Language teacher identity across contexts: A comparative investigation of the relationship between teacher self, language use and context

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Thesis accepted in fulfillment of the requirements for the degree *Doctor of Philosophy in* English at the North-West University

Promoter: Prof AS Coetzee-Van Rooy

DECLARATION

I, Adriana Josina Maria van Zyl, declare herewith that the thesis entitled "**Language teacher identity across contexts: a comparative investigation of the relationship between teacher self, language, and context**", which I herewith submit to the North-West University, is in compliance with the requirements set for the degree: Doctor of Philosophy in English, is my own work, has been text-edited in accordance with the requirements and has not already been submitted to any other university. I further declare that that the views and opinions expressed in this thesis are my own and those of the authors as referenced both in the text and in the reference list.

This study has been approved by the NWU's Ethics Committee for Scientific Projects in Language Matters (ECLM). Permission to collect data amongst the NWU staff was granted by the Research Data Gatekeeper Committee (RDGC). A copy of the approval letters are available in Annexure 10 of this thesis.



Signature: AJM van Zyl

ACKNOWLEDGEMENTS

I would like to acknowledge the following people whose valuable contributions enabled me to complete this study:

My promotor Prof. Susan Coetzee-Van Rooy for her infinite patience, understanding, guidance and support. I would like to thank her for her willingness to share her expert knowledge, her ability to understand the type of support I needed, and for keeping me on the right track. Thank you for welcoming me into your home, your office and your heart.

The Faculty of Humanity's Deanery and in particular Prof. Mirna Nel for providing me with financial and occupational support.

Prof. Gustav Butler and UPSET for financial, administrative and moral support.

My colleagues at the NWU School of Languages, and in particular: Christine van Aardt, Wendy Barrow, Anneke Butler, Dr Pheladi Fakude, Dr Mari-Leigh Pienaar, Dr Nicole Schutte, Jacques Heyns, and Dr Gordon Matthews for administrative, infrastructure, moral and technical support.

For her time and expertise in language editing, Dr Natasha Ravyse.

The participants of this study, who made the time and effort to give their invaluable input, despite so many other responsibilities.

Then, in these endeavours, it is always the people closest to us who have to make the biggest sacrifices. Therefore, I would like to extend my appreciation, love and enduring thanks to the following people:

My ouers, Buks en Madia Strydom, vir 'n leeftyd se ondersteuning, liefde en opoffering. Dankie dat julle van kleins af die liefde vir kennis ontginning en nuuskierigheid in my gekweek het, dankie dat julle my laat lees, lag en leef het. Dankie dat ek met volledige rustigheid kon werk in die wete dat daar altyd brandstof vir die kragopwekker sal wees, iemand om die kind by die skool te kry en 'n bord kos op die tafel. Dankie vir elke gebed en al ma-hulle se liefde.

Ashley, Josh and little Kai – thank you for inspiring me, for giving me the space to grow, for loving me, so many times from a distance, and for always providing a safe haven to return to.

My siblings: Dr Wemar Strydom, thank you for constantly challenging me to be more inquisitive, to see the world differently and that you paved the way for my academic achievement. Zané Beetge, one of the smartest women I know, thank you for being a mother to my child when so

often I was not around. Lenika van Deventer, thank you for your creativity and interest and for making the world a brighter, lighter place. Zeilinga Strydom, thank you for showing me what is possible with consistent hard work and a passion for your occupation.

And finally, to my three best friends, Stephanie, Natasha and Wendy. Thank you for your enduring cheering, support, soundboarding, proofreading and love. You are amazing women.

ABSTRACT

This study investigates the relationship between higher education language teacher-self, context and language use, as framed in the conceptual notion of the 2020-void. Through the application of a phenomenological research approach, this qualitative study contributes to the discourse on language teacher identity, language policy implementation and teacher training frameworks in the South African higher education context.

Four research questions guide this study and provide the framework for discussion. The first aims at understanding the relationship between self, language repertoire and language awareness as it presents in the embodied representation of language teacher identity in changing contexts. The second investigates, by means of content analysis of newly negotiated teaching spaces, how language practices and language ideologies contribute to the establishment of language teacher identity, experience, and classroom ecology. Furthermore, it aims to describe these linguistic ecologies and landscapes as they are presented in the 2020-void and beyond. Third, the study aims to describe the experience of higher education language teachers in the 2020-void and beyond, and their conceptualisation of teacher identity. From these descriptions, the study then proposes new frameworks for identity modelling, teacher training and adaptability.

The study uses a research design consisting of three data sets. Instruments used to elicit information for Data Set 1 include the application of an adapted Oyserman's *Possible Selves* questionnaire, a set of comparative language portraits and interview questions. For Data Set 2, participants provided data through a teacher identity portfolio (TIP), an adapted *Teacher Competence* questionnaire as well as relevant interview questions. The final data set was based on information elicited from a narrative essay and questions from a reflective interview.

A thematic content analysis is applied at the hand of a reconceptualised identity investigation model - the HELTI model. It analyses the extent to which contextual factors and psychological processes feature and impact on the conceptualisation of higher education language teacher identity. It further reports on the resultant interactions within the classroom ecology, as enabled through these ideologies and conceptualisations.

The data and findings are presented by means of a textural and structural description. The textural description provides rich descriptions of the participants' individual experiences of the phenomenon (the 2020-void), and the structural description provides a rich description (both individual and shared) of the contextual grounding for these experiences. These descriptions reflect the lived experiences of the participants in new teaching spaces, as they appear embedded

in teacher perspectives on their own competence, and their reflections about multilingual pedagogy, and identify how language practices contribute to the establishment of language teacher identity, experience, and newly negotiated classroom ecology.

The main findings validate the HELTI model, by confirming the complex interplay of the contextual elements of socio-linguistic and immediate socio-economic environments, as well as the psychological processes of emotive motivation as significant elements in the construction and maintenance of teacher identity of the participants.

This study makes significant contributions through 1) the rich description of the lived experiences of a group of higher education language teachers in a complex context; 2) the design of a unique and well-triangulated qualitative methodology to elicit these rich descriptions; 3) the contribution of the HELTI model; 4) the expansion of the theoretical concept of linguistic landscapes to include the notion of manifested landscapes; and 5) by keeping teacher adaptability in mind, laying the framework for an NWU-specific higher education language teacher adaptability framework to be used in teacher training.

Key terms

Teacher identity, higher education language teachers, HELTI-model, language portrait methodology, 2020-void, linguistic landscapes, classroom ecology, possible selves.

OPSOMMING

Hierdie studie ondersoek die verhouding tussen hoër onderwys-taalonderwyser-self, konteks en taalgebruik soos omvat in die konsepsuele begrip van die 2020-leemte. Deur die toepassing van ’n fenomenologiese navorsingsbenadering, dra hierdie studie by tot die diskoers oor taalonderwyseridentiteit, die implementering van taalbeleid en raamwerke vir onderwyseropleiding binne die konteks van die Suid-Afrikaanse hoër onderwys.

Vier navorsingsvrae rig hierdie studie en verskaf die raamwerk vir bespreking. Die eerste vraag het ten doel om die verhouding tussen self, taalrepertoire en taalbewustheid te verstaan soos dit voorkom in die vergestalte voorstelling van taalonderwyseridentiteit in veranderende kontekste. Die tweede vraag ondersoek, deur middel van konteksanalise van die nuut-onderhandelde onderrigruimtes, hoe taalpraktyke en taalideologieë bydra tot die vestiging van taalonderwyseridentieit, -ervaring, en klaskamerekologie. Voorts, het dit ten doel om hierdie linguistiese ekologieë en landskappe te beskryf, soos voorgestel in die 2020-leemte en daarna. Derdens, het die studie ten doel om die ervaringe van taalonderwysers in die hoër onderwys te beskryf in die 2020-leemte en daarna en hul konseptualisering van onderwysidentiteit. Uit hierdie beskrywings, stel die studie dan nuwe raamwerke voor vir identiteitsmodellering, onderwysopleiding en aanpasbaarheid.

Die studie se navorsingsontwerp bestaan uit drie datastelle. Instrumente om inligting te onttrek vir datastel 1 sluit die aangepaste Oyserman se *Possible Selves*-vraelys, ’n stel komparatiewe taalportrette en onderhoudsvrae in. Vir datastel 2 het deelnemers data verskaf deur ’n onderwyseridentiteitsportefeulje, ’n aangepaste onderwyserbevoegdheidsvraelys, sowel as toepaslike onderhoudsvrae te voltooi. Die finale datastel is gebaseer op inligting wat ontlok is uit ’n verhalende opstel en vrae gedurende ’n reflekterende onderhoud.

’n Tematiese inhoudsanalise is toegepas aan hand van die herkonseptualiseerde identiteitsondersoekmodel – die HELTI-model (*Higher Education Language Teacher Identity*). Dit analiseer die mate waartoe konseptuele faktore en sielkundige prosesse voorkom en ’n impak het op die konseptualisering van taalonderwysers in hoër onderwys se identiteit. Verder gee dit verslag van die resulterende interaksie binne die klaskamerekologie soos in werking gestel deur hierdie ideologieë en konseptualiserings.

Die data en bevindinge word voorgestel deur middel van tekstuele en strukturele beskrywing. Die tekstuele beskrywing verskaf ryk beskrywings van die deelnemers se individuele ervaringe van die fenomeen (die 2020-leemte) en die strukturele beskrywing verskaf ryk beskrywings (beide

individueel en gedeelde) van die kontekstuele grondslag van hierdie ervarings. Hierdie beskrywings reflekteer die geleefde ervaringe van die deelnemers in nuwe onderrigruimtes, soos hul ingebed is in onderwyserperspektiewe oor hul eie bevoegdheid en hul besinning oor veeltalige opvoedkunde. Die beskrywings identifiseer hoe taalpraktyke bydra tot die vestiging van taalonderwyseridentiteit, -ervaring en die nuut-onderhandelde klaskamerekologie.

Die hoofbevindinge bekragtig die HELTI-model deur die komplekse wisselwerking van die kontekstuele elemente van sosiolinguistik en onmiddelike sosio-ekonomiese omgewings, asook die sielkundige prosesse van emotiewe motivering as beduidende elemente in die konstruksie en instandhouding van die onderwyseridentiteit van die deelnemers te bevestig.

Die studie lewer beduidende bydraes deur 1) die ryke beskrywing van die geleefde ervaringe van ’n groep taalonderwysers in die hoër onderwys in ’n komplekse konteks; 2) die ontwerp van ’n unieke en goed-getrianguleerde kwalitatiewe metodologie om hierdie ryk beskrywings te ontlok; 3) die bydrae van die HELTI-model; 4) die uitbreiding van die teoretiese konsep van linguistiese landskappe om die idee van gemanifesteerde landskappe in te sluit; en 5) met inagneming van onderwyseraanpasbaarheid, ’n NWU-spesifieke aanpasbaarheidsraamwerk vir taalonderwysers in hoër onderrig daar te stel wat vir onderwysopleiding gebruik kan word.

Sleutelbegrippe

Onderwyseridentiteit, taalonderwysers in hoër onderrig, HELTI-model, taalportret-metodologie, 2020-leemte, linguistiese landskappe, klaskamerekologie, moontlike self

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LIST OF ABBREVIATIONS

Abbreviation	Complete term
CALL	Computer assisted language learning
ECLM	Ethics committee for language matters
EROT	Emergency remote online teaching
ERT	Emergency remote teaching
HELTI	Higher education language teacher identity
LMS	Learning management system
LTID	Language teacher identity
MPs	Multilingual pedagogies
MLPs	Multilingual Language Policies
NWU	North-West University
POPIA	Protection of Personal Information Act
TI	Teacher identity
TIP	Teacher identity portfolio

In space no one can you hear you ~~scream~~ teach...

w. strydom

-~~Dan O'Bannon~~

CHAPTER 1 INTRODUCTION AND CONTEXTUALISATION

1.1 Introduction

To say that 2020 challenged the world understates the significance and implications of the economic, social, and personal changes brought on by the response to a global pandemic. The immediacy of these transitionary actions laid bare both inadequacies and potentiality across many industries. Particularly in the world of tertiary teaching, the 2020-void[1] resulted in immense changes in how we taught, engaged with students, conceived of ourselves as teachers and presented our teacher identity (TI)[2] or teacher-self as language teachers in higher education (HE), and especially how we used language to 'action'[3] these changes within a specific context. Overall, this event brought about a major challenge to teacher professionalism, which also called into question institutional professional support functions and teacher training objectives, especially those aimed at higher education language teachers.

Regarding teaching, the adoption of the digital space as a classroom, along with the void, created blurred spaces where the inevitable distortion of the personal and the professional became, initially, seemingly insurmountable. In these digital spaces, very often without clear boundaries set, TI filters which usually presented itself in physical classrooms were suddenly compromised, and to fully engage with teaching in the void, it necessitated the renegotiation, consciously or subconsciously, of the TI. The traditional understanding of language teacher identity as professional, implied, not 'spoken', or explicitly expressed is challenged in this milieu. In the void

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[1] I coin and use the term the '2020-void' here to describe both the physical and mental state that university teachers in South Africa and across the world found themselves in during the 2020 teaching period. The void represents a space of uncertainty and displacement in which the absence of comfortable, proven, pedagogical strategies and methodologies needed to be immediately navigated, to be surmounted.

[2] While this study focuses on educators in the tertiary environment, I use the term teacher identity in its capacity as an adopted theoretical concept to refer to these educators' professional identities as teachers. This is to include the various functions and roles played by educators in the tertiary environment (e.g., as teachers, researchers, administrators etc.). This term is further operationalised in Chapter 2 of this thesis.

[3] What I mean by 'action these changes' is how we used linguistic and other communicative and teaching tools to create more accessible contexts in a language classroom, and how our teaching and language practices were influenced by our linguistic ideologies.

for some, it became important to recreate their teacher persona to become more human, more personal, and more real. For some, the distance of online teaching was insurmountable and the journey to reach students, perilous. One of the ways in which we could recreate our TI as language teachers and reach across this void was through language. In this case, literally, FACE BECAME WORD, body became language. Essentially, there was a potential shift in representation: In traditional contact language classes a teacher has a physical presence in a classroom, her words and teaching are conveyed through her body, whether it is her body language or the physical uttering of words and sound. In this new context, teachers did not necessarily have a face, many of them taught through platforms such as WhatsApp, Telegram and learning management systems (LMSs) like eFundi (at the North-West University (NWU) in South Africa), where their physical presence or TI was supplanted by words, language, and sound. Instead of a body or physical presence to convey their teacher identity, they had to use words (sometimes communicated through sounds, often only through the visual presentation of words on screens in asynchronous teaching) to describe themselves in bios, in announcements and in e-messages. Even where video was used as a platform, it can be argued that the mediated form of physical presence still had to be interpreted by students via words and sometimes sounds.

With this removal of the physical body presence and the physical classroom, the linguistic representation of that presence became imbued with additional meaning, power, and significance. Within a newly negotiated classroom ecology, we had to ask the question, did we experience an identity crisis because of these challenges? How did we mitigate the challenges, and amidst this, how did our TI change, how did we adapt our pedagogy and use language to facilitate these changes within this context? These questions then provide an opportunity for examining specific larger issues in the denouement of the 2020-void: These issues could be answered by asking the question: “How did we experience it (the phenomenon, the 2020-void)?” More specifically, how did university language teachers experience and perceive these possible changes to the TI-self in relation to their context? Furthermore, and perhaps more importantly how did these experiences shape us as teachers, and how did they contribute to how we perceived of ourselves as language teachers?

However, not only is it important to understand how these conceptualisations and changes played out within a specific time of crisis, or phenomenon, but understanding how these experiences syphoned through to the time beyond crisis, is also important. To track the language teacher’s journey from a context of emergency remote online teaching (EROT) to a context of hybridised

normality, adds to the understanding of how language teachers function across time and context in a contemporary HE landscape.

Furthermore, the value of carving out a niche for studying specifically higher education language teacher identity, or what I coin HELTI, in South Africa, becomes evident when looking at the findings of this study. To be able to recognise the differences in identity constructions, the similarities in experiences and the consequent implications of both of these for language teacher training, as encapsulated in the institutional application of empowering teachers with the skill of adaptability, is paramount. The investigation of these issues in a South African context is justified by the reinvigoration of the field of language teacher identity on the international stage. In the 2023 publication of the *Handbook of Research on Language Teacher Identity*, Karpava (2023:xix) acknowledges the influences of shifting global contexts, teaching in the digital age and the importance of awareness of these phenomena in the education context. In particular, the importance of investigating "both top-down and bottom-up views regarding language teaching, learning and assessment", as well as raising awareness for the need for "reflective practice, and continuous professional development of educators" is emphasised. It is within this niche that the study is situated.

1.2 Narrowing down HELTI

Norton (1997) studied the issue of language, identity, and the ownership of English. Norton's (1997:409) original notion is that identity can be seen as "how people understand their relationship to the world, how that relationship is constructed across time and space and how people understand their possibilities for the future". This idea, expressed in the context of language, identity, and ownership of English in the context of language acquisition and learning not only resonates with the constructivist view adopted in this study, but also underscores the idea that in the context of teacher identity, one could argue that it is not a confined singular issue, but a complex and dynamic situation of the teacher self within context and interaction.

The field of teacher identity is by no means a novel or under-investigated field. For at least three decades the idea of teacher identity has been argued by a number of prominent figures/researchers in the field of SLA and teacher education (for example, Norton, 1997, 2000, 2013; Varghese, Morgan, Johnston & Johnson, 2005; Varghese, 2016; Zembylas, 2003a, 2003b, 2005). Teacher identity focused in the past few years on contexts such as professional teacher identity and identity formation of pre-service teachers, and are explored in depth by, for example,

Alsup (2006), Beauchamp and Thomas (2009, 2010), Thomas and Beauchamp (2011), Beijaard *et al.* (2004), Canrinus *et al.* (2011), Day *et al.* (2006), Simon-Maeda (2004); Mawhinney and Xu (1997) and Tsui (2007). A significant turn in teacher identity research is the focus on the reconceptualization of teacher identity theory (Lasky, 2005; Beauchamp & Thomas, 2009; McClellan, 2017; Zembylas & Chubbuck, 2015, 2018). Important to this study, because of the nature of its view on identity, is the research of Akkerman and Meijer (2011:308) who redefine teacher identity as "both unitary and multiple, both continuous and discontinuous, and both individual and social".

Language teacher identity specifically, a more recent field of study, is also represented, with researchers focusing on language teacher identity in a variety of contexts. The 2016 book, *Reflections on Language Teacher Identity Research,* edited by Barkhuizen (2016), explores language teacher identity through contributions from 42 high-ranking authors in the field, including, Higgins, Varghese, Mahboob, Canagarajah, Lebovits, Norton, and Mercer; and the book serves as evidence of the relevancy of the idea of language teacher identity within a globalised context. The 2023 *Handbook of Research on Language Teacher Identity*, edited by Karpava (2023), explores language teacher identity within the digital age and includes perspectives from across the globe to establish new parameters for the study of language teacher identity in the information age.

The impact of emotions on language teacher identity is another relevant and recent branch of teacher identity research. Scholars like Song (2016), as well as Wolff and De Costa (2017), investigate language teachers-in-training and non-native English-speaking teachers, with a focus on emotions and teacher identity formation. The argument for "new pedagogical models that help teachers develop their reflexivity and negotiate potential emotion-related challenges they might encounter" (Wolff & de Costa, 2017:76) highlights the important relationship between emotion and teacher identity and the need for establishing new frameworks such as those proposed by this study.

An ecological perspective on language teacher identity is adopted by Edwards and Burns (2016) and this approach is of particular interest to the proposed study as it relates to context as ecology when they postulate that:

> Language teacher identity is seen as dynamic, multifaceted, negotiated, and co-constructed, the processes of identity negotiation being highly individual, but also shaped by teachers' socio-professional institutional environments (Duff & Uchida, 1997; Tsui, 2007). Negotiation of teachers'

> identities ostensibly involves struggle as teachers seek to legitimise new identities in reaction to a specific professional event (Gu & Benson, 2015; Trent & Lim, 2010; Trent, 2012; Yuan & Lee, 2015). Such identity struggles may lead to renewed relationships, new forms of professional engagement, and new understandings, or, on the other hand, disengagement or lack of legitimisation (Tsui, 2007). (p. 735)

If one then believes that these 'professional events' influence the reconceptualization of teacher identity, but one also holds that teacher identity is comprised of not only socio-professional elements, but also of socio-cultural, socio-political and personal elements, an event such as the 2020-void provides a legitimate nexus of struggle.

Language teacher identity is challenged on several levels within the void. Specifically, it challenges what is known as the 'teacher self', a concept inclusive of the 'ideal self', the 'ought-to self' and the 'anti-ought-to self' (Thompson, 2021:21). These three concepts originate from Dörnyei's L2 motivational self-system theory (2009) and is adapted by Thomspon (2021) in a framework to study language teacher identity. From this vantage point, the ideal self refers to the envisioning of what and who a teacher would like to become in terms of professional teacher identity based on their own desires and ideals. The ought-to-self refers to a teacher's perception in terms of external pressure influencing who they then feel they need to become. The anti-ought-to self refers to the teacher self as based on "the self that is conceptualized by the desire to succeed in the face of challenges or to do something that others believe to be difficult or impossible" (Kramsch, 2021:21). In other words, the "essential characteristic of the anti-ought-to self is bucking the system, so to speak, or resisting/rebelling against certain societal expectations" (Thompson, 2021:21). This means that the anti-ought-to self, portrays the site of struggle, the space in between the ought-to and the ideal, where push-back and reaction takes place.

In the 2020-void context, the interplay between selves including, for example, the perceived external expectation that language teachers should now be 'good online language teachers', coupled with the desire of the ideal self to just be a 'good language teacher' is negotiated by the agency that the teacher exercises through the anti-ought-to self. This framework for teacher identity is therefore particularly useful in a context such as the 2020-void, because of the novelty and disruptive nature of the situation and the overwhelming expectation of 'I ought to do/to be' that is necessitated by the context.

Thompson (2021:27) furthermore states that "expectations in specific contexts are always relevant in terms of teachers developing an ideal teacher self". The idea of a 'good teacher', the

idea of a ‘language teacher’, of a legitimate teacher, is mediated in this context by a number of new challenges. Technological challenges, for example, bring to light the potential of professional anxiety due to a lack of technological abilities. This is one issue that is discussed in this study through the lens of the language teacher ‘competency framework’ (Compton, 2009; Guichon, 2009; Hampel and Stickler, 2005). From the literature, it is clear that language educators who teach online, need certain competencies in order to teach effectively. This makes it imperative to reflect on the experiences of language teachers who did not necessarily previously have these competencies and were forced by this event to teach in a new way that required them to be professional and experienced with online technology.

While computer-assisted language learning (CALL) is not a new phenomenon and much research surrounds the effective teaching of language through a computer or online platforms, it is exactly that which is the problem in a context such as the 2020-void, in which the participants in the proposed study find themselves. It is specifically the established notion that online language learning, teaching, and pedagogy, differ from face-to-face teaching that provides a complication in this context. This is because it becomes difficult when traditionally face-to-face teachers have to completely overhaul teaching practices, without CHOOSING to teach online, and without having the time to prepare to develop the necessary skills, knowledge, competencies, support, or infrastructure at home to do so effectively.

In the context of online language teaching, Stickler *et al*. (2020:138) state that “technology and pedagogy in online teaching and learning environments intersect in complex ways” and identify several competencies required to effectively teach online. Staggering these competencies, they refer to their earlier proposed framework (Hampel & Stickler, 2005) of skills which includes basic IT competence, specific technical competence for the software, and dealing with constraints and possibilities of the medium, online socialization and facilitating communicative competence as well as creativity, choice, and own style, which they visualise in the following way (see Figure 1-1):

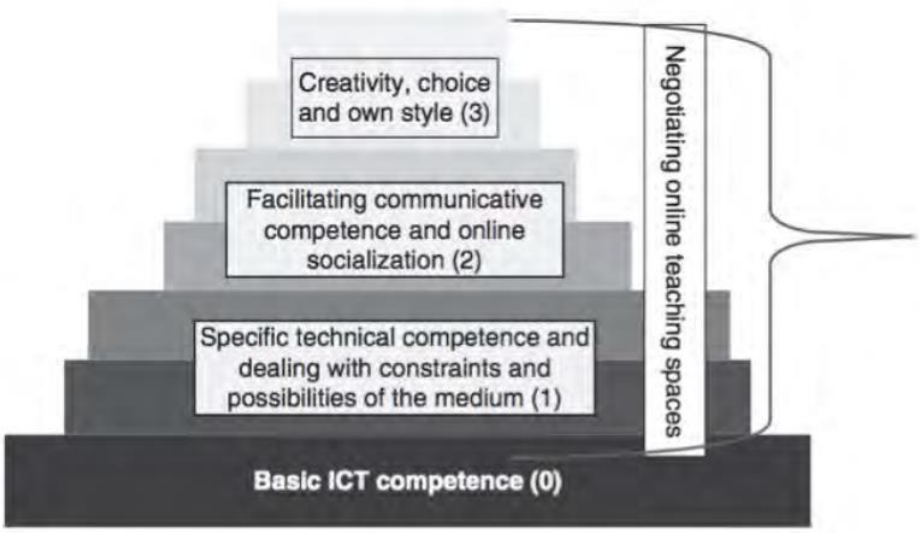


Figure 1-1: Online language teaching skills pyramid according to Hampel and Stickler (Stickler *et al.*, 2020:138)

Compton (2009:86) critiques Hampel and Stickler's original 2005 competency framework and provides an adapted competency framework in which she "divides online language teaching skills into three categories (technology, pedagogy, and evaluation) and describes the different skills at three levels of expertise (novice, proficient and expert)". Alternatively, Guichon's (2009:166) take on a competence framework is based on the idea that the most important competence an online language teacher can possess is that of regulation. He proposes a comprehensive framework of regulation "pertaining to socio-affective, pedagogical and multimedia aspects". He defines regulation as:

> the set of actions and utterances deployed by a language teacher to create and maintain optimal conditions in a learning situation in order to provide opportunities to get learners to develop language skills. (Guichon, 2009:169)

The idea of regulation is thus heavily influenced by context. De Costa and Norton (2017:3) introduce a special edition of the *Modern Language Journal* focusing on language teachers, identity and transdisciplinary research by stating that "what constitutes a "good teacher", and "good teaching" has come under much scrutiny in an age of globalization, transnationalism, and increased demands for accountability". On top of these challenges identified by De Costa and Norton (2017), the Covid-19 event added additional challenges for language teachers, like the use of informal language structures of teaching, and 'mixed languages' which could potentially

undermine their face value or ‘currency’ as legitimate language teachers, depending on their teaching approach, ideal teacher selves and their position (and the institutional conventions) on using “pure” language when they do language teaching.

Furthermore, the ‘invasion’ of the private space due to work-and-teach-from-home policies and flexible working and teaching hours, resulted in the increasing entwinement of professional and personal space that brought even more challenges to some teachers. Apart from the psychological and emotional challenges that this breaking down of boundaries could result in, practical challenges also abound. Some of these practical challenges were experienced globally, while some were experienced and exacerbated in the South African context. Securing an enclosed and quiet space in a home shared by an extended family is one example of additional practical challenges brought about by doing language teaching from home. Scheduling the sharing of devices in the family to ensure that language teachers could teach, children could attend school and other workers could do their work is another challenge. Issues such as securing enough bandwidth to ensure that teaching, school, and other work meetings could proceed also posed difficulties. Furthermore, attempting to complete a day’s work while negotiating constant basic service disruptions that are familiar in the South African context such as power outages, water shortages and sewerage leaks place additional stress on teachers working from home. Additional challenges here which also result from personal/professional entwinement could be the psychological trauma and angst rooted in concerns regarding family, finances, and health. Negotiating these often very personal challenges, therefore, necessitates the expression of professional identity, within a digital landscape, with the help of linguistic and visual cues. These challenges should be included in any competence framework theory. This serves then as a motivation for why this study aims to expand on these types of frameworks by including elements such as equality and or access to resources to specifically address factors more in line with a Global South context, but also in line with the renegotiations of teachers, including language teachers, who are not quite online teachers and not quite face-2-face teachers.

Online teacher identity in the broader context of education is a pertinent field of study. Issues of note include the notion of the development of personal and professional identities and addressing teacher identity from a training point of view.

As regards personal and professional identities, this features in the research of for example Irwin and Hramiak (2010) and Carpenter *et al.* (2019). Irwin and Hramiak (2010) investigated the way in which identity changes in the process of becoming a professional online educator, and

Carpenter *et al.* (2019) attempt to bridge the gap in the current discourse by looking at the combination of personal and professional identities within online social spaces such as Twitter.

Richardson and Alsup (2015:142), argue for the cultivation of online teacher identity "as a means to strengthen online teacher identity to not only provide effective and innovative teaching experiences but also for the sake of retention", (referring here to the retention of both teachers and students as role players in online teaching). While their argument for cultivating online teacher identities is valid, the burden that teachers in online contexts face regarding retention is problematic and should be addressed more comprehensively. Institutional support, course design and management and general retention policies in the view of this researcher, should be developed to in fact take away the responsibility of student retention from teachers. In Chapter 4 of this study, the findings will indicate that these types of stressors (student retention responsivity) in fact have a negative influence on teachers' identities.

The idea that digital and teacher training should form part of teacher education is seen in the work of several scholars: Nykvist and Mukherjee (2016:857) argue that "digital identity needs to be actively taught in higher education pre-service teacher courses and these tools associated with social and digital media need to be embraced by students and academics alike". It is also seen in Olsen's (2016) foray into teacher identity which provides teachers in training with a guide to leverage 'teacher identity' as an operationalised concept.

Perhaps the most significant, recent, and relevant contribution which could resonate with this study is that of Brooks (2020) who investigates the effects of online social spaces on the professional expressions of teachers, and how these, in turn, affect their own perceptions of their teacher identity. While her work looks specifically at Geography teachers, her context is probably the closest in terms of the language teachers in this proposed study. This study will build new knowledge about the dynamics of language teacher identity development in the online, hybrid and 'new normal' teaching context necessitated by the 2020-void and beyond, by using the findings from these studies generated in the more general domain of teacher education.

The scarcity of studies focusing on active or established language teachers' identity (within a context where e-learning became a necessity like during the void) therefore creates the space to now address the fallout of the current event. It is necessary and responsible to describe how language and language ideology manifested both the professional, and personal identities of the university language teacher as well as how language practices and ideologies became prominent

elements of the classroom ecology within the context of the event termed, the 2020-void. In previous research on language teachers in an e-learning context, White and Ding (2009) investigated language teacher identity and argued that while language teachers are used to adapting pedagogically to keep up with increasingly dynamic teaching technology, studies into online language teacher behaviour usually focus on the professional aspects and the "questions about the internal world of the teacher, about teacher identity and teacher self-associated with a re-envisioning of what it means to be a language teacher, have remained largely unasked" (White & Ding, 2009:333). In light of this, the study therefore approaches language teachers and language teaching contexts, not as independent from each other but as Ushioda (2009:218) suggests, such research should focus on the 'person-in-context' approach, "rather than…context as independent variable, to capture the mutually constitutive relationship between persons and the contexts in which they act – a relationship that is dynamic, complex, and non-linear" (Ushioda, 2009:218). No context could be more complex and non-linear than the language teaching context in the 2020-void in South Africa in the higher education field.

1.3 Purpose of the study

Through the lens of Phenomenological Constructivism, the observation and description of language teachers in this context results in this study offering three major contributions: In the first instance the researcher aims to provide a rich description of the experiences of higher education language teachers within a specific phenomenon (the 2020-void) and the teaching scape beyond, thereby developing "a composite description of the essence of the experience for all of the individuals" (Creswell, 2007:58). Within this description, the researcher also proposes theoretical contributions to the field of higher education language teacher identity theory and linguistic landscapes. Secondly, the study expands on current language teacher competency frameworks to increase its relevance to this specific context. Lastly, a higher education language teacher adaptability framework is created, in which phenomenological experiences provide the basis for a model in which the recognition of the professional and personal teacher identity reconciles to create a vision of a more confident teacher.

These contributions are based on inferences made from three data sets: 1) a description by means of visual analysis methodologies, of the self-perceived and presented identity of university language teachers within a specific and unique context; 2) an investigation, by means of a content analysis, of the filtration of these identities into language-teaching classrooms; and 3) a small story analysis of language teachers' environments and experiences during 2020 and beyond.

These data sets are analysed and then described at the hand of a textural, structural, and composite description in Chapter 4 of this thesis. With textural description, the researcher refers to describing the individual experiences of the participants in the phenomenon. Alhazmi and Kaufmann (2022:10) define the textural description as the "step [that] provides rich, thick descriptions of each individual's experience". In this description then, (while thematic descriptions are also included), the focus is on telling the story of experience of the phenomenon as seen from the participant's perspective. With the structural description, the author refers to the contextual grounding used to understand and interpret these experiences. It therefore refers to situating the experiences of the phenomenon in an interpretive framework. Specifically, the structural description focuses on the understanding of language teacher identity as perceived by the participants, which then informs their experience of the phenomenon. In the composite description that follows (Chapter 5), the researcher brings together these grounded experiences in a combined summary of general experiences and uses this to inform the research objectives of this study.

This study addresses with a sense of responsibility the lessons that we can learn from the pedagogical strategies rooted in language, their language ideologies, and self-perceptions in order to adapt to the new normal of the post-2020/1 language teaching context.

1.4 Research questions

This study provides an in-depth description of the linguistic realities of seven university language teachers at the NWU, during the years 2020-2022. To provide a coherent and comprehensive description of these online linguistic realities, the study focuses on four major research questions.

The four foundational research questions of the complete study are:

1. With the 2020-void as a contextual point of departure, how can the embodied teacher identity of higher education language teachers, viewed in relation to the ideal, ought-to, and anti-ought-to self, be described and understood?
2. With specific reference to language use, and linguistic ideology, how does this language teacher identity unfold in the newly negotiated higher education spaces, and how does this echo through into a post-void context?
3. From the narratives of language teacher experiences of teaching as it relates to teacher identity and language use in the 2020-void and beyond, which contributive elements to

language teacher identity can be identified and how can they be operationalised into language teacher training objectives for a teacher adaptability framework?

4. How do the findings from the study inform and potentially reshape,
   4.1. theories of linguistic landscapes and language teacher identity, and
   4.2. how can these be applied to language teacher training objectives?

1.5 Research objectives

For this study, the following research objectives are identified:

1. To conduct a comprehensive and systematic literature review of the development of a linguistic ecology, linguistic landscapes, and language teacher identity globally, nationally, and specifically in the online and hybrid higher education (HE) language-learning classroom context.
2. To understand by means of the implementation of contextually mixed-method comparative language portrait methodologies, accompanied by questionnaires and reflective interviews, how language repertoire and language awareness can embody language teacher identity in different contexts.
3. To understand by means of content analysis of digital teaching spaces, how language practices and language ideologies contribute to the establishment of language teacher identity, experience, and online classroom ecology and to describe these linguistic ecologies and landscapes as they happened within the 2020/2021-void and beyond.
4. To understand the narrated experience of language teachers who taught during the void and, within the limitations of an ethnographic qualitative study, to review the implications of the findings from the study for:
   4.1. The potential reshaping of theories of linguistic landscapes, and language teacher identity and competence; and
   4.2. Contributing towards the development of appropriate training experiences for lecturers in all disciplines at the NWU that would support the creation of effective post-2020 pedagogies.

1.6 Research methodology

The overall goal of this study was to understand and describe the narrated experiences of language teachers who taught at the NWU during 2020-2022 and, within the limitations of an ethnographic qualitative study, to review the implications of the findings from the study for the

improvement of teacher adaptability models. Furthermore, it aims to understand how language repertoire and language awareness can embody language teacher identity in different contexts and therefore, this study includes empirical data of a qualitative nature and adheres to a phenomenological approach and the ontological assumptions of social constructivism. The reasoning for this approach is set out comprehensively in Chapter 3, as is the research design typology illustrated below. The following diagram explains the research design typology applied throughout this study.

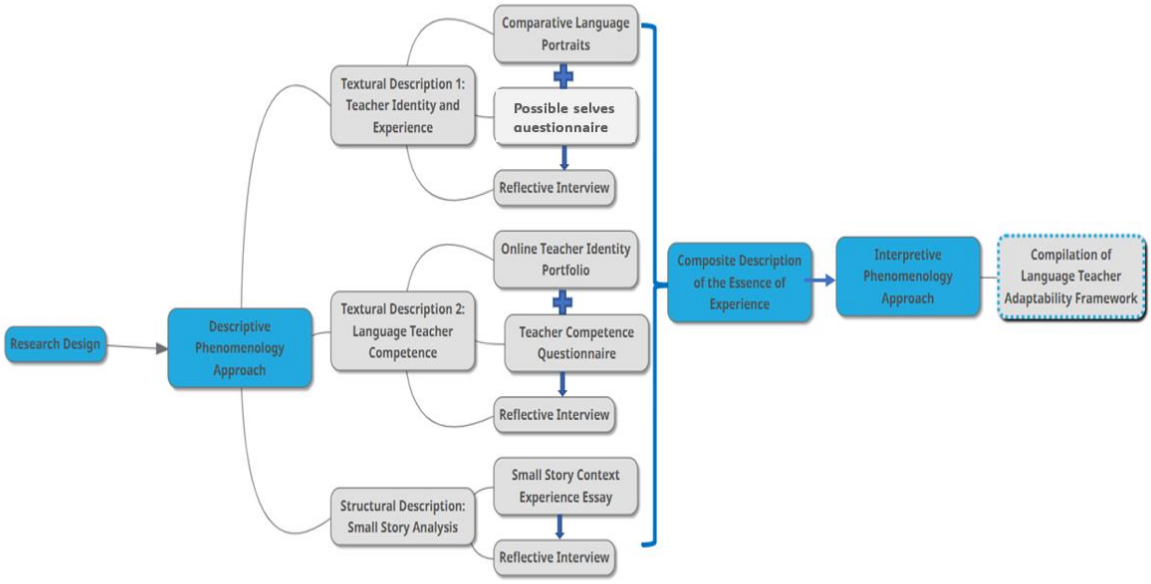


Figure 1-2: Research design typology

1.6.1 Participants

Through a purposive sampling strategy, this study investigated the lived language teaching experiences of seven higher education language lecturers at the North-West University (NWU). The following criteria were used for participant selection.

a) Lecturer had to have been in the employ of the NWU since before 2020, therefore since 2019.

b) Lecturer had to have had a visible online presence (eFundi profile, NWU website profile, other).
c) Lecturer had to have taught using a variety of online platforms, such as eFundi lessons, chatrooms, WhatsApp groups, Zoom classes, etc.
d) Lecturer had to have been a language teacher in the School of Languages in the Faculty of Humanities, the School of Languages in the Faculty of Education, or the Faculty of Law.

1.6.2 Data sets and instruments

Participants were expected to complete three data sets. The data collection for each set happened over the course of 1-2 weeks and took an approximate total of 220-290 minutes, over the span of 6 weeks. Data Set 1, comprising of a set of a *Possible Selves* questionnaire and a set of language portraits, was completed during weeks 1 and 2. Before participants completed the language portraits, they attended a language portrait workshop facilitated by the researcher. Instruments for this data set are available in Annexures 3 and 4. Data set 2, comprising a teacher identity portfolio and a*Teacher Competence* questionnaire, was completed during weeks 3 and 4, totalling an approximate 75-105 minutes for participants. Instruments for this data set are available in Annexures 5 and 6. Data set 3 comprising of the *My OWN experience* essay was completed during weeks 5 and 6 totalling an approximate 30-60 minutes for participants. Instruments for this data set are available in Annexures 7 and 8. After all data sets were completed and sent to the researcher, initial analyses were conducted. From these analyses, the researcher compiled questions for the final data point, the individual reflective interviews. These interviews were held either via Teams, Zoom or in person and totalled around 45-90 minutes each.

1.6.3 Analysis

Language portraits were analysed with Atlas.ti software in a structured coding approach and relevant themes were identified. Data from Oyserman's Possible Selves questionnaire were subjected to three rounds of analyses: In analysis 1, the data from the questionnaire were analysed according to Oyserman's coding system (as adapted by Burbidge, 2019). In analysis 2, this coding system was expanded on and the data analyses were supplemented with additional levels of coding and thematically analysed through Atlas.ti. In analysis 3 analysis the interview data was analysed alongside the questionnaire data. The *Teacher Competence* questionnaire and the *teacher identity portfolio* were analysed by conducting a content analysis in Atlas.ti. An adapted small story analysis approach was used for analysing *My OWN experience* essays and

relevant interview questions and relied mainly on a positional analysis. A complete and detailed description of the data analysis can be found in Chapter 3 of this thesis.

1.7 Situating the researcher within the study

The study is premised upon the '2020-void' notion, as a conception of a feeling that the researcher (as a university language teacher) experienced, and which acts as a conveyer for the emotional trauma and crisis experienced by many educators across the globe, during the years 2020 and 2021, but that also still echoes through in some ways today. The idea of trauma was thus central to the origination of the study, and even if this trauma did not result in obvious and irrevocable professional damage to the participants in this study, it should be acknowledged as a critical contextual factor of the milieu. Terms coined to address research needs in the field of education, such as ERT (emergency remote teaching), which is defined by Hodges *et al.* (2020) as "a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances" inherently has crisis and trauma at its core. In South Africa, for example, Hamman's mindfulness training courses addresses specifically the additional trauma that already previously overwhelmed South African educators suffered during this time (Hamman, 2022). Other research highlights this crisis and trauma with foci on for example, the increased rates of depression linked to COVID circumstances (Nwosu, 2021); and the increased risk posed to university staff's mental health and well-being during this time (Van Niekerk & Van Gent, 2021) and the Higher Education Learning and Teaching Association in South Africa (HELTASA's) plea for trauma-informed pedagogy (Imad, 2021).

In the years directly following the pandemic, there was also a multitude of studies looking at ERT or EROT (emergency remote online teaching) and teachers' experiences thereof, (Ferri *et al.*, 2020; Schuck and Lambert, 2020; Shakeeb, 2020; Chinaza, 2021; Erlam *et al.*, 2021; 2021; Ozudogru, 2021; Yong, 2021; Valsara *et al.*, 2021; Chan *et al.*, 2022; Burke *et al.*, 2023; Schutte & Van Zyl, 2023; Van der Merwe & Levigne-Lang, 2023; Jiang *et al.*, 2023). However, this study differentiates itself from those by looking at the phenomenon from a post-experience, reflective perspective and situating itself within the context of higher education language teacher identity. It investigates both the feelings of trauma and experiences of the time but looks at them in their capacity as contributive or noncausative contextual elements of a higher education teacher identity. The study also provides a perspective of the future, in both the visualisation of an ideal teacher identity, but also in the reflective musings, based on experience, and translated into operationalized objectives of language teacher training. The data for the study was captured in

2022, and subsequently, it could therefore be argued that the immediate experiences of trauma and stress are somewhat dimmed in the recollection of participants, as unresolved trauma is often relegated to the back of the mind in order to continue with life (Kammerzell, 2023). However, the capturing of data after a period of time has elapsed since experiencing the stress, also provided for a vocalisation that includes an element of evaluation, as opposed to an immediate reactive reflection.

Thus, as a university language teacher who had been teaching for five years prior to 2020, the experience of pandemic teaching resulted in a deeply personally motivated conceptualising of the idea of the 2020-void. From this very desolate space, the idea for this study was borne. This space was experienced as one in which what had previously been known and actioned as a university language teacher, became almost null. While teachers' teaching strategies were not suddenly completely irrelevant, and they did not lose the ability to teach, they all had to reconceptualise their abilities and representations, and in many cases simply had to let go of previous strategies that were comfortable and effective. For this researcher and many others, therefore recreation was necessitated by the void. The idea of the 2020-void therefore reflects the practical pressures, the teaching situation during COVID and emergency remote online teaching time, and the mental and emotional feelings of educators in this context. But also, it assumes that what was experienced has changed us and this has resulted in changes beyond the scope of the 2020-void. I justify this personal metaphor by ascribing to a constructivist view of research where the experience of the researcher – (and by implication her professional surroundings) – legitimately construes a space of enquiry.

1.8 Contributions of the study

Resulting from this study, the researcher hopes to make four major contributions. Firstly, the researcher hopes to describe the linguistic realities as they relate to teacher identity, of language lecturers at a higher education institution amid a period of enforced pedagogical change and thereby contribute to the voicing of experiences within a completely novel context.

Secondly, the researcher aims to contribute to the global conversation of language teacher competence by expanding current theories to include factors which are relevant to a more Global South-orientated context.

Thirdly, resulting from the descriptive analysis of the phenomenon and identified factors of competence, the researcher wants to contribute to a higher education language teacher

adaptability framework, where the description of the phenomenological experiences provides a basis for the model, which could better equip language teachers to deal with novel situations.

Finally, methodologically, the use of comparative layered language portraits in conjunction with Possible Selves questionnaire, reflective writing texts and interviews constitute a novel application of the language portrait method, thereby establishing new parameters of the functions of these methodological tools. These may therefore contribute to the understanding of the field of language and embodiment in a new way.

1.9 Chapter division

This thesis is presented in the following format.

Chapter 1: Introduction acts as the introductory chapter of this study and provides a brief overview of the context in which the study is situated. It refers to this context as the 2020-void and explains how it relates to higher education language teacher identity. It also provides a motivation for the study, situating it within the relevant literature on teacher identity in general and language teacher identity specifically. Furthermore, it provides an overview of the research questions, research objectives and the subsequent methodology. In this chapter, the purpose and contributions of the study are highlighted, and a preview of the thesis is provided.

Chapter 2: Literature review of the field of Language Teacher Identity, consists of a literature review of the field of language teacher identity theory. Specifically, the distinction is made between general teacher identity theory, language identity theory and the sub-section of higher education language teacher identity theory. For this study, the researcher will draw on all of these bodies of knowledge in order to operationalise a framework for studying specifically the concept of higher education language teacher identity. This includes work on the personal and professional identity of language teachers, as well as related studies focussing on language, identity, and embodiment. Furthermore, it focuses on factors influencing both general teacher identity and an operationalisation of these factors to investigate higher education language teacher identity. It also includes a review of the linguistic landscapes and teacher competence.

Chapter 3: Empirical research, comprises an explanation of the research approach followed in the study. It includes a detailed description of the following elements of that approach:

a) A rationale for applying a constructivist phenomenological approach.

b) Specification of the type of data to be collected – qualitative data based on a phenomenological approach.
c) Explanation of the data collection techniques, including factors such as sampling, and instruments used.
d) An explanation and rationale for the data analysis.
e) A detailed summary of the ethical considerations applicable to the study.
f) A note pertaining to the limitations of the study.

Chapter 4: Textural and structural description, presents and discusses the data and subsequent findings, inclusive of a description of the seven university language teachers who are participants in this study. It provides a presentation of the data collected from the comparative language portraits and reflective interviews, the teacher portfolio and competence questionnaire and the small story experience essay. From this, a description of the analysed data and the subsequent themes extracted from the data analysis is presented. Based on these themes a synthesised essence of experience is being composed. From this essence, the researcher extracts general experiences that can be operationalised into teacher training objectives which is discussed in Chapter 5.

In Chapter 5: The essence, the researcher draws on the findings presented in Chapter 4 and presents the composite description. From this she applies the findings to create an updated teacher competence framework, an NWU-specific teacher adaptability framework, and a newly constructed HELTI -model Furthermore, in this chapter she also comments on the contribution to the theoretical field of linguistic landscapes and the methodological contributions stemming from the use of adapted language portrait methodologies.

Chapter 6: Concluding statements and recommendations, concludes the study by summarising the findings and the implications of these findings, while highlighting avenues for future research and application of the proposed teacher adaptability framework.

CHAPTER 2 LITERATURE REVIEW

2.1 Introduction

Chapter 1 provided a contextualisation of the research problem, situating it within the overarching context of the 2020-void and justifying the applied methodology, while also providing a preview of the study. In Chapter 2, the problem and the context are grounded within the theoretical body of work on language teacher identity theory and the rationale for pursuing the particular problem is further established. Chapter 2 provides a brief overview of relevant literature as it pertains to previous studies on teacher identity in South Africa and specifically language teacher identity and the subsection of higher education language teacher identity. It also provides a detailed description of the relevant literature pertaining to the factors that influence language teacher identity, on a more global scale. It then proposes higher education language teacher theoretical frameworks for the analysis and interpretation of data and in this discussion refers to the relevant literature on linguistic landscapes and teacher competence.

Puchegger and Bruce (2021:178) advocate the "need for a reconceptualization of teacher identity that understands it as comprised of many different performances of "teacher" and expressed in context-specific moments of teacher becoming". Understanding how higher education language teachers construct their identities, whether consciously and subconsciously, and how contextual, personal, social and technological factors influence these constructions, provide valuable insights for establishing and maintaining education and institutional policies and practices, and understanding instances of unique 'teacher becoming'. It enables an evidence-based supportive context in which higher education language teachers are able to successfully and efficiently function. Particularly, it provides the foundation for sensible professional development and teacher education to both new higher education teachers and established ones. Samuel (2008:8) concurs that 'any form of teacher education... needs to acknowledge the multiple foci for the intervention, together with addressing the expectations of (student) teachers about what they believe teacher education ought to accomplish". The importance of such research is thus to empower the teacher to both, make informed autonomous decisions about their teaching and language practices in order to further quality education, and also to have a say in the process and construction of their own training. As Pennington and Richards (2016:19) state, "[l]anguage teachers, like other teachers, should not only be familiar with the theoretical orientations of the field of language teaching and learning but also be involved in constructing theory themselves."

It should thus be that through their experiences, evidence-based practice becomes realised and canonised in training initiatives.

In an article about the ethics of studying teacher identity, Clarke (2008) validates the relevance and importance of the field, thus:

> My argument in this article is that if the commitment to identity is not just a metaphysical proposition but a serious recognition that our work as teachers shapes and is shaped by our mode of being, then thinking about formation of our identities are crucial for all of us in education. (p. 186)

Clarke's referral to 'all of us in education' can be seen as a universal call to action for researchers to broaden the focus and include more diverse perspectives in the study of teacher identity, and for institutions and other education stakeholders to embrace these evidence-based approaches.

2.2 An overview of language teacher identity theory research

In an answer to this call to action, several avenues of research can be identified which examine the development and maintenance of language teacher identity over the past few decades.

While the body of work on teacher identity is immense, the field of higher education (HE) teacher identity, but more especially HE language teacher identity remains under-researched, particularly in the South African context. An important distinction between the well-researched concept of teacher identity at school level and that of teachers in HE lies in the fact that for these two cohorts, teacher identity development differs in terms of additional roles and responsibilities (Van Lankveld *et al.*, 2017:326). For language teachers in HE specifically, the additional responsibilities of research, curriculum development, management and in many cases, their roles as active language practitioners, also influence their teacher identity development. We have to, therefore, be mindful to adapt what can be considered as 'general' teacher identity frameworks to be inclusive of these extended elements to best serve this niche of language teachers. However, language teachers are also teachers and therefore, bodies of knowledge relevant to general teacher identity would also be drawn upon where relevant in this study, while taking the specific role of language teachers in the HE context into account.

2.2.1 Higher Education teacher identity research

In a systematic literature review of current research on teacher identity in higher education, Van Lankveld *et al.* (2017) evaluate 59 studies on the topic, published between 2005 and 2015, in

order to provide a literature-based framework of factors which influence the development of particularly, higher education teacher identity. They find that these studies are mostly qualitative in nature, adhering to a constructivist paradigm and are conducted within social, cultural, discursive or narrative frameworks. These findings validate the approach and assumption in which the present study is grounded.

In the South African context, studies relating to teacher identity are evident. However, language teacher identity studies are sparse, and even sparser are those dealing with the identity development and maintenance of established language teachers in the higher education context. In a 2013 review of studies published in the journal Teaching and Teacher Education for a period of almost 30 years, Kleinsasser (2013) identifies a single study from South Africa relating to language teacher research – Alder's 1995 article investigating mathematics teachers in multilingual contexts. A focal baton that was picked up by Setati between the years 2000 and 2016. wither focus however, was on investigating multilingual mathematics classroom interaction, more so than teacher identity. While Kleinsasser's investigation is limited to one international journal and is now almost a decade old, it is still somewhat reflective of the teacher identity research landscape in South Africa. Contributions to the South African context of teacher identity research, mainly focus on professional teacher identity and on pre-service teachers or teacher students. An initial review of studies conducted in South Africa over the past two decades is summarised in the Table 2-1[4].

Table 2-1: Review of studies conducted in South Africa on teacher identity

Authors	Year	Teachers in focus (Area)	General Theme/title	Publication
Samuel, M and Stephens, D.	2000	Student teachers	Critical dialogues with self: developing teacher identities and roles — a case study of South African student teachers	International Journal of Educational Research
J.D. Jansen	2001	The ideal teacher	Image-ining teachers: policy images and teacher identity in South African classrooms	SA Journal of Education

[4] To create this summary, the researcher conducted an initial systemic literature review inclusive of the following databases: 1. Google Scholar using keywords: 'language teacher identity South Africa'; teacher professional identity "South Africa"; "Kwazulu Natal" teachers professional identity. 2. NWU library database search using keywords: teacher identity and South Africa; language teacher identity South Africa. Sabinet database using keywords: "teacher identity"

Mattson, E. and Harley, K.	2003	Teacher identity and education policy	Changing patterns of teacher education in South Africa: Teacher identities and strategic mimicry in the policy/practice gap	Policy, practice, and prospects.
Robinson, M and McMillan, W	2006	Teacher college educators/ new roles as researchers	Who teaches the teachers? Identity, discourse and policy in teacher education	Teaching and Teacher Education
Samuel, M	2008	Teachers	Factors influencing teachers' identities	Perspectives in Education
Smit, B. and Fritz, E.	2008	School teachers	Understanding teacher identity from a symbolic interactionist perspective: two ethnographic narratives	SA Journal of Education
Mitchell, C.	2008	Theoretical/methodological	Getting the picture and changing the picture: visual methodologies and educational research in South Africa	SA Journal of Education
Knowles, M., Nieuwenhuis, J and Smit, B.	2009	Mother-educators	A narrative analysis of educators' lived experiences of motherhood and teaching	SA Journal of Education
Smit, B., Fritz, E. & Mabalane, V.	2010	School teachers/narrative/lived experience	A conversation of teachers: In search of professional identity	The Australian Educational Researcher
Francis, D.A. and le Roux, A.	2011	Fourth-year B.Ed. students	Teaching for social justice education: the intersection between identity, critical agency, and social justice education	SA Journal of Education
Harber, C. and Mncube, V.	2011	Theoretical	Is schooling good for the development of society: the case of South Africa	SA Journal of Education
Nel, N.	2012	Mathematics teachers	Transformation of teacher identity through a Mathematical Literacy re-skilling programme	SA Journal of Education
Radić-Šestić, M., Radovanović, V., Milanović-Dobrota, B., Slavkovic, A. and Langović-Milićvić, A.	2013	Serbian general and special education teacher	General and special education teachers' relations within teamwork in inclusive education: socio-demographic characteristics	SA Journal of Education
Cross, M. and Ndofirepi, E.	2013	Bachelor of Education (B. Ed.) – Foundation Phase Programme	On becoming and remaining a teacher: rethinking strategies for developing teacher professional identity in South Africa	Research Papers in Education
Y. Dominguez-Whitehead, S. Liccardo and H. Botsis	2013	Participants in the scholarship programme	Language, identity, and ideology: high achieving scholarship women	South African Journal of Higher Education

Le Roux, A.	2014	Pre-service teachers	'We were not part of apartheid': rationalisations used by four white pre-service teachers to make sense of race and their own racial identities	SA Journal of Education
C. Ferreira, S. Schulze	2014	School teachers – various	Teachers' experience of the implementation of values in education in schools: "Mind the gap"	SA Journal of Education
Vandeyar, S., Vandeyar, T. and Elufisan, K.	2014	African immigrant teachers	Impediments to the successful reconstruction of African immigrant teachers' professional identities in South African schools	SA Journal of Education
Makalela, L.	2014	Multilingual student identity	Fluid identity construction in language contact zones: metacognitive reflections on Kasi-taal languaging practices	International journal of bilingual education and bilingualism
Oswald, M. and Perold, M.	2015	Primary school teacher identity	A teacher's identity trajectory within a context of change	SA Journal of Education
Van Zyl, AJM	2016	Afr.-Eng. Language teacher identity	The native-speaker debate: The case of the Afrikaans-English teacher's identity in Thailand	NWU
Setlhare, R., Wood, L. and Meyer, L.	2017	School teachers	Exploring Group Life Design with teachers in the context of poverty related psychosocial challenges	SA Journal of Education
Nande C. Neeta & Ernest K. Klu	2017	Language teachers/Second language educators	Teachers' Professional Knowledge Competence and Second Language Education in South Africa	International Journal of Educational Sciences
Fraser, W.J.	2018	Student teachers	Filling gaps and expanding spaces – voices of student teachers on their developing teacher identity	SA Journal of Education
Nomlomo, V., Stofile, A. and Sivasubramaniam, S.	2018	Foundation Phase teachers	Signposting Foundation Phase teachers' professional identities in selected Western Cape primary schools, South Africa	SA Journal of Education
Kajee, L.	2018	Teacher education students	Teacher education students engaging with digital identity narratives	SA Journal of Education
Jarvis, J., Mthiyane, N., Lindhardt, E.M. and Ruus, O.C.	2018	Gender and religion in classrooms	Which right is right?: An Exploration of the Intersection between Religious Identity and the Human Right to Gender Equality in Two Different Teacher Education Contexts: South Africa and Norway	Journal of Religion & Society
Kapofu, K.	2019	Students' personal and pre-professional identities	Teacher culture and emergent context in two desegregated science classrooms in South Africa: A focused ethnography	SA Journal of Education

Reyneke, E.M. and Botha, C.S.	2019	Student teachers	The professional orientation of first year student teachers in a non-placement work-integrated learning program	International Journal of Work-Integrated Learning
Khoza, H.C.	2021	Teachers	Teachers' identities in the Fourth Industrial Revolution (4IR).	Technology, Knowledge and Learning
Steenekamp, K., van der Merwe, M. and Mehmedova, A.S.	2021	Student teachers	Enabling the development of student teacher professional identity through vicarious learning during an educational excursion	SA Journal of Education
M. Sencer Bulut Özsezer, Ayten İflazoğlu Saban	2021	Student teachers	Towards the development of teachers for the future	SA Journal of Education
Mpofu, N. and Maphalala, M.C.	2021	Student teachers	English language skills for disciplinary purposes: What practices are used to prepare student teachers?	SA Journal of Education
Vandeyar, S.	2021	Learner as influenced by teacher beliefs	Born-free learner identities: Changing teacher beliefs to initiate appropriate educational change	SA Journal of Education
Smit, T and du Toit, P.H.	2021	Pre-service teacher	Exploring the pre-service teacher mentoring context: The construction of self-regulated professionalism short courses	SA Journal of Education
Romylos, S.	2021	English Literature teachers	Professional Identities of English Literature Teachers in a South African Context.	Changing English: Studies in Culture & Education,
Stander, L., B. Du Plooy, and E. Scheckle	2021	Engineering lecturers	"Some of them are afraid of the language": Perceptions of TVET college staff about the relationship between English language proficiency and academic performance among Engineering students.	South African Journal of Higher Education
Omidire, M. F., F. R. Aluko, and R. M. Mampane	2021	General lecturers and students	"Promoting the Joy of Teaching and Learning in a Diverse World".	South African Journal of Higher Education
Akinmulegun, T.E. and Kunt, N.	2022	Turkish non-native English-speaking teachers	Identity formation of non-native English-speaking teachers and prospective teachers through perceptions towards native-speakerism: the Turkish Cypriot story	SA Journal of Education
Khoza, HC	2022	Pre-service Science teachers	The development of preservice science teachers' science.	EURASIA Journal of Mathematics, Science and Technology Education

Marais, K	2022	Part-time higher education lecturers	The struggle for academic identity creation of part-time higher education lecturers.	Stellenbosch University
Zulu, N.T.	2022	South African Black Women Professors	Exploring academic identities and elements that influence this, of black women professors in South African universities.	Transformation in Higher Education
Govender, R. and Mpungose, C	2022	School of Education lecturers	Covid-19 technostress in e-learning and identity.	Cogent Education
Benvenuti, S., MacGregor, A., de Klerk, D., Padayachee, K. and Dison, L.	2022	Post-graduate diploma graduates	Learning, belonging and shifting identity.	South African Journal of Higher Education
Blom, R., Keevy, J., Green, W., Mathey, M., Magnus, G. and Sethusha, S.	2022	TVET Lecturers	TVET Lecturer Identities	Technical, Vocational Education & Training: Issues, Concerns and Prospects book series
Ndebele, C.	2022	University lecturers in PGDHE programme	The impact of pedagogical training on higher education lecturers (also identity)	Independent Journal of Teaching and Learning
Kenny, S. and Davids, N.	2022	"Coloured" Women in Mathematics	Lived experiences, discrimination and marginalisation.	South African Journal of Higher Education,
Mphuthi, M. and Tshelane, M.	2022	Pre-service teachers	Identity of pre-service economic and management science teacher	Book chapter
Mushayikwa, E. and Mushaikwa, N.	2023	Pre-service teachers	Teacher professionalisation; policies and guidelines	Book chapter

From Table 2-1, it is clear that the field of language teacher identity is sorely under-researched. Identified here are 50 studies over the past two decades with very few focusing on language teachers and none exclusively focusing on HE language teacher identity. In acknowledgement of

this lacuna in the field, this study proposes to provide the first of its kind: an in-depth textural, structural, and composite description of a group of South African higher education language teachers, their lived experiences and identity conceptualisations. The concepts “textural” “structural” and “composite” were briefly described in Chapter 1 and will be fully elucidated in Chapter 3. A reminder of the application of these concepts is provided here:

a) Textural description: This description refers to the in-depth individual description of the experiences of each participant as it relates to the elements of language, context, and teacher identity.
b) Structural description This refers to an initial in-depth individual description of the ideologies that provide a frame for the interpretation of the experiences of the participants in the form of a positional analysis, and second, to the identification of general or shared elements that underscore these experiences as set out in the textural description.
c) Composite description: This refers to an exposition of the interpreted textural and structural descriptions and combines the experiences of the participants in this study as they relate to context, language, and teacher identity, with the end goal of informing language teacher training objectives.

