to join Biology and diverted to English department for my diploma education that is why I changed my idea and started learning English, fortunately, it was good for me and I succeed and there were good teachers in the college and then again I established my knowledge there in Hawassa TTC College (T4).
By design	Initially motivated to join the profession Good interest Good passion for the language	Yeah when I was a student in high school I like English and was fascinated to learn English and I like the English teachers of the course and because of that for the current profession, the high school education laid interest. Internally I've good interest to learn English and the teachers are my role models just to you know to have the interest of language (T3). I joined the profession by design. So as I told you earlier I had a good passion for the English language and so that passion just urged me to join the English department. This profession is my first choice and I wanted to be a teacher, not a doctor no other professionals. My first interest was to be a teacher. If I joined teaching I could read, write and teach speak well. And these make my profession perfect (T6).
Inspired by the role model teachers	Good role model teachers inspire one to join the	Good especially in our time all the teachers even the Biology teachers

	profession	even they're very good at English they're very fluent especially my Biology teacher in grade 11 and 12 is very fluent. During that time we need only one B. All students scored B in Biology and went to college because of that Biology teacher. So all of us scored and the minimum was B and most students scored A and B most of us had got a chance to join college because of the teacher. He is very fluent even I was influenced by him and his English but he is not an English teacher (T5).
	Influenced by Biology teacher	
	Good teachers influence	My good teachers were behind my decision of being an English teacher. If the teachers are good your potential becomes developed you know you develop your potential and capacity. If the teachers are not interesting you'll hate the subject and you'll hate your profession. Teachers must be good enough to inspire you (T6). Let me tell you why I was interested to join the profession when I was learning extension class in my free time I was teaching around Shashemane English because I'm interested in the career. So on the other hand, I was teaching there in extension class and I was interested in the profession teacher Mesfin was my model teacher. My first choice was English because I'm interested in it

		(FGD2T1).
Exposure to foreign teachers	Exposure to foreign teachers helps one to join the profession.	My primary school teachers were Indians from Catholic mission Areka Chuko and they influenced me in later stages the Americans. When I was in grade six I participated in the first debate in English. In that grade, there was a competition that made me have a positive attitude to the language (T6).
Interest to learn English	Initial interest to learn the subject helps one to join the ELT profession	Yeah, I was interested to learn English but because of different problems that I can't exist in that area or subject area, therefore, I changed my direction to the English language, and then I completed it (T1).
Parent influence	Parental help one to join the field	My brother who showed me the direction to join the English department because I had another subject which is inspired me History. So he told me and he advised me to join English department than History. My brother had been teaching Geography so he told me a lot about just English (T3). In my family, there were two teachers my uncle and my brother they were very good teachers and the societies appreciated them for that case I attended the English teaching training as a teacher this was my first initiation (FGD1T2). As my colleague said teacher Endale was I can say he was my family I can say you know and he is the friend of my

		brother so when I left this school in 1994E.C my ESLCE result was 2.6. When I went to Hawassa TTC I wanted to study Mathematics but he was my family he took me to study English. So I graduated there in English which wasn't my design that is accidental (FGD2T3).
Scoring better grade	Performing well in the course leads one to join the profession	When I took English as I mean college English as a common course I scored better mark in terms of others. Therefore, I decided that and just I stopped and I love the subject Mathematics but it didn't love me (T1).
Influences of lack of initial motivation on teachers professional identity	No influence on teachers' current professional identity	Of course, after I joined the department and I graduated and then now I'm a teacher. I like it because even if it is accidental I didn't choose it but after through time, I love it. It is good one English is an international language and I can communicate with people and people also ask me different kinds of things in English so I know that I'm good I'm in a good position so that it is helping me to join this department and I love it (T2). Yeah still I've good interest and then still there is not anything that influenced me to say the place or the position I've just influenced me negatively. So still I've been teaching English with good interest and passion (T3). Ok it doesn't influence me I told my Mathematics interest was shifted to

	Eager to learn Mathematics	English. No completely these days my choice was shifted to English teaching so I continue in teaching English these days I like teaching because a number of different challenges to teach these days students following methodology may applying methodology these days English is very difficult. Even with those challenges ok even these days I just like teaching English (T8). At this time at that time I was very eager to learn Mathematics when I joined the English department I like very much to learn English but there is no influence (FGD2T3). Not influenced that much because I like the profession I'm in now after joining this department I like it so there is no influence so I like theatrical art but this English department also like theatrical art everything to understand it is the worldwide language it is what to understand to entertain everything with this language so there is no influence for me (FGD2T4).
	Help the students in the History subject	It helped me already I improved I tried to improve myself in English. Even I know that I'm very interested in History and even today I help my students in History subject. When they face challenges in History they ask me questions about what is this and explain

		history concepts even now (T7).
Has influence	Has positive influence on the current professional identity of teachers Positive influence Helps one to teach the scholastic aptitude It affects	Yeah when I was in high school there were good teachers who taught me I was also good and I performed well in Biology and that was fine and I tried but I couldn't (T4). By the way, now I'm teaching grade 12 even Mathematics subject come even there is a subject called scholastic aptitude test this subject is more of Mathematics. So I like Mathematics I used to like Mathematics this also my tendency to Mathematics was good this helped me to teach Aptitude this is pure Mathematics. In those days when I joined college to learn English, I started to like English I just forgot Mathematics. When I joined the English department it was quite interesting (T5). Actually, it affects the profession because someone wants to be something therefore so he prepares himself for that thing accidentally some profession happened there will be some effects so but when I entered to this profession as a profession it is very good and it has satisfaction when you changed your students when you give something to your students you become satisfied. Therefore, there are some effects but there is also some satisfaction on the profession ok (FGD1T4). I think so uh in my perspective I had an

	Couldn't able to join the Music school Positive influence Teaching English through songs	intention to be a musician and I failed to get the result to join the Music school as I told you earlier I moved to one of the private colleges and I started studying accounting and I was recommended to join English and I moved to English department and I found it interesting and I found myself being competent and students would come back and they say you're good and amazing and I stated feeling like a teacher and I love the job or the profession (FGD1T3). Yeah sure I often write lyrics and poems in English and I've my own songs and I tell my students to listen to English songs and myself do that so it's quite interesting for me(FGD1T3).

Axial codes and selective code based on the open codes for RQ1

Open Code	Axial codes	Selective code
Accidental	Not initially motivated	EFL teachers' initial motivation to join the ELT profession
Assigned by the government		
Low achievement		
Parents do not encourage		
Tuition fee		
By design	Initially motivated	
Inspired by the model teachers	Model teachers, exposure, and interest	
Exposure to foreign teachers	Parental influence, responsibility, and better grades	
Interest to learn English		
Parental influence		

Scoring better grade		
Influences of lack of initial motivation		The influences of lack of initial motivation on the professional identity
Has positive influence on the current professional identity of teachers		
Has no influence		

Research question Two: How is the professional identity of EFL teachers formed?

Open codes for RQ2

Open codes	Properties	Examples of participants' words
Gradual process	Becoming an EFL teacher is a gradual process	Then in addition to that immediately before I extend so many years I joined to study my BA degree in Arbamnich and because I haven't got any salary and only I decided to learn myself as self-sponsored then I became good English teacher through a gradual process (FGD2T1).
Begins at primary school	Professional identity formation begins at primary school	Nice I remember that I'm very interested to learn and speak English. I began speaking English when I was in primary and high school and I joined a language school in the language school I also teach students by creating different kinds of situations in order to speak for instance we can talk about HIV AIDS we can talk about different

		very easy things students can elicit different kind of things. It was even very stepping stone for me to speak English when I was in primary school student (T2).
Begins at high school	Professional identity formation begins at high school	So I can say the time when I was in high school the passion just began then and just it increased so when I finished my high school education I've got point just which helped me to join college and I joined in English language department so it began in high school(T3).
Joining the profession	Identity formation begins when one joins the profession Believe in oneself	After joining the discipline the profession I believe that of course English is an international language and most people wish to speak fluently and fluent speakers of English and that I think that has a kind of impact on me and then and I started believing in myself as a teacher and that gave me energy(FGD1T3).
Teacher training institutes	Different teacher training institutions facilitate the formation of teachers identity	Ok I started from TTI ok from TTI I joined Dilla University weekend and through this way, I just come to this profession so I joined TTI and I graduated there, and then I joined Dilla University for a first degree so through that way I arrived here (T8). I started from TTI and took training in distance project 1700 in the diploma program and upgraded to

	Getting training Exposure to use the language started in the university and stopped there	BA in the summer program in Dilla and that helped me. When I get training I started to improve myself I know at that time I'm now onwards English teacher (T7). It is not that much the environment isn't that much the exposure isn't good anyhow what I saw when I was in Sodo university as you know that in the second degree or in M.A studies everything is done in English then I got some difference if that place or area is good to improve my language but just I started there and stopped there (T7).
College courses	English courses given at the college level	When I joined college I joined the department of English and trained to be an English teacher. So the courses that I got in the college just shaped me to be an English teacher (T3).
Approval by the government	Government certifies the teachers and approves the teacher hood	The government also said that you're a teacher now I'm a teacher ok what kind of teacher am I. I'm a teacher of English and I'm assigned to teach English in the first place so I'm English it is the instance from the beginning of my time of work. I felt that I'm an English teacher (T2).
Taking PGDT training		One thing this professional identity is formed through the process first my choice wasn't English but that is theatrical art so there were a lot of challenges to form or to become an

	Taking pedagogical training gives teachers sense of professional identity	English teacher or develop professional identity or to become a good English teacher because I didn't take the pedagogical course when I graduated from Hawassa University. There were a lot of challenges up to the time of teaching for the first time so I don't like to teach in the classroom because I have no experience or I have no background knowledge about those pedagogical aspects of teaching or pedagogical issues so through the process when after taking a pedagogical course at Ambo University as PGDT (Post graduate diploma in teaching) student after taking that course and I become a good English teacher or become interested and become professional (FGD2T4).
Attending training	Taking different types of English language trainings Participating in all professional trainings	Uh it changed me a lot by the way I'm not only teaching English but also I attended so many pieces of training. There are so many training like EGRA (Early Grade Reading Assessment) by the American government USAID and the British government and I used to participate in all training. These trainings game experience when I go out I try to make different people I try to share ideas develop my communicative

	Attending workshops	skills and it was so interesting when I came here as a fresh teacher I was a little bit shy in the meantime through teaching language I tried to develop my socialization so it helps me it helped me (T5). Sometimes specially in 2010 E.C there was a workshop on the English language in that workshop I got the most important things and the institution or the high school pushes us to improve my profession so it is good they give respect to our work and for our activity how they can perform according to their capacity(T1).
	University cooperation with the high schools	No Hawassa university also provides workshops. They give ten to eleven teachers one week to improve our language they tried to do that and one thing the university do is they send students like you. When they send students to our school we also accept them and help them their help is to give the teachers workshop we need that and other things. If the university helps us by giving such a course and also the educational bureau they can cooperate with them and design that workshop. I think I participated in the two phases of such a workshop (T1).

