

**Impact of TESOL Teacher Education on Teachers' Professional Identity
Formation of Private University Teachers of Bangladesh**

By

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Declaration

I hereby declare that this research has been carried out by me for the degree of Master of Philosophy in English, University of Dhaka under the supervision of Prof. Dr. Sayeedur Rahman.

The work presented in this thesis is an original work. The nature and extent to which my work is carried out or in conjunction with others have been acknowledged by references.



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Certificate

It is my pleasure to state that Tarannum Fatema Chowdhury has completed her thesis titled Impact of TESOL Teacher Education on Teachers' Professional Identity Formation of Private University Teachers of Bangladesh for the M.Phil. degree in the Institute of Modern Languages, IML, University of Dhaka, Bangladesh.

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Abstract

English language teachers can benefit from enrolling in teacher education programs, as these can help them develop new skills and competencies applicable in the classrooms. These programs can also assist teachers in cultivating a professional identity that can positively impact their work environment. Recent studies on teacher education and professional identity have shown that teachers often face identity crises in search of being accepted as legitimate teachers and become more enthusiastic about participating in teacher education programs like TESOL (Teaching English to the Speakers of Other Languages) to equip themselves with the required tools and strategies to overcome the struggles that may arise while teaching different levels of students. Therefore, this study investigates the impact of PCK (Pedagogical Content Knowledge) of TESOL (knowledge on diverse subjects, learners' backgrounds, styles, levels, and socio-cultural contexts) on in-service teachers' professional identity formation. Following Dewey's pragmatic theory of experience, which focuses on a person's everyday experience that is shaped by prior experience and the impact of current experience on future knowledge, this qualitative research employed a narrative study approach, using interviews to explore different private university in-service English language teachers' learning and teaching experiences. The sampling procedure involved purposive sampling to ensure alignment with the research objectives. Moreover, classroom observations, surveys, and interview transcripts vividly demonstrated the effectiveness and obstacles of the TESOL program in terms of formulating a robust professional identity for English language teachers at different private universities. While TESOL has received considerable attention as a professional program for language teachers, the findings suggested that professional identity still needs to be a primary focus of TESOL classrooms. Hence, this research underscored the importance of integrating critical aspects of teachers'

professional identity into the TESOL program to effectively foster both TESOL knowledge and teachers' identity among the participants of this teacher education program.

KEYWORDS: TESOL knowledge, pedagogical content knowledge, language teaching, teaching experience, teaching skills development, and teachers' professional identity formation.

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CHAPTER 1

Introduction

Recent studies on language teacher identity have highlighted the significance of teacher education in molding and enhancing the lives of language educators (Aneja, 2016; Trent, 2013; Yazan, 2018; Zacharias, 2010). The study emphasizes the relationship between the TESOL (Teaching English to the Speakers of Other Languages) program and the formation of in-service teachers' professional identity at different private universities in Bangladesh. This study solely focuses on the influence of the constituent TESOL knowledge, though TESOL has three other constituents (skill, attitude, and awareness). The comprehensive understanding of TESOL knowledge primarily centers on various pedagogical aspects, learners' diversity, and sociocultural contexts, which are crucial for effective teaching and learning experiences (Freeman & Johnson, 1998, p. 397). Conversely, teacher identity, a complex phenomenon, has garnered significant scholarly attention, reflecting a growing awareness of its crucial role in educators' professional lives. Teacher identity formation is a crucial concern within global educational systems because of its significant influence on the effectiveness and quality of prospective and practicing teachers' performance. Research has garnered considerable attention in understanding this identity formation process (Fidler, 2002; Muñoz & Chang, 2007; Park & Lee, 2006; Rothstein, 2010; Stronge, 2018; Xiong & Xiong, 2017).

The study focuses on the impact of PCK on TESOL knowledge on in-service teachers' identity formation. Here, pedagogical content knowledge (PCK) encompasses an understanding of various subjects, knowledge about teaching and learning diverse learners' backgrounds, learning styles, levels, and socio-cultural, institutional, and situational contexts (Kind, 2017). Another area to emphasize is teacher identity, a complex phenomenon that has received

considerable attention from scholars over recent years (Cross & Hong, 2009; Day, 2002; van Veen et al., 2005; Zembylas 2003a, b). As a result, in-service teachers enroll in the TESOL program to upgrade teaching knowledge and strategies, ultimately fostering a robust professional identity in various settings. Moreover, the discussion on teachers' professional identity has attracted widespread attention in many research fields (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard et al., 2004; Rodgers & Scott, 2008). To emphasize, teachers' identity focuses on teachers' professional lives. Teachers' professional identity is the core of the teaching profession that helps the teachers to understand the ideas of 'how to be,' 'how to act,' and 'how to understand' different or particular work environments (Sachs, 2005, p. 15). Discovering teachers' identity has revealed that it is not a static concept; it changes over time due to various factors influencing their professional identity. Generally, it is stated that professional identity is dynamic (e.g., Beijaard et al. 2004). Current research on Language Teacher Identity (LTI) acknowledges that identity is constantly shifting, contradictory, and in conflict, a site of struggle, a process of becoming (Clarke, 2008; Edwards & Burns, 2016; Norton, 2013; Song, 2016). Tension works between performed identities versus imagined identities (Kelly, 2018).

Furthermore, Van Veen and Slegers (2009) pointed out different dynamic elements of professional identities, such as self-image, self-esteem, job motivation, core responsibilities, and perceptions about teaching and subject pedagogy. Additionally, the connection between professional vulnerability and anxiety arises from pressures stemming from administrative, policy, and workplace demands (Leithwood, 2006; Kelchtermans, 1993, 1996, 2005). These demands can restrict agency and self-efficacy, especially when they clash with teachers' perspectives and experiences. It is essential to emphasize that teachers' professional identity formation depends on prior knowledge and experience in teaching and learning, beliefs, plans,

actions, motivations, expectations, commitments, and negotiation (Pinho & Andrade, 2009b). However, professional identity formation is often presented as a struggle because teachers have to make sense of varying situations and sometimes competing perspectives, expectations, and roles that they have to confront and adapt to (Samuel & Stephens, 2000; Volkman & Anderson, 1998; see also Bullough, Knowles, & Crow, 1992; Roberts, 2000). This is why teacher education programs are essential to develop teachers' teaching skills. Hence, this research investigates the impact of TESOL knowledge on teachers' professional identity formulation. In Initial Teacher Education (ITE) programs, aspiring teachers learn to teach and encounter various emotions. These emotions can impact their acquisition of professional knowledge and pedagogical skills, shape their perception and dedication to the teaching profession, and influence their overall well-being within the university setting (Yuan & Lee, 2015; Birchinall et al., 2019). For language teachers, among many professional programs, TESOL (Teaching English to Speakers of Other Languages) has received tremendous importance as a professional program. It has been designed to provide knowledge on collaborative learning, reflection, and learning from experiences. TESOL has become a widely discussed program for preparing language teachers; language teachers consider receiving the training program before starting their teaching career or while teaching in any institution. Empirical research has evidenced how exploring identity within teacher education courses could be more intentional and effective (see Beauchamp & Thomas, 2009; Beijaard, 2019).

To address this gap, this study followed Dewey's pragmatic theory of experience, and employed Clandinin & Connelly's (2000) three-dimensional space narrative inquiry framework to explore the influence of TESOL knowledge on the professional identity construction process of five in-service English language teachers who completed their training from different

institutes in Bangladesh while working full-time at various private universities. The study aimed to uncover the impact of identity exploration experience on TESOL teacher learners, thereby making a case for integrating identity exploration into teacher education courses.

1.1 *Background of the Study*

This research investigated the impact of TESOL knowledge and the formation of professional identity among English language teachers with diverse backgrounds who were either enrolled in or had completed a TESOL program while working at a private university in Bangladesh. The three-dimensional space narrative inquiry is used as the framework of the study, which focuses on how a person's everyday experience is shaped by prior knowledge and experience and the impact of recent experience on future knowledge or experience. According to Nguyen and Dao (2019), to cover multiple aspects of participants' lived experiences, Clandinin and Connelly (2000) suggested exploring experience from three dimensions (hence three-dimensional narrative inquiry space), including interaction, continuity or temporality, and situation. Interaction, conceptualized as the link between personal and social factors of experience, involves sharing life experiences through which the storyteller looks inward to their feelings, hopes, and desires and outward to existential environments. Continuity or temporality consists of looking backward to earlier experiences, connecting them with current happenings, and looking forward to the future and experiences that might be implied or anticipated. Finally, the situation concerns locations in the storyteller's geographical spaces that provide added meaning to the stories being told. Given its analytical and comprehensiveness, this study employed this three-dimensional narrative inquiry space as a methodological tool to guide and interpret teacher learners' identity stories.

For data collection in this study, the researcher used purposive sampling and selected English language teachers from various private universities in Bangladesh to participate in interviews, qualitative surveys, and classroom observations. All the chosen teachers for data collection had undergone a TESOL teacher education program to improve their teaching knowledge and formulate a robust professional identity in the workplace.

Thus, the significance of this study lies in its exploration of the profound impact of TESOL knowledge on the intricate process of professional identity formation among in-service teachers. The findings from this study are expected to show the contribution of TESOL knowledge to teachers' professional identity and inform educators, policymakers, and researchers about the intricate relationship between TESOL knowledge and the multifaceted aspects of teachers' professional identities.

1.2 Statement of the Problem

While teachers' professional identity is recognized as a complex and influential aspect of educators' professional lives, the role of TESOL knowledge in forming teachers' identities is not well-explored. Empirical research has evidenced how exploring identity within teacher education courses could be more intentional and effective (Beauchamp & Thomas, 2009; Beijaard, 2019). Identity work could be incorporated into teacher education to help learners adopt a stronger sense of identity (Yazan, 2019).

