



# **EAP Teacher Identity as Pedagogy: The Impact of Emergency Remote Delivery on Our Teaching Practices**

**Dr. Plamen Kushkiev, EdD**

**June 1, 2024**

# Presentation Outline

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- What's your professional/academic role?
- Conceptualizing ELT Teacher Identity
- Themes & Complex Interplay of Constructs
- Some Study Results
- Reflections & Food for Thought
- References
- Your Takeaway from the Session Today
- THANK YOU and Contact Information



Vidnoz

# Who am I (becoming)?

- EAP & COMM professor at George Brown College & Seneca Polytechnic
- Doctor of Education (U of Sheffield, UK)
- Life-long learner
- Researcher in EAP/ESL teacher identity
- AI Enthusiast

- Plamen Kushkiev, EdD
- Home
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Welcome to my digital portfolio!



Image by Deya AlShebley

Dr. Plamen Kushkiev (he/him) has facilitated EAL (English as an Additional Language), EAP (English for Academic Purposes) and communication skills courses at tertiary institutions for 16 years in Europe, the Middle East and Canada. His research interests centre around EAP teacher identity, EAP pedagogy, teacher professional learning, humanizing the EAP/EAL classroom and re-conceptualizing the effect of EAP teacher identity on the teaching practice, curriculum design and interaction with the learners. His most recent research focus is placed on critically evaluating the effect of EAP teacher perceptions of their own identity negotiation and potential conflict between the identity facets which can inform a more inclusive EAP pedagogy, approached through the Universal Design for Learning (UDL) framework. An AI enthusiast, Plamen has completed a certificate in AI for Teaching and Learning from Ontario Tech University and is actively exploring AI-based approaches to enhance learning in the EAP classroom. He has presented at national and international TESOL conferences, webinars and professional development events. He is actively engaged in local and transnational communities of practice and welcomes collaborative opportunities for research, presentations and teacher development projects.

[Link to portfolio](#)

# Language Teacher Identity

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- Take a moment to reflect on the following question:
- How do you define your teacher/professional identity?



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# My research interest in EAP teacher identity

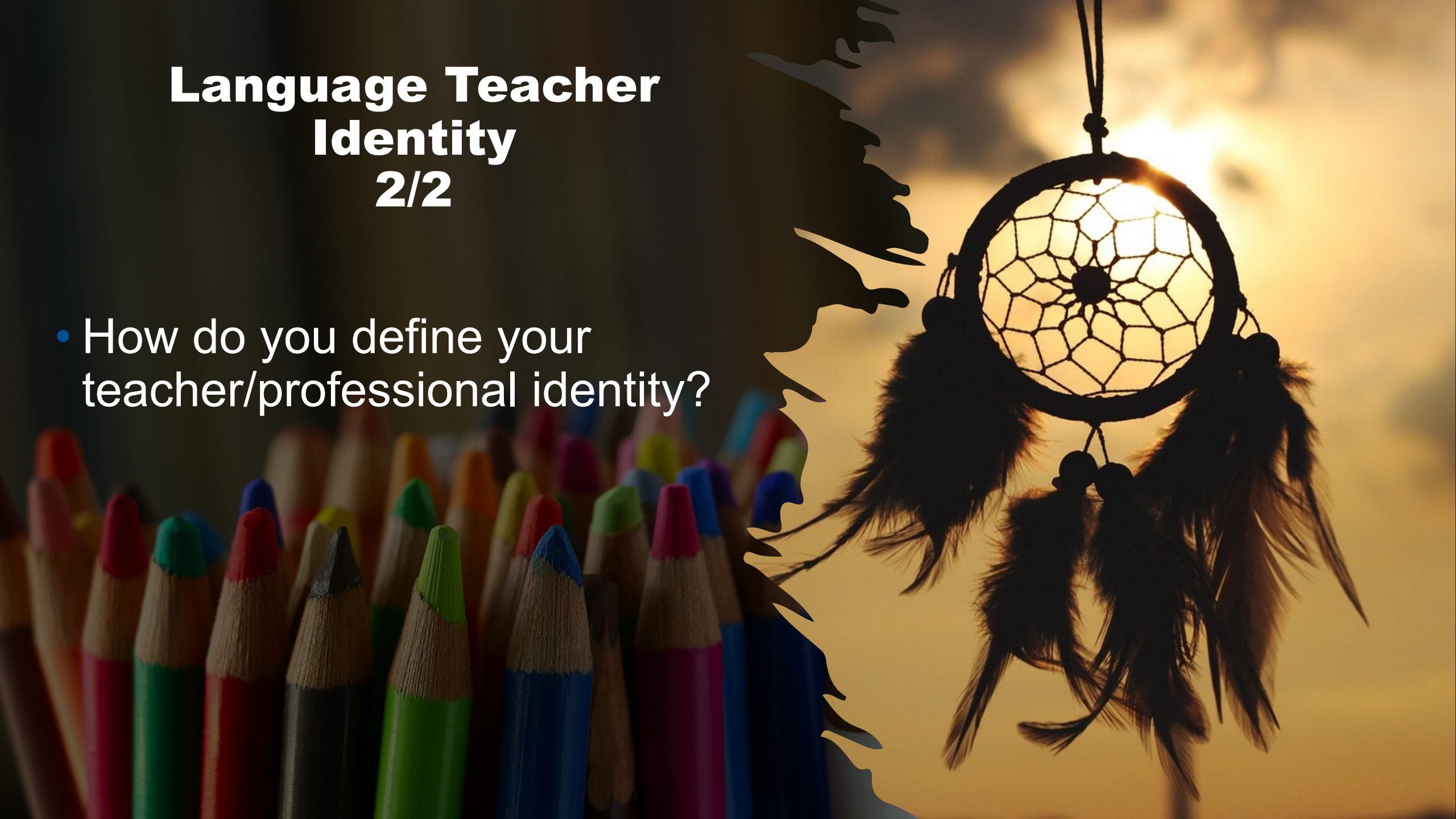
- Completed my EdD in Higher Education Studies in 2022, U of Sheffield, UK
- Explored my perceptions of EAP T identity<> my pedagogical realizations
- Conflict b/n identity facets (Barkhuizen, 2017)
- How I perceive myself (**reflexive**), how I want my Ss to see me (**projected**) and how they (probably) see me (**ascribed**) (Benson et al., 2013)



