

## 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

Hashemi, M. R., Karimi, M. N., & Mofidi, M., (2021). Developing and Validating an EFL Teacher Professional Identity Inventory: A Mixed Methods Study. *MEXTESOL Journal*, 45(1).

## 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 ability to develop their own teaching materials. In fact, it is often argued that good teachers are those who develop good materials.*

Saeed, another expert, stated:

*.... In fact, it is often argued that good teachers are those who develop good materials. 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! I could say that the process of developing the material definitely, definitely makes you a wiser teacher.. And definitely makes you a more professional person as an EFL teacher.*

**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. What stood out about her is that she was a professional in correcting our mistakes. She had a unique way for almost each student and used them according to many reasons.*

**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 intimacy and having good relationships with learners. 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, friendly, and cooperative 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 friendlier [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":

*... good communication skills; let's say he or she should have good interaction with students.*

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

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

**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 willing to impart knowledge. Teachers must be knowledgeable themselves, first knowledgeable and then being able to impart knowledge. Teachers must be up-to-date, actually be aware of the methods of education, language teaching or any other... An EFL teacher must 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, 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, she is an academic, she is a professional, she is perhaps more capable of dealing with different situations.*

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:

*Professional EFL teachers need to be aware of the updates and trending events in the society. Yes. I mean cultural, political and all. They should know something about everything. 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:

*Again this [taking part in academic events] is part of EFL teachers' professional identity. 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:

*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. I mean 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.*

**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 an 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.