Influences of model teachers	Role model teachers influence	Especially when I was in college there are very smart teachers whom I wanted to follow his behaviour and his activities. Then when I come to the second degree at Dilla University there are some teachers who taught such when I was in college as you know that the teachers' quality motivated me. The qualities of teachers differ from college to second degree teaching because most activity is shouldered by the student teachers. The teachers only elicit you to do more and become better the remaining is up to you to do it by yourself they said. Even I just saw my objectives when I was in college (T1). Uh good by the way my teachers when I was learning at college they influenced me there were very good teachers (T5).
	Role model college instructor	I started as an English teacher after college education but there was a model whose name was John at this moment he is in Shashemane. He was an English teacher he is the model for me to make myself as him ok then after college I was interested in the way it develops motivation develops not just comes at once and it develops day today and I enter to this profession through this

	Attractive teaching style	(FGD1T1). Ok, thank you, first of all, I haven't said anything about my profession I've got my TEFL or my second degree from Dilla University and I've so many memorable moments in Hawassa TTC and I haven't forgotten it as my colleague said my model teacher was there I've got so many models from him Mesfin. He managed us in a good way he is punctual and his teaching style is very attractive and very good and he was my model (FGD2T1).
	Aim to serve the community	First of all, I'm interested in the field and have a good approach and mind to serve my community and the students after that I decided to join my degree and then I gradually developed my job experience. I started to be interested when I was in college because I had a model teacher as I told you like Mesfin in addition in Arbaminch University Dr. Tolla and he is a good model through that in the college teacher Mesfin in Arbaminch University Dr.Tolla. These teachers led us in a good way and I followed their approach and I want to become a model teacher like them (FGD2T1).
	Role model teachers	At Dilla University I appreciate Tamene he is a fluent speaker of

		English and he is my model. He speaks as our college instructor and I learned so many things specially for my current fluency I learned both from college and university and he appreciate and motivate me to practice the spoken language at that moment(FGD2T2). One thing is left in my part so through this professional identity I developed the most important characteristics like accountability, honesty which I learned from the former lecturer in Hawassa College of teacher education. She was an English woman she taught us two courses and she was punctual for her time and for her job. So I learned both accountability and faithfulness through this career special professional identity that I developed through long year experience (FGD2T2).
Teacher educators' advice	Teacher educators advice is the key element Being taught by famous	Yeah, when we learned in colleges and universities our teachers used to advise us to focus on speaking English and actually it is good when we bring it here we used and the medium is English in the classroom we used to conduct in English (T5). Well, actually when I was attending my college class out tutoring the famous teacher I told you about him

	English teacher Teach English only through English	my famous English tutor was Endale. He taught us the methodology course both part I and part II you know these materials were designed by Addis Ababa University and it was a very important handbook for the English major students at that time and Endale always advised the class that teaches English through English even when you teach vocabulary to try to copy it try to bring the students response through simple English using simple English try to illustrate vocabulary difficult words but if the word is difficult and somewhat new for the students just lastly tell them the Amharic version in the last if there is no chance. So he advised us not for teaching grammar or speaking but to teach even vocabulary using simple English he advised us (FGD2T2).
Exposure to tourists	Having exposure to tourists teachers is the key for the formation of identity Help one to use English in	It was even very stepping stone for me to speak English when I was in primary school student even for your surprise within my broken English I got five birr from the Kenyan person who came from Somalia region who wanted to buy something from the shop because he couldn't understand the Sidaamu Afoo I was unfortunately there he spoke to me in English in my broken English I got I

	the market	made him buy something and I got five birr that again initiated me to learn English even right now I tell to my students now to speak English every day because one way you know beyond learning they can get money using English(T2).
	Media helps	When I was in primary school there was a foreigner that is the one way to encourage me to teach English. And I got initiation from them everything like media and every communication was in English Indians and Italians were there and they initiated me to teach there and I got encouragement from them and that helped me to upgrade my English teaching that was when I was teaching in primary school (FGD1T2).
Exposure to native teachers	Attending in the mission schools	I started learning English in this high school when it was the primary school of SIM (Sudan Interior Mission) the school of Sudan interior mission there were Americans some teachers were Americans. They taught us English and they were missionaries. They taught us from grade five up to eight and I learned they taught us different vocabularies and they gave us different booklets for free. At that time I didn't feel like be English but I've good command
	Having exposure to the native teachers	
	Getting resources from the teachers	

	Getting good skills from the native teachers Well educated native teachers help one to develop confidence	of English and I get some skills from them. And I never feared communicating with anybody and this helped to build my confidence. The teachers who taught be were very proud at the elementary level they were well-educated people who tried to help us to get the message. I started to think about why I don't start to help my students like this when I teach I try to help my students how to communicate in English (T7).
Day-to-day activities	Daily teaching learning activities	My current professional identity is developed from the day-to-day activity of the subject (T6).
Practising the skills	Practicing the language skills daily without fear	Through reading, following media, writing paragraphs and speaking English without fear or afraid but if you are afraid to speak English it isn't interesting for you (T6).
Seeing oneself as EFL teacher	Considering oneself as teachers of English is fundamental	I think I form myself and the identity of this subject by being and by seeing myself as I an English teacher I tried to form myself in that way or direction (T1).
Actual teaching	Doing the actual teaching is the crucial for the formation of identity The first years of teaching	As I told you it started in 1993 E.C. just I considered myself that I'm an English teacher I acted as an English teacher then that 1993 E.C. is the year I started teaching English. The training I got helped me very much that is why I can say I'm good in that

		area (T4). So for my first years of teaching so on that yeah (T5).
	When one is assigned as a teachers of English	Yeah very good so that feeling was coming to my mind when I was assigned to teach English at Amaro as an English teacher holding the diploma graduated as an English teacher so I considered myself as English teacher so the feeling started from that point at that time (T3).
	The moment one started teaching	The moment I started teaching English in one of the private schools around Aleta Chuko particular school called Mangudo and in that community there were no diploma holders even I was the only diploma holder there and I started teaching and this gave me really a kind of energy (FGD1T3).
	First day first class	Ok as first as I told you I'm interested in the teaching of English when I joined the first day in the first class I'm interested to teach the students and I was approaching the students in good approach (FGD2T1).
When one starts teaching	Starting teaching	In a short time around 2002 E.C, the place is as I told you Bushulo primary school when I was grade 8

	When the students are alert to learn the language	then immediately I took my lesson to get my B. A degree I went to Tulla high school and just when I was there I was very satisfied and the students also just shaped me the students are alert to learn English I found myself such when I was there I was satisfied in the profession (T1).
	Courses taken in the university	So that is when I come to the teaching area I like to teach English when after I started teaching (T1). The lessons I took in degree when I was in college might help me to be an English teacher but they aren't the complete reason for me because after I graduated whether I may stop my education without finishing. If I stop there I may not be an English teacher thought the feeling that I've to be an
	Starting the actual teaching task	English teacher is when I joined the work and the director of the school assigned me you're assigned to this grade and this grade is that (T2).

Students' performance	Students' good performance in language learning	Before two or three decades ago the students were very active they were very brilliant to talk in English at that time even they used to ask everything in English when you talk in English they listen but nowadays I used Amharic and I used English to teach English (T5).
	Excellent performance by the students	The positive factor is the students three decades ago there were very excellent students not only the students but also the students were very good at English during that time so they influenced me in a better way (T5).
Positive feedback from the students	Positive feedback from the students helps the formation	Yeah, I'm pleased to be an English teacher because my students love me when they follow the subject I'm teaching and they become interested in my teaching. In the end, I become pleasant and I prepare myself more and more (T6). The feedback I got from the students made me believe and work hard and that was the moment I figured out myself as a competent teacher. The reason why I was doing those things was just to make a living out of to make living to make money it is all (FGD1T3). Well frankly speaking I'm a good English teacher as my students

	Students' feedback	sometimes give feedback. They say that oh you're a good teacher they said even I myself can't potential as well because I'm the person there I'm to help the students and from my own experience when I go back to junior class it was amazing things happened at that time (FGD2T2).
Lessons from the students	Good performance of the students	There are outstanding students in the school. Sometimes I give a chance for them to present and I get lessons from their presentations so we share as I said (T8).
Due attention to learn the language	Giving due attention to learn the language at early stages	So when I learn in my primary, secondary and university I give ok much attention to become a good learner of English so after I joined and graduated I started teaching ok at primary school (T8).
Interest to learn and teach the language	Good passion to speak English	Yeah good so as I told you earlier in high school simply I had a passion for English speaker, not an English professional. When I joined college I joined the department of English and trained to be an English teacher (T3).
	Good potential	Ok, that is a good question first this is according to my capacity. If I have an interest to learn and to teach this subject and it starts from my potential. When your identity begins from your potential from the personal potential it will be easy to

		perform well (T6).
Reading different types of novels and fictions	Reading different types of novels and fictions facilitate EFL teachers' identity formation.	During that time I tried to develop and this school library is full of it is very rich in resources there are novels so many novels and fictions I used to exploit everything so I developed my teaching English using some methods (T5).
Listening to English broadcasts	Listing to BBC	When I came here during that time we used to listen there was television I used to listen to BBC (T5).
The roles of CoP Coaching the new comers	Celebrating the English day through speaking English Shaping the novice teacher Mentoring novice teachers	We design that is one day that is English day every teachers and student must communicate in English specially Friday starting from good morning greeting each other and different simple communications (T1). This year we've one fresh teacher without even PGDT and I'm in problem with shaping him because he is just doesn't know what teaching means including the subject matter. They say he is simply an English teacher they send him to our school we tried to shape him the time is also very problematic in this year (T1). Well as far as I'm concerned one upon the time when I joined this school I joined Yirgalem secondary and preparatory school in 2009 E.C

	Helping new teachers	in the next year 2010 E.C a fresh teacher was assigned to this school the director of the school in that year was Ato Amare and he assigned me as a mentor to the fresh teacher. I shared many things and my practices with the beginner teacher. I tried to build up the profession that I've been experiencing in what I told you is that the way he teaches and handle the students in the classroom considering the classroom management how to prepare and present the lessons even we're English teachers what we teach is the skills the pivotal skills such as the listening skill, speaking, reading, and writing. In addition to that, we teach vocabulary we teach our students some grammatical structures as well. So what I try to inculcate to make part and parcel of his profession is that he has to use related reference materials in the I told you that to keep good teaching is practising as I told you(FGD2T2). Right when a new teacher or newly employed come to our school we help him hum we help him how to teach English. The second thing we can help him we can introduce him to the environment where the school is because this is the one way that a

