Developing and Validating an EFL Teacher Professional Identity Inventory: A Mixed Methods Study[1]

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Abstract

In line with the exponential growth in English as a foreign language (EFL) teacher professional identity research, the present study was an attempt to develop and validate a questionnaire on EFL teacher professional identity. Following Pennington (2015), we defined EFL teacher professional identity as "a unique blend of individual teacher characteristics within the disciplinary knowledge, standards, and practices of the field" (p. 78), which is further comprised of a set of core and peripheral elements (Beijaard et al., 2004). In order to operationalize this construct, a sequential mixed methods design was utilized. Hence, a total number of 24 participants and 750 EFL teachers took part in the qualitative and quantitative phases respectively. Analysis of the qualitative data revealed the features characterizing EFL teacher professional identity. On the basis of the qualitative results, the first version of the inventory was developed through exploratory factor analysis and was validated using structural equation modeling. In general, the results of the study paint a multi-dimensional picture of EFL teacher professional identity. This picture depicts the core features of EFL teacher professional identity and a number of peripheral elements which change and harmonize in response to the individual, contextual, and socio-cultural factors. (Beijaard et al., 2004).

Resumen

En línea con el crecimiento exponencial de la investigación de identidad profesional de docentes de inglés como lengua extranjera (ELE), el presente estudio fue un intento de desarrollar y validar un cuestionario sobre la identidad profesional de docentes de ELE. Según Pennington (2015), se considera la identidad profesional del maestro EFL como "una combinación única de características individuales del maestro dentro del conocimiento disciplinario, estándares y prácticas del campo" (p. 78); compuesta además por un conjunto de elementos centrales y periféricos (Beijaard et al., 2004). Para poner en práctica esta construcción, se utilizó un diseño secuencial de métodos mixtos. Un total de 24 participantes y 750 profesores de ELE asistieron en las fases cualitativas y cuantitativas, respectivamente. El análisis de los datos cualitativos reveló las características de la identidad profesional del profesor de ELE. De acuerdo con los resultados cualitativos, se desarrolló una versión primera del inventario a través del análisis factorial exploratorio y se validó utilizando modelos de ecuaciones estructurales. En general, los resultados del estudio revelan una imagen multidimensional de la identidad profesional del profesor de ELE. Esta imagen demuestra las características fundamentales de la identidad profesional del profesor de ELE y una serie de elementos periféricos que cambian y armonizan en respuesta a los factores individuales, contextuales y socioculturales (Beijaard et al., 2004).

Introduction

Over the past decades, research on teacher development and learning has produced important evidence concerning psychological, cognitive, and social characteristics of teachers and their professional engagement, placing growing emphasis on the socio-ecological aspects of teaching with a particular focus on the concept of teacher identity (see Pennington & Richards, 2016). Given the substantial theoretical and empirical expansions in teacher identity studies, it is no surprise that this area of research has attracted considerable attention during the past two decades (Beauchamp & Thomas, 2009; Clarke, 2008; Johnson, 2003; Kayi-Aydar, 2019; Leigh, 2019; ; Macías Villegas et al., 2020; Miller, 2009; Mora et al., 2016; Nguyen, 2016; Rodrigues & Mogarro, 2019; Simon-Maeda, 2004; Tsui, 2007; Varghese et al., 2005).

The importance associated with the concept of teacher identity (De Costa & Norton, 2017; Kayi-Aydar, 2015; Varghese et al., 2016) has motivated researchers— mostly in mainstream education—to devise measures to probe and quantify the construct. As recorded in the teacher education literature, several inventories have been developed, validated, or adapted to elicit quantitative data on teacher professional identity (Abu-Alruz & Khasawneh, 2013; Beijaard et al., 2000; Canrinus et al., 2012; Cheung, 2008; Hasegawa & Kudomi, 2006; Starr et al., 2006). Despite the fact that a number of teacher professional identity questionnaires are now available in different educational fields, one can hardly find a standardized EFL-specific teacher professional identity inventory; thus, the need for a specific questionnaire on EFL teacher professional identity can be justified.

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Definitional varieties exist in the related literature with respect to conceptualizing EFL teacher professional identity (Rodrigues & Mogarro, 2019). As Beijaard et al. (2004,) assert, the teachers' professional identity include both "core" and "peripheral" components (p. 122). According to Beijaard et al. (2004), a teacher's professional identity consists of "sub-identities" that

> *… more or less harmonize. The notion of sub-identities relates to teachers' different contexts and relationships. Some of these sub-identities may be broadly linked and can be seen as the core of teachers' professional identity, while others may be more peripheral. (p. 122)*

According to Sinha and Hanuscin (2017), the core and peripheral components of teacher identity are likely to be mediated by a self–other relationship, meaning that identity is formed on the basis of social roles identifying a person's position in a group and role identities as the individual's self-image. Although identity can be influenced by temporal and spatial dimensions of a person's individual and social experiences, teachers may well be able to capture the common core features of their social and role identities at a particular point in time, helping researchers delineate language teachers' professional identity by making use of appropriate scales.

Adopting this view for the purpose of the present study, we assumed that professional identity of language teachers was a coherent and complex whole (see Henry, 2016) that is made up of core components and flexible peripheral characteristics. The core components are the ones that shape the essential, distinguishing, and common features of EFL teacher professional identity. The changing characteristics are the ecological, context-sensitive, individual-dependent features that fluidize identity in a way that it is induced through the teacher's self-reflection, interpretation, and adoption of multiple roles over time. As Henry (2016) argues, teacher identity as a complex dynamic system does not undergo random transformations; rather, it can be patterned on the basis of its "stable dynamical" behavior at different points in time, revealing "predictable consistency" through shifts that occur between the major identity components or "fixed-point attractors in an iterative process" (p. 301). In a developmental process of identity formation, it would be helpful to objectively examine cross-sections of this complex system for the purpose of patterning and recording how the core components and main attractors influence identity formation and transformation.

The present study utilized a sequential mixed methods approach to explore the components of EFL teachers' professional identity for the purpose of developing and standardizing a questionnaire. According to Hashemi and Babaii (2013), sequential exploratory designs are utilized for "evaluating and/or developing measurement instruments like questionnaires, tests, rating scales, inventories …and/or validating measurement instruments" (p. 840). As Creswell and Plano Clark (2011) elaborate on the term, the exploratory design begins with the collection and analysis of qualitative data. The quantitative data – informed by the analysis of the qualitative data - are also collected and analyzed to test or generalize the initial findings.

In this manuscript, the procedures followed for qualitative and quantitative data collection and analysis have been addressed. As will be explained thoroughly, in the qualitative phase of the study, data were gleaned from 24 informants. Findings of the qualitative analysis provided the input required for the quantitative phase of this sequential exploratory study. Hence, the first version of the inventory was developed through exploratory factor analysis and validated through structural equation modeling. The manuscript elaborates on the qualitative and quantitative findings of the study. The results are then situated in the related literature. The manuscript ends by discussing the implications of the study.