This study seeks to address this gap by investigating how TESOL knowledge influences the formation of professional identities among in-service teachers in private universities in Bangladesh. By examining how the acquisition and application of TESOL knowledge shape teachers' perceptions, beliefs, motivations, and identities, this research aims to provide insights

into the relationship between TESOL knowledge and teacher identity. Utilizing a three-dimensional narrative inquiry framework, the study will explore the experiences of in-service English language teachers who have undergone TESOL training while working in private universities. By uncovering the influence of TESOL knowledge on teachers' identity construction, this research aims to contribute to enhancing teacher education programs, particularly in prioritizing the professional development of language teachers in Bangladesh.

CHAPTER 2

Literature Review

In this chapter, the researcher reviewed relevant literature to understand how TESOL knowledge impacts the professional identity formation of in-service teachers. Identity work can contribute to teacher development in powerful ways (Yazan, 2019). Many studies have shown that second language teacher education has become the umbrella term for language teacher education in TESOL or ELT (Wright, 2010). The TESOL program allows teachers to develop teaching skills and competencies in effective teaching strategies that a trained teacher uses while teaching and performing in various work environments. Therefore, TESOL trainees are anticipated to apply their perceived knowledge in the language classrooms to demonstrate their ideas and problem-solving skills. To clarify, teacher education programs require focusing on different teaching styles, techniques, and methods, which can help teachers teach students differently. Another essential aspect of teaching is teachers' professional identity, which needs to be developed through this training program. Scholars increasingly acknowledge that teacher identity is central to teaching (Rodgers & Scott, 2008). Teachers' professional identity stands at the core of the teaching profession. It provides the framework for trainee teachers to construct their ideas of 'how to be,' 'how to act,' and 'how to understand' their work and place in society (Sachs, 2005, p. 15). For researchers or teacher educators, understanding teacher identities can lead to insight into how teachers construct the images they use to reflect on their teaching practices (George et al., 2003). On that account, while forming a professional identity, teachers must understand situations that might arise at different times in teaching and adjust to those situations. To formulate their identity in the workplace, teachers need to act according to the demands of their surroundings and negotiate between expectation and reality. Teachers have to

construct their identities in their workplace, where they may face multiple external tensions, including student expectations, administrative mandates, national educational policies, societal norms, political and economic agendas, parental expectations, curriculum constraints, and resource constraints, among others (Daniel, 2015; Kelly, 2018).

Hence, TESOL plays a significant role in developing pre-service/ in-service teachers' knowledge, understanding, and ability to handle different language teaching and learning situations. Recently, different private universities in Bangladesh have offered TESOL programs and many other short professional courses for teachers. Among the other professional training programs, the continued global demand for English language courses has seen the enterprise of TESOL grow into a thriving global industry (Pennycook, 1994, 1998; Phillipson, 1992). In this regard, TESOL focuses on constructive principles to understand students' perspectives and how to facilitate learning in a particular classroom. TESOL has been designed to shift from lecture-based to learner-centered classrooms for students' cognitive growth. The approach of the TESOL training program welcomes pedagogical orientation and varied communication patterns of students' learning. So, in-service teachers with their prior knowledge and experience in teaching enter the TESOL teacher education programs to develop their pedagogical knowledge to handle different socio-cultural, institutional, and situational contexts, different learners with different learning styles, different levels of learners with diverse backgrounds, which helps in forming their identity in their workplace. After receiving a teacher education degree, teachers are expected to confidently use their perceived knowledge to teach the students inside or outside the classrooms and portray a professional self-image in their professional environment. Also, research has focused on the shift in identity that TESOL trainees may undergo once they complete the program. Here, the shift in identity means in-service teachers' acceptance of new

knowledge and reconstruction of their identities by applying the new knowledge in their teaching profession. To clarify, Identity development occurs in an intersubjective field. It can be best characterized as an ongoing process of interpreting oneself as a certain kind of person and being recognized in a given context (Gee, 2001).

Consequently, TESOL deems training for language teachers essential, allowing them to acquire various theoretical concepts and grasp the practical implications of those theories from the program. Ray (2004) argues that in language teacher education, the craft knowledge that an experienced teacher accumulates during a career cannot simply be passed on in lectures- it has to be found. This statement asserts that through language teacher education, a teacher gets practical knowledge by teaching different levels of students; hence, more than providing lectures and guiding students, it is needed to show the perceived skills from the training. An experienced teacher with TESOL knowledge has to be dynamic and focus on effective teaching while applying the perceived knowledge in the language classroom. Therefore, TESOL teacher education has achieved a sense of autonomy with its knowledge base, paradigms, and research agendas (Richard,1987).

Moreover, TESOL aims to teach trainee teachers about dynamic learning environments that foster interplay among students, materials, and ideas (Tobin et al., 1994). Since TESOL focuses on constructive principles to understand students' perspectives and decide how to facilitate learning in a classroom, after completing their training programs, teachers are expected to prepare exciting teaching plans with dynamic objectives. So, teachers' identity in teaching has been examined through different lenses, particularly concerning the ongoing process of 'reinventing' themselves. It has been argued that teacher identity plays a crucial role in decisions teachers make about their teaching practices, the content they teach, the kind of relationships

they maintain with their students (Beijaard et al., 2004), as well as 'where they place their effort, and whether and how they seek out professional development opportunities' (Hammerness et al., 2005, pp. 383–384). It is evident that professional identity is neither fixed nor imposed; instead, it is negotiated through experience (Sachs, 2005). This is why teachers must constantly update themselves according to the learning or teaching environment they are exposed to and negotiate between the expectations and demands of the situation once they start teaching. Despite being an essential process, most teacher learners experience that identity construction "may not always be an explicit part of the teacher development plan" (Beauchamp & Thomas, 2009, p. 185).

Though teacher education programs emphasize different aspects of teaching, teachers sometimes need clarification about handling situations outside the classroom. Professional identity formation is often presented as a struggle because teachers have to make sense of varying situations and sometimes competing perspectives, expectations, and roles that they have to confront and adapt to (Samuel & Stephens, 2000; Volkmann & Anderson, 1998; see also Bullough, Knowles, & Crow, 1992; Roberts, 2000). Notions of professional identity are dynamic and continually being formed and reformed through interactions with others. Teachers find the situations challenging when asked to change their beliefs about themselves in their instructional role (Cross & Hong, 2009). As a result, teachers' prior knowledge may initially conflict with the knowledge they perceive from TESOL teacher education because the prior experience might differ from the new knowledge of TESOL.

Moreover, the newfound knowledge may need to be more suitable or well-received by various groups, including students, authorities, and colleagues. As a result, teachers may encounter challenges when applying the new TESOL knowledge, as it could face rejection from these different groups. As teachers' teaching outcomes, effective classroom management, and

students' feedback on teachers' quality of teaching are directly related to teachers' confidence and abilities, the rejection from different stakeholders might affect their enthusiasm since teachers mostly spend their time in classroom teaching. Moreover, students' judgment and interaction define teachers' professional reality. Coldron and Smith (1999) highlighted the conflict that exists between agency (the individual aspect of teaching) and structure (the socially predetermined). They wrote that being a teacher is a matter of being seen as a teacher by himself or herself and by others; it is a matter of arguing and redefining a socially legitimated identity. As individuals expand their social connections and the environments in which they exist and operate, they consistently shape and adapt their identities over time in response to novel individuals and collectives they engage with, as well as the fresh roles they assume within new arenas of activity or communities of practice (Lave & Wenger, 1991; Wenger, 1998). Sometimes, new contacts and experiences may create stress or even an 'identity crisis,' in which a person feels unsure about their identity and questions who they are. Hence, professional identity is perceived not as fixed but as a continuous entity shaped and reshaped through interactions within social networks (Burn & Bell, 2011). Teachers are required to construct and develop their identity through their experiences, learning, and programs, and the TESOL curriculum is developed in such a way as to train the teachers on different methods, techniques, and approaches that can be used in their teaching profession. As Thomas and Beauchamp (2011) outlined, a robust professional identity is linked to a feeling of effectiveness within the classroom. In addition, researchers have demonstrated that academic socialization goes beyond the mere acquisition of predetermined knowledge and skills, encompassing an intricate undertaking of navigating various identities, capabilities, cultures, and power dynamics (Her, 2005; Pavlenko, 2003; Pavlenko & Lantolf, 2000). That is why TESOL introduced different

learning styles, techniques, and methods and created scopes for teachers to implement these techniques in real-life situations and find out how effectively they can handle diverse learners and situations that come across their way of teaching. Besides, teachers' professional identity develops through interpretation and reinterpretations of their experiences. Therefore, there is a need to recognize teacher education programs to foster identity development, which has remained less apparent until this point (Beauchamp & Thomas, 2009).

Furthermore, when teachers share their narratives, they inadvertently reveal how their ideal self (comprising their aspirations and the expectations others have for them), their ought self (influenced by the professional culture's norms and sense of duty), and their current situational self (reflecting their self-image and how others perceive them at a specific moment) interact (Lauriala & Kukkonen, 2003). Teachers' expectations, demands, feelings, limitations, awareness, apprehension, efficiency, and self-confidence reflect a teacher's self-image. Teachers might get different settings, expectations, demands, limitations, rules, and regulations in a new working environment. Teachers must first negotiate between the demand, expectations, and working environment to cope with the new situation. This transition can impact teachers' lives differently, and teachers form a professional identity that differs from one's identity. A sense of belonging to a supportive teaching and learning community is crucial to reinforcing a solid and favorable teacher identity (Trent, 2013; Yazan, 2017).

Professional identity became the prime concern of language teachers and teachers enrolling in teacher education programs like TESOL to form/develop their professional identity. Moreover, professional identity emerges through the dynamic interaction between self-awareness and the environments in which educators acquire their understanding (Clandinin & Connelly, 1995; Craig, 2011). As the in-service teachers enter the teacher education program with prior

experience or knowledge, TESOL helps to shape their prior knowledge with the new learning. Language teachers with diverse backgrounds and disciplines instruct various English languages to students at the tertiary level. They also look forward to training programs like TESOL to enhance their knowledge and language teaching skills. As a result, the current study investigates the effectiveness of TESOL knowledge on teachers' professional identity formation.

