English for Academic Purposes Teacher Identity Negotiation, Positive Emotions, and the Act of *Becoming*

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ABSTRACT

This reflective article presents a critical analysis of doctoral study results, which shed light on how the researcher's perceptions as a Canadian English for Academic Purposes (EAP) educator during the sudden and dramatic pivot to emergency remote teaching in 2020 and 2021 informed his teaching realizations in virtual spaces. These perceptions were recorded in a teacher learning journal (Moon, 2006) after facilitating online classes with intermediate-level learners in March and April of 2020 and April and May of 2021. Utilizing autoethnography as a research method, the study explored how the researcher's critical reflections as an EAP educator informed his teaching practice in the public college setting in Ontario, Canada. It also foregrounded the pivotal role that teacher emotions played in re-negotiating his EAP teacher identity and sense of professional *self* as he navigated the shift to virtual instruction. This article therefore weaves together the author's doctoral research implications of EAP teacher identity and critical reflections on positive emotions and their constitutive role in shaping his professional identity roles. The study results offered three main implications for language educators: identity negotiation shapes pedagogical practices; reflecting on educators' identity facets is closely related to their experiences of positive emotions, which can inform pedagogical decision-making; and language educators should continuously and critically reflect on the role their identity facets play in adapting teaching practices in times of major disruptions such as the global pandemic. This research paper therefore offers a critical reflective analysis of the doctoral research the author concluded in 2022 and serves as a provocation for language educators to critique the study findings and transfer pedagogical insights to their contexts.

Keywords: English for Academic Purposes, Teacher Identity, Autoethnography, Positive Emotions

Purpose Of Article

In this reflective article, I will first discuss how language teacher identity (LTI) has been conceptualized in the literature. I will then justify the decision to select autoethnography as the research method after Ellis (2004), after which several important implications for the theory and practice of teaching EAP and English as an Additional Language (EAL) will be offered. The paper will also outline the role of positive emotions as conceptualized by Fredrickson's broaden-and-build theory of positive emotions (2003; 2013) and their facilitative role in shaping teachers' pedagogical realizations and identity negotiation. The article will end with specific recommendations on how the critical reflections on EAL and EAP teacher identity roles and positive teacher emotions can shape teachers' pedagogical realizations in both in-person and virtual learning spaces.

BACKGROUND OF STUDY AND TOPIC SELECTION

This paper highlights some of the important study results and research implications of my doctoral thesis, which explored my perceptions as an EAP educator when the COVID-19 pandemic forced educators and learners to shift to emergency remote delivery in 2020 and 2021. I suggest that the reflections and implications I constructed out of my research data will resonate with EAP, EAL, and ELT (English Language Teaching) professionals in educational contexts with multilingual and multicultural educators who teach languages in translingual settings.

This article weaves together my *honest*, critical, and disruptive narrativized portrayal of my lived experiences, social identities, and teaching principles as I navigated the pivot to online teaching in 2020 and 2021. I utilized

Farrell's (2015) framework for reflecting on practice to subject my pedagogical beliefs and teaching philosophy to a critical scrutiny as I grappled with the uncomfortable reality of *being* and *becoming* a *manager* of the virtual classroom rather than a *facilitator* of language learning. I borrowed from Farrell's (2011) professional role identities classification to make sense of my newly formed role as a *manager* of the virtual learning space as opposed to my formerly perceived role as a language facilitator in the brick-and-mortar classroom before the pandemic. After several years of facilitating both fully online and hybrid classes as an EAP professor and adult educator in Ontario, Canada, my doctoral study reflections and results continue to inform my interaction with the learners, approach to course design and lesson planning, as well as my investment in adapting assessment *as* learning (Weimer, 2013).