The hope with this description is to further evolve current methods of investigating language teacher identity through the adaptation of frameworks as well as to operationalise shared experiences in order to suggest HE teacher training objectives.

2.3 Factors that influence language teacher identity

Puchegger and Bruce (2021:178) “argue for a reconceptualization of teaching and teacher–education that moves away from stable process–product discourse toward ideas of teaching and becoming teachers that acknowledge the multiple, complex, and ever-changing factors that intersect to inform each teaching occurrence”. This argument is not new, however, and it is already evident in the early identity work of Norton and discussed more recently by Pennington and Richards (2016). Furthermore, it is commonly agreed that teacher identity construction is influenced by a variety of factors that can be categorised at the macro-, meso-, micro- and personal levels (Day *et al.,* 2006; Buchanan, 2015; Butler, 2018; Schutz *et al*., 2018*;* Buchanan & Olsen, 2018; Puchegger & Bruce, 2021). Table 2-2 summarises elements or factors influencing teacher identity per structure or level as per the authors.

Table 2-2: Authors' conceptualisation of macro, meso, micro and personal factors influencing teacher identity

	Day *et al.*, (2006: 611)	Buchanan (2015: 706)	Butler, (2018: 4-7)	Aparicio (2018: 50)	Schutz *et al.*, 2018: 3)	Buchanan, R. and Olsen (2018: 197)	Puchegger and Bruce (2021:178)
Macro-structures	Broad social/cultural features: social diversity, government policy.	National policies and discourses on teaching	Relates to the state or societal level	National contexts and political-educational changes	Social discourse, performativity agenda, Policy demand	History and culture	Government policies and laws
Meso-structures	Social/cultural/ organisational formations of schools and teacher education	School	Relates to the institutional level	Institutional level – university or secondary level	NA	Education policies and school contexts	School culture, decile, and curricula
Micro-structures	Colleagues, pupils and parents	Individual	Individual and family Influences	Individual level (particularly regarding teachers' feelings)	Classroom dynamics, relationship with parents	Daily work in actual schools and classrooms	Individual classroom dynamics
Personal	Teacher's values, beliefs, ideologies	NA	NA	NA	NA	NA	NA

Of these authors, only Day *et al.* (2006) differentiate between micro structure and teachers' own personal beliefs, values and ideologies. For the purpose of this study, the levels of influence on language teacher identity in HE are conceptualised as follows:

a) Macro – referring to the overall context of the 2020-void and intersectionality.
b) Meso – referring to institutional culture and language policy, technology teaching requirements.

c) Micro 1 – referring to classroom ecology and student and collegial interaction, linguistic landscapes.
d) Micro 2 – referring to the personal aspects of teachers' values, beliefs, language learning experiences, and personal ideologies.

For the purpose of this literature review, micro and personal factors are combined and will be discussed as micro 1 and micro 2 factors. Furthermore, macro and meso structures are also combined in the discussion.

2.3.1 Macro and meso contextual factors influencing teacher identity

Macro contextual factors can be defined as those factors concerning "political and social changes…directly connected to policy, politics, and administration concerns (Janu & Mbato, 2023:1297). If combining them with factors on a meso level, they can therefore include social norms and values situated within the cultural context of the teacher, educational policies and reforms including language policies, the broader school community, and other relevant socioeconomic factors.

2.3.1.1 Institutional culture and policy as macro contextual factor

The influence of macro contextual factors such as institutional culture and policy is an important avenue of research in higher education teacher identity studies. Understanding teacher responses and positioning towards these factors become important in creating positively functioning work environments. Skelton's (2012:37) work on teacher identity in relation to research-led institutions, "identifies three main teacher identities: 'teaching specialists', 'blended professionals' and 'researchers who teach' resulting from interaction with the culture and value of the higher education institution. Skelton's findings highlight important implications for not only identity work, but also for practical application and higher education teacher support. From this work, it is also clear that teacher identity frameworks should be conceived of differently as they pertain to different types of teachers in different language teaching contexts. Frameworks of identity construction and subsequent training should thus be contextually customised to reflect relevance for language teachers at research-led universities or those at teaching dominant universities or for secondary and primary level teachers.

2.3.1.2 Multilingual policy as meso contextual factor

Another macro contextual factor of specific interest to this study is the influence of **multilingual language policies** as they pertain to institutional culture and policy. There is no doubt that these types of policies significantly influence the identity of language teachers, perhaps even more so than for other teachers. This is because language teachers do not teach content in a language but teach language itself and thus have to navigate between policy and prudent language teaching approaches. Viewing multilingual instruction policies as institutionalisation, Xu and Pu (2020) recount the perceptions of university teachers' experiences of top-down language policies as negatively influencing their teaching practice and research engagements. However, it could be argued that the more important finding of their study lies in the acknowledgement of the differentiation between the intent of policy and the experience of stakeholders. Xu and Pu (2020) state that:

> When a policy initiative is undertaken by the administration, teachers will interpret both the overt and the tacit intentions, since they receive and perceive the initiative in a specific context. Then they conceive of its likely influences, so that they can adjust their own academic roles based on their judgements and predictions. It is likely that many of these perceptions and understandings do not concur with, and may even deviate significantly from, the policy makers' real intentions, but the ways in which policy initiatives are "imposed" may cause cognitive turbulence among the teachers, followed by an imbalance in the ecosystem of the university that may be difficult to redress via administrative efforts only. Such unintended consequences require awareness at the planning and implementation stage of an innovative programme. (p.82)

This highlights the importance of research-led policy initiatives where the agency of teachers in the institution is both promoted and essentialized in the construction of policies. It is also important to acknowledge that the implementation of new policies is complex and should not only be informed by stakeholders but these stakeholders should also be adequately equipped to successfully implement said policies. The same sentiment is highlighted in a study by Mthombeni and Ogunnubi (2021:1), when they acknowledge that while "bilingual language policy has inherent social value, uncertainty persists with regard to its short and long-term economic significance", and as such they call for a "deeper reflection on the social implications of the language preferences of the institution's staff and students who are directly affected by the policy". Again, this reinforces the importance of the inclusion of grassroots approaches in policy formation.

Kirsch *et al.* (2020) comment on the importance of professional development to help facilitate the implementation of multilingual language policies and the subsequent effect this could have on

teacher practice and identity. “We could observe changes in beliefs and practices as a result of the interaction of theoretical input, experience of a (new) practice or policy, observation of others and reflection” (Kirsch *et al.*, 2020:14). They, therefore, highlight how professional development, reflection and awareness can contribute to supporting teachers in the implementation of multilingual pedagogical approaches and practices. The role of professional development in the execution of successful implementation of multilingual language policies (MLPs) echoes the findings of this study. It lays the foundation for the motivation for an NWU adaptability framework as discussed in Chapter 5 of this study, which instils in the first place a willingness and desire for implementation of these policies, and thereby promotes bottom-up policy approaches.

Calafato (2021:579) discusses factors which influence the willingness and ability of teachers to implement multilingual language policies in foreign language teaching. They found that teachers’ “language knowledge, their positioning as language learners, and the level of support they received”, were influential in their application of these policies. Furthermore, they highlight that where teachers had significant competence in the foreign language they teach, this positively influenced their implementation of MLPs. However, in this thesis, it will become evident that it is rather the meta-linguistic knowledge and metalinguistic awareness of participants that is a determinant factor in their willingness to implement multilingual pedagogies. Indeed, the issue of competence in other languages is seen as a stumbling block in their willingness to implement MLPs.

In the South African context research directed at multilingual classroom spaces often focus on primary and secondary school contexts (Probyn, 2006, 2008, 2009, 2015; Setati *et al.*, 2000, 2002, 2010; Hornberger & Vaish, 2009; Makoe & Mckiney, 2014; Mkhize, 2016) and as Van der Walt (2013:141) states, the interaction in HE classrooms of multilingual contexts has not been researched thoroughly owning to its “relatively exclusive nature”. HE multilingual classroom research in South Africa conducted by Madiba (2004), Madiba and Mabiletja (2008), Evans and Cleghorn (2010), Greenfield (2010), Van der Walt and Dornbrack (2011), Antia and Dyers (2016), Makalela (2015), Kaiser (2017), Wildsmith-Cromarty and Turner (2018) and Mthombeni and Ogunnubi (2020), go far to elucidate the challenges faced in multilingual context of South African HE classrooms. They also highlight how positive spaces for multilingual education can be created (Madiba, 2013), and describe the “flourishing functional multilingualism” of university students (Coetzee-van Rooy, 2012). Furthermore, the adoption of translanguaging strategies to facilitate the implementation of multilingual language policies in this context is explored by Motaung (2021) and Pienaar (2023). Yet, none of these studies focus on language teacher identity in multilingual

HE contexts. Considering the important role that language teachers play in the implementation and facilitation or the modelling of these policies, the lack of studies in this field is worrisome.

As regards multilingualism and identity, the early 2000s in South Africa, saw a branch of research focusing on identity and multilingualism, framed within the view of social justice and pedagogy. For example, Ndimande's (2004:80) study on the relationship between language and identity called for the de-stigmatisation of African languages in higher education in South Africa as a way of empowerment, and urged teachers (and lecturers) to be "enthusiastic about their subject, and ingeniously inventive in their teaching methods and teaching aids". While Leibowitz *et al.* (2005) represented the relationship between language and identity within the university context by postulating that:

> language plays a role as resource and source of affiliation in the lives of lecturers and students. The relationship between identity and language intersects with teaching and learning in many spheres, including with an individual's sense of belonging and affiliation to an institution, and with an individual's integration into the academic community of practice." Studies such as these placed the emphasis on the language teacher to foster a safe space of social justice through linguistic ideology and language practice. (p. 34)

However, research on how this responsibility and the general implementation of macro contextual factors such as multilingual language policy affects higher education language teacher identity in this context is scarce.

2.3.1.3 Technology as meso contextual factor

As part of the meso contextual factors relating to the work environment, the influence of technology and the rapidly changing educational landscape are examined as additional important factors in the establishment and maintenance of teacher identity. While CALL approaches and classroom-based learning have for the better part of 30 years been clearly distinguishable, the hybridisation of language teaching approaches necessitated by the advances of technology has blurred these distinctions. This hybridisation and the subsequent expectation of intuitions that teachers should have mastered the art of 'technology-based teaching' provide for a contentious negotiation of teacher identity. Furthermore, the speeding bullet-like annexation of critical thinking skills together with our outsourcing of many teaching and learning functions to artificial intelligence, some may argue, could have an effect of delegitimization of higher education contexts, especially for teachers of language and literacy. Aronin and Coetzee-van Rooy

(2022:155) acknowledge the importance of the area for research into multilingualism when they attest that “[w]e are of the view that multilingualism intertwined with technology will become an increasingly important research topic in applied linguistic and sociolinguistic research”. While this is true, it should be cautiously noted that the pace of technological advancement may perhaps outpace our own ability to keep up this intertwinement.

While the role of technology is undeniably important in the field of multilingualism, it can also be said to have a significant influence on the identity construction of language teachers. This is especially true when one considers technological competence, as a contributive factor of identity. Hampel (2021) argues that technology affects the construction of language learner identity because it changes the perception of what constitutes a language learner. If language learner identity is influenced by the disruption in terms of space, time and competence, and thus perceived differently, we can apply the same thinking to that of language teachers. In a literature review of 23 studies published between 2016 and 2019 on teacher identity and technology, Rosdi *et al.* (2020:5) identify internally situated factors such as the “perceptions, beliefs and attitudes toward technology” held by teachers, and their “content, pedagogical and technology knowledge”, as well as externally situated factors such as “[t]echnology leadership” and the perspective of the wider school community and colleagues, as constitutive of teacher identity. Furthermore, they find that additional factors such as a lack of training, resources and infrastructure negatively affect teacher identity as it relates to technology and teaching. Li (2014:118) also highlights “teachers' pedagogical beliefs, sociocultural context, technology competence and confidence and resource accessibility" as factors contributing to language teachers’ use of technology in teaching, and by implication their teacher identity management.

In a South African context Mpungose (2021), and Govender and Mpungose (2022) highlight the complex intersection of technology and higher education lecturer identity. They postulate that during the COVID-19 EROT period, lecturers experienced ‘technostress’ which they were unable to successfully manage. Factors such as information, communication and technology features of the learning environment contributed to this stress. Their recommendation for addressing techno-stress is that “the lecturer, …must use the inner-self/self-identity to teach from within, being driven by love, passion, creativity, resilience, flexibility, motivation, beliefs, goals, rationale and others” (Govender & Mpungose, 2022:12). Their suggested remedy for technostress is that lecturers can “self-direct to propel them-selves, irrespective of challenges faced in the context of COVID-19” (Govender & Mpungose, 2022:12) by relying on their inner motivation and resilience. However, it

should be noted that resilience in itself is not enough to manage issues such as technology-related stressors. This idea is reflected in the musings of Donaghue (2015) when she states that:

> ...it is well recognized that the successful integration of new technologies in education is dependent on teachers (Mumtaz, 2000; Albrini, 2004; Judson, 2006; Keengwe *et al.*, 2008; Rossing *et al.*, 2012). Their personal beliefs, assumptions and attitudes to technology will influence the acceptance, use, effectiveness and success of new initiatives; therefore, teachers who are required to implement change need sufficient time, support and training, without which they are unlikely to see the value and affordances of new technology. (p.142)

The issues of "sufficient time, support and training" acknowledged by Donaghue (2015) were sorely absent in the 2020-void context. There are several references that indicate the perception held by teachers across all sectors globally that they had to start to teach online "overnight". The stress created by the abrupt implementation of online teaching and learning on teacher identity cannot be underestimated and will also receive attention in this study. The complex influence of technology on the professional identity, perceived competence, and pedagogical practices of language teachers are thus evident and will be discussed in the findings of this study.

2.3.1.4 Intersectionality as macro contextual factor

Also applicable to the idea of contextual factors is the inclusion of intersectionality as a space of investigation. More recently research focusing on teacher identity as seen through the lens of **intersectionality** is an area that focuses on the influence of factors such as gender, race, ethnicity, and socioeconomic background. The importance of inclusive education is foregrounded and read within an acknowledgement of the super complex dynamism of identity by authors such as Lawrence and Nagashima (2020). Additionally, Kenny and Davids (2022) highlight the marginalization of 'coloured' women in the academic sector in South Africa and draw attention to the intersection of gender, race, and academic identity. Similarly, Zulu (2022) unpacks the professional teacher identities of black women in their capacities as professors at South African universities, highlighting the complex process of identity construction within the context of race and gender, and empowerment. The issue of intersectionality is not one that receives much attention in this study. In Chapter 4 the author outlines the role that, for example, the factors of age, and gender play in the analysis and interpretation of the data. The only factor of intersectionality that does feature is the experience of a power struggle between older and younger colleagues in the negotiation of identity of earlier career participants. This is discussed in detail in Chapter 4.

2.3.2 Micro contextual factors influencing teacher identity

Salinas (2017:5) describes micro contextual factors that influence teacher identity as those factors that revolve around the personal, emotional, and cognitive aspects of a teacher's identity and conceptualises it in the following way:

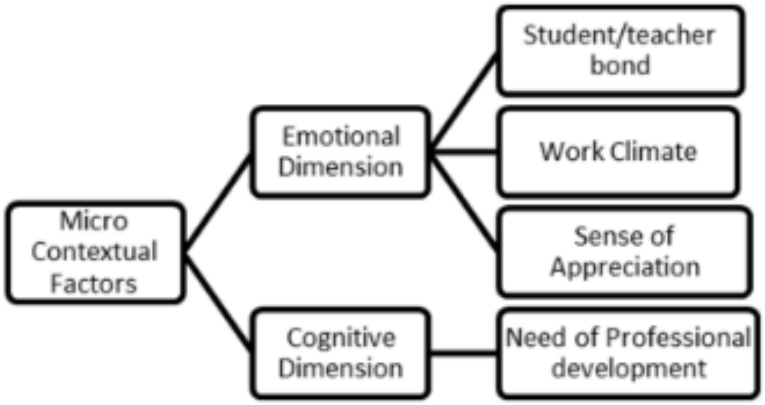


Figure 2-1: Micro contextual factors (Salinas 2017:5)

For the purpose of this study Micro 1 factors thus refer to elements such as classroom ecology and linguistic landscapes and student and collegial interaction; while elements inclusive of the personal such as teachers' values, beliefs, language learning experiences and personal ideologies are related to Micro 2.

2.3.2.1 Micro 1: Teacher competence as a micro contextual factor

As a micro factor influencing the development and maintenance of teacher identity, the idea of teaching competence is central. Competence can be understood as the ability to effectively engage with instructional aspects, and students and the ability to manage the learning environment effectively. It further encapsulates elements of teacher confidence and efficacy; professionalism, flexibility, and adaptability inclusive of professional development opportunities and reflection, the ability to establish relationships between teacher and stakeholders (students, colleagues, wider school community), and the awareness of an own professional identity and the development thereof. It could be argued that there is a very intricate interplay between macro, meso and micro factors that manifest through teacher competence and perception of these competencies.

Especially within the narrative myth of the ideal teacher, teacher competence could have a significant impact on how teachers perceive themselves and their professional successes. For example, Ruohotie-Lyhty (2018:30) states that "[t]ension between the original identity and the environment caused teachers a significant emotional load and led to uncertainty about their professional competence".

The intertwinement of teacher competence and professional development and reflection is evident in the work of many scholars. For example, as regards language teacher competence and identity formation, Pennington and Richardson (2016:11) conceive of the relationship between language teacher competence and identity as two-pronged. They first identify "Foundational Competences of Language Teacher Identity, including language-related identity, disciplinary identity, context-related identity, self-knowledge and awareness, and student-related identity (student knowledge and awareness)"; and secondly, "Advanced Competences of Language Teacher Identity that are the desired result of ongoing teacher learning and experience, including practiced and responsive teaching skills (knowledge into practice), theorizing from practice (practice into knowledge), and membership in communities of practice and profession". They advocate for "identity-focused attention and actions" (2016:21) in language teachers' professional development as a way to further develop successful language teaching strategies. Additionally, Atmaca (2017) promotes the inclusion of teacher voice in the planning of policy and training materials that promote teacher competence as a way of validating experiences and constructions of teacher identity.

2.3.2.2 Micro 1: Classroom ecology as a micro contextual factor

Classroom ecology can be seen as a complex interaction between role-players situated within a context of both physical and social negotiation. "While actors establish relationships and are influenced by environments and structures, numerous processes are invoked that may either strengthen or weaken an ecology...The interrelatedness of these categories and how teachers position themselves in relation to these categories contribute to how teachers construct and reconstruct their identities within ecologies of teaching" (Goodnough, 2010:171).

When thinking about classroom ecology, it is necessary to refer to both the physical and social interactive dimensions of the space that is a language-learning classroom, and to the classroom practices that represent a part of the teacher's identity. Hiver and Whitehead (2018:75) argue that language-teaching classrooms can be seen as "sites of struggle...[where]...teacher agency and

teacher identity were entangled and co-constructed through classroom practice". While the idea of ecology is situated within interaction, it refers to both the interaction of teacher and students with physical elements of the teaching/learning environment but also to the atmosphere fostered by both the teachers' and the students' attitudes. As regards the physical aspect of classroom ecology, it could be argued that for university language teachers (specifically those in this study), classroom ecology from this perspective could have a lesser influence on their identity in terms of personal teacher identity and could be associated more with their identity as it relates to competence. For example, for school language teachers, an assigned classroom means that they can rely on physical ecology (arrangement of furniture, decoration and language-related elements) to establish a positive atmosphere of language learning that reflects their own teacher identity, or in other words, language classrooms become havens of their identity as teachers. For university language teachers, personal representation in classroom ecology in a physical sense is usually restricted to temporary interactions. They have to rely on temporary social interaction, words, and visuals to create a conducive teaching environment, foster relationships, and provide opportunities for collaboration and participation, in an intangible manner. The interactions are temporary because university lecturers usually do not have classroom spaces assigned only to them and spaces are shared across subject groups and schools and faculties. Furthermore, university learning and teaching focus on the facilitation of learning and this often results in shorter and fewer contact sessions between lecturers and students and longer periods of learning where students do work on their own. It is thus through these sparse classroom practices that they manage their classroom ecology.

2.3.2.3 Micro 1: Linguistic landscapes as a micro contextual factor

Related to the idea of classroom ecology is that of the theoretical concept, linguistic landscapes. This concept centres on the idea of the visual representation of language in public spaces, inclusive of language-learning classrooms and contexts. The analysis of these spaces provides the opportunity for reflection on linguistic power struggles, ideology and community language practices, and dominant language ideologies. It also affords us the opportunity to understand how languages are used, how linguistic identities are negotiated and how these enable us to comment on the role of language in socio-cultural and socio-political contexts.

In its original conception, Landry and Bourhis (1997:47) refer to linguistic landscapes (LL) as "the visibility and salience of languages on public and commercial signs in a given territory or region [which] may serve important informational and symbolic functions as a marker of the relative

power and status of the linguistic communities inhabiting the territory". Furthermore, LL can be seen in its function as an approach to study "the general language situation or linguistic diversity" (Gorter, 2013:191). Furthermore, it "aims to add another view to our knowledge about societal multilingualism by focusing on language choices, hierarchies of languages, contact-phenomena, regulations, and aspects of literacy" (Gorter, 2013:191). Following these initial definitions, the concept LL has been applied in a variety of contexts and its definition has been expanded to emphasise a variety of elements related to the contexts in which it is applied. In this study, the concept *Linguistic Landscapes* is applied in a new context and expanded in its application.

Two methodological turns in the field of linguistic landscapes that have particularly influenced this expanded application are corporeal landscapes and educationscapes or schoolscapes. In their study about tattoos and embodiment, Peck and Stroud (2015) argue for extending linguistic landscapes studies to also include what they call skinscapes. In a bid to extend the LL concept to "also encompass the body as a corporeal landscape, or 'moving discursive locality", they draw attention to the "developing field of landscape studies that is increasingly attentive to the mobility and materiality of spatialized semiotics as performative, that is, as partially determining of how we come to understand ourselves 'in place'" (Peck & Stroud, 2015). In a context where classroom ecology for example is temporary (i.e., university language classrooms), the idea of understanding linguistic landscapes as they can be applied to other 'physical' representations of ecology is useful. This is useful in two ways: First, it helps establish that different physical spaces can be seen as linguistic landscapes, these can include for example online interactions between teachers and students in the form of WhatsApp or Telegram group discussions. And second, in their attempt to explain linguistic landscapes as physically embodied entities, Peck and Stroud (2015), pave the way for theoretical expansion of the concept. From this expansion, we could argue for the application of linguistic landscapes in a more metaphorical embodiment as well. In such an application the idea of linguistic ideology, enactment of citizenship and linguistic landscapes can be combined to create what is proposed by this study as manifested landscapes.

In terms of education or schoolscapes, the idea of school is seen as representing "a deliberate and planned environment where learners are subjected to powerful messages about language(s) ..." (Bernardo-Hinesley, 2020:13). The focus of analysis in these studies are expanded to include "not only the language(s) used on the signs within a school, but also the makers of the signs, materials used to produce the signs, functions of the signs, and intended audience" (Bernardo-Hinesley, 2020:20). Studies in this area understand that signs are "employed in different ways for varying functions with distinct objectives in mind. The functions identified are language- or

content-related instruction, linguistic and intercultural awareness development, classroom behavioural guidelines, general school guidance, and commercial information display" (Bernardo-Hinesley, 2020:16).

The relation between identity development and linguistic landscapes can be explained by the fact that language can be used to symbolically represent both power and self, and through such practices can foster either positive or negative ecologies of learning spaces. As Ben-Rafael *et al.* (2006) state:

> …we speak of LL in terms of symbolic construction of the public space which we explain by context-dependent differential impacts of three different factors: rational considerations focusing on the signs' expected attractiveness to the public and clients; aspirations of actors to give expression to their identity through their choice of patterns that, in one way or another, represent their presentation of self to the public; and power relations that eventually exist behind choices of patterns where sociopolitical forces share relevant incompatible interests. (p. 7)

In combining the ideas from these views, in this study, the researcher wants to propose manifested landscapes based on the idea that linguistic landscapes can be defined as "the presence, representation, meanings and interpretation of languages displayed in public places" (Shohamy, 2019). Here the argument is that teachers act as signs and that teacher identity and practice constitute a public display of signs, both functionally and symbolically. These signs are encapsulated in the ideologies that teachers hold regarding languages and how these trickle through to practice both in the classroom and in their representation of their teacher selves. By choosing to either be inclusive or exclusive, by ascribing to multilingual pedagogies or by keeping hold of the purity approach, they ascribe power and status to languages and embody specific attitudes and language values.

2.3.2.4 Micro 1: Interaction and professional development as a micro contextual factor

Discussing the role of professional development for university language teachers, Gallo (2012:8) postulates that it is an important aspect of professionalism because it allows for "acquiring new skills/knowledge, coping with the changing world, overcoming teachers' sense of isolation" and more importantly it allows language teachers to "gain self-confidence through their job and a sense of identity when recognised in like-minded circles". Professional development is further linked with both meso and micro structures of teacher competence, technology, language policy and personal motivation and is discussed throughout this chapter as part of other factors.

2.3.2.5 Micro 2: The emotional dimension as a micro contextual factor

Thus, moving away from macro contextual factors, towards the more personal factors, research focusing on the significant role that **emotion** plays in the construction and maintenance of teacher identity is evident in the work of for example, O'Connor (2008), Clarke (2007), Zembylas (2010), Timoštšuk and Ugaste (2012), Miller and Gkonou (2018) and López (2022). López (2022) frames the complexity of language teacher identity within an experiential and emotional structure and advocates for the consideration of "beliefs, emotions, previous learning experiences, and sociocultural factors…when using autobiographical narratives to understand teachers' identities" (López, 2022:5). Specifically, she argues that these elements play an important part in shaping teacher's roles as learners and eventually language teachers. Lemarchand-Chauvin and Tardieu (2018), working on second language teacher identity, similarly advocate for the inclusion of emotion as a legitimate constituent factor. They argue that emotion is not simply relevant to the establishment of teacher identity in pre-service language teacher contexts but that established teachers could also benefit from reflective emotion awareness in that it could promote teacher confidence and efficacy. Miller and Gkonou (2018:57) concur with this when they state that "teacher emotions provide necessary signals for language teachers to initiate reflection on how particular discourses of teaching intersect with their emotional experiences and choices to exercise agency through emotional labor". While this is a valid argument, the issue from the point of departure of this study is encapsulated in the lack of reflection practices for language teachers who are not considered pre- or in service or in education training. Often these 'established teachers' are not given the space or skills to practice reflection. To truly see the benefits of reflection on emotional experiences, it first needs to be instilled in higher education language teachers as a useful skill worth their time. "Teachers' emotional experiences are not evoked solely by internal psychological interactions; rather, micro- and macro- influences existing within the teachers' environment shape the nature and intensity of the emotional experiences and often the resources available to effectively address the emotion-eliciting event" (Hong *et al*., 2018:246).

The translation of emotional awareness to teaching efficacy is also evident in the work of Song (2016). In their study on Korean English teachers, Song (2016) explores how emotion extends beyond identity construction for language teachers and can in fact influence classroom practices. Cheng (2021:4) highlights that the relationship between identity and emotion is neither simple nor direct but is "inextricably linked to each other through a continuous, multidirectional interactive process". Such emotions may affect identities but also classroom practices for English foreign language (EFL) and English second language (ESL) teachers.

2.3.2.6 Micro 2: Personal beliefs, values and past language learning experiences as a micro contextual factor

Closely linked to the idea of emotion is that of understanding how teachers' **past experiences, beliefs, and values**, inform their teaching practices and decisions, and thus their teacher identity construction. Ajayi (2011:654) posits that "ESL teachers' sociocultural identities significantly shape their pedagogical practices" and explores the friction between self-representation of minority teachers vs. white teachers in a Californian teaching context. Ajayi's (2011:676) recommendation that ESL teacher preparation programmes should be reconceptualised as "sites of cultural negotiation…where teachers can reflect, shape and create both the dominant and minority ethnic/racial social and cultural relations" shines an important light on why it is so important to study personal factors influencing teacher identity and practices borne from these identities. Especially in a South African context the idea of 'cultural negotiation' and the positioning of the self, in relation to contextual master narratives are of particular importance, when taking into account aspects of multilingualism and diversity which underpins language policies.

Egitim (2021) also emphasises the role of teachers reflecting on their own past language learning experiences and linguistic exposure, in constructing their identity but also in regulating and improving their pedagogical practices through "regularly examin[ing] these internal values, beliefs, and assumptions [they] are able to identify their strengths and weaknesses" (2021:1). Keskin and Öztürk (2022) similarly examine the role of reflection in determining the factors that influence language teacher identity. Essentially, they argue that "participants' prior teaching experience and particular aspects of their personality such as an inclination to engage in self-doubt, extroversion and empathy were instrumental in the process" of identity construction (Keskin & Öztürk, 2022:100). They also identify factors that hamper identity construction as the "insufficient recognition of the importance of the profession as well as lack of access to a supportive community of practice" (Keskin & Öztürk, 2022:86). Furthermore, as the formation of language teacher identity is dynamic, they elucidate on the tension of conflicting identities, especially in terms of teachers' identities as educators vs. researchers. Mulu *et al.* (2022) subscribe to the assumption that self-reflection and awareness of personal factors influencing teacher identity are essential for navigating changing teaching contexts because self-reflection and awareness provide the opportunity for flexibility in identity construction. This is of particular interest to the proposed study which is situated within a nouveau context of challenge and also advocates for the promotion of language teacher agency.

2.3.2.7 Micro 2: Possible selves as a micro contextual factor

Situated within the assumption that teacher identity is not something that is simply individual, but rather that it is also constructed and co-constructed by the teacher in response to their social context, we see, throughout the literature on teacher identity and language teacher identity that there is a constant awareness of the tension between the 'is' and the 'should'. For example, the language teacher is a unique individual user of the language that she teaches; while also being an example of the best language user as is expected by the imagined language community that uses the language that she teaches. These notions ("to be a language teacher" and "how a language teacher should be") lie rooted in the work of Higgins (1987) on self-discrepancy theory and these concepts are taken up in the work of Dörnyei and scholars like Varghese *et al.* (2005:23) who refer to 'assigned identity' vs 'claimed identity'; Clarke (2009:187) who refers to the 'given' and 'achieved' identity; and Thompson (2021:21), who works with the concepts 'ought-to self' and the 'ideal self'. Situated in the nexus of this *is/should* juxtaposition, lie the construct of the imagined community, and the imagined self. The role of the imagined self in identity development and maintenance is significant.

In their work on language learners Kanno and Norton (2003:242) argue these constructs (imagined communities/imagined selves) are "no less real than the ones in which learners have daily engagement and [which] might even have a stronger impact on their current actions and investment". The same can apply to language teachers, as part of their identity is situated in their own role as language learners. The imagined community, of which the imagined self is a part, thus relates to teacher identity in that it inspires motivation, action, counter-action and agency. Importantly, Kanno and Norton (2003:243-244) note that the imagined community construct has three important characteristics as they relate to language learners: they affect language learning investment, (and by implication then language teaching investment), they have rules and regulations and most importantly, they are not simply flights of fantasy but rather sites of ''hopeful imagination, which informs the struggle for a better future". We can relate this concept of hopeful imagination with the concept of the ideal self. This is because the ideal self is for example hailed by Kubanyiova (2010:318) as providing "a powerful theoretical framework for understanding not only why teachers choose their career but also why they engage in specific classroom practices".

It could also be argued that these decisions (on classroom practice, for example) can be influenced by the idea of possible selves. "Possible selves represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming, and

thus provide a conceptual link between cognition and motivation" (Markus & Nurius, 1986:954). When thinking about language teacher identity and professional development, possible selves may refer to the conceptualisation of selves relating to the ideal teacher self, future teacher-self, imagined teacher self, and the ought-to teacher self. Hiver (2013:221) finds that "private, egocentric factors exerted more of an effect on teachers' CTD [continuing teacher development] choices than external factors and obligation". A thought that once again resonates with the idea discussed earlier in this chapter, is that professional development should be heavily influenced by teachers' lived-experiences and voice.

Of particular methodological importance to this study is the conceptualisation of possible selves as they relate to the ought-to, the ideal and the anti-ought-to self (Thompson, 2017; Thompson & Liu, 2018; Liu, & Thompson, 2018). In examining the imagination of possible selves, the ideal self is a concept that relates to teacher identity in terms of the teacher's perception of a desired self, the teacher-self that they aspire to. This aspiration is inclusive of idealised characteristics, behaviours and achievements and is founded in the ideological assumptions of the teacher, inclusive of their values, beliefs and experiences. While characteristically internally motivated, the teacher's positioning towards this ideal self could also be socially and professionally driven. In other words: The ideal teacher self is the teacher self that you want to become or be, and this is based on ideals and desires and own personal motivations.

On the other hand, the ought-to self is the imagined identity that is subject to societal and professional expectations. It is driven by what the teacher perceives external stakeholders expect of them to possess, relating to expected values, norms, and qualities. Meeting these 'expected standards' thus influences their perception of how they should act to conform to externally determined roles and responsibilities. In other words: The ought-to self is (in your perception) what the context or external pressures expect you to be. The ought-to self thus stands in a "submissive" relationship (Thompson, 2017:39) towards the context. Many times, these expectations are perceived by the teacher as not being realistic, or achievable, or as challenges and difficulties.

Emerging as a response to the ought-to-self, the concept of anti-ought-to-self denotes the teacher's resistance to the conformation imposed by the ought-to-self's expectations. From the position of anti-ought-to self, the teacher is able to act autonomously, with agency and in reaction to expectation, the true anti-ought-to self is the truest representation of an authentic self because it lies between the ideal self (what the teacher is working towards) and the ought-to self (what

they are sometimes working against, or working towards as per expectations). Thompson (2017:47) theorises that a "strong anti-ought-to self can be conceptualized as "dominant," pushing against societal expectations (the more "submissive" element) as an impetus for motivation". The anti-ought-to self in this study, is seen as the self that transpires through agency in reaction to the context of the ought-to self. It is thus in a "dominant" relation to the context (Thompson; 2017:38). In this study it is investigated as the ways in which the teacher could potentially overcome societal and institutional expectations or challenges. Furthermore, it is also, like the ought to and ideal self, dynamic and non-linear, but that can present as a substantial self that can be identified in of agency. It is argued in this study that the anti-ought-to self is a concept that language teachers need to be educated on so that they can, through adaptability and a better understanding of agency, not reach for attainment of an ought-to self, but a negotiated self that stands between the ought-to and the ideal.

The theoretical concept of ought-to, ideal and anti-ought-to self, thus provides a relevant theoretical framework in which to examine the language teacher's identity development, perception and construction as it incorporates macro, meso, micro and personal factors.

2.3.2.8 The native speaker fallacy: bridging macro, meso and micro factors

A factor that influences language teacher identity and spans across the macro, meso and micro levels, is the notion of the 'native speaker fallacy'. Described as the idea that the native speaker holds the only legitimate currency in teaching, and aptly defined by Liu (2021: 97) as "a culturist pro-nativeness ideology", the danger of this notion is evident in its hereditary and cyclical nature. Because it is "power-driven and invested with interests" Liu (2021: 98), it is especially problematic for language teachers in terms of identity formation and self-confidence.

While in theoretical linguistics, the notion of native speaker idealism has long been refuted and calls for reconceptualization and further debate are prevalent (Vulchanova *et al*., 2022), practically it seems to remain as a problematic feature in the field of language education. Perpetuating these ideologies, can have a devastating impact on the initial formation of language teacher identity, but also on the idea of what constitutes the ideal and ought to selves for these teachers. If on a macro level, a notion such as native speaker superiority, is propagated, the ideological underpinnings can sypher through to both the meso and micro level. Such a cycle of indoctrination may then substantially influence the initial shaping of language teacher identity, especially when it comes to English teaching.

2.4 Towards a higher education language teacher identity model

From the discussion of factors influencing teacher identity, it is now prudent to attempt to create a contextually accurate higher education language teacher model, serving as a framework for the investigation and analysis of the data presented by the participants in this study. A number of approaches to studying teacher identity have been conceptualised over the past two decades including those by Van Zoest, and Bohl, 2005; Varghese, 2005; Clarke, 2009; Kiely, 2014; Miller *et al.*, 2017; Van Lankveld *et al.* 2017; Yazan, 2018; Dugas, 2021). Particularly relevant to this study are the ideas posited by Varghese *et al.* (2005), Miller *et al.* (2017), Yazan (2018), Dugas 2021, and Van Lankveld *et al.* (2017).

First, Varghese *et al.* (2005) investigate the way we think about language teacher identity from a theoretical perspective. In their paper, they compare three theoretical frameworks (social identity theory, situated learning theory, and the concept of image-text) in an attempt to open up a discourse on the subject and to establish "how different underlying assumptions alter our perception both of what is interesting and of what the research reveals to us". However, the value of their study lies in the promotion of the adoption of multiple theoretical approaches. Varghese *et al.* (2005) thus acknowledge the multifarious aspects of language teacher identity and posit that:

> ...an openness to multiple theoretical possibilities, and more particularly a juxtaposition of those possibilities, allows us to keep in mind the complexity of what we are studying. We would argue that other theoretical approaches to language teacher identity are equally valuable—the theory of narrative ways of knowing (Johnson & Golombek, 2002), sociocultural theory (Duff & Uchida, 1997), postcolonial understandings (Brutt-Griffler & Samimy, 1999), and others. Different perspectives will help us understand different facets of the complex nature and processes of teacher identity and in this way shed light on the substantive concerns that motivate our research. (p. 38)

Miller *et al.* (2017) discuss the importance of language teacher identity in educational practice and examine Foucault's concept of ethical self-formation as a potential framework for understanding teacher agency and critical identity work. By placing teacher identity at the center of education practice, they highlight the importance of cultivating reflective and action-oriented identity practices in language teacher education, while also acknowledging the challenges posed by power dynamics in educational settings. They use Clarke's 2009 Diagram for Doing Identity Work to aid in understanding how teacher agency develops.

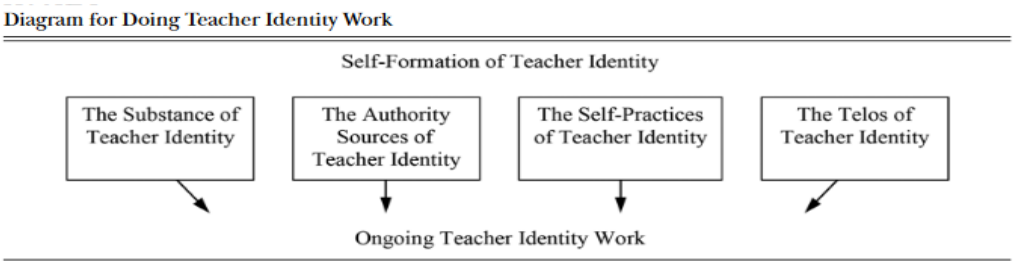


Figure 2-2: Diagram for Doing Teacher Identity Work (Miller *et al.*, 2017:95)

Yazan (2018:27) provides a conceptual framework for studying language teacher identity based on the review of studies focusing on defining the concept of teacher identity. He identifies five common elements of teacher identity across these studies. They are:

a) the role of the teacher's conceptions and beliefs about themselves

b) the role of externally situated expectations and social positioning

c) the dynamic nature of teacher identity

d) the interactive nature or teacher identity construction situated in social contexts and

e) the role of teachers' commitment to, participation, and investment in the profession.

From these, he proposes the following conceptual framework for investigating language teacher identity:

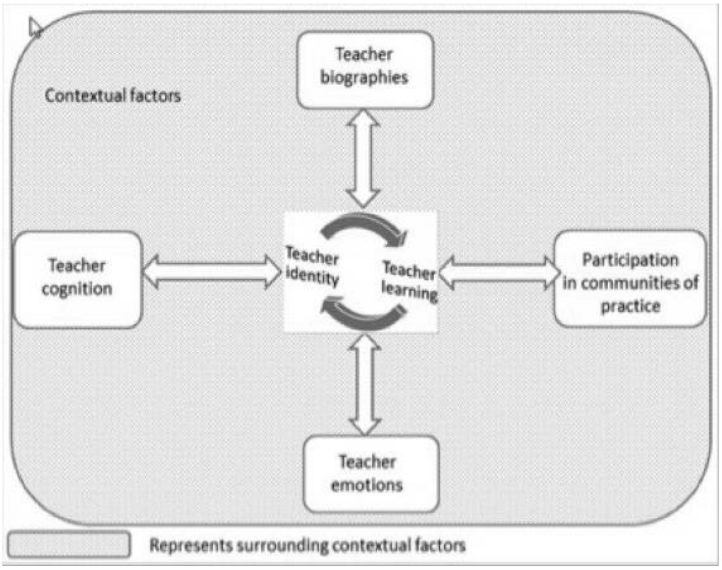


Figure 2-3: Conceptual framework for language teacher identity by Yazan, (2018:29)

Yazan's framework provides the opportunity for researchers to investigate identity from the perspective of the intersection of contextual factors with teacher learning, cognition, community belonging, emotion and biography. It thus recognises the complex and multifaceted nature of language teacher identity, highlighting the interactional nature of personal, contextual, institutional, discursive, and sociocultural factors. While this framework is useful for understanding language teacher identity, in order to apply this framework to higher education language teachers, aspects of research and subject expertise could be added.

Dugas (2021:243) proposes a framework for studying teacher identity framed within the "countering [of] the prevailing approach to teacher education rooted in the language of accountability and competencies". The model which he labels the Identity Triangle, proposes the framing of teacher identity as it relates to the interrelation between the "psychological domain, a relational domain, and behavioral domain".

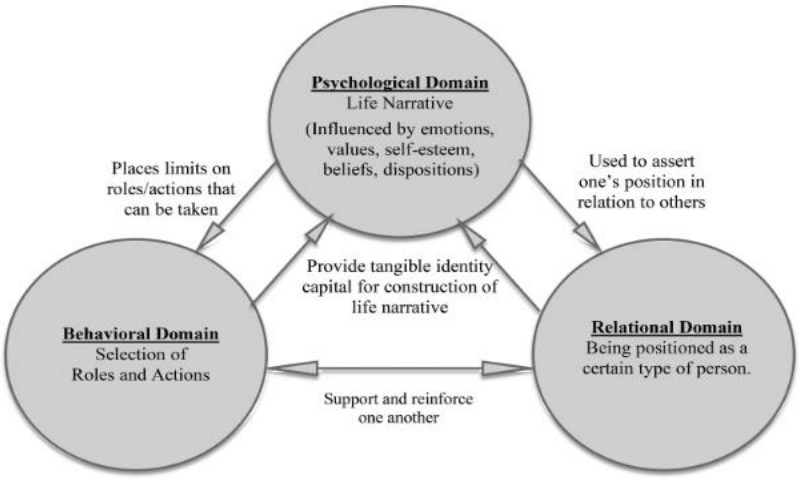


Figure 2-4: Identity triangle framework by Dugas (2021:248)

Van Lankveld *et al.,* (2017:330) identify four contextual factors which influence HE teacher identity: "the direct work environment, the wider context of higher education, interaction with students, and staff development activities". Furthermore, five psychological processes which influence the identity of HE teachers, are also identified. These include a sense of appreciation, connectedness, competence, commitment, and future career trajectories. These factors that

influence HE teacher identity development and maintenance are visualised as follows by van Lankveld *et al.* (2017:332).

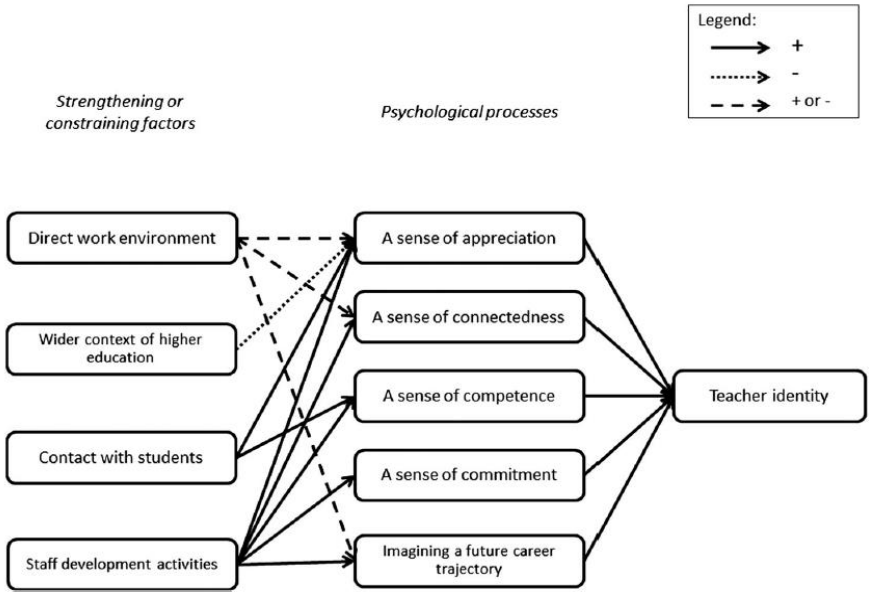


Figure 2-5: Identity development of university teachers according to Van Lankveld *et al.* (2017:332)

While these are all valid factors for general HE teacher identity development, it is important to note that "teacher identity is not the same across societies" (Welmond, 2002:43) or for that matter, across education levels or disciplines taught. Welmond (2002:43) conceptualises teacher identity (we can also apply this conceptualisation to HE teachers) as a three-step process in which the lived experiences of teachers are situated and examined within the socio-cultural-historical context whilst also taking into account the specific governing education goals of the country, to eventually determine the society specific teacher ideals. Indeed, if we ascribe to the view that teacher identity is construed by both individual and societal factors, how can we attempt a one-size-fits-all approach to studying these identities in a Global South context? Even more so when we deal with specifically language teachers in these spaces, which can often be described as a site of linguistic struggle. This study therefore proposes additional factors for the studying of HE language teacher identity (HELTI) in the specific context of South Africa. In addition to the strengthening and constraining factors I would therefore add, 1) linguistic context and 2) immediate socio-economic context. These are important factors in a country where multilingualism is a constant, socio-politically influenced reckoning, and where language teachers,

with their heightened linguistic awareness, have to navigate these reckonings daily; and where the practical challenges of deteriorating infrastructure, power and other basic service disruption, as well as a constantly fluctuating socio-political landscape, influences all citizens.

Furthermore, based on the findings from the data presented in this study, I propose adding another psychological process, namely the emotive process, inclusive of motivation, passion and inspiration. Miller and Gkonou (2018:50) advocate for the inclusion of the identity constituents of emotion and agency in language teacher identity studies, and state that these components are vital in language teacher practice and identity. Furthermore, they state that for language teachers "emotion is central to doing the job at all levels, and that it enables them to create and maintain the right kinds of relationships in order to do their jobs effectively" (Miller & Gkonou, 2018:50).

While the focus of Van Lankveld *et al.'s* model is on understanding the interplay between each of these elements, this study does not propose to employ that focus and thus no relationships between these additional elements (immediate socio-economic environment, linguistic context and emotive stance) are proposed for the model. The inclusion of these elements does however contribute to creating a HELTI framework for analysis suitable for this study.

2.5 Chapter conclusion

This chapter has sought to highlight the complexity and multifaceted nature of the concept 'higher education language teacher identity'. The acknowledgement of the influence of contextual factors on language teacher identity in the context of this study is important because "the policies, and practices of the university institution and society, directly and indirectly, frame professional identity. Concurrently, linguistic, cultural, and social identities are interwoven with [this] professionalism" (Lehtinen *et al.,* 2004:8). By highlighting the lack of studies in the South African context addressing higher education language teacher research, it has also situated the study as contextually relevant.

Furthermore, this chapter has highlighted the importance of reconceptualising higher education language teacher identity theory by including experience-based data that underscore the different performances and moments of being and becoming a language teacher. This understanding of how, specifically higher education language teachers construct their identities and how contextual, personal, social, and technological factors influence these constructions is beneficial in many ways. It is particularly important if one considers the implications of such research and

its accompanying insights for application in education policies and practices and in the courses aimed at preparing higher education language teachers for their jobs.

The significance of the role of the language teacher in co-constructing this knowledge is also evidenced here. The chapter thus purports the view that higher education language teachers should understand how to exercise their own agency and so be enabled to autonomously make informed decisions about their teaching and language practices, and that they should be involved in the construction of their own training.

Finally, this chapter has elucidated on macro, meso, micro and personal factors that influence the conceptualisation of this identity and has identified several theoretical and conceptual frameworks for the study of this concept. Furthermore, the expansion of Van Lankveld *et al.*'s model to serve as the base for a teacher adaptability framework is proposed. In Chapter 5 the thesis will propose a new higher education language teacher identity framework, based on the findings of this study.

CHAPTER 3 METHODOLOGY

3.1 Introduction

The discussion in Chapter 2 situated the study within the relevant literature, and so highlighted the relevance thereof. It formed the foundation for understanding language teacher identity, linguistic landscapes, and ecology inclusive of the different factors that influence it, and so validated the connection between teacher-self, context, and language use. It furthermore served as a platform to establish the lacunae in the field and thus served as motivation for the significance of the study. In Chapter 2, the researcher also proposed the conceptual framework underlying this study. In Chapter 3, this framework is brought to life, and the research design implemented to understand the connection between language teacher identity, context, and language use, is discussed. The overall methodology for this study can be summarised as follows:

Table 3-1: Methodology summary

Research Questions	**1. With the 2020-void as a contextual point of departure, how can the embodied teacher identity of higher education language teachers, viewed in relation to the ideal, ought-to, and anti-ought-to self, be described and understood?** **2. With specific reference to language use, and linguistic ideology, how does this language teacher identity unfold in the newly negotiated higher education spaces, and how does this echo through into a post-void context?** **3. From the narratives of language teacher experiences of teaching as it relates to teacher identity and language use in the 2020-void and beyond, which contributive elements to language teacher identity can be identified and how can they be operationalized into language teacher training objectives for a teacher adaptability framework?** **4. How do the findings from the study inform and potentially reshape,** **a. theories of linguistic landscapes and language teacher identity, and** **b. how can these be applied to language teacher training objectives?**
Ontological and Epistemological assumptions	Social constructivist view
Methodological approach	Qualitative Adapted Phenomenological approach
Research design	Empirical study
Participant selection	Number of participants: 7 Purposive sampling with the following criteria: a) NWU employment in a language teaching capacity, between the time frame of at least 2019-2022. b) Visible online teaching presence on university LMS and other teaching platforms. c) Visible online teaching experience through university LMS and other teaching platforms. d) Language lecturer in the Education, Humanities or Law Faculty

Data collection	Data Set 1: Teacher Identity and Experience a) Comparative language portraits b) Oyserman's Possible Selves questionnaire c) Reflective interview questions Data Set 2: Language Teacher Competence a) TIP: Teacher identity portfolio b) Adapted teacher competence questionnaire c) Reflective interview questions Data Set 3: Language Context Experience a) My OWN experience essay b) Reflective interview questions
Data Analysis	Thematic content analysis Oyserman's original coding approach Inductive thematical analysis Deductive thematical analysis Adapted small story analyses

The following section elaborates on both the theoretical understanding and underpinning of the research assumptions, as well as the practical design and execution, of the research approach.

3.2 Ontological and epistemological assumptions

The nature of the questions, the methods used, and the researcher's basic assumptions about reality, necessitated a qualitative approach for this study. Ontologically, the researcher viewed participants in the study as constructors of social reality. This is because lecturers in a classroom are co-constructers of the learning space and its linguistic ecology, influenced for example, by their own subjective experiences, their linguistic backgrounds, and identities, as well as macro and meso-influences such as social and global events, policy decisions, and implementation of teaching strategies and institutional expectations. The teaching-learning space and the linguistic ecology within which it exists is furthermore constructed and influenced by the participants' teaching approaches, situated within their professional teacher identities; especially so, within the context of this study. Within the 2020-void, the question of the teacher's understanding and construction of their teaching reality, became even more pronounced and entwined with the concept of teacher identity or teacher-self. This is because within this nouveau and sometimes isolating context the reliance on, and knowledge of, self, and the reliance on personal resilience regulated much of this reality. It was thus particularly this understanding and constructed relationship between teaching, linguistic reality and teacher self that was deemed the focal point of this study.

To understand such realities, constructed both from within, and as socially influenced, Cropley (2019:35) states that epistemologically, qualitative research endeavours to unlock the 'how' of these social constructions. In such a framework the researcher asks questions such as: "(a) How

do people make sense of the external world? (b) How do they understand how they themselves and others fit into this world? (c) How do they decide how to act in terms of their own reality?". As discussed in the literature review chapter of this study we see that such an approach (a social constructivist approach) is very much in keeping with assumptions and the description of what currently constitutes teacher identity within the discourse.

Therefore, because these realities are constructed from teachers' own experiences, asking participants to contribute expressions, vocalisation and visualisation examples that represent their own teacher selves (whether it is through language portrait methodology, or small stories) aided in the understanding of how they situated themselves within the context of teaching and learning during this global event. This type of enquiry therefore was borne from the assumptions of a social constructivist view in which the researcher "seeks to understand the world in which they [the participants] live and work" (Creswell & Poth, 2016:24) while acknowledging the varied and multiple experiences of individuals in a certain context which were negotiated both socially and historically. The exploratory nature of the study concurred that each experience should be deemed unique and worthy of description, to understand the lived experiences of the participants in this study, including the resources created by the participants to address challenges highlighted by the experience. This approach to research was also in keeping with a larger argument within the discourse of qualitative research, where the question as to what constitutes legitimate and illegitimate knowledge is rife. The argument for inclusion of different types of knowledge and different types of data elicitation methods, therefore, weighed heavily in this study.

To emphasise the complexity and importance of the 2020-void as a context, the understanding of the lived experiences of the language teachers within a specific phenomenon-like context, and the resultant development of possible solutions in answer to experienced challenges, this study used an interpretive phenomenologically inspired methodology. With a phenomenologically inspired methodology there is a focus on the individual experiences of people from the specific vantage point of a phenomenon (the being and becoming of higher education language teachers during the 2020-void and beyond, in the case of this study). The approach was further justified by the idea that "the constructivist worldview manifests in phenomenological studies in which individuals describe their experiences" (Creswell & Poth, 2016:25).

3.3 Methodological approach

Phenomenology is a qualitative approach to research which highlights individual experiences from the vantage point of a specific phenomenon. According to Creswell (2007:58) “the basic purpose of phenomenology is to reduce individual experiences with a phenomenon to a description of the universal essence” of that phenomenon. This is done by describing what those individuals experienced as well as how they experienced it. But also, it focuses on “what all participants have in common as they experience the phenomenon”. The advantage of using this type of approach was that while one could give voice to the unique experiences of each individual, there were also shared experiences which came to light, and in the end the researcher was able to compile a composite description of the reality of the phenomenon by drawing on the textural and structural experiences of the individuals. The concepts textural, structural, and composite are briefly discussed in both Chapter 1 and Chapter 2, and an additional description is provided below. This enabled her, to infer from the narrative experiences of participants, how to expand on current language teacher competency frameworks, while also providing the opportunity to conceptualise a relevant language teacher adaptability model. Such a model could help to inform training practices, resulting in an approach which focuses on enhancing the flexibility of training opportunities, by providing a step away from the one-size-fits-all approach, and a move towards, for example, tiered training, based on individual experiences and knowledge.

Cropley (2019:67) describes phenomenological studies as mainly descriptive and having at its core the experience of individuals by asking questions such as: “How do these people see their situation? How do they explain it? How do they view the future?”. Answering essentially, how do they feel about what they have experienced? These types of questions therefore afford answers to questions underpinned by concepts such as the ideal self, ought-to self and anti-ought-to self in the context of a study that attempted to understand the identity constructions of language teachers in an extraordinary period of time and space.