According to Yazan (2019), teachers' professional identity is still not a primary focus in TESOL classrooms. He emphasized the potential for incorporating identity work into teacher education to cultivate a stronger sense of identity among learners (Yazan, 2019). Hence, the primary objective of this research is to examine the influence of perceived TESOL knowledge among in-service teachers on diverse subjects, pedagogical understanding, learners, their learning styles, and students' socio-cultural backgrounds, institutions, and situations.

Furthermore, to address the gap highlighted by Yazan (2019), the study explores how this knowledge influences or reshapes trainee teachers' professional identities. This investigation provides new insights into the impact of the TESOL training program and its connection to teachers' professional identities

CHAPTER 3

Pragmatic Theory of Experience

Dewey's pragmatic theory of experience focuses on a person's everyday experience shaped by prior experience and the impact of current experience on future knowledge. Clandinin & Connelly's (2000) three-dimensional space narrative inquiry aligns closely with Deweyan pragmatism. Rosiek (2007) positioned narrative inquiry ontologically as a methodology when they expressed that "narrative inquirers delve into an individual's experiences within the world and, through their investigation, aim to enhance and alter those experiences for themselves and others" (p. 42). From this perspective, it becomes apparent that not only does a pragmatic understanding of experience serve as a suitable foundation for narrative inquiries, but narrative inquiry also embodies many, if not all, of the principles of a Deweyan theory of inquiry. Indeed, Rosiek asserts that narrative inquiry, as described, epitomizes a quintessentially pragmatic methodology. It serves a similar role to what genealogy represents in post-structuralist Foucauldian sociology, what critical ethnography signifies critical theory, and what experiments stand for in positivism. Thus, narrative inquiry aligns closely with Deweyan pragmatism. Connelly and Clandinin (1999) employed the term "stories to live by" to explore the interrelation between knowledge, context, and identity. They proposed that identity "derives significance from the narrative comprehension of knowledge and context" (Connelly & Clandinin, 1999, p. 4).

Clandinin and Connelly (2000) suggest that the temporality dimension (past, present, and future) represents the principle of continuity in Dewey's conception of experience. Hereby, this study employed the three-dimensional space narrative inquiry framework to reveal the influence of TESOL knowledge specifically on teachers' professional identity (Clandinin & Connelly,

2000). By integrating Clandinin and Connelly's three-dimensional narrative inquiry framework with Dewey's pragmatic theory of experience people can develop a deeper understanding of individual learning and development experiences, capturing the interconnectedness of temporality, sociality, place, and the active engagement with the environment in shaping meaningful learning narratives.

CHAPTER 4

Research Methodology and Data Analysis

This research employed a qualitative approach to investigate the impact of TESOL teacher education on teachers' professional identity formation in different private university settings in Bangladesh. To explore and address the research objectives, this chapter provides a detailed overview of the research methodology utilized. It encompasses the formulation of research questions, the approach adopted for selecting the sample, and the procedural aspects of the study.

Table 1 Research questions, methods, participants, and data collection tools at a glance

Research questions	Methods	Tools	Participants
How do the varied components of the TESOL program showcase their suitability for educating tertiary-level in-service teachers in Bangladesh?	Semi structured interviews, surveys	Classroom Observation, open-ended survey, semi-structured interview transcripts	Private University English Language Teachers
Why is knowledge considered an	Semi structured interviews, surveys	Classroom Observation, open-	Private University English Language

essential constituent of the TESOL program?		ended survey, semi-structured interview transcripts	Teachers
How does the knowledge acquired from the TESOL program influence the formation of professional identity among in-service teachers in Bangladesh?	Semi-structured interviews, surveys	Classroom Observation, open-ended survey, semi-structured interview transcripts	Private University English Language Teachers

4.1 Pilot Study

A prior study was conducted before the main study to develop the research procedure and evaluate the practicality of the intervention. This pilot study was conducted through random sampling from the target population with a small sample of 3 language teachers from different backgrounds and different private universities in Bangladesh. The primary objectives were to assess the feasibility, appropriateness, and logistical challenges while conducting the semi-structured interview sessions, online survey, and classroom observations.

Based on the pilot study's outcome, a few changes were incorporated into the interview and online survey questions to enhance clarity and comfort for the participants during the

intervention process. After observing the variability in the data collected from the pilot study, the sample size of the main study was determined.

4.2 Sample Selection Approach for the Main Study

The researcher intentionally chose purposive sampling to align with the research objectives when selecting participants. Five language teachers from diverse private universities in Dhaka were chosen, with three having backgrounds in English language and two in English literature, representing a broad spectrum of experiences within the language teaching domain. The selection process intentionally aimed to capture diverse perspectives and experiences relevant to the research questions. This approach explored the impact of TESOL teacher education on in-service teachers' professional identity. The researcher conducted classroom observations to supplement data collection, providing additional insights into teaching practices and dynamics.

Furthermore, an online qualitative survey involved fifteen in-service teachers, ten from an English language background and five from an English literature background, all selected through purposive sampling. This approach, while practical and feasible given the research focus and limited access to participants, ensures representation and depth in understanding. Including teachers from both backgrounds enriches the data, enabling a nuanced examination of the impact of TESOL teacher education on different groups of in-service teachers' professional identities.

4.3 *Procedure of the Study*

This research adopted a narrative inquiry approach, explicitly utilizing the concept of "living stories" proposed by Clandinin and Connelly (2000). The study involved five participants in audio-recorded semi-structured interviews lasting 12 to 15 minutes. The interviews were conducted with five language teachers from different private universities in Dhaka, Bangladesh. Among the five participants, three obtained degrees in English, and two had degrees in English Literature. The participants shared their personal and professional experiences as teachers and learners during the interview. Additionally, with the participant's consent, the researcher later observed their language classes to gain insight into how much the teachers apply the knowledge of the TESOL within their teaching practices or language classrooms. Furthermore, the research extended its scope of data collection by incorporating an online open-ended survey. This survey was completed by fifteen teachers (ten from language backgrounds and five from literature backgrounds) from diverse private universities in Dhaka. Through the survey, these educators reflected on various interactive, continuous, and distinct facets of their teaching and learning experiences.

To emphasize, this research employed the thematic analysis approach (Deductive) proposed by Braun and Clarke (2006) to explore and discern the influence of TESOL knowledge on professional identity formation among teachers. The thematic analysis involved using data acquired through conventional face-to-face data collection techniques, such as interviews (e.g., Niland et al., 2014) and textual data obtained from qualitative surveys (e.g., Hayfield, 2013; Terry & Braun, 2016). In this study, the researcher thoroughly examined the data to identify recurrent themes, ideas, and patterns of significance that emerged from the survey and interview responses. The subsequent discussion was rooted in an analysis of these data elements. The

researcher adhered to Clandinin and Connelly's (2000) three-dimensional narrative inquiry space framework to structure the narrative texts, facilitating a comprehensive exploration of the research subject.

The Data Analysis and Interpretation chapter extensively examines the gathered data based on the research questions and objectives to extract meaningful insights and reach conclusions. The researcher employed a thematic analysis methodology to explain and interpret the prevalent themes and patterns in the data. Following the framework proposed by Braun and Clarke (2006), the analysis discerned two distinct levels of themes: semantic and latent. This investigation focused on semantic themes concerning the overt or surface-level meanings extracted from the data. The analytical process adhered strictly to the respondents' explicit statements or written expressions without delving into additional layers of interpretation. The research approach was characterized as top-down or theoretical, guided by specific research inquiries and objectives.

However, the bottom-up or inductive approach is more driven by the data because it follows precise observations, pattern recognition, and general conclusions. Since this study focused on analyzing research questions, it is more top-down than inductive. Throughout the thematic analysis process, the objective was to present clear and straightforward extracts of research question responses and subsequently examine the data in light of those inquiries. The present study utilized data from two primary sources: interview transcripts from five teachers and open-ended survey responses from fifteen teachers affiliated with various private universities in Dhaka. The central focus of this investigation centered on examining the influence of knowledge, challenges, and overall effectiveness on the Teaching English to Speakers of Other Languages (TESOL) curriculum. The Institute of Modern Languages (IML) academic

committee, University of Dhaka, approved the research topic and permitted the researcher to conduct the study. Moreover, all interview and survey questionnaire participants provided explicit consent to transcribe their responses. Consequently, the researcher adopted Braun and Clarke's (2006) six-step approach to analyze the gathered data methodically.

The six sequential steps in the thematic analysis have been followed for data analysis.

The six steps are as follows-

1. Familiarization with the data
2. Generating initial codes to categorize data segments
3. Identifying and exploring potential themes within the data
4. Reviewing and refining the identified themes
5. Defining and assigning names to the finalized naming themes
6. Compiling a comprehensive written report summarizing the analysis outcomes

CHAPTER 5

Interpretation of the Data

The Data Interpretation chapter extensively examines the gathered data based on the research questions and objectives to extract meaningful insights and reach conclusions.

5.1. Familiarization with the data

5.1.1. Familiarization notes from the interviews

Firstly, to get familiar with the data, the first step was to read and reread the data, taking notes on the essential and similar ideas shared by the respondents.