There is a consensus in the literature that language teacher identities are fluid, dynamic, and multi-faceted (Kushkiev, 2022), and that teacher emotions are an essential component of teachers' perceptions of professional and personal identities (MacIntyre & Mercer, 2014). Although my research study did not explicitly analyze how my understanding of positive emotions may have influenced my pedagogical decisions, it is important to explore the facilitative role emotions can play in all aspects of EAP teachers' practices. The reflections, implications and ideas presented in this paper can therefore serve as a provocation to ELT and language educators to decide to what extent my research results resonate with their experiences and positionalities. By doing so, they can reflect on specific action tendencies that the experience of positive emotions can trigger in their teaching realizations. Such reflections can inform ELT and EAP educators' approaches to curriculum design, lesson planning, learner interaction, and formative assessments.

DEFINITION OF TERMS AND LITERATURE REVIEW

The constructs and terms used to inform my reflections in this paper are informed by the research questions I created to conduct my doctoral study in 2020 and 2021:

1. From an autoethnographic perspective, how has the perception of my identity as an EAP teacher evolved over my teaching period at a Canadian public college?

2. How have my identity as an EAP teacher, and my pedagogical beliefs, evolved in the face of moving teaching online during the COVID-19 pandemic?

3. What factors have influenced the realizations of my pedagogical beliefs in an online context?

(Kushkiev, 2022)

Conceptualizing Language Teacher Identity

The construct of language teacher identity has gained much traction in the literature since the social turn in the 90s and has thus been conceptualized through sociocultural and poststructuralist theoretical and methodological lenses. Communities of practice (Lave & Wenger, 1991) and social identity theory (Tajfel, 1978) have also created a fertile ground for narrative approaches to be foregrounded in defining and theorizing the slippery term of language teacher identity. For language educators it is important to reflect on their perceived professional roles as well as the roles that their learners and institution might assign to them as educators. Because identities are socially constructed and are negotiated when interacting with other social agents and non-human elements such as technology, they are closely intertwined with educators' teaching principles and can inform their pedagogical realizations.

Informed by Varghese et al.'s (2005) seminal work, my theoretical and methodological position also draws on Benson et al.'s (2013) as well as Barkhuizen's (2020) conceptualizations that LTI comprises at least 7 main facets: a) one's embodied identity; b) reflexive identity, or how one perceive the *self*; c) projected identity, or the identity one projects to others; d) recognized identity by other social agents; e) imposed identity as ascribed by other agents and sociopolitical entities; f) imagined identity, or how one views the *self* in future contexts and spaces; and g) culturally embedded terms in sociocultural contexts such as gender, sexually, social class, and ethnicity. It becomes evident that educators' reflexive and ascribed identity facets might not be aligned in social

interactions. In other words, the professional identity that educators might negotiate for themselves could be different from the image that their learners and other stakeholder construct. This necessitates a continuous and reflexive exploration of the role that one's identity negotiation might have on their teaching realizations.

Current approaches to the exploration of LTI are informed by the social constructivist view of identity construction, recognizing the role of teacher agency as educators negotiate their sense of *self* in their ecological view (Edwards, 2020) of their practices. Teachers negotiate their professional sense of identity as they navigate and implement policies and practices in their classrooms (micro level), their institutions (meso level), as well as the ideological discourses that permeate through established frameworks and sociopolitical orientations at the macro level of provincial or federal legislatures. It becomes evident that EAL teachers' professional lives constitute an intricate interplay of assumptions, beliefs, principles, and ideologies, at all three levels of their practices. It is therefore important for language educators to continuously negative their sense of the professional *self,* particularly in unplanned and disrupting circumstances such as the sudden pivot to emergency remote delivery in 2020 and 2021.

To be able to operationalize the slippery construct of LTI, my understanding of and approach to exploring LTI draw upon Barkhuizen's (2017) composite conceptualization, which effectively highlights the "cross-disciplinary and cross-contextual orientations of LTI research" (Kushkiev, 2022, p. 23):

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.

(Barkhuizen, 2017, p.3)

I subscribe to the current focus of published research that LTIs are socially constructed and continuously negotiated in interaction with teachers' perceptions of their own selves, their learners, established course syllabi, utilized technology, as well as other stakeholders such as administration and policy makers. The sociopolitical and ideological values at play at each level of teachers' ecological view of their practices—micro, meso and macro—also factor into their continuously reconstructed identities.