Essentially two main types of phenomenology can be identified: Hermeneutic and transcendental or interpretive and descriptive phenomenology. For the purposes of this study, Moustakas's descriptive (1994) approach as explained by Creswell (2007:60-62) was ascribed to for the first part of the study and an interpretive approach was followed for the purposes of model conceptualisation. The basis for the combination of approaches relied on statements from Sloan and Bowe (2014) who postulate that:

> The focus of descriptive phenomenology is the correlation of the noema of experience (the 'what') and the noesis (the 'how it is experienced'). Once 'the things themselves' have been identified, or otherwise analysed, descriptive phenomenology considers its work done. The researcher can do what he or she likes with the outcomes, but those actions will be a departure from descriptive phenomenology. In hermeneutic phenomenology one has approaches that recommend to the researcher to interpret the meanings found in relation to phenomena. Often these approaches suggest the analysis of text to find these meanings and allow interpretation. The focus is on understanding the meaning of experience by searching for themes, engaging with the data interpretively, with less emphasis on the essences that are important to descriptive phenomenology. (p. 4)

The eight steps identified from Moustakas's descriptive phenomenological method can be visualised as follows:

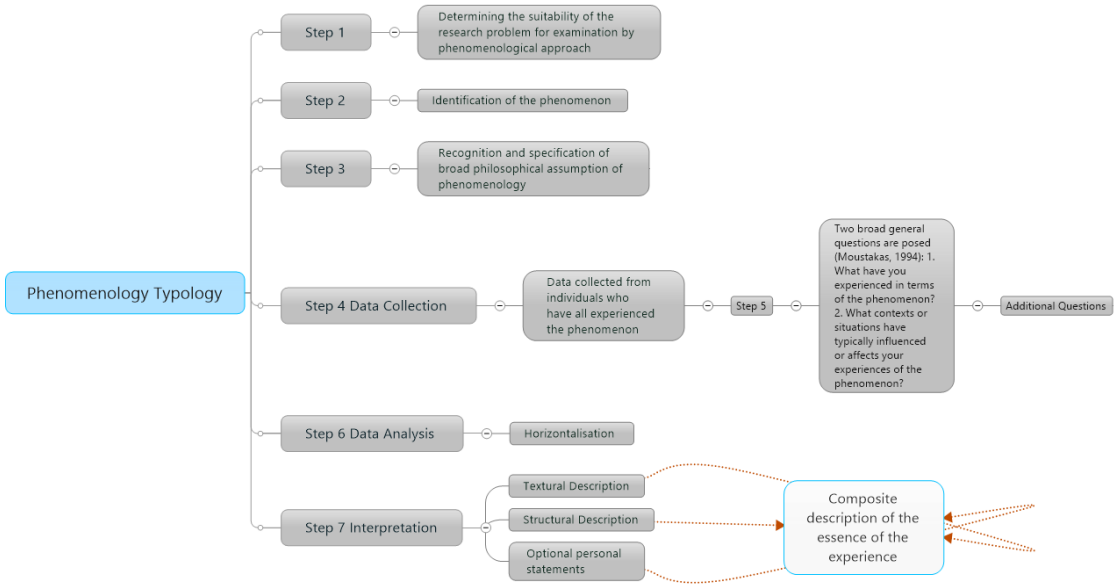


Figure 3-1: Moustakas's descriptive phenomenological method

Step 1

A central criterion for the adoption of a phenomenological approach is the importance of understanding "several individuals' common or shared experiences of a phenomenon [in order] to develop practices or policies, or to develop a deeper understanding about the features of the phenomenon" (Creswell, 2007:58). In this case the understanding of the lived experiences of

language teachers during the 2020-void and beyond, and the subsequent compiling of language teacher adaptability models constituted a valid type of research question for this methodology.

Step 2

The second step in this approach is to identify a phenomenon to study. The phenomenon that was identified is the 2020-void as it pertains to the higher education teaching and learning context, as described in the contextualisation of this proposal, and its impact on the ecology and identity of language teachers.

Step 3

Next, it was of importance to bring the philosophical assumptions of phenomenology in line with that of the study. An underlying principle in the phenomenological approach and inculcated in the researcher's beliefs is that "the consciousness is central and understanding the subjective consciousness is important…[and] that consciousness has some specific structures which are gate ways to gain direct knowledge through reflections" (Qutoshi, 2018:216). Therefore, in a phenomenological approach "the theoretical point of view […] advocates the study of direct experience taken at face value and one which sees behaviour as determined by the phenomena of experience" (Qutoshi, 2018:217). It was thus only through the lens of behaviour and experience or feeling, that the TI and the reciprocal dynamic interaction between the ecology and the TI in this context, could be studied.

Step 4

A varied and diverse number and type of data instruments may be used in this type of methodological approach. Creswell (2007:61) states that:

> Data collection in phenomenological studies consists of in-depth interviews and multiple interviews with participants. Polkinghorne (1989) recommends that researchers interview from five to 25 individuals who have all experienced the phenomenon. Other forms of data may also be collected, such as observations, journals, art, poetry, music, and other forms of art. (p. 61)

In this study the sample size of participants who had all experienced the same phenomenon, language teaching within the 2020-void, was seven. For this sample three data sets were collected:

1. The first set of data was collected to paint a picture of linguistic teacher identity across three contexts, in terms of the ought-to self, the ideal self and the anti-ought-to self, during the 2020-void. The use of comparative language portrait methodology (an expansion of language portrait methodology explored in this thesis) was complemented by applying an adapted Oyserman's Possible Selves questionnaire (2018) and reflective interview questions.
2. The second data set focused on the new classroom ecology within the 2020-void context. Here teacher identity portfolios and a questionnaire based on the teacher competence framework were used. Additionally, questions from the reflective interview were also analysed in this data set. Specifically, Data Set 2, investigated two ecological spaces: 1) language teacher online presence with a focus on the explicit portrayal of teacher identity and, 2) online teaching spaces as classroom spaces, and the use of language in those spaces.
3. The final data set established a narrative for the experience of language teachers, their language use and teaching environments during the 2020-void. This narrative was elicited in the form of a short essay, called the My OWN experience essay, and a reflective interview.

Step 5

Phenomenology methodology advocates the application of two broad questions in the data collection process. The first one asks what the participants have experienced in terms of the phenomenon and the second asks which situations or contexts affected this experience. Additional open-ended questions are permitted. In the case of this study the researcher focused on the open-endedness of the approach but structured the questions in terms of the three data sets discussed in step 4, to elicit even deeper, richer descriptions from the participants.

Step 6

According to Creswell (2007:61) the data analysis occurs by horizontalization, which refers to highlighting "significant statements, sentences, or quotes that provide an understanding of how the participants experienced the phenomenon [before] develop[ing] clusters of meaning from these significant statements into themes". This approach is in keeping with the coding approach described by Saldaňa (2016) through the use of Atlas.ti (a computer-assisted qualitative data analysis software program) and manual content analysis techniques used in this study.

Step 7

From themes derived from the coding process conducted in Atlas.ti, as well as additional content analysis, the researcher then proceeded to compile a textural and a structural description of prominent narratives of experiences. The textural description refers to “what the participants experienced” while the structural refers to “context or setting that influenced how the participants experienced the phenomenon” (Creswell, 2007:61).

Step 8

In order to understand the lived experience of the participants within the 2020-void, the final step in the descriptive process was the writing of the ‘essence’. Creswell (2007:32) describes this step by stating that “the researcher then writes a composite description that presents the "essence" of the phenomenon, called the essential, invariant structure (or essence). Primarily this passage focuses on the common experiences of the participants”.

While adherence to these steps completed the descriptive part of this methodology, what followed from the composite description was an interpretation and incorporation of these descriptions into the expansion of the teacher competence framework and the development of the language teacher adaptability model for teachers at the NWU, as well as selected theoretical contributions relating to linguistic landscape and teacher identity theory. The methodological approach followed in the study therefore included a descriptive component (following Moustaka’s steps) and an interpretative component where the descriptions that crystallised were used to expand a teacher competence framework as well as creating a teacher adaptability framework.

3.4 Empirical study

In this section the research design and data sets are described. Teddlie and Tashakkori (2009:139) encourage the establishing of a bespoke typology for a research design, due to its usefulness in providing direction and goal orientation for the study. Therefore, presented first is a typology of the deployed research design, based on the phenomenological approach, uniquely developed for this study.

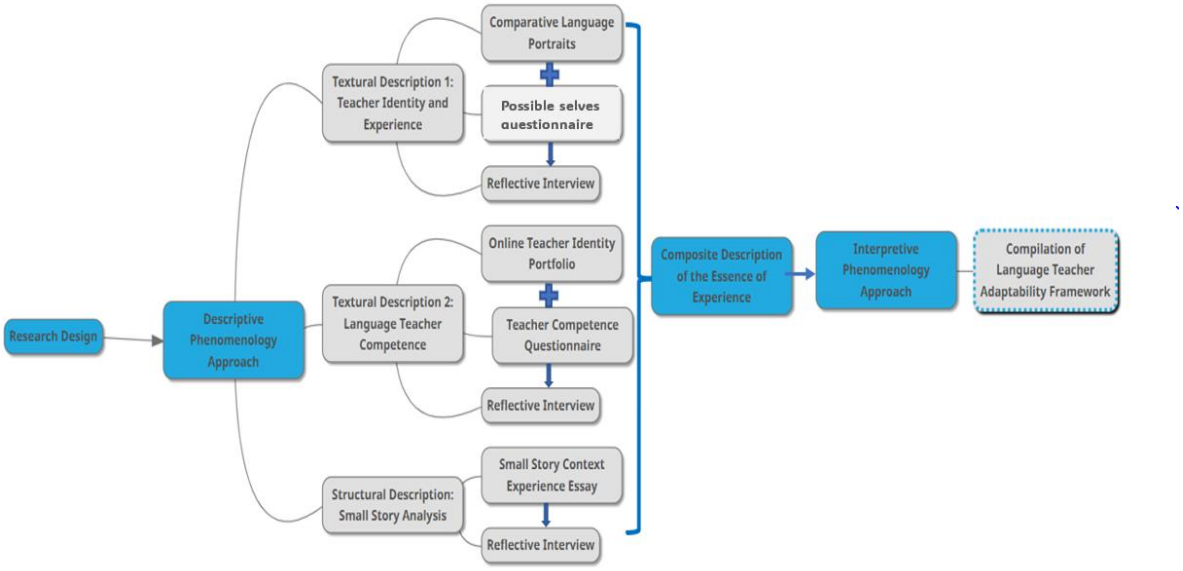


Figure 3-2: Research Design Typology

3.4.1 Research Design Typology

The above typology provides a visual illustration of the research design used. Grounded in a phenomenological approach, the design comprised both a descriptive and an interpretive section. In the descriptive section, the goal was to elicit data in a textural (focussing on descriptions of the experiences of participants) and a structural (focussing on descriptions of the contexts or settings that influenced the experiences of participants) description, analyse this data and then provide a composite description of the experiences of the participants of the phenomenon.

Once this composite description was interpreted it was analysed together with existing language teacher competence frameworks, and the resultant findings were used to comment on teacher competence frameworks, compile a new and relevant language teacher identity model (HELTI-model) and a NWU-specific language teacher adaptability framework.

3.4.2 Sampling and recruitment

3.4.2.1 Purposeful sampling

The study made use of purposeful sampling. Creswell (2014:294) states that “to purposefully select participants or sites (or documents or visual material) means that qualitative researchers select individuals who will best help them understand the research problem and the research questions”. This is evident in the fact that the participants chosen in such a manner display both a willingness to participate and bring to the study, specific knowledge, experience and “the ability to communicate experiences and opinions in an articulate, expressive, and reflective manner” (Palinkas *et al.*, 2015:534).

A sample of seven language lecturers at the North-West University was used for this study. While it was the intention of the study to recruit the sample across all three campuses of the NWU, responses to the invitation curtailed this and eventually only two campuses were represented in the study. Selection parameters included the following:

a) The lecturer had to have been in the employ of the NWU since before the 2020-void, therefore since 2019. This parameter was essential as the study investigated comparatively, how teachers experienced the 2020-void in relation to previous teaching contexts. Experiences at the same institution would be easier to compare than experiences across different institutions.
b) The lecturer needed to have had a visible online presence on the university LMS or other teaching platforms (eFundi profile, NWU website profile, other).
c) The lecturer had to have taught using a variety of online platforms, such as eFundi lessons, chatrooms, WhatsApp groups, Zoom classes, etc.
d) The lecturer had to have been a language lecturer (teacher) either in the School of Languages in the Faculty of Humanities, the School of Languages in the Faculty of Education, or a language teacher from the Faculty of Law.

The study thus sampled participants from the language teaching modules at the two Schools of Languages, as well as in the Faculty of Law of the NWU, working on the Vanderbijlpark and Potchefstroom campuses of the institution. As can be seen from the discussion of relevant studies in the contextualisation section of this thesis, there is evidence of a lack of studies focusing on language lecturers in such a novel context in South Africa, but also globally.

3.4.2.2 Recruitment procedure

As a first step, the NWU website was scrutinised for suitable candidates and a database was drawn up of all lecturers who appear on the website as teaching language modules. The database included the following information: Faculty, School, Name, Position, Degree level, Subjects taught/Research interests, Email address, Telephone number. Adhering to the ethics agreement and the POPIA requirements, participants were evaluated based on data that was publicly available. An initial recruitment email (see Annexure 1) was drafted and sent to all suitable candidates (suitability was established based on the parameters as discussed above) in the period April – May 2022. Another two rounds of request to participate were sent out.

Once seven participants[5] confirmed interest in the study, they were sent an official participant information leaflet and consent form (see Annexure 1) to sign, and the data collection time frame (May – July 2022) as well as expectations of participation were discussed with each participant individually either via telephone or per email. The following data collection timeframe was individually negotiated with each participant so as to mitigate any participation fatigue. An example from participant LLL_01 is used for illustrative purposes in Table 3-2.

Table 3-2: Data collection timeframe

Participant code: LLL_01		
Process monitoring		
Action	**Date**	**Notes**
Recruitment email sent	27-May	Action completed
Confirmation and process explanation email sent	27-May	Action completed
Informed consent completed and received by researcher i	3-Jun	Filed
Language of choice	Not specified	
Possible Selves questionnaire sent out (send by 6/06)	3-Jun	Sent
Possible Selves questionnaire received back (due by 20/06)	6-Jun	Submitted, printed and filed
Language portrait template sent (send by 06/06)	3-Jun	Sent
Send language portrait workshop meeting schedule email	3-Jun	Sent
Language portrait workshop scheduled for	3-Jun	14 June at 11:00 in *****
Language portrait workshop concluded (due by 20/06)		
Teacher identity portfolio instructions sent out (send by 6/06)	3-Jun	
Teacher identity portfolio received (due by 11/07)		

[5] It should be noted that all participants who confirmed interest in the study were contacted and recruited. This meant that the sample size was seven.

Teacher competence questionnaire sent out (send by 20/06)		
Teacher competence questionnaire received back (due by 11/07)		
Instructions for My OWN experience essay sent out (send by 27/06)		
My OWN experience essay received back (due by 11/07)		
Send Follow up interview schedule email by 18/07		
Follow up interview concluded (due by 25/07)		
Specified informed consent A	6-Jun	Completed and filed
Specified informed consent 2A	6-Jun	Completed and filed
Specified informed consent 3C		
Data collection time frame 4-6 weeks		6 June - 25 July
Data collection task	Start date	Due date
Oyserman's Possible Selves questionnaire	6-Jun	20-Jun
Comparative Language Portraits	6-Jun	20-Jun
Teacher Identity Portfolio	6-Jun	11-Jul
Teacher Competence Framework Questionnaire	20-Jun	11-Jul
My OWN Experience Essay	27-Jun	11-Jul
Reflective Interview	18-Jul	25-Jul

3.4.3 Data sets

The three data sets as illustrated in Figure 3-2 are now explained inclusive of rationale, data collection techniques, data analysis approaches and interpretation.

3.4.3.1 Rationale

As discussed in Chapter 2 of this thesis, TI is influenced by a variety of contextual and personal factors situated within several levels or structures (macro, meso, micro and personal). According to Salinas (2017:3) "various internal and external factors are involved in the construction of teacher identity which have allowed researchers to investigate TI from a range of perspectives". Day *et al.* (2006:611) clearly distinguish between macro-, meso-, micro- and personal-structures which influence teacher identity and define macro structures as "broad social/cultural features usually referred to in discussions of social diversity and/or government policy as it is implicated in order of education service". Salinas (2017) talks about macro structures as macro contextual factors,

> such as political and social changes, [which] also bring implications to identity construction, "teacher identity [is] very directly [related] to questions of policy, politics and governance" (Menter, 2010, p. 35). Education reforms are taking place in many countries and they have an impact on

> teachers' identities from emotional and cognitive perspectives (Day, 2002), challenging their identities. Many teachers think that reforms undermine their professionalism (Day, 2002), that they must build their identities on demands for changes and reforms; if they do not, they have conflicts in their working environments and reduce their self-confidence (Avalos, 2010). (p. 3)

In this case the macro contextual factor that was most relevant and constituted the experience of the phenomenon was the 2020-void. As a reminder the 2020-void is conceptualised as a phenomenon that encapsulates the physical and mental state of the participants in this study, as it relates to the changing, challenging, and uncertain education context in which they had to operate.

On the other hand, meso contextual factors can be categorised as operating on an institutional or school level and for this study is ascribed to institutional culture and language policy and technology teaching requirements and competences at the NWU.

Finally, micro contextual factors include both emotional and cognitive elements such as work climate, student teacher bond, sense of appreciation and professional development (Salinas, 2017). For the purpose of this study, it is defined as those elements relating to classroom ecology, student and collegial interaction, linguistic landscapes, teachers' values, beliefs, language learning experiences and personal and linguistic ideologies and how these experiences unfolded in the 2020-void.

Arising from these assumptions on the influence of macro, meso and micro factors on identity, is the question of how we determine the impact of such factors on identity in an empirical manner. Attempting to answer these questions, the researcher used a combination of three data sets based on a phenomenological approach to elicit appropriate data.

3.4.3.2 Data Set 1: Teacher Identity and experience

In terms of Data Set 1, focusing on micro contextual factors, the researcher used a combination of three data collection instruments in order to describe the linguistic teacher identity across three contexts (in terms of the ought-to self, the ideal self, and the anti-ought-to self) pre-, during and immediately after the 2020-void. These were: a comparative language portrait (extending the language portrait approach for the purpose of the thesis), an application of the Oyserman's Possible Selves questionnaire (2018) and reflective interview questions (see Annexures 3 and 4 for illustrations of each).

Together these instruments created an embodied autobiographical description of the participants' experience as language teachers during this context. Lakoff and Johnson (1999:18) argue that "what is important is not just that we have bodies, and that thought is somehow embodied. What is important is that the peculiar nature of our bodies shapes our very possibilities for conceptualisation and categorisation". This understanding of how we categorise our realties became the motivation for this data collection approach. Danesi (1990) says that we categorise our world, and that "the world is not made up of logical categories of thinking. Rather it is conceptualised in terms of verbal categories which are cognitive extensions of the human sensory system". This means that our thoughts and perceptions, and our actions are influenced by our sensory experiences. These sensory experiences are grounded and perceived through the body. It is therefore the basis of our thought and perceptions, our embodied experiences. These thoughts and perceptions are expressed verbally, often via narratives. In order thus to facilitate such a narrative the data was be collected as follows:

3.4.3.2.1 Data collection for Data Set 1

The possible-selves questionnaire (see Annexure 4) and accompanying consent forms were distributed to participants via either a Google document or email as per their request (see Annexure 2) and sent back in the same fashion. It should be noted that the original questionnaire as designed by Oyserman (2018) was used with minor changes made to the format and instructions, so as to reflect the context of the participants. The language portraits were also distributed to participants beforehand in ether an electronic format via email, or in hard copy format via internal mail or delivered by hand. Participants were also provided colouring tools (coloured pencils or crayons). Once participants had received their language portrait materials, a workshop (either individual or in one case, a group workshop) was held with participants (see slides for workshop in see Annexure 3). During the workshop participants were informed how to complete the portraits and they could then complete these at their own leisure. Below is an extract from the field notes kept by the researcher during and after each interview. It sheds light on the reasoning behind the specificity of the workshop.

> In my workshop I am quite specific, the reason for this is that I want my portraits to show very specific information. It is not a general language repertoire representation but rather a reflection on ought-to and ideal selves. This means that I am leading the participants in terms of what I envision those concepts to be. In past application of this instrument, I have argued for a context where participants are provided with the bare minimum of information to complete a language portrait, however as I progress with the use of these instruments, I see that their value is tied to the question they need to answer. In this case the participants

have to reflect not only on their reality but also on what they perceive to be necessary in their reality. I say I want to see their lived experiences but, in this case, I want to see how their lived experience relates to the idea of ideal and ought-to.

Usually, one would not show participants any previous portraits because one would not want to influence how they complete it. In this case I am showing them one example because of two reasons: 1) I anticipate that most of my participants had already in the past completed a language portrait as part of NWU multilingualism endeavours. 2) I want to elicit meaningful data from them by using time efficiently. In past applications of the method participants struggled to understand what to do because it is a very abstract idea which one has to pen down in a literal way. To ease the cognitive load and instead of providing specific instructions like, pick a colour pick up your pen now draw the language on your form. This also inhibits them from maybe using other visual elements if one focuses on the colour only.

A question to ask of participants after the study concludes and in preparation for future use of comparative portrait methodology could be: did it help or hinder you to have an example of the portrait shown?

Workshop 1: 9 June 2022 at 09:00 via Teams – only field notes (Participant A)

Participant A had never done a portrait before; they are excited to learn more about themselves. After my discussion of what I wanted, participant A asked if they could also add languages that they did not want to speak or did not like. My response was that they could because it is specifically a portrait about the ought-to self. I thought this was interesting and had never considered that someone would also want to add a 'negative' language. Is this because of the information I provided about what I wanted? So, the ought-to self?

Workshop 2: 13 June 2022 at 11:00 via Teams – recorded and field notes (Participants B and C)

Participant B asked whether they could include personal languages and also languages from a high school context. My response was that I think both of those make up part of one's teacher identity so it would be fine to add them if you want. Participant C asked if this study was a continuation of the previous MA study… We ended the call and then the participants completed the portraits on their own time.

Extracts from these field notes are presented to illustrate how the data set was collected and how the researcher documented her own experiences when implementing an adaptation of the language portrait methodology that she had previously used.

3.4.3.2.2 Data analysis for Data Set 1

Language Portraits

Focusing on micro contextual factors influencing the dynamic identities of the language lecturers that participated in the study, the use of comparative language portraits (an expansion of language portrait methodology), in conjunction with Oyserman's Possible Selves questionnaire

(2018) and reflective interviews, are applied to describe the embodied teacher identity of the participating language lecturers, viewed in the 2020-void context of ideal self, ought-to self and the anti-ought-to self.

Together these instruments create an embodied autobiographical description of the participants' experiences as language teachers during a specific time of transformation. The importance of linking embodiment to language portraits is because of the potentiality of how thinking about the body can shape our thoughts and expressions of categories. This becomes clear when we see repeated symbolism across language portraits, where the heart for example usually houses the mother tongue, and the hands or stomach represent, usually, the "instrumental" working languages or the socio-economically driven languages. This seemingly shared understanding of how we categorise our realties become the motivation for this data collection approach.

The portraits are used to paint a picture of linguistic teacher identity and lived experience, across contexts, in terms of the ought-to self and the ideal self and provide the participants with the opportunity to reflect on the languages in their repertoire as they are used within the multilingual teaching spaces of higher education. Therefore, they are an attempt to elicit teacher output as defined earlier (ideological output, manifested through metalinguistic awareness and physical application of languages in teaching spaces).

A language portrait is a tool used to investigate the relation between language and identity (Busch 2010; Busch, 2012; Martin, 2012; Bristowe *et al.*, 2014), in terms of an individual's language repertoire. With a language portrait, the participant has the opportunity to visually map 'their languages' onto a physical representation of themselves, in the form of an outline of a body. The technique has been employed since the early 1990s, mainly as a tool to examine language awareness and identity in children (Krumm & Jenkins 2001; Busch 2006, 2010 2012; Martin, 2012; Bristowe *et al.*, 2014), and in school based inquiry (Farmer, 2011; Prassad, 2014; Bristowe, Oostendorp & Anthonissen, 2014) and has evolved to include a myriad foci including investigating university student repertoires, language attitudes and policy implication in South Africa (Coetzee-van Rooy & Peters, 2020, 2021; Coetzee-van Rooy, 2018, 2020, 2021), identity and awareness studies in teachers of EFL and TESOL (Coffey, 2015; Van Zyl, 2016; Lindahl & Yazan, 2019; Lindhal, Fallas-Escobar & Henderson, 2021), and in the studies of spoken and signed languages (Kusters & de Meulder, 2019) to name a few.

In this specific application of the language portraits methodology, participants were asked to create a linguistic self-portrait, expressing their beliefs, and lived experiences as a language teacher or their teacher self. Here the idea that the 'teacher Lehtinen et al self', is a concept inclusive of the 'ideal self', the 'ought-to self' and the 'anti-ought-to self' as used by Thompson (2021:21) and based within Dornyei's L2 motivational self-system theory (2009), is ascribed to.

Participants were asked to create two portraits, a self-portrait that represents their ideal linguistic self as teacher, and one that reflects their ought-to linguistic self as teacher. Where the ought-to-self refers to a teacher's reaction in terms of external pressures, influencing who they then feel they need to become. The ideal self refers to the envisioning of what and who a teacher would like to become in terms of professional teacher identity based on their own desires and ideals. Participants were provided the following instructions and outlines:

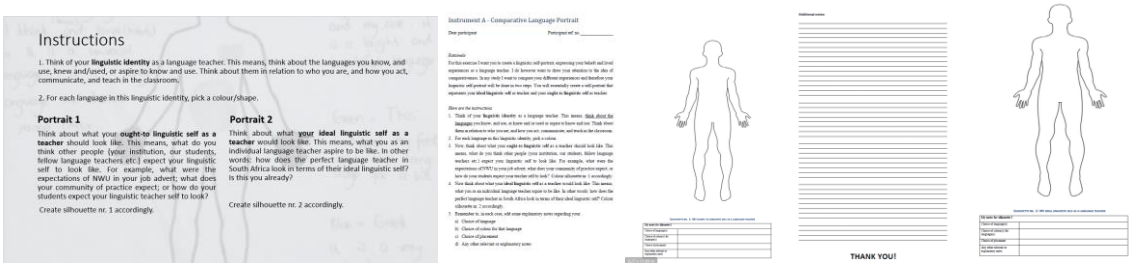


Figure 3-3: Language portrait instructions

The analysis of these language portraits was conducted with the use of Atlas.ti software. For the purpose of this analysis the researcher adhered to a more structured analysis (as contrasted with a mainly in vivo approach). The approach of close reading or using composition analysis was replaced by an initial top-down coding approach. In this approach the researcher created a code book, based in large part on similar codebooks as developed by Coetzee-van Rooy (2023), and also based on more theoretical concepts, such as the idea of domain and function. The codebook (see Annexure 9) started with 6 levels of codes, with sub codes in each for a total of about 81 codes. The six basic levels of codes included reference to language, colour, placement, function mechanism, ideational value, interpersonal value, textual value, and in-vivo codes. Each of these levels also had sub-levels as illustrated in Table 3-3.

Table 3-3: Portrait coding levels and sub-levels

Main level	Sub-level
Level 1	**1a language of answer**
	1b language referred to

Level 2	
	2a colour name
	2b colour reason / connotation
Level 3	
	3a placement
	3b left, right or both
	3c placement reason (in-vivo code)
Level 4	
	4a function
	4b mechanism
Level 5	
	5a ideational value
	5b interpersonal value
	5c textual value
Level 6	
	6 in-vivo codes

In the end around 200 codes were created. Each portrait was coded in the following way:

1. Ascribed codes to each portrait:
    a. Each language per placement was coded according to the six basic levels of codes.
    b. In vivo codes were also created and assigned in the case where the pre-defined codes did not capture the meaning of the statements made by the participants.
2. The researcher went back to previously coded portraits when new codes were added to see if they had to be ascribed somewhere else.
3. The researcher then ascribed a comment to each coded section/quotation.
4. Throughout the researcher kept a list of themes which became prominent.
5. At the end of a coding session, the researcher wrote general observations of the main themes that emerged.

Each portrait, ought-to and ideal, was also coded in excel. An example of LLL_0 1 (Table 3-4) is used to illustrate the analysis:

Table 3-4: Language Portrait coding table example

Ought-to portrait _ LLL_01					
Language	Colour	Placement	Descriptive words associated with languages	Metaphors	Emergent themes

English	Red	Brain	Formal English language		Expectation of perfection in terms of professional teacher identity
		Mouth	Formal English language		Expectation of performative identity - English
		Outer shine	Exude English in professional capacity	Aura	Expectation of prioritising English
		Right hand	Priority, dominant		Expectation to be firmly grounded in the professional language
		Feet	Grounded, steadfast	Grounded	
SA official languages	Multi-coloured	Left hand	Speak and understand	Helping hand	Expectation to be multilingual to serve students individually
			Assist students	Rainbow	

After coding, questions were set for the reflective interview, to explore specific issues identified in the language portrait analysis. The participant's transcribed interview questions that pertained to their language portrait was also coded in Atlas.ti using a bottom-up approach where the data informed the thematic coding. From all three of these analyses the researcher abstracted the most prominent themes for discussion.

Possible-selves questionnaire analysis

This section of data investigated how the lived experience of the participating HE language teachers, influence, develop and maintain their teacher identities. In order to establish factors contributing (both negatively and positively) to the development and maintenance of their HELTI, the data elicited from Oyserman's Possible Selves questionnaire were analysed three times. The main reason for these analyses is that the original Oyserman's coding manual as adapted by Burbidge, was deemed insufficient to establish the specific data needed for HE language teacher identity investigation. While the questionnaire proved useful for directing and channelling participants' thoughts, the coding manual fell short. This is mainly due to the fact that the coding manual was initially intended for eliciting data from college students about possible and feared selves. While similarities in context exist for these two groups, the researcher found that she needed to: 1) further expand upon the coding structures to also include HE teacher contextually appropriate codes, and 2) try to triangulate data by including a third analysis round inclusive of a LTID development and maintenance model.

In the first instance, an analysis was conducted in accordance with Oyserman's original approach; where the number of strategies per possible- or feared self, were identified, coded and then categorised, after which general observations could be made. Second, the same data were thematically analysed in Atlas.ti making use of additional levels of coding. The codes used in this analysis were inductive and stemmed from an initial close reading of the data. Third, the same data were thematically analysed according to an adapted LTID development and maintenance model based on that of Van Lankveld *et al.* (2017:330), which this study proposes to call the HELTI-model, thus constituting a more deductive analysis.

The goal of these analyses was to, in conjunction with the interview and language portrait data – which provided information regarding LTID and embodiment and thus perceived notions of identity – try to ascertain in terms of practical and experience-based data, what these participants' teacher identities consisted off. Analytically it asked the questions of how they envisioned themselves in the future, or what they feared for themselves in the future, and what would be the important strategies to get them there or not. The answers gained from these questions were mostly reactive in nature, which then validated the data, not as idealisations but as stemming from lived-experiences.

The analysis also aimed to discover emotive influences, priorities and foci which translated into identity goals. While this data did not provide an opportunity for self-conceptualisation of their own LTID, it did provide the researcher the chance to super-impose these conceptualisations by identifying strategies and goals identified by the participants. The researcher's aim was then to be able to take this superimposed view and compare it with the language portrait data and data from the Data Sets 2 and 3, to conceptualise a HELTI of each participant, in terms of ought-to, ideal and anti-ought-to.

Each of the three analyses of the Oyserman questionnaire were conducted on both the identified next year possible selves, and then again on each of the next year feared selves. Below is an elaboration of each of the three analyses and the codes used in each analysis.

Analysis 1: Framework

In analysis 1 the data are analysed according to Oyserman's coding system (as adapted by Burbidge, 2019). The goal here was to identify the number and nature of possible selves, as well as feared selves that each participant highlighted. Furthermore, the number and nature of

strategies used for each teacher self were also coded. From the data the main themes for both possible selves and feared selves were then identified (the findings are discussed in Chapter 4).

Table 3-5 contains a description of the type of data that qualified to be included per code as well as the code name and category.

Table 3-5: Code description

Category	Code	Code Description
Achievement		
- academic	Ach_academic	Any mention of academic achievement or responsibility. PhD's, publications, or other research endeavours.
- job	Ach_job	Any mention of work as a lecturer at University level, inclusive of module content, classroom management, promotion, interaction with colleagues to achieve work goals. Very broadly relating to concerns about their job.
Interpersonal		
- general	inter_gen	Any mention of interpersonal relationship or interaction with colleagues or students.
- activities	inter_act	Any mention of CPD, attending seminars or courses either to facilitate self-improvement or due to necessity.
Personality	Intra	Any mention of personal characteristics as a teacher.
Material/Lifestyle	Lifestyle	Any mention of socio-economic circumstances or lifestyle and material things.
Negative	Negative	Any negative responses.
Off-track	Off-track	Any mention of negative or destructive behaviour or intent.
Misc	Misc	Ambiguous self without any strategies.

Table 3-6 shows data analysis 1 that highlights the specific possible/feared selves and corresponding strategies per participant.

Table 3-6: Data analysis 1 of Possible Selves questionnaire

Participant Number	Type of self	Category/Nature of Possible Selves	Category/Nature of Strategies
LLL_01			
	Possible self 1	**Ach_job**	**Revision of content**
	Possible self 2	**Ach_job**	**None**
		Inter_gen	**None**
	Possible self 3	**Ach_job**	**Professional development/training**
		inter_act	**Professional development/training**
	Possible self 4	**Ach_academic**	**None**
	Possible self 5	**Personality**	**Reflection activities**
	Feared self 1	**Physical health**	**Attending wellness seminars**
	Feared self 2	**inter-gen**	**Reflection activities**
		Negative	**Reflection activities**

LLE_02			
	Possible self 1	**inter_gen**	**Reflection activities**
	Possible self 2	**ach_job**	**Research_content**
	Possible self 3	**inter-gen**	**extensive feedback, modelling and approachability**
	Feared self 1	**ach_job**	**adapting feedback and assessment practices**
	Feared self 2	**None**	**None**
	Feared Self 3	**ach_job**	**Reflection activities**
LLL_03			
	Possible self 1	**Ach_academic**	**Promotion activities**
	Possible Self 2	**Ach_academic**	**None**
	Possible Self 3	**Ach_academic**	**Interaction with colleagues/institution project to publish**
	Possible Self 4	**inter_act**	**None**
	Feared self 1	**ach_job**	**None**
	Feared self 1	**ach_job**	**Identify and address concerns with management**
	Feared self 1	**Ach_academic**	**None**
LLE_04			
	Possible self 1	**ach_academic**	**Research_Phd proposal**
	Possible Self 2	**Ach_job**	**Research and Revision of content**
	Feared self 1	**Ach_job**	**Revision of content**
			Interaction with colleagues /working together/accommodation
	Feared self 2.	**Ach_job**	**Revision of content**
	Feared self 3	**Ach_job**	**Listening/interaction with students**
		inter_act	**Professional development/training**
LLH_05			
	Possible Self 1	**inter_act**	**Professional development/training**
	Possible Self 2	**ach_academic**	**Research**
	Feared Self 1	**ach_job**	**Classroom management/regulation**
	Feared Self 2	**ach_job**	**Improving assessment practices**
LLH_06	**Possible Self 1**	**ach_job**	**Self-regulation**
	Possible Self 2	**ach_job**	**improvement of language teaching skills and Content revision**
	Possible Self 3	**ach_academic**	**Research**
	Feared self 1	**ach_job**	**Innovative teaching techniques/ skills**
	Feared self 2	**Negative**	**None**
LLH_07	**Possible Self 1**	**ach_job**	**None**
	Feared self 1	**NA**	**Nothing**

The findings abstracted from this table are discussed in detail in Chapter 4.

Analysis 2: Framework

In an attempt to deepen the analysis of the possible and feared self, Oyserman's coding manual (as adapted by Burbidge, 2019) was expanded on. Data analysis number two was conducted via Atlas.ti. The additional levels of coding and their respective descriptions, can be seen in Table 3-8. In each case where coding levels were added, they are identified here by an *. The abbreviation

'NY Pos Self' should be read as 'next year possible self', and in subsequent uses of NY, it should be read as standing for 'next 'year'. Level 1A and 1B are based on Oyserman's coding table as can be seen in Table 3-7.

Table 3-7: Codes from Oyserman's coding table

Category	What your code should look like
Achievement **-academic** **-job**	2 types - ach-acad - ach-job
Interpersonal **- general** **- extracurricular activities**	2 types - inter - inter-act
Personality	
Physical/Health-related	health
Material/Lifestyle	lifestyle
Negative	negative
Off-track	off-track
Misc	Misc

Table 3-8: Levels of coding for thematic analysis of Possible Selves questionnaire in Atlas.Ti

Atlas.ti Codes	Code description
L1A_ NY Pos Self Personality	Level 1 A refers to mentioned next year possible selves relating to personality.
L1A_NY_Pos_Self__interpersonal_gen	Level 1 A refers to mentioned next year possible selves relating to general interpersonal relationships.
L1A_NY_Pos_Self_Ach__job	Level 1 A refers to mentioned next year possible selves relating to job achievements.
L1A_NY_Pos_Self_Ach_acad	Level 1 A refers to mentioned next year possible selves relating to academic achievements.
L1A_NY_Pos_Self_Health	Level 1 A refers to mentioned next year possible selves relating to own health and wellness.
L1A_NY_Pos_Self_interpersonal_extracurr act	Level 1 A refers to mentioned next year possible selves relating to activities such as (continuous professional development (CPD) or collegial collaboration.
L1A_NY_Pos_Self_Material/Lifestyle	Level 1 A refers to mentioned next year possible selves relating to lifestyle.
L1A_NY_Pos_Self_Misc	Level 1 A refers to mentioned next year possible selves relating to any miscellaneous issues not captured in other codes.
L1A_NY_Pos_Self_Neg	Level 1 A refers to mentioned next year possible selves relating to any mention of negative experiences.
L1B_Next Year Feared self _Nothing	Level 1 B refers to no mention of next year feared selves

L1B_NY Feared self_Health	Level 1 B refers to mention of next year feared selves relation to any physical or mental health
L1B_NY Feared self _interpersonal extracurr act	Level 1 B refers to mention of next year feared selves relation to any extra activities
L1B_NY Feared self _interpersonal_gen	Level 1 B refers to mention of next year feared selves relation to any involves social relationships and interactions, and socially linked extracurricular activities
L1B_NY Feared self _Material/Lifestyle	Level 1 B refers to mention of next year feared selves relation to any material possessions and living situation socio economic environment
L1B_NY Feared self _Misc	Level 1 B refers to mention of next year feared selves relation to no categorisation
L1B_NY Feared self _Neg	Level 1 B refers to mention of next year feared selves relation to any negative comments
L1B_NY Feared self _Off Track	Level 1 B refers to mention of next year feared selves relation to any negative behaviour completely missing the plot
L1B_NY Feared self _Personality	Level 1 B refers to mention of next year feared selves relation to any to personality characteristics, self-descriptions of traits
L1B_NY Feared Self_Ach_acad	Level 1 B refers to mention of next year feared selves relation to any mention about failing research wise
L1B_NY Feared self_Ach_job	Level 1 B refers to mention of next year feared selves relation to any mention about not finding a job/internship or other job-related activities
L1C_strategy *	Level 1 C refers to mention strategies to achieve possible self or avoid negative self
L1C_Zero strategy *	Level 1 C refers to no mention of strategies to achieve possible self or avoid negative self
L1C1_Active research *	Level 1 C refers to mention strategies to achieve possible self or avoid negative self-relating to research actively ongoing
L1C1_Communication colleagues*	Level 1 C refers to mention strategies to achieve possible self or avoid negative self-relating to communication with colleagues
L1C1_Language teaching enhancement of skills/ways *	Level 1 C refers to mention strategies to achieve possible self or avoid negative self-relating to improving language teachicng skills
L1C1_listening to students' needs *	Level 1 C refers to mention strategies to achieve possible self or avoid negative self-relating to listening student centred
L1C1_Reading *	Level 1 C refers to mention strategies to achieve possible self or avoid negative self-relating to reading
L1C1_self regulation *	Level 1 C refers to mention strategies to achieve possible self or avoid negative self-relating to regulation of self
L1C1_Teaching practice training/workshops *	Level 1 C refers to mention strategies to achieve possible self or avoid negative self-relating to teaching practice training/workshops
L1C1_Technology training *	Level 1 C refers to mention strategies to achieve possible self or avoid negative self-relating to training for technology use in teaching
L2_Emotion_anxiety *	Level L 2 refers to any mention implied or explicit of emotion as it relates to anxiety.
L2_Emotion_apprehensive*	Level L 2 refers to any mention implied or explicit of emotion as it relates to apprehension
L2_Emotion_excitement *	Level L 2 refers to any mention implied or explicit of emotion as it relates to excitement
L2_Emotion_expectation *	Level L 2 refers to any mention implied or explicit of emotion as it relates to expectation both good and bad

L2_Emotion_fear *	Level L 2 refers to any mention implied or explicit of emotion as it relates to fear
L2_Emotion_joy *	Level L 2 refers to any mention implied or explicit of emotion as it relates to joy happiness
L2_Emotion_negative *	Level L 2 refers to any mention implied or explicit of emotion as it relates to negative
L2_Emotion_neutral *	Level L 2 refers to any mention implied or explicit of emotion as it relates to neutral
L2_Emotion_positive *	Level L 2 refers to any mention implied or explicit of emotion as it relates to overtly positive
L2_Emotion_realistic *	Level L 2 refers to any mention implied or explicit of emotion as it relates to realistic expectation or reality
L2_Emotion_uncertainty *	Level L 2 refers to any mention implied or explicit of emotion as it relates to uncertainty
L3_Focus_Colleagues *	Level L 3 refers to any identified focus as it relates to colleagues
L3_Focus_Family *	Level L 3 refers to any identified focus as it relates to family
L3_Focus_Institution *	Level L 3 refers to any identified focus as it relates to institution
L3_Focus_Management *	Level L 3 refers to any identified focus as it relates to management
L3_Focus_Self*	Level L 3 refers to any identified focus as it relates to self
L3_Focus_Students *	Level L 3 refers to any identified focus as it relates to students
L4_Priority_Best teaching practices*	Level L 4 refers to any identified priority as it relates to teaching practices
L4_Priority_Classroom Management/modes *	Level L 4 refers to any identified priority as it relates to classroom regulation and management
L4_Priority_Enhancement of student lives/experiences *	Level L 4 refers to any identified priority as it relates to focus on student experience
L4_Priority_Language research *	Level L 4 refers to any identified priority as it relates to research
L4_Priority_Multilingual teaching *	Level L 4 refers to any identified priority as it relates to MLPs
L4_Priority_Promotion *	Level L 4 refers to any identified priority as it relates to career promotion
L4_Priority_Relationships *	Level L 4 refers to any identified priority as it relates to relationships
L4_Priority_Self enhancement interest *	Level L 4 refers to any identified priority as it relates to self-improvement
L4_Priority_Subject/Content enhancement *	Level L 4 refers to any identified priority as it relates to content management
L4_Priority_Teacher of Languages *	Level L 4 refers to any identified priority as it relates to being a language teacher
L4-Priority_Professional development *	Level L 4 refers to any identified priority as it relates to CPD
L5_experiences *	Level L 4 refers to any identified priority as it relates to experiences
L6_approach_Kindness compassion understanding support *	Level L 4 refers to any identified priority as it relates to Kindness compassion understanding support

Analysis 3: Framework

From the study of Van Lankveld *et al.* (2017:330) on the contextual and psychological factors influencing specifically, higher education teacher identity, the researcher expanded upon their teacher identity development and maintenance model and created a HELTI (Higher Education Language Teacher Identity) development and maintenance framework for the analysis and

interpretation of the data. The original model consisted of the following factors, classified either as constraining or strengthening:

a. the direct work environment,
b. the wider context of higher education,
c. interaction with students,
d. and staff development activities

These were supplemented by the following factors which was added to the analysis by the researcher:

e. linguistic context grassroots learning or formal teaching
f. immediate socio-economic context.

Furthermore, the original five psychological processes which influence the identity of HE teacher, was supplemented by one further namely, the emotive (added by the researcher):

g. a sense of appreciation,
h. a sense connectedness,
i. a sense competence,
j. a sense commitment,
k. future career trajectories, and
l. emotive processes.

For this analysis it was important to refer to the interview data alongside the questionnaire data. This is because, while we can identify possible selves and strategies from the questionnaire data alone, to truly gauge how HELTI is influenced by these, and what the motivation for these selves and strategies are, it is necessary to listen to the grounded and lived experiences which act as the basis for these hopes and fears as expressed by the participants during the interviews.

The data analysis was approached as follows. First, each of the possible and feared selves from the questionnaire were again identified, and then strengthening factors, constraining factors and any psychological processes which seemed to influence these selves were noted and coded. Interview data for each corresponding participant were then coded alongside questionnaire data, in Atlas.ti. Specifically, with the interview data we are able to elucidate more on the context specific experiences regarding the differences in teacher identify development and maintenance before, during and after the 2020-void. Quotations and notes for each of these identifications were

created and finally a thematically driven discussion could be considered. Table 3-9 shows data analysis number 3.

Table 3-9: Data analysis of Possible Selves questionnaire

Teacher Possible Selves Data Analysis 3 (questionnaire only)																		
Participant number/Self	Cons CPD	Con_direct work environment	Con_immediate socio-economic context	Cons_interaction with students	Cons_Linguistic context	Con_wider context of higher education	Strengthening_CPD	Strengthening_direct work environment	Strengthening_immediate socio-economic context	Strengthening_interaction with students	Strengthening_Linguistic context	Strengthening_wider context of higher education	psych processes _appreciation	psych processes_comittment	psych processes_competence	psych processes_connectedness	psych processes_emotive	psych processes_future career trajectory
LLL_01																		
Possible self 1		x			X			X			X			x	x		x	
Possible self 2		x		X											x	X		
Possible self 3							x							x	x			
Possible self 4								X		x	X			x				x
Possible self 5								X						x			x	
Feared self 1		x		X													x	
Feared self 2	x													x	x		x	
LLE_02																		
Possible self 1								X		x				x		X	x	
Possible self 2								X						x	x			
Possible self 3								X		x				x	x	X		
Feared self 1		x												x				
Feared self 2		x		X														
Feared Self 3		x												x	x			
LLL_03																		
Possible self 1							x	X						x				x

Possible Self 2								X										
Possible Self 3								X				x						
Possible Self 4							x											
Feared self 1.		x												x		X		
Feared self 1.		x												x				x
Feared self 1.		x												x				
LLE_04																		
Possible self 1								X						x	x			
Feared self 1.		x														X	x	
Feared self 2.		x		X										x	x	X		
Feared self 3.		x												x	x	X		
LLH_05																		
Possible Self 1							x	X						x	x			
Possible Self 2								X		x	X							
Feared Self. 1		x								x				x		X	x	
Feared Self. 2		x																
LLH_06																		
Possible Self 1								X		x	X		x	x	x	X	x	
Possible Self 2		x				x											x	
Possible Self 3								X			X		x	x	x			
Feared self 1		x					x			x				x	x			
Feared self 2		x				x												
LLH_07																		
Possible Self 1														x				

The findings from this table as they pertain to the identification of the most prevalent possible and feared selves, are discussed in detail in Chapter 4. As a summary it can be stated that the most prevalent selves related to the categories Achievement_Job, Achievement__Academic and Interpersonal.

3.4.3.3 Data Set 2: Language Teacher Competence

In terms of Data Set 2, focusing on meso and micro contextual factors, the researcher examined the new classroom ecology within the 2020-void context. This data set included three instruments: 1) a teacher identity portfolio, 2) a questionnaire based on the teacher competence framework and 3) a reflective interview (see Annexures 5 and 6 for an illustration of these instruments). These instruments were used to establish the overt representation of teacher identity in an online setting and the influence and use of linguistic cues in those spaces to facilitate such an identity. For this data set the questions based on the conceptualisation of manifested landscapes (see Chapter 2) included: 'Which landscapes do you draw with your language use?', and 'How do these landscapes reflect your teacher identity within an online context?' formed the basis of investigation.

3.4.3.3.1 Data collection for Data Set 2

The data collection procedure occurred as follows:

1. In their own time, participants were asked to compile a portfolio representative of their own online presence in online language classroom spaces / online teacher self with specific focus on language moments. This portfolio had to include 'languaging' instances of engagement in context such as:
    a. A subject discussion on WhatsApp group or other online spaces.
    b. An online staff/teacher profile.
    c. A chatroom discussion example.
2. Next, participants were asked to complete a questionnaire based on the teacher competence framework (Guichon, 2009 - Questions for assessing the quality of regulation[6]).

[6] "[L]anguage teaching is an activity that requires a constant adjustment on a continuum between teacher regulation and learner complete autonomy…Regulation can intervene with the sole resources of the learner (self-regulation) or with the support of other peers or that of a teacher (other-regulation). Allal (2007: 8) suggests that regulation is comprised of several operations consisting of setting a goal and orienting one's action; accordingly, monitoring the progress of the action toward its goal; and confirming or reorienting the trajectory of one's action" (Guichon, 2009:169-170). For the purposes of this study regulation refers to teacher competences as defined by the socio-affective, pedagogical, and multimedia actions that teachers take to create learning spaces and experiences for students.

3. Interview questions were based on the themes that arose from the completed questionnaire and the analysed portfolios.

3.4.3.3.2 Data analysis for Data Set 2

This data set comprised the following instruments: a teacher competence questionnaire, teacher identity portfolio (TIP) and a reflective interview. A content analysis in Atlas.ti was applied to data elicited. For the competence questionnaire, general ideological themes, and regulation aspects (socio-affective, pedagogical, and multimedia actions) were identified through a content analysis and close reading of responses to open-ended questions. The same analysis was applied to the interview data, while the portfolios were analysed using a separate codebook structure based on language functions.

Thus, to analyse this data set, the researcher relied mainly on a content analysis approach for assessing the portfolios. However, this content analysis was framed within Halliday's Systemic Functional Grammar approach. This framework provided the opportunity for the researcher to analyse the content, and especially linguistic features or 'language use' according to their ideational value, their textual value, and their interpersonal value in Atlas.ti. 'Language use' is defined as a multimodal application of linguistic, visual, and audio tools or 'cues' to facilitate meaning making and self-representation, within a language classroom context. The concept 'tools' or 'cues' refer to the application or use of spoken, written, visual and interactive elements of communication. It includes a range of multimodal expressions of communication inclusive of the visual, audio, and linguistic. The multimodal data were then analysed semiotically according to Halliday's Systemic Functional Grammar Approach. This approach formed the theoretical basis of the analysis in Atlas.ti and translated practically into the conceptualization of a coding framework which was governed by thematic levels divided into an analysis of the ideational value, the textual value, and the interpersonal value. The coding framework was set out in the preliminary codebook which can be found in Annexure 9.

The focus of this analysis and interpretation is founded within the paradox of ideology vs practice. This means a focus on looking at how ideological perspectives of, for example multilingualism, contrast with classroom ecology scapes or manifested scapes of language teachers, but also which elements of representation are included in identity formation.

Teacher competence questionnaire and interview data

The final Teacher Competence Questionnaire became an adapted combination of the DOTS (Developing Online Teaching Skills) Needs analysis questionnaire (Beaven *et al.* 2010) and Guichon's questions for regulation evaluation (Guichon, 2009).

The following changes were made resulting in the new instrument (see Annexure 6):

DOTS needs analysis questionnaire

1. Rationale was added.
2. Section 1
    a. This section was adapted to be relevant to the context of the study, the original question included outdated methods, the question is now an open-ended question.
3. Section 2
    a. An open question is added before a.
    b. An extra option was added to the objectives tick box.
    c. All other questions in this section were deleted as they are too vague.
4. Section 3
    a. This entire section was adapted to be more context specific. It now encompasses five open-ended questions and one 'rate your skills' question.

Questions for regulation evaluation

1. Content of questions were kept as is (questions were edited for grammar).
2. Two additional questions were added under the section 'multimedia regulation' which asks about physical infrastructure and practicality.

It should also be noted that the questionnaire was additionally converted into an online version and participants received both the Pdf format as well as the Google Forms format from which they could choose the one best suited to their needs.

The teacher competence questionnaire consisted of two main sections. Section A attempted to elicit responses to establish broadly, what the participants' prior knowledge and experience with online teaching tools were. In section A various open and closed ended questions were structured into three larger questions: Question A1 dealt with prior knowledge and experience with online tools, Question A2 addressed the objectives of teaching, and Question A3 asked participants about their own training and competence. In section B, the researcher wanted to elicit data on teacher regulation as defined in the literature review of this study. Therefore, Question B1

addressed socio-affective regulation, Question B2 dealt with pedagogical regulation and Question B3 asked questions relating to multimedia regulation. The interview was reflective in nature and sought to identify: 1) instances where the researcher was unsure of participants' meaning making and 2) to provide the participants the opportunity to elaborate on close-ended questions and reflect on a deeper level on their answers in the open-ended questions.

Teacher identity portfolio

With this portfolio the researcher asked participants to create a TIP which would highlight their online language teacher identity. The aim of this portfolio was to obtain information regarding the ecological teaching spaces and the influence of these spaces on their conceptualisation of teacher identity. Participants were asked to include material which showcased 'language moments'. The participants were however free to include anything in the portfolio that they thought representative of their teacher identity. The participants received the following instruction:

> I would like you to provide me with a portfolio (this can be in any form you like, a POE, a collage etc.) which exhibits parts of your online language teacher identity. I would like you to include at least some snapshots which focus on 'language moments' in your online classroom spaces. These spaces include any contexts such as, but not limited to:
>
> a) Subject discussions on WhatsApp group or other online spaces.
>
> b) Online staff/teacher profiles.
>
> c) Chatroom discussion examples.

Of the seven participants, four provided the researcher with self-compiled portfolios, two provided access to an eFundi site and/or WhatsApp group discussions and one was not able to provide any data.

3.4.3.4 Data Set 3: Language Context Experience

In Data Set 3, the meso and microstructures of factors influencing teacher identity are situated within the micro factor of the 2020-void and teachers' experiences, beliefs, values, hopes, and competences were examined form a narrative perspective. Pavlenko (2007:165) suggests that "narrative study differentiates between three interconnected types of information one might gather from life histories: subject reality (i.e., findings on how 'things' or events were experienced by the respondents), life reality (i.e. findings on how 'things' are or were), and text reality (i.e., ways in which 'things' or events are narrated by the respondents)." In this case the researcher was particularly interested in subject and life reality as portrayed through narratives.

Therefore, the final data set established a narrative for the experience of language teachers, their language use and teaching environments during the 2020-void. This narrative was elicited in the form of a short essay, and a reflective interview conducted after a content analysis of the essay. These types of narratives are of specific importance because they allow for participants to construct identities. According to Bamberg (2011:2) “in narratives, speakers typically make claims about characters and make these claims … relevant to the here-and-now of the speaking moment”, this means they talk about their identities and how they relate to others and to context.

3.4.3.4.1 Data collection for Data Set 3

Participants were invited to draw on their teaching experiences, as well as personal teacher identity experiences for the teaching period 2020-2021 and voice their experiences by writing a short essay (see Annexure 7). After analysis of these essays, the researcher ascertained the main themes and formulated questions for an online/in-person individual interview with each participant based on these themes (see Annexure 8 for interview questions relating to this data set).

3.4.3.4.2 Data analysis for Data Set 3

The small story analyses of teaching and teaching environment experiences during 2020 and 2021 enabled the researcher to ascertain specific experiences and events framed within the linguistic realities of participants. This analysis was conducted through a content analysis with specific focus on the language choice, content, context, and form of the narratives (Pavlenko, 2007).

In keeping with the descriptive phenomenological approach followed in this study, this section of the data and analysis thereof, provided the structural description in the form of an adapted small story analysis. Creswell (2007:61) describes this structural description as the “context of setting that influenced how participants experienced the phenomenon”. Conklin (2007:279) asserts that the structural description “emerges from an understanding, and appreciation of the identified structural themes of the experience, the bedrock on which the textural elements rest”. Essentially, a structural description asks what contextual factors contributed to the participants’ experience of the phenomenon; an experience which would have been felt differently if not for these foundational circumstances. This data set provides the foundational understanding for the experiences and the textural description by the participants in this study. In other words, to understand how language teachers experienced language teaching and themselves within the

phenomenon of the 2020-void, it is useful to first identify the “elements that are foundational to the experience” (Conklin, 2007:280), in this case the participants’ foundational understanding of themselves in terms of the concept ‘language teacher identity’ and ‘language teacher’.

The data for this section were provided from the *My OWN experience essays* as well as corresponding interview questions. The research question that this data wanted to address was whether we could, from the narratives of language teacher experiences of teaching in the 2020/2021 void, identify experiences which could be generalized and operationalized into language teacher training objectives. The findings from this question, together with the findings from Data Sets 1 and 2, then informed the composition of a description of the essence of experience and finally aided in the compilation of and adapted language teacher adaptability framework.

Instruments

Data originated from two sources: 1) a short reflective essay and 2) three interview questions (asked at the end of a reflective interview which spanned all three data sets). The reason for the narrative nature of these instruments, is that the researcher adheres to the assumption that identity is not a fixed or stable entity but rather it is an ongoing process of identity making or performing and is context-bound. Watson (2007:372) states that “if identification is conceived as an ongoing performance accomplished locally in and through our everyday interactions then it is the narratives that emerge in this context that become the focus of interest”. While the narratives of this situated essay may not perhaps be a reflection of ‘story’ in everyday interaction, it is indeed a narrative of positioning and comments on a context which should be at least, ordinary for the participants as it reflects their work domain.

For the essay exercise participants received the following instructions, and they could complete the essay either on a Google drive document or type and email it to the researcher.

This essay is called my OWN experience because I am interested in YOU and YOUR experience. You can be honest, and you are free to write/narrate whatever you want (all reporting of your data is done completely anonymous), as long as you reflect on your experiences of teaching languages and your language teacher identity in 2020 and 2021 (you are welcome to include comparative information from before 2020 if you would like to).

You can use the following prompts if you like:

- To me, language teacher identity means…
- Before 2020 my teacher identity…
- During 2020 my teacher identity…
- In 2021 my teacher identity…
- As a language teacher, 2020 made me feel…
- Today, as a language teacher I feel…

At the end of the interview the researcher asked each of the participants the same three questions:

1. Would you say there are specific experiences which made you think; I need to be more adaptable, or I need more help or I need more support? Can you describe one?
2. And if you have to give advice to future teachers who face the same experiences that we face now, and what advice would you give them?
3. Imagine for a moment, you were a time traveller, and you could travel back in time to say, January 2020. What advice would you give your past self which would make them potentially cope better as a language teacher?

The intent of these questions was to establish areas that these participants could identify from their teaching experience as needing development, either in the form of self-improvement or of institutional support. Furthermore, the opportunity for a 'future' question situated them again in an imagined future but based on these very real experiences. These questions were thus asked to see how they relate their own teacher identities to actual experiences; in the question of what advice would you give to future teachers. This highlighted which part of teaching or their teacher identity they thought would be important to develop in future. Finally, the reflective question of own advice also contributed to the image of what teachers really need based on the experiences. From these questions one could then inform teacher training needs.

Analysis

Both essays and interview questions were subjected to an adapted small story analysis approach, in which the principles of positioning analysis (PA) were used. The small story analysis, according to Bamberg and Georgakopoulou (2008:379), "form[s] the background against which identities in life-event or biographic interviews, can become foci of investigation within the framework of more traditional narrative methodologies." This then departs from traditional narrative analysis that uses narratives for participants to simply reflect on their lives on a macro scale, but rather uses narrative analysis to identify "aspects of situated language use, employed by speakers/narrators to position a display of contextualised identities" (Bamberg & Georgakopoulou, 2008:379). Taking into consideration the phenomenological approach of this study and the structural description that this part of the data provides, a small story analysis was thus justified.

Small stories as identified by Bamberg and Georgakopoulou (2008:381) are those narratives that include "tellings of ongoing events, future or hypothetical events, shared (known) events, but it also captures allusions to (previous) tellings, deferrals of tellings and refusals to tell". While the focus of analysis of these types of stories are not necessarily on identity representation, it does ask how participants through narrative and, "in their interactive engagements … construct a sense of who they are" (Bamberg & Georgakopoulou, 2008:382).

What then qualifies a narrative as a small story? Barkhuizen (2010:283) asserts that small stories are such because they 1) are "ephemeral narratives" situated in everyday contexts and 2), are literally shorter stories as part of larger conversations. While this type of data is usually interactive, transient and in the form of interviews, in some cases short story analysis can also be applied to written, reflective data.