Table 2 Profile of the Interviewed Participants

Participant	Gender	Background	Teaching Experience
Participant 1	Male	English Language	Six years
Participant 2	Female	Literature	Three years
Participant 3	Female	Literature	Five years
Participant 4	Female	English Language	Eight years
Participant 5	Male	English Language	Two years

Therefore, emphasizing similar responses of the literature background participants, the first question on how they perceived their identity as a language teacher before enrolling in the TESOL teacher education program viewed the response of participants 2 and 3 that teachers from literature background relied on their prior teaching experience to teach the students. They used their teaching experience while teaching different levels of language learners, took peer and student feedback to improve their teaching styles and techniques, and shared reflections with their colleagues after leading a group of people. However, both respondents felt that with literature backgrounds, they needed training and knowledge about teaching the different levels of language learners. While answering the second question on teaching philosophy, respondent 2 said she was unclear about her teaching philosophy in the early days of her teaching career. However, both the respondents of the literature background shared that after teaching for a while, their teaching philosophy was to enlighten the students with subject knowledge. However, they understood learners' autonomy after doing TESOL courses and included that learning in their teaching philosophy.

Moreover, in the third question, does the teacher education program sufficiently prepare trainee teachers to discover who they are as teaching professionals? Respondents 2 and 3 shared that TESOL training helped to gather knowledge about teaching styles, approaches, and methods. Understanding different theories and the practical implications of those theories in language classrooms helped them build their professional skills.

Furthermore, in the question of whether teachers attending a TESOL teacher education program can construct their professional identity or not, respondents 2 and 3 said that TESOL helped them to become more confident while teaching and the teaching practicum classes gave the exposure to a professional setting, introduced with different levels of language learners.

Respondent 2 added that teachers with prior teaching experience enter the teaching profession with a professional identity because they carry a certain level of understanding about teaching different levels of learners. Still, TESOL helped to reshape the identity with new knowledge and exposure. In the fifth question on different components that may influence the trainee teachers in forming their identity, respondent 2 said that practicum classes, supervisors' feedback, and various teaching methods and techniques influence the trainee teachers' identity. Respondent 3 also mentioned that teaching practicum classes positively influenced the forming of teachers' professional identities. Lastly, regarding changes in your self-image after completing the teacher education program, respondents 2 and 3 said they learned new things and understood how to implement the learning practically in the language classroom. The new knowledge changed their self-image because they became more confident in teaching and handling learners from different backgrounds.

Respondents 1, 4, and 5 from language backgrounds also shared their experiences in the interview session. Firstly, regarding how they perceived their identity as a language teacher before enrolling in the TESOL teacher education program, respondent 5 said that he previously worked as a teacher assistant, performing voluntary teaching. Respondents 1 and 5 shared about the help of their surroundings, and senior teachers and colleagues helped them while they had no training on TESOL. Secondly, about teaching philosophy at the beginning of their career, respondents 6 and 9 said that their focus was always to make the classroom student-centered, and both wanted to be supportive and friendly teachers towards their students. Does the teacher education program prepare trainee teachers sufficiently to discover who they are as teaching professionals? The respondents of language backgrounds said that TESOL emphasized making the class and lesson student-centered, as this program primarily focuses on students' needs and

challenges they might face while learning. They added that as teaching professionals, teachers should know about teaching and understand handling different work environments where they have to adjust and prove themselves as efficient teachers. They added that the teaching profession requires teachers to be updated and keep developing themselves depending on different classroom scenarios, different levels of students, and different expectations/demands of a workplace. Hence, respondents 1, 4,6, and 9 believed that the TESOL program still needs to focus on these essential aspects of professional identity. Respondents 1,4 and 5 said that once they started the training program, they learned about different theories and got new theoretical and practical knowledge from the TESOL program. Respondents 1 and 4 found that everyday classroom teaching experience helped construct a professional identity better than TESOL knowledge because experience develops a better personality. Practical experience, like working with peers, material development, activity design, etc., helped reshape/ construct identity more than only the TESOL knowledge because respondents said that practical exposure helped to formulate a strong identity in a professional setting and taught how to tackle challenges in the workplace.

Moreover, the next question is, how do the teachers attending a TESOL teacher education program construct their professional identity? Do you think the TE helps to reshape the teachers' identity? Most respondents said that meeting the demands and expectations of the authorities is equally crucial as teaching, which the TESOL curriculum should focus on because this is important for teachers' professional identity formation or reshaping the identity. They also mentioned that even after the TESOL teacher education program, some teachers struggled to reshape their identities because they failed to negotiate between the prior and new learning experiences; they faced challenges in fulfilling the demands of their working environment, which

eventually created frustration and anxiety, regarding whether TESOL training has different components that may influence the trainee teachers in forming their identity, respondents 1, 4, and 5 mentioned teaching practicum courses that helped them evaluate their teaching skills/ outcome. However, they said there should be more scope for research on the outcome of different techniques of TESOL, the implications of theories in different classroom settings, and research on work environmental demands, different situations, needs, and challenges that might arise because while working in a professional setting, one needs to know how to adjust and formulate a solid and stable professional identity.

Furthermore, practice-centered research and action research on teachers' professional identity formation or development can open new windows of innovative ideas for teaching and surviving in varied professional settings. Respondent 4 suggested that more research will help evaluate the outcome of theories and guide the learners to update their knowledge about different challenges and solutions to language teaching and learning. Lastly, in response to the question about changes in the self-image after completing the teacher education program, respondent 1 said they found themselves more aware, focused, and confident after completing the TESOL program. Moreover, 4 and 5 respondents said they became comfortable handling different student questions and responses after TESOL training.

5.1.2. Familiarization notes from the online qualitative survey questions

To get familiar with the data from survey questions, the next step was to read and reread the data, taking notes on the essential and similar ideas shared by the respondents. A total of 15 teachers participated in the online survey, and there was a mix of teachers with English language and English literature backgrounds. Specifically, ten teachers were selected from the English

language field, while the remaining five were chosen from the English literature domain. Among the participants, individuals numbered 1, 2, 3, 4, 5, 6, 9, 10, 11, and 14 had a background in language instruction. On the other hand, participants 7, 8, 12, 13, and 15 had expertise in literature. The responses of English language background teachers were recorded first, and the responses of English literature background teachers were recorded next in the familiarization notes.

Table 3 Online Survey Participants

Participant	Gender	Background	Teaching Experience
Participant 1	Female	English Language	Three years
Participant 2	Female	English Language	Six years
Participant 3	Female	English Language	Four years
Participant 4	Male	English Language Teaching	Four years
Participant 5	Male	English Language	Three years
Participant 6	Female	English Language	Two years
Participant 7	Female	Literature	Five years
Participant 8	Male	Literature	Seven years
Participant 9	Female	English Language	Three years

Participant 10	Male	English Language Teaching	Two years
Participant 11	Male	English Language	Five years
Participant 12	Male	Literature	Three years
Participant 13	Male	Literature	Six years
Participant 4	Male	English Language Teaching	Four years
Participant 15	Female	Literature	Six years

The first question was whether TESOL is essential to becoming a successful language teacher. All the respondents of language background, barring one, shared that through TESOL knowledge, most of the teachers became more aware and learned how to teach in different classroom settings. They added that second language learning is different from the first language. So, TESOL knowledge was essential, along with the theories, techniques, and styles that suit the Bangladeshi context. The sole respondent who differed opined that TESOL knowledge is not crucial; knowledge from prior experience is enough to teach the students better. Regarding whether TESOL is essential to becoming a successful language teacher, respondent 13, from a Literature background, said that TESOL knowledge is vital. However, respondent 15 said teachers can better manage a language classroom with prior teaching knowledge.

Regarding the differences between teachers with TESOL degrees and teachers without TESOL degrees, most language teachers asserted that teachers with TESOL degrees teach the

English language more effectively than teachers without TESOL degrees because the former group of teachers know different methods and techniques of performing in different classroom settings.

To the question ‘Does the TESOL teacher education program provide overt attention to teachers' professional identity?’, respondents, 1,3,4,6,9, and 10 stated that the TESOL teacher education program mainly teaches different methods to handle varied situations. They said it is pretty impossible to understand teachers' identities properly with the knowledge of different ways and techniques of teaching since identity is not only about teaching the students and understanding their situations. On the other hand, respondents 2,5,11, and 14 mentioned that TESOL provides enough attention to teachers' identity because there are teaching practicum classes where teachers can apply their knowledge and get the supervisor’s feedback on their teaching skills; this allows them to evaluate their teaching skills. Next, regarding the question on challenges in building their professional identity after the TESOL teacher education program, respondents 1,3,4,5,9,11, and 14 mentioned that teachers' professional identity formation, the challenges while working in different environments, and the benefits of handling both students and various stakeholders of a working place were not a focus in the TESOL classroom. Other respondents of language backgrounds suggested focusing on varied working environments, teachers' adjustment in different professional settings, understanding how to handle a challenging situation, and making comfortable surroundings are various essential aspects that ensure a stable professional identity because when teachers are happy and satisfied, they can do their best to handle different levels of learners. Afterward, while explaining the impacts of TESOL knowledge on professional identity formation, almost all respondents from language backgrounds commented that it helped them understand different teaching strategies like

developing problem-solving skills, classroom management skills, and particular material design by focusing on students' level and socio-cultural context.

While answering the question of whether the TESOL teacher education program provides overt attention to teachers' professional identity or not, all the respondents except one said that even after doing the TESOL courses, teachers still do not understand how to formulate a professional identity in their workplace since TESOL primarily focuses on students learning and teaching. They added that other factors like different challenges and situations at the workplace should be more focused issues in the TESOL classroom. To add, while explaining the impacts of acquired knowledge from TESOL training/practices on their professional identity formation, respondents 7, 8, and 15 said that TESOL introduced different theories and practical implications of the theories, developed problem-solving skills, and provided knowledge to students from diverse backgrounds with varying styles of learning. Respondents 12 and 13 added that all the knowledge helped develop teachers' teaching skills. To formulate a strong identity in a particular place, teachers must be alert in handling and accepting different situations. TESOL emphasizes these aspects, which are also related factors of professional identity.