At the macro level of analysis, the dominant neoliberal and academic capitalistic (Ball, 1998) values, in addition to the slide to performativity (Barnett, 2004), which the Canadian higher institutions have engaged in, can also shape ELT educators' sense of professional identity roles. Many ELT educators are placed in precarious academic positions having to juggle several part-time teaching roles, which may jeopardize their opportunities for continuous development and teacher learning. In EAP contexts, such practices and policies can deprive EAP teachers of their professional agency and position them at the edge of academia (Ding & Bruce, 2017). They negotiate their sense of professional *self* in all their interactions with their students and institutions of higher learning, which is the main reason for the increased interest in this important topic.

It is therefore my position that studies such as this article, which draws upon my doctoral research, can create dialogic spaces for educators and other stakeholders to reflect on and make sense of their identity roles and professional positioning considering their current employment and academic contexts. LTI continues to receive an increased interest in the literature because both educators and learners are of diverse backgrounds, as Corcoran and Williams (2021) suggest. Against the backdrop of the precarious positions of ELT educators in Canada and similar settings, my engagement with the literature on LTI has identified a research gap, which highlights the lack of a systematic investigation into EAL and EAP teacher identities, particularly in the Canadian public college context.

The following section will discuss another essential element of LTI negotiation: teacher emotions. I will draw

upon one theory within the positive psychology field to suggest specific ways in which certain positive emotions can foster a deeper and more systematic reflection on teacher identity roles as pedagogy.

Teacher Emotions and The Broaden-And-Build Theory of Positive Emotions

The other important construct that addresses the purpose of this paper is positive teacher emotions. My understanding of and position toward defining positive emotions is informed by Fredrickson's broaden-and-build theory (2003; 2013), which suggests that certain discrete positive emotions have the capacity to broaden people's thought-action repertoires and stimulate cognitive processing faculties. When teachers are in the state of a broadened mindset, they may feel more inclined to engage in socially approaching behaviours and collaborate more actively with other social agents such as their learners and fellow educators.

Similarly, Kushkiev (2019) suggests that the implications of this theory can complement Krashen's affective filter hypothesis (1982), allowing teachers to filter down and lower their levels of experienced anxiety when navigating uncharted terrains such as emergency remote delivery of their classes. Such insights can offer important coping mechanism techniques to educators who may feel overwhelmed when teaching in different formats and modalities, such as hybrid or HyFlex (hybrid-flexible). These new modalities can offer flexibility and cater to learners' variability more effectively, but they can also position educators in challenging teaching situations. Becoming more aware of positive emotions' ability to create pro-social behaviour and perceiving current challenges as learning opportunities can allow educators to broaden their thought-action repertoires (Fredrickson, 2003) and engage in deeper learning.

There has been an increased focus in the literature on teacher emotions and teacher well-being that draws on Hargreaves's (2000) important work on emotional geographies of teaching, which positions emotions as an essential component of teaching. Hargreaves' (1998; 2000) seminal work laid the foundation of a deeper understanding of how teachers' interaction with the learners is shaped by socio-political, ethical, and professional factors in learning spaces. The current research focus in the published works is placed on how teacher emotions impact cognition and drive action, conceptualizing teaching as emotional labour. Theoretical and practical insights from humanistic and positive psychology allow for a more nuanced understanding of teacher and learner emotions in EAL and EAP settings.

MacIntyre and Mercer (2014) claim that studying cognition and affect as foundational aspects of humanistic approaches to language teaching and learning can inform a more holistic view of learning and language learners. This position resonates with the current post-structuralist orientation of LTI research, placing the *self* as the central construct of inquiry. It can thus be concluded that both EAL and EAP teacher identities and positive teacher emotions are dynamic, evolving, and negotiated in social spaces, places, and contexts. To construct a more nuanced image of teacher identities, it is necessary to understand what positive emotions the teacher perceives, and how such emotional states, albeit fleeting and difficult to pinpoint, inform their sense of identity.