Three reasons underscore the justification of the analysis of the data in this data set according to the (extended) principles of small stories analysis:

1. First, it is justified because of the transient and theoretical or abstract nature of the interview questions that formed part of this data set.
2. Second, the fact that these questions as well as the essay are based on an 'everyday' context of teaching and being a teacher in the participants' work domain, and
3. the fact that the essays in its role as short reflections on a specific context, as well as the three interview questions, are situated within a much larger data collection 'conversation' held with participants over the course of two months.

What binds together the idea of small story and teacher identity for this structural phenomenological description was thus the idea of positioning – a central element in the understanding of both small story analysis and phenomenology.

Traditionally PA focuses on three analysis levels which are geared towards "locat[ing] identity positioning in everyday interactive practices and their performances" (Bamberg, 2004:368). Level 1 focuses primarily on the content of the exchange, asking who the role players are and how they relate to each other; level 2 focuses on the performance of the narrative and the positioning of the teller in relation to the audience; and, level 3 looks at "how the speaker/narrator positions a sense of self/identity with regard to the dominant discourse or master narratives" (Bamberg & Georgakopoulou, 2008:38).

Watson (2007:384) critiques PA and states that the idea of PA's ability to jump from local to global by saying "this is what the story is about; this is what it is doing; these are the identity claims made; and this is how it is rooted in discourse" is difficult because of the lack of overarching context. Similarly, Barkhuizen (2010) argues for an extension of PA analysis to include additional data sets in the form of big stories in order to legitimately situate, as Watson states, these stories within the larger discourse. It is with this in mind that the researcher approached the analysis of this data set.

This study then used an adapted version of PA from a small story approach, because doing so enabled the researcher to identify and understand claims made (or not made) about teacher identity situated in the context of the 2020-void (the "bigger story" or larger discourse).

Analysis

For the analysis of this data set, the researcher analysed interview answers and short essays separately for the first two levels of analyses. For the third level of analysis, she used the dominant themes and assumptions in a combined manner and applied level 3 analysis to these. For level 1, the following questions were important:" Who are the characters, and what are the events that unfold in the narrative?" For level 2, the researcher tried to identify why the story is told in a particular way, and for level 3 she tried to establish what the participants' relation to societal expectations were, thus how the claims they make are situated within the broader ideological discourse. A combined discussion of the most prominent positioning could then be provided which informs the answer to the relevant research question.

In this positional analysis the following three levels (Level 1, 2 and 3 positioning analysis), each with its corresponding steps set-out were used by the researcher. They are described below.

Level 1 positioning analysis

For each set of interview questions and each essay the following steps were adhered to, as based on Barkhuizen's approach (2007:277):

> Step 1: Draw up a list of all the characters in the story, inclusive of real and imagined characters. (Characters here include reference to, real or imagined, people, communities, institutions, identities, skills etc.). Here the question to answer is, "who are the role-players in this story?".
>
> Step 2: Draw up a list of events and the narrators' evaluations of these events. (Events here refer to and include actions, instructions, happenings). Here the question to answer is, "what is this story about?".
>
> Step 3: Read the story as it relates to characters with events and the positioning of the teller and describe what is happening in order to ascertain how the participants position themselves as language teachers and perceive their teacher identity.

Level 2 positioning analysis

While analysis 1 usually focuses on the content, this part of the analysis focused on the form. This was done through analysing the interactional engagement in a conversational setting, with the focus on how the narrator tells the story with "narrative strategies and interaction effects" (Watson, 2007:373). Furthermore, questions such as how the speaker positions themselves in relation to the actual or imagined audience can be asked. These questions are traditionally structural in nature and focuses on the action of telling and the interaction between the narrator and audience. In this case however, the principles of positioning were applied in a more hypothetical manner in order to make the 'jump' to level three analysis easier. Thus, the analysis here did not investigate actual structural interactions between the participant and the researcher but rather commented further on the narrator's perceived motivation for the telling. There is only one step in this part of the analysis, which is:

> Step 1: identify motivations for telling of events.

Level 3 positioning analysis

Barkhuizen (2007) proposes that in this section of the analysis, big story data is added so that the researcher can establish how the narrator "transcends the story content and integrative storytelling to address the questions 'Who am I?' and 'Who do I imagine myself to be in the future?' in relation to broader discourse in the world out there" (Barkhuizen, 2007:291). Or in the words of Watson (2007:374): "Who am I vis-à-vis what society says I should be?". The procedure for level 3 analysis can be identified by the following steps:

Step 1: Identify the central themes of discourse as evident from the narratives.

Step 2: Identify the narrator's identity claims.

Step 3: Identify the underlying ideologies as they pertain to the discourse themes and identity claims.

Step 4: Discuss at the hand of positioning the relation between themes of discourse, identity claim and ideology.

After completing a three level analyses for each participant, it was important to draw together the main themes which arose. These were presented at the hand of general positioning. Based on the proposed analysis above, the following template (Table 3-10) was created and applied to main findings reported from the data from all participants so as to ensure consistency in reliability throughout the analysis. Using this template enhanced the trustworthiness of the data coding process.

Table 3-10: Positional analysis

Positional analysis 1					
					Participant no.: _____
Interview Data					
Line	List of all characters: (quoted from text)	Line	List of events: (quoted from text)	Line	Evaluation / connection / theme: interpretation
Notes:					
Essay Data					
Line	List of all characters: (quoted from text)	Line	List of events: (quoted from text)	Line	Evaluation / connection / theme: interpretation
Notes:					
Positional analysis 2					
Interview Data					
Line	The speaker	Line	The audience (imagined or real)	Line	Positioning

Notes:					
Essay Data					
Line	The speaker	Line	The audience (imagined or real)	Line	Positioning
Notes:					
Positional analysis 3					
Central themes of discourse					
Narrator's identity claims					
Underlying ideologies					
Discussion					
Discuss at the hand of *Positioning* the relation between themes of discourse, identity claim and ideology					

3.5 Trustworthiness

To promote trustworthiness of the deeply qualitative analyses approach in this study, the researcher approached coding in a structured manner. For Atlas.ti coding, initial coding frameworks were based on theoretical frameworks, which informed the levels and focus of coding. In most instances more than one coding round was conducted. Where content analyses were applied, again the coding structures were based on theoretical frameworks. In this case, templates (see Table 3.10 for example) were created an applied to the data for each participant to ensure the same coding approach.

3.6 Ethical considerations

In accordance with university requirements, the researcher applied for, and received full ethical clearance from the Ethics Committee for Language Matters (ECLM) at NWU. The ethics clearance was extended by the ECLM in 2023, as the project had not been concluded by March 2023, as originally intended (see Annexure 10 for extension letter). The researcher additionally applied for gatekeeper permission to conduct the study.

3.6.1 Ethical management of technical matters

All instruments (questionnaires, language portraits, interview protocols) were submitted to the ECLM in 2022 and adaptions to instruments were communicated as well. See Annexures 10 for

the documents. Furthermore, the researcher ensured ethical care in technical matters by adhering to the following:

1. Before the commencement of the study, participants were adequately informed of the nature of the study. Only participants who provided a signed consent form were allowed to participate. This consent form included information regarding their potential role in the study, the voluntary nature of their participation, the fact that they may withdraw from the study at any time, as well as of the anonymous nature of their data. Informed consent and information documents, as well as the ethics extension letter can be found in Annexure 2.
2. Participants who provided consent were assured that data would be reported anonymously in the study and in any subsequent reports, as per their instruction on the instrument specific consent forms.
3. Each of the seven participants was provided a code to replace identifying details, so as to ensure anonymity.
4. Data was securely stored on a password protected document and a password protected computer.
5. The collection of data happened in the participant's ordinary teaching and learning context, either from their offices, on campus or at home (for online data collection). Participants were provided with the option for on-campus or online interactions, and all interactions took place either in the researcher's office, in a boardroom on campus or online. Participants were provided with all materials to complete the language portraits and were provided the option for reimbursement of petrol and data charges.

3.6.2 Possible ethical issues

Aside from these technical ethical matters, the researcher foresaw only one possible instance where special thought would have to be given to ethical conduct:

To answer the research questions relating to imagined teacher identity, the participants were asked to provide a teacher identity portfolio. This portfolio aimed to understand teacher identity as it appears in two ecological spaces: 1) the language teacher web presence and 2), online teaching spaces – such as Microsoft Teams / Zoom sessions, WhatsApp group sessions, eFundi chatrooms and any other online platform. While the researcher's main interest was that of the lecturer, she was also interested in the interaction between student and lecturer, as well as the

general classroom ecology, with specific focus on the language used in these interactions. This could potentially have created an ethical issue with identification of students.

However, as lecturers were responsible for compiling their own portfolios, the researcher provided clear instructions that all identifiable factors relating to students, be removed from the portfolio in order to both protect student identity and reduce the risk of being identified to any participants. If and where video material formed part of the portfolio, the videos would have been transcribed and only the transcribed texts would be analysed. This was not necessary as no video was provided in this instance.

3.6.3 Management of possible risks or discomfort

Table 3-11 illustrates the possible risks or discomforts to the participants that were identified and managed.

Table 3-11: Risks vs mitigation strategies

Probable/possible risks/discomforts	Strategies to minimize risk/discomfort
This study had three main data sets. This would mean that participants would spend about 5-6 hours on providing data. Participant fatigue could set in.	The data collection was conducted over the span of roughly 4-6 weeks. This translated into 1-2 hours per week on providing data. It was thought that this would mitigate participation fatigue. It was made clear to participants that the data collection process and timeline was flexible if they needed to adapt.
Because the researcher asked questions about a potentially difficult time in the participant's work life (2020-2022) they would need to think about challenges and issues they experienced. This could make them feel uncomfortable.	Participants were made aware that counselling services are available for free at NWU.
In the language teacher portfolio, participants may have chosen to include video or audio of themselves. They may not wish to have this video or audio presented in a way that identifies them.	To mitigate this risk, specified consent forms for each data set was included where participants could stipulate how their data may be presented. In general, transcriptions of video and audio were used. If in future reporting of findings (e.g., at academic conferences) audio or video examples might be relevant, video or audio examples will only be used from participants who provided permission for these to be used. Otherwise, anonymised transcriptions would be used.
In the language teacher portfolio, participants may have chosen to include material where they interact with students.	Participants were asked to be cognisant of the type of data they submitted and to protect the identities of their students. It

This may have led to identification of students in their material.	should be noted that none of the data provided by the participants could identify students. In the two instances where online exchanges were provided, the names, aliases and numbers of student were blacked out by the participants. In the case of the eFundi sites that were submitted, the author only perused pages that where classroom materials were uploaded.
Because this study focused on experiences in the workplace, participants may have worried about their reputation as a language teacher or the reputation of the institution that they work at.	Participants were made aware that it was not the aim of this study to expose or negatively affect either them or the institution. Rather the study focused on the way language and identity interacted during this time and how teacher identity was influenced. It aimed at improving teacher adaptability. The context and timing of the study (two years after the pandemic began) shows that adequate measures were taken, and 'normal' academic outputs were achieved. No reputation risk for the institution or the participating lecturers were noted.

3.7 Limitations of the study

As regards limitations, it should be noted that the study experienced difficulties relating to sampling and methodology.

In relation to the sample of participants there are two issues: 1) the availability and willingness of participants to participate and flowing from that, 2) the small number of eventual participants. Possible reasons for the unwillingness of the population to participate could be because of the over-taxing of university lecturers as regards elicitation for participation in research studies. Unfortunately, university lecturers make great candidates for studies situated within the higher education teaching context and thus elicitation saturation is easily reached. This coupled with the heavy work and administrative load could also potentially influence the population.

While the sample size for phenomenological studies ranges from between 3-25 depending on the questions and methods, this study is based on a sample size of 7 participants out of a possible 120 odd lecturers who fall within the criteria of this study. A larger sample size could provide a more informed essence of the experience. Thus the (expected) difficulty of a small sample size needed to be mitigated. It could be argued that the breadth of the data in this study significantly mitigates the limitations brought about by the small number of participants. Furthermore, the scope of the sample size will be kept in mind consistently when the findings are interpreted.

Methodological limitations experienced in the study could be ascribed to the short time span in which a large amount of data production was asked of each participant. While this issue was highlighted in the ethical consideration of the study, in reality it did impact the data supplied, specifically in relation to the teacher identity portfolios. This is evident in the fact that only six of the seven participants supplied a TIP and of these only two truly engaged with the task and provided original material. For future studies, this limitation could be mitigated by providing a longer data capturing period. Unfortunately, the time frames for formal academic postgraduate studies do not allow for extended periods of data collection.

Finally, as within the frame of phenomenological studies, limitations relating to the role of the researcher arise. The very essence of phenomenological enquiry assumes that "the researcher is not just 'with' but 'of; the system" and that what is eventually "included in the description [after data collection] is predicated on some assessment by the researcher of what is worthy of inclusion and what is relevant to the experiences…" (Conklin, 2007:282-283). Some may argue that this subjective nature and position of the researcher could be problematic. In this study, the researcher has taken cognisance of these pitfalls and have attempted to mitigate extensive subjective interference in two ways: First, by overtly stating her positioning within a constructivist frame where personal experience as a higher education language teacher, aids in legitimising the space of enquiry. Secondly, by providing participants with an expansive set of data elicitation instruments that contributes towards the trustworthiness of the findings, especially via the triangulation of data across data sets. Thirdly, the researcher depended on the supervisor to monitor the potential influence of the position of the researcher as a member of the participating population. The supervisor and researcher had a continuous discussion about the proposed use of instruments and data gathering activities and the interpretation of findings to monitor potential undue influence of the researcher that could skew the findings. We are confident that the position of the researcher as a member of the participating community was managed appropriately.

3.8 Chapter conclusion

This chapter provides the ontological and epistemological assumptions in which the study is embedded and thus frames it within a view of social constructivism. From this perspective, the chapter explains the qualitative phenomenological inspired research design. At the hand of the theoretical framework of language teacher identity, it justifies the data collection instruments, procedures and data analysis within the context of macro, meso and microstructure factors. The

chapter concludes with a discussion of the ethicality of the study and identifies the limitations experienced.

CHAPTER 4 TEXTURAL AND STRUCTURAL DESCRIPTION

4.1 Introduction

In Chapter 3, a complete discussion of the methodological approach and philosophical underpinnings of this study is provided, inclusive of the raison d'etre for following a phenomenological approach. In Chapter 4, the textural and structural exposition that provides the underpinning of such an approach is provided in terms of a presentation, analyses, and interpretation of the three data sets. Textural descriptions refer to focusing on descriptions of the individual experiences of participants and a structural description focuses on the contexts or settings that influenced the experiences of participants. With the textural description, Data Sets 1 and 2, related to Research Questions 1 and 2, provide an exposé of the experiences of the participants, thus fulfilling its function to describe "what the participants experienced" (Creswell, 2007:61). The structural description sets this discussion within the "context or setting that influenced how the participants experienced the phenomenon" (Creswell, 2007:61). Specifically, here the experiences as described in the textural description, are framed within the participants' understanding of their own language teacher identity. This understanding then creates a context of influence. Essentially, this means that the structural description explains how the participants viewed and constructed their identity and how this position dictated how they experienced the 2020-void phenomena and the new teaching context beyond this.

This discussion is presented in **three parts**. The first subdivision in this section presents the responses from Data Set 1 that relate to Research Question 1. Included are responses and analyses of the sets of comparative language portraits, Oyserman's Possible Selves questionnaires and reflective interview questions. The second subdivision presents responses from Data Set 2, under the banner of Research Question 2, inclusive of a presentation, analyses, and interpretation of data from self-styled TIPs (teacher identity portfolios), Teacher Competence questionnaires, and reflective interview questions. In the third subdivision in this section, the researcher presents responses, analyses, and interpretation of Data Set 3 informing Research Question 3, inclusive of data from the My OWN experience essays and follow-up interview questions.

The sub-divisions as laid out above thus construe the textural and structural description of the experiences of the participants. In the phenomenological approach, it is necessary to first describe and analyse the textural and structural experiences of the participants which would then inform a

composite description of the experiences of the participants of the phenomenon. This composite description is presented as the essence in Chapter 5, featuring the implications of said description for the reconceptualising of 1) higher education language teacher identity frameworks, 2) an NWU-specific teacher adaptability framework, and 3) reflecting on resultant theoretical contributions.

4.2 Description of participants

Before commencing with the data discussion, it is important to understand who the participants of the study are, to contextually situate the study. This study is positioned within a phenomenological approach and can, therefore, ascribe to the idea that our search for answers is not necessarily accelerated by a search for truth, but rather by a description of realities (Qutoshi, 2018:215). Furthermore, phenomenology is seen as an approach in which "the study of a phenomenon [is] perceived by human beings at a deeper level of understanding in a specific situation with a detailed description and interpretation of lived experiences…" (Qutoshi, 2018:216-217).

We can thus say that while biographical data is not the focus of this description, it does contribute to a positioning of the analysis, because the realities of the participants are situated to a degree, within their biographical reality. Blommaert and Backus (2013:15), for example, argue that language "[r]epertoires are individual, biographically organized complexes of resources, and they follow the rhythms of actual human lives". This study investigates after all the languages used by people – their language repertoires, their identities as situated within language, and their lived experiences; and part of lived experiences are essentially motivated by who they are, which is shaped by their biographical journeys. Important to note, however, is that due to the nature of phenomenological inquiry, biographical data is only used as a tool for interpretation if a participant specifically refers to any of the biographical information in their own accounts and descriptions of experiences.

The next section focuses on the description of the biographical data of the participants, reminding us of inclusion and exclusion criteria, with a view to situating the experiences of the participants within specific contexts.

4.2.1 Biographical exposition

The biographical data of participants were elicited through the administration of an adapted Oyserman's Possible Selves questionnaire (both the original and the adapted version of this questionnaire are presented in Annexure 4). It should be noted that the nature of the original questionnaire is reflective; it contains a set of reflective questions that elicit open-ended qualitative answers. Therefore, the data presented is in the form of a qualitative analysis of the open-ended responses provided by the participants. This means that no real quantitative data interpretation is done (i.e., no frequencies, means or standard deviations). The section of the adapted questionnaire that elicits the biographic data of participants was added by the researcher of this study and was named Section A. Section A of the questionnaire asked participants to indicate their self-ascription related to gender, age, population group, highest level of qualification, the number of years that they have been a language teacher, as well as how long they have been working at the NWU. These questions were important to exclude any potentially unsuitable candidates. Inclusion criteria did demand that participants be NWU employees for at least three years. The specific time sensitivity of this study is informed by the focus on the time span of the 2020-void, inclusive of the years 2020-2021, however, as the study refers in many instances to comparisons to previous and future teaching experiences, the participants needed to have been employees at NWU since 2019 until at least 2022. The justification for these inclusion and exclusion criteria was discussed in Chapter 3. Table 4-1 provides a summary of the participants' biographical data.

Table 4-1: Summary of biographical data of participants

Participant number	Gender	Age	Population group	Highest Level of completed qualification	Number of years as a language lecturer	Working at NWU since
LLL_01	Female	33	White	MA	8.5	2013
LLE_02	Female	28	White	MA	4.5	2018
LLL_03	Female	34	White	PhD	10	2013
LLE_04	Male	30	White	MA	4	2018
LLH_05	Female	35	Black African	PhD	12	2012
LLH_06	Female	44	White	MA	10	2012
LLH_07	Male	49	Black African	MA	4	2018

While it seems disproportional that the majority (five out of seven) of the participants identify with the gender ‘female’ (note that this was an open, non-prescriptive question, asking participants to name their gender identity), this is in line with the general trend of majority employees as regards gender. This assumption is made based on the NWU employee composition statistics of 2020-2023 as indicated in Figure 4-1 (NWU, 2021; NWU, 2023a).

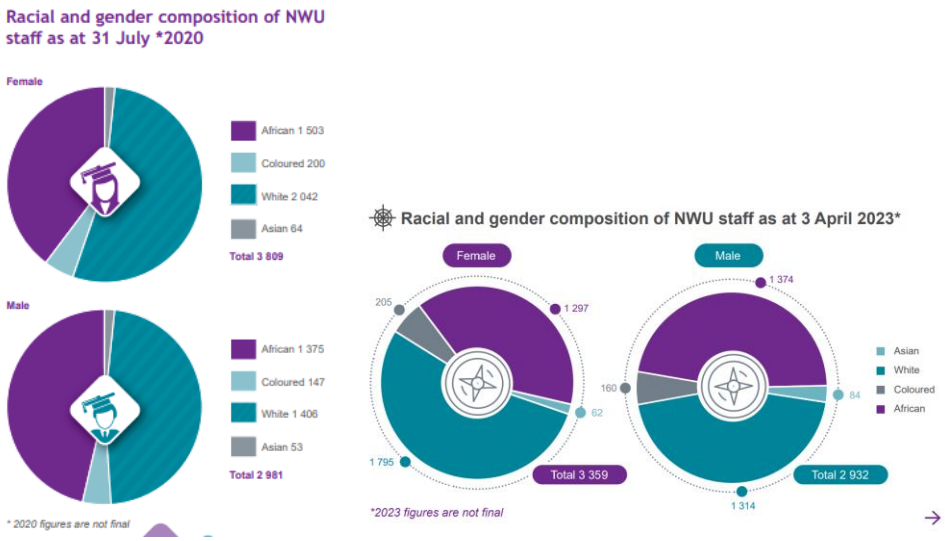


Figure 4-1: NWU employee statistics for 2020-2021 and 2022-2023 (NWU, 2021; NWU, 2023a)

It should be noted that no attempt is made to feign representativeness of the participating group of the complete NWU staff. Phenomenological studies do not aim at generalisation but rather aim at comprehensive descriptions of the lived experiences of people. In that regard, it is good to have a variety of participants in terms of biographical details included in the study. However, as *gender* is a complex and indeed contested concept, this study does not rely on this classification for any type of analysis. In none of the data did the concept of gender appear outside of the biographical data, which we can take to mean that it was not a significant contributing factor to their current conceptualisations of their HELTI.

As with gender, the concept of *age* is simply used for referential purposes and does not influence the analysis of data. The participants are between the ages of 28 and 49 and are considered to be in the early to early-established years of their careers. However, in this case, age is also not a factor which should be relied upon interpretatively, as age in academia is not necessarily correlative with experience or education level. In some of the data, there are references to friction

between participants and older colleagues, these are addressed in the discussion, from the point of view of the participants.

In terms of the population groups, the researcher is aware of the fact that there is a disproportionate number of white participants in the sample, which is not reflective of the demographic status quo of South Africa. As is clear in Figure 4-1, white female staff form a large part of the staff complement at the NWU. However, it is emphasised again that this study is not aimed at portraying a proportionately accurate reflection of the experiences of the whole NWU staff complement. Furthermore, it should be noted that ALL employees who teach Language modules in the Faculty of Humanities, Education, and Law received the same recruitment email to participate in the study, twice. To encourage broader participation in the study, repeated calls for participation specifically aimed at recruiting a more inclusive and varied sample group were conducted. This did not yield any results, with one potential participant actively stating that they would have no interest in the study because it does not explicitly deal with the promotion of the Setswana language.

The highest qualification question served as an unofficial parameter of inclusion because it assisted in interpreting the role of research in identity formation and maintenance among the participating language lecturers. Furthermore, it helped ascertain the level of experience (junior lecturer-senior) which helped frame the participants within their career trajectory, i.e., beginner vs. established teacher. Additionally, the question about the number of years' experience as a language lecturer provides information about identity formation and maintenance of the participating language lecturers from the vantage point of career experience. What is important here is to note that we are working in this study with mostly established language teachers. As stated in the literature introduction of this section, studies on LTID in South Africa most often focus on in- or pre-service teachers and the lack of studies focusing on established teachers formed part of the motivation for this study. While three of the participants (LLE_02, LLE_04 and LLH_07) can be considered early career teachers, they are by no means in- or pre-service teachers. In this respect, the current study contributes data from an under-researched population in the context of higher education broadly and language teacher education in higher education specifically.

Data about the number of years working at the NWU does not necessarily provide an analysis lens but rather functions as a tool for exclusion. In order to frame the study contextually, participants had to have been working at the NWU since 2019. This meant that they could reflect on their teaching experience within the same working environment across different contexts. It

should be noted that one of the participants did indeed have a break in their work at NWU, however, as they had been employed at the NWU since 2013, they were able to sufficiently reflect on their specific experience at NWU.

While the questionnaire does ask participants to indicate the modules they teach, as a measure of identity protection and ethical consideration, this biographical exposition does not indicate which particular faculty each participant is employed in, or which modules they teach. Suffice it to report that the participants are from three different faculties of the NWU (the Faculty of Education, the Faculty of Law, and the Faculty of Humanities). Furthermore, the range of language courses taught, or which had been taught, by the participants include the following: Language teaching: both acquisition and development courses in Afrikaans, English, Sesotho and foreign languages (German/French); the offering of Applied Language modules like Academic Literacy and Language for Law; and a range of Language teaching modules focusing on didactics, theoretical perspectives of language teaching, grammar and linguistics and literature.

The biographical details of the participants enable one to state that the group is sufficiently diverse and experienced in language teaching at the NWU to allow thick and rich descriptions of their language lecturing experiences.

4.3 Introduction to the textural and structural description (discussion and presentation of data)

Hiver and Whitehead (2018:3) reflect on the nature of identity as “both storied in nature and voiced into being”. Thus, working from the assumption that identity is a constant creation of becoming, set in our own narratives, this study relied on three different data sets, each attempting to provide an answer to one of the three main research questions. Data Set 1 consisted of a set of comparative language portraits, an Oyserman’s Possible Selves questionnaire and questions from the follow-up interview, which together would shine a light on the nature of HELTI of the participants and answer the question: *With the 2020-void as a contextual point of departure, how can the embodied teacher identity of higher education language teachers, viewed in relation to the ideal, ought-to, and anti-ought-to self, be described and understood?*

Data Set 2 attempted to elicit information through the use of a teacher competence questionnaire, teacher identity portfolios, and questions from the follow-up interview, in order to answer the questions: *With specific reference to language use, and linguistic ideology, how does this*

language teacher identity unfold in the newly negotiated higher education spaces, and how does this echo through into a post-void context?

In terms of Data Set 3, information from the My OWN experience essays and questions from the follow-up interview would inform thoughts on the final question: *From the narratives of language teacher experiences of teaching as it relates to teacher identity and language use in the 2020-void and beyond, which contributive elements to language teacher identity can be identified and how can they be operationalised into language teacher training objectives for a teacher adaptability framework?*

In order to facilitate the best possible integration of data from the three different data sets, the discussion and presentation of data will be conducted at the hand of these research questions.

Furthermore, the aim of the chapter is to present the main findings from the different data sets, as well as to situate these findings directly within the existing literature. The main reason for this approach is to (a) minimise the need to repeat findings when a separate discussion of the findings is conducted, and to (b) relate findings to existing literature as they emerge. In a project of this nature – with a variety of data sets that highlight complex concepts – situating the findings within the existing literature directly helps one to keep track of complex findings and to compare these findings with existing literature more directly.

4.3.1 Textural description 1: teacher identity and experience (Data Set 1 for Research Question 1)

4.3.1.1 Introduction to textural description 1[7]

As a reminder, the research question informing this discussion is stated below.

With the 2020-void as a contextual point of departure, how can the embodied teacher identity of higher education language teachers, viewed in relation to the ideal, ought-to, and anti-ought-to self, be described and understood?

[7] As a reminder: Textural descriptions refers to descriptions of the individual experiences of participants. Structural description refers to descriptions, both individual and shared, of the contexts or settings that influenced the experiences of participants

To answer this question, the researcher hoped to elicit informative data from a set of comparative language portraits, answers to Oyserman's Possible-Selves questionnaire, and a follow-up interview, with the idea that these instruments might shed light on what the participants perceive as important in terms of language teacher identity. The inclusion of the language portrait instrument was based on the hope that particpants would elucidate the embodied nature of language teacher identity, pertaining to both idealised and ought-to selves, representing more abstract and ideologically driven ideas of teacher identity and language, while Oyserman's questionnaire would allow for a glimpse into the lived experiences of these participants and help us understand their practically driven priorities and experiences as language teachers. The rationale for the selection of these methods/approaches is discussed comprehensively in Chapter 3.

The discussion below will present the findings related to the data gathered per instrument, plus the relevant questions from the interviews. The discussion sets out **emergent themes from the language portraits and the related interview questions**, across participants. The second part presents the triple analysis of Oyserman's questionnaire data. In analysis one, the researcher presents the **findings per participant and provides a summary** of each. From analysis two, the emergent themes across participants are highlighted, and lastly, analysis three serves the purpose of **combining the major emergent themes across participants**.

4.3.1.2 Language portrait and interview data presentation and discussion

In this discussion, the main themes identified from a reading of the ought-to, and the ideal-self-portraits and their accompanying notes as well as the interview are presented.

4.3.1.2.1 Theme 1: The complex battle between the ought-to and the ideal-self

While the portraits of most participants look similar across their respective ideals and the ought-to representations, the way in which the two conceptualisations interact with, and influence each other, is much more complex. One of these complexities can be described in the relation between the ought-to self of perfection and formality, and the more flexible ideal-self where language and performance are seen as more fluid and dynamic and resultant from emotional attachment.

For example, in the data of participant LLL_01 (an English lecturer), there is a distinct awareness of the friction in terms of expectation as described in their ought-to, and the personal desire described in their ideal-self. This friction is encapsulated in the dichotomy of the outer vs. inner

representation of English, as well as in the dichotomy of their use of English in formal and less formal contexts. In their representation of the ought-to self, the participant employs a visual strategy which highlights the external nature of English in their self-conceptualisation as a language teacher. For this participant, there is an emphasis on portraying language mastery as part of the ought-to self, whereas in the ideal the focus is on an internalised love for the language.

English in the ought-to self takes complete priority and is expressed as an outer shine on the portrait. Words used to describe it include *exude, mastery, priority, dominance* and *firmly grounded*. The participant thus feels that they should act as a signpost that is recognised as an English teacher. The ought-to here refers to formality and mastery, and in this perspective the participant feels they are expected to portray a specific, fully formal English teaching landscape. The only mention of other languages in this instance, refers to assistance and accommodation in a more social aspect.

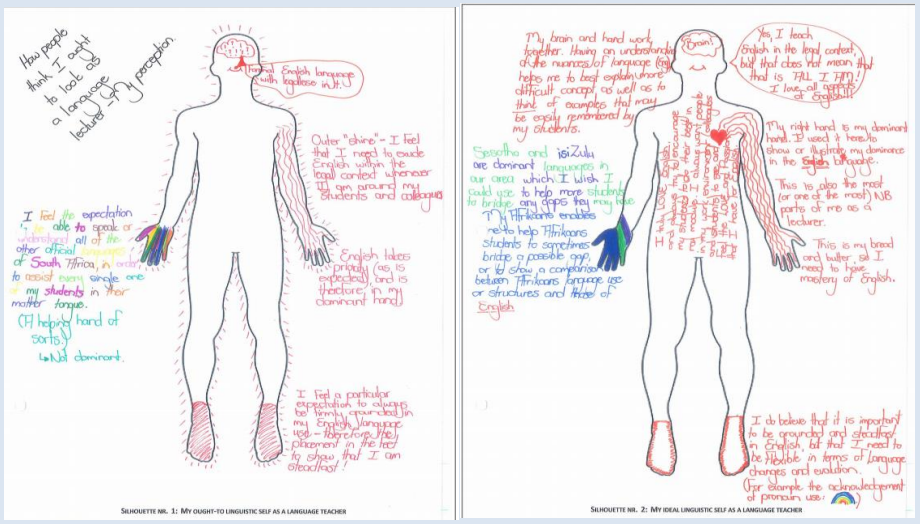


Figure 4-2: Ought-to and ideal language portrait LLL_01

In the ideal-self, the motivation to be a teacher is more internally centred, however, there is still a reliance on the perception of others to validate them as a good teacher. In the ideal, metaphors illustrated by, for example, the placement of English as the heart and the emanating veins of the heart, speaks of the transfer of passion and love of the language into the ideology of English dominance and proficiency and the expectation of being a perfect English speaker. Words such as *love, passion, encourage, grounded* and *flexibility* speak of a less formal approach. However, here we see a theme that is repeated in the subsequent data of this participant and discussed

later again, namely the focus on modelling behaviour and the orientation of the self in terms of student needs and views of colleagues, thus an externally situated conceptualisation of self.

Eventually the participant admits that there is not much difference between the ought-to and ideal-self. In the end the performative nature and expectation they feel from the ought-to, is either born of their own desire for perfection, or influences their own self-conceptualisation in such a way that they model their desires on those expectations. The participant's portrait notes read:

> *[1] LLL_01: "I actually find it quite difficult to split the image of what I ought-to be and my ideal self, as I find myself striving towards an ideal self that corresponds to the expectations of that which people feel I ought-to be…especially in terms of my students and their needs."*

This is problematic because it means that they could conceptualise of their teacher self not from an internally motivated viewpoint, but rather from externally motivated influences. Thus, the view of the self is not internalised but depends on the views of others. It means that the approach to language teaching could be subservient to the expectations of others. It means that course content and teaching approaches are not necessarily based on the best language teaching approaches but on an approach which foregrounds ideologically influenced concepts such as "difficulty of material" equalling "importance" in terms of the allocation of teaching time and effort as based on the participant's perception of student experiences.

> *[2] LLL_01: "It is my feeling that content that is more difficult for students to grasp should enjoy more attention as part of the module."*

This situation of self could be problematic as, Kao and Lin (2015: 79) found that "[t]eachers' expectations of their profession, their responsibilities toward students, curriculum design, and society, and how they perceive external pressures exerted a significant direct effect on their professional identity...". Furthermore, to mitigate these negative effects they recommend the implementation of "transformational leadership [to] guide teachers in their professional development" (Kao and Lin, 2015: 79).

This complex battle between ought-to and ideal-self, is also foregrounded in the data from other participants. Participant LLH_06 (a foreign language teacher[8]) has a very strong visualisation of

[8] A foreign language teacher in the context of South Africa, can be defined as a language teacher who teaches any language other than one of the 12 official languages of South Africa (Sepedi, Sesotho,

the difference between the two selves, which also stems from a perspective that others' perceptions of the ideal teacher are based on fluency, perfection, and distance. Their ought-to portrait speaks of language teachers as 'walking dictionaries' without emotion.

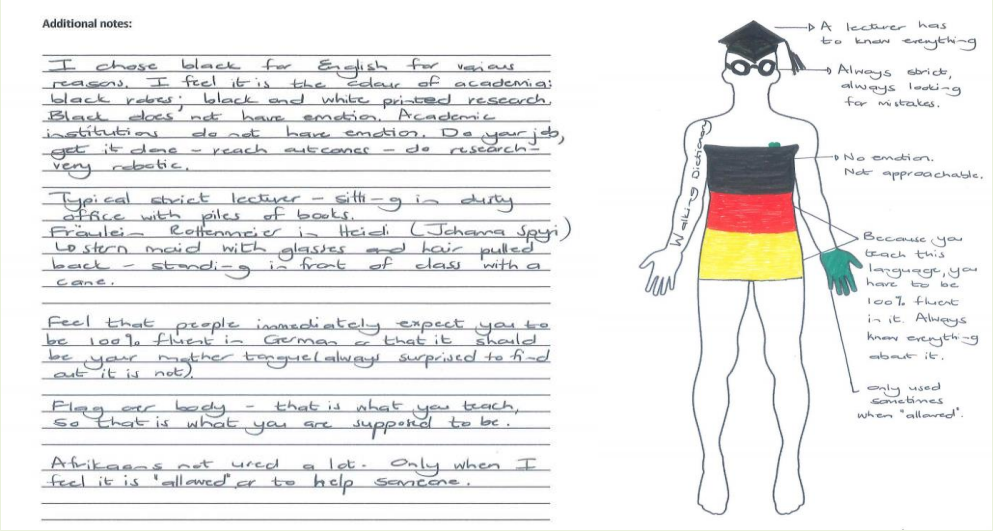


Figure 4-3: Ought-to-self language portrait LLH_06

Here, they employ the symbolism of editing and knowledge (the graduation cap refers to the idea that the only valid knowledge is that gained from formal education and the glasses refer to the view that teachers are only seen as editors or error-detectors to visualise their perception of the ought-to self). This visualisation refers to an expectation that only someone who is fully learned and fully fluent, can be a valuable or valid teacher of language. Furthermore, they must fully embody the language; this is represented by the fact that the body is clothed in the flag of the country where the language of the modules they teach is prevalent. This demonstrates a perception that one must be 100% fluent and proficient, in other words, embody the language and culture to be of value as a teacher of the language. In their interview, the participant repeatedly states that they feel like they represent the language to others, they see themselves as the ambassador and embodiment of the language on the campus:

Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, English, isiNdebele, isiXhosa and isiZulu and South African sign language).

[3] LLH_06: "I just wanted to represent the flag. As. I I'm representing the language, so it's the clothing that I have, the cloth or the flag that I have to wear to represent this language at the institution."

[4] LLH_06: "It's just that it is representing something. And. Yeah, it's it's a very small subject group. Also, if you think about it. So, it has to be visible in a way, umm to to get more to attract more students, obviously. So, you have to be visible and I'm representing that language."

This perception of ought-to self is something that is negatively influencing their identity as a teacher because it brings about self-doubt.

[5] LLH_06:" I think it it it can be quite stressful because it's not my mother tongue and although I'm fluent in it, you know, sometimes you do make mistakes and when somebody quickly asks you a question, you actually have to think about it. So it it can be stressful. And yes, people have expectations then of you."

[6] LLH_06: "Although I think that I can can do the job, I can teach the language. I sometimes get the feeling. Do you think people think just because I'm not a native speaker of this language, don't do it? Yes."

An idea that is clearly present in the ought-to selves of these participants is that of the native speaker fallacy, which Phillipson (1992) coins as the implausibility of the ideal teacher as the native speaker. While perhaps a subliminal influence it can be seen as highly problematic that language teachers in modern education contexts are still influenced by "the native-speaker-teacher ideal [that] has remained as a central part of the conventional wisdom of the ELT profession. As with many hegemonic practices, there has been a tendency to accept it without question" (Phillipson, 1992:185). Hopkyns (2022: 17) also addresses the persistence of the native speaker fallacy when she states that the "native speaker fallacy (belief that native speakers are the ideal language teachers) is still very much alive and remains dominant in the field of English language teaching".

Another aspect of the ought-to self here is the expectation that the perfect teacher should be unapproachable and professional and show no emotion, like a robot. This perception of the ought-to self is influenced by the example of more experienced language teachers, suggesting a self-conceptualisation which is influenced by power dynamics. Morrison (2013:93) notes that "a lack of personal and professional connection to teaching colleagues and school leaders can contribute to feelings of isolation and dissonance", and where power dynamics are in play these are emphasised even more. In this particular instance the power dynamic is one of influence, which is probably situated in this participant's feeling of being a lesser valued (discussed later on) employee (also expressed in the notion that the participant works in a "very small subject group" in the quotation above), versus what they see as legitimate valued teachers of the language,

those who are experienced, those who are experts, those who are permanently employed. The interview data of this participant demonstrates this point:

> *[5] LLH_06: "Not necessarily on our campus, maybe somewhere else, the way that they treat students and then getting this feeling that occur. So, I'm not allowed to show emotion to students or don't get too involved."*

> *[6] LLH_06: "…which is, it's it's true. I mean you should not get too involved with students, but yeah. So it's like it should be this this distance between…"*

> *[7] LLH_06: "And then you you normally think, OK, this person is an expert in their field and they're really good lecturer and this is how they treat students. So, this is probably how you should be."*

In contrast to this ought-to self, the participant reveals in the ideal-self, a motivation of teaching stemming from the heart and from lived experience, where all knowledge radiates from the heart, and passion is a large influence in her language teaching and leads to cognition and influencing teaching approaches.

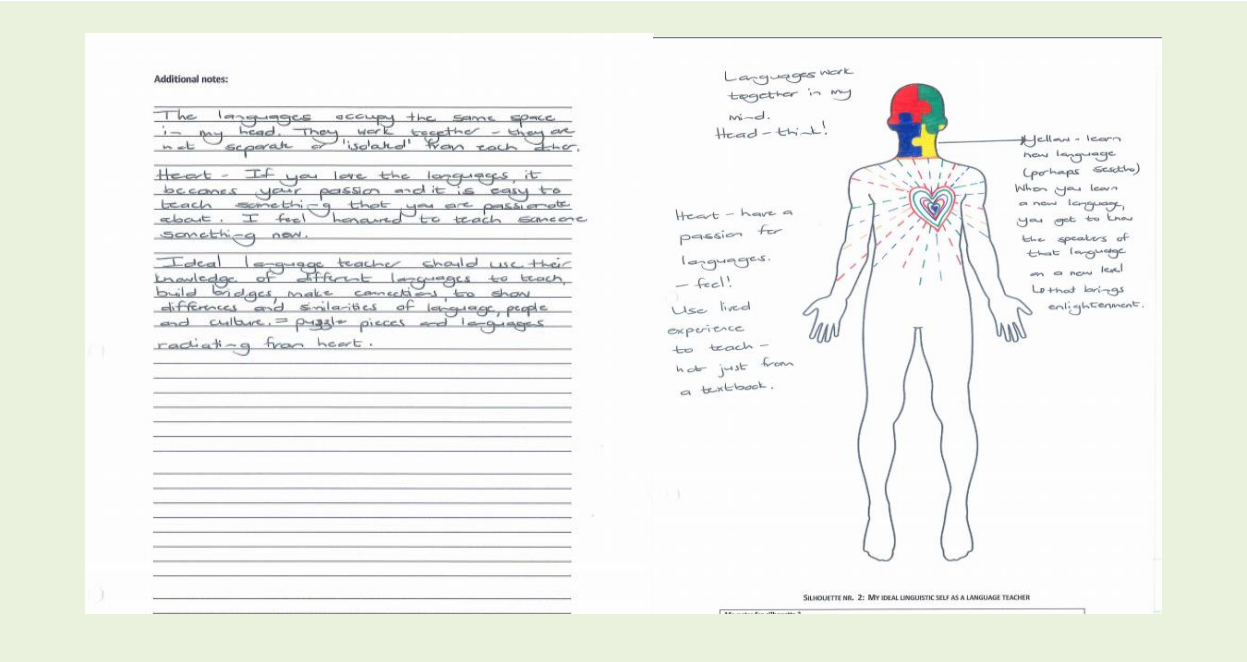


Figure 4-4: Ideal-self language portrait LLH_06

The participant states in their portrait notes that they:

> *[8] LLH_06: "Use lived experience to teach – not just from a textbook."*

And more importantly, the juxtaposition of ought-to and ideal-self is encapsulated when they state:

> *[9] LLH_06: "Ideal language teacher should use their knowledge of different languages to teach, build bridges, make connections to show differences and similarities of language people and culture = puzzle pieces and languages radiating from heart."*

For this participant, there is thus a marked difference in the conceptualisation of the ought-to and the ideal-self, situated within the dichotomy of external perception of textbook fluency, and accuracy and an approach motivated by lived experience. In language teaching we can argue that an approach based on lived experience could be more successful (Kumaravadivelu, 2006) and Liu (2022:81) indeed promotes the idea that "the discourse of methodology lived is not to replace, but to co-exist with the discourse of methodology planned". Thus, when the identity of the language teacher is so heavily influenced by the external pressure of perfection and error correction, it could potentially endanger the authenticity and creativity which needs to underscore language teaching. Furthermore, building an identity on the premise of the narrative myth of perfectionism, and the native speaker fallacy, extends to more than conceptualisation issues, as according to Mahmoodi-Shahrebabaki (2017) the interplay between anxiety, perfectionism, and depersonalisation results in severe burn-out for language teachers.

4.3.1.2.2 Theme 2: Linguistic citizenship enactment through multilingual ideology

In this theme, the enactment of the higher education language teacher's linguistic citizenship through multilingual ideology and pedagogy is evident. In Stroud's initial coinage of the term 'linguistic citizenship', he positions it as a "notion [that] offers both sociopolitical and theoretical rationales for an integrative view of language policy and planning in the context of education, combining an academic and social analysis of language political issues that support a transformative approach to issues of language and democracy" (Stroud, 2001:339). In other words, Stroud argues for a stance where we "might relate more ethically to others through language" (2014:21).

The idea that enactment or modelling of, or at least the realisation that teacher identity should inform, model and facilitate social cohesion through language inclusion is evident here. In the South African context, this also refers to facilitating social and racial cohesion. The fostering of cohesion and the creation of inclusive spaces for students from a variety of linguistic backgrounds are illustrated in the following examples:

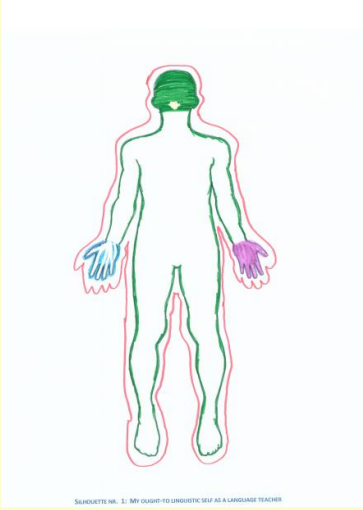
First, we see an example of how a Sesotho lecturer accommodates Afrikaans- and other African home language students by creating multilingual-friendly spaces in and outside of the classroom.

> *[10] LLH_07: "No, definitely sure you you have to broaden your horizon as a as a as a teacher so the multilingual space, because I embrace all the languages you know you can come to my office, I have Afrikaans books, bilingual Afrikaans, English, English, Afrikaans. That's where I I I mostly look into into the resources that can be able to enhance me."*

[11] LLH_07: "Definitely you got it right. Because with that one, I mean you you tap into the student, you want your student to understand you. And so if you have Afrikaans speaking students, you you bring their languages on board so that they can be able to understand this one…"

The underlying ideology of inclusive multilingualism in this case promotes and enhances the language teacher's ability to foster conversations across linguistic borders, and in a classroom, context to facilitate student understanding because they are willing to employ multiple linguistic resources. The ideology of language as a resource thus imbues the view of participant LLH_07. This is because they believe that a multilingual approach enables them to be a better language teacher to all their students.

Second, the establishment of social cohesion is illustrated by the desire for varied interaction as displayed by LLL_02. This participant is a white European English teacher who states that they wish someone could engage them in Setswana, and not assume they know Afrikaans because they are white. They display a strong awareness of South African socio-historical political issues, of which the foundations within language lie deeply entrenched, for example, in the apartheid ideology. Thus, there is an overt awareness of the link between race or ethnicity and language in the South African context; and additionally, an awareness that white South Africans do not often learn African languages.



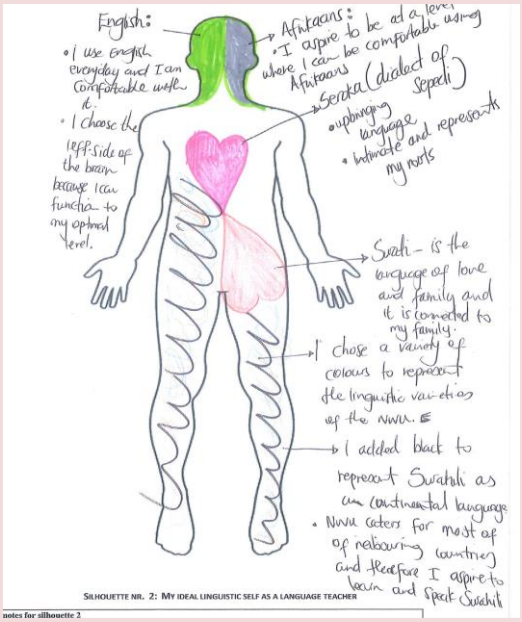
[12] LLL_02: "...but I have noticed that students and some colleagues try to engage me in Afrikaans (probably because I am white, which is shy I am seldom engaged within Setswana – that is sad)."

Figure 4-5: Ought-to-self language portrait LLL_02

The implication of participant LLL_02's, statement is that one way to dismantle these socio-historically politically grounded linguistic assumptions would be for them to acquire Setswana so

that some students could approach them in their language. The desire to break the assumed links between race or ethnicity and language is thus expressed in this statement.

Third, and also related to the idea of social cohesion but on a broader level, is the aspiration of the multilingual African teacher to include Swahili as a way of welcoming African students from outside of South Africa into the university.

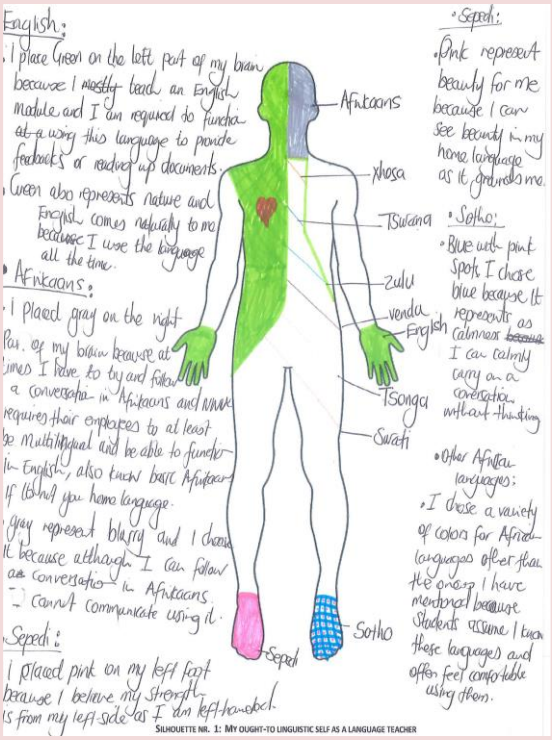


[13] LLH_05: "Yeah, it's a continental, uhm, I'll say a lot of countries speak that language. Think of Tanzania, Kenya and Namibia. There's a quite a lot of ofu countries in in in Africa that, you know, like Swahili is like a common language.

So for me, yeah. So for me, if someone is coming from Tanzania, for example, we we've got like some international students, and knowing Swahili for you, you will be. So I don't actually don't even understand why in South Africa we don't have Swahili at some point because we are part of the of the African continent. So. So I Swahili for me would be an additional language that we sort of need to learn instead of learning Manarin Chinese language."

Figure 4-6: Ideal-self language portrait LLH_05

For participant LLH-05 there is a strong awareness of the usefulness of African languages of wider communication, or lingua francas like Swahili, for the university education context. However, there is also a clear identification and bracketing of being African, with the participant's view that rather than Mandarin, Africans should learn African languages. The benefit of including an African language of wider communication, like Swahili, into one's repertoire, both as a way of facilitating wider communication and community but also as identity marker is thus expressed by participant LLH_05.



SILHOUETTE NR. 1: MY OUGHT-TO LINGUISTIC SELF AS A LANGUAGE TEACHER

[14] LLH_05: "Afrikaans, you know, we we do with Afrikaans, although you mostly are not expected to read the Afrikaans because you will get like a translation of English. You know, like when you get communication you will always get like in English and Afrikaans. And sometimes when you get like messages or emails, whatever, there will always be a trail where you will pick up that someone will write something in Afrikaans and someone will respond in English. And all of that. So, so I pick it up from there. And also, the fact that I remember quite well when I, when I saw the advertisement, it said uh, the candidate must be multilingual. That is, they must be able to make use of…I think that was so too, English, and also, uhm, Afrikaans. And it's one of the questions that actually popped in during the interview to ask what is your, and also what is your level of proficiency with the Afrikaans language so..."

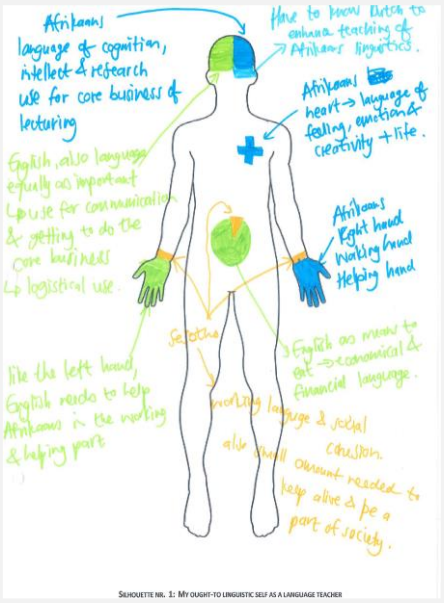
[15] LLH_05: "Although you know, like when I get I get a lot of students who will mostly ask for, for example, if you if you have students in class though most ask you, they'll ask you what language do you speak. And the reason for that is because they might not be quite comfortable speaking English. And then I want to see what language you speak so that they can ask if they can use their home language to ask question or whatever. And actually, I think the day that I completed that language portrait, I had two students come to me after class and they asked me what language do you speak?"

Figure 4-7: Ought-to-self language portrait LLH_05

Furthermore, in her ought-to portrait, participant LLH_05 includes Afrikaans and several African languages (displaying an awareness of the usefulness of being multilingual when she has to communicate with students and colleagues). She is also aware that being multilingual is part of an institutional language ability that is a prerequisite in this linguistic education context, as it is included in the requirements expected of employees. She specifically demonstrates in her language portrait reference to Afrikaans, her awareness of how her languages allow her to navigate (not always successfully or easily) the professional domain.

And finally, the relation between multilingual ideology and social cohesion is evident in the awareness of the beneficial functioning that understanding an African language can bring for white

South Africans. Participant LLE_03, a white Afrikaans teacher understands that using Sesotho provides them a place in society and the opportunity to bridge social and racial gaps.



[16] LLE_03: "Sesotho – working language & social cohesion. Also small amount needed to keep alive & be part of society. … Is needed for economical purposes and to be socially responsible and be part of the greater community. Also one is expected to do this to ensure all languages are promoted. …Placement = to be able to survive in a society (stomach) and for working with colleagues in a social cohesive way."

Figure 4-8: Ought-to-self language portrait LLE_03

The link between multilingualism, social cohesion, and economic freedom in South Africa is expressed by participant LL3_03. For this participant, however, their multilingual ideology encapsulates both the economic viability and the social responsibility, echoing a true awareness of the multifaceted benefits of multilingualism. De Koke's (2016) findings that relate the expansion of the linguistic repertoire in a South African context, as directly linked to both social integration and socio-economic improvement are relevant here.

Thus, these participants create a community through their ideology of belonging that ascribes to the positive idealisation of multilingualism, whether this is always enacted or not. In this community there is awareness and acknowledgement of difficult socio-historical and political linguistic issues, there is an awareness of the functionality of languages – enabling one to survive and economically thrive, there is an awareness of inclusivity in education that can be fostered with the inclusion of various languages and linguistic resources and most importantly, there is also evidence of the idea that language and belonging to this community can act as an identity marker distinguishing these teachers as ideal teachers.

There is thus a definite acknowledgement and awareness of the benefits of employing multilingualism within the education context, whether it is for classroom management,

consultation, language- or content-related instruction, through facilitating understanding of concepts, or as a way to bridge social and racial gaps. By adding languages to their embodied representations, as well as presenting their willingness (whether able to or not) to engage students from different contexts while using many languages, express the clear desire to create and construct inclusive public teaching spaces exactly because they are able and willing to mirror the multifariousness and linguistic inclusiveness of such spaces evident in their underlying linguistic ideologies.

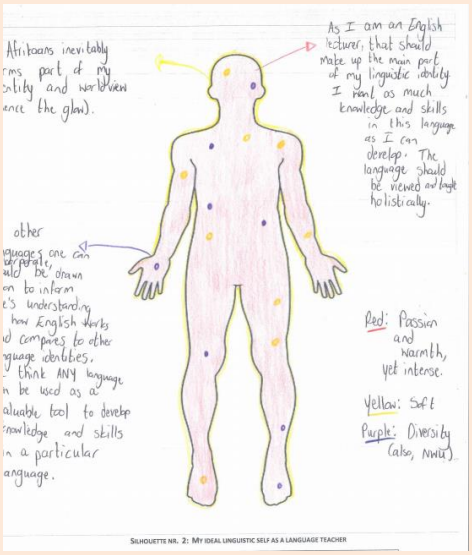
By adding more languages to their repertoires, the very notion of being multilingual, is an attempt by these language teachers to embody languages, and to model these languages and these multilingual contexts to students. By accommodating different languages either in the classroom or in consultative contexts, these teachers, therefore, open up the symbolic spaces of multilingual policies into reality when they include them. They manifest or emanate a positive connotation to multilingualism. This is important because in their roles as teachers “they are widely considered to strongly influence the extent to which fundamental change might occur as a result of implemented reform policies” (Kao & Lin, 2015:69).

The inclusion of African languages in their self-conceptualisations, for white teachers is an important element in this theme. However, the dichotomy between the inclusion of these languages in terms of the ought-to and the ideal, also becomes problematic.

4.3.1.2.3 Theme 3: Cross-linguistic awareness and pedagogy

The benefit of cross-linguistic awareness in the context of university language teaching is a relatively understudied niche. However, studies such as those by Lucas and Yiakoumetti (2019) illustrate how raising the cross-linguistic awareness of EFL learners in a university context can improve the specific language features being taught.

In her ideal portrait, participant LLE_02 includes multiple languages and says that ALL languages should be drawn on to inform the understanding of English. Despite her lack of knowledge of African languages, she is aware that she can draw on for example her knowledge of Spanish to enhance teaching. There is an overt awareness of using other languages to teach English in multilingual settings and also a distinct awareness of diversity and the NWU requirement for this inclusion of multiple languages in the classroom.



[17] LLE_02: "And you have that knowledge of a different language like Edificio. You can easily assume what it means. I used to use examples when we did phonetics. Examples of sound combinations that you would find in certain languages and how a particular sound combination in Spanish is not necessarily a viable sound combination in English and also syntax. If you look at the English subject verb object in Spanish, it's not that way around. I can't even remember what it is now."

Figure 4-9: Ideal-self language portrait LLE_02

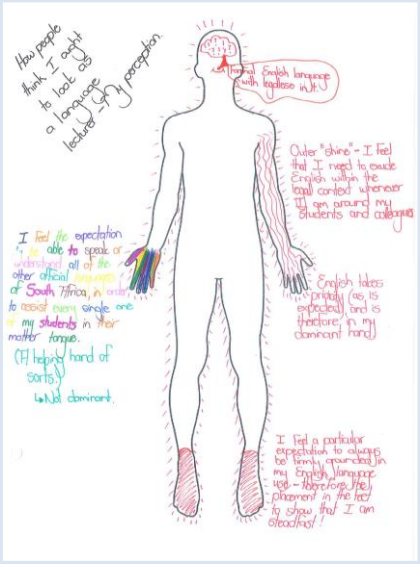
The participant thus displays distinct cross-linguistic awareness, evident in the ability to think about how she can use her knowledge of all languages that she knows, to improve her own understanding of a language as well as her teaching and learning. This is also a strategy that she models to her students. Thus, in this case, meta-linguistic awareness coupled with a positive multilingual ideology enables her to enrich her pedagogy and make her language students explicitly aware that their knowledge of other languages could assist them to improve their proficiency in another language.

4.3.1.2.4 Theme 4: Sociolinguistic environment and expectations of multilingual pedagogy implementation

However, in many cases, this awareness is accompanied by feelings of despair and despondency and a perspective of the performative nature of the proposed multilingual language policy. These feelings are situated within a realisation that to truly include multilingual pedagogy (MP) in the way expected of them, is not necessarily feasible now. The main reasons cited are a lack of time and institutional support to learn new languages, and concerns about the level of proficiency that would be needed to teach in these languages. However, in many cases, there is also a misunderstanding of what MPs entail. It is fully equated in some cases to the ability to fluently speak another language, teach in this language, and assess in this language. Often participants' ability to speak only Afrikaans and English, and therefore, in their minds being able to only help

students in those two languages, is seen as a racially-biased action, resulting in an attitude of English-only approaches.

Participant LLL_01 incudes the image of a rainbow hand in her representation of ought-to self to exemplify the expectation of the university that she includes African languages in her repertoire.