	Collegial discussion helps	teacher has to know to be a good teacher there has to be some external and internal there is outside influences and inside we will tell him background and characteristics of the students the school rules and the department rule says and we'll introduce that using we talk in English and Amharic as well (T2).
Collegial dialogue	Talking in English with staff members	When I was in Amaro Kelle there were teachers who always talk in English, and that helped me to be right what I'm now because whenever we sit together we talk in English and we exchange different things. When after that when I came back to Hawassa again even Chuko there were left alone English teachers but Mathematics teachers are good some Mathematics teachers are good. They speak English. There was an English language day here in Tabor there was and I was the department head I actually facilitated this thing classroom as well in the flag ceremony people talk people present different things in English there is that is Friday was the English day so everybody talks in English in Chuko the Mathematics teachers speak English the English teachers hide you know there are some other department teachers who help you to
	Other subject teachers help the formation of teachers identity	

	Collegial discussions	improve your English. My identity what is right now is developed in one or other ways with English teachers and some other teachers (T2). Here in Tabor high school, we do a different kinds of things cooperatively so when we talk about for instance where are we now we can talk and share ideas when the teacher is in which chapter and what chapter they're going to teach when we talk about that we exchange information but we don't talk much in English we speak English a little bit for few minutes and then we will change we will mix Amharic and some teachers speak English and but we don't have that much as full time speaking in English(T2).
	Designing tests together	When you take a test you design a test mid-exam hum you've to circle together or I may bring some questions and the other teacher can come with some other questions and we'll be together and mix the questions and we talk about each of the questions hum because what is the aim of that test or question and we identify what is the problem what is the lesson what is the aim and the objective of the test because if we ask one question for example gerund

	Collegial interaction University training Initiation from the staffs Staff dialogue on the subject matter issues	and infinities we talk about the gerund with the gerund for what is that for the subject or the gerund for the object or the verb that is followed by gerunds we discuss together and we come back to that agreement and after that, we give it to the department and the department print and the tests are given(T2). Yeah throughout practices and collegial interaction College and university training these all helped me to form and develop my skill as an English teacher (FGD1T1). In this case, I want to thank this department I learned so many things from my colleagues I can exemplify Desta, Mulu, Tesfaye, and Akal and they initiated me I learned many things from these colleagues regarding tests, grammar, methodology how can we teach the language and the topic to the students ok I want to thank them. By such dialogue is not formal there is no scenario to discuss how to teach what is our profession how it is progressing we didn't do such things but informally we communicate with each other is it clear. For example, I face some problems then I ask my friends to give the solution for the problem that challenged me now that

CPD(continuous professional development)	Socialising with the staffs	is informal we didn't have formal scenario to discuss the topics and such things (FGD1T1). Ok in this department I also want to thank all of the staff members they're very smart and they're very sociable and they're positive thinker. They know what they want to do and there is no person who you shape so we uh teach each other and we shape each other so this department actually is very good department and excellent department. Most of the time we learn new things from each other so I want to say that all of the members are want to learn also from others. So these make us to develop the profession ok (FGD1T4).
	Discussion in the CPD trainings	You know that there is CPD(continuous professional development) improve your profession in that time we discuss in English where I am and what is my problem what is my limitation just English teachers discuss on that and also we try to induct newcomer teachers and also we try to help them(T1). Ok professional identity can be built from experience throughout the experiences you developed your profession uh and the learning that

	Formal and informal discussions Lessons from the internet and books Listening to English news and audios	can be informal and formal but most of the time formal one as my knowledge is concerned the informal learning is very important. Learning from the internet learning from the books learning from the other person that can be the natives or others and for listening to the audios listening to the news and other things are very important to develop the profession this is what I do personally so this is (FGD1T4).
Observation	Observing model teachers class Observing the experienced English teachers class	Yeah ok good by the way when I came here some 35 years ago my teaching methodology wasn't good I just bring the textbook and I just copied the questions on the board and I wrote the answer on the board and it was boring but one day there was one vice-principal he called me and said just stop what you're teaching and he took me at that time there was one visually impaired man I think his name is Emiru the vice principal took me to Emiru's class look he is very brilliant look how this teacher teaches then I observed actually we didn't enter to Emiru's class and we observed being outside as the window was open. The way he taught the students was very awesome the vice principal told me just the teacher is very experienced

		just try to get some methodology on how to teach my methodology and he gave me some additional books I tried to contact him and I changed myself because of this person (T5).
Supervision	Supervision by the experts help Orientation and comments from the supervisors	Supervisors observe us and through that observation we share experiences. Ok when they observe problems they orient us and they challenge us and we share experiences(T8)
Sharing experiences	Sharing experience in the challenging situations The experienced ones direct and guide	That is good we have a smooth relationship good, supportive and when we face difficult things we discuss openly but sometimes we don't use English but we use our native language we don't always use English but in difficult and challenging situations we work together. Just experienced teachers are very good for us just they lead they show the direction and they guide us they mentor us (T4). Ok I share certain experiences from my departments when we get some problems from the textbooks from the curriculum we talk about those issues and reach to consensus when we face challenges and difficulties and so on we share and help each other we ask each other ok this way(T8).

	Planning together	My colleagues and my departments and so on by sharing this way each other ok we try to overcome our problems and that may help us to improve our profession (T8). As I told you earlier we share experiences ok we prepare even annual and daily lesson plans even when we prepare exams and when we get some problems ok unclear lessons difficulties and so on we share experiences with each other (T8).
Teaching English through English as institutional norm	Using only English during the lesson	Yeah thank you so when you teach English I hope you have to impart your lesson of English language so since we're language teachers we've to use the language so this by itself helped me to just improve my English as well as just to continue with this profession uh in the school there was school day English day in that day students and teachers are expected to just speak in English this is one and in the actual classroom teachers are expected to conduct their lesson in the English language. So all these helped me to improve my professional identity (T3). Just as I told you they helped me very much ok English should be taught in English it is the best idea (T4).

Provision of trainings	Attending trainings	The school sent me to training programs I took two phases of training in Hawassa and I joined Hossana these helped me a lot. In our school, everything is ok when we need to support the office also helps us (T7).

Axial codes and selective codes based on the open codes for RQ2

Open Code	Axial codes	Selective code
Gradual process	Experiencing English language teaching	The formation of EFL teachers' professional identity
Begins at the primary school Begins at the high school Joining the profession		
Teacher training institutes College courses Taking PGDT training Attending training Attending CPD (Continuous professional development)	Exposure to training	
Influences of model teachers Teacher educators' advice	Inspired by model teachers	
Exposure to foreign teachers Exposure to native teachers	Exposure to the native speakers	
Seeing oneself as EFL teacher	Actual teaching experiences, daily activities, and practicing	
When one starts teaching		
Day-to-day activities		

Practising the skills	the language skills continuously	
Students' performance	Students' performance help the formation of teachers' identity	
Positive feedback from the students		
Lessons from the students		
Due attention to learn the language	Due attention to develop the language skills	
Interest to learn and teach the language		
Reading different types of novels and fictions		
Listening to English broadcasts		
The roles of CoP	Sharing experiences Doing in collaboration	
Celebrating English day		
Coaching the new comers		
Collegial discussions		
Observation		
Sharing experiences		
Supervision	Supervision by the education bureau	
Teaching English through English as institutional norm Provision of trainings	The roles of institutional regulations	The roles of institutional regulations in the formation of identity

Research question Three: What types of professional identity do English teachers claim?

Open codes for RQ3

Open codes	Properties	Examples of participants' words
Subject matter experts	Knowledge of the subject matter	He must have good language performance he has to have knowledge of the subject matter (T4).

Knows areas of English courses Knowledge of vocabulary and grammar Knows the four language skills Subject matter knowledge and knowledge of teaching	He who knows all areas of English courses Knows vocabulary and grammar Adequate knowledge of four language skills Knowledge of the students and the subject matter	An English teacher is a teacher who teachers the students as he must know all English areas of the courses (T1). An English teacher is a teacher who teachers the students as he must know all English uh areas of courses such as those four skills and also other English languages parts such as vocabulary and grammar(T1). Ok, when we're talking about English teachers and what I'm working on and the knowledge of teaching that is the place the students and the subject matter. (FGDT2).
Competent in the subject	Competent	By the way in the teaching of English my competence and fluency developed through time and time for example when I came here 35 years ago I couldn't talk even I couldn't have rudimentary even I don't have the knowledge to talk to people but through the time when I use the language often I developed my fluency and accuracy etc. so now I've good competence (T5).
Better performance in the language	Better performance and subject matter knowledge	He must have good language performance he has to have knowledge of the subject matter (T4).
Expert and user of English	Masters of class and experts	He should look like a master of the

	in the area User of English	class may he is the expert of the language and the user of that English (T7).
Teaches English correctly	He who teaches English Good skills of teaching English correctly	An English teacher is the one who teaches English correctly and he who knows to teach the language skills correctly basic skills and how to communicate using English (T7).
Conceptual knowledge	Good conceptual knowledge	Before they go to class they should have to have a good concept of the topic they will deliver to the class. If things will be in this way it will be very attractive (T3).
Writer and reader	Good writer and reader	He should be a good reader for example if he doesn't read and write how he forces his students to read and write (T5).
Better writer and speaker	Good communicator speakers, and writers Being good speaker helps one to communicate with the international community	We need to be good communicator good writers and good speakers of the language because it is the global or international language. The role of the English language today is like a compass where ever you go to places on our planet wherever you go to Europe, America, Asia, or Australia you need to be a good speaker of English. If you're a good speaker of English you can communicate with people of different cultures and different society different norms you relate with not only with this local community but you need to develop

		the characteristics of a great personality (FGD2T2).
Good listener	Listeners Having a lot of exposures	An English teacher must be a good listener and he must have a lot of exposure so this is how he develops his professional identity (T5).
Approachable	Approachable	He has to be approachable honest (T4). Ok uh being an English teacher still helps me to approach the students and the community at large (FGD2T1).
Intellectual	Intellectual and well prepared	The professional English teacher must be intellectual. He has to prepare well and be approachable (T6).
Socialiser and friendly	Socializer Friendly Talk in English without fear Cooperative	Should be socializer it should be like that he has to be friendly if you're not friendly they will not understand you so you should be friendly they will talk to you in English without fear so a teacher an English teacher should be friendly and he should allow and give chance to students to speak and to try to do different kind of things in English whenever when he meet them and even (T2). An English teacher should be cooperative he/she has to be hum sociable and again friendly (T2). When I enter the class most of the