To illustrate, Barkhuizen (2017) places the focus on emotions as an integral part of one's identity in his composite conceptualization: "Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical" (p.3). It is my position that insights from Fredrickson (2003; 2013) can complement the current research orientation of LTI as one that can drive teachers' pedagogical decisions and inform their approaches to lesson planning, interaction patterns, and assessment. Yazan and Lindahl (2020) also underpin the importance of personal and professional intricacies when teachers make sense of, enact, and project their identities. The researchers draw on previous two decades of research into LTI to explore and perceive language teaching as identity work that can drive teacher professional learning, their engagement in communities of practice, and reflection on their social identities.

Therefore, I subscribe to the position that language teaching and teacher professional learning is identity work; identities are multiple, fluid, dynamic, and multi-faceted; teacher emotions constitute an essential element of their view of professional roles and pedagogical realizations. When ELT educators reflect on their perceived positive emotions such as joy, interest, amusement, and contentment, they are more likely to make a better sense of their teacher identity roles construction as they navigate different teaching contexts and delivery modes. Positive emotions are therefore conceptualized as crucial building blocks of teachers' sense of professional roles

and teaching realizations. Exploring the self-perceived roles of positive emotions and their action urges can shed more light on teachers' conceptualization of their identities as pedagogies.

Author's Experiences and Positionality

The critical reflections presented in this paper are based on the doctoral study I completed in 2022. As discussed in the introduction, my interest in the construct of LTI was sparked after the sudden transition to virtual instruction in March 2020. I was in the process of generating data in the form of reflective notes that I took after teaching the daily class during the March-April 2020 session and a year into online teaching during the May-June 2021 session. The critical reflections and pedagogical insights of this paper represent an updated review of the constructs and theories presented in the previous sections of this article.

Research Method and Data Collection

Informed by Ellis's (2004) evocative type of autoethnographic writing, I utilized Farrell's (2015) framework for reflecting on practice to first engage in a deeper and more meaningful reflection on my teaching beliefs and practices. I borrowed from Moon (2006) and created prompts in a teacher learning journal, in which I reflected after teaching each in-person and virtual class. This type of reflective writing helped me to delve into more implicit assumptions and beliefs I had about teaching, adult education, and learner engagement. It also facilitated a more systematic reflection on theories, principles and philosophies that had shaped both my own teacher learning and my pedagogical realizations prior to the pandemic.

To generate data, I created prompts to facilitate my reflection after teaching each virtual class. However, in most of the reflective notes, I only partially addressed the prompts because I aimed for the reflections to be fully responsive to my understanding and experiences with each class. I considered my reflective notes as a teacher learning journal after Moon (2006) and engaged in critically narrativizing my teaching experience. Borrowing from Ellis' (2004) evocative as well as Anderson's (2006) analytical forms of autoethnography, I developed my approach to generating and analyzing the data as a process of *becoming* reflexive of my positionalities, principles, and vulnerabilities as an autoethnographic researcher and practicing language educator.

The construct of *becoming* is italicized in this manuscript to indicate a slippery concept of making sense of my own identity negotiation as I pivoted to online instruction. I was in a continuous state of *being* and *becoming* an EAP educator in virtual spaces although I did not consider myself fully prepared for this role. I took an introspective explorative dive into "my tacitly held assumptions" (Kushkiev, 2022, p. 71) about facilitating in-person and online EAP classes, adapting my teaching approach and principles to be more learner-focused and humanistic in addition to customizing assessment to be reflective of the new virtualized reality. I understood my reflexive, projected and imagined identity facets (Benson et al., 2013) to be in conflict, which created the continuous sense of *becoming* a more effective facilitator of online classes.