[18] LLL_01: "I feel the expectation to be able to speak or understand all of the other official languages of South Africa in order to assist every single one of my students in their mother tongue – a helping hand of sorts – not dominant"

Figure 4-10: Ought-to-self language portrait LLL_01

In this case, the participant is aware that the sociolinguistic environment in which she functions as a higher education language teacher, expects her to be multilingual. There is also an awareness of the role of language in social justice and her responsibility to enact social justice through language ability.

This complicated thread of enacting social justice through language is further illustrated in the participant's interview comments about this portrait. She states that:

> *[19] LLL_01:* "*…like sentence structure, for example in Afrikaans and English is very often very similar, although there are also differences. But for me to be able to make that jump from their sentence construction, for instance in their own language into English, and to make those comparisons to help them to make that link, because I can very easily think of an example and not always easily, but sometimes think of an example of something that happens in Afrikaans and explain that to the students. That how it links with the English, but I can't do that for my other students and I would never want them to feel that I can only provide examples for and said so for the white students in my class, I would want them to know that I really want to be able to help them as well, so that is something that that I feel would be ideal."*

While the participant displays a deep cross-linguistic awareness of similarities and differences between Afrikaans and English sentence structure, she more importantly displays an awareness

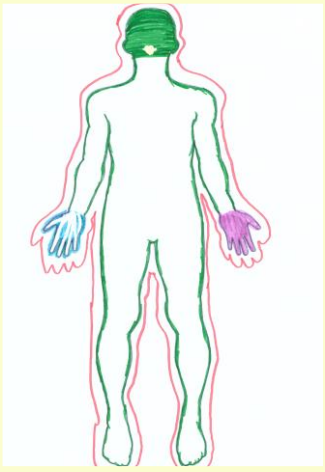
of the relationship between language and social justice. However, in this case it comes at the expense of a multilingual approach and her thinking that she should be able to deliver the same service to all her students, coupled with her inability to provide the same 'service' in other languages inadvertently affects her use of Afrikaans, and in fact detracts from the languages she feels she should be using.

Her strategy to mitigate the above detractive linguistic approach in her teaching is to take a Setswana course, to better serve all her students. However, in terms of how the university supports language learning through short courses, she states that even though she enrolled for a Setswana acquisition module it was of little use to her. She says:

> *[20] LLL_01: "I literally did not learn a single thing, although I got it, I got 98% for the module…I didn't learn anything. So it would have to be quality controlled and you'd have to have someone that literally teaches you how to speak. I mean, I did this module, I can't, I can't speak Setswana, but I got 98% on my academic record for it…"*

From this quote and the preceding identified awareness, it is evident that there are forces in the sociolinguistic environment which heavily impact this participant's negotiation of identity.

Similarly, the frustration of the unrealised fruition of the multilingual aspects of the socio-linguistic environment is evident in the responses from LLL_03, who describes the NWU's expectation of multilingual use of Setswana specifically as performative only and likens the idea to the image of putting something on, 'like a glove' [21].



[21] LLL_03: "I chose the left hand for Setswana because it is my clumsy hand. My Setswana is exceptionally clumsy – I can probably greet people and pick up the gist of conversations but I do not need to. I will reply on my stronger hand if I need to. Also, it is only the outline of my left hand because of my lack of proficiency but I am not pressured to strengthen it. Rather it is there like a glove, for show."

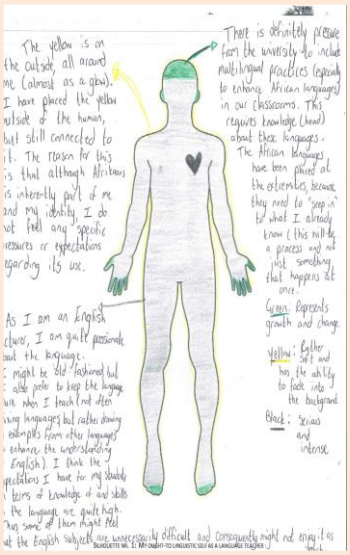
Figure 4-11: Ought-to-self language portrait LLL_03

This lack of pressure to incorporate Setswana or any language other than English is perpetuated by the faculty in which the participant works, who has an English-only policy and module requirement for this participant. She states that:

> *[22] LLL_03: "Thing you know, even where my job is concerned, I will not make use of Setswana and Afrikaans. Uh, because look, I mean, the faculty has been been pursuing this whole thing of… What do you wanna call it? Glossaries…They've asked people per module to develop these glossaries, and then it gets translated into Setswana and Afrikaans. But our module, so the the language and the legal context modules we've been exempted from developing those glossaries because we…Yeah, and it's about English skills or skills that you need to achieve, but you need to perform them in English. So you know, I mean we we don't, we're not even involved in those glossaries."*

There is thus an observable dichotomy presented by the linguistic environment that expects on a macro-level (nationality and institutionally) a multilingual approach, and a meso level (faculty level) where policy demands more monolingual approaches. These types of dichotomies result in the lowering of perceived status of certain languages like Setswana.

Further to the expectation of implementation, LLE_02 describes MPs as something that needs to seep into her 'extremities' – into the knowledge she already holds. She notes that this is a process and will not happen quickly.



[23] LLE_02: "And that also requires knowledge of those languages, which I don't have of many of the languages of Afrikaans I do, but I think at the moment, you know, I'm not really making a conscious effort to draw on it. So perhaps that's something I can work on seeing now that we have to enhance our multilingual teaching. And how are we including multilingual pedagogies in our classroom? So that's definitely something I have to work on as a conscious effort."

Figure 4-12: Ought-to-self language portrait LLE_02

Echoing the work-in-progress nature of the implementation of these types of pedagogies and policies, LLH_07 illustrates how such socio-linguistic environmental expectations are oftentimes misconstrued and misunderstood.

For example, about the possibilities of truly implementing MPs, LLH_07 says in the follow-up interview about his portrait:

> *[24] LLH_07: "Uh and African language as a first language and then English maybe. Or Afrikaans as a second language. It it might be quite much much easier for you to be able to transfer knowledge. They're using those two languages. But I'm thinking also of a person who, uh, is only English speaking and then they have to teach at least where there are Vendas speaking and also and other languages, African languages, they and they the the lecturer who is in front is only teaching English, then the multilingual pedagogy is not going to assist unless in this person is willing to learn these other languages because we are getting students from a variety of language backgrounds. So it's much easier if if the lecturer in front knows a number of languages it can work. And I mean it can be a be a very beautiful resource."*

Of particular importance here are two sentiments: The first, is the misunderstanding of the idea of MPs, as construing fluency in all the languages present in class, and the second is the positive attribution to these pedagogies as 'a beautiful resource' dependent on the viability of implementation. These findings that relate to the idealised application of MPs echo research findings of Burner and Carlson (2022: 1) who, in their review of 56 articles discussing the relationship between MPs and English teaching classrooms, found that language teachers "possess more positive beliefs about multilingualism than what they practise in their teaching".

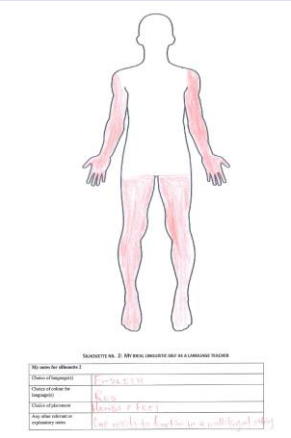
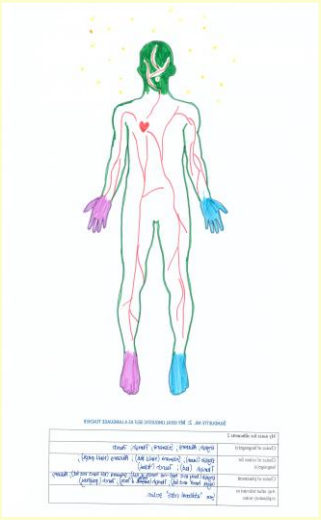
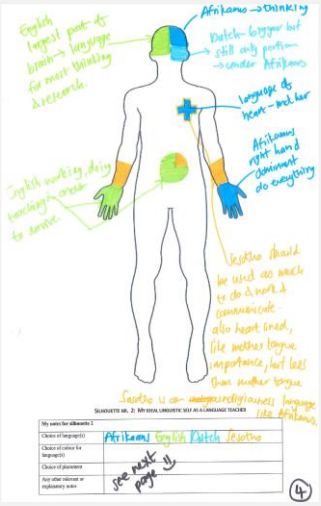
However, it is important to note, that while the goal at NWU has been the implementation of multilingual language policy and pedagogy, perspectives such as these should not necessarily be seen as a defeat. Compared to data from an initial pilot study that the researcher conducted on the topic of language ideology transfer, where she asked three lecturers of NWU to complete two language portraits, one for a home domain and one for the work domain, there is a marked improvement in awareness. The goal of that particular investigation in 2018, (a precursor to the researcher's current PhD study) was to see whether there was any noticeable transfer of language ideology between domains, specifically focusing on multilingualism.

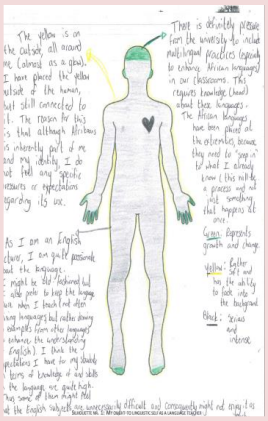
One of the main findings of that particular investigation was the almost complete lack of awareness and use of MPs within a multilingual teaching context. Three years later, one of the main findings of the data from this current study is the heightened awareness of how using different languages can be beneficial in classrooms. Not only that, but every participant revealed that their ideal linguistic selves are not static but always in a state of potential – there is always a

desire to learn and incorporate more languages –a good finding, echoed by the work of Pienaar (2023).

4.3.1.2.5 Theme 5: The complex (and sometimes contradictory) role of English

The complex role of English in a South African context is well-studied. Within the higher education as a medium of instruction (MI), Botha and Coetzee-Van Rooy (2023) find that while the spread of multilingualism in higher education is prevalent, it is spreading in conjunction with a dominant English LOLT. A theme from the data echoing this finding and which is evident in paradox to the previous theme that reports on deep multilingual awareness, is the **disproportionate attribution and use of English** in the portraits of the participants. The study here also draws parallels with the earliest notions of linguistic landscapes, which were mainly concerned with the spread and visibility of English in other languagescapes. In the same vein, this theme of the dominance of English in a context where there is explicit awareness of the benefits of multilingualism denotes the complexities of the roles that languages play in multilingual repertoires. In most of the portraits, it is evident that English is considered the work language, the logistical language, the cognitive language, but also the language for social integration in settings where diversity in communities is ordinary. It is used as a classroom management tool and a tool to conduct professional business in terms of colleagues and in an institution, it is considered the language of Academia and research. English is very specifically classed as a work language - and also to fulfil a lingua franca role. Words attributed to English from the data include, for example, *Life sustaining, Interaction, Research, Work and logistics, Translation, Integration, Lingua franca*. The languages drawn in the ideal-self, reveals much; mostly that in a professional capacity, all other languages are subservient to the main working language of English; and in an English classroom, the default language is usually the perceived “pure” or standard variety. The following examples illustrate this point and elucidate further connotations to English.

	Quote	Connotation
	*[25] LLH_07 * English is widely spoken in South Africa – most interviews and conducted in English* ** In a workplace, the Teaching &Learning takes place mainly in English.* ** Interaction with others in a workplace requires one to be able to speak, read and write in English. [VERBATIM PORTRAIT NOTES]*	✓ English is the language of wider communication. ✓ English is the language of the workplace. ✓ English is the language of education.
	*[26] LLL_03: Nothing much changes in the ideal-self – I still need to embody English in both teaching it; applying it; and using it for all the reasons set out in the ought-to self.* *Ought-to self: I chose green because it represents life (it is bow I make a living); it also is the colour of creativity (I need this for research, which is an expectation of the university). My choice of placement is all around the body, because as an English lecturer (although I technically lecture language for Law – but English is the language of Law) he faculty expects me to <u>embody</u> proficiency in the language. This is why my body (except hands) outline is entirely green because I have to conduct research and all other aspects of my job in English. [VERBATIM PORTRAIT NOTES]*	✓ English remains important as ought-to and ideal-self. ✓ English gives access to employment. ✓ English is needed for research. ✓ English is the working language. ✓ Pressure of being a English languages expert in a faculty that practices another discipline.
	*[27] LLE_04: English – largest part of brain – language for most thinking and research* *Green – English – also comfort, like grass and fertile like most plants – to give life & sustain life – use to enhance & sustain my profession as teacher. Use to complete additional & 'bykomende' tasks to aid the teaching process.* *Placement – like blue, green is also needed to get the job done – be it in the classroom or other logistic that happen behind the scenes.* - *brain – to think in English is a crucial skill in the world today – no more isolation in terms of language.* - *Hand – work life – English enhances this by communicating with others – not knowing Afr.* *Stomach – also language of food & shelter – this is needed to make a living – be it teaching or other. [VERBATIM PORTRAIT NOTES]*	✓ English is the cognitive language. ✓ English sustains life / work opportunities. ✓ The administration related to teaching tasks is English. ✓ English is language of wider communication.



[28] LLE_02: "I think it should be, and I also I like to think that I'm not just disregarding our South African English and when I assess my students, when I say pronunciation, I don't expect British pronunciation. I will give you a five out of five, for pronunciation, even if you have a different accent or speak a different dialect. So, I do acknowledge that, and we teach that as well. We teach that there are different dialects of the English language. But I think that it's important for there to be a standard and... for learners to develop their vocabulary, because I feel that they don't read as much anymore and that's why I am, I like using words that they might not be familiar with. Perhaps what I need to work on is or some strategies to to help them understand those words. And sometimes there's no time for that, unfortunately. And I almost just expect them to be self-directed and to make a note if there's a word you don't know how to go and look it up afterwards. That's what I used to do when I was a student."

[29] LLE_02: "And in a way which used in its purest sense, where you use words that have been used long time ago, that people are not that familiar with anymore, that's part of the language. But I think it's also necessary to acknowledge that there are different dialects of English that are not necessarily incorrect, but it's almost in my mind you can only really understand the dialect and appreciate the dialect when you understand where it comes from and what the origin is, what what the original English language is. So yes." [VERBATIM INTERVIEW QUOTATION]

- ✓ There is an aware of varieties of English.
- ✓ Teachers knowing standard English is important.
- ✓ Awareness of self-regulation to improve students adding vocabulary in English.
- ✓ Self-learning important with English vocabulary

Figure 4-13: Connotations with English

If we assume the "language of signs can influence the perception of the status of the different languages and affect linguistic behaviour" (Gorter, 2013:202), what does this dominance of English then imply? When a teacher upholds only, for example, English in the classroom and only English in collegial interaction, what do they say about other languages? Are those other languages relegated to in-consequentiality and what effect does that have on the implementation of a multilingual language policy? What does this say for language teachers? Also, how does this relate to their ideologies about the importance of multiple languages? Initially, there seems to be a mismatch between what they idealise, i.e., multilingualism, and what they implement, i.e., teaching mainly in English.

It can be argued that this over-reliance on English is resultant of four factors – factors which are not necessarily new, but nevertheless important to note again. The first issue to note, is the entrenchment of English in the higher education domain. It seems that the university while

upholding a multilingual mandate with the declaration of four official languages, essentially functions in English. While electronic communiques, signs and other official 'talk' is published in four languages, institutional people seem to function in English. Reasons for this seem to include a sense of sensitivity to the linguistic needs of others, for the sake of avoiding conflict or offence, and for the sake of fighting against the stereotypical perspective that if one uses Afrikaans, one reaches back to apartheid South Africa (in the case of Afrikaans people). The sensitive contentious (dis)use of Afrikaans as illustrated in this instance is also discussed for example in the work of Odendaal (2014), Theunisssen (2013, 2015) and Van Heerden (2016). Some of these reasons are evident in the responses of participants LLH_05 and LLH_06 when they say:

> *[30] LLH_06: "Yeah, it's just expected. Everything is always in English, although we are a, a, an institution with four languages. Everything is in English. So, it's like you have to hide a little bit. You, you, you, can't speak Afrikaans to everyone. They don't understand it necessarily. And sometimes they, they make connotations that doesn't necessarily reflect to you or they have…uh, connotations to specific culture if you speak Afrikaans, and that's not something that I identify with. So, it's like you hiding it a little bit. And then speaking the language of the institution because there's, you know you. You don't want to offend someone if you talk in Afrikaans, so you try to stick to English more."*

> *[31] LLH_05: "Like emails, students don't write emails in Zulu, but then when they speak to you, they will ask you. Can I please maybe speak in in in, in Tsonga? Do you, do you understand Tsonga? I cannot speak in Tsonga. Oh can I speak in Zulu? But they when they write emails, they always want to try to construct an English e-mail."*

Second, from the data (see the portrait notes illustrated below) it is also clear that most of these participants believe that the only legitimate language for research and academia is English.

> *[32] LLL_03 English: …I need this for research, which is an expectation of the university.*

> *[33] LLE_04: English: … also need English to think in, understand theory & research…*

A third reason for the reliance on English is the inability of the participants to communicate in African languages, and therefore, English is used as a lingua franca in class and with colleagues. While this is related to reason number 1, and is discussed in theme 4 above, the teaching aspect of this reason, illustrated by the feeling of teachers that they might advantage students when they revert to the only languages they know (Afrikaans and English), is also relevant here.

Finally, a fourth factor can be identified that contributes to the dominance of English. Language teachers possess specific meta-linguistic awareness which influences their views, perspectives, and actioning of language in classrooms. When such awareness enables the identification and the deliberate ascribing of roles and functions to specific languages, they are inadvertently

hierarchised and usually English is advanced through these actions. The roles ascribed to languages seem to also fall into a dichotomy, where English is seen as the necessary evil, providing the opportunity to function in our context, while most other languages are boxed together and ascribed functions of identity and aspiration. In other words, for higher education language teachers, a heightened meta-linguistic awareness provides a comfortable context to assign roles to languages and to maintain these languages for those roles; while the assignment of high-status functions or roles to English in turn supports the dominance of English in the HE domain. This dichotomy echoes thus the ought-to and ideal-self-conceptualisations of these participants. In this data, the role of English in a multilingual setting is assigned as functioning in the following capacities:

a. Life-sustaining
b. Interaction
c. Research
d. Work and logistics
e. Translation
f. Integration
g. Lingua franca

Whereas all other languages, inclusive of mother tongues, and additional languages are classified as having the following aspirational functions:

h. Facilitating understanding
i. Facilitating social and racial cohesion
j. Enlightenment
k. Cultural understanding
l. Life-giving
m. Grounding
n. Identity

The findings gleaned from the language portraits of the participants create a conundrum: from the findings, it is clear that the participants experience the symbolic value of multilingualism as expressed in the attitude and awareness of teachers to embrace different languages, but their lack of multilingual skills in more languages keep them dependent on their functional skills in English. What this says about the implementation of multilingual language policy and pedagogy at NWU, is that English is currently still perceived to be the main work and teaching language and our other languages are potentially there to use for social cohesion and sometimes academic support only. The role that mother-tongue language plays in the construction of these participants' teacher identity is now discussed.

4.3.1.2.6 Theme 6: Mother-tongue peripheries

In this study, the argument for the mother tongue as an important building block in the construction of higher education language teacher identity is made. While some authors question the notion of mother tongue legitimacy in identity construction in very multilingual ecologies (Ansaldo, 2010), in this study, and in light of the above argument of the dominant functional nature of English in their work environment, the mother tongue often situated in the periphery, contributes in a complex way to this identity. Issues that come to light are the questioning of the legitimacy of the use of mother tongue language in professional spaces (where the idea of hiding the mother tongue is evident), the idea that mother tongue usage can classify one as part of the out-group, the mother tongue as a contentious site of identity struggle, but also the positive attributions of grounding oneself in one's mother tongue and interpreting the world through this language.

While completing the language portrait instrument, there is no overt instruction to classify languages as home or additional languages. Furthermore, the instrument is clearly situated within the context of teacher identity, thus the professional teaching context. Despite this, all participants include a home or mother tongue to some extent. This could be attributed to the nature of language portraits (an embodied representation of repertoire), or to the nature of the participants (language teachers with significant theoretical knowledge of language classification and heightened language awareness faculties). However, the overt self-ascription of home language or mother tongue, in an instrument elicited in a professional context, still points to the influence and role of mother tongue as a contributor to higher education, language teacher identity and also highlights the participants' ability to understand that complex repertoires operate as resources for functioning in multilingual and complex contexts.

This is demonstrated in for example the ought-to portrait of LLE_02, with the peripheral inclusion of Afrikaans. In an ought-to portrait, she did not have to add it and she states there is no expectation to pressure to use it, however, she feels that it still informs part of her identity as a teacher. The use of descriptive language in the discussion of the mother tongue (*glow, fade into the background, outside, but still connected*) emanates a feeling of loss of space or fading and lack of validity in the professional context. However, the awareness of its central role in her identification (*inherently part of me*) shows her ability to understand the different roles that languages in her repertoire could play in her identity construction.

For LLL_03, as part of her ideal-self-portrait, the participant wishes to find a way to include the language that represents a part of her. There is a struggle with finding a place and a justification

for the inclusion of this language of European origin (Flemish) in this specific African context and her teacher identity within this context. The mother tongue in this instance becomes evident of a site of struggle of belonging and an assignment to the out-group.

In her ought-to portrait, the participant again includes her mother tongue, despite there being no official space in the work environment for Flemish. While there is a feeling of no place in the profession for the language, the participant still includes it in her portrait as a halo or containment of professional identity. This also provides an opportunity for us to understand that teacher identity is inclusive of more professional context and expectations, it inherently involves the personal self.

For LLH_05, the grounding of the self, (in the feet and heart) that the mother tongue provides is important enough to be included even in the ought-to portrait. For this participant, the mother tongue represents strength and beauty, and while, as with other mother tongue languages, there is no expectation to use it professionally, it is still included as part of the conceptualisation of the identity. This is because it is seen as an identity marker (*my strength is from my left-side as I am left-handed*).

The notion of hiding the mother tongue to fit in is evident in the ought-to self of LLH_06. Here, the mother tongue is represented visually as a hidden heart, peeping out from its hiding place. The contention of legitimacy is thus evident in that the participant feels she can use the language only conditionally, (only used sometimes when 'allowed'). This provides a nexus for the struggle of identity and highlights the complexity with which language hierarchies influence our conceptions of identity, and our place in professional contexts when we are language teachers.

4.3.1.3 Possible Selves questionnaire and relevant interview data presentation and discussion

As part of the textural description of the participants, this section of the analyses and interpretation focuses on the data elicited from the adapted Oyserman's Possible Selves questionnaires, and relevant interview data. Possible selves encapsulate the conceptualisation of future visions of the self and underscore our behaviour, actions, and choices (Oyserman & James, 2009). Such an imagining of the future self, situated within language use and identity is also a relevant concept in the work of Norton (2010), Norton and Pavlenko (2007; 2019), Early and Norton (2012) and Darvin and Norton, (2015), and implicit in the work of Dornyei (2009). In order to attempt to understand the possible selves of the participants and how they relate to their own imagined identities, communities and contexts, an analysis of the data from Oyserman's Possible Selves questionnaires is discussed alongside relevant interview data.

In this discussion, the main themes identified from the analyses of Oyserman's Possible Selves questionnaires are provided. These are discussed in conjunction with relevant data from the interview questions. A detailed explanation of the analysis process and approaches is provided in Chapter 3 of this thesis. However, to clarify the analyses and interpretation below it can be noted again that the adapted Oyserman's Possible Selves questionnaire (available in Annexure 4), constitutes a qualitative tool that elicits open-ended answers relating to imagined possible selves and feared selves as seen for the future, (future possible selves and future feared selves). The goal of this analysis is to identify the types of possible and feared selves displayed by the participants, and also to highlight the strategies (if any) they are employing to bring about these future selves.

4.3.1.3.1 Possible selves: Analysis 1

The figures below present the categories of selves as they emerged from the data in relation to the most prevalent selves, the most prevalent next-year possible selves and the most prevalent feared selves, identified across participants, based on the data as illustrated in Table 3-6. In this section, each of the aspects of the possible-selves questionnaire will be explained in detail in relation to the data of all the participants.

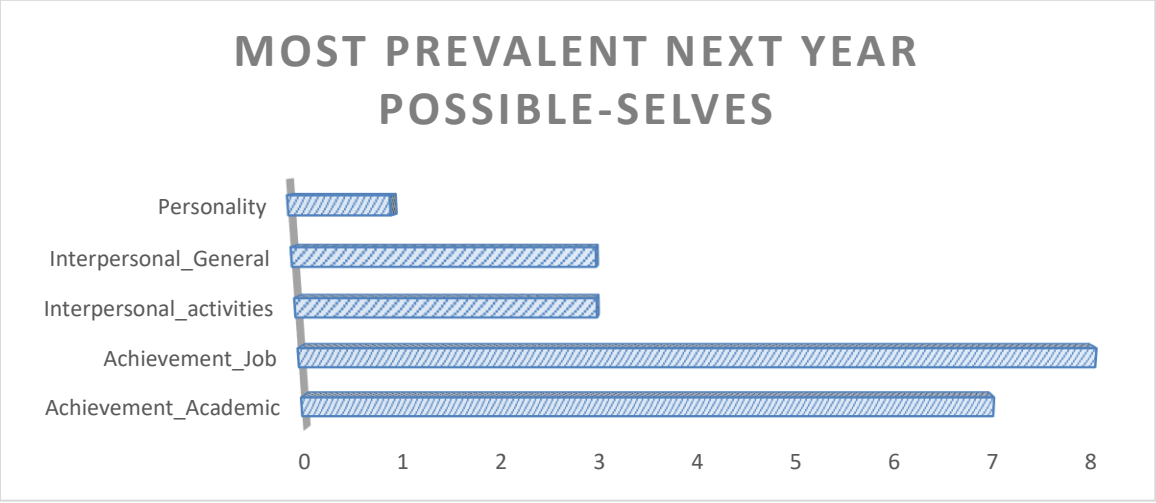


Figure 4-14: Most prevalent possible-selves

From the data provided by the participants as regards the most prevalent possible selves that they envision for the near future, it is evident that the most prevalent self, identified is related to the category, Achievement job. This category was based on the mentioning of factors related to work as a lecturer at university level, inclusive of module content, classroom management,

promotion, interaction with colleagues to achieve work goals and very broadly relating to concerns about their job. Second, the category, Achievement_Academic (read research related here), was important as per the responses. This category was based on responses that included reference to mention of academic achievement or responsibility., PhDs, publications, or other research endeavours. Interpersonal and personality categories featured least in the imagining of future selves. These categories were based on references to interpersonal relationships or interactions with colleagues or students, any mention of continuous professional development (CPD) opportunities, attending seminars or courses either to facilitate self-improvement or due to necessity, or any mention of personal characteristics as a teacher. In an instrument contextualised by a preamble that asks participants to think about their life as a language teacher at NWU and then reflect on this, the prominence of the categories of achievement in job and academics is not surprising.

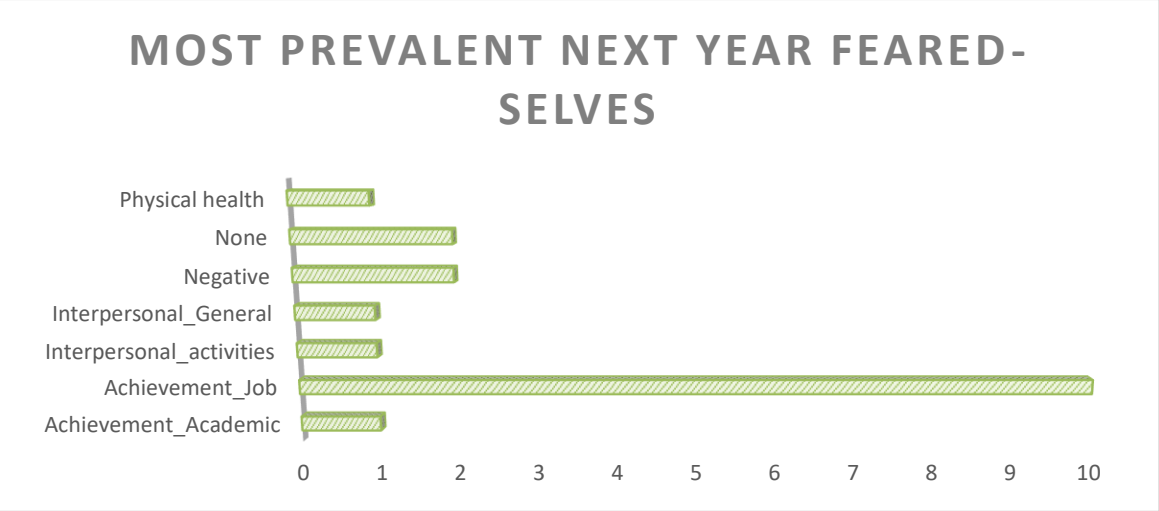


Figure 4-15: Most prevalent feared-selves

From the data provided by the participants as regards the most prevalent feared selves that they envision for the near future, it is evident that the most prevalent feared self, is identified as relating again to the category, Achievement_Job. Again, this is not a surprising finding due to the nature of the questions.

Perhaps not surprisingly, the most noticeable category in both of these depictions, is that of Achievement_job (ach_job). This, however, would be expected as the questionnaire asks the participants to reflect on their life as a language teacher at the NWU and this inherently means their job. While this may seem a trivial or obvious observation, the true worth of this analysis, lies

in the different understandings and individual creations of this category, asking the question: which are the aspects of their work that participants include in this category? These are the aspects that make up their individual teacher identities.

The discussion below is structured according to the responses provided by each participant. A short summary is provided for each participant and afterwards a discussion on the main themes that emerged across the analysis of the questionnaire and relevant interview data of individual participants is presented.

4.3.1.3.1.1 Participant LLL_01

This participant displayed five possible next year selves and two feared selves. The possible and feared next year selves for this participant are illustrated in Table 4-2.

Table 4-2: Summary of LLL-01 possible and feared selves

Participant Number	Type of self	Category/Nature of Possible Selves	Category/Nature of Strategies
LLL_01			
	Possible self 1	Ach_job	Revision of content
	Possible self 2	Ach_job	None
		Inter_gen	None
	Possible self 3	Ach_job	Professional development/training
		inter_act	Professional development/training
	Possible self 4	Ach_academic	None
	Possible self 5	Personality	Reflection activities
	Feared self 1	Physical health	Attending wellness seminars
	Feared self 2	inter-gen	Reflection activities
		Negative	Reflection activities

In the first instance, this participant highlights the importance of making content decisions for the module, all the while taking into consideration the effect these content-related matters will have on her students. She highlights her beliefs about adding difficult material based on the fact that she envisions English language skills as 'of the utmost importance' to her student's professionalism.

> *[34] "I will therefore quite possibly have to make important decision regarding the content that will need to be excluded from the module, and that which is of great importance to be kept, in order to benefit the students in the best possible way."*

[35] "It is my feeling that content that is more difficult for students to grasp should enjoy more attention as part of the module."

[36] "(I need to add here, that I am not (yet?) completely on board with this possible decision, as I consider the language modules that I teach to be of extreme importance for the development of the graduate attributes for the students that I teach - especially as future professionals in their particular field of study. Language, in particular English, is of utmost importance in their future professional careers, and the fact that the majority of the students in my classes are NOT first language English individuals makes it an even more important issue for me.)".

Second, the most important parts of her possible self 2, lie within the participants' thoughts about teaching and assessment modes, as well as her interpersonal connections with students. The participant highlights the need for 'getting back to normal' in her language teaching classes. The participant refers to having had to completely change her mode of teaching/learning, and notes that this hampered her ability to truly connect with her students. Interestingly, she does not provide any strategies to be able to do this. This could be explained by the fact that she has little power over the modalities of teaching; or that she simply assumes that everyone knows what it means to return to teaching as it was before Covid-19.

[37] "Since the onset of Covid-19 and the complete change in mode of Teaching and Learning, I feel that I have had to make many changes to the manner in which I teach and assess (which I do believe we all have had to do). I want to truly just get back in front of the class and teach my students like we did before Covid. I want to have the interpersonal connections that I have always had with my students - which for me is hampered by the online mode of teaching."

The participant furthermore reveals her uncertainty in terms of her teaching context in the future and also qualifies her willingness to take on CPD courses based solely on whether or not she would need to continue teaching online. Here we see the explicit impact that the external contextual factors have on her envisioning of her own teacher identity. While she does not explicitly state her strategies to improve online teaching skills, they are mentioned in the possible self and we can therefore classify this as a strategy.

[38] "Should my modules continue to be presented online (as it is now, as well as due to current shortages of language lecturers in my faculty), I will certainly enroll for more online courses, such as the Professional Development - Epigeum Courses, should they again be available next year."

While again not making any concrete strategies to deal with this side of her identity, the participant peripherally refers to the academic side of her teacher identity. It does not seem to play such an important role in her conceptualisation as teaching aspects do. What is of interest to note here is

that again this part of the participant's identity conceptualisation is underscored and qualified by the effect that these actions would have on her students. We can thus say that this participant's teacher identity seems to be heavily student and content-driven.

> *[39] "I need to establish possible PhD topics that could possible relate to language teaching and learning within my faculty, although I will not yet be enrolling therefore. The idea is to come up with something (a study etc.) that will be beneficial to the students who sit in front of me each year."*

Again, based on the needs and expectations of her students, this participant establishes her HELTI on the reflective exercises and the will to constantly improve her teaching approach based on generational awareness and preferences. The particular reference to, "*As generations change, the needs and preferences of the students change as well*", indicates that her teaching approach and HELTI is heavily influenced by the student and the ability to adapt to changes in the student population over time.

> *[40a] "I critically read through my students' "Student Experience Surveys" in order to determine where I need improvement according to my students. As generations change, the needs and preferences of the students change as well. It is of utmost importance for me to always take into consideration the responses and suggestions that students provide. If there is something on which I can improve, or something that I can change, I always try my utmost best to do so."*

The first feared self is based on the participant's mental health and wellness. The participant recounts the difficulties that teaching through the void has had on her in terms of personal struggles and positivity as well as again, the motivation of her students. And while she does not have any strategies to remedy this, she knows that she would not want such external factors to influence their HELTI again. Her main concern here is that the negative reflection of her own mindset would influence her students and result in a negative association with the English language and the module, something she deems personally important. She, furthermore, seems to be actively engaged in regulating this part of her teacher identity.

> *[40b] "With the onset of Covid-19, I personally had some struggles in terms of remaining positive and motivated for myself and my students. The difference in mode of teaching and learning had an effect on all of us in various ways. I do not want to ever let external factors affect my teaching, as this could potentially cause students to have a negative feeling towards something that I hold so dearly."*

Interestingly, the second feared self of this participant seems to provide the experiential basis for the first feared self. Her fear of influencing her students in a negative way is based on an experience that she as a language learner has had. We can thus say that her feared selves are

reactionary selves based on the experience of language learning. She very specifically conceptualises this reactionary self in terms of language lecturing.

> *[41] "I can truly say that my experience with the language lecturers was an experience that I would never want for my students."*

Summary description of LLL_01

We can assume that from this reading this participant seems to be overly influenced in her conceptualisation of her teacher identity by her students and both their and her teaching and learning experiences. Her HELTI conceptualisation happens only in relation to her students and their experiences in class, with the content she presents, the development of their graduate attributes that she fosters through presenting a love and passion for the English language. Even her feared self is established in relation to them when she places her personal mental health struggles on the same level as her staying positive and motivated for her students. Furthermore, her own experiences as a language learner influences her in such a way that she seems to regulate emotions and teaching self, in order to benefit her students.

4.3.1.3.1.2 Participant LLE_02

This participant displayed three possible next year selves and three feared selves. The possible and feared next year selves for this participant are illustrated in Table 4-3.

Table 4-3: Summary of LLE_02 possible and feared selves

Participant Number	Type of self	Category/Nature of Possible Selves	Category/Nature of Strategies
LLE_02			
	Possible self 1	inter_gen	Reflection activities
	Possible self 2	ach_job	Research_content
	Possible self 3	inter-gen	extensive feedback, modelling and approachability
	Feared self 1	ach_job	adapting feedback and assessment practices
	Feared self 2	None	None
	Feared Self 3	ach_job	Reflection activities

The first possible self can be classified as interpersonal because the participant focuses specifically on the nature of her teaching and interaction with her students. She emphasises the fact that kindness, compassion, and contextual awareness should ground all her teaching. While

the strategies of reflection activities concern reflecting on content, it is also situated within the context of providing a better student environment and experience.

> *[41] "I am constantly reflecting on the way in which I interact with my students. I can tell when they are dissatisfied with something related to a module I teach, and the distance students are also usually quite vocal about their concerns and complaints. Thus, I constantly ponder on how I can improve the module content, the assessments and the way in which I structure the module to better the experience for my distance students." "I also take the student evaluations very seriously and reflect upon my own behaviour with every instance in which I receive feedback."*

The second self is conceptualised as an expert in the language field. The competence as a language teacher and the knowledge to be this expert is essential to be a 'good' teacher. The strategies here are defined as research and inclusive of both knowledge or book research and reading, as well as practical research in the form of school visits. This self is thus conceptualised through the deep contemplation, research, and expansion of teacher knowledge into an expert [41].

The third possible self is conceptualised through the experience of the student. However, it is situated within a modelled approach, where the teacher sees herself as a model of what the students need to be or to achieve. Whether it is feedback or the way she interacts with students, as is clear from her approach and interaction in cases where she apologises to students if she is wrong.

> [42]"*I easily apologise to students in cases where I was wrong*"

She conceptualises of this self as a person who influences her students. This conceptualisation of self-modelling behaviour in order to facilitate positive reaction from students is thus central to her establishment of HELTI.

> *[43] "Influencing my students positively, i.e. making a positive impact in their lives in any way I can"*
>
> *[44] "I provide extensive, individual feedback to my students on all their assignments, because I want them to improve their knowledge and skills and to grow personally as human beings, teachers and possible future academics"*
>
> *[45] "think I could influence students positively by modelling the effort put into assessing and guiding them to future improvements".*

[46] "I am also open to receiving criticism and to students querying my assessment or understanding of something - this also models how to be open to respectful criticism and how to deal with it in an ethical and professional manner (I also easily apologise to students in cases where I was wrong)."

Feared self 1, revolves around the realisation of being overworked, and is not mitigated by any strategies. This could spell that the participant is either unable to, or under-supported in terms of strategies. She is able to acknowledge the problem, but is unable to find a strategy to deal with this.

[47] "I want to avoid placing such heavy burdens on myself in terms of workload."; upon the directive of the Faculty Management, I combined study unit outcomes into fewer assignments to cater for the distance assignments…"

The second feared self is an implied strategy for the first feared self where the participant inadvertently realises that in order to lessen her burden, she needs to expect less perfection of herself. Her HELTI is thus conceptualised by the idea of perfection and sacrifice, but there is a struggle nexus which is acknowledged.

[48] "I want to avoid spending more than two weeks assessing student assignments and providing feedback on their progress."

Finally, on the surface, the critical reflection activities in this strategy relate to the content of the module and the desire to not re-use this content every year but to adjust according to needs. However, we can say that this ID is conceptualised within the framework of a feared self which reflects failure as a content and teaching expert as a reactionary beacon. The failure to include relevant content is based on a heavy workload. This in turn influences the construction of the expert ID and provides another nexus of struggle. It could be argued that the pressures relating to constantly adjusting teaching materials to fulfil student needs, on the directive of management becomes an exhausting exercise for language teachers who should be able to draw on the already richly developed language teaching resources availed to them.

Summary description of LLE_02

Overall, this participant's HELTI is conceptualised through the student experience, her own expert knowledge of the language and the modules she teaches as well as her fear of failure or thoroughness in terms of presenting valid and updated content.

4.3.1.3.1.3 Participant LLL_03

This participant displayed four possible next year selves and three feared selves. The possible and feared next year selves for this participant are illustrated in Table 4-4.

Table 4-4: Summary of LLL_03 possible and feared selves

Participant Number	Type of self	Category/Nature of Possible Selves	Category/Nature of Strategies
LLL_03			
	Possible self 1	Ach_academic	Promotion activities
	Possible Self 2	Ach_academic	None
	Possible Self 3	Ach_academic	Interaction with colleagues/institution project to publish
	Possible Self 4	inter_act	None
	Feared self 1	ach_job	None
	Feared self 1	ach_job	Identify and address concerns with management
	Feared self 1	Ach_academic	None

The very first conceptualisation of the teacher self involves focuses on the forward movement of self in terms of academic promotion. By placing this first the participant sets the tone for her teacher identity. It is deeply rooted in a sense of academia and achievement, as visualised by her desire for promotion to Associate Professorship. This goal encompasses the participant teacher identity, from the Possible Selves questionnaires, relegating other influences such as research and lecturing skills to a lower position.

> *[49] "Next year, I am applying for promotion to Associate Professor."*
>
> *[50] "Basically I am working on the "missing" elements in terms of what I still need to be an Associate Professor."*
>
> *[51] "The promotion is my focus - once I achieve that I can start focusing more on research and lecturing skills."*

The second possible self is only conceptualised through an expectation, while no concrete strategy is provided. From the previous possible self it is clear that this self is incorporated into the first one.

> *[52] "I expect that I will publish a sole-authored article."*

This third self is again encompassed within the first one, as all of these selves are needed in order to attain the promotion named in possible self 1.

[53] "The plan is to use the SoTL project as a platform for the co-authored article."

The final possible self, referencing language teaching, is conceptualised by a desire to improve on teaching skills. However, this desire is based on a vague notion of attending workshops and the mention of the SoTL project as a foundation for research output. Here the idea that using the scholarship of teaching and continuous development in teaching, can act as a starting block for research outputs, which in turn affects promotion is evident and underscores the relation between teaching, learning and research for promotion.

[54] "I will likely attend more workshops in terms of improving lecturing"

The first feared self is in fact positioned positively in terms of resilience and agency and it is conceptualised from a reactionary position in conjunction with a forward-looking agency. It refers to being overloaded, which results in distracting her from her goal, which is promotion. From this, a reactionary second feared self is borne. The feared self is conceptualised by the fear that everyday management duties will relegate the interesting academic areas to the bottom of her list of things to do. There is thus a fear that she will lose interest. However, to mitigate the effects of overload, the awareness of wanting to avoid these obstacles presents an opportunity for action.

[55] "I want to avoid spreading myself too thinly so that I can focus on aspects of academia that interest me.": "I have already identified the areas that I do not want to be involved in so that at the end of this year, I can make it clear to the faculty's management."

Summary description of LLL_03

The possible selves of this participant is heavily influenced by academic achievement and promotion. There is no mention of student-orientated factors and very little about teaching/lecturer or language-related factors other than its use as a stepping stone to promotion, to influence this HELTI. The main fears and foci of this self are self-improvement, promotion, and publication.

4.3.1.3.1.4 Participant LLE_04

This participant displayed two possible next year selves and three feared selves. The possible and feared next year selves for this participant are illustrated in Table 4-5.

Table 4-5: Summary of LLE_04 possible and feared selves

Participant Number	Type of self	Category/Nature of Possible Selves	Category/Nature of Strategies

LLE_04			
	Possible self 1	ach_academic	Research_Phd proposal
	Possible Self 2	Ach_job	Research and Revision of content
	Feared self 1	Ach_job	Revision of content
			Interaction with colleagues /working together/accommodation
	Feared self 2.	Ach_job	Revision of content
	Feared self 3	Ach_job	Listening/interaction with students
		inter_act	Professional development/training

The first possible self is conceptualised in terms of academic achievement.

[56] "Working towards furthering my own qualification,"

[57] "I am working on my PhD proposal,"

The second possible self is conceptualised by the role that module content has in relation to including up-to-date and relevant module content.

[58] "reviewing module content to make sure it is still up top date and relevant for the changing contexts."

[59] "reading new literature or possible inclusion in literature modules."

The feared selves are again reaction-based and positioned within a nexus of struggle. The struggle of friction between older and younger colleagues and the more or less open- and closed-mindedness of these, comes to the forefront. The participant needs to position himself as an authority figure but is often relegated/denied based on his age and ideological perspectives. His possible selves of being an accommodating and relevant lecturer who listens to his students and provides contextually relevant material are thus portrayed as negative or feared selves in their relation as opposed to his colleagues. He therefore sees himself as apart from them and conceptualises his teacher identity as different, foreign, and other. When he presents a strategy for avoiding his feared self, he is in fact portraying what he wants his own colleagues to do for him. There is thus a need for validation of voice. The strategy he proposes is thus situated as a response or reaction to what he perceives his colleagues to be like.

[60] Next Year I want to avoid… "being stubborn and narrow-minded."

The second feared self that is conceptualised here is built on the experience and eventual abilities of his students. He conceptualises himself in terms of their success, he notes that content and assessment will lead to success.

[61] Next year, I want to avoid…"not giving students the quality education they deserve and pay for."

The third feared self is conceptualised in relation to student needs and success. Even the training or CPD that is relevant for this self, centres around student support.

[62] "not supporting students enough."

[63] "listening to students' need in the current year,"

Summary description of LLE_04

This participant's LTID conceptualisation centres on his desire to provide meaningful and relevant learning experiences for his students. This is situated within a nexus of struggle where friction between him and older and those with different ideological outlooks are central. This creates a space of severe antagonism which could have negative implications for interpersonal relationships in this context. He believes that the content of the module is responsible for or directly related to the success of the students and therefore of himself as a teacher. He therefore experiences himself as in a battle for ideological validation of the selections or choices of material he makes with regard to inclusion in the module.

4.3.1.3.1.5 Participant LLH_05

This participant displayed two possible next year selves and two feared selves. The possible and feared next year selves for this participant are illustrated in Table 4-6.

Table 4-6: Summary of LLH_05 possible and feared selves

Participant Number	Type of self	Category/Nature of Possible Selves	Category/Nature of Strategies
LLH_05			
	Possible Self 1	inter_act	Professional development/training
	Possible Self 2	ach_academic	Research
	Feared Self 1	ach_job	Classroom management/regulation
	Feared Self 2	ach_job	Improving assessment practices

The first self is conceptualised by a desire to improve and hone teaching skills and abilities through the exploration of training opportunities. The strategies are mentioned in general, with no specific skills identified. However, the awareness of the need for improvement is evident and thus the possible self, expresses the desire for improvement. This desire is foregrounded as an important element of the HELTI of this participant.

[64] "Exploring different teaching methods and attending online training and development to hone the skill of my teaching ability"

The second possible self explicitly states the priority of improving the learning experience for students through research. By collecting information on students' perceptions of their language abilities, the participant is able to create better learning opportunities for them, which points to a student-centred positioning of the HELTI.

[65] "Research investigation of how students perceive their language abilities"

[66] "I collected a set of information using a language questionnaire to explore students perception about their language ability"

While the possible selves are forward-looking, the feared selves again are reactionary, and based on experiences from teaching during the void. This feared self is in fact situated within the first possible selves as a reaction. The participant is foregrounding her style of teaching. While the strategy she uses to avoid this personal self is vague, there is an awareness of managing the classroom to facilitate meaningful transfer in a safe space. There is thus evidence of a desire to regulate classroom management when she states that she wants to avoid talking at students and focus on truly engaging with them.

[67] "Talking at students instead of engaging with them": "Creating a safe space for students to carry the conversation of the lesson, while I facilitate the class"

The last possible self is conceptualised in reaction to a possible negative experience of assessment practices in an earlier teaching context. The participant states that next year they want to avoid:

[68] "Inconsistency in grading":

The strategy applied for this would be to develop better measures of assessment.

[69] "Making use of rubrics helps in ensuring exactly what one is grading for various elements"

The fact that the participant includes the fears relating to assessment and safe spaces for students in her Possible Selves questionnaire, confirms her student-centred approach in conceptualising of her HELTI.

Summary description of LLH_05

This HELTI is mainly concerned with teaching skills and abilities and is student-centred underscored by research into creating better and more appropriate spaces for students through using questionnaires. This self is conceptualised through regulation, whether it is self-regulation or interactive regulation with students, the participant conceptualises of her teacher identity in terms of constant improvement.

4.3.1.3.1.6 Participant LLH_06

This participant displayed three possible next year selves and two feared selves. The possible and feared next year selves for this participant are illustrated in Table 4-7.

Table 4-7: Summary of LLH_06 possible and feared selves

Participant Number	Type of self	Category/Nature of Possible Selves	Category/Nature of Strategies
LLH_06	Possible Self 1	ach_job	Self-regulation
	Possible Self 2	ach_job	improvement of language teaching skills and Content revision
	Possible Self 3	ach_academic	Research
	Feared self 1	ach_job	Innovative teaching techniques/ skills
	Feared self 2	Negative	None

The first possible self is characterised by a desire to inspire students to learn new languages. The role of the teacher as inspiration and motivator is thus highlighted as important in this conceptualisation of HELTI.

> *[70] "inspiring students to learn a new language."*

This possible self of inspiration is situated within a caveat though. She can only be an inspiration (be positive) if she is able to regulate her negative emotions towards the institution. From the interview data, we know that this participant holds particular negative emotions towards the institution because of two factors: 1) her status as a part-time employee and 2) her experience of the difference in attitude held by the institution for language teaching of South African languages vs. foreign languages. The possibility of the institution being a negatively influencing factor on the teacher identity is again highlighted.

However, the participant also highlights the emotional and self-regulation aspects of her teacher identity when she strategises how to cope with these negative feelings. In the questionnaire when asked what she is doing to achieve her possible self, she states that she will:

[71] "Try to remain positive about teaching and learning and not think about university structures or interference."

The second possible self is characterised by content regulation. She relates that next year she will be:

[72] "finding new or interesting ways to teach a foreign language."

The strategy she employs to achieve this possible self is captured in her statement that:

[73] "Even before a new semester starts, I am trying to find new ways to teach the content of that semester. Right now, I am listening to different radio stations to gauge which one or two the students can listen to on their level of learning."

The third possible self relates to the idea of academic research. While the participant includes this as a possible self, she also admits that she is currently not doing anything to work on realising this possible self.

[74] "research"

While this could indicate a lack of research focus, it is more likely that the participant's role as a part-time language teacher (and full-time administrator) influences the amount of time she has to spend on it, and the expectation of conducting research for part-time teachers is not necessarily high on the agenda. However, the mere fact that despite this, she still includes it in her future envisioning means that it is an important part of her conceptualisation of HELTI, whether she knows the role thereof or not.

The first feared self can be seen in relation to the second possible self. Both selves refer to finding new ways of teaching and in the feared self this is motivated by the desire to be an exciting teacher. She states that next year she wants to avoid:

[75] "being a boring lecturer."

This self is thus conceptualised in relation to external perspectives. Strategies applied to mitigate this feared self are illustrated in her response:

[76] "Finding new ways to teach, for instance, with different media sources."

The second feared self is situated within a negative stance towards the university's foreign language teaching policies.

[77] "being negative about the university's stance about foreign language learning."

This is exemplary of how external pressures such as university policy affect HELTI. While she provides no strategies to deal with this in the feared self, there is reference to regulation of such feelings in the possible selves.

Summary description of LLH_06

This participant's identity is thus influenced mainly by three factors: her role as motivator, and inspiration for students, the external perceptions and policies governing her professional status, and the enhancement of teaching methods and approaches to improve the student experience and retain students in the module.

4.3.1.3.1.7 Participant LLH_07

This participant displays one possible self and no feared selves.

Table 4-8: Summary of LLH_07 possible and feared selves

Participant Number	Type of self	Category/Nature of Possible Selves	Category/Nature of Strategies
LLH_07	Possible Self 1	ach_job	None
	Feared self 1	NA	Nothing

This possible self is characterised by two ideas, one is the sense of expectation and the other is his very stable and overt conceptualisation of his teacher identity as specifically a Sesotho language teacher.

[78] "I expect that I will still be Teaching Sesotho language."

Unfortunately, this is the extent of the participant's response in this questionnaire and subsequently the researcher cannot make any further deductions about his experience based on this one sentence.

4.3.1.3.2 Analysis 1: Strategies

The Possible Selves questionnaire asked participants to indicate "for each expected goal that you marked YES, … to write what you are doing this year to attain that goal"; and also, "for each concern or to-be-avoided self that you marked YES, … to write what you are doing this year to

reduce the chances that this will describe you next year." These would then be translated as strategies employed by the participants to either achieve a possible self or to not become the feared self.

While the strategies proposed by the participants are discussed as part of the possible/feared selves presentation above, it is worth noting the main types of strategies employed. The graph below indicates the number and type of strategies the participants mentioned in their responses to this item on the questionnaire. A wide variety of strategies were identified and illustrated in Figure 4-16. They include the following categories of strategy: None; Research; Reflection activities; CPD; Revision of content; Adapting feedback and assessment practices/ teaching practices/language teaching skills; Self-regulation and classroom regulation; Extensive feedback, modelling, and approachability/listening/interactions with students; Collegial interaction/working together/accommodation; Promotion activities; and Identifying and addressing concerns with management.

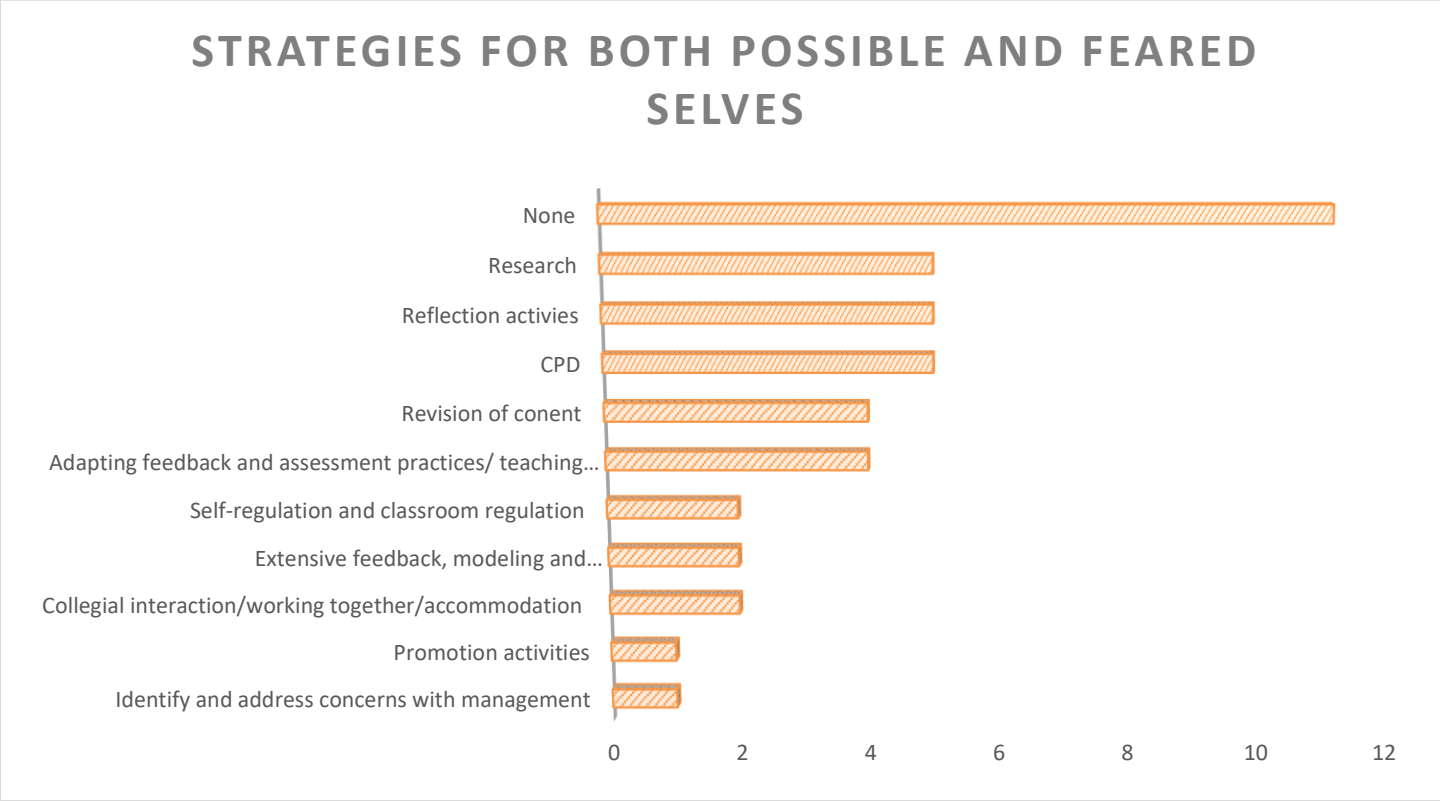


Figure 4-16: Strategies for both possible and feared selves

Perhaps concerning, is the fact that 'None' constitutes the majority of responses in this case. This can either indicate a methodological issue – where the participants lacked time, willingness, or

ability to think about these strategies. Or it could reflect their state of mind, in that there is either no desire to truly address the named selves, or there is not enough institutional support for these types of issues and thus participants are unable to come up with such strategies. It would therefore be prudent to think about adding awareness and strategic planning exercises into any teacher training or adaptability models. This theme is revisited in Chapter 5 when recommendations for teacher training are made at the hand of adaptability models.

The strategies that do seem to emerge are those centred around:

a) Research – this is to be expected in a university setting.
b) Reflection activities – while this is probably based on the fact that lecturers have to have their students complete a student experience evaluation survey at the end of each semester, the results of which are part of their performance appraisal and therefore a deciding factor in their employment stability, this is a good indicator that there is an awareness of the value of feedback. Questions regarding the validity of such feedback and the overall impact or influence it has on the development and maintenance of teacher identity is discussed in Chapter 5.
c) CPD – the willingness or awareness of attending training and seminars to either enhance their own teaching abilities or deal with mental health issues is an encouraging finding. It reflects the institution's increased drive for support and training, but with the emphasis on teaching and not research development.
d) Student-centred teaching approaches inclusive of these strategies: Revision of content; Adapting feedback and assessment practices/ teaching practices /language teaching skills; Self-regulation and classroom regulation; Extensive feedback, modelling and approachability / listening /interactions with students

Please note that the list above does not rank themes in order of importance. The aim of a phenomenological study, as well as the method employed in this case, would make the presentation of a ranked order list inappropriate and impossible. Other strategies that were identified mostly reflect an orientation of change. It is evident that the constant revision of content, the adaptation of feedback and assessment practices, self-regulation, and classroom regulation as well as the constantly dynamic relationship with students, where teacher output is regulated by student's needs, becomes a cyclical status quo. The question here is though, whether this culture of constant adaptation goes too far. While a certain amount of revision, adaptation and change is necessary, working from the supposition that all learning should be catered to the

individual needs of the student is problematic and exacts a heavy toll on already overburdened teachers. With this constant adaptation of material, the good teaching practices and knowledge relating to language teaching and learning, that already exist seem to get lost in the process; or are invalidated and not valuable to continue.

4.3.1.3.3 Possible selves: Analysis 2

Zembylas (2003:214) postulates that in studies of teacher identity, it is vital that we pay "greater attention to both the multiplicities and the complexities of teacher identity through an understanding of the situatedness of teachers' emotions". Thus, to validate the inclusion of emotion in the HELTI development and maintenance model, the goal of this part of the analysis was to establish whether one could indeed meaningfully identify elements of emotion, focus and priority from the data.

4.3.1.3.3.1 Emotion

If we accept that teacher emotion is not a purely individual and personally motivated expression or feeling, but rather that they are, as Zembylas (2003:211) states, "constructed in social relationships and systems of values in their families, cultures, and school situations" and should be "understood as experiences that result from teachers' embeddedness in and interactions with their professional environment" (Kelchtermans, 2005: 996), we are able to draw these emotional responses from questionnaires and interview data situated within questions about the language teaching environment. The responses as captured in Atlas.ti were coded according to the emotive stances displayed in an in-vivo fashion. After this the codes were merged under larger thematic presentation of emotion as illustrated in Table 4.9.