	Facilitator and friendly	time I act as a facilitator and I try to approach my students friendly and most of the time I try to make the teaching-learning process more active and I give more time to students to participate (T5).
Making the class stress free Stress free Pedagogical experts	Orienting the students Making the class stress free Making the language teaching enjoyable Making ELT fun	Ok, being an English teacher when I get into the class I'm not stressed or I don't think a lot ok I tell to my students that it isn't my mother tongue or it isn't the students' mother tongue but this is an international language so you should know this language. So be free and make fun and enjoy that is enjoying learning English and teaching English is enjoying ok the nature of the language doesn't want stress ok it needs some smooth way of teaching. So when I get to the class I think about the ways how I teach my students uh but not the stress and other things ok so being an English teacher is fun for me (FGD1T4).
Role model	Model Punctual	To say a good professional English teacher means I should be a model to my students (FGD2T1). It is important to be a model teacher when you go to the students the teacher should be punctual and the teacher should know the subject matter clearly and he has to know

	Clear understanding of the subject matter Competent, fluent, role model in his/her life	how to comprehend that material to the students or the lesson to the students. When the students get something from the teachers they the teacher should read how to teach the lessons correctly and the teacher should be punctual (FGD2T3). English teacher has a lot of things has been raised before he who presents the good lesson to his class and he who assumed to be model by the teacher not only for English teachers. A person, who is punctual, competent, fluent, and other issues and who is a model in the class and in his life (FGD2T4).
Mother and father	Approaching the students as mothers and fathers	He/she must act as a mother as a father (T4). I should approach like a father or model for them not only teaching English they should gain some ideas some role models from me (FGD2T1).
Advisor	Advising the students how to practice and speak the language	I advise the students whenever they go to home if they want to speak English they've to talk in front of the mirror if they don't have friends that helps them to be confident they will improve their expressions different kind of things (T2).
Problem solver	Motivator	My students, really love me because I'm their helper I also motivate them to use English and solve their

	Using maximum potentials to educate the students	challenges in English to build up their vocabularies in a different ways I helped them and they're very friendly. I give what I've to my students and I try to candle my light to them (T7).
Entertainer and caretaker	Using different entertaining techniques to teach different language items	Sometimes we act like entertainer and sometimes there are so many concepts which seem new concept we act like a caretaker and so on. We English teachers do so many multifunction (T5).
Facilitator and coach	Assigning different language tasks	I act as facilitator and coach like I won't take too much of their time just giving lectures I just give them certain tasks and I give time to them to discuss and to reflect(T3).
Makes the class interactive	Teaching English interactively	Uh, it is obvious uh teaching language is expected to be interactive but when I started teaching English my perception was I'm the only source of knowledge and I took too much time in telling the students what I believe would help the students and I figured out that this is not something the students need any longer and the challenge started to come from the students and I tried to make teaching as two way I speak and I let my students uh speak in the class then I started making the classroom as interactive so that had changed

		my perspective my attitude as a teacher (FGD1T3).
Manager of the class	Showing direction Director of the class Manager of the class	I reflect the kind of direct person to show the ways to my students not telling all the information I'm not a teacher, by the way, I'm the director of the class to show the way how the students can develop themselves is it clear (FGD1T1). When I go to class I should manage my students. To manage my subject is the first thing to become a good teacher then I should manage my students I should approach them in an equal way (FGD2T1).
Guide	Guiding the students	We can't teach all things in the classroom why because of the limitation of time and so many things. Then we're doing that we direct how they can get the knowledge so I expect myself a director of the class (FGD1T1).
Actor	Actor of the native culture Imitators of the native culture	He must act as language and culture of the language he must act (T1). Just English culture because starting from now for example name when I think of name they for example 'Ato Egele' (አቶ እገሌ) in Amharic in English Mr. that is also the culture of the language. The culture of the language starts from the name, from acting, and from something and also English teachers must act as foreign

		people I think (T1).
Act as English teacher	Considering oneself as English self	I think I try to act as an English teacher to make or to put myself as I'm English teacher (T1).
Role player	Playing the roles and motivating the students before the actual lesson	Playing roles and making dialogue with the students and motivating the students to speak. When entering class first I show my role play in front of them at that time the students become motivated (T6).
Performer of actions	Teaching language through actions	When I teach here in the classroom I make the class to relax the students may laugh but what I need is a student should understand the lesson language not only from the teachers word for the act I did when I teach the present continuous tense I may act by writing and doing something in the classroom performing different actions in the classroom like kidding (T2).
Flexible and entertainer	Being very strict in teaching language is not recommended Being rigid doesn't help Being humorous	As an English teacher, I think an English teacher should be always because you're teaching a language you've to be you know you don't need to be very strict to students because you're teaching the language (T2). What I want to tell here is an English teacher should be some who isn't rigid he should be full of jokes and he should bring his lesson in the way that the students be

		interested in (T2).
Foreign teachers	Foreign teachers	When we're in tea or coffee break we chill out with some friends and they say "Frenjochu Metu" (ፈረንጆቹ መጡ) means here "comes English teachers here comes foreigners" they say this for the sake of fun they weren't that serious uh just this has a kind of impact on our professional identity so we refrain ourselves from open discussions so we're forced to change the medium to local languages like Amharic and some other language. So language in its nature requires interaction we believe that we've to create an environment that we promote the language but that has a negative impact on the profession in my point of view (FGD1T3). We wish they call us foreigners here come English people (FGD1T3). I think we're interested to magnify they mean and we can intimate the 'ferenj'(ፈረንጅ) or the foreigners as much as possible is it clear as much as possible we're medium we're not this much exaggerated and we aren't this much laissez-faire but we're in middle we can be intimate as much as possible (FGD1T1).
Imparting language skills	Making the students good learners of the language	An English teacher imparts ok language skills to his students ok to

		enable them to be learners of the language. So I try to impart my students I try to give them enable them to help them to become good learners of a language (T8).
English teacher	Instructor	Yeah as an English teacher I want to be a good teacher to my students and a good colleague to my colleagues so yeah (T3).
Instructor and motivator		Yeah, I motivate my students my learners and also try to instruct them to do something as instruction following the instruction and I'm a motivator (T7).
Know the students background	Knowledge of students background like their social background	I should know their backgrounds or their social background then I manage equally so I should be punctual then I should give and I should teach them what they want and based on my knowledge (FGD2T1).
Know the students' needs	Understanding what the students need	You've to know what the students need and what is my student need the first thing that a teacher must ask (T2).
Making the students mature	Making the students mature	Yeah being an English teacher in a secondary school as you know it is expected that the students are mature and they know things which are good for them (T3).
Planner	Effective planning helps	Professional English teachers should have a plan ok even among University teachers there is a debate

		ok having a plan is very important the other thing is when planning they should prepare themselves on the topic they're going to teach(T8).
	Annual planning	It may be how much I teach when I teach that is planning for annual and different kinds of assessments are included as the quality of the teacher. After that in the classroom, the students' and teachers' instruction also subject matter knowledge and skills different things describe the teacher quality or the implementation of everything in the classroom (FGD1T2).
	Planning assessments	
Adequate preparation	Being ready	He/she has to be ready and read different things before he/she comes to an actual class and you've to the way you know whenever you're ready to teach things the methodology will be different so you can once you're ready to prepare yourself at home or somewhere then when you come to the classroom you can have different possibilities of teaching English. So an English teacher now there is teaching is the aim of you know the aim of teaching is very easy if you're prepared teaching is very easy. The secret of teaching is preparation. So that an English
	well prepared	

		teacher should prepare himself before the classroom and when he comes to the classroom things will be very easy regarding the methodology regarding the content the material that he's going to teach he has to be ready so a teacher should be ready for that (T2). First of all, as my colleague said to become a good teacher first I should prepare well (FGD2T1).
Makes the students ready	Preparing the students for the entrance examination	So actually I've been teaching the last 20 years in grade 12 so when they come to my class most of the time my focus is grade 12 is a preparatory class so most of the time we make our students ready for the entrance examination actually this high school is the bridge specially preparatory class is the bridge and you give the students to higher colleges so we act like that and so our main focus is to make the students ready to score good marks (T5).
Fluent speaker	Speak fluently Writing	My imagination is one to speak more fluently second I have to write something which develops my writing activities and also I'm on the way (T1). On my own, I want to improve my spoken or to communicate with others correctly to give my idea

		fluently, and to share what others say that is my intention (T1).
Fluent and accurate	Fluent and accurate Good pronunciation	English teacher must be fluent as to me as much as possible uh he must be fluent accurate and he must have good language performance and good pronunciation in different aspects he must be good uh (T4). I can't say I'm fluent but I want to be fluent as I've told you I'm not accurate but I want to be fluent and accurate(T4).
Good communication skills	Communicative skills	So English teachers must know this and they also must have more communicative skills to interact with students by using the English language (T1).
Communicator	Good communicator	I think I'm a good communicator and good at English but as I told you it is the process so through the process I develop sometimes I like the skills and we learn from our students when you learn you start to build yourself but actually I'm a good communicator(T5). English teachers should have so many peculiar characteristics like for example he should be a good communicator (T5).
Competent and proficient	Competent	So it is what is needed from the teacher the teacher needs to be punctual considering the use of time wisely in his preparation should be

		sufficient as well. He should be competent, he needs to be proficient he needs language competency (FGD2T2).
Confident	confident	The first thing that a teacher ask but you know any way uh from my experience my experiences helps me to improve my English that I become confident to stand in front of students and other people to speak in English that is from my experiences and I've acceptance I got from many of my students that is it unforgettable things which I got is acceptance (T2). In terms of my experiences, I'm happy just and I don't afraid to talk to native speakers or guests. I took pieces of training and some workshops and I'm happy about that (T6).
Proud	Proud as the students expect a lot	So this is a kind of fun that makes you feel proud of yourself so as a teacher I'm proud of myself because I'm in an environment where the students expect a lot from me. They even make me work hard that requires me to do a lot so that will make me love the profession I'm in regardless of the dissatisfaction regardless of the low status the community has towards teaching. It's a kind of reward for me so I'm

		that kind of person I'm such a person that makes me feel proud of myself (FGD1T3). That is good I like English and being an English teacher gives me he is a good English teacher one up on a time somebody brings a letter to me and I translated it into Amharic and that person said that is very good learning and studying English is very good he said so I'm proud of being an English teacher (FGD2T3).
Respected	Being successful in the teaching gives respect	It is good. I've good name I've good standard. My feeling my professional identity is very high and the students appreciate and love me and they're interested in the subject and my position is high. When you're fruitful in your profession you become interested and satisfied (T6). I've good position maybe this can be divided into two. There are clever students and they understand you so in general, I've good position. When you get such kinds of respect you will be more encouraged to teach, love more, and more encouraged to perform well. The reflection I get from my students encouraged me to help them more teach them more to give

	The society expects the teachers to be knowledgeable	them tutorial classes and even to prepare additional notes even so it is very helpful (T8). Among the students, society knows us ok to be respected you should be knowledgeable ok character by itself your behaviour by itself has impact to be respected to be loved is that not. So generally a number of things economies are one of the factors shaping professional identity (T8).
Reflective	Reflection is important	Most of the time I want to be very reflective I want the students to participate and reflect on what they've discussed (T3).
Good English teacher	Good English teacher	As a result of teaching English hum, I have a name that name is called a teacher who can teach English good teacher that is the experience because from my experience not from my experience because there are teachers who have got more than this but having this experience doesn't guarantee you to have a good English or not(T2).
Knows the expectation	Knows what is expected	The only thing so far as I've told you is that hum the only thing to be a good English teacher you've to know what is expected from you what is that you've to work hard for yourself and for your students(T2).