My explorative approach to conducting this research allowed me to incorporate elements of several frameworks, theories, and templates, which I customized to better capture the realities I was placed in as a Canadian EAP educator. As explained at the beginning of this section, I started my data generation process by employing Farrell's (2015) framework, after which I adapted Moon's (2006) approach to creating a teacher learning journal. The prompts that I used in my journal were adapted after Ho and Richards (1993) and incorporated into my reflective writing based on Farrell's (2015) framework for reflecting on practice. My intention was to use these models as templates but to adapt the prompts in a way that my reflections can be as spontaneous as possible, without necessarily being adapted to address any aspect of my teaching realizations.

I approached the process of writing and analyzing my narrative data as a method of inquiry (Richardson, 2002) as I developed my critical reflexivity (Berger, 2005). This process of *becoming* made me more aware and open to the complexities of my teaching practice and the challenges I embraced during the unexpected transition to online instruction. I intended to configure codes and themes out of the data, so I actively engaged with the theories, concepts and constructs I was able to identify in my reflections. As a result, I led the data to guide me in my approach to data analysis and the creation of results and implications for the theory and practice of EAP teaching in Canada and beyond.

Data Analysis and Role of Position Emotions

I generated two tranches of data: the first set was created in March and April of 2020, and the second one was created a year into online teaching in April and May of 2021. The journal entries became more organic and less structured as I developed my ability to reflect in the journal. I analyzed my data and considered different concepts and constructs to highlight in my analysis. Braun and Clarke's (2006) thematic analysis method created a dialogic space to shuttle back and forth along the data when I engaged in complete coding of the data. Each of the reflections I generated according to Farrell's (2015) framework addressed various aspects of the philosophy, principles, theories, practice, and beyond-practice levels of my analysis. It became easier to make sense of how my perceptions as an EAP educator were shifting and how the image of my imagined identity remained fractured with permeable boundaries.

Adopting Ellis' (2004) evocative autoethnography highlighted the role of emotions in shaping my perceptions of reflexive, projected, and imagined facets of my identity (Benson et al., 2013). I believed that I was able to create a synergy between my assumptions about knowledge and the socially constructed reality with my adoption of autoethnography and adaptation of Farrell's (2015) framework for reflection on practice. My assumptions about the nature of knowledge and the social world informed how I viewed myself as an individual and college professor. Emotions constituted an essential component of my reflections and thus became one aspect of my teacher identity role.

Although I did not explicitly analyze any discrete emotion, or the role it might have played in designing virtual instruction, my self-perceived emotions informed some aspects of my pedagogical realizations and affected my cognitive engagement with theories and approaches to online teaching. I subscribe to Hargreaves' (1998) position that emotions and cognition are interrelated, and they can colour the interactions with the teacher-self and learners. My theoretical and methodological positioning as a researcher, and the epistemological assumptions I hold towards my research topic, do not necessarily align with Fredrickson's (2003; 2013) broaden-and-build theory.

This model suggests a causal relationship between the experience of a certain discrete positive emotion, such as joy, interest, and amusement, and an individual's thoughts and actions. I was able to observe my reactions and responses to situations and incidences during teaching when I would perceive my mental state to be positive. It was in such moments of broadened mindset that I felt willing to experiment with new Web 2.0 tools, adapt the course assessment, and consider specific pedagogical techniques to engage the EAP learners apart from using the break-out rooms. I could therefore identify a correlation between my subjective feeling of certain positive emotions and the action urges that made me rethink my teaching techniques and approaches.

In summary, although my locus of analysis and construction of themes did not explicitly address my perceived experiences of emotions, the sudden pivot to online teaching and the disruption it caused to my teaching approach would have trigged different emotions. To be able to transition teaching in virtual spaces, I had to remain motivated, optimistic, joyful, and interested in teaching EAP to ensure that my learners would be able to complete the course despite the circumstances the global pandemic had instigated.

STUDY RESULTS

Although this is an autoethnography study based on my pedagogical experiences shifting to online teaching in 2020 and 2021, the results and implications I have constructed may resonate with other EAP and ELT educators. My reflections, data analysis, and engagement with the generated narrative weaved together theories, emotions, experiences, and reconceptualizations of my shifting identity roles.