Teacher Identity

As a transdisciplinary concept (De Costa & Norton, 2017), identity has attracted the attention of philosophers, scholars, and researchers from various disciplines for a long time. Besides its philosophical underpinnings, the concept of identity has been influenced by various approaches and schools in the social and human sciences.

Considering the individual and socio-cultural perspectives, identity is "the style of one's individuality which coincides with the sameness and continuity of one's meaning for others in the immediate community" (Erikson, 1968, p. 50). In a non-essentialist sense, the social constructivist view places a particular focus on social interactions and mediation in identity development. The Vygotskian sociocultural approach to identity treats identity development as "a process of transformation of individual functioning as various forms of social practice become internalized by individuals" (Wertsch, 1991, as cited in Penuel & Wertsch,

1995, p. 84). Calling to mind the Latin origin of the term, identity is "what makes you similar to yourself and different from others" (Deschamps & Devos, 1998, p. 3). Drawing upon this type of sameness and difference, Doise (1998) holds that identity can be understood as a social manifestation, an organizing principle of individual positioning in a field of symbolic relationships between an individual and the groups he or she interacts with.

Within the EFL context, despite the range and diversity of studies on teacher identity, the concept remains fuzzy. In fact, most of the studies in this area have attempted to explore characteristics that correspond to teacher identity rather than present a comprehensive definition of it (Han, 2017). This postulation has its origin in the idea of identity being a "relational phenomenon" not "a fixed attribute of a person" (Beijaard et al., 2004, p. 108). According to Beijaard et al. (2004), teacher professional identity develops interpretively and intersubjectively within a dynamic, continuous process of exploring the self and the other regarding the personal, professional, and social dimensions of one's being. Along similar lines, Barkhuizen (2016) argues that identities are derived from cognitive, sociohistorical, and ideological origins. As Barkhuizen (2016) states, "language teacher identities are multiple, and they change, short-term and over time—discursively in social interaction with teacher educators, learners, other teachers, administrators, and the broader community, and in material interaction with spaces, places, and objects in classrooms and institutions" (p. 659). This view has been similarly conceptualized through a "relational being" aspect of identity defining the self in relation to others (Morgan, 2017). Morgan (2017) holds that identity is a multifaceted phenomenon that alters within a complex system of "relational dynamics" depending upon "context, role, experience, and perspective of each individual in the relationship"(p. 43) From a socio-psychological perspective, the teacher's roles in different contexts and his or her "cognition," "emotion," and "action" form the teacher's identity as a whole that may comprise his or her gender identity, learner identity, teacher identity, etc. (Han, 2017).

Teacher Professional Identity

Defined by Dent and Whitehead (2002), the professional is "someone trusted and respected, an individual given class status, autonomy, social elevation, in return for safeguarding our wellbeing and applying their professional judgment on the basis of a benign moral or cultural code" (p. 1). The professional develops a self-image within an institutionalized culture in relation to others (i.e., colleagues, customers, family members, members of the society, etc.) based on which his or her identity can be developed and negotiated. Drawing on Schein (1978), Ibarra (1999) defines professional identity as the "constellation of attributes, beliefs, values, motives, and experiences in terms of which people define themselves in a professional role" (pp. 764–765).The development of teacher professional identity, thus, involves an enduring, formative, transformative, and dynamic process of making sense of and interpreting or reinterpreting an individual's own values and experiences through reflexive and expressive negotiation of the teacher's subjectivity which is prone to change as a result of personal, affective, social, and cognitive factors (Flores & Day, 2006; Ibarra, 1999; Miller, 2009; O'Connor, 2008; Tsui, 2007).

Research in the EFL context has explored EFL teacher professional identity in terms of its conceptualization, development, and negotiation. However, due to the complicated, dynamic, and fluid nature of the concept of identity, most of the studies conducted in this area of research address formation and negotiation of teacher professional identity. The following is a selective review of such studies.

For example, Bukor (2015) explored the impact of personal and professional experiences on the development of language teacher identity of three language teachers. The results indicated that teacher professional identity is deeply rooted in the individual's personal biography. Similarly, utilizing a retrospective life-history research methodology, Mora et al. (2016) probed "the interrelationship between language teachers' professional identities and their degree of investment in academic and professional activities" (p. 182). The findings of the study indicated that locally educated teachers built a strong identity due to a number of reasons, including stable family context and smooth transitions in their lives. In another study, Nguyen (2016) explored the way English teachers have aimed at developing practice and identity in the local context of Vietnam. Analysis of the interview data showed that upon entering their teaching career, Vietnamese teachers found self-learning and learning from their colleagues insufficient for professional development and their professional development expanded to pedagogical practices and discourses in other communities as well as engagement in multiple communities.

In a Sudanese case study of EFL pre-service teachers, Elsheikh (2016) focused on the construction of teacher professional identity and its relationship with the teaching practice and sociopolitical context. Qualitative

analysis of observation notes and interview transcripts revealed that the participants' discursive constructions and experiences of teaching influenced how they considered themselves as future teachers and professionals. In a four-year qualitative study, Werbińska (2016) investigated language teacher professional identity by means of analyzing discontinuities (interruptions) such as encounters with difference, unfamiliarity, or disagreement. The findings demonstrated that teacher professional identity played a key role in teacher education programs, as it provided the grounds for teacher candidates' meaning and decision making, and it tended to increase their awareness and development of more complex perceptions of language teaching practice. In order to conceptualize EFL teacher professional identity, Han (2017) utilized interviews, descriptive questionnaires, word and visual metaphors, and classroom observations. Several identities revealed as a result of the study include national identity, English teacher identity, teacher identity, learner identity, gender identity, and public servant identity. Adopting a critical viewpoint, Miller et al. (2017) argued for fostering the language teachers' "reflective" and "action-oriented" identity practices in light of their roles as ethical agents. Drawing on narrative inquiry and positioning theory, Leigh (2019) explored the professional identities of eight EFL teachers in China. Analysis of the interview data revealed that teachers tend to draw on similar positions to describe themselves and others. During the process of identity construction and negotiation, these identity constructions provide insights into teachers' interpretations of who they are in a foreign place, as well as into elements of Chinese context influencing the teachers' narrated experience.

Recent research into negotiation of language teacher professional identity suggests that, being embedded in the stories of teachers (Barkhuizen, 2017), identities are multiple, dynamic, and transitory (Barkhuizen, 2016). In this sense, negotiating differences is an important aspect of institutionalized identity realization in a socio-professional context (Tsui, 2007). As the above mentioned empirical and conceptual evidence show, most of the studies on teacher identity address the issue qualitatively—further adding to the complexity and fluidity of the concept. Thus, the motive behind the present study was to complement the qualitative strand with a quantitative module to provide a broader picture of the concept of language teacher professional identity. The present study addressed the following research question: What are the core components of EFL teacher professional identity?

Method

As noted earlier, to develop and validate an EFL teacher identity scale, we utilized a sequential exploratory mixed methods approach as an appropriate method for developing quantitative instruments (Hashemi & Babaii, 2013). The study was conducted in two consecutive phases. First, in the early questionnaire development stage, qualitative data were collected and analyzed. This phase informed the second phase in which the quantitative strand was implemented for the purpose of validating the instrument.