View the world in different ways	Viewing the world from different standpoints	Teaching English helps me to see the world in different ways because I can listen to English I can speak English and this gives me a good opportunity to explore what things are going around us (T3). You know those experiences give us ample things. It helps us to how to manage the students and how to teach the students to speak English fluently in and outside the classroom. It has many advantages for me but I help the students when they ask me (FGD2T3).
Promoter of English language	Promoting the language as key tool in other subjects and creating awareness	The English language is the key for all subjects in high schools specially in high schools. Therefore, I think that I will try to help students even the teachers to use the English language because it is the medium of instruction in every high school and I try to promote the English language (T1).
Key to others	Knowledge of English language is the key	Really English is very nice in my life because I can get different information through English I always learn something in English I read English texts easily I understand them and it is very good for me. Teaching English makes us different because we're the base to others because if the students are

		very good in English they become also excellent in other subjects you know we're key teachers because some media use English and you're the worker of that language as to help our students to get English and to learn in English. When I help my students to understand and use English and I help them to understand other subjects also not only English if the students become good in English he may good in other subjects too. So we're very important teachers (T7).
Model to the professional	Role model	I should try to improve myself after I improve myself and I will try to bring them back to this area my area. I should be an example for my profession (T1).
Attract others to join the subject	Being competent in the area Attracting others to join the profession	I must be competent in my area in my teaching profession in my subject and then also as other I try to attract others to this subject be an example for others (T1).
Peacemakers	Peacemakers and good communicators	The English language teachers need to be peacemakers and we need to be good communicator (FGD2T2).
Up-to-date	Being up to date in terms of technology and language teaching methodology	I think we're teaching English so it is a language that doesn't stay in one place every day it progresses it is dynamic we English teachers don't forget the dynamicity of the language it is ever-changing so they

		are different things which we've to nowadays thanks to technology there are different things we've so a teacher must you know find different things (T2). This is something improving our English teaching and learning process because nowadays there are many advantages to improving our speaking and different kind and how can we teach because there is information and some kind of access is available in these days. It differs from the days we used to teach before there were references in the previous time and now we can get different kinds of things whether it is video or different kinds of things on the internet not only how we can show how to use technology in the classrooms the students by themselves how to communicate and learn in additional learning ways by using different information or different kind of material using in the classrooms that is making ourselves as to upgrade our teaching and learning process by using the information from technology (FGD1T2).

Axial and selective codes based on the open codes for RQ3

Open Code	Axial Codes	Selective Codes
Knows areas of English courses	Subject matter experts	Types of professional identity EFL teachers claim
Knowledge of vocabulary and grammar		
Knows the four language skills		
Subject matter knowledge		
Conceptual knowledge		
Competent in the subject		
Intellectual		
Better performance in the language	Experts in the language skills	
Expert and user of English		
Writer and reader		
Good listener		
Fluent speaker	Proficient and confident	
Accurate		
Good communication skills		
Communicator		
Competent and proficient		
Confident		
Approachable	Approachable and socialiser	
Mother and father		
Honest		
Socialiser and friendly		
Teaches English correctly	Pedagogical expert	
knowledge of teaching		
Knows how to teach the language		
Making the students mature		
Planner		
Adequate preparation		
Makes the students ready		

Facilitator and coach	Entertainer	
Manager of the class		
Guide		
Imparting language skills		
Initiator		
Makes the class interactive		
Making the class stress free		
Stress free		
Making the teaching enjoyable		
Entertainer and caretaker		
Flexible and entertainer		
Actor	Actor	
Actor of native language culture		
Act as English teacher		
Role player		
Performer of actions		
Foreign teachers		
English teacher		
Problem solver	Role model	
Role model		
Model		
Advisor	Advisor and motivator	
Instructor and motivator		
Know the students background	Knowledge of students background and their needs	
Know the students' needs		
Proud	Proud and reflective	
Respected		
Reflective		
Experienced and hard worker		
Promoter of English language	Promoter of English language	
Key to others		

Attract others to join the subject		
Views the world differently	Views the world differently and peacemaker	
Peacemakers		
Up-to-date	Up-to-date	

Research question Four: What professional identity tensions do EFL teachers encounter in their careers?

Open codes for RQ4

Open codes	Properties	Examples of participants' words
Accent	Native accent matters a lot	The only matter is accent if they get specially in listening skill if they get the direct accent that is comfortable for the students they can imitate to the English accent but in our country our accent in our mother tongue the accent is different it is far apart so in this case when we listen when we teach listening we read the passages and they listen then most probably we read in our accent is it clear that is the problem for the students that is they can't listen to the direct accent that is the matter of accent non-natives and natives are teaching differently the difference is the use of accent (FGD1T1).
Being non-native teacher	The issue of 'I'm not native speaker' creates professional tension	Of course, it restricts us to some extent personally I always want to improve my English and I believe that I'm not that much accurate but in the middle of your attempt you

		may find someone with the opinion you said now who cares I'm not a native speaker I'm not an American I'm not British. So this may hinder your extra effort to improve your competence (FGD1T3).
	Being non –native teacher is disadvantageous in terms of producing native like pronunciations	English isn't our mother tongue and its name is foreign language and literature. The name is foreign language and literature and it is second language for us so our pronunciation isn't like as native speakers (T6).
	English isn't our mother tongue	If I'm not mistaken the one who speaks, for example, the one who is a native one has good or better things than the one who is non-native because they're very familiar that is everything related to English. For example the expressions, pronunciations, and a kind of things they may be free of teaching classroom because they're familiar everything on that the native's language because we're the non-native we may afraid if I made some mistake in the classroom uh what the student says because we feel fear of making error and mistake(T2).
	Native speakers are better	
	Afraid of making mistakes	As second language speakers we face different challenges because it isn't

		our mother tongue this is our second language (T4). Ok, there are some challenges in the classroom I'm not a native speaker but I'm a professional so when I face the challenge I refer to soft materials which were presented by native speakers to say words or vocabularies when to pronounce things otherwise others to try to practice in an appropriate manner but when I face challenges to use vocabularies as native speakers it is the challenge for me in my teaching experience (FGD2T4).
	Being not members of speech community	As far as I'm concerned I got as an English speaker one upon a time there was a preacher in our church and a kind of crusade was organised so at that moment an American preacher I remember his name Mr. William came to Aleta Wendo around Dale Megera they assigned me a translator and then I took the part and I was effective and what I learned was an English teacher is he should be a good speaker of English. The tension that I faced was you know that we aren't member of English speaking community as I told you before. The English

		language is either in high school or junior it is inclined to the classroom language whenever I go for shopping or somewhere for services if I speak in English the people start to panic. I faced challenges when translating the preacher's word to the audience specially the pronunciation through time after hours I tried to use his accent effectively (FGD2T2).
	Expectations to be good speakers	The communities your students and colleagues expect you to be a good speaker in order to be good speakers sometimes even the culture you need to go in line with their culture you need to have the knowledge of formal and the informal in that case sometimes we may lack the skills but sometimes you fear in that (T5).
	Knowledge of native speakers culture	
Tensions related to native speakers culture	Little knowledge of the native speakers culture	Uh maybe in my background I'm poor in English culture but I'm an English teacher, in this case, there are tensions being an English teacher is simply teaching but when I cultured in English I become the best teacher of English also that is. I try to use English and make English be living English in the culture that means I will use English in the home activities and in the cultural activities how to express ideas, the sorrows, the song also that is what culture means. There is some problem when
	Good knowledge of native culture helps one to be best teacher	

	EFL teachers correct articulation is used as a model	speaking English but I always try to use English in the classroom that is the best way of teaching. The students could learn how to open or how to articulate if the teacher isn't articulating English the students how the students learn English. It is better for students to Speak in English to describe something in English (T7).
Tensions related to teaching English through translation	Forced to translate	As any teacher, you use your own methods so as I told you I teach English through English but not always sometimes I'm forced to translate (T4).
Switching to mother tongue	Teaching English through translation Students are not willing to learn English through English Students don't know the purposes of speaking English	when I teach my students even when I pick them to tell their names in English they start to disturb you and they try to report to the director he doesn't teach in our language we can't understand what he teaches such things are happening in our school and even in different high schools so if they don't understand what is the purpose of talking in English mostly just they demoralise me to take other direction that is what I want to say (T1). There are some influences in this high school because the norm or the habit of students in using English is not encouraging. They prefer Amharic translation or other languages so there are lots of

	Students prefer translation	challenges when the teachers teach all lessons in English the students couldn't able to understand because of the limitation of the language. So most of the time the institutional regulations focus isn't talking about the language but to understand the students either grammar or vocabulary. The first thing is how the students understand the language, not communication and it has some influences on the professional identity (FGD2T4).
	Forced to translate	Uh as far as I'm concerned basically the students in the lower class primary school the lesson is covered with this grammar-translation method. They challenge us most when I got to impart the lesson in grade eight for the tutorial class they challenge us, teacher, just translate every sentence and the text so much time I said them and they're very challenged and they are fighting we need Amharic translation whatever you write on the blackboard you have to write its equivalent word in our native language they said ok this challenges us. When I come to my class and high school grade nine or grade ten I influence them to use English through English principles.