Table 4-9: Thematic emotive codes

Code	Grounded
Overall positive	15
Overall negative	9
Expectation	5
Apprehension	2
Uncertainty	2
Anxiety	1
Excitement	1

The frequency of the emotive elements were then noted and from these, a range of overly positive and overly negative emotions were drawn. These were then used to generate word clouds to present the data more in keeping with the qualitative nature of this study. From the data we can

thus draw the following visual landscapes[9] identifying the emotive elements influencing the development and maintenance of the participants' HELTI.

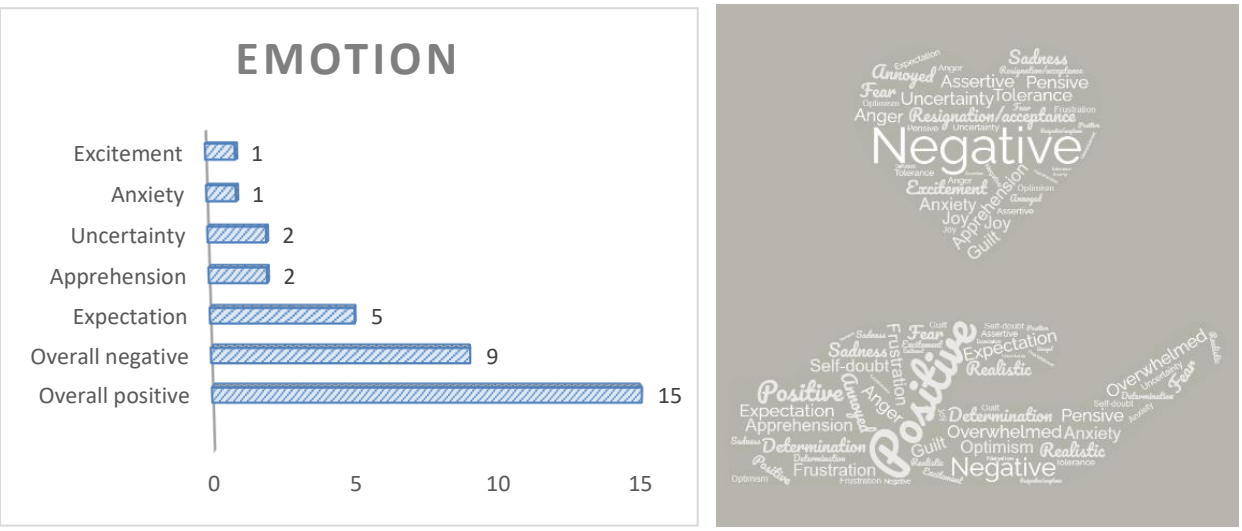


Figure 4-17: Emotions as elements of HELTI

While generally negative emotions and feelings of frustration, uncertainty, self-doubt, resignation, acceptance, and anxiety are very evident in the data, these are counterbalanced by positive feelings and emotions of assertiveness, determination, expectation, optimism, and excitement. However, if we work along the paradoxical line of positive vs. negative, the data shows overwhelmingly negative emotions in these teachers' narratives of their lived experiences.

These negative emotions are rooted in feelings of teachers not being appreciated by the university, of being over-worked and over-burdened, and of time spent teaching online. Feelings of frustration are particularly rooted in contexts of online teaching and student orientation. The quotes below illustrate this point.

> *LLL_01 Possible selves interview transcript*
> *[79] "But I felt that I had to pick myself up the whole time in order to do that, so my competence was still there, but I wasn't able to see. And I said it in my essay. I wasn't able to see whether my students understand something, and there I felt that I had no control which to a level you could say, would would May have a feeling of incompetence because I I'm. Yeah, maybe frustrating because I'm not able to ascertain whether they do understand what I'm talking about because I can't see them.*

[9] Please note that for each graph in this section, an accompanying word cloud is presented.

I did not feel at all the way I had felt at the beginning of of the COVID pandemic and especially with going over to online. I'm not a technologically advanced individual at all. So that for me was also very frustrating."

LLE_02 Possible selves interview transcript
[80] "You can't do it online, but I had so many technical issues every time with teams that that we try to do breakaway rooms, you know, it just didn't work as well as it does in the classroom. So, I think, yeah, there are certain things that you might want to emphasize with online teaching and and it would not be the same things necessarily with..."

LLLE_04_Possible selves interview transcription
[81] "Dit was vir my baie erg gewees, want daar was geen... Jy kon ook nie engage, "Verstaan jy wat ek sê?" want niemand wou gepraat het nie, want hulle almal is skaam vir mekaar ewe skielik. Dit was vir my baie weird gewees. Baie, baie moeilik. Ek het nie van die online ding enigsins gehou nie."

> *[It was very hectic for me because there was no... you also could not engage, "Do you understand wat I am saying?" because nobody wanted to talk, because they are all suddenly shy of each other. It was very weird for me. Very very difficult, I did not like this online thing at all.] [Translation by researcher]*

LLH_05 Possible selves interview data
[82] "Yeah, I mean you cannot. It's it's, it's not like when you're walking around the classroom and you can, you know, sometimes even when you're teaching online, you try to to ask and ask them individually and you call them by names and you say, what do you think? What do you think and all you get is like silence. So it's one of the things that I'm saying I really want to avoid, which if we were to go online, then that goal will not be able to be accomplished."

The importance of reflecting on the existence and role of emotions in these data representations are to operationalise them. De Sousa (cited by Zembylas, 2003:217) says that "[i]f we cease to think of emotions as irrational, then we can view them as 'instruments of freedom' rather than as tools of self-oppression". The very reason for inclusion of the identification of emotive elements in HELTI is therefore to be able to use these elements as a cornerstone for proposing methods of self-regulation in teacher training.

4.3.1.3.3.2 Focus and priority as elements of HELTI

Two additional important elements of influence on teacher identity development and maintenance to identify, are that of teacher focus and priority. Responses from the Possible Selves questionnaires and interview data were coded in an in-vivo fashion in Atlas.ti according to the focus and priority displayed. The frequency of the focus and priority codes were noted and from

these, graphs, and word clouds for each of the two factors were generated. Table 4-10 illustrates the codes as ascribed to Focus and Priority that emerged from the Atlas.ti analysis of responses.

Table 4-10: Focus and priority codes

Factor	Grounded
L3_Focus_Self	36
L3_Focus_Students	27
L3_Focus_Colleagues	3
L3_Focus_Management	3
L3_Focus_Institution	2
L4_Priority_Best teaching practices	20
L4-Priority_Professional development	11
L4_Priority_Approach_Kindness compassion understanding support	11
L4_Priority_Subject/Content enhancement	10
L4_Priority_Teacher of Languages	10
L4_Priority_Language research	7
L4_Priority_Enhancement of student lives/experiences	6
L4_Priority_Self-enhancement interest	5
L4_Priority_Classroom Management/modes	3
L4_Priority_Promotion	2
L4_Priority_Relationships	1

The data from this table then informed the graph and word clouds as illustrated in Figure 4-18. Five big foci can be identified in this data, they are a focus on the institution, a focus on management, a focus on colleagues, a focus on students, and a focus on the self.

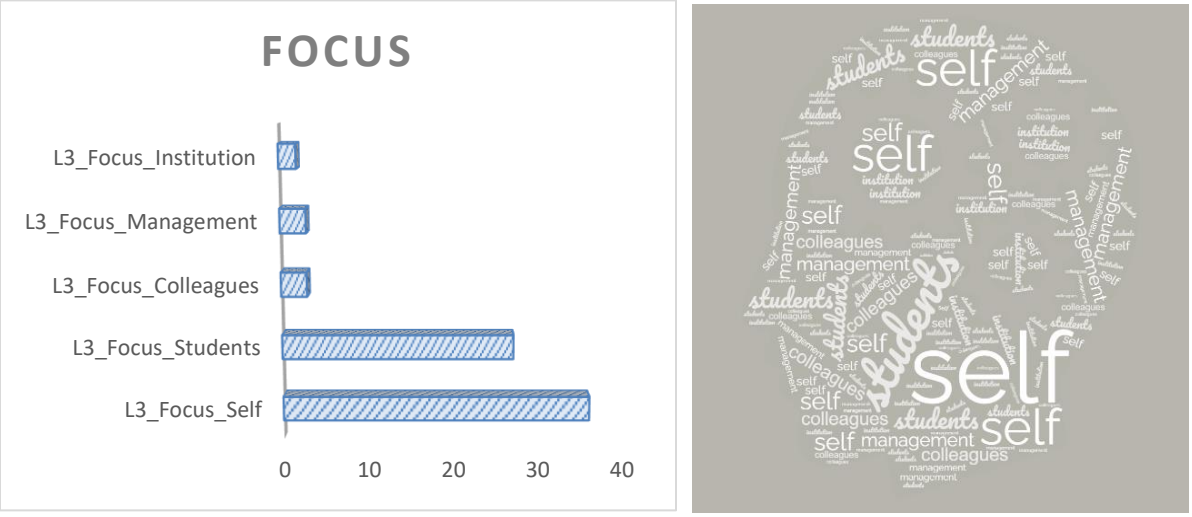


Figure 4-18: Focus as element of HELTI

From the data presented in Figure 4-18, it seemed that the biggest focus was that of the self. However, the prominence of this finding is perhaps methodologically motivated, because the instrument asked the participant to discuss their own experiences. The second biggest focus that emerged from the responses, was a focus on students. This finding highlights the importance afforded to the student experience in the perceptions of the participating lecturers. While this finding could be viewed as expected, because the participants are teachers, it remains a problematic theme in the context of the study where there is evidence that there is an over-reliance on teacher identity formation related to improving the experiences of students. In other words, the participating lecturers seem to focus mainly on the experiences of students as a driving force in establishing an own teacher identity.

The data from Table 4-10 also informed the graph and word clouds as illustrated in Figure 4-19, relating to the priorities as identified form the responses. Eleven different priorities were identified, they are: best teaching practices, professional development, approach_kindness compassion understanding support, subject/content enhancement, teacher of languages, language research, enhancement of student lives/experiences, self-enhancement interest, classroom management/modes, promotion, relationships. In Figure 4-19, the graph and word cloud present the participants' responses.

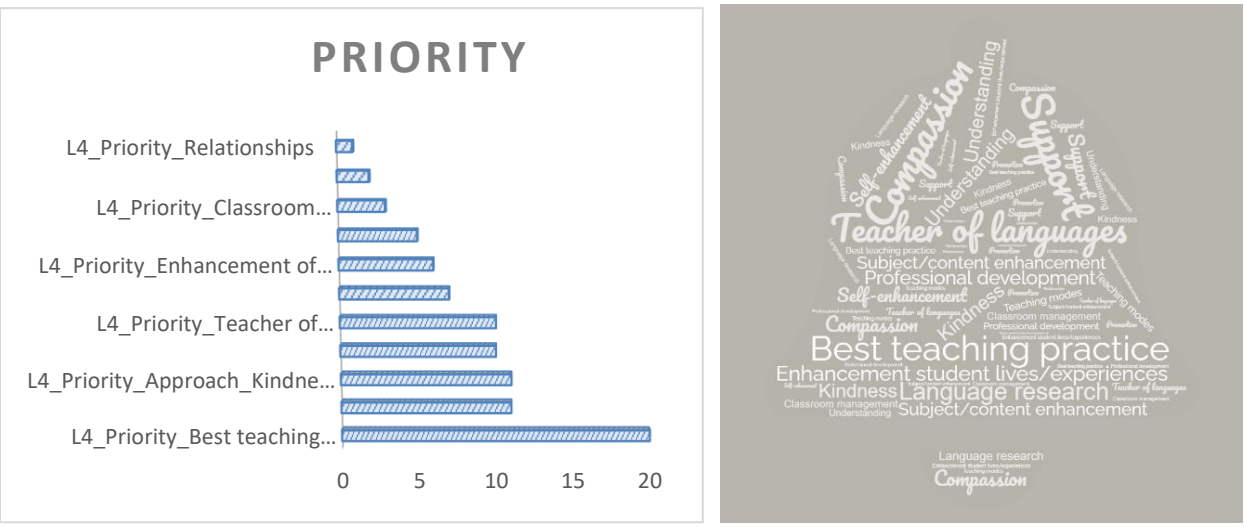


Figure 4-19: Priority as element of HELTI

In terms of the priorities reported in Figure 4-19, the data suggest a far more varied number of priorities when compared to foci (reported in Figure 4-18). Best teaching practices can be seen as the major focus concerning priorities reported by the participants, closely followed by

professional development, and then teaching approaches which are situated in kindness, compassion and empathy. This is followed by the concern for subject or content enhancement, an awareness of being a teacher of Languages, and conducting language-specific research. Furthermore, the enhancement of student lives and experiences, self-enhancement interest, classroom management and teaching modes, promotion and lastly relationships are all part and parcel of the priories identified for these participants. Priority and foci can however not be read in isolation. In this analysis, they are interpreted within the framework of emotion.

In this analysis, emotions are viewed as contributing elements that inform and are informed by the teachers' foci and priority; as well as a perceived direct link to the work environment of the participating teachers as foreseen in the HELTI model. From the data reported in Figures 4-18 and 4-19, three different emotional responses and relationships between responses can be identified and categorised: 1) Participants who reported the most negative emotions are also the participants who seem to be overtly focused on the student and not the self; 2) Participants focusing on the self mostly provide positive emotional responses, but are disproportionally driven with a seeming disregard or lack of focus for students and teaching processes; 3) Participants who provided mostly neutral-positive emotions seem to be mostly focused on larger processes and ideas. Figure 4-20) represents these relations in terms of associations[10].

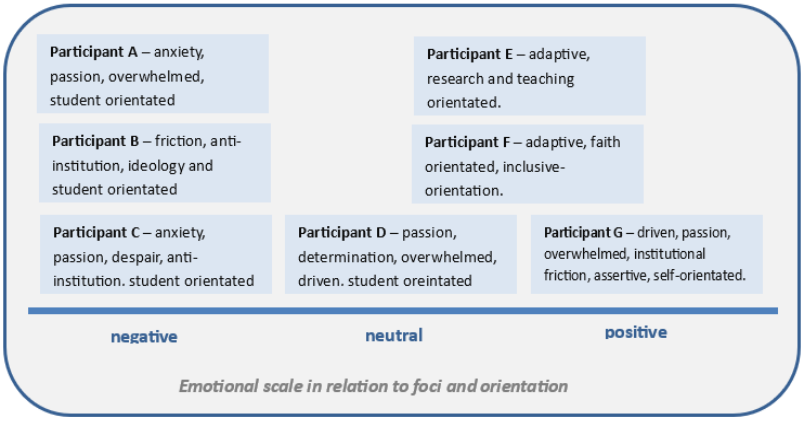


Figure 4-20: Emotional scale responses in relation to foci and orientation

[10] For the purposes of sensitivity, the participant labels have been removed and replaced by A-G labels to ensure anonymity.

From the discussion, it can thus be stated that emotion deeply underscores the responses in this data set. In fact, there is a clear argument to link the emotions expressed by the participants to their priorities, foci and actions. The interaction of emotions and elements that guide the development of teacher identity emerges as an important finding from this data set. From a teaching training perspective, it seems imperative to create and raise awareness around emotions and emotional regulation and their interaction with elements that direct the development of teacher identity so that one can ensure the facilitation of teacher agency.

4.3.1.3.4 Possible selves: Analysis 3

In this final possible selves analysis, interview data and questionnaire data were combined in an attempt to understand which contextual and psychological factors (according to the revised HELTI framework as per Chapter 3) influenced the higher education language teacher identity of the participants in this study. An analysis of the lived experiences of the participants in a time of crisis, helps to understand how the expectations and hopes and concerns as expressed by the participants during the interviews, influenced their HELTI. The richness of analyses of identity construction based in the lived experiences of teachers is promulgated by researchers such Vásquez, (2011), Ben-Said and Park (2015), Olsen (2016), Avraamidou (2018) and Poole (2020) for example. Ben-Said (2015) states that teachers' professional identities are developed "through a progressive socialization into new discourse forms, which are concomitant to 'story-ing' the act of teaching". It is thus important to understand how the contextual factors of lived experience are vocalised and contextualised by teachers in relation to their identity constructions.

The responses from the interviews and the Possible Selves questionnaires were coded separately in Atlas.ti according to codes established from the HELTI framework and as they relate to either constraining or strengthening contextual factors on the feared and possible selves of the participants. Here 18 codes were created from the data. The codes included the following: constraining CPD, strengthening_wider context of higher education; constraining immediate socio-economic context; psychological processes _appreciation; psychological processes_future career trajectory; strengthening_CPD; strengthening_linguistic context; constraining interaction with students; constraining linguistic context; constraining wider context of higher education; psychological processes_connectedness; psychological processes_emotive; strengthening_direct work environment; strengthening_interaction with students; psychological processes_competence; psychological processes_comittment; constraining direct work environment (note in the figures below factors are labelled with either C or S. C_ refers to

constraining factors and S_ refers to strengthening factor). After an initial separate coding of the interview and questionnaire responses relating to the factors that influence the possible and feared selves, the frequencies were added together to display how the 18 codes were represented across both the interview and questionnaire data together. Table 4-11 illustrates the frequencies of codes across the two sets of data.

Table 4-11: Contextual (strengthening or constraining) and psychological factors

Code	Interview Data	Questionnaire Data	Combined Data
Strengthening_immediate socio-economic context	0	0	0
Constraining CPD	0	1	1
Strengthening_wider context of higher education	0	1	1
Constraining_immediate socio-economic context	3	0	3
psychological processes _appreciation	3	1	4
psychological processes_future career trajectory	5	3	8
Strengthening_CPD	5	5	10
Strengthening_Linguistic context	5	5	10
Constraining_interaction with students	7	4	11
Constraining_Linguistic context	10	1	11
Constraining_wider context of higher education	10	2	12
psychological processes_connectedness	10	9	19
psychological processes_emotive	13	9	22
Strengthening_direct work environment	9	14	23
Strengthening_interaction with students	20	7	27
psychological processes_competence	19	14	33
psychological processes_comittment	12	22	34
Constraining_direct work environment	29	17	46

From Table 4-11, the researcher generated graphs to illustrate the presentation of the 18 codes across the responses. Figure 4-21 illustrates the contextual factors that influenced the possible and feared selves of the participants as they were revealed in the questionnaires.

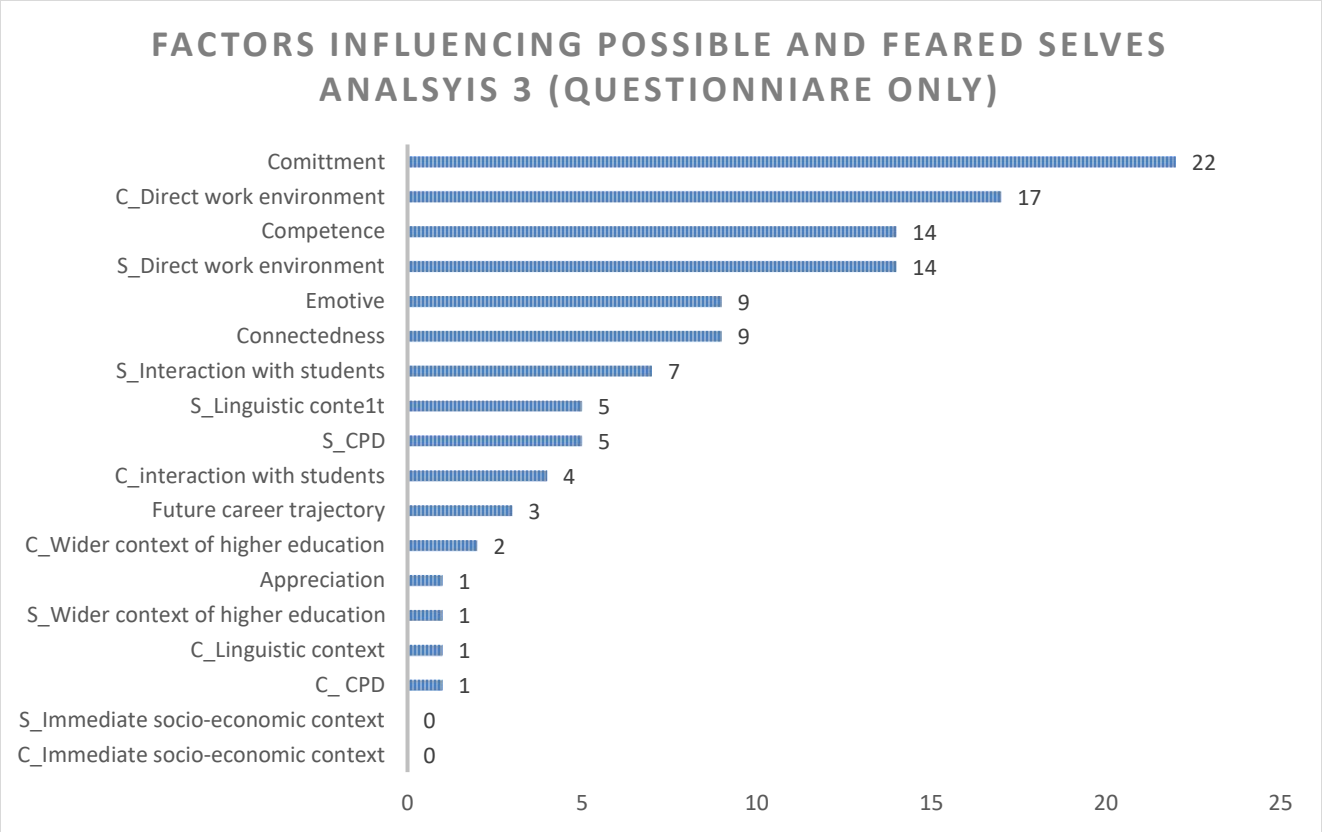


Figure 4-21: Factors influencing HELTI (questionnaire data)

Figure 4-22, illustrates both the contextual and psychological factors (as represented by the 18 codes named above) that influenced the possible and feared selves of the participants as was evident from the interview data.

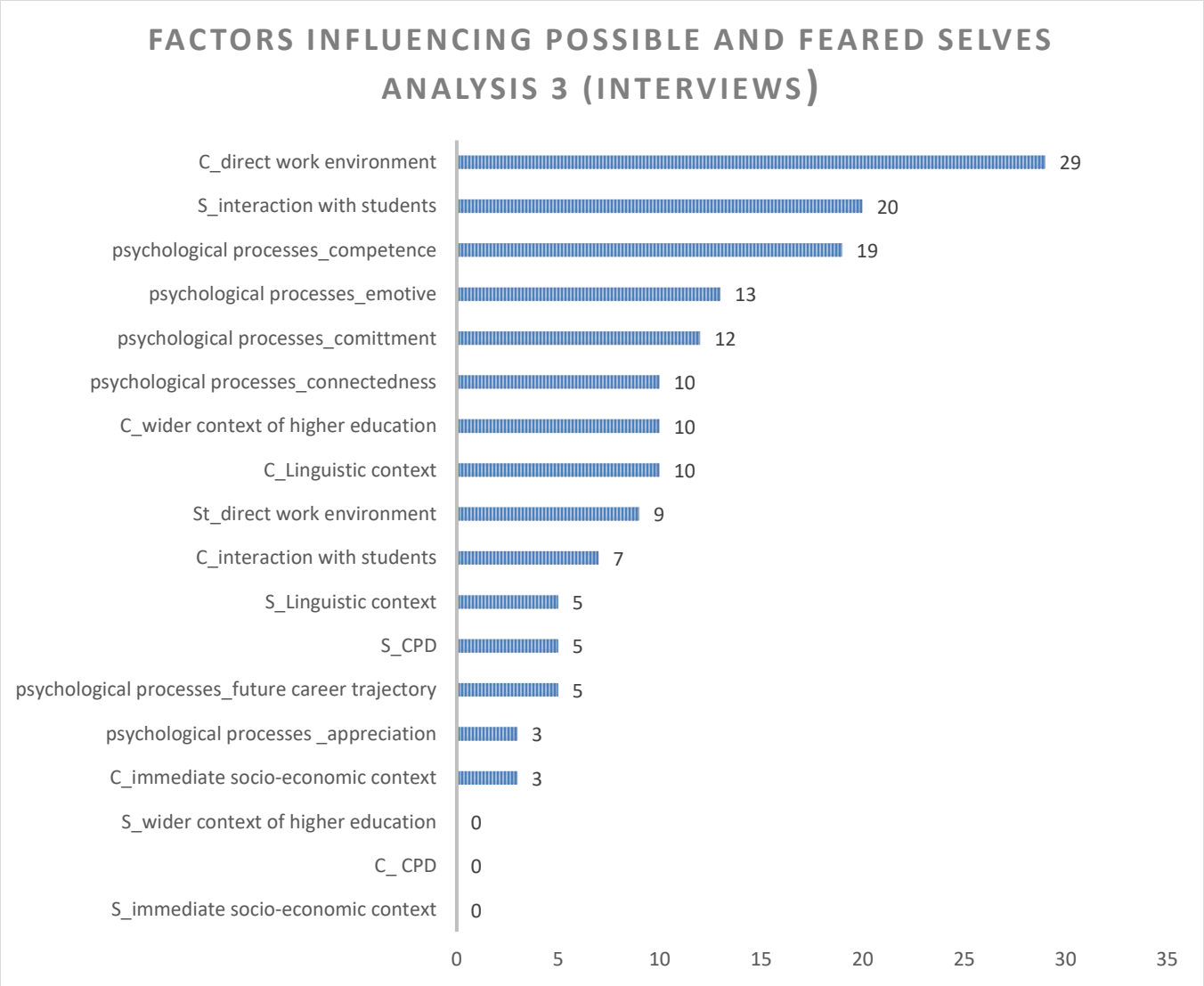


Figure 4-22: Factors influencing HELTI (interview data)

Figure 4-23 and the accompanying word cloud provide a visual landscape of the contextual and psychological factors as determined across both the questionnaire and interview data, which influence HELTI of the participants.

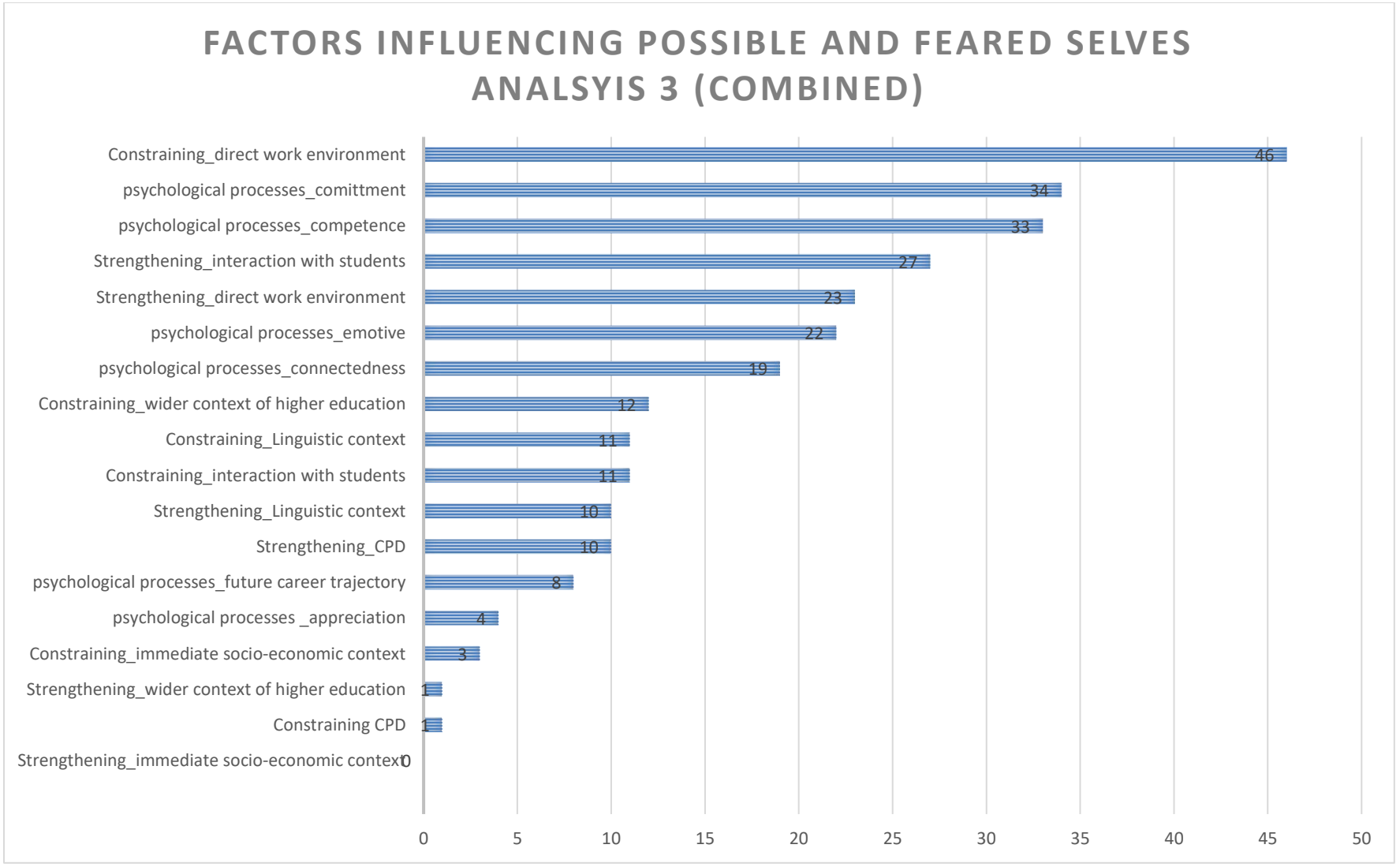


Figure 4-23: Factors influencing HELTI (combined)


connectedness
competence
Constraining linguistic context
Strengthening Linguistic context
emotive
Constraining linguistic context
connectedness
connectedness
comittment
Constraining interaction with students
emotive
Constraining wider context of higher education
Strengthening CPD
Strengthening interaction with students
future career trajectory
Constraining Direct work environment
connectedness
emotive
emotive
comittment
competence
competence
emotive
Strengthening Linguistic context
Strengthening CPD
comittment
future career trajectory
Constraining Direct work environment
competence
Constraining wider context of higher education
Strengthening Linguistic context

A discussion of the most relevant factors influencing the HELTI (relating to the possible and feared selves of the participants) as identified by the data is conducted below. The factors that feature in this main discussion are listed here.

- Contextual factors: Direct work environment, Interaction with students, Linguistics context (note that factors are discussed as they appear both in constraining and strengthening elements).
- Psychological processes: Commitment, competence and emotion and Connectedness

Direct work environment

The first factor discussed is the contextual factor "direct work environment" presented in Figure 4-23. The most prevalent factor in the development and maintenance of the HELTI of the participants seems to be that of the contextual factor **direct work environment** (69 instances – combined from the 46 instances as constraining aspect and 23 instances of strengthening aspect). In this case, it is the constraining aspect of the direct work environment, which is particularly relevant, while the strengthening aspect of it is less so.

The direct work environment can be seen as constraining the development and maintenance of teacher identity for several reasons. The most ubiquitous of these reasons is the **lack of institutional support, regulation, and management**. Participants felt for example that due to a lack of support for students, they had to step into a role of custodianship.

> *[83] LLH_06: "…you know, their timetables are perfect and I have small groups I have to run around and try to find a spot for students and it's hard to stay positive sometimes…. I think just by continue to continue teaching because then you know I don't know what the first image or the first perception will be, but I just continue my job or doing my work and teaching them they'll come by, you know they'll see later that it's not like that. That we'd like to do in everything and anything possible for them that I can.*

Accompanying this was the fact that some participants felt responsible for a much larger attribution of administration duties than they should normally have. For example, shouldering burdens due to the struggle of the institution to manage the online timetable and logistics of teaching and learning during the 2020-void (see excerpt 83). This is voiced especially in duties relating to the management of timetables, unavailability of teaching venues and other teaching infrastructure-related issues. This meant that their professionalism was drawn into question, and they felt under-appreciated and misused.

The direct work environment is also seen as negative when it highlights the lack of institutional regulation and protection on a faculty level. One participant relates her experience of moving between faculties and explains that in one faculty she found the lack of regulation and expectation as a constraining factor because there were not enough opportunities provided in terms of promoting research or teaching skills. However, when the move was made to another faculty, the opposite became true, and there was no regulation in terms of taking on too much work. In this faculty she was pushed to take on a disproportionate amount of responsibility, with promotion as the dangling carrot. This perceived lack of responsibility for employee wellbeing, in either direction, means that her direct work environment becomes a negatively charged factor in her HELTI.

In related cases, participants felt so under-supported and under-appreciated by the faculty that it became central to their configuration of self and resulted in manifested fears of their future as a teacher at the institution. This friction is so negative in nature that the participant felt that she was even responsible for student retention in order to safeguard her job. This meant that she felt a constant need to motivate students to enrol for her module and attend her class. Her fears that if she does not do enough to retain students, the university will simply remove her module and herself, is an immensely negative influence on her sense of self-worth. Furthermore, having this type of perceived responsibility means her conceptualisation of self is then rooted in self-preservation. We can identify a strong negative self which surfaces as she feels that she has to adapt her feelings and her output in spite of the difficulties she faces, to simply keep her job.

Another reason why the direct work environment can be seen as a negative influence on HELTI development is in relation to **online teaching and teaching modalities**. For example, in instances where the participants feel that the struggles with having to teach during the 2020-void contributed negatively to their self-esteem, their struggles to teach online made them feel less competent as teachers.).

> *[84] LLH_06: “Not really, but I think in ways that you can feel incompetent is if there's so much pressure. To OK, I'm, thinking of before 2020. Even then, back then, there was always this pressure to do things online. But as I don't think we took it very seriously because we didn't expect that to happen. So yes, I think there's a lot of pressure. There was a lot of pressure on lecturers, so.*
>
> *[85] LLH_05: “You know, and so, but if the material is there and you are giving your online class, I think at some point I would say maybe at some point when I thought that. Umm, you know, the students could see my slides and they were not seeing my slides and it was a computer issues on my side after class when I realized*

that there were sending messages and I could not read the messages because I was teaching it kind of made me feel. Oh, hell no. What was happening?"

[86] LLL_01: And yeah, I think I was still able to give them the quality education that they needed. But I felt that I had to pick myself up the whole time in order to do that, so my competence was still there, but I wasn't able to see. …whether my students understand something, and there I felt that I had no control, which to a level you could say, would would maybe have a feeling of incompetence because I I'm. Yeah, maybe frustrating because I'm not able to ascertain whether they do understand what I'm talking about because I can't see them. So, in the end I had to understand that. I have control over my own things and whether they understand or not, I I don't necessarily have control over that.

[87a] LLE_02: "I took it in my stride, but it kind of was as if, you know, the whole lesson was just that you do seem a bit incompetent if, you now have to sit for 10 minutes and try to figure out why this is not working. But the students were fine. They at least they were nice about it".

However, in many instances this is mitigated by the desire to evolve teaching methods through the use of institutional and other support systems like CPD opportunities.

[86] LLH_05: "I think it's just continuous attending of workshops and knowing strategies and sharing with other colleagues what what they have implemented, what worked and what didn't work. That will eventually make one to become a competent lecturer or. If facilitator. So that's that's my thinking.

In terms of teaching language online, this was perceived as a very negative external factor in terms of how some participants saw themselves and rated their competence. Having to adapt forcibly and quickly to changing teaching contexts, provided a nexus for struggle, challenge and uncertainty which most definitely influenced their sense of self. Moving back to teaching face-to-face (post-2020-void) meant for some participants an opportunity to rebalance those feelings of incompetence and frustration (see excerpt 87a) and for others provided additional frustrations and fears (see excerpt 88).

[87b] LLH_06: "It was a bit negative. I think it's it's… It felt very lonely. And like I said, lonely and disconnected….Umm and if you ask a question, you are just met with total silence. So it wasn't a very positive experience, I would say. So I'm very happy that we have moved out of that…. Because foreign language learning is something that I think you just have to do in person, it's so hard to do it the way we had to teach. So I feel much more comfortable moving back to. You know the way it was before."

[88]: LLL_03: "I'm actually really worried about going full blown face to face because do I even know how to still function like that?"

A, perhaps residual, direct work environment factor is that of **alignment** where the alignment of modules across three campuses and an online context becomes problematic for the participants

and provides for a degree of uncertainty and internal friction. To contextualise this issue, the NWU is a multicampus university operating unilaterally over three different campuses and adheres to the principles of “alignment of academic standards, student support and the student learning experience” (NWU, 2023b). For the purposes of this study, however, the alignment factor is disregarded as it predates the 2020-void substantially and is in itself a significant issue, that needs constant revision and adaption as ”[a]lignment of resources and capacity across campuses is still a necessity to be addressed for this driver to be effective” (NWU, 2023b).

The friction **with older or more experienced colleagues** is another prevalent direct work environment factor which influences participants negatively, especially those who can be considered early career teachers (less than 10 years’ experience), specifically, when deferring in the face of the module leader means that their voices are not always heard, (see interview extracts below as illustration of this point).

> *[89] LLE_02: “I give my opinion. I always try to change it if I think it needs to be changed. But we have. I usually let the module leader decide. So if I'm the module leader, I'd be happy to say. But I really think that we should stick to it this way. And but if someone else is the module leader, I I will try to change something. But if the module leader feels that that is the way it is, then I I would usually leave it there. It also depends on the person sometimes… And so I tried to figure out what is the reason for it, and I don't blame myself and sometimes also feel that my colleagues have an influence. My colleagues, you know, I I ask permission to have, can we please have fewer assignments here? And if they are not up for it, you know, I can't decide. It's an aligned program. So sometimes I know that it might be because of a decision that someone else may be thought was better and. I kind of just, I don't tell the students that, but. And you know, I just always say that I'll look into it again. Yeah, it is. It is frustrating and.*
>
> *[90] LLE_03: “Maar ek dink wat ek daarmee bedoel is, nie noodwendig, want ek sien wat my kollegas doen en ek wil wegbly van dit af. So, ek wil van dit af wegbly, maar ook in terme van soos taalgewys, jy weet mens, mens is bang vir variëteite. Dis net die een tipe Afrikaans wat die heeltyd... Net een ras, een kultuur wat voorskryf. Ek is bietjie bang. Ek weet nie, dalk is dit nie bang nie, dalk is dit net nie die besef van, “Oe, daar is ander.”*
>
> > *But what I mean with that, not necessarily, because I see my colleagues do something, and I want to stay away from that. So I want to stay away from that, but in terms of language wise, you know people are scared of varieties. There is not just one type of Afrikaans that is used all the time… Only one race, one culture which is prescribed. I am a bit scared/ I don’t know, maybe it is not scared, maybe just the realisation that “Oh, there is another”.*
>
> *[91] LLE_03: “Ek het al bietjie daaroor gedink voordat ek hierdie... Maar die, ek moet dit tog noem. Dis net met kollegas wat al twintig plus jaar in hierdie posisie is wat die konflik het. Ander kollegas – glad nie – jonger kollegas, sub-veertig. Ek dink hulle besef vrek, dis wat aangaan. Ek dink die ouer kollegas het al baie soos*

set in their ways en om van dit af te wyk is, dit gaan baie moeite wees, dit gaan baie werk wees. Dit gaan dinkwerk vereis wat ek dink nie net noodwendig altyd aan gedink word nie en daarom skop...en ook senior mense dink, "Ek weet wat ek doen, ek is mos nou hier, senior, so ek weet waarvan ek praat." Ek dink dit is vir hulle irriterend as iemand jonger kom en sê, "Ja, maar jy weet glad nie waarvan jy praat nie." Om daai vraag te antwoord, ek hoop nooit ek word op daai punt, dat ek so hardkoppig raak dat ek net bloot nie dit wil insien nie."

> *I have thought about this before I did this… but the, I must still say that. Its just with colleagues who have been in this position for twenty plus years, that there is conflict. Other colleagues – not at all-younger colleagues, below-40. I think they realise, what is going on. I think the older colleagues are set in their way and to deviate form that will take a lot of effort, it will be a lot of work. It will take thinking works, which I don't think they always necessarily think of and that is why they kick against it, and also senior people think: I know what I want to do, I am here, senior, so I know what I am talking about". I think it is irritating to them if someone younger comes and says: "Yes, but you do not know what you are talking about". So to answer that question, I hope I never get to that point, that I am so hardheaded that I just don't want to see it.*

[92] LLH_06: Yes, yes, I I don't necessarily have that perception, but I I have experienced it from what other people and how they may be teach. And then you normally think, OK, this person is an expert in their field and they're really good lecturer and this is how they treat students. So this is probably how you should be."

The fact that participants are willing to rather refrain from voicing their opinion in the face of a different opinion from someone who is older, or more respected is problematic. On the other hand, when ideological differences abound between colleagues and these become spaces of struggle in which content inclusions and themes are negotiated, this also seems to influence the development of HELTI negatively. Such struggles seem to be particularly intense and therefore damaging when the teachers experiencing them are early career teachers.

When there is a perception that research is valued more than the teaching aspects of employment, even though research support is perceived as lacking, the **expectation of producing research and academic achievement** becomes a negative influence on the self-conceptualisation of teacher identity. Participants felt this tension in terms of either being overloaded or being misunderstood or under-appreciated in what they can bring to the table.

The theme of under-appreciation also extends to the idea of **relevance and acceptance** within the faculty. In many instances the participants felt the need to carve out their place, to justify their existence in the faculty and felt the need to overtly assert themselves as legitimate contributors of knowledge. This is especially true for participants from one faculty where teachers of subjects that are not related to the profession (such as law, engineering, medicine etc.) are at a

disadvantage, because as language teachers in a different professional context their legitimacy as contributors is often questioned. This means that they perceive themselves as needing to work harder than others in the faculty, to build rapport with colleagues and students. This influences the way they perceive their worth, but also directs their priorities and actions; (see interview extract below as illustration of this point).

> *[93] LLL_03: "…but this is where it is and I'm trying to cement my place as the language person because you sometimes even hear it from the language colleagues themselves, where it's a thing of where they feel pushed one side."*

One illustration of this is when the focus on **promotion** becomes central to their priorities as a teacher. The singlemindedness and perception of 'promotion now, teaching skills later' is resultant of a fear of not being promoted because they are not achieving enough and do not belong in the faculty. The idea of overworking oneself and simply 'sticking it out because you have to' becomes a central theme in the negative conceptualisation of some participants, (see interview extract below as illustration of this point).

> *[94] LLL_03: And then I think some myself, you know what I'm doing all these things this might put me in a position because this is my path. Like you said, have a very clear idea. And these are the things that I wanna do. So, I let people know that this is what I want to do. And then you have five different people say, hey, this is going to help you achieve this. Do it. OK. I do it. Hey, listen, by the way, these this thing as well you should totally do this because you can put this on this on your CV. And then you can be promoted. So basically, it is a fear of never having the opportunity again to do it.*

In some instances, the direct work environment also seems to influence the **mental and emotional health** of participants which results in feelings of frustration and ineptness (see excerpt 87b and 88).

> *[95] LLL_01: "I think I would make like counselling, like a compulsory thing. I'm sorry, but I I would. For me, that would have been extremely important. It would have been very beneficial. It would have helped me not to get to a place where I actually went through."*

This is often the result of their frustration with i**nstitutional policies,** in this case in terms of the institutional policy towards foreign language teaching.

> *[96] LLH_06: "Feeling maybe you're not good enough? UM, because if you had been good enough, or if the the subject was important enough, they would have done something by now."*

These types of policies have a direct bearing on teachers of foreign languages and when they influence these teachers in terms of their construction of self-worth and uncertainty in terms of appointment, this can be seen as constraining.

The direct work environment can also be seen to have a strengthening influence on the participants. This is mostly in terms of being **reaction-based**, where negative experiences result in a repositioning of self to avoid facilitating similar negative experiences. These reactions are based on the strategy of **reflection**. Sometimes these reflections, born from friction, also facilitate the overt creation of a specific teacher identity where the participant would set themselves apart from their colleagues to create perceptive distance in terms of, for example ideologically motivated content inclusions (see excerpts 90 and 91). This could be interpreted as a form of agency. It should be noted that the strategy of reflection is evident in only a few of the participants, and indeed it is one of the recommendations of this study that teacher training initiatives are implemented that address this strategy especially.

Paradoxically, the idea of **community** through direct work environment becomes an enforcer of positive identity. This is especially true for those who find mentorship or peers in their struggles with other role-players in their environment, or in cases where these colleagues supported them.

> *[97] LLH_06: "Build a support structure. You know you have to have. Find colleagues or friends or somebody who can support you or give advice. You are not alone this. Because yes, sometimes. And it's especially, you know, OK, I said about the COVID period being a lonely period, but if you are the only lecturer on a campus teaching a subject, it can also be very lonely. So have a good support structure."*
>
> *[98] LLL_03: "but honestly, some colleagues are just phenomenal at this stuff. It doesn't make me feel bad about my capability. It's just not for me. I don't think my students suffer because of it."*
>
> *[99] LLL_01: "I was very fortunate to have colleagues that are much better at technology than I specifically am. And so, one of our colleagues or one of our colleagues made like short videos. That I could actually go to before I went and created my content, so I don't think that I that there was a, you know like that I had bad content or something like that so."*
>
> *[100] LLE_02: "I I just kind of accept that that is how it is and I can just do everything I can to learn as much as I can about what happens at the schools and my colleagues also help a lot because they have taught."*
>
> *[101] LLH_05: "But I think just knowing the fact that. You are not. You know you are not alone in terms of whether it could be in a subject content or in a department context or in a school context or in a university context. You kind of know that you know the challenges are, you know, they cut across the whole university and you you get to learn what other people are doing and what it is that will potentially work in your class or what will work in another person's class that might not necessarily work in your class."*

Another instance where negative experiences result in pivotal actions is when the **skills acquired** through the challenges of 2020-void teaching are now supplemental to participants' 'normal' teaching skill repertoire and indeed influences their teaching in a positive manner (see excerpt 140).

> *[102] LLH_06: "It was a positive in the long run for my skills. Yes, it doesn't. Positive experience for my skills, but not, teaching that was not a positive experience for me."*

> *[103] LLH_07: "Yes, yes. Because if you can just sit back and say no to you, so you won't be able to succeed, you won't be able to learn anything and you can't improve yourself as a teacher. One has always has to improve."*

Finally, an interesting aspect of the direct work environment as a positive influence comes from participants who were able to reach back and employ **already existing skills** (eFundi platform use, distance student teaching etc.) to inform their 2020-void teaching. The transition to online teaching was thus helped in this case by the participant's familiarity with some of the online resources and contexts that they had already been using. This results in an attitude of acceptance of change (see excerpt 181.

We can thus say that this ability to adapt is rooted in the fact that there were already strengthening factors within this direct work environment where a blended learning and teaching approach received some traction and attention at the NWU before the 2020-void as seen in the NWU TEACHING AND LEARNING STRATEGY 2021-2025, for example (NWU, 2023b).

Interaction with students

In terms of being a constraining factor of HELTI development and maintenance, interaction with students, when it is considered an external factor, such as **student perception**, becomes important as can be seen in Figure 4-23. This means that teacher-self is influenced by what they think students think of them. For example, participants highlight incidents of infrastructure challenges (participants having to take responsibility for looking for teaching venues and timetable spots) casting a negative light on their perceived image as professionals. Additionally, some participants' selves are also influenced by perceived student perception.

> *[104] LLE_02: "I really want to teach in a way that makes sense to my students and that they find value in so every year I try new things that I realized don't work or students complain about something and I see how I can mitigate that. So I think it's a it's a process of constant development. It's not really the one year I think,*

OK, now I've got it. Now I know what these students need, especially the distance students. They're quite demanding..”

[105] LLH_05: So that they will be thinking, what is she going to do next instead of ah we already know what she's going to do? So it's boring. So why go to class if she's going to do that?

[106] LLH_06: “So I just think I've been lecturing for 10 years, so I'm just always scared of getting into a rut, falling into a rut and just, you know, going through. OH, it's this, this chapter again. Let's just get it over and done with. So, it's all sometimes to stay focused, as you know, as a lecturer you stay focused on the work that you have to do because my mind can wander. I can think, why should we do prepositions today? Can't we just do something else? So I don't wanna be boring because I don't want to bore the students either.”

The participant’s fear of being seen as a boring teacher influences her both conceptually and in action. They feel the need to reinvent themselves constantly to be approved and to become a ‘good teacher’. This means they value the opinions and perspectives of others and build an identity around that.

The teacher-self is also sometimes conceptualised by the **imagined outcomes of teaching** where participants would imagine their students as professionals, or in terms of their future outcomes, and then measure their own success as teachers and their own professionalism on those outputs (see excerpt 36). Placing this burden of responsibility on the shoulders of students is problematic because it directs motivation away from the inner motivation, onto outcomes that the teacher cannot realistically influence.

In terms of **teaching online**, these types of interactions were also experienced negatively. The uncertainty that the immediate change to online teaching brought is highlighted by one participant’s notions of competence, when he states that before 2020, he knew how to talk to students, and how to interact with them, but with policies on online teaching introduced in the 2020-void, he felt a do or die approach was necessary and this resulted in a negative experience (see excerpt 163). These conceptions of self are very much influenced by the need to interact with students, and to meaningfully interact with students, especially in the light of the nature of language teaching. This is why an online teaching space here is seen as a constraining factor because it breaks down communication and interaction channels and makes it difficult to create safe spaces for student-teacher interaction.

Interaction with the student in its role as a **strengthening factor** is also prevalent in this group of teachers. It is evident that their competence and confidence are grounded deeply in their interaction with students. This interaction in fact influences multiple aspects of teacher self. Often

the self is established in relation to student needs and all other needs are then subsidiaries of those needs. In terms of **academic achievement**, one participant talks about her imagined self with a PhD. Even when thinking about her PhD she does so in a state of thinking about how it would benefit and influence her students. She is unable to separate these two elements of her teacher identity.

> *[106] LLL_01: "I am not I don't classify myself as like this major research researcher kind of person. Yes, I'm an academic because I work here. But I mean, what is our bottom line? Our bottom line is the students. And for me, that has always been been the case. I have always been someone who will fight for the students, for their learning opportunities and that is why if I do something for a PhD, I'm not in particular, driven to become a doctor, to have a PhD. But if I'm required, which is we, we are required at the university to do pH to do your PhD and to get your PhD. But if I'm going to do that for me, it must be something that's gonna be beneficial to the people who are in front of me in my class. They need to benefit from whatever I'm doing. For me, it's not finding out something that's necessarily just interesting to me. There should be a benefit to the outside society and my outside society is my students."*

A big factor in self-conceptualisation lies in the **reflective activities** which is grounded in the bi-annual student evaluation submissions (see excerpt 41). These evaluations are seen to have an influence on the conceptualisation of self. For less mature teachers it can in fact have a very negative influence, while more experienced teachers see this evaluation as an opportunity to fine-tune teaching. These types of student interactions are useful once a teacher understands her own role in teaching and is able to use them as a strengthening factor.

Another way of using student interaction as a strengthening factor is when participants rely on **student contextual knowledge** to supplement the areas where they lack experience (see excerpt 128).

> *[107] Researcher: "And for that lack of experience thing, so externally you apply these strategies where you go either go to the schools and sorry and see those people all you ask your students. So almost like a flip classroom where you say OK, bring your own experience and tell us what's happening. And but what strategies do you use to build up your teacher identity internally?"*
>
> *LLE_02:I think it it does make me nervous, especially with the modules like the 4th year modules and the PGCE modules and the fact that I teach distance students that they are teachers. So I almost feel sometimes as if they have skills that I don't have which is true. And I think what helps me cope with that is I admit to them, you know that this is not something that I'm that familiar with. Can you please tell me how this works at your school and actually use that to learn from them?.*

This can be considered a smart use of students and colleagues as resources.

Linguistic interaction becomes another focal point for strengthening the identity. The situation as a multilingual individual within a language teaching context is seen as a strengthening factor because it creates possibilities for interaction with students and staff across traditionally difficult lines (see excerpts 1, 11, and 16).

Commitment, competence, and emotion

Another cluster of themes that emerge prominently from the data (see Figure 4-24) relate to the psychological process of **commitment** (34) which is closely followed by that of **competence** (33) and **emotion** (22).

The sense of **commitment** felt by the participants is a bridging factor that spans the seas of doubt and encompasses other factors such as emotion, resilience, and interaction with students. Often this feeling of commitment is seen as one of the pillars of daily functioning and much of the self-conceptualisation of the participants revolves around it (see excerpt 104).

> *[108] LLL_01: "If I think of the marks I've just gone through marking the marking, some of it was really bad. And then you feel demotivated again. But then I just think about why I'm here. I'm here to give them valuable. Valuable information and to teach them how to deal with the world outside as well, not only in terms of language, but softer skills too."*

In instances where there is a lack of knowledge, for example, commitment fosters the motivation for continuing. As it does in instances of module content tension, and collegial friction.

In the context of the 2020-void, it is resilience and commitment more so than the availability of teaching resources which sees them through.

A sense of **competence** is an important part of the identity development and maintenance of these participants. This sense of competence in many instances is shrouded in a questioning of competence and thus negatively affects the teacher identity. Examples where competence is experienced negatively include: 1) teaching of a foreign language online (see excerpt 87a); 2) unrealistic teaching approach expectations; 3) poor institutional management and infrastructure; 4) perceived student expectations; 5) postgraduate supervision issues where the participants' competence and relevance is drawn into question because of questions regarding her being suitably qualified, leading to reaction-based approaches to validate the linguistic aspect of this teacher identity (see excerpt 109); and 6) validation and assertion efforts where participants are forced to validate their competence to be accepted in the faculty (see excerpt 93).

*[109] LLL_03: "And you know, when I was expected to start supervising, I still like, I'm still discovering what the process is because the law sort of process for postgrad stuff is different to humanities. I mean, these guys do proposal defences and, that's like, what the ****? I don't know. You know, and then just do like an additional module that I know nothing about."*

A positive sense of competence is also fostered in participants when for example, they are able to use these competence-questioning incidents and turn them into positive conceptualisations of self or when they foster space for employing new methods of teaching and enrichment. For example, when one participant's competence comes into question, she relies on students to supplement the areas where she lacks experience (see excerpt 107).

As a factor influencing self-conceptualisation, **emotion** (inclusive of motivation, passion, and inspiration) is evident in much of the participants' discourse. Especially, emotive regulation is important here. The self is often conceptualised as an anti-ought-to self, who in spite of the constraining factors of the institution and wider university, continues with the struggle and does the job, based on their own conviction, their passion for the language, and for teaching.

[110] LLH_07: "Let's say I'm I'm I'm still, Uh, that so too, and passionate. The teacher is, I've been for many years, so my identity doesn't change."

[111] LLH_06: "I really don't know. I'm a I'm a positive person, so I try not to think about negative things too much, so I just move on…Yeah, I know it. It hurts. You know, it hurts your feelings, obviously, and it makes you negative and scared for the future…I think you can gauge my frustration with sometimes with the institution"

[112] LLL_01: "You want to have them like me for example. I want my students to also love the language. But if I'm going to have a a bad attitude and tone towards them, how will they ever have the love for it that I have? So I'm I'm also not just doing this as a job. For me, this isn't just a job for me. This is a calling. I really do love teaching. I love teaching my students".

[115] LLL_01; "There have been challenges to stay positive. I am an extremely extroverted person, so having to sit at home, not seeing my students faces and that is something that had a serious effect on me and"

The direct work environment and emotion can be considered closely tied factors influencing each other. Strong emotional reactions towards colleagues, inherent ideologies and institutional policies are also often used as a bedrock for self-modelling, or in this case anti-modelling. These types of reactions also provide participants the opportunity to try out new strategies (if they are able) to mitigate the feelings of unprofessionalism, and under-appreciation. Where these strategies are not evident, participants seem to simply keep doing their job, based on a degree of

faith, resilience, and commitment. On the other hand, this approach can also be seen as unhealthy in that it proposes denial and ignorance of the issue at hand to just get along with the job. While self-doubt and frustration are evident in these participants' conceptualisation of self, so is the strong role of emotion as an underlying stabilising factor in their identity construction, as established through the passion for languages and a passion for teaching.

Linguistic context

In Figure 4-23, the **linguistic context** (21) in which these teachers operate emerges as another influential factor in the development and maintenance of their HELTI, both in terms of it being a constraining factor (11) and a strengthening factor (10).

As a strengthening factor, the linguistic context plays a part in the development and maintenance of language teacher identity in that it for example creates a space for thinking about language ideology and how those ideologies are carried over to students. One participant working with Afrikaans sees this linguistic social context as a way of establishing himself as different from his colleagues, something that is important for him in South Africa's socio-historical politically loaded landscape where race, gender and language are often points of contention. In his mind, he would like to use his identity as a teacher to rectify presupposed ideas about language and race and the purist aspects of language teaching, for example.

> *[116] LLE_04 "n Taalkursus met basiese kommunikatiewe funksies en dan moet kollegas ook baie.... Ek dink dis weird, want veral by ons wat, kollegas is bang, default respond in Engels, want hulle is bang vir konflik en albei kante toe, Afrikaanse mense doen dit en Sesotho mense doen dit. Praat met ons, verstaan?*
>
> > *A language course with basic communicative functions and then colleagues should also… I think it. Is weird, especially because with us colleagues are scared, default responds in English, because they fear conflict in both directions, Afrikaans people do it, and Sesotho people do it. Talk to us, understand?*
>
> *[117] LLE_04: "En dan moet ek… Ek voel nie ongemaklik nie, maar ek voel skuldig 168a tweet jy, dis soos hoe. Ons kater nie vir hulle nie. Ons wys nie dat die taal hulle represent nie."*
>
> > And then I must, I don't feel uncomfortable, but I feel guilty, because this is how…We don't cater for them, we don't show how the language represents them.

This type of contextual interaction therefore sets the tone for anti-modelling behaviour where the self is constructed not through the idea of idealised modelling but rather it is situated in a more real or lived experience linguistic identity. For other participants, the linguistic context provides

avenues of interaction across socio-historical political lines, seeped in racial bias (see excerpt 12).

> *[118] LLH_07: "No, definitely show you have to broaden your horizon as a as a as a teacher so the multilingual space, because I embrace all the languages you know you can come to my office, I have Afrikaans books, bilingual Afrikaans, English, English, Afrikaans. That's where I mostly look into the resources that can be able to enhance me. So, the multilingual space is assisting a lot.*

Another aspect of strength is in the perception of weight and value that the language module carries in the eventual professional output of students (see excerpt 83).

As a constraining factor, the linguistic context is also evident for these language teachers. These constraints mainly centre around the influence of their position as language teachers in non-language faculties; as a nexus of struggle for module content negotiation where the ideologies of Afrikaans as a white heterosexual language are propagated and the resultant HELTI is very deeply rooted in the subversion of these ideologies; concerns over student graduate attributes; and the nature of the subject – language, and perceptions regarding the 'boring' nature thereof.

Connectedness

In Figure 4-23 **connectedness** (19) as a psychological process also emerges as an important theme, especially related to its role as a factor in development and maintenance of the HELTI.