The Qualitative Phase

Sampling and Participants.

A sequential multilevel sampling strategy was used for the purpose of the study. As for the qualitative phase, a purposive sample of twenty-four informants participated in the study. The sample included seven experts (Ph.D. holders in applied linguistics), six teacher educators, six experienced teachers, and five advanced level EFL students. The experts were university instructors who specialized in teacher education. The teacher educators were selected on the basis of their professional experience in teacher education and training, classroom observation, and teacher supervision. The teachers who participated in the study had more than ten years of teaching experience. Finally, the students who took part in the qualitative phase of the study were all advanced level students who had participated in language courses for at least three years.

Qualitative Data Collection.

Interviews were utilized to gather data in the qualitative phase. Based on extensive literature reviews, two lists of questions were prepared. The first list consisted of 18 questions and aimed at exploring EFL teacher professional identity from the point of view of experts, teacher educators, and teachers by eliciting the interviewees' opinion on various aspects of the issue. These aspects were extracted from the literature and included professional EFL teachers in relation to themselves as individuals (Abu-Alruz & Khasawneh, 2013; Cheung, 2008; Hasegawa & Kudomi, 2006) and as teachers (Beijaard et al., 2000; Cheung, 2008); in relation to their students (Abu-Alruz & Khasawneh, 2013; Beijaard et al., 2000; Cheung, 2008; Hasegawa & Kudomi, 2006); in relation to their colleagues (Abu-Alruz & Khasawneh, 2013; Cheung, 2008; Starr et al., 2006); in relation to their students' parents (Cheung, 2008); in relation to their workplace conditions (Abu-Alruz & Khasawneh, 2013; Cheung, 2008); with regards to the community of practice (Abu-Alruz &

Khasawneh, 2013; Starr et al., 2006); in relation to the material they are teaching (Tomlinson, 2001), and in relation to the wider society in which they live (Sutherland et al., 2010). Also, three of the interview questions addressed the likely relationship between teacher professional identity, experience, and expertise. The second list included six questions and was developed to elicit the EFL students' opinions about their English teachers' professional features with regards to themselves, their colleagues, their students, their students' parents, the supervisors and managers, the community of practice, the material they are teaching, and the wider society in which teachers live.

To ensure credibility of the questions, two experienced and active researchers in the field of language teacher education examined the lists with regards to the content and wording of the questions. The results gained from the expert judgment phase guided us through the process of modifying and revising the interview questions and, consequently, led to the inclusion of three further questions on conceptualizations of identity, teacher identity, and teacher professional identity.

Semi-structured interviews were conducted with the participants. Of the 24 interviews that were conducted, 17 were undertaken face-to-face and the remaining were administered via email or internet chats. Each interview took about 50 minutes. At the beginning of each interview, the interviewees were fully briefed on the purpose and conduct of the interview. In doing so, the key terms used in the questions were defined to them. Upon their preference, all the interviews were conducted in English. To prevent any kind of data loss, we used three devices to record each interview (i.e., a sound recorder, a smart phone, and a tablet—using a sound recording application). Each interviewee's consent was obtained before audio recording the interview.

Qualitative Data Analysis.

All the interview transcripts were analyzed closely in terms of content through qualitative coding. More specifically, the interview audio files (total length: 866 minutes) were transcribed verbatim by one of the researchers. The interview transcripts together with the text of email interviews generated a corpus of 124,738 words. The text was color coded to identify each feature of teacher professional identity with regards to a specific stakeholder (i.e., teacher educator, teacher, student) using a separate color. This strategy facilitated the identification of the codes. Next, the themes were identified, categorized, and further examined to find "thematic connections within and among them" (Seidman, 2006, p. 119). As a result, a number of the themes were subsumed under the more general ones.

Appropriate measures were taken to ensure the credibility and dependability of this phase of the study. As Cohen et al. (2007) argue, one way to ensure validity of interviews is to check for face validity which was accomplished by judgment received from the two experts. Furthermore, utilizing "member checking" (Cohen et al., 2007, p. 155), we asked three of the ELT experts, one of the teacher educators, two of the teachers, and one of the students to go through their interview transcripts and corroborate the themes that emerged from their interview transcripts. Triangulation of the data by sources (Cohen et al., 2007) was also employed to enhance the credibility of the study by applying a multilevel sampling strategy, thus collecting data from various groups. Moreover, theoretical credibility was taken into consideration as most of the themes emerged from the interview transcripts were reexamined in light of the relevant literature. Hence, upon facing an ambiguity in an utterance during the content analysis phase, we contacted the interviewee to ask for further clarification. To gain more exact results, the analysis was conducted again after an appropriate time interval (i.e., one month) elapsed. Finally, to ensure the inter-coder reliability, we asked a Ph.D. candidate of applied linguistics, working on her dissertation on teacher professionalism at the time of the present study, to code a portion of the data independently. The Cohen's Kappa value was .71 which is relatively satisfactory.

The Quantitative Phase

Sampling and Participants.

Considering Nunnally's (1978) recommendation regarding the participant–item ratio of 10–1, we distributed 915 questionnaires among EFL teachers. After several follow-ups, we received 750 questionnaires (i.e., a return rate of 81%). After three rounds of data cleaning, which included discarding the outliers detected through Mahalanobis distance, 605 questionnaires were considered as appropriately completed. The sample included both female and male teachers, 72.05% and 27.95%, respectively.

Quantitative data collection.

The analysis of the data in the qualitative phase led to the emergence of more than one hundred themes that would hypothetically characterize the probable features of EFL teacher professional identity, contributing to the development of the questionnaire items. In order to arrive at a clearer view of the construct, a tentative categorization of the items was developed that included components derived from analyzing the data gleaned from the qualitative phase.

The early version of the questionnaire was examined in a pilot study. In addition to collecting data from about 100 EFL teachers, we also sought expert judgment (from 3 active researchers in the field of applied linguistics) about the content of the inventory. Furthermore, a language teaching expert, a professional editor, and a news editor, all with near-native mastery of English, reviewed and revised the items in terms of the language used. Upon the initial analysis of the data, we made the required modifications. The modified version of the inventory consisted of 49 items. This version was used for statistical validation. To do so, it was distributed among EFL teachers in 44 language institutes in Tehran (context of the present study). Moreover, the online version of the same questionnaire, produced via Google documents, was shared with ELT-focused groups in academic websites such as LinkedIn and more general communities of teachers such as Yahoo groups, Google groups, and Telegram groups to be completed by Iranian EFL teachers.

Quantitative Data Analysis.

SPSS version 21 was used for principal component analysis (PCA) of the data. Prior to performing PCA, the suitability of the data for exploratory factor analysis was assessed and the assumptions were met. The rotation approach fitting the purpose of this study was Promax, categorized under oblique method of rotation. Next, to explore the validity of the construct, we used AMOS version 24 to analyze the data through Structural Equation Modeling (SEM).