[Source: U of Sheffield website](#)


# Language Teacher Identity 2/2

- How do you define your teacher/professional identity?



# Conceptualizing ELT Teacher Identity

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- Since 'the social turn', increased focus on sociocultural aspects; integral part of teacher learning
- Adoption of post-structural, sociocultural and narrative approaches to study LTI
- LTI shapes pedagogy & interaction with learners; negotiated through language
- Identity as evolving, dynamic, context dependent 
- Transformational & transformative for pedagogical practices
- **Intersectionality**: cognitive, social, raciolinguistic, emotional, autobiographical





# Composite Conceptualization

(Barkhuizen, 2017)

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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**. LTIs are **being** and doing, feeling and imagining, and storying. They are **struggle** and harmony: they are **contested** and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others. They are core and peripheral, **personal and professional**, they are dynamic, **multiple**, and hybrid, and they are foregrounded and backgrounded. And LTIs **change**, short-term and over time— **discursively** in **social interaction** with teacher educators, learners, teachers, administrators, and the wider community, and in material interaction with spaces, places and objects in **classrooms**, institutions, and **online**.

(p. 3, highlights added)

# My conceptualization of LTI

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‘I understand language teacher identity as a complex construct, which has a **solid base** but a **porous surface**. It constitutes an essential element of the teacher’s persona, but requires a **reflexive introspective look, continuously and systematically**. It is negotiated and constructed through the interaction with the **self, other agents, and social environment**. It is **malleable**, and comprises different **facets**, defined by the social, political, and cultural specificities of the context. It is **everchanging** and **evolving** and determines the **pedagogical decisions** of the teacher.’

[Kushkiev \(2022, p. 30\)](#)

(highlights added)

# Benson, Barkhuizen, Bodycott & Brown (2013)

In my research: social constructivist view of identity formation:

- **Embodied** (inside my body)
- **Reflexive** (how I view myself)
- **Projected** (the image I project of myself)
- Recognized (how people [may] see me)
- Imposed (the image people [may] ascribe to me)
- **Imagined** (how I like to see myself [professionally])
- Culturally embedded terms: gender, ethnicity, sexuality, race, social class

(highlights added)

# Doctoral Research

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## Autoethnographic study

### Set 1

- 2 weeks of data generation, reflecting on an in-person advanced EAP class
- COVID-19 disrupted journal writing during the forced pivot
- Reflection became more organic, unstructured during the pivot

**Data Set 1**  
**March-April 2020**

## Teacher Learning Journal (Moon, 2006)

### Set 2

- Increased focused on perceptions of language teacher identity
- 1 year into online teaching
- Conceptualizing role as online EAP teacher/imagined identity