		When the academic year begins for two or three days they say unnecessary things but after three or four days they form a habit and they develop the skills (FGD2T2). Let me say something there is many difficulties the students want the teachers to translate in the classes. I remember four years ago grade twelve students accused me when I teach English I was teaching English the students want the translation and they accused me to the director and the director come to the classroom and he sat down and asked me and I continued to teach and the students want the translation and we've many drawbacks and they always want translation not only to Amharic but also in local language (FGD2T3).
	Students prefer to learn grammar and vocabulary	We feel very sorry to have such condition actually we try to do something specially students are able at early level specially when they get good English at early stages may be primary or early level I think it should be in that way but in my teaching when I use Amharic I feel discomfort. It is better if we conduct everything in English (T5). Yes, there were some difficulties when I started teaching English but

	Being accused of not teaching English through translation	for my students, English isn't their mother tongue according to that when I want to teach English there are some difficulties. My memorable day was when the students asked me to teach them in the local language they asked me "why you don't teach English in our mother tongue." I replied your mother tongue is a different language and English is also a different one. How can I teach you English in your mother tongue this was a difficult question or unnecessary question I said and this was my headache you know (T6).
	Other subject teachers aren't using English teach their subjects	If you try to teach in English some students are happy to learn but other subject teachers have also influenced the teaching of language because they don't use English when teaching their subjects (T6).
Subject matter expert related tension	Inadequate preparation on the subject matter	On this point there are different kinds of professional identity crises that aren't there is no good preparation for the subject matter that is making the identity crises because the teacher should be mature enough in the subject matter knowledge otherwise there is something professional identity crises increases. So the teachers should update themselves in different kinds of short-term training or update
	Being incompetent in the	

	subject matter knowledge Below the professional standards	different kinds of levels otherwise there will be identity crises. The administration or the leadership can increase the teachers' knowledge background (FGD1T1). The personal factor that most influenced the formation of my professional identity is the subject matter knowledge uh as I told you earlier I always see myself being incompetent in line with the standards there are some standards then I always ask myself I feel that I'm not a good teacher I'm not that fluent I'm not that much in English so the problem I've in specific areas of aspects of language helped me to figure out how poor I'm in the subject matter knowledge so that influenced me highly to shape or form my identity (FGD1T3).
Proficiency and pronunciation related tensions Proficiency	Lack of proficiency Couldn't able to express idea as expected	Being proficient is very interesting if possible proficient teacher is better right simply a teacher like me there are some tensions yeah (T7). I've the problem I couldn't able to express my idea as I wanted to express and I've the problem of this. This may be the friction ok maybe I can express it somehow but I can't express the expression I wanted to express like the way I express myself in my mother tongue. And even I

Pronunciation	Pronunciation problem Native like pronunciation is unlikely because the language is foreign language Non-native utterances and behaviour The speech organs	don't expect all English teachers should do this if English were their mother tongue they might express well even (T8). There is a pronunciation problem too when we sometimes pronounce words in the classroom because if we don't practice in our home freely when we come to the classroom and read reading passages we may fail to pronounce that word sometimes I face this, uh the problems are problems there is from that problem from the mistake from the error we learn (T2). Pronunciation couldn't be considered because English isn't our mother tongue and its name is foreign language and literature. The name is foreign language and literature and it is second language for us so our pronunciation isn't like as native speakers. There is tension when you call or try to pronounce a given word it doesn't make you feel as foreign or native speakers' pronunciation. When you try to call or say one word you can't pronounce like the native ones. The pronunciation comes from your natural behaviour or utterances and it doesn't come through making your tongue or teeth or to change

		your parts of speech because we aren't the foreigners it is the second or foreign language for us. So pronunciation doesn't determine us (T6).
Fluency and accuracy	Fluency, accuracy, and pronunciation tensions	I also share my colleague's idea there are some challenges in class because as he said we've some gaps so through time I can make progress gradually to minimise my challenges of accuracy and fluency there is a gap I said (FGD2T1). Personally I've challenge of fluency I want to be a fluent speaker and to have good pronunciation so but I'm not in such a position (T4). I think I've a problem with all these language competence— fluency, accuracy, and pronunciation I really tell you we all Ethiopians have these problems because of the method ok the curriculum we come through we all have problems I don't generalise as there are very good English teachers and I've all these challenges. I've no problem in teaching but in communicating and in some I've challenges (T8).
Tensions related to the students	Students low performance	The medium is half English half Amharic. Nowadays the students the grade 12 students fail to write their names even they couldn't identify capital and small letters and

		sometimes it is very difficult they're below the standard in this case even if you tell them to do something in English they can't hear you and we're forced to use other languages(T5).
Students' misbehaviour	The students misbehaviour	The students' behaviour in the classroom doesn't allow you to be to apply every of your identity in the classroom however there is because in order not to have a negative impact on mind you can do things and because of some two or three students do things in the classroom and go out because there are many problems (T2). Of course, nowadays things are going worse because of the behaviour of the students so when you go to class is the classroom isn't conducive you won't be positive and you may not conduct the lesson properly so a struggle I can say the students' behaviour is very challenging nowadays when I joined here in 2007 E.C things were very nice but from time to time things are changed and even the behaviour of the students aren't as such good (T3). As I've told you I've a good relationship with my students and with my colleagues and the school leaders but three years ago the

Lack of interest to learn the language	The students prefer to learn other subjects	situation wasn't good due to this I decided to resign to that extent I decided to resign because of the students' behaviour and political crises that were in our school and it degraded my potential and my motivation. So when you face such difficulties you become degraded and I was degraded due to these problems but now I'm good(T4). Students aren't as volunteer as the teachers because I ask why they don't like the subject. They said oh we can't understand the subject. It is beyond our capacity. Therefore, we don't want to waste time on it. I said when you study your higher commission education the medium is English. So if you don't know the language even you can't answer simple questions one plus one in Mathematics please come to the subject please oh no we don't need just simple. In this sense, I get demoralised but other subject teachers aren't like this. Students aren't volunteering to study English basically what should I remind you is that in our school now grade 12 students are given tutorial additional classes to prepare themselves for the University entrance exam. Two

	Students aren't interested to study English	teachers were assigned to teach them one teacher said just he was upset in that he called the students and prepared himself well. Most of the students left the class and joined Civics class. Three class students compacted in one class and attended Civics tutorial class other than English. In some cases, the director comes and with me, he said look this class just teach the students who want to learn English (T1). Uh sometimes you see I'm what I want to say isn't good word anyhow I told them as it is important but whether they don't understand they can't understand where they may get when they reach there you will see it at that time otherwise nothing specially the point or the mark they get in the test is very low. The teachers do their best to do everything but the students aren't very interested in English (T1).
Poor background of the students	Poor background in the lower grades	You feel uncomfortable when you teach something to the students and if they don't understand that thing and this might be related to the elements of language can I take a typical example or situation for this I went to class to teach stress for example this is something related with finding the number of syllables

Teaching only grammar	The students want to learn only grammar	or how a word is expected to be pronounced so the students don't have sound or knowledge in the lower grades. So I sometimes fail to decide as to whether or not to keep on teaching that content so this creates a kind of tension in my teaching career and I usually skip that topic (FGD1T3). When we want to teach the skills like listening, speaking, reading, writing I think we've a challenge from the students because they want only to learn grammar but learning listening, speaking and other four skills it isn't their wish ok and they don't want to learn that so that is the challenge for us it is a tension for us and to make and to be more professional and to know the language more we should teach ok more so that makes us more challenged (FGD1T4). Of course, there is a professional identity struggle uh as I said earlier the students are very interested and very inspired when they grammar so because of this influence teachers just teach English in all their classes about grammar so you see this is one of the factors that hinder the fluency of English. If you teach grammar always your fluency can't be improved so as one factor I can say

		that the interest of the students in the class is to learn grammar so this can be a factor for speaking fluency (T3).
Exam-oriented teaching	The national examination doesn't include all skills in in a proportional manner	The University entrance examination doesn't give too much emphasis to skills for example we teach our students listening, reading, writing, and speaking but only for example students the longest word they write is only their name. They aren't expected to write something creatively from their mind so this discouraged so the students will be assessed in the way you used to show their skills but there are reading passages only the reading speaking almost no writing there some forms of letter writing they are asked in that way but they aren't asked to develop their own writing. The listening almost zero it is better if the students are assessed in the way they make out their skills it is better (T5).
Mismatch in the methods of teaching	The methodology how the teachers learned the language influences	We've the method we learned just influenced us specially when we were primary school students we were passive. The teachers stood there to lecture and lecture and we didn't say anything. I think after I joined Dilla University we started learning English communicatively Dilla University. These days may be the way English language text was

	Teaching speaking through lecturing Lack of practical language activities	prepared is somehow good but teachers have no practice (T8). If you observe even a speaking lesson it is lecturing. Speaking is practical is that not. To be a good speaker the easiest thing is simply speaking. Speak in English all-time everywhere you can simply improve or develop your language ability specially speaking because the skills are practical courses to become a good writer there are a number of different important things to be one is making it practical. We don't come to these practices even these days we don't enable our students practically practice the language ok because of these factors I don't expect all the teachers to be perfect accurate I don't expect (T8).
Imagined and practiced identity tensions	Imagined identity contradicts with the practiced identity	Yeah, I try to be a fluent speaker and I try to be communicative and an English language user in the classroom. It isn't good at that time when your imagined identity contradicts your practiced identity. When I enter the class I always try to be what try to express myself in the subject in that context I try to be a good teacher (T7). That is far apart it is obvious all things are different our imagination our preparation and the actual things

		that we find in the ground is very apart so it is obvious we're different we know that is obvious (FGD1T1).
Education policy	The education policy doesn't make the students to do everything in English The students can easily score marks	Firstly they (the students) must know that when they know that the students must learn or must acquire that English teacher should always talk in English communicate in English do everything in English the students have to know this. If such policy direction or that plan is there they simply come to this and they think that if I don't do this I can't be good student they say but here whether the students know English or not they score more mark from different areas as you know that is cheating whatever they say pass so why I do this why I become in problem to study it they said this is the problem of educational policy (T1).
School leadership and policy	School leadership is one of the factors	The policy doesn't say that but the people who lead the school are just in that area in covered not overt in secret they do that. The policy doesn't allow that even English teachers must communicate with students in English I think you know that policy means the policy is the factor I mean the activity the leaders of different schools and different organizations or different institutions

		don’t allow that (T1).
Teacher recruitment	Outstanding teachers aren’t joining the professions	The other one is bringing teachers to the teaching profession outstanding very good teachers effective teachers knowledgeable teachers should come to this profession ok in the community it has an impact(T8).
Limited to the classroom teaching	English is not used outside the classroom in the wider communities People aren’t interested if one uses English in public service areas Limited exposure to use English Academic staffs aren’t using English The environment doesn’t promote	What I’m worried about so much was why the English language is inclined only to classroom why not in shopping as alternative language why can’t we use like somewhere in commercial bank of Ethiopia. When we go for services why people are annoyed when I speak English outside the school so these are so many challenges or worries (FGD2T2). Environmental exposure lack of practice for example when I need this office I communicate with the local language I talk with others in that language. Then my English is also just jumped to that language (T1). I try to practice using English with others I try but even the environment and the condition don’t allow me to do that (T1).