Results

The Qualitative Results

Content analysis of the transcribed interviews conducted with 24 informants led to the emergence of a number of core components constituting the construct, each with a number of themes underlying EFL teacher professional identity. The themes and components were considered to comprise a tentative construct and were retained considering their frequency or relevance to the field on the basis of expert judgment. What follows is a brief account of the general components, and the corresponding sample extracts are provided in Appendix 1.

- Having the ability to develop or select EFL materials
- Having error correction skills
- Having communication skills
- Being knowledgeable and up-to-date
- Having respectful behavior
- Being concerned about students' ability and development
- Having management skills
- Having the ability to create a relaxed learning atmosphere
- Having the tendency to impart knowledge and experience
- Serving as an effective role model

The Quantitative Results

Exploratory Factor Analysis.

Prior to running the principal component analysis as an extraction method for exploratory factor analysis (Schmitt, 2011), the assumptions of PCA were met. Kaiser's criterion was used to make a decision about the number of components to retain. Despite controversies concerning this criterion, Stevens (2009) argues that it can be more accurate than the scree plot if the Q/P ratio is < .3 where P is the number of variables and Q is the number of factors. As for the case of this study, this ratio is .2 which leads to prioritizing Kaiser's criterion to the scree plot. Thus, the criterion for determining how many factors to extract was the eigenvalue greater than one (Stevens, 2009). Consequently, an initial analysis was run to obtain eigenvalues for each component in the data. Thirteen components had eigenvalues over Kaiser's criterion of one and in

combination explained 61.05% of the variance. Further examination of the data (i.e., the deletion of items having factor loadings less than .4) provided evidence to retain a total number of 42 items.

As stated earlier, the questionnaire items were written considering the 10 general themes and the underlying more specific themes that emerged from the interviews and finalized by expert judgment. Close scrutiny of the items and their corresponding factor loadings indicated a different clustering of the items though. Moreover, some themes were broken into sub-themes. Thus, some components were renamed in a post-hoc manner. We performed the factor renaming independently. The results were then compared to reach consensus regarding the choice of the most appropriate labels. Table 1 presents the renamed components, the corresponding items, and their factor loadings.

Component		Questionnaire Items	Factor Loading
Creating a relaxed learning atmosphere	79.	I employ all my resources to create a stress-free environment for my students.	.57
	80.	I am known to have a comforting voice.	.72
	81.	I am known to have a reassuring personality.	.75
	82.	I encourage my students to foster a sense of achievement in them.	.52
Having the tendency to impart knowledge and experience	85.	I try to engage my students in the teaching procedure.	.43
	86.	I am willing to share my teaching experiences with my colleagues.	.73
	87.	I am willing to share my learning experiences with my students.	.78
	88.	I am willing to share my knowledge with students.	.76
	89.	I am willing to help those students who come to me for help even if they are not my own students.	.56
Having respectful behavior	29.	I respect my colleagues' opinions.	.54
	32.	I respect my manager' decisions.	.83
	33.	I abide by the rules of my workplace.	.78
Having the ability to develop/select EFL materials	97.	I can pinpoint the appropriate material for my students from among the materials available.	.64
	98.	I can modify parts of the material I am teaching on the basis of my students' needs.	.80
	99.	I can develop supplementary materials to help my students learn better.	.92
	100.	I use appropriate realia (pictures, video or audio files, etc.) in my classes to facilitate learning.	69.
Having management skills	44.	I do not lose my temper when I have to explain a point several times.	.55
	45.	I am patient when my students are not listening to me.	.78
	46.	I am patient when my students make unreasonable requests, such as being absent more than what is allowed.	.79
	36.	I do not panic when I face a classroom problem.	.46
Having error correction skills	105.	I can choose the best error correction technique on the basis of the skill (e.g., Reading) or sub-skill (e.g., Pronunciation) I am teaching.	.83
	106.	I can choose the best error correction technique on the basis of my students' learning type (such as auditory, visual, kinesthetic, etc.).	.87
	107.	I can correct my students' errors without making them feel uncomfortable.	.63
Having communication skills	3.	I can establish a friendly relationship with my students.	.58
	4.	I can establish a friendly relationship with my colleagues.	.83
	5.	I can establish a friendly relationship with the supervisors and managers at my workplace.	.73
Creating an effective teaching environment	56.	I try to add some excitement to my tone of voice by varying the pitch, the intonation pattern, and the volume.	.82
	57.	I enunciate my words to make sure I am understood by everyone.	.62
	60.	I can adapt my language use to my students' level of language proficiency.	.58
Having the tendency to develop professionally	95.	I like to study practice-oriented, international EFL journals (e.g.,, ELT Journal).	.83
	96.	I attend ELT-related conferences and seminars.	.80
Familiarity with target language and culture	20.	I believe I need to have high proficiency in the English language.	.95
	21.	I believe I need to know about the culture of the language I am teaching.	.77
Serving as an effective role model	8.	I am happy to be a teacher.	.80
	10.	I believe in what I am doing.	.78
	103.	I believe I can change lives.	.73
	104.	I believe I am contributing to the education of mankind.	.69
Valuing L1 culture	18.	I find it necessary to know what is going on in the society in which I live.	.83
	19.	I keep updating my knowledge about the first language culture.	.70
Being concerned about students' ability and development	47.	I am patient when weaker students are trying to catch up with the class.	.54
	48.	I remind myself that every student is not expected to learn as quickly as others.	.70
	84.	I appreciate my students' slightest improvements.	.47