**Data Set 2**  
**April-May 2021**

# Themes and Codes

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Table 2 Themes and Codes

Theme	Codes
<b>Theme A:</b> Constructing reflexive and projected identity facets through language	Code 1: use of pronominals Code 2: use of tense, voice, and aspect of verbs Code 3: use of certain verbs and modal verbs
<b>Theme B:</b> EAP teacher learning	Code 1: use of Web 2.0 tools Code 2: adaptation of teaching approach Code 3: effect of assessment on teaching
<b>Theme C:</b> EAP teacher role identity	Code 1: EAP teacher as Manager (adapted from Farrell, 2011) Code 2: EAP teacher as Professional (adapted from Farrell, 2011) Code 3: Effect of my employment status on my self-image as EAP teacher

# Complex Interplay of Constructs 1/2

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**Theme A:** Constructing reflexive and projected identity facets through language

Code 1: use of pronominals

Code 2: use of tense, voice, and aspect of verbs

Code 3: use of certain verbs and modal verbs

- Assumed an empowered position > **othering** in the virtual space
- Reverted to **T as Manager role** (Farrell, 2017) > created a virtualized T-centred learning environment
- Identified a **conflict** in identity facets > struggle to *become* an online EAP teacher
- Fragmented image of my **imagined identity** as an EAP teacher

# Complex Interplay of Constructs 2/2

**Theme C:** EAP teacher role identity

Code 1: EAP teacher as Manager (adapted from Farrell, 2011)

Code 2: EAP teacher as Professional (adapted from Farrell, 2011)

Code 3: Effect of my employment status on my self-image as EAP teacher

- Dominant ESL teacher identity has shaped my *becoming* an EAP Teacher
- Conflict identified in my **professional self-image** > Who am I *being* and *becoming*?
- EAP specific pedagogies requires a critical analysis of forces and values at **all three levels** (classroom practice; institutional policies; government or ministry policies)



# 'Who I am is how I teach' (Farrell, 2017)

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Principles, Beliefs  
and Philosophies

Training & Previous  
Experience

**ELT Identity as  
pedagogy**



Perceptions of self,  
my teaching practice,  
classroom role, and  
community  
positioning

Raciolinguistic  
aspects



# Study results

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## Identity negotiation: a site of struggle

- Conflict between reflexive and projected identity facets > fragmented imagined identity of online EAP teacher

## Struggle to *become an on-line EAP teacher*

- Solid ESL teacher identity, lack of professional pre-service EAP teacher training

## Assuming the position of power during online teaching

- Emergency remote delivery disrupted pre-pandemic communicative lesson frameworks

## Need to develop EAP-specific teaching methodology

- Enrich my EAP teacher knowledge base, adapt my pedagogical realizations to reflect EAP classroom specifics

# To what extent do you think your ELT identities can shape your T practices?

- Have you ever reflected on the ways in which your identity negotiation can inform your pedagogies?

**Yes/ NO/ Somehow/ Not Sure**

- To what extent do you believe your LTI can be shaped by your perceptions of self?

**Large Extent/ Somewhat Important/ No Impact/ Not Sure**



# Some final reflections and food for thought 1/2

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- Language teacher identities are **fluid, complex, mouldable**, constantly re-negotiated and re-constructed
- They **shape** our pedagogies, approaches to assessment and interactions with the learners
- Their facets may be in **conflict**, which impacts our **imagined** identities and how we position ourselves in places, spaces and time
- How we perceive ourselves, and what **pedagogical approaches** we adopt in the in-person class may be different from our self-image in the virtual and hybrid classes
- Critical and honest reflection on our identities is essential for our continuous **teacher learning** and **development**

# Some final reflections and food for thought 2/2

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- T & L are emotionally charged activities by nature

([Abou Assali & Kushkiev, 2016, p. 20](#))

- Using autoethnographic accounts, EAP teachers may gain **deeper insights** on how to draw upon ESL teaching experience and adapt it to cater to **EAP learners' academic needs**
- Engaging in continuous **critical, *honest* and reflexive reflection** on re-conceptualizing **EAP TI as pedagogy**, and its effect of LTI on teaching practices
- Sudden shift from a L-centred to T-centric pedagogy in the virtual learning space
- EAP instruction should emulate university studies: **balanced power** b/n professor and students: the learner is at the **centre** of instruction, assessment and curriculum development

# Select References 1/2

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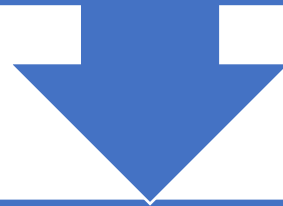
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# Your takeaway from the session today

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What is YOUR key take-away or  
(re-)conceptualization of LTI?



What does this mean for YOUR teaching  
practice?

# THANK YOU!

Please contact me with  
comments, Qs, ideas for  
collaboration.

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