Utilizing Braun and Clarke's (2006) reflective thematic analysis to make sense *with* the narrative, I generated two tranches of data. The first set of data was created in March and April 2020 at the beginning of the research process, and the second set was generated in March and April 2021. The following excerpts were adapted from Kushkiev (2022) and represent samples of my teacher journal entries from 2020 and 2021:

"I decided to turn the explanation of assessment components into a group activity" (Set 1, 03/03/2020).

I divided the class into six groups…. I think it (the group activity) went well… I showed them the adjusted calendar on the screen" (Set 1, 03/03/2020); "I didn't let them pair-check before taking the answers up… I only had 30 or so min to go through the PPT slides" (Set 1, 04/04/2020).

"Some Ss dropped the class… even if I was the reason, what could I have possibly done differently?" (Set 1, 04/03/2020).

"I tried to keep it interactive, but I had to rush them to stick to time" (04/03/2020); "I know there's a more interactive way to do that instead of sharing my screen" (Set 2, 17/05/2021).

"Week 1 felt a lot more instructional than I wanted it to be…. but I think it helped them to understand the target language better" (Set 1, 10/03/2020); "Maybe I tend to fly with the fastest and most active ones, and maybe I should reconsider my approach… I could've asked them to do the one-minute paper activity" (Set 2, 07/06/2021)

"I sent them into breakout rooms and gave them 15 min to discuss the questions" (Set 1, 23/03/2020).

"I realized I didn't give them as much time as I would if we were in the physical classroom" (Set 2, 17/05/2021).

(Kushkiev, 2022, p.105)

As I borrowed from Ho and Richard's (1993) model for reflection but kept my prompt general, my reflective entries addressed different aspects of my teaching experiences. My purpose was to highlight certain experiences and thoughts as I was updating my learning journal after each class. During the data analysis stage, I was developing my analytic sensibility (Braun & Clarke, 2013) until I engaged in the complete coding of the data (ibid., 2013). My journal entries varied in length, style of writing, and inclusion of various aspects of the class. Some reflections were longer and more analytical, while others represented a summary of the class activities without attempting to analyze the experiences as I was writing. For this reason, I decided to apply Braun and Clarke's method of analysis (2006; 2013) as it provided the necessary theoretical and analytical flexibility that my data entries were characterized by.

The following table represents the three themes I was ultimately able to configure out of the nine codes that I collated and analyzed.

Table 2 Themes and Codes

Themes	Codes
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
Theme 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
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

The themes represent different elements of my teaching philosophy, principles, and beliefs. The research became

a study of my personal and professional *self* and method of inquiry that can implicate other agents such as the students and the institution. Conducting an autoethnographic study is not just a private matter: it is a research endeavour that reveals many of my tacitly held assumptions about online teaching, conducting assessment in virtual spaces, and connecting with the learners through the learning management system. Based on theme A, I shifted to a more teacher-centric instructional style, which resulted in a conflict between my reflective and ascribed identity facets. My conscious and less conscious use of certain pronouns, verb tenses, and modal verbs indicated my renegotiation of identity as both a facilitator of learning and a lecturer who made all the decisions for the students, not with them. I was therefore not able to identify as a professional online instructor since my teaching approaches had been designed for in-person classes.

Theme B highlighted the process of teacher learning when adopting Web 2.0 tools and pivoting to emergency remote delivery. This unplanned adaptation of my teaching approach and assessment practices affected my previously established professional identity as an experienced language facilitator. The transition to online teaching created a subjective experience of deskilling in my pedagogical approaches. I had to develop my e-interactional competence and project a sense of stability and assurance to the learners despite my "previously fossilized disinterestedness to adopt Web 2.0 tools" (Kushkiev, 2022, p. 148). My EAP teacher learning involved the unilateral decision to adopt certain technological tools and apply them in our online classes.