Table 1: The components, the corresponding items, and their factor loadings

Confirmatory factor analysis

As Huck (2012) argues, in an SEM study, the measurement model is usually evaluated through confirmatory factor analysis (CFA). CFA was, therefore, conducted on the 42 items (*N* = 605) to test the fit of the data to the model developed on the basis of the results of the exploratory factor analysis. Figure 1 provides a graphic representation of the model proposed by the results of the exploratory factor analysis.
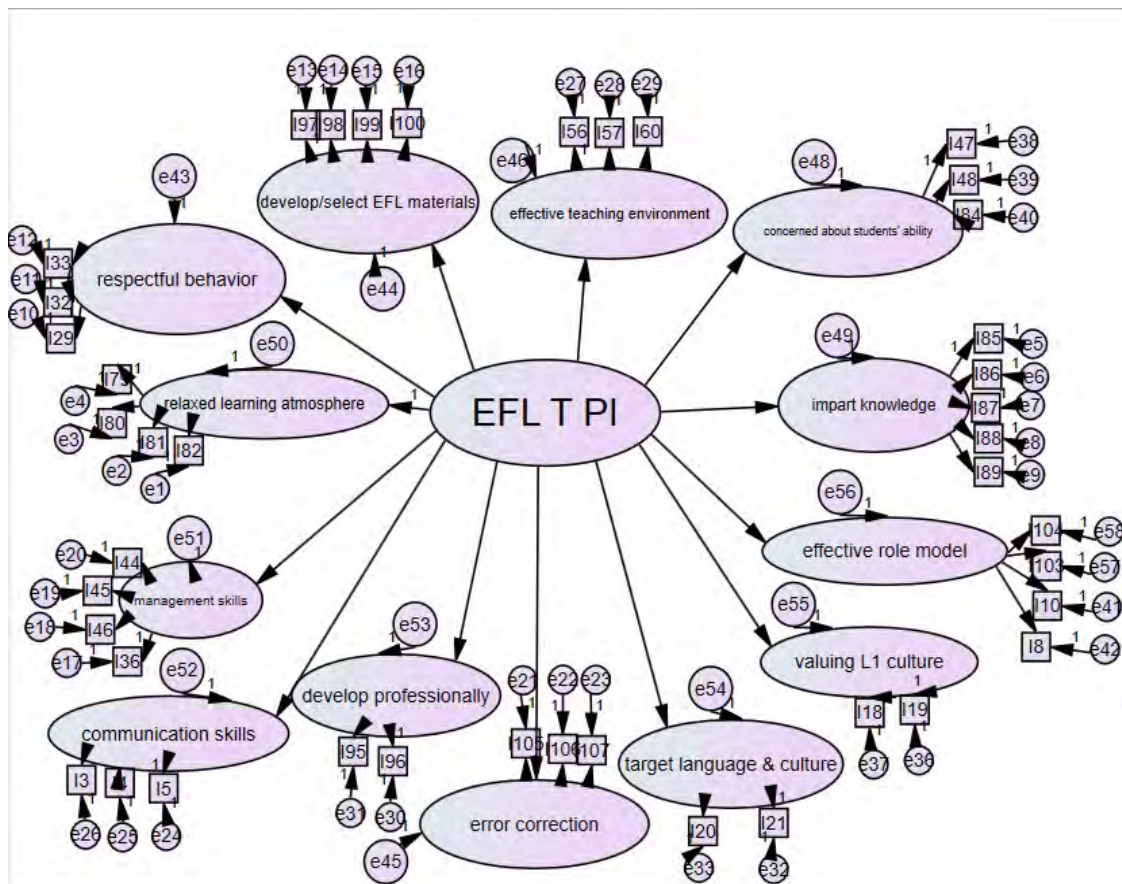

Figure 1. The model proposed by the results of the EFA with promax rotation and validated using CFA

The adequacy of the structure of the EFL teacher professional identity inventory was examined through conducting a confirmatory factor analysis for the sample described earlier. Various indices including the Root Mean Square Error of Approximation (RMSEA), Goodness-of-Fit Index (GFI), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), and Normed Fit Index (NFI) were calculated by means of AMOS version 24. According to Schumacker and Lomax (2010), the values of GFI, CFI, TLI, and NFI range from zero to one, where "zero indicates no fit" and "one indicates perfect fit"(p. 10). The value of the aforementioned indices in this study was .85, .83, .82, and .75 respectively, which indicates good fit. Moreover, according to Schumacker and Lomax (2010), the RMSEA range of .05 to .08 indicates a close fit. As for the case of the present study, the RMSEA was .05 which falls into the acceptable range. It thus can be claimed that the model fits the data.

Moreover, the factor loadings and correlations among factors were examined to establish convergent and discriminant validity. According to Huck (2012), convergent validity can be established when the factor loadings for a given latent variable are significantly high and discriminant validity is established when small factor loadings for other observed variables on that latent variable are noticed by the researcher. Close scrutiny of the correlation matrix indicated that convergent and divergent validities were also established in the study. For instance, whereas all the items loaded under component number twelve (i.e., valuing L1 culture) had considerable factor loadings, their factor loadings under the other components were too small or not conspicuous at all and therefore hidden from the matrix.

In order to establish the reliability of the questionnaire items, Cronbach's coefficient of internal consistency was utilized. The Cronbach alpha coefficient calculated to check the internal consistency of this scale was .91 which is considered as an indication of appropriate internal consistency of the items (see Pallant, 2011).

Discussion

By utilizing a sequential mixed methods research approach, the present study attempted to develop and validate an EFL teacher professional identity questionnaire (see Appendix 2). Drawing on the relevant literature, the qualitative phase of the study utilized interviews in order to provide a detailed characterization of the construct and its components. The themes that emerged from the interviews were further investigated, and most of them corroborated in the quantitative phase so that the core features would be consolidated to form relevant categories through statistical analyses.

As attested in previous research (Beijaard et al., 2000; Cheung, 2008; Henry, 2016; Johnson, 2016; Trent, 2015; Yazan & Rudolph, 2018), the results of this study also point to the multi-dimensional and complex nature of teacher identity composed of individual, pedagogical, educational, and social dimensions. The items that correspond to the individual dimension address issues such as the teacher's personality, patience, self-confidence, self-control, respectfulness, attitude toward language teaching, and voice. Regarding the pedagogical dimension, a number of the items check EFL teachers' skill in correcting student errors, managing the classroom, adapting to the level of the students, developing and adapting EFL materials for classroom use, creating a stress-free atmosphere, engaging the students in the activities, and using realia. With respect to the educational dimension, the questionnaire includes items on the teachers' tendency toward studying professional journals and attending ELT-related conferences, willingness to share his or her knowledge and experience with colleagues, and attitude toward professional development. Additionally, several items investigate the social and interactional aspects of EFL teacher professional identity (see Trent, 2015) by addressing the teachers' attitude toward the social impact of language teaching and its value, his or her attention to social aspects of teaching, and his or her relationship with students and colleagues.

More specifically, a number of the components and themes found in the present study are in line with the general features of professional identity reported in the teacher education literature. For example, *establishing effective communication* was also reported in Abu-Alruz and Khasawneh (2013), Beijaard et al. (2000), Cheung (2008), and Starr et al. (2006). Additionally, *familiarity with target language and culture* was reported in Abu-Alruz and Khasawneh (2013), Starr et al. (2006), Beijaard et al. (2000), and Cheung (2008). The literature concerning teacher identity in general also provides support for themes such as *being concerned about students' ability and development* and *serving as a role model* (Abu-Alruz & Khasawneh, 2013; Cheung, 2008; Starr et al., 2006), and *having the tendency to impart knowledge and experience* (Abu-Alruz & Khasawneh, 2013; Starr et al., 2006).

However, there are a number of other professional features that remain exclusive to EFL teachers. The novel pedagogically oriented features that emerged in the present study include *language error correction skills*, *the ability to develop or select EFL materials*, and *the ability to adapt one's language to the level of the students*. Considering the important role of culture with regard to EFL teacher identity, *familiarity of the EFL teacher with the target language and culture* and *valuing L1 culture* are important distinct features of an EFL teacher's professional identity which become pertinent to recent developments regarding language teachers' intercultural awareness (Brunsmeier, 2016). Finally, contributing to the teachers' professional knowledge and language skills, command of the target language was also found to be a distinct feature of teacher professional identity.

Conclusion

The present study was an attempt to operationalize teacher professional identity in the EFL context. As mentioned earlier, the overall findings of the study point to major themes characterizing EFL teacher professional identity namely *creating a relaxed learning atmosphere, having the tendency to impart knowledge and experience, having respectful behavior, having the ability to develop/select EFL materials, having management skills, having error correction skills, having communication skills, creating an effective teaching environment, having the tendency to develop professionally, familiarity with target language and culture, serving as an effective role model, valuing L1 culture, and being concerned about students' ability and development*. We consider this operationalization helpful since repeated use of this measure can contribute to revealing patterns in teacher identity development with respect to various independent variables (Avraamidou, 2014; Hanna et al., 2019).