Next, to emphasize challenges in building professional identity after the TESOL teacher education program, the 12 and 15 respondents said that many teachers did not face challenges in building their professional identities after the TESOL teacher education program because they prioritized their prior experience in teaching, followed peer feedback, classroom observation, and real-life teaching experience. However, respondents 7,8, and 13 said that adjusting to the demands and expectations of a work environment had challenges, and they found that knowledge of theories does not give the ability to adapt to a new setting effectively. After all, not all theoretical knowledge gets accepted by the senior authorities or stakeholders.

Furthermore, to answer whether TESOL teachers teach English differently than teachers without TESOL degrees, respondents 7,8,12, and 13 said that TESOL teacher education is a training program for language teachers where theories, methods, techniques, and innovative approaches to teaching are focused on. TESOL gave prominence to CLL (Communicative Language Learning) and CLT (Communicative Language Teaching) over the GTM (grammar-translation Method) to ensure a student-centered and autonomous learning environment. So, teachers need theoretical knowledge and practical exposure to cope with different situations and student levels. However, respondent 15 added that teachers with prior experience teach better than teachers with only TESOL knowledge and learning because teaching is about sharing perceived experience, whereas TESOL theories only help a little. She added that teachers learn through experience, interaction, and communication with peers and surroundings.

Lastly, 7,8, and 12 respondents said on TESOL knowledge and teachers' identity that to ensure a strong foundation of TESOL knowledge and foster teachers' identity, they recommended placing equal emphasis on students' and teachers' requirements. Respondents 13 and 15 emphasized that while understanding how to teach across various classroom settings holds significance, an equal emphasis should be placed on comprehending distinct professional environments and diverse institutions' potential expectations or requirements. They pointed out that managing work-related stress, engaging in peer review processes, learning how to incorporate new ideas, balancing between prior experience and new knowledge, valuing student feedback, engaging in reflective teaching practices, and similar aspects should receive greater prioritization in the TESOL syllabus. Most importantly, respondents 12 and 13 pointed out that under the guidance of supervisors, aspiring teachers should give precedence to exploring various

areas of their professional identity. This approach would raise awareness among educators regarding the significance of effective teaching skills and a robust professional identity.

Finally, to better establish TESOL knowledge and identity, respondents 1,4,5,6,9,10, and 14 emphasized the importance of enhancing the effectiveness of the TESOL curriculum. They suggested that the curriculum of the TESOL teacher education program should be revised to ensure that the concept of identity remains a crucial focal point within TESOL classrooms. Other respondents stated that many in-service teachers needed to understand the concept of professional identity to formulate a solid professional identity in a new professional platform. Since they lacked knowledge of identity, they were susceptible to frustration and anxiety; sometimes, they gave up on their careers.

5.1.3. Familiarization notes from the classroom observation

Next, familiarization notes were gathered from classroom observations. Five observations were conducted, each extended for 1 hour and 20 minutes, during which the chosen interview participants permitted the researcher to observe their teaching sessions. This provided valuable insights into the practical application of TESOL knowledge within their language classrooms.

Classroom observation of the teachers with English language backgrounds

In this study, the researcher observed how effectively the teachers applied this TESOL knowledge in their language classroom. TESOL knowledge encompasses pedagogical skills, understanding of diverse subject matters, familiarity with students' backgrounds, recognition of various learning styles, adaptation to different proficiency levels, and consideration of various socio-cultural, institutional, and situational contexts.

The first participant had a background in English Language and six years of teaching experience. After instructing students at the tertiary level at a private university in Dhaka for two years, he pursued and completed his TESOL program. The researcher found that the teacher was aware of the student's background. Interestingly, he started the class by asking questions about the content and eliciting different responses from the learners. During the class activities, there were group works where students were having effective conversations, sometimes even in their native language, since all students were not comfortable talking in English. The teacher was loud while giving instructions and tried maintaining a healthy STT (student talk time) to TTT (teacher talk time) ratio. Students were made responsible for their ongoing tasks to encourage independent learning. Nevertheless, the teacher remained available to address any uncertainties among individual learners. The students positively acknowledged and responded to the presence of instructional support provided by the teacher.

In summary, after thoroughly observing the English Language background teacher's class, the researcher identified the demonstration of TESOL knowledge encompassing various teaching methods and styles. This was evident through the prominent use of Communicative Language Teaching (CLT), task-based instruction, engaging brainstorming sessions, and the teacher's active encouragement of student participation.

The fourth participant had an English Language background and eight years of teaching experience. Having taught at the tertiary level at a private university in Dhaka for one year, she embarked on and completed her TESOL program. The teacher primarily focused on creating a student-centered classroom environment. However, there was an instance when she delivered an extended lecture on class content, and not all students were equally engaged. She incorporated pair-based tasks and encouraged peer checking. Following task completion, she collected student

feedback and delivered general feedback to the class. The classroom exhibited a certain level of liveliness due to active discussions in pairs. The instructor consistently emphasized the use of English for communication throughout the session. However, a few students hesitated to raise questions in English, opting to discuss their queries with peers.

In summarizing the English language background teacher's class, the researcher noted the presence of TESOL knowledge. The teacher managed the classroom by employing task-based teaching, encouraging student dialogue, and providing constructive feedback in general. However, many students hesitated to ask the teacher questions and passed negative comments about the teacher's less friendly approach towards all.

The fifth participant possessed good command of the English Language, and his teaching tenure encompassed two years. After spending half a year teaching at the tertiary level within a private university in Dhaka, he enrolled in and completed his TESOL program. When the instructor entered the classroom, he sported a smile, fostering a comfortable atmosphere with his students. As he delved into the class content, he cleverly incorporated amusing real-life examples, engaging students by prompting them to share their own experiences. Laughter filled the room, accompanied by enthusiastic participation from the students. Individually, the students tackled their assigned tasks while the instructor monitored them without intervening in their work. Following this, the instructor reviewed the student's work and concluded the session by highlighting the significance of pre-class brainstorming regarding the class content, as the material was available in their booklets. The class ended with the teacher expressing appreciation for the student's active involvement in the class discussion. However, students asked random questions and tried to open friendly interaction regarding results, flexible marking, etc., which the teacher avoided.

To summarize, the importance of TESOL knowledge lies in creating a welcoming and comfortable classroom environment. In this context, the observed individual, who comes from an English language background, implemented various teaching approaches such as the direct method, Communicative Language Teaching (CLT), and task-based instruction to teach the students. However, since the teacher was young and had a friendly appearance, students seemed more flexible in asking irrelevant questions in the class. In contrast, the teacher was a bit hesitant in handling the conversation.

Classroom Observation of the Teachers with English Literature Backgrounds

The second participant under observation possessed a teaching history spanning three years at the tertiary level, focusing on teaching English literature students during this period. She later enrolled in a TESOL program and engaged in instructing language students. Her demeanor in the classroom was affable. As the class commenced, she introduced the lesson and encouraged students to take notes during her explanation. She integrated audio-visual materials into her teaching, and after the video concluded, she invited questions from the students. She permitted students to collaborate on tasks and subsequently complete these tasks independently. The students did not ask her questions; they only discussed their tasks with their group members. After the students finished their tasks, she collected their papers for later review. Additionally, she wrote down homework assignments on the board.

The researcher observed the class of an individual with a background in English literature and noticed a somewhat reduced confidence level when addressing students' difficulties. The participant's primary focus appeared to be on task completion. However, during a later classroom session, she demonstrated her TESOL knowledge by incorporating audio-visual

materials and employing the Communicative Language Teaching (CLT) approach, thus showcasing her application of TESOL principles in the language classroom.

The third participant who was observed had five years of teaching experience. She spent two years instructing students of literature before transitioning to teaching language students. While teaching English Literature to students, she enrolled in a TESOL program. Her classroom comprised a mix of foreign and Bangladeshi students, and she conducted the entire class in English, encouraging students to communicate in the same language. Notably, a few students were foreigners. Throughout the session, she actively monitored the students' engagement in group activities. Lacking a projector, she provided video links to the students and instructed them to use their phones to access the videos. Since not all students had consistent internet access, they watched videos on a shared screen. She discouraged foreign students from using their native languages, such as Chinese or Indian, during class discussions. In the classroom, students independently discussed the class content and sought clarification from the teacher whenever they encountered confusion.

In summarizing the observed teaching approach, the researcher discovered that the instructor effectively applied her TESOL knowledge by fostering a friendly and conducive classroom environment while incorporating the Communicative Language Teaching (CLT) method. She cleverly managed the class without a projector by sharing video links with the students.

5.2. Generating initial codes to categorize data segments

After becoming familiar with the data, the researcher followed the second step of theoretical thematic analysis: generating the initial codes for each data segment that provided exciting information through the research questions. The researcher used open coding and coded

similar ideas shared by the participants. Initially, the researcher coded the participants' similar views in their responses. Later, for better understanding, the researcher reread the responses and made some changes by revising the initial codes. Lastly, the researcher prepared new codes that categorize different data.

Meanings and examples of each code are shown in **Table 4**.

Table 4 Meanings and examples of each code for theoretical thematic analysis

Meaning and Examples of Codes
<p>Methods: TESOL Knowledge of different teaching methods.</p> <p>Examples: GT method, Direct method, Audio-lingual method, CLT, TPR, CLL, Content-based instruction, and Task-based language teaching.</p>
<p>Techniques: TESOL knowledge about different teaching strategies.</p> <p>Examples: Student-centered classes and activities like- pair work, group/teamwork, and focus on dynamic/ critical thinking.</p>
<p>Negotiation: Negotiate between the prior and current knowledge for better future outcomes.</p> <p>Examples: Acceptance of new knowledge to reshape the prior teaching experience and develop the learning and teaching skills for a better outcome in the future.</p>
<p>Practicum: Knowledge from TESOL courses and teaching practicum courses enhancing teaching knowledge and experience.</p> <p>Examples: Practical learning and self-evaluation.</p>

Application of Theories: Theoretical knowledge from the TESOL teacher education program.

Examples: Audio-lingual method, constructivism, scaffolding,

Awareness: Development of awareness through the TESOL program.