Under theme C I analyzed how my temporary employment with the institution might have influenced my teacher learning in virtual spaces. I was not sure if I would be teaching again the following session, which might have influenced my motivation and willingness to adapt my teaching approach, learn how to use technological tools, and negotiate the identity of an online EAP teacher. This sense of professional and academic insecurity was further fueled by the previously identified conflict between my identity facets. I had a solid and established ESL teacher identity in physical learning spaces, which did not clearly emphasize the role of technology in language education.

Research Implications and Contribution to Knowledge

One important implication of my doctoral research is exploring EAP teacher identity as pedagogy after Morgan (2004). If my subjective experiences of positive emotions can affect my approach to teaching and influence the decisions I make while teaching, they should therefore be conceptualized as a formative aspect of my identity negotiation. Teaching is emotional labour (Hargreaves, 1998) and can be conceptualized as identity (Morgan, 2004). The perceptions of personal and professional identity roles shape all aspects of an EAL and EAP educator's practice, which is largely infused with multiple hues and colours of teacher emotions.

To minimize the identified tension between my professional identity facets, I have to develop my e-interactional competence, develop my educational technology awareness, and build a stronger EAP teacher identity. EAP teaching requires EAP-specific pedagogical approaches that may not necessarily align with ESL methodologies. In times of crises and unplanned disruptions, our professional identity can shift suddenly, and our pedagogical decisions might therefore be informed by our attitudes, beliefs, and emotions.

The broaden-and-build theory of positive emotions (Fredrickson, 2003; 2013) can therefore provide valuable insights into the intricate relationship between cognition, emotion, and action. The broadening effect of positive emotions can provide a two-dimensional methodological lens into teachers' perceptibility and lead to the cultivation of enduring personal resources, particularly in times of disruptions. Teachers' momentary thought-action repertoires can be expanded, built upon, and adapted when they consciously reflect on and experience specific positive emotions such as joy, interest, contentment, awe, and love. Overall, Fredrickson (2003; 2013) offers an empirically tested hypothesis that sheds light on the specific broadening effect each positive emotion can have on individuals' mindsets and personal resources. These implications relate to language educators' teaching realizations and can offer transferable insights on how to harness the role of certain positive emotions when regular teaching and learning circumstances are disrupted.

Even though the role of emotions was not foregrounded in my data analysis and creation of themes, my critical reflections and pedagogical decisions were informed by the experience of certain discrete emotions. Under theme A and code 1, I often used the personal pronoun "we" when discussing answers to class tasks and making

decisions about lesson stages. This shows interest, hope, and inspiration to inject a sense of normality into the unprecedented and dramatic pivot to online teaching. Interest is also a positive emotion that helped me to utilize and learn how to adopt Web 2.0 tools under theme B. Fostering a sense of pride that I was still teaching the class despite the unpredictable circumstances fueled my motivation to keep adapting my pedagogical approaches and adapt the assessment design of the course.

In many of my reflections in the learning journal, I reminded myself of my love for my profession and held gratitude that I still had a teaching position even though I did not feel fully prepared or competent as an online EAP teacher. Although the transition to emergency remote delivery was fraught with negative emotions, it was those discrete positive emotions, such as interest, hope, inspiration, gratitude, and love, that facilitated that transition and informed my critical reflection on who I was becoming professionally.

Another research implications pertains to how critical reflection on teachers' emotions can facilitate their negotiation of professional identity roles. Positive emotions can build more enduring resources, develop pedagogical skills, and stimulate pro-social behaviours in EAL learning spaces. Continuous and systematic reflection on teacher identities will provide new avenues to reconceptualize pedagogies, teaching approaches, and philosophies. The study culminated with a provocation for language educators to engage with the research results, critique the implications, and transfer some of the insights to their teaching practices. Identity negotiation is closely connected to experiencing positive emotions which can inform pedagogical decision-making.

In terms of study contributions, this research into my professional ontogenesis demonstrated the need for teachers to analyze and reflect on their teaching approaches and interactions with the students as a form of teacher professional learning. This research increased my awareness of certain implicit beliefs and principles that informed my pedagogical practices that may need to be continuously and critically revisited.