Additionally, from a socio-cultural perspective, a closer look at teacher professional identity through a quantitative lens sheds light on several aspects of teacher professional agency at both individual and collective levels (Hökkä et al., 2017). The use of this quantitative instrument, alongside appropriate

qualitative strategies in a mixed design, can yield insights into how language teacher professional identity can influence or be influenced by teacher strategies (Wolf & De Costa, 2017).

This study is significant in the sense that a standard scale for assessing EFL teachers' professional identity can serve a crucial role in helping explore teachers' professional identity and offer them insights as to adopting a more strategic approach to developing professionally in the field (Hanna et al., 2019). In addition, the study has implications for language teacher recruitment, education, supervision, and development. The questionnaire, if complemented by a qualitative component like an interview or a narrative (Barkhuizen, 2016, 2017), can be used by teacher trainers, supervisors, and mentors to have a clearer picture of the developmental process of novice or more experienced teachers' professional identity—thus making it possible for them to tailor their training and feedback to the professional requirements of the teachers. Making use of an objective scale can help teachers fine-tune the interpretive subjective nature of their perceptions of teacher professional identity and achieve intersubjectivity with a balanced view, with respect to negotiating their professional identities.

The scale developed in the present study can help us capture a frame of teacher "identity performance" in a particular context assuming that identity involves "enacting and positioning of the self within specific contexts" (Pennington, 2015, p. 69). Although in a state of flux with regards to contexts and roles, teacher professional identity would have a set of core features that comprise the essence of it in relation to which peripheral elements of identity change and harmonize concomitant with individual, contextual, and socio-cultural factors (Beijaard et al., 2004). As the core and peripheral features combine in a particular EFL context, teacher professional identity becomes "a unique blend of individual teacher characteristics within the disciplinary knowledge, standards, and practices of the field" (Pennington, 2015, p. 78).

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Appendix 1

Information and Sample Extracts from the Qualitative Phase of the Mixed-methods Study

Sample extracts adopted from the qualitative phase of this mixed-methods study are presented in this appendix to provide evidence for the emerged themes characterizing EFL teacher professional identity. It is noteworthy to mention that all the names referred to in this section are pseudonyms. Moreover, gap fillers and gambits are omitted from the transcripts to enhance the readability of the quotations. Additionally, specifications of the interviewees are summarized in Tables 1-4 below.

Pseudonym	Years of Experience in ELT	University Degree	Academic Status
Ali	Above 25	Ph.D.	Full professor
Hesam	About 20 years	Ph.D.	Associate professor
Saeed	About 25 years	Ph.D.	Associate Professor
Anna	Above 20 years	Ph.D.	Associate Professor
Reza	About 15 years	Ph.D.	Assistant Professor
Amir	About 15 years	Ph.D.	Assistant Professor
Mahdi	About 11 years	Ph.D.	Assistant Professor

Table 1: Specifications of participants in Phase 1: The ELT Experts

Pseudonym	University Major	University Degree	Years of Experience as a Teacher Educator
Hadi	Applied Linguistics	Ph.D.	15
Nasim	Linguistics	M.A.	12
Aylin	English Literature	B.A.	12
Mehrdad	Chemistry	B.S.	15
Noushin	English Translation	B.A.	12
Sina	Political philosophy	PhD candidate	7

Table 2: Specifications of participants in Phase 1: The Teacher Educators

Pseudonym	University Major	University/Teaching Degree	Years of Experience as an EFL teacher
Atefeh	English Literature	Ph.D. candidate	9
Mahta	Applied Linguistics	Ph.D. candidate	15
Bahareh	Applied Linguistics	M.A. / CELTA	17
Mina	Applied Linguistics	M.A.	15
Sarah	Applied Linguistics	M.A.	9
Mohsen	Applied Linguistics	M.A.	20

Table 3: Specifications of participants in Phase 1: The Teachers

Pseudonym	Level of Proficiency	Years of Experience as an EFL learner
Hamid	Advanced	15
Shabnam	Advanced	10
Aida	Advanced	7
Elnaz	Advanced	6
Sahar	Advanced	5

Table 4: Specifications of Participants in Phase 1: The Students

Extracts

1. Having the Ability to Develop/Select EFL Materials
As the informants interviewed for this study hold, an important feature of professional EFL teachers is their ability to select an appropriate teaching material from among the ones available in the market. Moreover, they need to have the capability of tailoring the existent ones to the language needs of their students. Hesam, one of the EFL experts mentioned in this regard:

> *One of the important contributing factors to the world of professional development is the <u>ability to develop their own teaching materials</u>. In fact, <u>it is often argued that good teachers are those who develop good materials.</u>*

Saeed, another expert, stated:

> *…. In fact, it is often argued that <u>good teachers are those who develop good materials.</u> At the same time, there is the problem of teachers having the competence and ability and even time to do that. If you want my opinion, yes! <u>I could say that the process of developing the material definitely, definitely makes you a wiser teacher</u>… <u>And definitely makes you a more professional person as an EFL teacher.</u>*

2. Having Error Correction Skills: According to the interviewees, making error corrections appears to be an indispensable part of an EFL teacher's daily routine and an instance of his/ her professional identity is manifested in the way he/she deals with the learners' linguistic errors. Shabnam, one of the students recalls a teacher she considered a professional because of the way she used to correct the students' mistakes:

> *You know what? She was a professional one, not because of the way she taught English or not because she treated us kindly yet firmly. <u>What stood out about her is that she was a professional in correcting our mistakes.</u> <u>She had a unique way for almost each student and used them according to many reasons.</u>*

3. Having Effective Communication Skills: Some interviewees pointed out that a professional EFL teacher is skilled in interpersonal skills. That is, he or she is capable of establishing an effective communication with the person he or she is interacting with, including students, colleagues, managers and supervisors, and even students' parents. For instance, Ali said:

> *So, a good example could be <u>intimacy</u> and <u>having good relationships with learners.</u> In some contexts, it could be a threat to teachers' identity. But in certain other contexts, it could be a positive feature.*

Aylin, an experienced teacher and teacher educator, had a broader perspective towards this issue. Thus, she said: *"If people are honest, <u>friendly</u>, and <u>cooperative</u> and if they serve the same purpose, there shouldn't be any problems."* In line with Aylin's comments, Sina, a teacher educator and class observer, also believed that *"the <u>friendlier</u> [the relationship between people at the workplace], the more effective the profession would be".*

Hadi, as an experienced teacher educator emphasized what he calls "good communication":

> *… <u>good communication skills</u>; let's say he or she should have <u>good interaction with students</u>.*

Elsewhere during the interview, on the relationship between professional EFL teachers and their managers, Hadi said:

> *I mean <u>a professional teacher has a special policy toward his/her manager</u>. He doesn't get offended by a very minor insult from the staff or the manager. He or she tries to keep <u>a good, healthy relationship,</u> …*