Lack of CPD	There is lack of CPD to improve the ELT	We should have to have continuous kinds of training just to improve our English and our teaching methodologies. So previously we had such kinds of pieces of training but nowadays such pieces of training are just stopped. So if this continues we can improve our career (T3).
Time related tensions	Time allotted to teach English isn't enough that is thirty minutes Time isn't enough	Sometimes I may not know days you know the problem is time we've thirty minutes to teach our students and these thirty minutes can't allow you to perform everything that you want to teach your students. For example, because of Covid-19 uh before even sometimes before you start to teach the lesson the teacher comes and knocks the door and this is my second class and it's mine they say. So sometimes the situation or the problem may not allow you to apply what you expect it means that your identity, for example, I want to teach my students today these things by being free and entertaining them and they will practice and they will do these things after me I may say but I won't do that because there a type of challenge (T2).

The attitude of the community	Motivation to speak English and being an English teacher Using English everywhere is discouraging because the community aren't aware of the language 'Imitator' of the native speaker Speaking too much English isn't encouraged outside the classroom like in the markets	Motivation also as being an English teacher or as a speaker of the language. So motivation is one of the factors and there are also social factors when we use the English language everywhere it is what discouraging and the community discourages and they give or say you she speaks like 'ferenj' 'native' man not only social factor but also in the classroom. Was she imitating the native?' Why do you speak like this? These are challenges also the students want to listen to their language to understand in the local language or in national language so the community attitude is also one factor. These are all interrelated factors for professional identity (FGD2T4). Even some people insult you when you speak too much in English when you stick to speaking English much English in the market or somewhere else they say look this stubborn guy he talks a foreign language he looks like a different person he is acting out so the factors when I was a college student I developed so many characters or so many disciplines of this department if you go to methodology the education code of ethics the measurement and

	Negative attitude towards the profession and the professionals	evaluation these all factors bring up the needed identity in the profession (FGD2T2). As I said before it is concerned with the society ok if the society gives you more positive attitude for you'll love your profession ok but nowadays there is no positive attitude for the teachers and also for any teachers not in the subject matter but also for any teacher there is no positive attitude for the teachers. Therefore that affects the self-esteem of the professional and the teacher and also professional identity (FGD1T4).
Teachers social status	Social status of the teachers Teachers aren't given good place in the society	Maybe sometimes the social status of the teachers when I see there are active teachers when they try to improve themselves in a good way I follow them. In the classroom also there are students' behaviours some students face difficulty learning English some are very active some are medium learners these also made me struggle. Teacher in the school is great person teacher in society is not such great person because they are not given place hundred per cent there is no right place for teachers because they simply use teachers. This influences who is the teacher even that is very problematic in the

	Economic factors, societal attitudes, and the students low performance	society there is no good value given to teachers that affects me I'm worried about that but I try to teach because it is creating a generation that is (T7). By the I said I like teaching profession there are a number of factors that affect us ok not to continue may be to be challenged to go further and to go forward a number of economies by itself the society ok the society by itself even the students' performance by itself(T8).
	Teachers low economic status	You know the first thing is economy so teachers among the community they don't lead a better life are that not so the first thing is changing teachers economy is I think one factor(T8).
	Low social status	If we are concerned about the social status of the teachers in the community it is the negative one uh most of the time the societies think about teachers they think about the economic status of the teachers and other things but not the profession ok that affects the self-esteem of the teachers (FGD1T4).

Axial codes and selective code based on the open codes for RQ4

Open Code	Axial Codes	Selective Codes
Being non-native teacher	Tensions of being non-native teachers	EFL teachers' professional identity tensions
Accent		
Tensions related to native culture		
Tensions related to teaching English through translation	Tensions of teaching English using local language	
Switching to mother tongue		
Subject matter expert related tension	Expected to be knowledgeable vs. lacked subject matter knowledge	
Proficiency and pronunciation related tensions	Proficiency and pronunciation related tensions	
Proficiency		
Proficiency and pronunciation related tensions		
Pronunciation		
Fluency and accuracy		
Tensions related to the students	Tensions related to the students' background and interest to learn English	
Students' low performance		
Students' misbehaviour		
Lack of interest to learn the language		
Poor background of the students		
Teaching only grammar	Tensions related teaching only grammar	
Exam-oriented teaching Mismatch in the methods of teaching		
Imagined and practiced identity tensions		
Education policy		

School leadership and policy	Tensions related to Education policy	
Teacher recruitment		
Lack of CPD		
Limited to the classroom teaching		
Time related tensions		
The attitude of the community		
Teachers' social status	Tensions related to attitudes of the community and the low status of the teachers	

Research question Five: What is the relationship between EFL teachers' professional self-esteem and their professional identity?

Open codes for RQ5

Open codes	Properties	Examples of participants' words
Inseparable	They are inseparable	As both of them are inseparable because once you give something to your profession on the thing you're applying your identity. So that in my mind these two things are inseparable you can't separate them one is related to other so because when I teach in the class and do my professional work I've to use my identity because I've to be confident in the classroom I've to cooperative and helpful to my students so that this one helps the other one helps them so they aren't separable for me (T2).
	Valuing ones profession improves the identity of the teachers	Ok if we believe that we're teachers that I think give you a kind of positive energy from your personal identity. So if you believe that you're a teacher and you try to improve your professional identity for me it is the professional self-esteem that I have the profession that would make me have a good

	They go hand in hand Two sides of the same coin	professional identity as a teacher. They are interrelated (FGD1T3). Actually as far as I'm concerned this professional self-esteem and professional identity go hand in hand uh first of all I'm proud of my profession and what I developed through my experience is this the English language teaching the English language is as to me it is butter and bread so it is part of my life and it is part and parcel of my life. My professional self-esteem is the two sides of the same coin professional self-esteem vs. professional identity I like the profession so I developed the professional identity with what I told you before accountability, punctual to my classroom time planning the best for my students (FGD2T2).
Professional identity determines professional self-esteem	Valuing your profession determines your professional identity	Professional identity determines professional self-esteem (T1). Your self-esteem is first because if you don't give value to your profession nothing is there first give value to your profession and then that value determines your professional identity (T1).

	Strong professional identity Giving high value to the profession helps one to have a high professional identity	Identity just influenced me to have just self-esteem identity determines self-esteem (T3). I've a strong identity towards my profession I give too much emphasis to my English teaching profession (T5). I give value to this profession and it couldn't influence me. It helps me to strengthen my ability yeah. Giving value to my profession impacts me positively I always try to strengthen myself which helped me. Giving high value to my profession helps me to have a high professional identity (T7). The professional identity I think the identity is first and the self-esteem comes next (T8).
Professional self-esteem determines professional identity	If one is affected the other too Professional self-esteem determines the professional identity	If the self-esteem of the teacher is affected the professional identity is also related to this self-esteem therefore this isn't positive but in a negative way (FGD1T4). My professional self-esteem is high so it influences my professional identity positively

	Positive professional self-esteem determines the identity Low professional self-esteem leads to low professional identity	because I like and I'm interested in English as an English teacher my self-esteem or my attitude towards my profession is very good so my professional identity is nice (FGD2T1). Oh I give too much I've self-esteem I value being an English teacher I've very good confidence in myself. I like the way I teach my students so I like the profession. Yeah having self–esteem for yourself helps you to develop your professional identity in a good way it helps me very much so yeah (T2). If there is low professional self-esteem your professional identity won't be good first I must have good self-esteem and I've to trust the profession and feel proud of it and I must give value to my profession if not it can't be good. Being a good teacher has a positive impact on my professional identity (T4).
Professional self-esteem reflects identity	Professional self- esteem reflects one professional identity	Yes because if I think this profession is good and also if I try to put myself in that profession and also since what people say in other language things that you do reflects

		yourself and then also I'm here I'm English teacher then I must act as English teacher and also this being of this is what the profession is so it is good influential (T1).
Positive professional self-esteem		In spite of the challenges, I like the profession and am proud of it this professional identity because I told you before this profession is different from other subjects so due to this I'm proud of it at the moment of teaching this profession so I like the profession so promoting or forming this identity and this promotes my professional identity (FGD2T4).
Strong relationship	Strong relationship	The relationship is very strong but that preparation and that collection make you strong (T6).
Job satisfaction determines professional self-esteem		My identity you know because I'm an English teacher I do have different identities so far I mentioned some of them. So this will help me even though there are different challenges I try to do them because I'm an English teacher and I'm working and creating the minds of the students who is going to be some maybe engineer, teacher, doctor so that I've to do on keeping my

		professional identity on the profession that I'm doing. So I'm doing it in the way I'm teaching (T2). In spite of the challenges, I like the profession and am proud of it this professional identity because I told you before this profession is different from other subjects so due to this I'm proud of it at the moment of teaching this profession so I like the profession so promoting or forming this identity and this promotes my professional identity (FGD2T4).

Axial codes and selective codes based on the open codes for RQ5

Open Code	Axial Codes	Selective Codes
Inseparable	Inseparable	The relationship between EFL teachers' professional identity and their professional self-esteem
Professional identity determines professional self-esteem		
Professional self-esteem determines professional identity		
Professional self-esteem reflects identity		
Strong relationship	Strong relationship	

Research question Six: What is the relationship between EFL teachers' professional identity and their job satisfaction?