The study claims a methodological contribution to the body of knowledge as being the first doctoral-level research into an EAP teacher's identity negotiation in the Canadian public college settings. Adopting autoethnography and writing as inquiry as the research methods, this is the first study to draw on Farrell's framework for reflecting on practice (2015) to demonstrate how autoethnographic approaches can be utilized to "theorize EAP teacher *professional* and continuous learning" (Kushkiev, 2022, p. 152).

The study results and implications of this inquiry can therefore encourage EAP and language educators to replicate this research in their contexts and amplify the use of autoethnographic approaches to explore EAP teacher identity negotiations as pedagogies not just in Canada but also in similar multicultural and multilingual contexts.

Concluding Reflections and Future Directions

This article highlights several key study results and implications of the doctoral research study I conducted in 2020 and 2021 during the sudden and dramatic pivot to emergency remote teaching. This study, published by the University of Sheffield, is the first research inquiry at a doctoral level to explore an EAP professor's identity perceptions in the Canadian public college context. It constitutes an important contribution to the body of research on language teacher identity, teacher emotions and pedagogical realizations. The study results provide transferable insights to the limited literature on EAP teacher identity and teacher professional identity roles in the Canadian setting. The research implications invite EAL and EAP educators of diverse backgrounds and experiences to engage with the following reflections and consider the role their identities can have as pedagogies and teaching philosophies.

My critical reflection on EAP teacher identity complements previous study findings that teacher identities are fluid, dynamic, malleable, and multi-layered. They are continuously re-negotiated and (co-)constructed in interactions with the *self*, other agents, and technology in any social spaces, places, and contexts. They can shape educators' approaches to teaching, interaction with the learners, and assessment practices. Critically reflecting on own experiences as learners can facilitate a revisit of teachers' established practices to ensure they are responsive to current contexts, learners' needs, and ideological values at play.

This study has also highlighted the potential conflict between the different identity facets an educator may

experience when they transition to virtual instruction. An important aspect of my data analysis was the obvious tension that I identified between my reflexive, projected, and ascribed facets. After pivoting to online teaching, I assumed the role of teacher as manager (Farrell, 2011) and assumed control of the virtual learning space. It was a conflict between how I perceived myself as a language facilitator and how I conducted my classes, which constructed an image of the decision maker in the virtual learning space. Although I didn't include my students' perceptions of my professional role, this might have been another source of tension between the reflexive facet and the imposed image my learners may have ascribed to me as I managed the online classes each day.

It is therefore important for language educators to engage in a continuous and critical reflection on their professional identities to foster teacher learning and development. Experienced teachers may have been affected by the impact of the sudden transition to online teaching more profoundly. They may have had to subject many of their established beliefs and tacitly held assumptions about language teaching and learning to a critical scrutiny. An important aspect of this profound revisit of teaching principles can be facilitated by a more conscious exploration of what positive emotions they experience, and how these emotional states lead to certain action tendencies. In my teacher journal, I reflected on clearly identifiable moments of professional interest and intellectual curiosity, which stimulated my exploration of virtual pedagogies and learner-focused interactional patterns.

The final element of my reflections during the presentation was therefore the ability of positive emotions to trigger a desire to adapt to new realities, cultivate new mental faculties, and construct one's perceptions of the imagined facet of their identities. Identity is being, doing, and *becoming* an active agent in understanding how who we are is how we teach. By positioning reflexively in their teaching realities, EAL and EAP educators can make a better sense of how the perceptions of their lived experiences and social identities can shape their pedagogical realizations.

Ethical Approval

The author declares that no ethical approval was required for the purposes of this paper. The original research study received an ethical approval from the University of Sheffield N:039770 on May 13th, 2021.

Conflict of Interest

The author declares no conflict of interest.

Data Availability

Samples of data collection methods and analysis can be accessed through the published link of the doctoral research study: https://etheses.whiterose.ac.uk/id/eprint/31670/1/Kushkiev%2C%20Plamen%2C%20EdD%20Thesis.pdf

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