4. Being Knowledgeable and Up-To-Date: Another characteristic of professional EFL teachers emerging from the interviews was being knowledgeable and up-to-date. A professional teacher, according to a good number of participants taking part in the interview phase, possesses knowledge in terms of having general, content and pedagogical content knowledge. Moreover, he or she knows about the culture of the language he or she is teaching and tries to keep his or her knowledge repertoire up-to-date by attending conferences and seminars taking place within the field and becoming a member of professional communities of teachers. For instance, Reza, an ELT expert who also used to work as a teacher and teacher educator said:

> *Teachers must be <u>willing to impart knowledge.</u> Teachers must be knowledgeable themselves, first knowledgeable and then being able to impart knowledge. Teachers must be up-to-date, <u>actually be aware of the methods of education, language teaching or any other…</u> An EFL teacher must <u>possess knowledge of the language, must be able to communicate in that language, must have a good knowledge of vocabulary, and the four skills and must actually use them accurately and fluently,</u> so on and so forth.*

On the necessity of being updated and fresh, Atefeh, one of the teachers, stated:

> *I believe that we should be constantly exposed to new things and new knowledge. Especially in our culture, we think that if I get my Ph.D. or masters, that's enough. I won't need to expand my knowledge. I won't need to go for other things. Ok, because I know English and I can teach and manage my classes there is no need to go further. That's a big problem. Because while we are getting along with the things we do in our classes, other people are getting more of that. When I'm academically achieved, the upper-hand, the managers would regard me as a professional person and that would give me an image, an already pre-determined image. That's ok, <u>she is an academic, she is a professional, she is perhaps more capable of dealing with different situations.</u>*

It was pointed out by a couple of the interviewees that having mere knowledge of English does not suffice. Rather, professional EFL teachers need to expand the scope of their knowledge in every field. This is exemplified in what Noushin, one of the experienced teacher educators stated:

> *<u>Professional EFL teachers need to be aware of the updates and trending events in the society. Yes.</u> I mean cultural, political and all. They should know something about everything.</u> Because the issue may simply come up in class and they should know what to say.*

Different interviewees referred to the necessity of taking part in academic events and being connected to academic societies as a means of acquiring specialized knowledge in the field of ELT. Thus Ali, a very experienced ELT expert said:

> *<u>Again this [taking part in academic events] is part of EFL teachers' professional identity.</u> If an individual's orientation or professional line is not collaborative, he or she may avoid social gatherings or events, these events are first social and then academic…*

Amir, another ELT expert, also said:

> *<u>When we say professional identity is your image in relation to context, colleagues, whatever, they think of themselves as belonging to somewhere, as affiliated to somewhere and one of the branches of these affiliations could be the communities they develop themselves.</u> I mean <u>they consider themselves as being part of something, and that's again a part of professional identity that you think you belong to somewhere. So, this connection is good. It consolidates your professional identity. It increases your professional identity coming from your profession.</u>*

5. Having Respectful Behavior: Another theme emerging from the interviews, characterizing professional EFL teachers as not only showing respectful behavior toward the people they are interacting with, but also respecting the rules governing their workplace. For instance, Mahta, an experienced teacher, mentioned what she calls a "golden rule":

> _They [professional EFL teachers] should have an attitude of respect and positive energy toward the people and surroundings, toward the world._ _They need to be human! I mean it's a golden rule._ _Respect others to be respected._ _This is how you should be and act toward all your colleagues, students, managers and supervisors, and even the security guard at the door!_

Considering respect as an influencing factor on improving the atmosphere of workplace, Mehrdad, a teacher educator and class observer, pointed out:

> _You have to respect your colleagues._ _Whether they are beginners, advanced and from the point of view of age, years of teaching and level of teaching. Respect is very important. You shouldn't say for example that now that I'm an advanced teacher, I shouldn't say hello to her. Rather, she should say hello. These things change the atmosphere of the workplace._

Mina, an experienced teacher, also said: "_everybody should respect._ _Without respecting each other, we cannot have a successful class and therefore institute_".

6. Being Concerned about Students' Ability and Development: According to the interviewees, a professional EFL teacher needs to assume the responsibility of teaching by taking into consideration the needs, feelings and development of their students, as one of the most stakeholders of this profession. As the interviewees maintained, an instance of such consideration could be EFL teachers' patience. For example: Nasim, one of our experienced teacher educators took a empathetic stance and said:

> _Patient, you need to put yourself in their shoes._ _And then you may think that what I would do if I were in her shoes._ _What can I say for example, if I weren't prepared for the day?_

Mahta, an experienced teacher, utilized an analogy to express what she means by caring about students:

See, you have a pack of color pencils. Would you use them all interchangeably? Would you color the sun blue because it is the first pencil you can grab? Of course not. Our children in the class are more or less like that pack of color pencils. They are unique, they have their own specifications and peculiarities. You have to distinguish their potentials and treat them accordingly. When an auditory student prefers listening to you, why do you make him or her write down loads of homework?

7. Having Management Skills: As most of the interviewees in this study admitted, a professional EFL teacher is a skillful manager. He or she needs to be able to manage critical situations and the resources he or she is provided with. A professional EFL teacher even needs to manage his or her voice, appearance, and posture in the class and as a teacher. He or she needs to have proper time management. Also, he or she needs to manage her handwriting. Providing a general account of professional EFL teachers, Nasim, a teacher educator and observer, said:

> _How relaxed you feel in the class when observing the class [indicates the teachers' sense of professional identity]._

Mahta, one of the teachers, also said:

> _A teacher professional identity is manifested in all the actions and states of the teacher, in what he does and what he does not in the class._

Hesam, an ELT expert, highlighted the significance of teachers having good handwriting and appropriate voice quality:

> _Professional EFL teachers need to have a good handwriting,_ _because students might copy what they write into their notebooks._

Surprisingly, many interviewees highlighted having a teacherly appearance, along with other features, as a characterizing feature of professional EFL teachers. The following quotations support this claim:

Aylin:

> _The teachers' appearance is very important._ _Because this is the first thing that attracts the students._ _The way they dress, look, their voice quality._ _Handwriting comes next._

Noushin:

> _A teacher's appearance is very important._ _Especially when you're working with kids and young adults. Both the appearance and clothing should be in a way that foster a lively atmosphere for kids._ _However, this should not go to extremes and have negative consequences._

Saeed:

> _…a teacher will show who he/she is by the way he/she dresses, conducts his class, and handles his students._

Amir:

> _Well, definitely they could consolidate your identity…….._ _even at times the appearance, dress code, all of these could figure into your professional identities, what competencies are required…_

8. Creating a Relaxed Atmosphere: As the thematic content analysis of the interviews indicated, professional EFL teachers are good at employing their resources and manipulating the context so their learners can experience learning in an atmosphere which is devoid of stress. Thus, Mehrdad as one of the teacher educators, said:

> _…try to create an atmosphere in which there is a comfortable medium for learning_ _and I'm here to help and if you [the students] don't do well, I'll help you. I'm not going to bash things on your head. At the end, if you fail, that's not the end. I'll be here._

Mahta also said:

> _Professional EFL teachers shouldn't create an atmosphere of tension and apprehension in the class._ _They should treat students in a way, in and out of the class, that students dare to say something to them, ask their questions or even make a compliment for example, what a nice coat! What's wrong with that?_

9. Having the Tendency to Impart Knowledge and Experience: According to the thematic content analysis of the interviews, professional EFL teachers are motivated to teach. Not only are they knowledgeable, but also they are willing to share their knowledge with anyone asking for it, including students, colleagues or even a learner who has never been his or her student. The teachers' willingness to impart knowledge should surpass boundaries. For example, Hesam, an ELT expert, said:

> _When I said generosity, I mean generosity in sharing knowledge, previous experiences._ _Some people are very stingy even when it comes to introducing a book or reference_ _and this is too bad._

Atefeh, an EFL teacher, underscored the necessity of sharing knowledge, experiences and memories with colleagues:

> _… then try to share our ideas and not even just ideas, experiences of the things that happen in our classes._ _I guess it greatly helps us. When you look at it as a joke, when you make fun of it, it becomes something that you actually embrace. When you complain about it, it becomes difficult. And I guess people also ignore those kinds of teachers who always complain about everything._

Bahareh, another teacher, also made an interesting point. She said that:

They [professional EFL teachers] should have enough capacity to learn new ideas and transfer it to others. Some teachers learn a lot but do not like to share the information with others.

Reza, too, highlighted the mentoring aspect of the teaching career:

… a person who can actually internalize this, develop a teacher-like character, you develop a kind of mentoring character, and you will develop a kind of character who is always helpful, who tries to be a good guide, who tries to actually teach what he or she knows to other people.

Saeed, one of the experts said:

…professional identity in teaching means having a sense of pride in your activity as a teacher and at the same time having an acceptable standard of classroom performance.

10. Serving as an Effective Role Model

The last feature emerging from the interviews characterizing professional EFL teachers is that they can serve as role models, usually because of their distinctive teaching methodology, impressive character or sometimes both. Highlighting the influential role that teachers play, Reza said:

You know that teachers are like mentors. I mean the job of teaching is very much different from other types of jobs, like engineers or doctors or shoe makers or book sellers. Teachers are like prophets as they say. So, actually this is the important part of the issue. When you're dealing with human beings and they're looking at you, and sometimes you're the model, they follow you. So, you're the guide. You're the light-giving source. So, if you lead them toward the darkness, then, I suppose that is not something which is professional.

Aylin stretched the significance to the wider society, somewhere beyond a language institute or university.

Look, untidiness, teacher's life out of the classroom, you know a teacher remains a teacher. And if this teacher meets his students out of the classroom context, one should not forget that you're still the teacher of this person. You shouldn't let yourself move out of the frame in which that person has put you.

Ali, one of the experts, beautifully referred to the role of teachers as "educationists" and not simply teachers.

Because he/she is initially an educationist, then a teacher and then an EFL teacher. So, if the teachers limit the zone of their identity to teaching language per se, I think they are not doing their job description as teachers. The ultimate goal of teaching is not to train people but to educate people. And education includes all corners of a person's characteristics, thoughts, behaviors, feelings.

Mahta, an EFL teacher, made a nostalgic flashback to childhood teachers to highlight the dominant role played by teachers.

On one hand, they train the next generation which is the long-term effect of their job. Their short-term effect is that their students, especially teenagers imitate each and every action of their teachers, willy-nilly. The way they dress, think, behave, sit, walk, everything you can think of it can be imitated by the students, especially young learners.

Appendix 2

English Language Teacher Professional Identity Inventory

Dear colleague,

This inventory is part of a study aiming at expanding our knowledge of English language teacher professional identity. The statements below reflect perceptions of your identity as an English teacher. Please indicate the degree to which you agree with each statement by checking (✔) the corresponding box. This is not a test. So, there is no right or wrong choice. Please provide your answers thoughtfully and sincerely as only this will guarantee the success of this investigation. The results and findings will be used for research purposes only!

Thank you very much for your help. :)

	As an English language teacher, ……	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
1	I employ all my resources to create a stress-free environment for my students.					
2	I am known to have a comforting voice.					
3	I am known to have a reassuring personality.					
4	I encourage my students to foster a sense of achievement in them.					
5	I try to engage my students in the teaching procedure.					
6	I am willing to share my teaching experiences with my colleagues.					
7	I am willing to share my learning experiences with my students.					
8	I am willing to share my knowledge with students.					
9	I am willing to help the students who come to me for help even if they are not my own students.					
10	I respect my colleagues' opinions.					
11	I respect my manager's decisions.					
12	I abide by the rules of my workplace.					
13	I can pinpoint the appropriate material for my students from among the materials available.					
14	I can modify parts of the material I am teaching on the basis of my students' needs.					
15	I can develop supplementary EFL materials to help my students learn better.					
16	I use appropriate realia (pictures, video or audio files, etc.) in my classes to facilitate learning.					
17	I do not lose my temper when I have to explain a point several times.					
18	I am patient when my students are not listening to me.					
19	I am patient when my students make unreasonable requests, such as being absent more than what is allowed.					
20	I do not panic when I face a classroom problem.					
21	I can choose the appropriate error correction technique on the basis of the skill (e.g., Reading) or sub-skill (e.g., Pronunciation) I am teaching.					
22	I can choose the appropriate error correction technique on the basis of my students' learning type (such as auditory, visual, kinesthetic, etc.).					
23	I can correct my students' errors without making them feel uncomfortable.					
24	I can establish a friendly relationship with my students.					
25	I can establish a friendly relationship with my colleagues					
26	I can establish a friendly relationship with the supervisors and managers at my workplace.					
27	I try to add some excitement to my tone of voice by varying the pitch, the intonation pattern, and the volume.					
28	I enunciate my words to make sure I am understood by everyone.					
29	I can adapt my language use to my students' level of language proficiency.					
30	I like to study practice-oriented, international EFL journals (e.g.,, ELT Journal).					
31	I attend ELT-related conferences and seminars.					
32	I believe I need to have high proficiency in the English language.					
33	I believe I need to know about the culture of the language I am teaching.					
34	I am happy to be a teacher.					

35	I believe in what I am doing.					
36	I believe my job as a teacher can positively change lives.					
37	I believe I am contributing to the education of mankind.					
38	I find it necessary to know about what is going on in the society in which I live.					
39	I keep updating my knowledge about the first language culture.					
40	I am patient when weaker students are trying to catch up with the class.					
41	I remind myself that every student is not expected to learn as quickly as others.					
42	I appreciate my students' slightest improvements.					

Respondent's Background

Name (optional)………………………

Age   <20   20-25   26-30   31-35   36-41   42<

Gender   Male   Female

Country and city of residence   …………………………………………….

University degree   B.A.   M.A.   Ph.D.   Other (Please specify): …………………….

Major:

English Language Teaching (ELT)   English Translation

English Literature   Other (Please specify): …………………….

Years of experience in ELT   <1   1-2   3-5   6-10   11-15   16-20   21<

Email address (If you would like to be informed of the findings of the study):

……………………………………………………………………………………… .