In terms of 2020-void teaching, the sense of connectedness as an integral part of teacher identity was significantly affected. For some participants the sense of connectedness that physically seeing their student holds, was completely absent and the isolation that online teaching brought about affected especially language teaching, which relies so heavily on communicative interaction. (also see excerpts 81, 83, 104, 115)

> *[119] LLL_01: "When we say goodbye at least then we get to see our students. That was something that really helped me. Just being able to it's so silly. But just to see their faces for me was great"*

> *[120] LLL_01: "To go on an excursion with the first years and seeing them just a completely motivated me. The students came running came running to me and giving me hugs and everything and that really it it boosted my morale and that really, I think made a serious change in in my motivation, yes."*

> *[121] LLL_01: "And yes, those relationships are extremely important and they're difficult to build sometimes. So, to to build that mutual respect."*

[122] LLH_06: "But so that's why I just try to stay positive and then students can also, you know, they can sense your negativity if you're on negative positive about something. So, you can't show that negativity in front of them because that also get negative if you tell them. Listen, we have to move our classes, or we can't do this. We can't have a third-year things like that. So, it makes them negative. So, you have to stay positive and keep inspiring them. Please continue with the subject. It's gonna get better. So yeah."

The **wider context of higher education** also plays a role as an external factor in many of the self-perceptions held by language teachers during the 2020-void that participated in this project. It functions more so in terms of it being a constraining factor (12) than a strengthening one (1). This context is mostly evident in the teaching/research/promotion relations, evident in some of the data and general unhappiness and frustration with university language and teaching policies (also see excerpts 81, 106, 141).

[123] LLH_07: "Make sure that uh, you learn other things and then obviously the mindset will will change. We used to do a face to face physically meeting student and then you know how you interact. Establish a policy, but they change that came with technology now, uh, actually they said change. Make sure that you adjust and you at landmark case yourself with the changes that are coming."

[124] LLH_06: Because I think I sometimes get the idea that we don't matter, our subject group doesn't matter. We just here to bring in some money for the university. And so, for and because we're so small, we don't…"

*[125] LLL_03: "But these new representation from *** and this and it irritates me. Why is there nothing happening from our campus? Really. So it's like, OK, cool. You know what, this is kind of interesting. Hey, I'll volunteer, OK? You, and there's also this constant fight between people have this view that the people in languages have no real place in Law."*

[126] LLE_02: Umm I I think if we can get more appointments as well, you know, we ought too few lectures for the amount of work that needs to be done. So maybe in the back of my mind I'm, like, maybe we'll get another appointment next year and that will help lighten the load.

[127] LLL_01: "And besides all the politics that comes with. The university context and you know managerial stuff and I still love my job and I think that that is something that. Some people don't necessarily that it's just a job for them. Maybe they're just researchers, they just want to do research. For me, the bottom line is still my students and their happiness."

Continuouss professional development as a contextual factor (11) that influences HELTI development during the 2020-void is low on the list of prevalent factors, both in terms of it being a strengthening (10) factor or a constraining (1) one (also see expert 188).

[128] LLH_05: "That was definitely a change when I had to now become a teacher online. And then there will most definitely be a change now. Because you know, through a reflection you want to become better each time, isn't it? So obviously then what I felt I did not do quite well before online. I would want to do much better. So the things that I I hoped to do before we went online and I I did not get an opportunity and then I had to now switch back to my, you know, to change my teaching methods. It's some of the things that I want to try out to see if whether they will improve my teaching and also stimulate the students a little bit more. And yeah, so that's my thinking. I think like a different teacher in all three phases."

[129] LLL_03: "Well, you know, you a person can never know everything that there is to, lecturing and successful lecturing, you know. I mean, there are so many strategies out there... I mean I can guarantee that there are things are out there that I have never even heard of. So it's, yeah, and that's the idea, right. So, I suppose number one discovering these new things that I don't even know and then effectively applying them. Because not for one moment do I believe that I know absolutely everything and all the strategies and all the fancy approaches and stuff like that. Not that I necessarily always believe that they're effective and they sound good on paper, but in reality, they're absolutely not."

[130] LLL_01: "Umm, I wouldn't, I would suppose I don't know exactly what they entail, but I would suppose that they would come up with something more innovative. Thing is, I'm not the most creative person. So, in terms of the online spaces, I think that they would be able to help me, to perhaps be a little bit more creative in terms of how I approach to it and, umm …be boring to maybe just make it a little bit more interesting for the students to engage them in that particular form of I don't know, conflict."

The main ways in which this factor influences identity construction in its effect of the direct work environment and online teaching spaces, on the conception of self which is situated by the desire to evolve teaching methods. While there is thus some awareness of the need for CPD, it is not overly specific in terms of concrete steps or plans for improvement of specific aspects of their teaching. The references to CPD are thus more general.

Finally, the psychological processes **future career trajectory (8) and appreciation (4) as well as the immediate socio-economic context** (3) make up an almost insignificant portion of the relevant factors which influence the development and maintenance of these HELTI's in terms of the Possible Selves questionnaire (see excerpts 79, 80 and 115)

4.3.1.4 Conclusion: Textural description 1

Textural description one expounded on how the embodied teacher identity relates to possible selves situated in imagined or ideal, and conflict and expectation-driven contexts of their higher education environment.

The embodiment of identity reflected itself in the establishment of themes that related to the complex battle between the ought-to and the ideal-self, situated within the use of MPs as they pertain to linguistic citizenship and the sociolinguistic environment and the use of cross-linguistic awareness in pedagogy. Furthermore, the complex role of English as an official professional identity marker, and the mother tongue as a peripheral identity marker is also highlighted.

The presence of student-centred conceptualisations of self is furthermore examined in the context of this university. As a teaching and research university, the overt focus on teaching and content development which translates into an increased workload presented as expressed in the data provided by the participants are worrisome and raises questions about institutional priorities. When negative attitudes towards the institution is promulgated by the participants, these could have far-reaching effects on both their construction of identity but also on their ability to cope with the perceived workloads.

Furthermore, the context of the university as a working environment influences the participants' construction of identity. Kao and Lin (2015:70) argue that the ability of teachers to self-regulate and conform to institutional expectations are dependent on an identity centred around inner motivation, which is more easily achieved in the presence of a favourable work environment inclusive of "superior work conditions, high job security, and a stable income". When these are lacking in some way, it influences the placement of identity motivation and influences self-perception negatively.

According to Kelchtermans (2005:996) "teachers' reactions (agency) to reform are mediated by the social and cultural context as well as by the teachers' identity and the way it is affected by the demands for change". In this study, the often reaction-based nature of conceptualisation of self in relation to either negative past experiences or current policy experiences highlights the external factor influence on the development and maintenance of teacher identity, drawing into question aspects such as internal motivation/influences. While the participants seem to position themselves in terms of negative experiences more so than in relation to positive ones, the acknowledgement of these reactions, seems to foster some resilience, internal motivation based on emotion, and creative ways of positioning themselves as teachers. The idea of positioning is further expanded on in the discussion of Research Question 3.

4.3.2 Textural description 2: Language teacher competence (Data set 2 for Research Question 2)

4.3.2.1 Introduction to textural description 2[11]

As a reminder, the research question informing this discussion is stated below.

With specific reference to language use, and linguistic ideology, how does this language teacher identity unfold in the newly negotiated higher education spaces, and how does this echo through into a post-void context?

In other words, this question looks at how situated language influences the conceptualisation and unfolding of HELTI in these classroom spaces. Gee (2018) argues that:

> language has two primary functions through which it is best studied and analyzed…to scaffold the performance of action in the world, including social activities and interactions; [and] to scaffold human affiliation in cultures and social groups and institutions through creating and enticing others to take certain perspectives on experience. Action is the most important word in the first statement; perspectives is the most important word in the second. (p. 105)

Thus, through our use of language, firstly we perform, we represent, we create interaction, we become; and secondly, we create space and belonging through our performance and representation. So, in this instance 'situated languages use' is defined as the presented (spoken, visual, auditory) and symbolic linguistic interactions, as they transpire within the classroom, but also as they can be identified as preconceived notions which unconsciously influence classroom practice and which are influenced by three main elements: social context, education ecology and personal ideology (perspectives about competence and language worth). From this we can contribute to establishing how situated language use can be incorporated as an indicator of HELTI conceptualisation.

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[11] As a reminder:

Textural descriptions (descriptions of the individual experiences of participants)

Structural description (description, both individual and shared, of the contexts or settings that influenced the experiences of participants)

In this section, the focus will therefore be on how social context, education ecology and ideology concerning context, influence the conceptualisation of teacher identity. To illustrate this relationship between situated language use and HELTI conceptualisation the researcher elicits answers to broader questions such as: how and which manifested[12] and traditional landscapes are drawn with language use, and how these landscapes reflect teacher identity in complex education spaces. This inquiry is therefore grounded within specific theoretical aspects including classroom ecology, linguistic landscapes, and teacher competence. Furthermore, it is based on both teacher perspectives but also on real teaching practice, observed in the form of a teacher identity portfolio (TIP) – with a specific focus on perspectives on, and actions towards, multilingual pedagogies (ideology vs. practice) – and external factors influencing these ideologies (identity elements). The particular focus on MP in this case is relevant as it most accurately encapsulates the contextual education ecology and ideological orientation of the ecology, in which the participants find themselves.

The discussion below will present the integrated findings of the data gathered from the three instruments – the responses to the competence questionnaire (see Annexure 6 for the questionnaire), the concurrent interview data as well as the data from the TIPs. The discussion is structured in line with the sections of the questionnaire. Furthermore, the data from the questionnaires are provided in graph format (guiding the format of the discussion), and a thematic discussion based on the interpretation of combined data, across all three instruments, follows this.

4.3.2.1.1 Setting the scene: Participants and online teaching

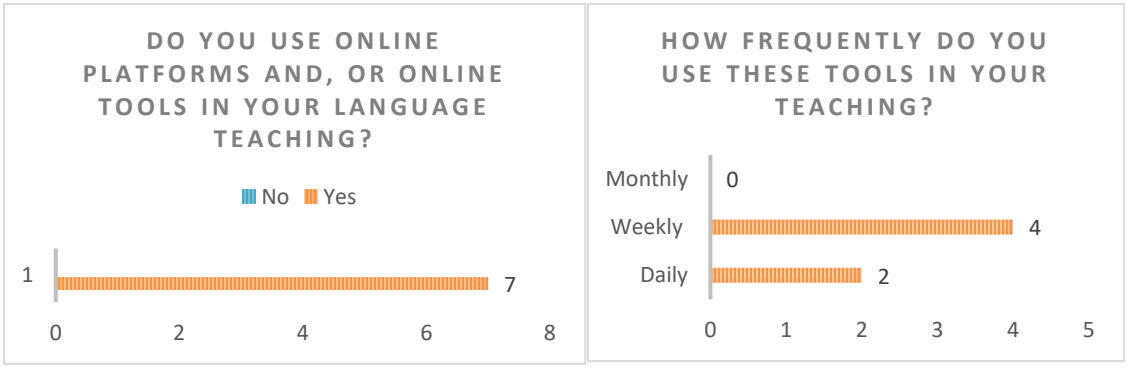


Figure 4-24: Responses question A1: online tools

[12] The concept *manifested landscapes* is discussed in Textural description 1. It refers to the expanded theoretical application of the concept linguistic landscapes.

Data from question A1 in the questionnaire (Question A1: Prior knowledge and experience with online tools), sets the scene for the subsequent investigation. The responses to the first two questions, as represented in Figure 4-24, confirm that all of the participants are indeed currently online platform users. For context, it should be noted that by the time these questionnaires were completed, the university had for most faculties, moved away from fully online distance teaching to a hybrid model, where online and face-to-face classes were combined in the post-2020-void context. However, the teachers at the institution were already involved in blended forms of learning (where face-to-face contact sessions, online sessions and self-study work directed by study guides, among other approaches, formed part of the modes of teaching and learning used at the institution). From the data as presented in Figure 4-24, it is clear that the participants, at the point of completing this questionnaire in June 2022, see themselves as regular users of online platforms in their language teaching within this hybrid context. With four of the seven participants stating they use these platforms at least weekly and two of the participants use them daily. This is an expected finding as the study is based on the assumption of interaction in these contexts.

Accompanying these closed-ended questions were two open-ended questions where participants were asked to elaborate on their previous answers. In the first instance, participants had to provide examples of platforms or tools they use. The data revealed that they used an incredibly wide variety (18 tools across seven teachers) of online tools, including: Deutsche Welle website, eFundi, Google Docs, GoogleMeet, MS Teams, Kahoot, Doodle, Learning style questionnaire and apps creating cartoons, Mentimeter, NWU Hyflex, Padlet, Quizlet, Telegram, TikTok, WhatsApp, YouTube and Zoom. As the data will indicate in the forthcoming discussion the impact of the constant adoption and learning of so many different online teaching tools could have adverse effects on language teachers, contributing to feelings of burn-out. From ‘Zoom-fatigue’ (Bailenson, 2021) to ‘Technostress’ (Mpungose, 2023; Govender & Mpungose, 2022), a number of national and international studies have recently investigated lecturer burn-out and the effects of emergency teaching on the mental health and job satisfaction of language lecturers (Shlenskaya *et al.* 2020; Ilić-Kosanović, 2021; Izquierdo *et al.* 2021; Gallina, 2022; Appel & Robbins, 2022).

In the questionnaire, the participants also had to provide examples of the purpose for each of these tools. As was expected within this specific teaching context, the data showed that they used these tools to teach online and hybrid classes, assess students, as a means of supplemental instruction, for daily communication, for classroom management and scheduling, acting as material databases and providing a way forward for student collaboration. Across these examples,

four main functions could be identified for the use of these tools. These functions are discussed under Theme 1.

4.3.2.1.2 Theme 1: Four main functions of online tools

From Question A2 of the competence questionnaire (Section A, question 2: Objectives of your teaching) and data from the follow-up interview and the TIPs, an understanding of the underlying role in terms of motives and objectives, that the use of online tools play in the teaching realities of these participants is achieved. The first theme identified that is relevant to the research question as it pertains to classroom ecology, is thus that of the perceived and implemented main functions of online tools.

Question A2 asked participants to pick their main motivation or objectives for using online tools, while options were provided (see graph key), participants could also add their own reasons. The provided options for motivations were: I want my students to be involved in real tasks; I want my students to be able to access authentic materials; I want my students to receive up-to-date information; I want my students to pass their exams; I want my students to communicate outside the classroom, in the language they are learning; I want my students to be able to collaborate; I want to create a space for my students to use the language of their choice for better understanding. Two participants also added additional motivations (see excerpts 131 and 132). Figure 4-25 provides an illustration of the ranking of teaching objectives.

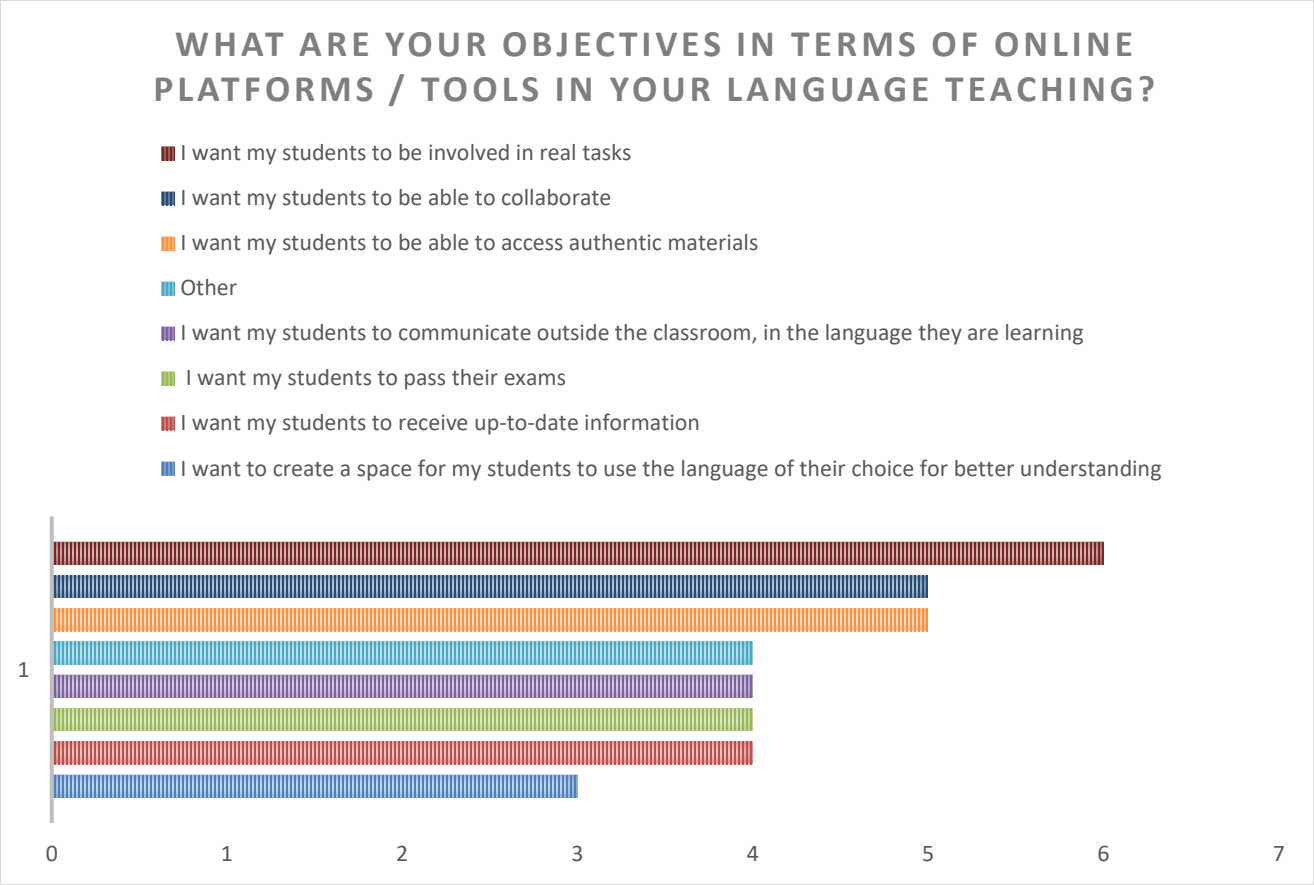


Figure 4-25: Responses question A2: Teaching objectives

When considering the data from this question, together with the data from question A1, and also data from the TIPs and interviews, it becomes clear that we can identify four main functions of online tools here. The first is rooted in the **language teaching approach** employed by the participants, second is its relation to the **practical aspects of classroom management**, third there is an awareness of the use of these tools in the **implementation of MPs** (related to function 1), and fourth it is used to establish **interpersonal relationships**.

4.3.2.1.2.1 Function 1: Entrenching language teaching approaches

From the questionnaire data as presented in Figure 4-25, the mostly positive responses towards the use of these online tools, seem to indicate that online tools are valued highly by the participants for their ability to present students with real-life tasks, to enable them to work with authentic materials and to collaborate with each other.

Also, their ability to help students communicate outside the classroom, in the language that they are learning and their ability to help students pass their examinations are seen as valuable.. This

points to enabling the teachers to use a language teaching approach which seems to be rooted in task-based communicative approaches. Here the value lies in providing students with the opportunity to collaborate and learn from real materials, while employing the target language in several contexts. Additional purposes were also identified by participants as important and include the following:

> *[131] LLL_01: "Please note that passing my modules is of course important, but it is much more important for me that the students are able to apply their knowledge of the language in all forms (reading, writing, speaking and listening)."*
>
> *[132] LLL_03: "I also (very rarely) make use of polls to gauge students' perceptions of their performance. I really should do this more."*

LLL_01 thus employs online tools with the goal of ensuring the transferability of language skills.

From the TIPs, this use of online tools to entrench language teaching approaches can for example be seen again in the data of LLL_01. The participant shows how using different online platforms, and differing levels of formality in terms of teaching (for example the use of emoticons and other informal teaching and communication aids) can result in language teaching moments. In this case, an interesting and successful use of these types of platforms is when the participant uses the characteristics of the *Telegram* modality vs. *Teams* modality to illustrate the difference between formal and informal register to students resulting in a true language teaching moment. Figure 4-26, illustrates how this transpires in a section of the TIP (in the form of a Telegram group message used for teaching) of LLL_01.



Extract of the conversation:
Teacher: What can you tell me about your experience? How did this class differ from our previous classes? …
Student response: Mam did not make jokes Mam was rather formal in speech most days and there were no emojis …
Teacher: So you see how hard it can be conduct yourself in formal communication? … As our context here on Telegram is generally quite informal and light-hearted, it was hard for me too. It was difficult not to engage with you in our usual manner.

Figure 4-26: LLL_01 TIP example

Another example of how an immersive orientation towards language teaching is facilitated through the constant exposure to the target language, in this case, German, in both visual and visual-verbal expressions, comes from the TIP (in the form of access to the module's eFundi site) provided by participant LLH_06. In this case all welcoming material, course content and course content buttons are in German (the target language), providing a positive reinforcement of immersion every time the student opens up their eFundi site. Figure 4-27 provides screenshots of the relevant eFundi site to illustrate this point.

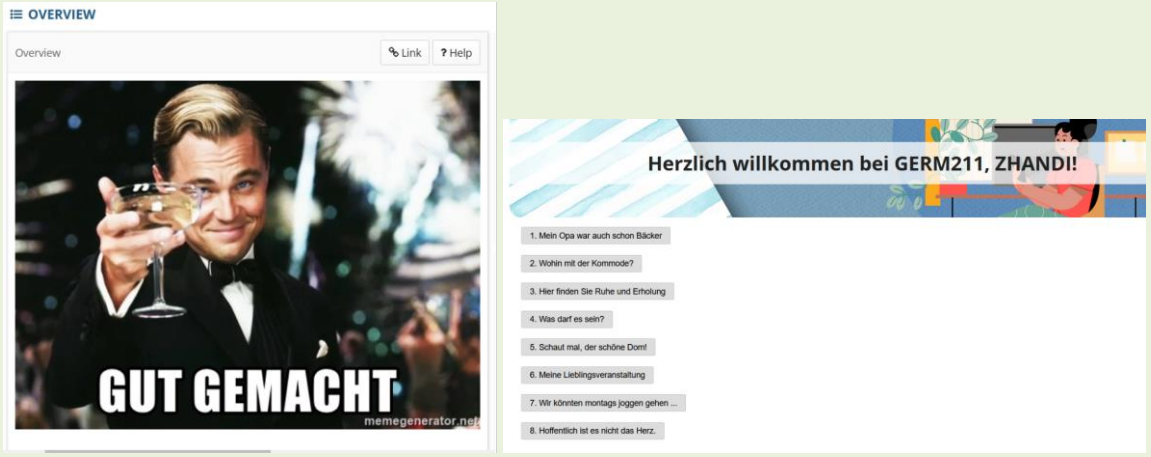


Figure 4-27: LLH_06 TIP

On the other hand, in the case of the German module, all other additional information about the course as well as all classroom management communication is provided only in English. This stands in stark contrast with for example an Afrikaans eFundi site where all information on the site, buttons as well as content and visual elements are provided in the target language. Figure 4-28 provides an illustration of this difference between the two sites.

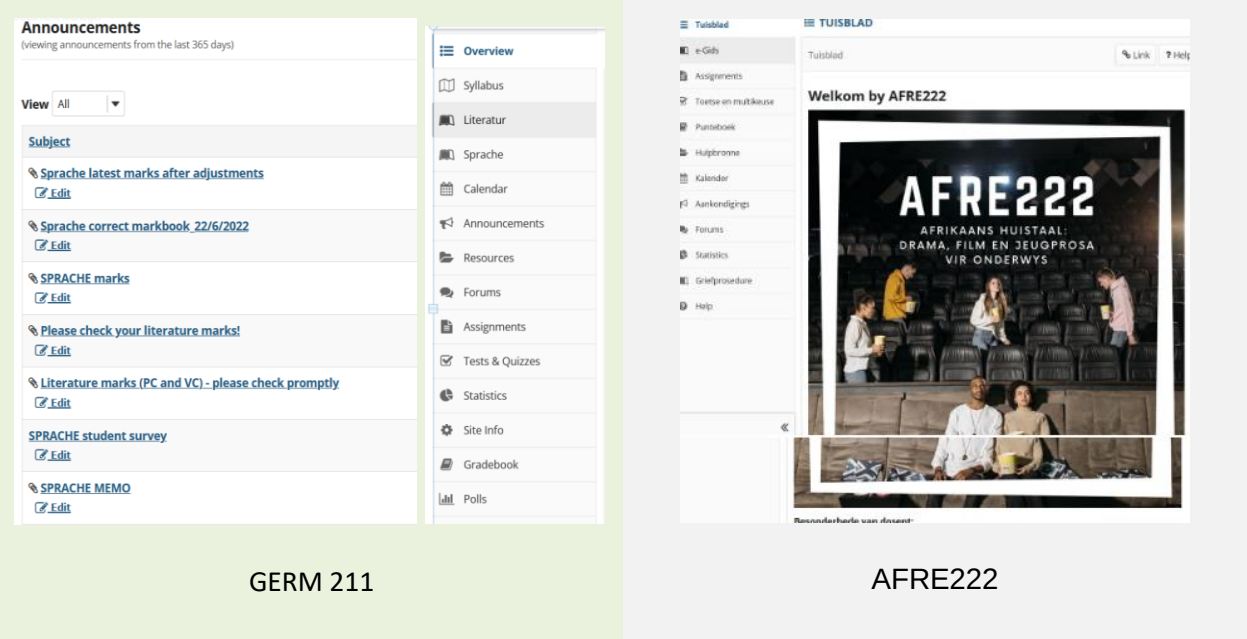


Figure 4-28: LLH_06 vs. LLE_05 eFundi pages

While both modules are second-year modules, GERM211 is an acquisition course while AFRE222 is geared at home language speakers, which could explain the difference in approach. However, the difference between the two classroom ecologies can also exemplify the next function identified, which is that online tools are used extensively for classroom management.

4.3.2.1.2.2 Function 2: Classroom management

The participants also seem to value these tools for what they provide in terms of classroom management. Here participants value the tools for their ability to enable students to receive up-to-date information and to improve their ICT skills, and also as a way of performance evaluation.

> *[133] LLE_02: "I want my students to be exposed to a variety of online tools that they may be able to use when they start teaching or even just to expand their ICT skills."*
>
> *[134] LLL_3: "I also (very rarely) make use of polls to gauge students' perceptions of their performance. I really should do this more."*

4.3.2.1.2.3 Function 3: Implementing Multilingual Pedagogies

The option provided in the question which corresponds with promoting MPs, “I want to create a space for my students to use the language of their choice for better understanding”, was deemed valuable by only three of the seven participants.

This idea is reflective of another question in this section, which asks participants about the specific language considerations they deem important when they design online language teaching spaces. With this question, the researcher had intended to elicit information about which linguistic contexts they deem important when doing lesson planning and when creating spaces of learning, with the eventual goal of establishing how deeply they reflect on their students’ linguistic contexts from a language teaching classroom perspective. For language teachers in a multilingual setting where an MP is explicitly promoted, the responses here were surprising in the light of their contradictory presentation across the instruments.

Only two of the participants reflected on any language considerations. The first, (LLE_04) considers levels of proficiency as well as varieties and cultural differences but does not explain what is meant by these considerations. A second participant (LLH_06), also refers to reflections on students' language level (beginner to intermediate) and adjusting instructions in English and Afrikaans. In these responses, the gap between the positive attitude towards and a willingness to consider MPs and the practical implementation thereof is illustrated. Taking into consideration that very few of the students in these classrooms would be classified as English home language speakers, the lack of language considerations at the level beyond establishing skill level, is at odds with a positive attitude toward inclusion as seen in textural description 1.

Some participants state that they have no language considerations. These perceptions are mostly based on the fact that they are teaching specific language courses. They state for example:

> *[135] LLH_07: “That students should be able to understand Sesotho lessons better and feel free to ask questions and respond freely. The course is Sesotho so it is offered in that language.”*
>
> *[136] LLL_03: “I do not make use of translation because we teach English language skills for the legal context and the language of the courts is English (there are many contentious views on this as multilingualism should be supported but the reality is that it is not).”*
>
> *[137] LLE_02: “I don't think I necessarily have specific language considerations. As the subject I teach is English and all platforms I use provide instructions in English, I have never thought that there was something to consider in terms of making language accessible to the students. I do, however, consider the accuracy of the language used on these platforms and would not easily use a platform that contains language errors.”*

Other considerations are centred around the module content and clarity.

> *[138] LLH_05: "Topics and themes that provide meaningful engagement for different disciplines or field of study"*
>
> *[139] LLL_01: "That the content is understandable and relevant to the content that needs to be understood by the students. When more complex concepts are dealt with, I try to ensure that there are enough examples (from simple to more complicated) in order for students to grasp the basics, and work up to more difficult examples, in order to be able to apply their knowledge when the time comes for assessments."*

To make sure that this was reflective of their teaching approaches the researcher made sure to touch on this question again in the interviews. The following responses were captured which corresponds with the questionnaire responses.

> *[140] LLL_01: "I don't think it it really features….OK, but in terms of the multilingualism, there aren't any considerations for that, as it is an English language module, though we do, we do not. I know that some of the other modules do have some consideration in terms of slides being in offer, cons and stuff, but because it's a language specific module, no, no, nothing in terms of multilingualism."*
>
> *[141] LLH_05: "Because it's an English, it's an English module, obviously then, the linguistic features no, not necessarily… Yeah, it doesn't really. I don't think it really it really features anywhere, yeah."*
>
> *[142] LLH_06: "No, I think I consider their languages as well…Their home languages and obviously Afrikaans and English too…UM…You know the languages that I speak, so I consider how can I use them to explain things to the students. And I think that's also where I think if I for instance knew a little bit more about Sesotho or Setswana umm, I would be able to use that as well."*

In only one of the responses did a difference in questionnaire and interview answer become apparent. That was in the responses of LLH_07, where the participant discusses their use of linguistic repertoire questionnaires for first-year students, which acts as a guide for classroom interaction. Thus, in the questionnaire response, the participant indicated that he does not take the language considerations of the students into consideration; and in the interview, the participant describes that he uses questionnaires to ascertain the linguistic repertoire of his students and base interaction on the responses. See an excerpt of his interview data below:

> *[143] LLH_07: "Yes, of course, because I'm very much conscious in terms of like languages. I know that the constitution provides for all 11 languages …And…like look at the first years for an example. Before I could actually meet them, I normally design questionnaires, maybe some kind of a Google form to actually get their sense of where they are coming from. And then when you start interacting with them you can feel uh, you can sense which languages are they good at, so it becomes much easier when you know their language repertoire and you are able to interact much easier with them…"*

What is evident therefore is that there is a lack of specific, focused consideration of the specific linguistic contexts of students in the designing of language teaching spaces – specifically the online spaces – as reflected in the questionnaire data for some participants, as opposed to data provided in other instruments (see textural description 1) which opposes this information. There are two possible reasons for this observed dichotomy. First, the issue could be methodological, pertaining to the phrasing of the question (Sec. A, question 2.1). The question reads: 'What language considerations do you have when you design your online language teaching spaces?' It could be argued that this question was too vague for participants to reflect the appropriate information, and that they did not understand what was meant by the phrase 'language considerations'.

Another explanation could lie in the ideological perspectives of the participants in terms of the institutional multilingual teaching approach. This idea is more in line with themes that were observed in Data set 1 and set out in the discussion under *Theme 4: Sociolinguistic environment and expectations of multilingual pedagogy implementation*, as well as themes arising in the discussion to follow. In the interviews, participants were asked what their thoughts and motivations were about the current institutional language policy and how this was implemented or not, in their teaching approaches. Many of the responses presented as non-affirmative in nature, and a variety of reasons were cited for these views. Examples from the interviews used to illustrate this attitude toward MP, are provided in the discussion below.

It should also be noted here that participants who expressed that they found MP problematic, are those who teach English and Applied English. While the teachers of Afrikaans, Sesotho, and Foreign Languages, seemed to appear more susceptible to using multiple linguistic resources and creating linguistically diverse classroom spaces. One possible reason for this could be the heavily entrenched 'pure language pedagogic ideology', often found in English teaching, another could be relating to the hegemonic nature of English.

LLL_01, an English teacher, ruminates on the practicality of the implementation of more multilingual teaching approaches and the (perceived) resultant additional cognitive load on teachers as well as the training required that accompany these policies.

> *[144] LLL_01: "Personally, I don't necessarily think that it would be easier. I think that [whether multilingual teaching and translanguaging are possibilities or practical] people need to be taught how to use it like that. It's not something that will just necessarily just happen. So no, I, I don't actually feel that it is necessarily, and in the wouldn't come naturally just to anyone. So it would, I think it would take more cognitive, you know, thinking about how to do it then it would just happen naturally."*

This view on the impracticality of their experience of MP and 'immediate implementation' is also echoed in the responses of LLE_02. This participant refers to their experience as an Afrikaans/English person, with Setswana. While she would like to use Setswana in her classroom, her lack of cultural grounding and her lack of language skills prevents her from using it.

> *[145] LLE_02: "…you need to learn the language, but you also need to be immersed in the environment, you, you need to hear the language to really understand how it is used. So I mean, I'm not in the company of Setswana people very often. So how am I really going to understand the culture of that language if I'm not, in, if I'm not immersed in the environment where it is used? So I think that's also a drawback if you wish to include multilingual pedagogies, I think the culture is such an essential part of the language."*

In her view, the expectation is for them (teachers at the institution) to be a fluent Setswana speaker, in order to incorporate the language as an MP. As a language teacher, she does not consider herself fluent without understanding more than just the language. Thus, for her the impracticality of using multiple languages to teach in, presents problems on more than one level. It harks back to the discussion in textural description 1, which identifies the misunderstanding related to expectations and implementation of MPs. LLL_03 also speaks to this impracticality when she notes how, while she is fully supportive of multilingualism, the practicalities of catering for all languages essentially excludes her from the teaching context.

> *[146] LLL_03: "Yes, and I mean the functional aspects behind that as well. I mean, I'm very happy to have a kid answer their exams in Setswana, but none of the content was ever in Setswana. So, I don't even know how the hell you're going to attempt that. Number two, I can't mark Setswana. I will have no idea what this kid is saying. Even if I do hand that over to someone who speaks Setswana, they don't know my subject."*

When looking at the data from the language portraits discussed earlier, there seems to be consistency with the views expressed in terms of the implementation of MPs. The theme of linguistic exclusion in multilingual spaces is well-grounded in theory and is discussed for example by Piller (2012), in the South African education context by Tonkin (2006), in the European context by Adamo and Marácz (2017) and Jaspers (2015:109) who comments on the dichotomy of monolingual teaching spaces with multilingual socialisation spaces in high schools in Belgium that lead to "socializ[ing] pupils into the broader sociolinguistic hierarchy".

Another view exposed by the data that links to the ideology of language purity in teaching, is that in an education context where English is taught, other languages should not necessarily be welcomed, or are not necessary for learning, because they could detract from the skills and language learning of the students. This view that, applying different languages in the teaching of

English actually inhibits language learning as well as learning to teach English, is in fact shared by most of the English teachers in this sample. For example, LLE_02 states:

> *[147] LLE_02: "Maybe the fact that I don't really tap into multilingual pedagogies might be a disadvantage to some of them. But then again my, my belief is that you need to be proactive. You need to go and find out what that means because you are developing as an English teacher…. I, I do think that I can improve in that regard. But then again, I don't want students to, to just fall back on that and not rely on their English skills."*
>
> *[148] LLL_03: "Yeah, and it's about English skills, or skills that you need to achieve, but you need to perform them in English."*
>
> *[149] LLH_05: "Because it's an English, it's an English module, obviously then. The linguistic features no, not necessarily…You know the material that you're designing. If it is a bit complex to try and break it down. So so you kind of simplify the English language."*

It should be noted that the same problem persists in African languages teaching as well. Although it did not emerge as a theme in this data, probably owing to the teaching profiles of the participants, where only one participant teaches an African language.

Another theme evident in the negative experience of MP, is centred around the lack of clear goals and motivation for the implementation of these strategies as set out by the institution, at the time of the data collection[13]. Here participants observe two main issues. First, there are theoretical and motivational questions surrounding the implementation of MP, specifically concerning the overall achievement goal of the institution. These notions question first, the goal of implementation, and second the possibility of justification of effort in terms of reward. Secondly, on a practical note, the participants experience a lack of clear instruction and guidance from the institution in terms of what is specifically expected of them in order to have successfully implemented MP (this is observed from participants across the three participating faculties).

As an example, LLE_02 specifically ruminates on the vagueness of expectation and instruction, as well as the lack of training she has experienced when she says:

> *[150] LLE_02: "I think if they, I think they should prioritize it more if they feel very strongly that that is something we need to incorporate. But also to equip us with strategies to employ it, because it's almost from what I hear, I don't know what is communicated to management and so on. But what gets to me is that you need to inform*

[13] Since the data collection in June-July 2022, the institution has made a concerted effort to be clearer about the goals for its multilingual language policy. However, since this study pertains to views and experiences during the years 2019-2022, the description and interpretation of the data reflects the context of the time.

them how you are going to include multilingual pedagogies in your classroom. And I mean, I don't know how! Can you give me examples of how this can be done? And I also think we kind of need to do research in that area to know how, how, what, what multilingual pedagogies entail and how you incorporate it. So perhaps more if it needs to be done from the university side to equip us with the knowledge and skills to implement this plan. But then again time wise it's it's very hectic so it it needs to be something that will really enhance our teaching for us to feel that this is worth the while."

The weighing up of time versus effort and reward is an important element to note here. As is the participant's questioning of the theoretical grounding of the language policy.

LLL_03 also questions the theoretical and ideological assumptions that the MP approach of the institution is built on and highlights how implementing these policies is much more complex than simply having faculties create MP goals such as creating glossaries or translated subtitles. She questions these actions and asserts that they eventuate in symbolic multilingualism. She asks the very fundamental question: "What are we trying to achieve through multilingualism?", and notes that this should be the cornerstone of all implementation.

[151] LLL_03: "I'm actually a really big fan off it [multilingual teaching and translanguaging]. I think people just misunderstand in what space multilingualism can actually be useful. … But also the experience just basically like it's always the symbolic sort of representation and you know, let's have a glossary in three languages, but what about what about it?... What difference is that going to make? … What is your aim? Is your aim to improve marks or is your aim to be an integrated society? It's again the sort of functional versus well linguistic justice. What? What are we trying to achieve through multilingualism? Is it academic performance?...Because you have to be very specific and clear in terms of what you want to do, and I think it requires very specific approaches. … But I mean, what do we want to achieve if we want to achieve better academic performance? I mean there are so many studies out there that say that actually if you want to translate something, you have to do it in a very specific way. So let's say for example, considering that students have so many different learning styles, your subtitles on your slides might only help 5% of the kids in their class. What about the other 95?"

Continuing this notion of the goal of MP implementation, LLH_05 comments on the viability thereof as a mode of language instruction, leading to the assumption that she sees it as a viable strategy for student communication and relation building (socio-affective regulation) outside of the classroom, and not necessarily as a pedagogical approach to be implemented in English based modules.

[152] LLH_05: "I don't see how that can be done because that that means the instructor must be well knowledgeable in terms of the languages that they use in order to understand what comes what comes from the student side. … And if the. Yeah. And then if the if the instructor is not able to understand what… What is it the contribution that is made by the students then that is that that is not beneficial, so it has to actually be both ways. …Team level and if one or the other is not knowledgeable in terms of making use of, you know multiple languages, then I don't see if it's. I don't think it will be beneficial."

Orientations such as these refer back to the earlier mention of the potential hierarchising of languages and is discussed again later in this section.

Participants who see the implementing of MP as more possible, agreeable, and functional, to varying degrees, also are the teachers who state that they do consider the linguistic contexts of their students when designing teaching spaces. These positive reactions to MP are, however, caveated and subject to reality checks and doubts in terms of practicality.

For example, LLH_07 (a multilingual Sesotho language teacher), while finding it incredibly important to be able to communicate with his students in many languages, and providing support for those students in their languages, is of the opinion that the implementation of MP in a context where the teacher is mono- or bilingual is highly problematic.

> *[153] LLH_07: "I mean, that's a very serious challenge in terms of multilingualism and how you bring it into the classroom. I mean, for somebody who is already having uh an African language as a first language and then English maybe, or Afrikaans as a second language, it it might be quite much much easier for you to be able to transfer knowledge. They're using those two languages. But I'm thinking also of a person who uh, is only English speaking and then they have to teach at least where there are Vendas speaking and also other languages, African languages, they and they the the lecturer who is in front is only teaching English, then the multilingual pedagogy is not going to assist unless if this person is willing to learn these other languages because we are getting students from a variety of language backgrounds..."*

The (misunderstood) ascription of fluency as prerequisite for MP implementation is again evident here. Even more problematic is the misinterpretation of MP as the teacher being able to use many languages herself. The idea with MP is the ability of any teacher (even monolingual teachers) to activate the use of the language resources in the minds of the learners to deepen their understanding of subject matter material and to deepen linguistic cognition.

Of all the participants, LLH_06 seems to be the only one truly engaging in MP in the classroom and consciously using it to enhance language learning, in such a way that she draws on more than only her own resources. She explains her use of MP in a foreign language class, despite her inability to communicate in African languages, as interactive and engaging, deliberately structuring learning around this student input. She thus displays high levels of metalinguistic and cross-linguistic awareness.

> *[154] LLH_06: Yes, I I can give you an example for instance. Idioms, explaining idioms and then just asking students what is a cute or a funny or an endearing idiom or fixed expression that you have in your language and to share it with us. Or maybe trying to explain that uh, German doesn't have a double negative, that Afrikaans, when I explain. Uh no. Sorry. One that I actually did this morning is to explain indefinite articles.*

And then asking students, do you have something like this in your language? And it's not necessarily in every language that you have indefinite articles. So yes, definitely.

From the analysis of Question 2, together with the interview data, it is thus possible to identify how the ideological orientation of a language teacher – especially those in English teaching in the case of the participants – influences classroom practices. From the TIPs, it is evident that these online tools are used for a variety of reasons.

4.3.2.1.2.4 Function 4: Establishing interpersonal relationships with students

The use of online tools to establish and maintain professional interpersonal relationships between lecturers and students is also evident from the data. This theme also relates to classroom management. One reason for the intensified attempt to establish such connections was the lack of in-person contact (an important element evident across all three data sets, and discussed in detail in textural description 1, and again in the structural description), and the accompanying inability to exact accountability from students for their lack of engagement during the 2020-void. This is evident for example in the data from LLE_04 where the participant uses a WhatsApp class group to express concern regarding engagement, as illustrated in Figure 4-29.



Figure 4-29: LLE_04 Establishing interpersonal relationships

English translation of Figure 4-29:
Thank you for letting me know. If you go onto your phone, you will see that you still have access to the class, with the data provided by the university. If you did not receive data from the NWU, let me know and I will send the process along ☺
Thank you
Hi all. I am worried. Only 8 out of the 12 students who are registered for this module have completed the first eFundi test. This is unacceptable. The eFundi tests count 30% of your final mark for this module. If you get below 50% at the end of the year, you will fail this module and will have to take it again next year. If you are experiencing problems, speak to me before the due date so we can see how we can make a plan. I am planning to return your Assignment 1 on Wednesday via eFundi. Good luck for the week and I will see you tomorrow for class.

While the tone and register of this interaction are firm and semi-formal, sometimes the use of online tools also facilitated attempts to connect with students on a more informal level, for example, through the use of emoticons in WhatsApp group discussions and the use of popular media visuals as memes on eFundi sites.

4.3.2.1.3 Theme 2: Training, competence and identity, the role of intrinsic motivation

In the next set of questions, the participants' perspectives about training and competence were established. The data from the Teacher competence questionnaire (see Annexure 6) Section A, Question A3: Training and competence are used here. The first question in this section asked participants to rate their competence in the use of online teaching tools across four years (2019-2022). Options included: No competence at all; Some competence; Fairly competence; High competence; and Expert level competence. Figure 4-30 provides an overview of their responses.

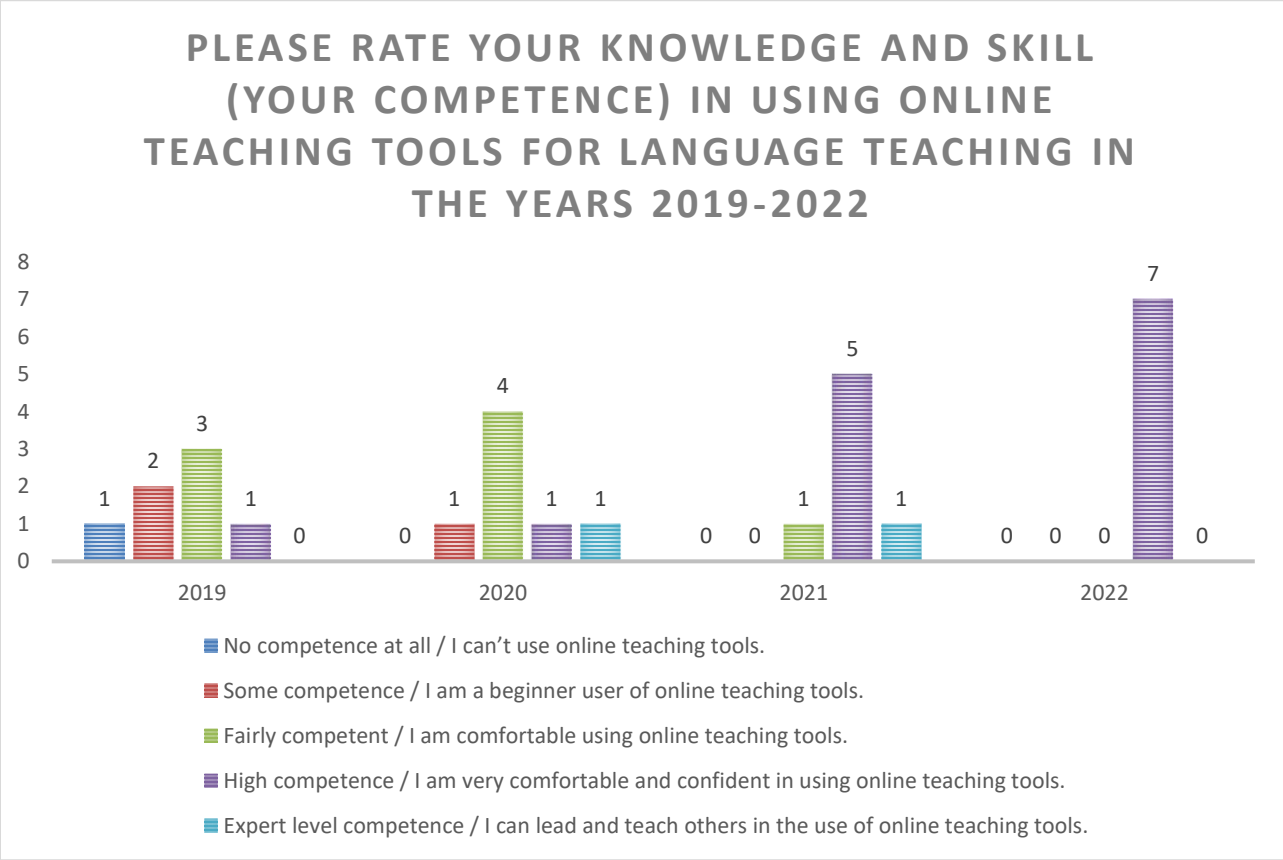


Figure 4-30: Responses question A3: Competence 2019-2022

From the answers as presented in Figure 4-30, we note a general sense of improvement with the use of online tools. This is not surprising, all participants felt that they had improved their

competence in doing online teaching over the past four years, with all seven participants feeling that they now hold a very high competence in 2022. Of the seven, one participant perceived of their competence as not having changed from an initial high competence.

Next, participants were asked questions pertaining to their level of comfort in using these online platforms, their general feelings of improvement, and two questions relating to training. Figure 4-31 illustrates the responses to these questions (A3 2.2, 2.4, 2.6 and 2.8.).

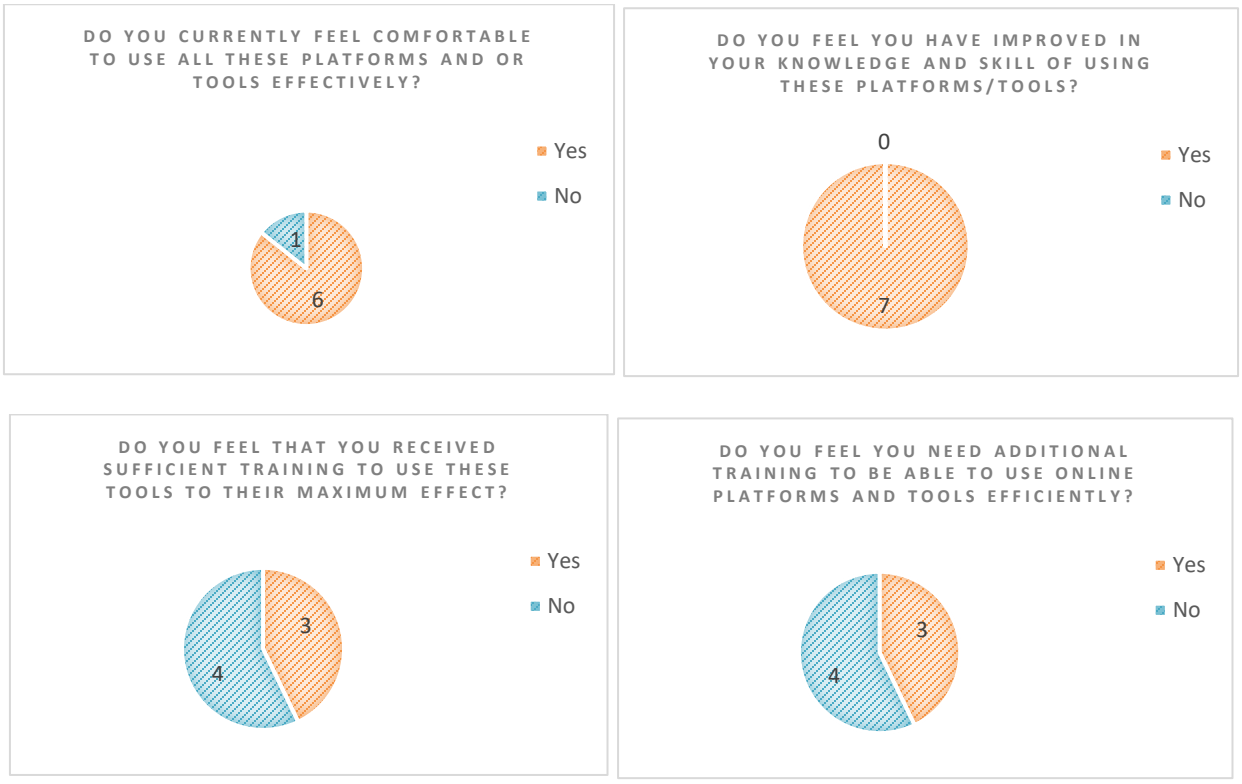


Figure 4-31: Responses question A3: Competence 2019-2022

Upon asking participants whether they currently feel comfortable using all these platforms and or, tools effectively, the majority (six out of seven) said yes. Responses were based on reasons such as a familiarity with eFundi, being able to learn fast, taking time to teach themselves, using only the basic versions of the software, the continually explorative nature of the software, confidence in computer literacy, their own ability to do research and the fact that they were forced to adapt to the new teaching system during the 2020-void.

When asked whether they felt they had improved in their knowledge and skill of using these platforms and tools, a resounding 100% positive reaction, as was expected, was evident.

[155] LLH_07: "I did not know other functionalities at first but now I can navigate a few of them."

[156] LLL_03: "Using online tools forces you to rethink your approach to lecturing. I can do way more now than I could before (and learning along the way) and in the process, you discover other tools. I must admit that I do not always have the time/energy to try them all. I also think that one has to bear in mind the capability of the student as well (but I am going slightly off track here, sorry)."

[156] LLL_01: "Having to move to Teams, it was important for me to learn how to use Teams. Now I am comfortable and confident."

[157] LLH_05: "I have learned creative ways to work around the tools although they are pretty basic"

[158] LLH_06: "Yes, definitely. I look further now that just the obvious tools (like YouTube). I now also consider online radio stations, TikTok and Instagram."

While there was improvement all round, necessitated by the sudden move to a EROT teaching context during the 2020-void, much of this improvement seemed to be built on personal motivation and resilience to become better teachers, and better at online teaching. This assumption is made based on the fact that when asked whether they felt that they had received sufficient training to use these tools to their maximum effect, the majority (51,7%) answered no.

This is illustrated in the responses such as "…fend for myself by watching YouTube videos", or learn "how to use eFundi mostly by phoning someone or help from colleagues", or to make use of "refresher workshops for some of the eFundi tools". Also, when training was required, it seems that they mostly trained themselves with the help of YouTube, colleagues or taking elective refresher courses. One participant states:

[159] LLE_02: "Even though training is provided, it is not really sufficient to deal with issues that might come up when using these platforms. However, I do think it is important to explore these platforms and tools for oneself - all the information is available online."

One possible consequence of this is that while there is so much energy being expended on learning how to use teaching tools, the other considerations such as the linguistic contexts of students and other important language teaching considerations fall by the wayside.

This feeling of saturation due to online teaching and training is echoed in the participants' attitude toward needing additional training to be able to use online platforms and tools efficiently. With most of the respondents, (57.1%) stating that they do not need any further training. Mostly the participants feel that they are able to effectively teach with what they know now. Where respondents wanted more training, they cited reasons including, the frequent change of technology, the additional NWU teaching platforms required to be used, and exploring "new, exciting ways to use technology in teaching" as reasons.

Interestingly, for the last question in this section the participants were given the opportunity to reflect and add any other important comments. Two participants commented on factors negatively affecting the use of online teaching. The first takes into consideration the lack of competence on

the student's side, and the second mentions how the alignment of modules across campuses can negatively affect creativity and use of online tools.

> *[160] LLL_03: "Just the point again about considering the online "fluency" of students and by using too many fancy things one might lose them,"*
>
> *[161] LLH_05: "Teaching an aligned module can sometimes limit your creativity in making use of apps for teaching because eventually you want all learners to receive the same kind of access and sometimes these must be agreed up with other colleagues."*

The participants' skills in technology and online learning platforms on face value from their responses, do not present an obstacle for them, however, the subliminal effort exacted by the constant adjustment and self-reliance for training does indeed pose difficulties.

4.3.2.1.4 Regulation

Section B of the competence questionnaire attempted to establish the extent to which the participants were able to self-regulate. For the purposes of this study regulation referred to teacher competences as defined by the socio-affective, pedagogical, and multimedia actions that teachers take to create learning spaces and experiences for students in language courses, participants were asked to take into consideration their teaching context and experiences between 2020 and 2022 and respond to the questions.

This discussion will first examine the responses to the socio-affective regulation, this will be followed by a discussion on the participants' pedagogical regulation, and finally the idea of multimedia regulation will be discussed. It should be noted that while the questionnaire responses are provided in graph format, the discussion includes where relevant, references to the TIPs and interview data as well.

Socio-affective regulation

Socio-affective regulation, as a teacher competency, is conceptualised by Guichon (2009) as the teacher's

> … capacity to establish a relationship with a learner or a group of learners, to maintain it despite distance, and to eventually build a learning community… [incorporating] several skills related to online communication that require that tutors display special attention to courtesy and respectfulness in online interactions, so as to overcome the psychological challenges posed by distance. (p. 169)

The researcher argues here that we should also add acts of empathy and contextual consideration as skills when determining socio-affective regulation.

To help establish the level of socio-affective regulation competence, the questionnaire followed questions as proposed by Guichon (2009:180) “for assessing the quality of regulation”. Figure 4-32 illustrates the responses to Section B question 1, 3 and 5.

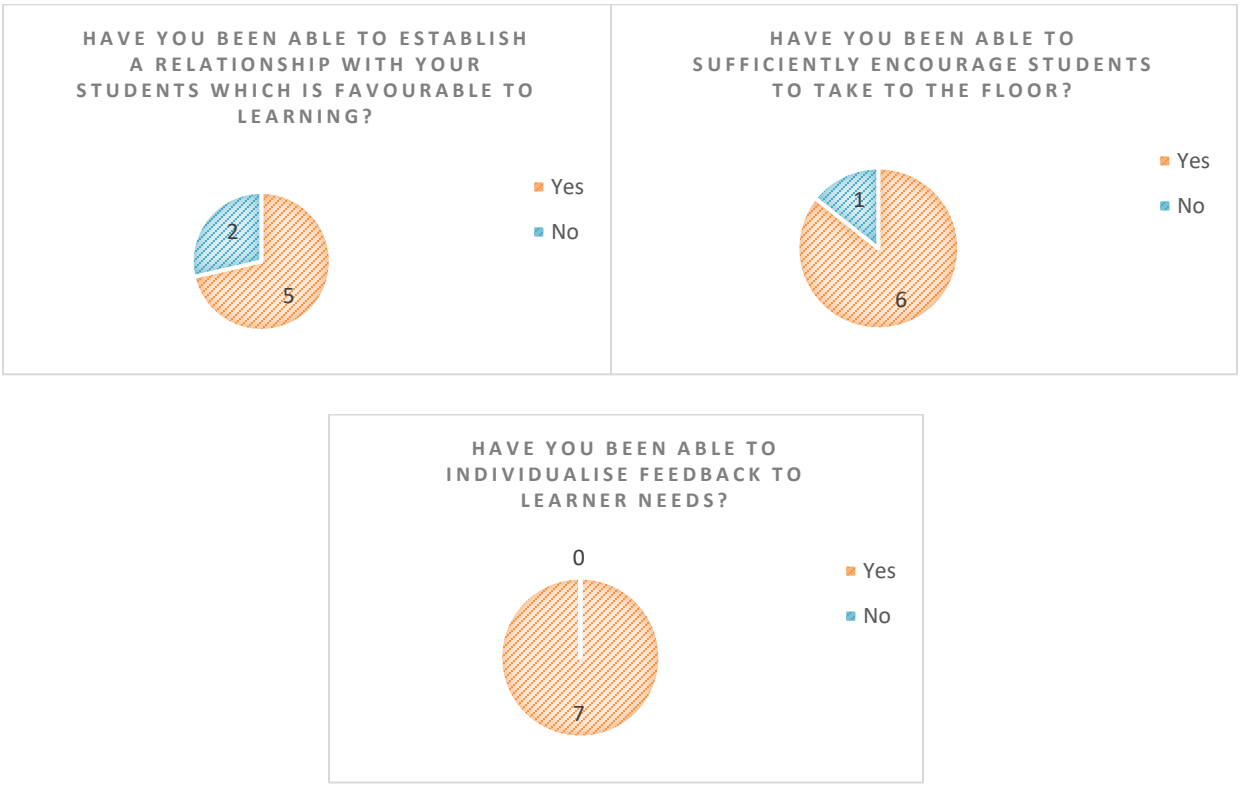


Figure 4-32: Responses question B1: Socio-affective regulation

First, participants were asked whether they had been able to establish a relationship with students which could be considered as favourable to learning. Five of the seven participants answered yes, and cited as main reason, the ease of use of online platforms to facilitate communication.

> *[162] LLH_07: “The communication on online platforms up makes it easy to establish good working relationship.”*
>
> *[163] LLL_01: “I do believe that relationships have been established in the online context, due to live Teams classes. Students are able to see and speak to me. No, it is nowhere near what it would be in the traditional face-to-face context that we had before Covid-19.”*
>
> *[164] LLE_02: “I ensure that I have regular online meetings with students and I often assess them online as well, which immediately contributes to a relationship where we get to know one another professionally.”*

[165] LLE_04: "There is a relationship of respect, but also openness. My students are comfortable to ask questions about the content, as well as to ask for a deadline to be extended (in order to submit better quality work, which they do)."

[166] LLH_06: "I believe that any classroom should be an open and welcoming space, but a foreign language class should be even more so. It is a space where students have to read, write, listen and speak the language. If they feel uncomfortable, they will not have the confidence to do so. I try to be "accessible", open, friendly and warm. By "accessible" I mean that I am aware that there is an age gap and very different cultures in the classroom, and this should not be a barrier in the teacher-student relationship."