Open codes for RQ6

Open codes	Properties	Examples of participants' words
Interdependent	Interrelated	What I think is it is interdependent job satisfaction and professional identity what we gain FGD2T4 said before what we get monthly maybe our income the factors there are so many ups and downs (FGD2T2).
Directly related	Professional identity can't be thought without job satisfaction Inseparable Educating the generation	Can we think of professional identity without job satisfaction, if you say job satisfaction in our community in our context it is directly related to what you earn it is directly related to financial satisfaction. Your income that you make out of your profession can not be separately seen from that is my strong my firm stand. The job satisfaction of course if we see in general if you're a good professional teacher we may get satisfied with what we do but can we see it in isolation with what we earn what we make out of that profession. So for me, this is something that is directly related to money or the privilege that you make out of your profession (FGD1T3). Let me add some points sometimes we can't get job satisfaction. I've taught for more than twenty-five or twenty-

	is a source of satisfaction	three years. I'm very satisfied when I see my students in different kinds of institutions most of them are in medical medicine at Hawassa University some are lecturers some others are investors still I'm here when I'm comparing the things but I'm very interested when I see my students in different workplaces. When we come to the profession there is something negative what my colleague said. Some teachers are complaining that what is the matter of upgrading from BA to MA it is the matter of one thousand birr the difference is one thousand birr why don't you ride a Bajaj they say like that I'm sorry (FGD1T2).
Strong relationship	Job satisfaction leads to high professional identity	My professional identity and my job satisfaction are very interesting that is first I like this profession in my life time in my previous time I like the profession. If you like the profession at the beginning you become positive this is the most important thing or factor. My professional identity is very strong and my job satisfaction is very interesting and very good and positive. In myself I'm satisfied and my identity becomes high and I'm pleased I'm happy because not another thing even my job satisfaction is high and up to the end. Maybe this is the last month

	Strong relationship	or the end of my profession as I think up to this I'm happy and I'm pleasant I'm satisfied. The relationship is strong because I said before when you're interested in something you feel interested. I'm interested in this profession and satisfied (T6). They have a strong relationship I think. If I am not satisfied I try to struggle ok to come to the satisfaction ok if it is my problem I try to just prepare myself through if it is my students' problem I try to help them to bring them to the satisfactory result even I don't want to go anywhere from the teaching profession. I'm satisfied and my identity is strong (T8).
Being an English teacher gives job satisfaction	Contributing some point gives satisfaction	Being an English teacher gives me satisfaction the job also since I'm working in this profession I have a job satisfaction (T1). First, the benefit that I get by working in this area gives me satisfaction and when I contribute different activities to the people in this area in this profession it gives me satisfaction (T1).

Job satisfaction determines professional identity	The more you're satisfied the better you do	This is a great question because if you're satisfied you can do things very well if you aren't that is the more you're satisfied the better you do because the better you're satisfied if things are the way that you need are available it is very easy for you to do things and you'll be satisfied (T2).
	Job satisfaction leads you to have a strong professional identity	For job satisfaction, job satisfaction leads you to have a professional identity. If you're satisfied you can do things in a great way if you aren't satisfied the way that you're motivated determines your activities. The more you're motivated the more you're satisfied the more you do things. The less you're satisfied the less you do things the more you're satisfied your identity will be you'll do things very well (T2). As I told you earlier I'm very satisfied with my job uh in terms of the feeling I've as an English teacher but in terms of the financial aspect the money that we earn isn't encouraging but this I'm a professional teacher I'm very happy and I like my job (T3).
	If you do more you expect more like	If you like your job and are satisfied so the professional identity that you've couldn't be influenced negatively (T3). If somebody has a good job or career

	Job dissatisfaction doesn't decrease ones teaching Material money isn't expected from the profession	satisfaction he is initiated to do more and they go together I think. If you do more you expect more like a human being if somebody is good in his profession he must gain much. Job dissatisfaction doesn't reduce my teaching standard way from my experience one up on time the government didn't pay my salary properly at that time my teaching standard wasn't lowered. I taught in a good mood even though they hurt me I was teaching in good motivation. My stand is if I'm dissatisfied I may not care about the profession but practically not if somebody is good in his professional identity he must gain good but I didn't do in such a way even I increase my strength even though they hurt me I was teaching in good motivation (T4). By the way, the material many we don't expect from this profession and the society doesn't value the way they value some thirty years ago "Yegna mushira dantel seri wosedat yeastermari"(የእኛ ሙሽራ ዳንቴል ሠሪ ወሰዳት ያ አሰተማሪ) possibly translated to English as *"Our beloved daughter for she is a jewellery maker that proud teacher married her"* in those days it was like that but still, even the society doesn't give value even the money, for

		example, our students when they're bank accountant they get much better than our salary there are so many things but still despite all challenges we like the profession (T5). Actually, we complain a lot that the government should give due attention to this profession teachers are creators of those bankers professor, etc. in that way we don't feel good still despite all these things I like my profession(T5).
	Dissatisfaction leads to a weaker professional identity	I believe in my job so that when I joined my job it is my interest and I believe in it and I also serve it throughout my life. Being satisfied in my job helped me to build up my professional identity. If I'm dissatisfied my professional identity will be weaker. Both professional identity and job satisfaction have a stronger relationship (T7).
		I'm opposing him what about my living yes, of course, I've taught many students and they are in a good position at different places how about myself I'm as it is. So how it could be how I could be satisfied in this living I can't exist in this market (FGD1T1).
	Dissatisfied	Let me say something it is very important some three or four years later I started thinking of the profession I mean it is because of the

	Dissatisfied	prestige because of what I making out of it I'm becoming less and less satisfied. So I'm trying to move to some other profession even I'm trying to do my own business so I'm not satisfied because of the lack of job satisfaction if I'm not earning too much if you fail to provide your family members what they need the next is quite clear that you'll be dissatisfied or demotivated. You won't get satisfaction from your job so these two things are interrelated (FGD1T3). It is obvious it will be weak you like interest and you tend to come to class unprepared if you aren't satisfied with how you can impact your students positively how can you impart what you've to your students. So it is directly related if you once lack job satisfaction you'll be a bad teacher (FGD1T3).
	Dissatisfaction makes one professional identity weaker	Ok, thank you my job satisfaction is to some extent it isn't in a good way there are so many ups and downs like for example FGD2T3 expressed like the curriculum. The curriculum in its part makes us dissatisfied and when I come to my professional identity I'm proud of my profession and my attitude is good so satisfaction to some extent creates some ideas in my

		professional identity (FGD2T1). From the very beginning, my professional identity is strong but it makes some negative ideas so as I think in my opinion the curriculum should be what should be revised and should be arranged in a good way I hope so then my professional identity will be improved in the future so that the job satisfaction may create some ideas in my professional identity (FGD2T1).
	Curriculum revision improves ones professional identity	Yes, one it is something of job satisfaction for example the amount of salary is the source of lack of satisfaction because my professional identity is affected but in case of everybody even for others, it is the question of other teachers. Everybody wants to move to other professions yes because of this salary or income so there is some friction or challenges between identity and job satisfaction (FGD2T4).
	Some friction between identity and job satisfaction	Most of the time job satisfaction determines professional identity (FGD2T4). Professional identity but I have a doubt of job satisfaction as she said you know in terms of income yeah in my opinion professional identity and

	Job satisfaction is very relevant element in the professional identity	job satisfaction that means I like my profession and professional identity but I have a little bit doubt on job satisfaction in terms of salary or income but I have a big professional identity (FGD2T3). I'm satisfied with my job even what I'm satisfied with is the effort and the achievements of my students former students so job satisfaction is very relevant to my professional identity (FGD2T2).
Job satisfaction determines professional self-esteem		So it is you who makes things as good or it is you who just make things as bad so if you believe that my identity just helped me to reach self-esteem so it is ok for you but if you aren't satisfied with your profession so you can't have positive self-esteem (T3).
Job satisfaction leads to motivation and strong identity	Job satisfaction has a strong relationship with professional identity	When we were in a rural area in the former place when the monthly fee when the monthly fee is approaching oh today we're going to do in that way you'll do things in a proper way because you're motivated you got the money and you can do things you can buy things which is important for you so that you can do things in the classroom in very well manner that isn't not economically if you motivate me the more you're satisfied if different things are available in the

		class if the students' characters behaviours motivate you to attract you ok let me take you some of my classes here there are students who are good and in other classes no students at all meaning active students. The way you teach in these two classes isn't the same. Here in this class, because many students are there they're doing well so you're motivated here and you can do things in a very interesting way because you'll prepare yourself well because they'll ask you different kinds of questions so that you teach in a very good way in this way your professional identity is determined. And let go to the second class that is the passive one in the second class you see that all the teachers say they're demoralised they're not motivated because the students don't motivate you even there could be two or three students so when you're in conclusion when you're motivated you'll do things your professional identity will be good in a great extent and your professional identity could be developed it should be practical there but when I say this that is wrong we teacher shouldn't always depend on motivation that is the satisfaction we have to our role is to help those students (the passive one) we've to

		help them let them being the students like the first class(the active class) even if it needs your high demands energy time we've to help them(T2).
Professional identity determines job satisfaction	Professional identity gives good satisfaction Professional identity determines the job satisfaction	Professional identity determines job satisfaction (T1). Yeah, my professional identity just gives me good satisfaction I'm not influenced negatively so I'm very happy with my profession (T3). My professional identity determines my job satisfaction. When my professional identity is stronger my job satisfaction will be positive even if I'm dissatisfied it might not have a significant impact on my teaching profession. I know there are so many ups and downs there so many things that we lack so despite all those things I like my profession so I've a good thing for my profession (T5).
Job satisfaction doesn't determine professional identity	No relationship or influence Stronger professional identity gives job	Professional identity determines job satisfaction (T1). Yeah, my professional identity just gives me good satisfaction I'm not influenced negatively so I'm very happy with my profession (T3). My professional identity determines my job satisfaction. When my professional identity is stronger my

	satisfaction	job satisfaction will be positive even if I'm dissatisfied it might not have a significant impact on my teaching profession. I know there are so many ups and downs there so many things that we lack so despite all those things I like my profession so I've a good thing for my profession (T5).
Negative impact on professional identity	Negative impact	Let me answer by telling you a sentence one of my colleagues said do you have a job or you're still a teacher do you have a job or are still a teacher or not or do you have a job meaning teaching isn't a job for this guy so this has an impact on our professional identity, of course, we can't deny so you'll be less interested so it has a negative impact on our professional identity (FGD1T3).
Low salary	Low payment	There are different things that may affect your identity uh one thing is for example the payment that we're having we're paid may not be sufficient for us to create and do our or to get our identity (T2).
Students' low achievement	The students low achievement is the source of teachers job dissatisfaction	These days you may get satisfaction from your performance. My final achievement I don't achieve because of different reasons of our students' performance students don't perform the performance you expect because of their earlier grade problems they don't ok properly come the grade level

		they’re now maybe for this I’m not that much satisfied because of the students' final achievement. I know this current problem as a general Ethiopian teaching-learning problem from this I may be dissatisfied I’m not that much satisfied. My satisfaction is I try to help my students as much as possible ok I try to help my students though I couldn’t get my expectation ok I try to help my students as much as possible. For this when I just try to check myself I don’t that much worried (T8).

Axial codes and selective codes based on the open codes for RQ6

Open Code	Axial Codes	Selective Codes
Interdependent	Direct relationship	The relationship between professional identity and job satisfaction of EFL teachers
Directly related		
Strong relationship	Strong relationship	
Being an English teacher gives job satisfaction		
Job satisfaction determines professional identity		
Job satisfaction determines professional self-esteem		
Job satisfaction leads to motivation and strong identity		
Professional identity determines job satisfaction		
Job satisfaction doesn't determine professional identity	No relationship	
Negative impact on professional identity	Negative relationship	
Low salary		
Students' low achievement		

Appendix VII: Published Articles