Example- Awareness about the subject matter, backgrounds of students, different learning styles, different levels, different socio-cultural, Institutional, & situational contexts

Culture: TESOL knowledge on cultural differences.

Example: Different learners with different customs, laws, lifestyles, traditions, etc., learn and understand differently.

Socioeconomic: TESOL knowledge on socioeconomic differences among students.

Example: Families with high, middle, and low-income education and occupations create differences in learners' learning styles and abilities.

Identity: Professional identity in the workplace.

Example: understanding of and adjustment to the professional settings, work environment, and learners' requirements.

Evaluation: Evaluation of teaching skills to understand the outcome of TESOL knowledge.

Example: Teaching practicum courses, prior experience, everyday teaching experience.

Environment: TESOL knowledge about different learning environments.

Example: Safe, supportive, positive, empathetic learning environment.

Experience: Prior experience and everyday classroom experience.

For example, implementing theories and understanding the outcome of the theories, group work, pair works, different tasks, and activities according to the level of students.

Teachers with literature background: Teaches language but completed studies in English literature.

Example: Teach students with prior teaching experience.

Secure the knowledge: Secure TESOL knowledge and teachers' professional identity.

Example: To secure TESOL knowledge and teachers' professional identity, more research for updated, innovative findings and more practical classes in teaching practicum courses.

Curriculum: The TESOL curriculum has been developed to train pre-service or in-service language teachers to develop their language teaching and learning skills.

Example: Courses on theories, practicum courses, or thesis paper

Research: Research is required to determine the updated learning and teaching information.

Example: Lesson plan, material development, different tasks for different levels of learners.

Revision: The curriculum should focus more on teachers' professional identity formation.

Example: Sufficient focus is needed in terms of professional identity formation.

New Learning: Teachers with prior teaching experience acquire new knowledge from the TESOL program.

Example: knowledge about theories, methods, approaches, and styles.

Subject Knowledge: Knowledge and expertise in the English language itself.

Example: The TESOL classroom focuses on providing knowledge on grammar, vocabulary, pronunciation, pedagogical knowledge, cultural awareness, etc. This works as the foundation for teaching a subject to different levels of learners.

5.3. Identifying and exploring potential themes within the data

Following the generation of initial codes, the third step of thematic analysis involves meticulously examining the coded data. This entailed aggregating similar coded words and identifying overarching themes associated with those codes.

Table 5 in the present study presents the aggregated coded words found in the participants' responses and the corresponding themes derived from these coded words.

Table 5 Similar coded words and themes for the coded terms

Codes	Themes
Methods Techniques Approaches Style	Language teaching methodology

<p>Culture</p> <p>Socioeconomic background</p> <p>Environment</p>	<p>socio-cultural context</p>
<p>Classroom management</p> <p>Student-centered activities</p>	<p>classroom environment</p>
<p>Practical knowledge</p> <p>Practical Experience</p> <p>Practical implications</p>	<p>Practical learning</p>
<p>Professional Knowledge</p> <p>Theoretical knowledge</p> <p>Subject knowledge</p> <p>Implication of theories</p>	<p>Theory and practice</p>
<p>Teachers without a TESOL degree</p> <p>Teachers' prior knowledge</p> <p>Prior teaching experience</p>	<p>Prior knowledge and experience</p>
<p>New learning</p> <p>Awareness</p> <p>Evaluation</p> <p>Teaching Practicum</p>	<p>Outcome analysis</p>
<p>Research</p>	<p>Secure TESOL knowledge and teachers'</p>

Curriculum revision	identity
Teachers need and Concern	
Negotiation	Negotiation

5.4. *Reviewing and refining the identified themes*

All the data were reviewed to find uncoded data that should be coded. Braun and Clarke (2010) asserted, "Data within themes should cohere together meaningfully, while there should be clear and identifiable distinctions between themes." Columns were made to review the theming phase, and subthemes were provided beside every theme. Moreover, participants' responses on those themes were also added in the column.

The researcher reviewed the themes during this fourth step of thematic analysis. It was essential to analyze the research questions again to determine whether the themes supported the responses to the questions. Moreover, the researcher reviewed the themes to see their validity within the context of the entire data set. The final step was to check the varied themes and ensure the coherence of the themes. For instance, it was found that, in particular, the “practical learning” theme does not support the research questions much. It overlapped with another theme ‘theory and practice’. To avoid overlap of ideas, the researcher eliminated the theme, “practical learning" and the coded words practical knowledge, practical learning, and practical implications because the theme ‘theory and practice’ covered the idea of practical learning. Afterward, the sub-themes were encompassed within the broader themes.

Table 6 shows the theme, subthemes beside every theme, and participants' responses

		<p>Prior knowledge of language teaching helps.</p> <p>-Handle situations with the help OF TESOL knowledge and prior experience.</p>
socio-cultural context	Socioeconomic differences	-Learners are from different social and economic backgrounds and have different learning abilities.
	Cultural barrier	<p>Students of different cultures view things differently.</p> <p>-TESOL teaches us to become empathetic.</p>
Outcome analysis	NA	<p>-Confidence</p> <p>-Peer feedback</p> <p>-Practicum classes</p>

classroom environment	Different classroom situations	-Class management -Supportive facilitator -interactive Class
	Different activities	Group, pair work, jigsaw tasks role play, gameplay, debate, presentations
TESOL knowledge and teachers' identity	Teachers' identity formation	Not a prime concern Not directly focused
	To secure TESOL knowledge	More research Teachers' concerns, needs, challenges, and suggestions should be prioritized
Theory and practice	Theories	Behaviorism constructivism interactional theory
	Application of the theories	practice, Interaction, working in a group to complete the task.

Negotiation	Balance of prior and new knowledge.	Previous teaching experience and knowledge Conflict between past and present learning Impact of new knowledge on future experience
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5.5. Defining and assigning names to the finalized naming themes

Defining and assigning names to the finalized naming theme represents the ultimate enhancement of the themes, with the objective being pinpointing each theme's fundamental 'core' (Braun & Clarke, 2006, p.92). In this crucial phase, the researcher established distinct definitions for each theme and correlated the participants' responses with these themes. As a result, the answers within each theme substantiated the theme's authenticity.

Firstly, data from this research showed that the theme, “language teaching methodology” focused on knowledge about different teaching methods, strategies, and approaches. All five participants shared that the TESOL teacher education program provided knowledge about different methods, techniques, and teaching styles like interactive classrooms, student centered/constructivist approach, flipped Classroom, cooperative Learning, etc., guided the language teachers while teaching tertiary-level students.

The data from the second theme, “sociocultural context, ” showed that learners learn differently because of different societies and cultural, economic, and educational backgrounds.

Learners' learning ability is influenced by their environment, learning styles, and the society they belong to. Interviewees 1, 2, 4, and 5 mentioned that TESOL theories provided knowledge about choosing appropriate methods in a particular classroom, as all learners did not have equal abilities. Within this paradigm, the TESOL knowledge worked as a tool for teachers to handle different levels of students confidently.

The data on the following theme, "classroom environment," provided the idea about how knowledge about handling different classroom situations and how the overall classroom environment can have positive and negative outcomes for students learning. Out of five participants, four shared that they received knowledge about making a relaxed and fear-free classroom, effective lesson plans, tasks, teachers' positive attitude, and constructive feedback, prioritizing students' needs, emotions, etc., which are essential to focus on while teaching different students in one classroom. However, two participants from the literature background said that there was nothing new in the program she found because they gained all this knowledge from her previous teaching experience, which was an opinion shared by survey participants 13 and 15 from the literature background.

Next, the data from the theme "theory and practice" visualized the idea that TESOL created an opportunity for the learners to gain knowledge of the theories as well as practically apply the theories in language classrooms. The responses of survey participants 1, 3, 4, 7, 9, and 11 emphasized the knowledge about different approaches they acquired from the TESOL classroom. For example, the cognitive approach, structural approach, functional and genre approach, and interactional and sociocultural approach created opportunities for the TESOL learners to learn and understand the impact of those theories. Survey respondents, 2,3 and 5 from the interview shared that in-service teachers got more insight to evaluate their teaching styles and

the implications of those theories on different learners in their language classrooms. Moreover, they added that the TESOL teacher education program emphasizes courses like teaching practicum, where trainee teachers can practically apply the knowledge they have received from the TESOL classes. Teaching Practicum courses created a platform to teach students and evaluate the outcome of the teaching through students'/teachers' feedback. However, respondents 1, 2, and 5 from the interview suggested creating scope for research on different aspects of teaching, teacher burnout, and the varied environmental settings where the teachers may find challenges to create a solid professional identity so that trainee teachers can understand and learn about different situations that might arise in their professional lives and develop the capability to handle varied situations and would not have to struggle to formulate a solid professional identity at the beginning of their career.

Furthermore, participants 2,3,4,7,9,12 and 13 from the survey mentioned that “trainee teachers, under the guidance of their supervisors, should engage in research topics that give equal importance to both students and teachers. This approach enables trainee teachers to recognize various challenges and discover up-to-date solutions, ultimately assisting them in developing a strong professional identity in their educational environment.”

Data on the “prior knowledge and experience” theme indicated that in-service teachers join the TESOL program with prior teaching knowledge. After doing TESOL courses, they apply their prior and new knowledge to teach the students.

"After completing my bachelor's degree in English Literature, I joined a university as a language teacher without TESOL training. In the beginning days, I took ideas from my colleagues to teach the lesson. Sometimes, I struggled to handle classroom situations

where my prior teaching experience did not help me, and I felt demotivated to teach.

However, once I started the TESOL program, I understood different theories and approaches that can be applied in the classroom to tackle/overcome classroom challenges, although there was a conflict between my prior and new knowledge. I learned how to negotiate between the prior and new knowledge in the teaching practicum classes. I found students' feedback also helped to evaluate my teaching skills.” (Interview: Participant 2, Female).

Respondents 3 and 4 from the interview said teachers with English literature backgrounds taught their language students using prior teaching experience. According to the survey, participants 7, 8, 13, and 15 from a literature background shared that

“the everyday teaching experience was helpful enough to understand and select a suitable teaching style for the target learners. They learned from prior experience and their peers.”

Furthermore, the data from the theme “outcome analysis,” the participants 1,2,3,5,6,7,9,12,14, and 15 shared a similar view by stating that

“the in-service teachers joined this teacher education program with prior knowledge and experience; however, they learned more about language teaching from this program which helped to reshape their prior knowledge and experience.”

Participants 4,10, and 11 added that “from the TESOL courses, teachers learned about many things for the first time, which created self-awareness about handling different classroom situations. They found themselves more confident and knowledgeable in terms of theories and methods of language teaching.”

In addition, interviewees 3 and 4 from literature background mentioned that

“The application of the knowledge was enhanced as they used different techniques learned from the TESOL program in their language classroom and evaluated their teaching style by getting students’ feedback about the class tasks/activities; however, sometimes they found it difficult to choose between the prior and new learning. They welcomed students’/peer feedback on the different tasks to overcome the challenges. This helped to analyze the outcome of teaching.

“In practicum classes, teachers can evaluate their teaching skills through students’ responses, understanding of the lesson, and acceptance of the ideas.” (Participant 1, male).

Lastly, the data on the theme “securing TESOL knowledge and teachers’ identity” highlighted that the TESOL teacher education program provides knowledge about the different subject matter, backgrounds of students, different learning styles, different levels of learners, different socio-cultural, institutional, and situational contexts, etc., which focuses on language teaching. participants 3 and 5 said they acquired and applied theoretical knowledge in the practicum course.

Participants 1, 2, and 4 said they did not understand that “they must secure the knowledge from TESOL to formulate/ shape their professional identity. Participants 1,2,3,4,9,11, and 14 from the survey stated that different workplaces have different demands, rules, curricula, actions, and expectations that teachers must understand and accept while working.”

Survey participants 5,6,8 and 15 added that

“Sometimes in-service teachers must negotiate between the prior and current teaching experience to adjust to the new environment and fulfill new expectations; however, teachers sometimes fail to negotiate between the prior and new knowledge and cannot formulate a

professional identity in terms of the working environment requirement. They shared that teaching practicum courses allowed teachers to understand and evaluate their learning and teaching styles. However, the authority should prioritize the teachers' needs, concerns, challenges, and innovative ideas to develop a solid professional identity.”

Lastly, participants 1,3,4,6,9,11,12,13, and 15 showed concerns about many in-service language teachers. They mentioned that

“Even after doing the TESOL courses, teachers faced challenges updating themselves constantly according to the demands of their surroundings and failed to understand that identity requires constant changes.”

“To secure TESOL knowledge and teachers' identity formation, more research is needed because, through research on different areas like implications and acceptance of TESOL theories, workplace expectations, demands fulfillments, needs, and concerns of language teachers and students, etc., teachers can find out the updated information and make themselves ready for any challenging situation. Through these types of research, teachers can find sustainable solutions to tackle many challenging scenarios during language teaching, “said Interviewee 1,3,4 and survey participants 2,3,6,7,9,11,12,14 and 15.

The respondents added that “teachers' identity is still not a prime focus in the TESOL classroom because teachers are not fully aware of all the possible challenges and expectations of a workplace.” To secure the knowledge and teachers' identity, the authorities should prioritize teachers' needs and concerns about language teaching. Besides, the participants' identity was constantly negotiated as they became immersed in the teacher education program (Trent, 2017). “After doing the TESOL program, several teachers faced challenges negotiating between the prior teaching experience and new knowledge, and they failed to reshape their identities with the

new knowledge. As non-native speakers of English, teachers often face difficulties expressing a good level of language proficiency in front of their learners. However, through the TESOL program, teachers became more aware and confident as this teacher education program highlighted different methods, strategies, and aspects of teaching different levels of learners,” said interviewees 2,3 and 4.

Feeling a part of a supportive teaching and learning community significantly enhanced the establishment of a solid and positive teacher identity (Trent, 2013; Yazan, 2017). Moreover, the interviews of 3 and 5 respondents found that “many teachers struggled to adjust to a new working environment because they did not understand the compromises or adjustments essential to making in a new professional setting. Thus, the TESOL program should focus more on the factors related to teachers’ professional identity formation”.

5.6. Outcome of the thematic analysis

The researcher has found that teacher education programs are essential in formulating and developing teachers' professional identities.

The study revealed two key findings.

Evaluation of TESOL Training and Professional Development course

1. Respondents emphasized that TESOL education provides theoretical knowledge and diverse teaching techniques to address students' varied learning styles and expectations.

2. They recognized the value of practicum sessions but suggested improving the consistency of student and supervisor feedback.

3. Constant support and encouragement from supervisors in research work were considered essential, as research can solve challenges when instructing learners at different proficiency levels.

Professional Identity Formation

1. The study highlighted that teachers' identity remains unfamiliar in TESOL classrooms.

2. Participants shared that real-world challenges arise when working in educational institutions, and many teachers struggle to navigate these challenges.

3. Even with TESOL training and theoretical knowledge, in-service teachers need assistance reconciling their prior knowledge, experiences, expectations, and the institutional context.

4. The study echoed the importance of teachers engaging in reflective activities, practice-centered research, and action research throughout their careers to enhance their professional identity and classroom practice.

5. Prioritizing teachers' needs and concerns like the students and integrating these research-based approaches into TESOL curricula were recommended to support teachers in establishing a robust professional identity in their work environments.

CHAPTER 6

Discussion

This research reported on a narrative study intended to explore the impact of TESOL knowledge on in-service language teachers' professional identity formation. Five language teachers from different private universities in Dhaka were selected to share their lived learning and teaching experiences through the interview to complete the data collection process. The researcher later observed these language teachers' classes to verify the proper application of perceived knowledge from TESOL training. Moreover, to complete the open-ended survey questions, fifteen language teachers of different backgrounds were selected from varied private universities in Dhaka, Bangladesh, whose responses mainly focused on the challenges, impact, and effectiveness of the TESOL curriculum. Respondents have covered the queries of research questions.

Research Questions and Answers

1. How do the varied components of the TESOL program showcase their suitability for educating tertiary-level in-service teachers in Bangladesh?

The study's findings indicated varied components of the TESOL program, such as language teaching methodologies, theories, language assessment and testing, curriculum design and lesson planning, linguistics, cultural competence, teaching practicum courses, etc. In-service teachers need to constantly update themselves on the varied components that TESOL focuses on to understand how to effectively apply different methods and approaches to teach different learners from different backgrounds. This showcases their suitability for educating tertiary-level in-service teachers in Bangladesh.

TESOL aims to teach trainee teachers about dynamic learning environments that foster interplay among students, materials, and ideas (Tobin et al., 1994).

2. why is knowledge considered an essential constituent of the TESOL program?

The findings showed that TESOL knowledge is essential because it involves comprehending diverse subjects, learners' different backgrounds, styles, levels, and varied socio-cultural contexts, which helps in-service teachers focus on different learning aspects and understand their perspectives.

3. How does the knowledge acquired from the TESOL program influence the formation of professional identity among in-service teachers in Bangladesh?

Professional identity formation is often presented as a struggle because teachers have to make sense of varying situations and sometimes competing perspectives, expectations, and roles that they have to confront and adapt to (Samuel & Stephens, 2000; Volkmann & Anderson, 1998; see also Bullough, Knowles, & Crow, 1992; Roberts, 2000).

The findings showed that TESOL knowledge helps to handle different classroom situations in different contexts with innovative teaching materials and knowledge on handling students.

However, knowledge about the different roles of teachers in their workplaces, proficiency in the vast field of research, different expectations, and demands of the work environment greatly influence teachers' professional identity formation, which is not yet the primary focus of the TESOL Teacher Education Program. The findings are consistent with Pinho and Andrade's (2009b) work, which also reported that Teachers' Professional Identity depends on prior knowledge and experience in teaching and learning, beliefs, plans, actions, motivations, expectations, commitments, and negotiation.

During the interview session, two teachers from the literature background shared that before doing TESOL, they relied on their prior teaching experience, colleagues, and students' feedback to teach different tertiary-level students since, before enrolling in the TESOL program, they had less knowledge about different methods and ways to tackle a mixed class level classroom. On the other hand, teachers from different language backgrounds shared in the interview that they had some knowledge about language teaching since they had previously learned different language teaching methods. However, once they enrolled in the TESOL program, they learned about methods, techniques, and significant teaching styles, which later proved beneficial in handling varied classroom settings. Teachers learned from the TESOL learning that to create a sustainable identity in a professional setting, they must understand how to act, evaluate, and react in certain situations. Sachs (2005) posits that the fundamental essence of teachers' professional identity is comprehending the concepts of 'being,' 'behaving,' and 'interpreting' within various and specific professional contexts. Thus, this study showed that without TESOL knowledge, in-service teachers came across different challenges, got stressed because of the difficulty on 'how to be,' 'how to act,' and 'how to understand' and handle different levels of classroom environments.

Furthermore, without TESOL knowledge, many in-service teachers face difficulty in negotiating between the transposable identity (informal, personal, and authentic identity) and the formal teacher identity (Institutional expectations, policies, requirements, exam content teaching) (Richards, 2006). According to the data collected from the research questions, “teachers developed more confidence to teach different levels of learners and their self-awareness raised after getting the TESOL knowledge.”

This research indicated that TESOL had become a renowned program among language teachers as it emphasizes learners' needs, concerns, and the influence of different circumstances on language learning. So, to handle different learners, teachers need specific guidelines to develop their teaching skills. On the other hand, professional identity has been extensively discussed in many research fields and has attracted widespread attention (Akkerman & Meijer, 2011; Beauchamp & Thomas, 2009; Beijaard et al., 2004; Rodgers & Scott, 2008). The practical implications of TESOL knowledge in teaching practicum classes helped trainee teachers form their professional identity. Respondents shared that the teaching practicum created a scope to take classes and get assistance from supervisors; valuable feedback from the supervisors helped form and develop a professional identity. However, they added that by emphasizing both the teachers' and students' needs and concerns, there should be more scope for research work in the TESOL program. More research works can assist in discovering different challenges that both teachers and students face while working in a language classroom. They added that teaching requires constant change, and through the research, the trainee teachers and assigned supervisors can work together to find more updated data or information about handling classroom environments and workplace expectations.

In addition, case studies or research works will bring new perspectives for teachers as teachers need updated and practical solutions to handle certain expectations, demands, and requirements of their professional environment. According to the respondents, language teachers can engage in reflective activity and practice-centered research that encourages discussion or individual reflection on identity as the basis for professional development or action research to examine practice and implement changes, possibly with others (Pennington, 2015). The concept of identity has contributed to the understanding that teachers' sense of self is not fixed but

undergoes periodic changes over time (Sachs, 2005). Based on class observation, interviews, and online surveys, the researcher found that along with students' needs and concerns, teachers' needs and concerns, solutions to different challenges and expectations of a work environment should get a significant focus in the TESOL curriculum. Interestingly, it is evident that the experience of teachers begins with interactions with colleagues, students, and parents, which is essential for shaping their professional identity (Pearce & Morrison, 2011). On that note, teachers from the literature background shared positive views about prior teaching experience, which helped them to teach in language classrooms. One of the central insights emerging from the analysis is that TESOL teachers should emphasize the importance of interactions with colleagues, students, and parents to understand different perspectives and adjust to different work environments to formulate a stable professional identity. Participants added that TESOL should welcome the innovative ideas of both teachers and students to make different lesson plans for teaching practicum classes.

Clandinin and Connelly's (2000) work on Dewey's pragmatic theory of experience also matched the participants' responses. Almost all the respondents emphasized that understanding how to negotiate between prior and new knowledge is essential to upgrading future knowledge and achieving a satisfactory outcome in future teaching.

They believe peer and student feedback could resolve complex issues and help form teachers' identities. Hence, case studies, action research on the practical implications of theories, reflective teaching, exchanging and adapting new ideas, etc., can bring or view innovative ideas to handle different demands of students and institutions. The practical findings and solutions from the research can help resolve the struggle of in-service language teachers to formulate a solid professional identity in the workplace. Supervisors of TESOL trainee teachers' constant support

and encouragement for exploring effective research topics can produce updated findings and continuously enhance trainees' knowledge of language teaching techniques, benefiting teachers and students.

Despite the rigorous information about the impact of TESOL knowledge and the necessity of addressing teachers' identity in training programs like TESOL to cultivate and accelerate better teaching and learning outcomes, it is essential to acknowledge the limitations of this research. The sample size may restrict the generalizability of the findings. Additionally, a larger sample size could capture more perspectives of teachers. These limitations suggest avenues for future research to overcome these constraints and provide broader insights into teachers' identity formation in their workplaces.

CHAPTER 7

Conclusion

This chapter provided a comprehensive synthesis of critical findings. It showed valuable implications for the broader understanding of the influence of TESOL teacher education on in-service teachers' professional identity formation. The present study is innovative since it only focused on the impact of 'TESOL knowledge' on teachers' professional identity formation. By focusing explicitly on the role of TESOL knowledge, the researcher conducted a narrative study and highlighted teachers' lived teaching and learning experiences where teachers shared about different challenges, the impact of the TESOL curriculum, TESOL knowledge, and suggestions to secure teachers' identity effectively. All the aspects of TESOL knowledge (knowledge on diverse subjects, learners' backgrounds, styles, levels, and socio-cultural contexts) have been analyzed through thematic data analysis. The study's findings showed that trainee teachers get vast opportunities to enhance their teaching and learning skills through the TESOL program because theoretical and practical knowledge from the TESOL classroom makes them confident to teach students from different levels and backgrounds. However, the findings also focused on those teachers who encounter different challenges in their professional settings where they need prior knowledge and preparations to handle different expectations, demands, criticism, feedback, and challenging circumstances. Hence, the TESOL curriculum needs to emphasize all these aspects since different pressures from surroundings can affect teachers' teaching and learning positively and negatively. Moreover, more practical implications of theoretical knowledge, teachers' and students' feedback, and research work to determine the effectiveness of TESOL theories are suggested here. It is emphasized that research work is essential for different challenges that arise occasionally inside or outside the classrooms. The research outcome can

introduce sustainable solutions to those challenges and update the teachers with different techniques to handle varied teaching and professional settings. In the words of Burn & Bell (2011), professional identity is not perceived as being stable; instead, it exists as a continuum that is shaped and reshaped through interactions in social networks. Hence, teachers must be ready with updated techniques to negotiate between their past and present learning to tackle varied situations and constantly shape their learning. Concerning teachers' professional survival in their teaching settings, as Badia (2018) suggests, teachers can collaborate with colleagues, set prior goals for their lessons, get involved in reflection, share success with others, and attend lectures. To the advocates of this line of thinking, teachers can get peer feedback and be involved in narrative interaction to exchange ideas about their academic and practical experiences and establish a link between emotional identification and teacher identity (Karlsson, 2013). This study solely focused on TESOL knowledge and demonstrated how the inclusion of knowledge influenced professional identity development among in-service teachers.

As this study only focused on different aspects of TESOL knowledge, further research is important to identify the impact of other constituents of TESOL (attitude, awareness, skills) on in-service university teachers' professional identity formation, which can show the effectiveness of all the TESOL constituents on in-service teachers' professional identity. This qualitative research has limitations in terms of the limited number of participants, so further research can be done in this area using a mixed methods approach along with tools such as case studies, in-depth interviews, and questionnaires to capture a wide range of perspectives and data, allowing for a more detailed assessment of the impact of the TESOL program on teachers' professional identity formation.

In conclusion, this study showcased different aspects of TESOL knowledge and how the TESOL knowledge has a vast impact on teachers' professional identity formation. This research thoroughly emphasized the importance of continually improving teacher training programs where there should be equal focus on teachers' and learners' priorities and needs. This study highlighted the need to provide updated knowledge to teachers to help them deal with the different professional and classroom settings challenges. This study intended to make a positive change in language education by emphasizing the needs of teachers and students and helping the teachers become better prepared for different challenges that may arise within their professional domain.

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APPENDIX A

Checklist of criteria for thematic analysis (Caulfield, 2023)

Process	No.	Criteria
Familiarization	1.	Read and reread the data
	2.	Took notes on the essential and similar ideas shared by the respondents.
Generated initial codes	3.	Coded each data segment that provided essential information.
	4.	Used open coding
	5.	Coded the similar ideas the participants shared in their responses.
	6.	Changed the codes by revising the initial codes and answers.
	7.	Generated the new codes by highlighting the transcripts.
Searched for themes	8.	Examined the codes by collating similar coded words.
	9.	Selected themes for those codes
Reviewed themes	10.	Reviewed the themes.
	11.	Eliminated the themes which overlapped with another

Theme.

12. Prepared sub-themes within the broader themes.
13. Provided participants' responses under every subtheme

Defining and naming themes 14. Describe what the theme is about.

15. Include participants' responses based on research questions.

Writing up

16. A complete report of thematic analysis
 17. Based on the data, the report covered Introduction, methodology, findings, and results.
-

APPENDIX B:

Interview Schedule

- *Before the interview, interviewees will be given basic ideas about TESOL Teacher Education and professional identity.*

Demographic profile: (to be recorded on the audio device or paper)

- Name (Optional) _____
- Age
 - 21-25 26-31
 - 32-37 38-43
 - 44-49 50+
- Gender: Female Male

- Present position:

- Duration of teaching
experience.....

1. How did you perceive your identity as a language teacher before enrolling in the TESOL teacher education program?
2. What was your teaching philosophy at the beginning of your career?

3. Does the teacher education program prepare trainee teachers sufficiently to discover who they are as teaching professionals?
4. How do the teachers attending a TESOL teacher education program construct their professional identity? Do you think the TE helps to reshape the teachers' identity?
5. Does the TESOL training have different components that may influence the trainee teachers' identity?
6. Could you identify any changes in your self-image after completing the teacher education program? "How would you describe this change?"

APPENDIX C

Interview Schedule

- *Before the interview, interviewees will be given basic ideas about TESOL Teacher Education and professional identity.*

Demographic profile: (to be recorded on the audio device or paper)

- Name (Optional) _____
- Age
 - 21-25 26-31
 - 32-37 38-43
 - 44-49 50+
- Gender: Female Male
- Present position:

- Duration of teaching experience.....

Semi-structured online survey questions

1. Do you think that knowledge (pedagogical knowledge, knowledge about different subject matter, backgrounds of students, different learning styles, different levels, different socio-cultural, Institutional, and situational contexts) of TESOL is essential to becoming a successful language teacher?

Yes

No

If yes, please explain with an example.

2. Do you think the TESOL teacher education program provides overt attention to teachers' professional identity?

Yes

No

Please explain the reason with an example.

3. How do you explain the impacts of acquired knowledge from TESOL training/practices on your professional identity formation?

4. Did you face any challenges in building your professional identity after the TESOL teacher education program?

Yes

No

If yes, please explain with an example.

4. Do you think teachers with TESOL degrees teach English differently than teachers without TESOL degrees? For example, are they (teachers with a literature background) different in teaching techniques, style, and strategies?

Yes

No

If yes, please explain with an example.

5. Do you think that the curriculum of the TESOL teacher education program requires revision to secure the TESOL knowledge/identity effectively?

Yes

No

please explain the reason with an example.