When they said no, it was mostly due to the online modality and its lack of interaction regulation, and also when they compare their ability to foster classroom relationships in the pre-2020-void teaching contexts.

[167] LLH_05: "Not always. With online learning it is difficult to build relationships but only when they reach out then it is possible to do so"

[168] LLL_03: "Although we engage in class and there is participation, I have no clue what my students look like and most of them have no idea who I am – there is a bit of a disconnect. I am not always convinced though that my students need to see me but I think it has to do with them being "shy" perhaps in the online environment or they are just not that comfortable so they are hesitant to engage."

[169] LLL_01"No, it is nowhere near what it would be in the traditional face-to-face context that we had before Covid-19."

Secondly, they were asked whether they had been able to sufficiently encourage students to take the floor and voice their opinion. Here six out of seven participants thought that this had happened. It must be said, however, that there is also a clear theme of improvement with time, running through the responses, so that one might believe that this perspective and the skills to facilitate engagement from students took time to develop. For example, some responses stated:

[170] LLL_03: "There has been definite improvement since last year (2020 was very odd and quiet) but I would always like to have even more engagement (even in contact situations)."

[171] LLE_02: "It is quite difficult to determine if this applies to all students, but during every online lesson I encourage participation and feedback from students."

[172] LLH_06: "After a while you get to know your students and especially the more timid or introverted ones. Pairing them with someone who is extroverted helps and usually by the end of a semester they have no problem speaking or reading out loud."

We see very clearly, central to this competence, are the displayed factors of respect, empathy, encouragement, and consideration. Echoing throughout the responses, these displays show us

the prevalence of socio-affective regulation competence in this cohort of participants. For example, the following responses present evidence of such socio-affective regulation.

> *[173] LLH_07: "By asking questions and encouraging them to present their ideas."*
>
> *[174] LLL_01: "I believe that I have a very "open" and "safe" space for my students to ask questions and contribute to conversations during class sessions. I encourage participation. There are even students who, at the beginning of the year, would only type in the chat boxes, and who have now become comfortable enough to speak during the Teams sessions."*
>
> *[175] LLE_04: "By firstly explaining or giving examples and then guiding them to where they are confident to answer and give their own ideas. Also, I do not belittle or reject a students answer – I try to reformulate the question to given better guidance."*
>
> *[176] LLH_05: "By establishing a safe space and mutual respect to the student's knowledge"*

Furthermore, the socio-affective regulation for these participants is also evident from their perspectives of being able to individualise feedback to learner needs. It seems from the 100% positive feedback to this question, that these teachers were able to individualise feedback based on three factors:

a) The successful and conscious employment of online tools specifically designed to create individualised feedback for larger classes.

> *[177] LLH_07: "NWU learning tool (eFundi) assists a lot in this regard but the Lecturer also set up time for individual attention – setting up one-on-one feedback meetings."*
>
> *[178] LLL_03: "eFundi does this automatically using Gradebook but since I now mark online most of the time, I tend to give more detailed feedback (easier for me to type than write) which is shared with them individually. The Quizet tool also helps them keep track of their individual performance (but only for the tasks you create of course)."*

b) An intense and conscious effort from the teacher to make this feedback personal.

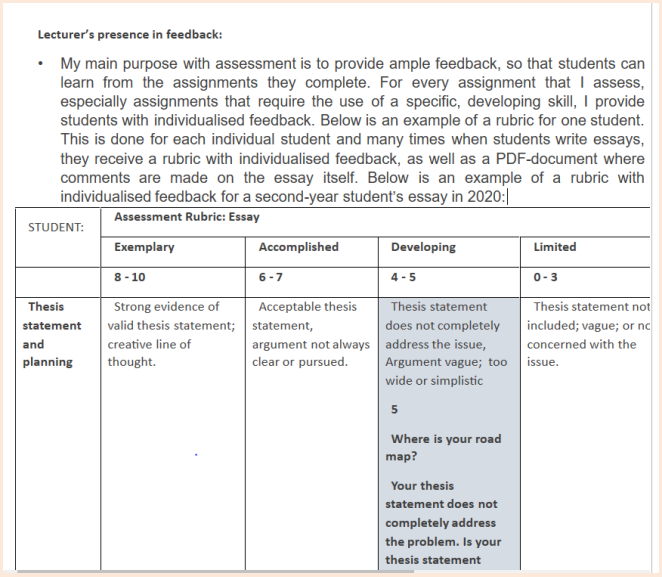
> *[179] LLL_01: "For assignments and essays, I still mark by hand (I print out and mark, then scan back in) and provide individual feedback for students. For tests and quizzes, the feedback is provided after the tests. Students are encouraged to go through the feedback, and bring any questions or queries to class or email."*
>
> *[180] LLE_02: "I put in a lot of time to provide individualised, extensive feedback on every assignment for every student. I can only hope that these speak to learners' needs, but I trust that the feedback is sufficient and effective in indicating the gap between where they currently are and where they need to be"*

c) Small classes, enabling the teachers to get to know the students and to tailor feedback.

> *[181] LLE_04: "My classes are small enough where I get to know the levels, skills and abilities of each student and base feedback on previous attempts."*

[182] LLH_06: "My classes are normally very small (maximum 15 students), which makes individual feedback easier."

This factor is also evident in the TIP of LLE_02, as illustrated in Figure 4-33 where the participant ruminates on the important role of feedback individually tailored to each of her students.



Lecturer's presence in feedback:

- My main purpose with assessment is to provide ample feedback, so that students can learn from the assignments they complete. For every assignment that I assess, especially assignments that require the use of a specific, developing skill, I provide students with individualised feedback. Below is an example of a rubric for one student. This is done for each individual student and many times when students write essays, they receive a rubric with individualised feedback, as well as a PDF-document where comments are made on the essay itself. Below is an example of a rubric with individualised feedback for a second-year student's essay in 2020:

STUDENT:	**Assessment Rubric: Essay**			
	Exemplary	**Accomplished**	**Developing**	**Limited**
	8 - 10	**6 - 7**	**4 - 5**	**0 - 3**
Thesis statement and planning	Strong evidence of valid thesis statement; creative line of thought.	Acceptable thesis statement, argument not always clear or pursued.	Thesis statement does not completely address the issue, Argument vague; too wide or simplistic **5** **Where is your road map?** **Your thesis statement does not completely address the problem. Is your thesis statement**	Thesis statement not included; vague; or nc concerned with the issue.

Figure 4-33: Expert from LLE_02 TIP

In these newly negotiated teaching spaces, we can therefore identify participants' actions and ideologies as regulation that contributes to bridging the engagement gap and filling the face-to-face teaching-void, in order to facilitate meaningful language learning.

Pedagogical regulation

Pedagogical regulation as a teacher competence, can be described as the "capacity to design learning scenarios adapted to distance that truly engage learners emotionally and cognitively and, second, to manage learning experiences by providing feedback tailored to learners' individual needs" (Guichon 2009:180). Questions in the teacher competence questionnaire attempting to elicit a view on pedagogical regulation provided the following results, as illustrated in Figure 4-34.

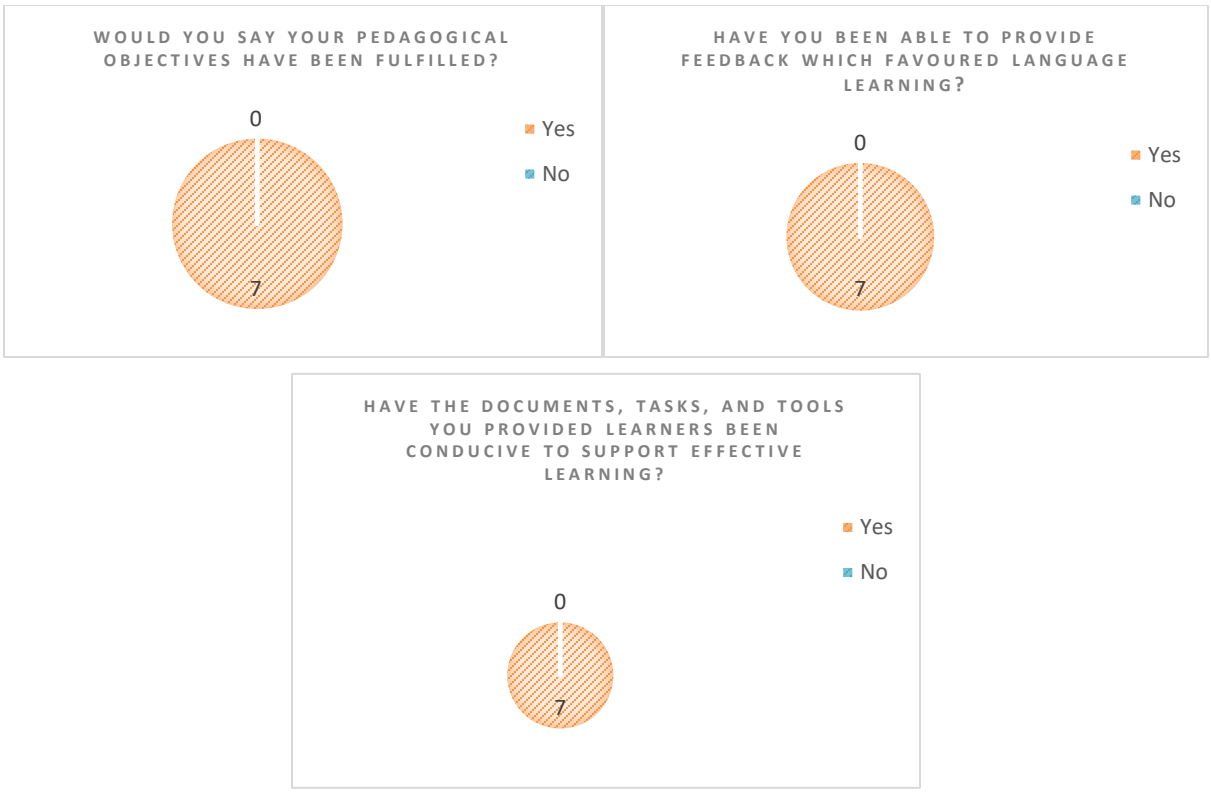


Figure 4-34: Responses question B2: Pedagogical regulation

While answers to the question: *Would you say your pedagogical objectives have been fulfilled?* on face value seem to be overwhelmingly positive (seven out of seven participants answered in the affirmative), once one delves into the open-ended question, where participants are invited to elaborate on their answer, and refer to the interview data, it becomes clear that this is a complex question with even more complex answers. There were mainly three factors that influenced the views of participants on their attainment of pedagogical goals.

a) First, participants situated their answers within others' perspectives.

   [183] LLH_07: "There is a positive outcome based on the Teaching and Learning Survey."

b) Answers were also situated within feelings of self-doubt in their ability as a teacher due to the throughput rate of their module.

   [184] LLE_02: "Mainly, yes, but there are still many students who fail modules and who struggle with the work. This always makes me wonder whether my pedagogical approach is effective and what more I can do to accommodate those students."

c) Answers were also situated within a context of the participants 'making the best of a bad situation'.

   [185] LLL_02: "I do believe that I have provided students with the best possible alternative for in person, face-to-face classes, through creating numerous forms of content (PDF, PowerPoint presentation, Voice over

PowerPoint presentations, MP3 audios and video versions of all of my content), in order for students to make use of the content that best suits their individual learning styles."

[186] LLL_03: "This is a tricky one to answer because it is a yes and no. I do not know what more I could possibly offer students to help them but their performance is not always as great as it was in the past I think"

[187] LLE_04: "TO an extent where I could change and enhance the module content. Students are now guided by the eGuide to self-directed learning, while also prompted to critical thinking."

Therefore, from a closer reading of the data, it seems that the participants shelter quite extensive doubts regarding this aspect of their competence, and they definitely situate this within a comparative context, where teaching prior to the 2020-void delivered better results in their view. This is especially true when taking into account the narratives explored in the interview data which spoke of a struggle in attaining language learning goals in the context of online language teaching classroom. This is illustrated by the interview quotes below:

[188] LLH_06: "Because foreign language learning is something that I think you just have to do in person, it's so hard to do it the way we had to teach. So I feel much more comfortable moving back to you know the way it was before. But I have also learned a few new skills now that I combine with that old person."

[182] LLH_05: "LLH_05: "The student there's, you know, as much as you can design and make, you know all this nice…You can design a learning program, it always comes down to whether the student has learned anything at all. So that that so during online is it's always quite difficult… let's say for example, if you have a, if you have designed your lesson in such a way that you have got intervals during your teaching time where you say a student need to spend maybe 5 minutes thinking about something and then they should write it in their own space wherever they are. And you, you're you don't, you don't know whether that's what they are doing or they are I'm sitting with friends somewhere and just logging in and not necessarily paying attention to to, you know, to the to what is happening in the classroom. So I don't think… in the quality in terms of whether they receive the quality, whether they, they are able to receive what you provide for them as opposed to if they were in class and they are interacting, and you get to see whether they show a level of you know interest, or if they show disinterest during classroom."

On the contrary, participant's views on providing feedback which favours language learning is much more positive and grounded in the idea that online teaching has actually helped them to deliver more nuanced and individualised feedback. However, these responses should also be interpreted with caution because this study did not investigate the effectiveness of said feedback. The researcher had the feeling that these responses were situated in an ideal version of reality and the data sets did not enable triangulation of these perceptions.

Participants' perspectives on the conduciveness of documents, tasks, and tools they provided in order to support effective language learning, was again more complex once one looked at the

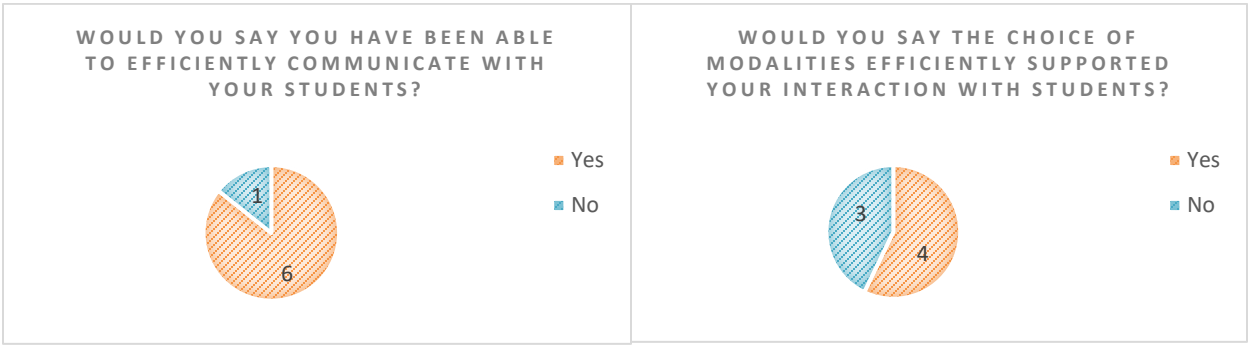
responses to the open-ended question. While all participants indicated affirmatively, they also noted that the answer was complicated. From the data it seems that their perspectives of the conduciveness of the pedagogical approach is dependent on both student and contextual factors. Participants stated:

> *[183] LLL_03: "I would like to think yes, but this yea[r]s performance is not as great as last year and I am not sure why. I wonder if the Hyflex [the hybrid teaching approach implemented at the NWU after Covid restrictions were cancelled] actually poses more issues than the fully online mode."*
>
> *[184] LLL_01: "Through creating numerous forms of content (PDF, PowerPoint presentation, Voice over PowerPoint presentations, MP3 audios and video versions of all of my content), in order for students to make use of the content that best suits their individual learning styles. Furthermore, I am always available for students who need additional assistance, or further explanations."*
>
> *[185] LLE_02: "I don't think there is a yes or a no that applies to all students. I think some students find the tasks and documents effective and others don't (this may be due to ineffective use of these, though). However, scaffolding is provided. Additionally, I hope that my students will also be self-directed enough to find their own additional resources or to ask me for additional resources if they find that those provided are insufficient."*
>
> *[186] LLH_05: "If the materials was accessible, yes, but provided the students have the required devices."*

In terms of pedagogical regulation, while it seems that the participants are 100% convinced that their pedagogical objectives were fulfilled, when one considers the closed-ended questions, and the interview data, uncertainty as to goal attainment, seems to be an underlying theme.

Multimedia regulation

In Guichon's (2009:180) conceptualisation of multimedia regulation, the teacher competence described here has to do with being able and competent, to use the correct and most appropriate communicative tools, whilst facilitating successful and adequate, engagement and interaction. Of all three regulative competences, this seems from the data, to be the category that participants seemed least competent or comfortable with. From the questions in this section, the following responses were recorded as illustrated in Figure 4-35.



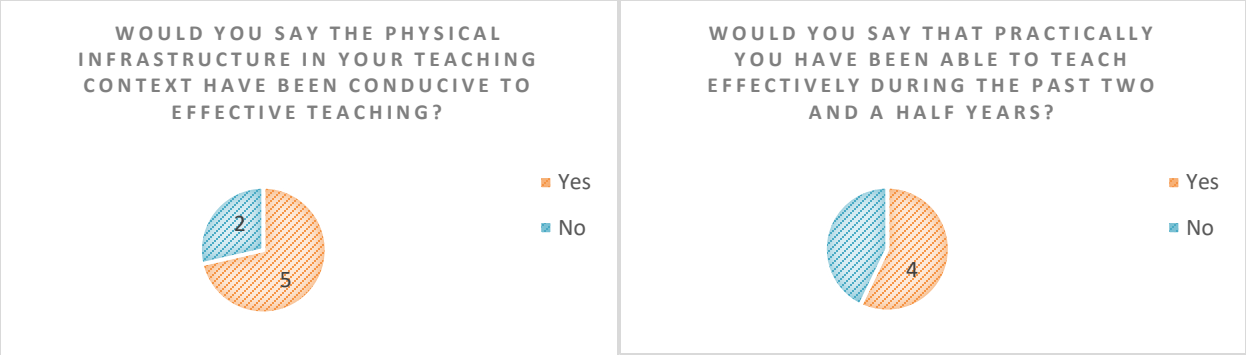


Figure 4-35: Responses question B3: Multimedia regulation

In the first instance, there is affirmation from the closed-ended questions that the correct and adequate tools were, for the most part, learned and used to facilitate effective communication with students. From the open-ended responses we learn that participants struggled within the context of the 2020-void with communication, they doubted their students' commitment and diligence, and found eventually that relying on official modes of communication such as eFundi platforms and emails did not necessarily work, and they had to resort to modes such as WhatsApp communication – an instant, informal, and private mode of communication which is perceived by some as intrusive. This switch to modes such as WhatsApp and Telegram seems to be motivated by the reluctance of students, or their inability for contextual reasons (load shedding problems might prohibit access to electricity in some contexts in South Africa that hampers access to ICT tools for learning and teaching), to use official channels of communication. This could be a generational issue, a socio-economic issue (South African students struggle with the funds needed to purchase data to access the Internet) or simply, an issue rooted in the student-centred teaching approach adopted by many higher education institutions. While student-centred approaches promote the autonomy of the learner, it also promulgates the interdependence of teacher and student (Attard *et al.,* 2010), and in off-balance contexts such as the 2020-void, it is argued here that this interdependence transforms into total dependence on the teacher, and in-fact the centering of students' needs in operational policy and expectation, negatively affects the teacher's ability to cope.

Participants' responses included the following reflections that highlight this point (particular instances where the above point is illustrated are highlighted in bold by the researcher to improve ease of reading):

> *[187] LLL_03: "I am sorry but once again it is a yes./no situation. I cannot explain how much guidance my students get but I think online/Hyflex with* ***recorded lectures have spoiled them*** *and* ***they are becoming less diligent****."*

[188] LLL_01: "At the commencement of the Emergency Online Teaching and Learning mode, it was very challenging, but I do believe that effective and efficient communication was maintained between myself and my students. ***I am also extremely diligent with email responses to students, and will go out of my way to ensure that they get the information that they need.*** *When students do not read emails (email notification of announcements on eFundi) there would obviously be a lack of communication, where students would sometimes email me regarding information, then I would refer them to the specific announcement etc., in order for them to access the information. This is sometimes frustrating, to be honest - as I cannot control who reads their announcements etc"*

[189] LLE_04: "Via ***WhatsApp there is a (virtual) direct line between myself and my students****. I also try to answer* ***questions to queries as soon as possible****."*

[190] LLE_02: "I communicate with my students very often and I am quite organised, so I give plans well in advance and in detail. eFundi is a great tool for this, but I have also realised that ***many students do not read these announcements. I also communicate on a Whatsapp group*** *with students, but all important information is communicated on eFundi as well."*

*[191] LLH_05: "Not always If students appreciate you reaching out to them, they are able to communicate back although they might be delays in the communication chain****. Whereas, if they are not interested they will choose to not reply back to you****."*

[192] LLH_06: "I have found that ***WhatsApp is a better method of communication than, say emails.*** *Students* ***provide immediate feedback*** *on WhatsApp and also communicate with each other in the group."*

While the responses indicate adaptive measures taken to facilitate communication in different modalities, the question is raised on whether these indicated types of modalities and modes are indeed appropriate. The researcher once again wants to highlight the toll these types of adaptations can potentially take on teachers when these communication approaches become the norm. This questioning is grounded in the idea of the impact of this perceived 'necessary' instantaneous or virtual direct line between teacher-self and student, where the teacher feels that the regulation needed in order for effective communication to happen, should be based on instant gratification. This raises questions about the long-term psychological effects of this type of regulation as well as the pedagogical implications of instant availability. In addition to the potential perceived pressure to be available all the time, lecturers indicate that they took the burden upon themselves to disseminate important messages through several media (see the response of LLE-02 above). The mere additional workload to distribute messages constantly through several channels must be daunting for lecturers. While the potential psychological impact of the pressure to communicate constantly and via various channels is not something that this particular study can address in depth, it is definitely noted as an area for future research, because of its relation to both the areas of language teacher and language student motivation.

When asked to reflect further on the issue of the choice of modalities and their efficiency in terms of supporting student-teacher interaction, the responses were again more balanced with four out of seven participants stating yes, and three no. The open-ended data indicate that participants

felt, that within the teaching context of the moment (teaching in the 2020-void), the modalities used were not necessarily efficient, but the best that could be hoped for.

> *[193] LLL_01: "I personally do not believe that the online modality is as efficient as face-to-face, in person classes. But, I do believe it was efficient as an only resort during the pandemic."*
>
> *[194] LLH_05: "Not always On the online platform students becomes quite reserved and this could be due to the anxiety they experience with online learning due to transition or they simply would not show interest during online class."*
>
> *[195] LLE_04: "Although the online modalities are great when in a crisis, I experienced students still want face-to-face interaction when being taught. This [end of answer]"*

Where participants thought the modalities efficient, this was based on the ideal hope that students of their own volition, would engage daily and meaningfully with the official university LMS and become better at it as time goes by and necessity dictates.

Contradictory data from the question, *Would you say the physical infrastructure in your teaching context have been conducive to effective teaching?,* is evident between the closed and open-ended question responses. In the closed responses, participants (five out of seven) were satisfied with university infrastructure, and only two indicated problematic experiences. However, from the open-ended response a different picture emerges. Participants state that they faced several challenges in relation to infrastructure, including internet access and connectivity, lack of IT support, unequal distribution of equipment across campuses, technical challenges, and power interruptions, promoting those who could, to work from home.

> *[196] LLH_07: "The venues I have been using are well-equipped despite other unforeseen technical challenges."*
>
> *[197] LLL_03: "Yes and no. The idea is nice but when the infrastructure does not work according to plan and there is no immediate support, the whole thing becomes a mess."*
>
> *[198] LLL_01: "On campus, connectivity is often problematic and podiums etc in venues do not always work. It was therefore better for me (and still is better for me, as my classes are -at the time of responding- still fully online) to work from home, where I have stable internet connectivity and devices at my disposal."*
>
> *[199] LLE_04: "There were some horrifyingly bad internet connections and power interruptions, when working from home, but on campus also presented stable and secure connection. Students struggled more with connectivity and power."*
>
> *[200] LLH_05: The level of qualify for the physical infrustructure differs across the campus. Therefore, sometime you teach in a functional space and sometimes not" [verbatim]*

This type of contradictory data provides evidence yet again of the value of multipronged research approaches in qualitative research.

Finally, the competence questionnaire asked participants to comment on their own perception of the efficacy of their language teaching endeavours during the 2020-void. Here two main issues

are highlighted by the responses. First, there is a feeling of resigned acceptance and of general improvement after overcoming an initial challenge, resulting in a degree of successful learning. This is evident in responses that stated, for example:

> *[201] LLH_07: "Teaching a language requires mainly face to face interaction. It was challenging in the beginning owing to challenges of digital access for both students and the Lecturer, however, the other years things started to improve."*
>
> *[202] LLE_04: "As much as the pandemic and the ripples thereafter allowed."*
>
> *[203] LLL_01: "The majority of my students have been able to achieve the module outcomes for my modules, and have passed the module, through the completion of continuous assessments (tests, assignments, essays, etc.). Their ability to apply their knowledge of the language is an indication to me that despite the online mode of teaching and learning not being my first choice, the students were still able to learn."*
>
> *[204] LLL_03: "I would say that it is effective in that we get the job done in new ways but I would have to compare results and factor in context etc in order to answer that one properly (is there even a way to gauge this for a normal person like me?) Did I even teach effectively offline (before Covid)? Good to think about."*

These reluctant affirmations of successful teaching are solidified in the responses of participants who plainly state that they are not convinced of the efficacy of their teaching during the 2020-void. Responses like the following highlight the doubtful nature echoed in their self-reflection, especially in terms of teaching foreign languages and module content or design not being transferrable between teaching modalities.

> *[205] LLH_05: "For the most part, NO It has not been easy transitioning from contact to online. You simply cannot move a class online but you need sufficient time to build an online learning platform that will meet the needs of the students."*
>
> *[206] LLH_06: "The best way to learn a new or foreign language, is to be "immersed" in it - in my opinion. Therefore, due to the geographical and cultural distance between the new language and the students, they need to be in contact with someone who can explain and help. It was very hard to teach a foreign language online, as I could not effectively gauge if students understood the work (i.t.o pronunciation, comprehension, testing)."*
>
> *[207] LLE_02: "There is definitely room for improvement. Every year I learn something new about what works and what does not work. I think the fact that I am constantly seeking ways to improve and trying to make the online teaching as effective as possible, is what makes the teaching effective. I feel I constantly have to analyse students' feedback and experiences to ensure that the learning experience is meaningful to them."*

These are also highlighted in the interview data of participants. For example:

> *[208] LLL_01: "Because **I'm not an online lecturer**, this wasn't what I signed up for. If you want to put it that way, I didn't sign up to be an online [unknown]. I signed up to be a face to face lecturer so, but that has also*

*showed me that I can **adapt to difficult situations**. And yes, it was really on the fly. We had to, you know, come up with ways to teach our module with our team, our students. I mean 2020, we didn't. We didn't even have the live classes that we are now able to have.*

The identification of self as a contact lecturer is a very overt statement of professional identity construction. An element that is also seen in the data of LLE_02 who as a distance lecturer also asserts her identity within the context of online/distance teaching. The mode of teaching therefore seems to be an element that strongly contributes to identity-building for these participants. This is a theme which is explored again in the structural description.

4.3.2.2 Conclusion: Textural description 2

Textural description[14] two reflected on the situated language use and ideologies of the participants and how this underpinned their teaching within the 2020-void context. It seemed that there were complexities revolving around the implementation of MPs, questions about the legitimacy of languages other than English, within English teaching classrooms, and general concerns for the theoretical and instructional grounding of these MPs. This complexity and often contradictory tone is also evident in the data establishing the perceived technological regulation, socio-affective and pedagogical regulation. An underlying element of uncertainty as to the attainment of teaching goals evident seems to have emerged from the data. In the structural description that follows, these complexities are unpacked through the analyses of narrative descriptions of the participants.

[14] As a reminder: Textural descriptions refer to the descriptions of the experiences of participants.

4.3.3 Structural description: Small story analysis (Data set 3 for Research Question 3)

4.3.3.1 Introduction to the structural description[15]

As a reminder, the research question informing this discussion is stated below.

From the narratives of language teacher experiences of teaching as it relates to teacher identity and language use in the 2020-void and beyond, which contributive elements to language teacher identity can be identified and how can they be operationalized into language teacher training objectives for a teacher adaptability framework?

The discussion below will present the findings of the data gathered from the two instruments, my own experience essay, and the relevant interview questions **per participant**. The initial presentation of data per participant is warranted because in a phenomenological approach, the unique experience of the individual is paramount. The discussion will then set out **emergent themes from across all participants as they pertain to HELTI construction, motivation, and positioning.** This thematic discussion will help to establish the contributive elements of this group of participants' HELTI.

The primary purpose of this study is to investigate HELTI in terms of the relationship between teacher-self, context, and language use. The first two research questions addressed these by looking at how underlying linguistic and social ideologies impact teacher identity in a practical way, by focusing on for example classroom language practices within a very specific social- and sociolinguistic context, as they relate to the establishing of a HELTI. Furthermore, they framed linguistic self-awareness in an embodied way, casting light on the imagined or idealised HELTI as it relates to context and language use. Thus, both questions focused on language use and identity conceptualisation based on the premise of lived experience. However, in this section of the data, teacher-self is examined through the lens of reflection. The focus here is on the narrative and what we can learn from both the explicit and implied narrated reflections of teacher

[15] As a reminder:

Textural descriptions (descriptions of the individual experiences of participants). Structural description (description, both individual and shared, of the contexts or settings that influenced the experiences of participants)

experience, and awareness, after the event. Important here is then to identify on a theoretical level which elements contribute to the establishment of a HELTI. By describing and attempting to understand the participants' positioning to these elements, and from the use of language within the narrative, the study wants to identify how the context interplays with identity manifestation. In this data set then there is also an exploration into how narrative language in the form of metaphor, shapes the understanding of both the teacher self and its relationship to context. The importance of understanding language and metaphor in this case is exemplified by the musings of Coffey (2015) who states that:

> …critical language awareness entails reflecting not only on language content but also on perceptions of language(s) and language learning… demonstrate that language autobiographies, when used within a phenomenological perspective, elicit a broader reflexivity vis-à-vis teachers' own language learning history (plurilingual repertoire) through recourse to different metaphors that are both embodied and emotional. (p. 500)

Thus, in this final analysis, the data from the essay and interviews provide the opportunity for the participants to vocalise, visualise and reflect on the notion of language teacher identity, the progression (or not) thereof, from before 2020 to currently, and their experiences of this time, as a language teacher. The interview questions specifically prompt an evaluative reflection of their experience which then provides a channel for the transfer of these personal experiences into 1) a self-driven projection on an imagined community of other teachers and 2) and post-void internal reflection or self-evaluation.

Essentially then, the participants vocalise their own conception of a language teacher identity, they track their own journey of this identity across a specific time, and then position themselves both in a forward-looking and a reflective (self-evaluative) direction. From this we can derive the following: 1) a description of their experience and self-conceptualisation, laying the foundation for the modelling of contributive elements of a language teacher identity, and 2) a contribution to teacher adaptability models for both future teachers and established teachers. The data and findings are initially presented per participant.

4.3.3.1.1 Positional analysis participant 1

From the data for participant 1 we can see the central themes, narrator's identity claims and positioning of participants 1 in the following main elements. These elements underscored the fundamental ideologies revolving around the conceptualisation of language teacher identity for

the participants. This aspect of optionality therefore qualifies it as a structural analysis. The main elements are:

a) Behaviour modelling
b) Personal language skills and abilities
c) Establishing and maintenance of student-teacher relationships
d) The role of the institution
e) Resilience and self-sufficiency

Behaviour modelling

The narrative of this participant seems to highlight that the modelling of linguistic behaviour and acceptable or important linguistic norms, is an innate responsibility of the language teacher. The presence of this internalised, but outwardly evident linguistic behaviour trait, receives such prominent mention across the different data sets (see RQ 1 and RQ 2) that it is easy to perceive it as a dominant element of HELTI construction for this participant. We see how this element is translated from an internalised ideological standpoint to an expose of skills and knowledge, in the following extracted phrases (highlighted in bold by the researcher to improve ease of reading) from the essay narrative:

> *[209]* "*It is* ***extremely important to me to be able to show my students how passionate*** *I am about the English language… It is my responsibility to* ***show them (and teach them****)…"*

The subservience of the phrase *'and teach them'* in favour of the idea of 'show'[ing], establishes a hierarchy of priority, that paves the way for the importance of behaviour modelling for this participant. However, not only is modelling important but the burden of responsibility of change is evident when the participant states:

> *[210] "…and to* ***change possible negative mindsets and thoughts*** *that they may have about English language learning. This is sometimes* ***challenging as some students have told me that they hated*** *English in school*."

This theme of responsibility for the attitude that students hold is also evident in (RQ 1 and RQ2).

Personal language skills and abilities

The participants' reliance on behaviour modelling is also influenced by an ideological perspective that considers superior language skills, the superior status of the level of the language being taught and the responsibility of the teacher to actively and intentionally change students' negative

perceptions about the language they are taught, in order to become masterful, as the dominant goal. The attainment of this master level of linguistic proficiency and re-education stance on the importance of the module (read here '*the English language*') is perceived by the participant as resulting in a positive future outcome relating to work and status for the students and thus links the teacher's language skills to students' future accomplishments directly.

> *[211] "To me, language teacher identity refers to and **relies on my ability to equip students with the knowledge and skills to improve and use the English language proficiently**, as well as for various reason across different domains (for example: formal versus informal language use; audience, etc.)… there is much more to learn about the language than **mere secondary education level English** – especially when it comes to the use and implementation of correct language within their **future professional lives**.*

Also, a hierarchy of importance is further established by the use of the word 'mere' [211] when referring to secondary education level English. With this divide, the participant establishes an ideology of supremacy of higher education language teaching. However, this idea combined with the burden of responsibility is a non-sustainable approach and the problematic nature of such an identity conceptualisation could influence the eventual measurement of teaching success. On the other hand, hierarchising could also be perceived as an identity marker positioning the participant as a university language lecturer and not a schoolteacher.

Establishing and maintaining student-teacher relationships

For this participant, the establishment of a positive HELTI is directly dependent on establishing and maintaining student-teacher relationships that manifest in successful attainment of module outcomes. From the narrative, it is evident that there is an aspect of emotional investment in the welfare and experience of the student, and that relationship-building is incredibly important. Subsequently, two major stumbling blocks are presented by the participant. First, the importance of non-verbal cues and teaching modality in establishing these relationships are especially highlighted. From the narrative it seems that for this participant, it is necessary to have a personal presence, and the constraints of mode during the 2020-void, impacted their teacher identity severely, by making them feel restricted and providing impersonal teaching contexts. Compounding this problem is that of the nature of the module itself and students' attitude towards it. Because this language module is a compulsory one, the usual motivation for language learning can be considered as lacking and this results in a negative attitude from students. A lecturer trying to address this attitude across a void of impersonal modality, severely impacts teacher self-confidence, especially considering the participants' notion of obligation and responsibility. They explain in their essay that:

*[212] "…much easier for me to **build relationships with my students** in **face-to-face contexts** ... Through these relationships I have previously (before 2020) been able to assist shy students to **be more confident in themselves, and to grow in their language abilities**…As a language teacher, 2020-2021 **made me feel restricted** in terms of how I could teach…was **very impersonal** for me…**(I like the personal interaction and engagement with my students – that is why I became an educator in the first place**)... I was still not able to see my students' faces and interpret their understanding of the content being discussed... in a face-to-face setting, it is possible for me to see frowns, head nods, etc. **which provide non-verbal cues** to me from the students regarding their understanding of the content at hand – this was not possible online."*

The teaching modality is thus identified as an element that influences the evaluative aspect of this participant's identity, as it interferes with her ability to make judgements about outcomes.

The role of the institution

The role of the institution and the idea of self-sufficiency seems to be intertwined for this participant within this specific context. She situates her own efficacy and resilience, or self-reliance only in relation to the lack of support from the institution. The participant alludes to understanding the financial implications for institutions brought about by EROT, but still feels failed in terms of smaller more cost-effective things that could have been done to make the already heavy responsibility of teaching easier. There is also a very clear and explicit experience of the shifting of responsibility, where the participant perceives and reports that she must bear the cost of the institution, because there is not enough support provided. As she already operates from a place of obligation and commitment to the students, such failures become prominently problematic.

Several issues of the perceived lack of institutional support are addressed by the participant: The non-provision of soft skills to cope with crisis teaching; the identification, monitoring and proper management of teacher mental health and wellness; the lack of provision of normal support services; and the lack of intervention strategies from the institution to combat reliance on self-preservation strategies. All of these resulted in an attitude of the 'us vs them', 'the teachers vs the institution', and a general disappointment in the lack of true support, as is evidenced by the following extract from the interview data:

*[213] "What the lectures or teachers **are going through** and **truly be mindful** about it and not just… **engaging lip service**, we or I often heard, make use of this. Remember, we are here to help you and when push comes to shove in the end, it's **still your own stuff** that you have to that you have to do. You **have to find a way to make it work**. **I cannot specifically pinpoint one specific thing that people that were supposed to support me as a lecturer, where I actually ever got that support.** I think I got **more support from my***

> ***colleagues*** *who are lecturers themselves and* ***who were going through exactly*** *what I was going through, and I got more support from them than I did from people that were that are actually employed as assistants…"*

In this case, the perceived failure of the institution to sufficiently support the teacher during the 2020-void, resulted in two things: a negative positioning towards the institution, but a positive reliance on the self. While the reliance on the self and the accompanying growth this provides is good, there is, however, a price to pay for this, if one works from the place of total obligation.

In crisis times, but also in 'normal' teaching contexts, these are not oppositions that contribute to the well-being of the institution and therefore should be addressed. Important to note here is that while the negative connotation or opposite positioning toward the institution is evident, for the sake of different contexts it should be seen as an important contributing factor of HELTI. In teacher training models it should be acknowledged, and higher education teachers should be made aware that their feelings towards the institution could have a significant effect on how they see themselves as teachers. The aim of this finding would be to train university teachers to manage these feelings and install in institutions pro-active and overt avenues of management that address these types of experiences.

Resilience and self-sufficiency

In the interview data, the participant refers often to the idea of action, but more importantly self-directed action, resilience, and self-efficacy, mainly as derived from an oppositional stance to the inaction of the institution. This action is situated within the concept of intervention, both in a teaching and a personal capacity.

From a teaching perspective, intervention comes from the awareness of improving self-sufficiency in terms of teaching by engaging in self-directed learning. There is explicit reference to language teaching, identifying linguistic concepts that are difficult to 'get across' and necessitates the action of going to look for a solution. The participant states in her interview:

> *[214] "And to* ***seriously engage in self-directed learning*** *for… in terms of the use of platforms and how different ways in which to teach a particular thing. I mean there are* ***different ways that you can teach active and passive****. For example, the different ways,* ***but if you are used to teaching only one way, you need to, you need to go look for for new ways, innovative ways*** *to get the same concept of the same learning across to these students, so definitely self-learning self-directed learning in that regard."*

This quote illustrates the additional burden that language teachers, trained or experienced as contact teachers had to bear during the 2020-void, as it relates to expectations of having to suddenly have the skills and appropriate material to teach in a CALL approach. However, her

essay data displays a sense of reflection and accomplishment in the face of this burden, solidifying the aspect of resilience. She states:

> *[215] I feel that I have learnt a lot about myself in terms of my ability to adapt to the best of my ability to ensure that I am still able to make the learning experience beneficial to my students, despite the challenges that were faced by them and by myself. As a language teacher, for the future, I hope to be able to incorporate all of the skills that I had before 2020 and combine them with the skills that I obtained since the onset of lockdown.*

The nexus of struggle encapsulated by the difference in modality, and the resultant resilience borne from this, can be seen as a contributing element of HELTI.

From a personal perspective, intervention is self-actioned by the acknowledgement of coping with problems in a truncated or compartmentalised manner, while also striving to keep an idealised version of oneself to present. There is also an awareness of the need for providing one's own protection – thus employing self-preservation strategies, in addition to a narrative of losing a part of the personal identity (see excerpt 216 as example). While the participant explicitly refers to this losing of oneself as being something personal and not part of the 'language identity' or of impacting 'language teacher identity', the mere inclusion of this statement in the interview question, 'If you have to give advice to future teachers who face the same experiences as you did in 2020/2021 what would it be?', negates this exclusion. The notion that workplace politics has an influence in the personal domain is evident by this statement which ties into the idea of the interwoven nature of a teacher identity as influenced by both personal and professional struggles.

> *[216] "Be the best you that you can be…And don't let politics dictate who you are as an individual and just continue being the positive light hearted person that you are because I I lost that at some stage and I think that that that it's very important for me not to lose that. It's just a personal thing, not in terms of my language identity but but just to to be able to remain light hearted."*

Positioning

From the above discussion and the data, it is evident that the participant positions themselves towards four main characters in their narrative:

1. Teacher-self: The positioning towards the teacher self is one of actionable change, responsibility, and self-preservation. A self-driven, self-directed crosser of voids to fulfil the obligated responsibility of student success.
2. Colleagues: From the data it is evident that there is a clear alignment of the participant with their colleagues due to a perception of a similar experience context (see excerpt 213).

3. Students: There is also a slightly less, but still significantly evident close alignment with the student (they become the responsibility of the teacher). The participant refers to 'my students' (see excerpt 212) implying closeness.
4. Institution: The participant clearly positions themselves in direct opposition to the institution. This is evident from the data where the participant refers to the institutional role players as 'they'. The participant never directly names these entities, but rather an approximation is given of who they are by calling them 'from people that were… employed as assistants' (see excerpt 213). There is a distinct distancing from administrative or support functions of the institution, and a clear differentiation of 'us' as academic staff versus 'they', those employed to assist us. All stakeholders are employed, yet this reference speaks to a perception of uneven workload distribution where the *us* is left to do the work while '*they'* receive compensation for not supporting.

Language use:

When looking at how language use can facilitate the conceptualisation and positioning of the HELTI we can identify two contributing factors here: the first is the metaphor of movement or action through landscape. This is evidenced in the many reflections of a journey, boundaries, platforms, getting things across, ways of doing/teaching, going to look for things, to create a bridging or a path to their end goal. On this path there are obstacles (platforms/mode of teaching/lack of resources and support/teaching technology) between what the teacher can teach and what they should be teaching or achieving. They must 'cross' the void to get the linguistic concepts across to their students and this crossing is facilitated by a finding of their own way, creating a path using own resources and resilience. From a personal perspective the use of the phrase '*were going through'* (see excerpt 213) suggests that the personal journey had also been significant. This metaphor relates to the notion that identity is in essence a dynamic matter of being and becoming.

Metaphor is a useful indicator when studying language teacher identity because it affords us the opportunity for a different understanding, but also for the participant to express constructs otherwise difficult to narrate. Karabay (2016:3) postulates that "metaphors are intellectual images, tools that enable people to comprehend their environment and clarify complex constructions. Moreover, they are intellectual tools that control, direct, and construct our ideas about the occurrence and processing of events". In this case the metaphor of journey is a way for the participant to make sense of the dynamic and ongoing process of identity-making and becoming.

Second, the use of emotional language (see experts 217, 218, and 219) blurs the line between personal and professional domains somewhat and gives supposition to the impact that personal investment has on the establishment of the HELTI within a professional context.

> *[217] LLL_01: "In my view, 2020 was the worst in this regard..."*

> *[218 LLL_01: "In 2020 I had a student who would send me messages on the eFundi chatroom platform stating that he/she was sitting om the roof of their house, trying to get signal to ask question related to the content – this broke my heart."*

> *[219] LLL_01: "Before 2020 my identity as a teacher felt more stable than during the Covid-19 period."*

It also has reference to the discussion in RQ 2 about the important role that emotion plays in establishing the HELTI. From this, the idea that personal and emotional investment is important for this participant is evident.

4.3.3.1.2 Positional analysis participant 2

From the data for participant 2 we can see the central themes, narrator's identity claims and positioning in the following main elements. These elements underscored the fundamental ideologies revolving around the conceptualisation of language teacher identity for the participants. This aspect of optionality therefore qualifies it as a structural analysis. The main elements are:

a) Self-awareness and self-management strategies
b) The role of the institution
c) Professional self
d) Mode

Self-awareness and self-management strategies

From the data provided by this participant, it seems that the idea of self-awareness as a teacher is an important part of teacher identity and further serves as an important strategy to aid in overcoming professional obstacles, challenges, and transitionary contexts. Many strategies of resolve are displayed here, specifically those of adaptability, reflection, and self-evaluation. The importance of these is illustrated by the following quote from the interview.

> *[220] "…for your own well-being to, to realize what your strengths and your weaknesses are, once again the reflection thing, to realize who you are as a teacher to know what you believe as a teacher and to earn that. And and I think something that's really important to me as well is to be able to take criticism."*

The overt presence of awareness of the benefits of teacher self-reflection could possibly be attributed to the education background of this participant, because receiving training in an education faculty is likely to result in a more advanced knowledge of the role of reflection.

The role of the institution

In the data provided by participant 2, the idea and importance of a grassroots-informed institution is highlighted as well. However, there is also an expectation that the institution should inherently and predictively know which problems could arise and should, as a part of their ordinary operations, provide support services in antecessum. This is because some staff members may be innately apprehensive to discuss difficult or challenging experiences. There is thus an expectation that the institution should be more responsible for the well-being of its teachers. It is perceived as an expected support that teachers should be able to rely on, and in this case, the participant communicates that teachers did not feel supported.

> *[221] "Also to **listen to their teachers**; Uh, you know, **airing their experiences and their challenges**. So I think it's important for someone supporting teachers to find out, but but what do you, this didn't work. Why? What was your experience of this? **People won't just out of their own go and say, but this is how I feel** and especially not with someone in a in a higher position at times.*
>
> *[222] "Maybe reflection? You know, and I think not only reflecting on the results, not only reflecting on the percentages but on well-being, you know, give questionnaires and and see where your employees are at and and how they feel about things **and then maybe teach identity** as well. I think that's such an inherent part of knowing yourself as a teacher helps you understand why you teach in a certain way and why certain things might not work for you in your classroom. Because that is the way you believe, but your your students might feel differently. So yeah, I think teacher identity and reflection."*

Two further issues can be identified in this excerpt: 1) the idea of power struggle and the effects this has on vocalisation of issues (see excerpt 220; and 2) equipping teachers to understand the theoretical concept of teacher identity (see excerpt 222). In both cases it is the responsibility of the institution to realise that the inability of a teacher to voice their concerns, whether due to unequal power structures or ignorance, is a failure on their side to adequately prepare a teacher in higher education.

Professional self

The third element which contributes to the conceptualisation of the HELTI in this case is the concept of professional self. In this participant's narrative there is no reference to the personal or

personal linguistic experience and the teacher identity is wholly visualised as being dependent on the professional context, the mode of teaching and feedback to students.

There is an indication of the importance of being flexible in attitude and in practice that is also highlighted as an important aspect of professionalism.

> *[223] "I am a planner; I want to plan everything to the minute detail; except more changes, I had, I had this entire plan…so I had to* ***redo****…"*

The participant displays a meta-awareness of the dynamic nature of teacher identity when they allude to the difficulty in picturing a static image thereof. The use of the phrase '*constantly evolving identity'*, in the heading of their narrative further entrenches this idea.

> *[224] "****My constantly evolving identity as an English distance lecturer****… Thus, to me, language teacher identity is my holistic identity as a teacher - I do not think language can be separated or seen as a separate part of oneself if one's subject is a language. With this in mind, I would not say that 2020 and 2021 necessarily brought significant changes to my identity as a language teacher".*

Yet, in their narrative and interview they note that their identity did not seem to change much across the 2020-void until now. This further entrenches this participant's identity in the professional domain. The notion of a constantly evolving identity seems to rather refer to evolving, changing, and adapting teaching methods, than identity. This could indicate that the conceptual or theoretical idea of teacher identity, in this case is understood as **the way of teaching** and not a combination of different macro and micro elements. The conceptualisation thus centers on professional conduct alone.

Mode

Perhaps the biggest indicator of teacher identity in this case, and the biggest reason for the participant feeling that their identity was unchanged by the event, is that of teaching mode. Starting the narrative with a demarcation of themselves as a distance lecturer (see excerpt 224) indicates a very specific conceptualisation of self, a separation from contact language teachers, and an overt labelling of teacher self in terms of mode of teaching and learning. There is a marked awareness of distance educators being, and experiencing, language teaching differently. In this case it is seen as a positive because it had prepared them to cope better with challenges of the 2020-void.

> *[225] "Thus, the fact that I had already grappled with how to present myself online and how to maintain a teacher presence online, was an advantage during 2020 and 2021, as the change was not that drastic for me."*

The use of the phrase 'grappled with' indicates the awareness that identity is something that is negotiated and that is created purposefully. It further alludes to the importance of teacher agency and awareness of identity, which is important for teacher adaptability models.

According to the data provided by the participant, they assign two main aspects that contribute to their distance teacher identity: 1) getting students to know the teacher through voice and presence – alluding to the importance of establishing rapport across distance; and 2) assessment, where there is a focus on the importance of feedback as a mechanism to enhance the bridge between student and teacher.

> *[226] "In terms of my teacher identity, I think I presented myself in a more or less similar way than I had previously - **my main sources of having my students get to know me, was through teaching** (PowerPoint with voice-overs and online live sessions) **and my assessment** (explicit, detailed, individual feedback on each assignment)."*

This speaks to the idea that teacher identity is inclusive of mode of teaching. The conceptualisation of self in this case is thus concerned with mode, feedback and wholly situated within the professional aspect of teaching. There is a presentation of self as a distance educator, alluding to a formal professional identity with very little mention of personal or linguistic experiential influences.

Positioning

From the above discussion and the data, it is evident that the participant positions themselves towards three main characters in their narrative:

1) Teacher-self: The positioning towards the self is seen as evaluative, reflective, reimagining, and constantly evolving. An awareness of who they are and how they conduct themselves professionally takes centre-stage. The teacher self is void of the personal and centered wholly on the professional.
2) The institution: There is a complicated positioning towards the institution in which the participant feels like part of the institution, but not heard by the institution.
3) Their students: Here the validation of teacher effort from students is important and seen as an aspect of self-validation of teacher identity.

Language use:

The main metaphor used in the narrative of identity construction of this participant is visibility, or the notion of being 'seen'.

> *[227] "'It is quite difficult for me to **picture** my language teacher identity…I do not think language can be separated or **seen as a separate** part of oneself if one's subject is a language…I already had an idea of how I wished to **portray myself** online…In terms of my teacher identity, I think **I presented myself** in a more or less similar way than I had previously…Thus, the fact that I had already grappled with how **to present myself online** and how to **maintain a teacher presence** online…For the future, I hope that **my students can see the effort** I put in to providing them with detailed feedback"*

This focus on the metaphor of being seen across distance is a common denominator for educators in online teaching contexts. In this case, there is evidence of how someone who had previous experience with the 'unseenness' of distance education was able to cope better with the event. If we then accept this, it helps to further legitimise the identity struggles of the contact teachers in this study.

4.3.3.1.3 Positional analysis participant 3

From the data for participant 3 we can see the central themes, narrator's identity claims and positioning 1 in the following main elements. These elements underscored the fundamental ideologies revolving around the conceptualisation of language teacher identity for the participants. This aspect of optionality therefore qualifies it as a structural analysis. The main elements are:

a) Reflection and self-awareness leading as motivation
b) External contextual factors / domain-specific
c) Professional persona / domain-specific

Reflection and awareness

While the participant had previously engaged in this type of reflection exercise before, from the data there seems to be an explicit reference to the fact that reflection as a tool or teacher strategy, is something that is professionally beneficial. The importance of self-reflection and awareness as teacher improvement strategies are thus highlighted in the date provided by the participant. Specifically, the idea that introspection sparks professional motivation and drive is important.

> *[228] "Enjoyed…**this whole reflection process stuff**…**how much that helps**, seriously. This whole process itself has already **made me better'** …what it is you want to achieve…what'd you need to do in order to get that that really it's it's it's awesome…Sparks motivation"*

While the participant had not previously thought about these elements of their teacher identity, they did feel that the data collection process of this study helped them in their own understanding of self and provided an opportunity for motivation.

External contextual factors

a) distance

From the essay narrative, the influence of external contextual factors, in this case physical distance, had a great impact on the development of this participant's HELTI. Here the influence of a physical disconnect with students ironically made the participant connect more to their own teacher identity. It even facilitated a 'warming up' process of their teaching approach. This is because there was overt awareness that the disconnect had an influence on how they had changed throughout the 2020-void and beyond. As indicated by the participant, the conceptualisation of a compartmentalised, 'cold' functionality of the initial teacher identity was compounded in the void. Thus, as the teacher had an initial ideology of assumed personal distancing (from students and work) in place, the addition of the physical distance proved too much, and their functional approach had to evolve. The following quotes from the essay data illustrate this.

> *[229] "**Before 2020 my teacher identity is not something I really thought about**. Thinking about it now, my teacher identity was very **functional and unemotional**. I was there to do a job, to do it well, to serve my students with the best possible experience so that they can grow in their skills and capabilities… I just had impenetrable **boundaries because to me, teaching is functional** and it should be effective - so it is cold in a sense.*
>
> *During 2020 and 2021 my teacher identity did **evolve inspired by the definite disconnect** in not being able to see or interact with my students. It was very difficult because of my already functional approach then being put in a context where there is basically no human connection at all**….I became a little warmer**."*

In this case we see that the external context had a real and measurable impact on how this participant perceived of themselves; but also on how they actioned this fluidity.

b) Awareness of change

There is also an indication of an awareness of slow change and adaptability of the teacher identity, when the participant states that they are finding a new way forward between online and face-to-face or hybrid teaching. In this case, the hybrid mode is also reflective of their identity construction. There is a constant negotiation based on external contexts, suggesting that if the identity is

conceived of as an external element (for example as the participant talks about a change of clothing, a domain-specific issue) then the external context has a much larger influence on their maintenance and shift of this identity, as illustrated by this extract from the essay:

> *[230] "**Hybrid**; I feel myself to be **luke-warm** in terms of my 'presence'; I have upgraded my identity…new skills…, the compartments are becoming harder to maintain…it takes internal effort to compartmentalise. In 2022, my teacher identity is a bit of a hybrid one (much like the modality we currently teach in). I feel myself to be luke-warm in terms of my "presence" but I like that…"*

c) Teaching context

An important finding is that the context of teaching (high school vs HE) plays a very prominent role in construction and presentation of teacher identity. This is an important consideration when devising training and support for higher education language teachers; we cannot apply the same methods and support for teachers across these two contexts.

> *[231] "I then made the move back to NWU in the middle of 2020 and **had to adjust** to a different way of online teaching but I kept that same warmth and possibly a better approachability but students are different to high-school learners and I **think I reverted back to older ways before 2020**."*

This dichotomous relationship between the high school domain and the university domain, and its influence on HELTI is also present in the data of LLL_01, as discussed earlier.

Professional persona

Slightly contradictory to the narrative data from the essay, the interview data painted a very specific picture of the conceptualisation of teacher identity. In the essay provided by this participant, the idea that being a teacher is a portrayal of a character is evident. Of interest here is that the identity is not seen as fluid and dynamic but rather as different identities that one can choose from to 'wear' because it is superficial. However, there is also an acknowledgement that this is not true for all teachers and the participant states that some teachers never change out of their 'work outfit'.

> *[232] "One **portrays…compartmentalised so I would be someone at work, and then someone else outside of work**,… is the **outfit you change into when you go to work,…** it is superficial in a way,…are many different types of outfits/identities that people choose**… I like to get dressed so to speak**."*

This notion of a separate character teacher identity stipulates that the function of the teacher is separate from the view of the teacher as custodial figure. While there is an acceptance of, and a tolerance for engagement in a custodial manner, it is seen as strictly work-related and is not

tolerated in the personal domain. The setting of these boundaries is very important for this participant's maintenance of HELTI. This is illustrated by this extract from the essay.

> *[234] "Improve my skills…and perhaps, with experience, my identity will shift again; perhaps I will never change…teaching remains functional and supportive. There to do a job…**not there to be anyone's caregiver** or friend…I do have student who come to me…share personal struggles…I am always supportive…but I keep it in a box that does not bleed over into my personal life."*

To reconcile the data for this participant it would seem that while they are aware of a scaling of approach in terms of warmth, the boundaries they set are very clear and establishes the rules for their conduct whether a colder or a warmer approach is needed.

Positioning

From the above discussion and the data, it is evident that the participant positions themselves towards two main characters in their narrative:

1) Students: Despite the changing of approach, there is very clear boundary setting and compartmentalisation where the student-teacher relationship is bound in a professional capacity only (see excerpt 234).
2) Themselves: Positive positioning towards the idea of introspection for motivation (see excerpt 316).

Language use:

Gee (2018:107) postulates that "language is not about conveying neutral or objective information; rather, it is about communicating perspectives on experience and action in the world, often in contrast to alternative and competing perspectives". In that same vein the experience of this participant framed in the metaphor of the outfit change, is similar to what we can see for this participant's language portrait (RQ 1) where they use the metaphor of language as a glove (for work). The repeated use of the word 'functional' further indicates the unemotional, separate and distinctness of the teacher identity prior to 2020. It is situated within a specific domain and the outfit or glove, acts as a domain-specific tool. It indicates that teacher identity is something that is put on and is separate from the self and situated within the work domain completely.

The second metaphor of changing temperature (cold, lukewarm, warm) is indicative of self-awareness. The shift from a cold distant 'outfit' to a more approachable and emphatic self, back to a lukewarm approach is evident of the evaluative nature of self-reflection, but also highlights

the role of external contextual factors (such as the shift to online mode or EROT) on identity conceptualisation. Here the move away from the strictly functional to a more hybrid self, demonstrates the major impact on the self-conceptualisation of teacher identity and even distinct change as resultant of these factors. This temperature metaphor indicates stages of development and thus highlights elements of HELTI development in the case of this participant.

4.3.3.1.4 Positional analysis participant 4

From the data for participant 4 we can see the central themes, narrator's identity claims and positioning in the following main elements. These elements underscored the fundamental ideologies revolving around the conceptualisation of language teacher identity for the participants. This aspect of optionality therefore qualifies it as a structural analysis. The main elements are:

a) Imagined future
b) Students
c) Teacher-self vs. colleagues
d) Mode and course content

Imagined future

The participant's essay narrative is divided into two elements of emotion, one experienced and one imagined. The essay provides a space to the participant to:

> *[235] "…focus on how the period made me feel and what I hope for the future."*

This alludes to the fact that teacher identity is both experienced and imagined. The teacher identity is also something that is inherently linked to emotion and to the possibility of a future self, an idealised version of self, and hope or a feeling of a future; an imagined self.

Teacher-self vs. colleagues

The facilitation of this imagined future self happens within the nexus of opposition between the teacher and older colleagues with differing ideological views and teaching approaches. Important here is to note that this participant is an early career teacher and therefore the power struggles and negotiation for legitimacy is often more pronounced. Evident here is a definitive reliance on the self, especially for creating a space for challenge and struggle, in order to validate the self as a language teacher.

*[236] "Vertrou jou gut. Vertrou dit en **vertrou jou jonger kollegas**. Not everybody's out to get you. Challenge dit is okay, mens mag…"*

"*Trust your gut. Trust it and trust your younger colleagues. Challenge is, it is okay, you are allowed to…"*

For this participant it is important to believe in your own abilities as a teacher, to go with your gut because as a young teacher you have the right to speak and act as a legitimate teacher. The reference to gut and challenge here, is directed at older colleagues and facilitates the placing of this teacher against the old regime, and in a new milieu. This manifesting of the battle between young and old teachers provides the space for self-conceptualisation. In this space there is also the building of overt alliances with younger colleagues (see excerpt 236), who present as more trustworthy. This drawing of battle lines, and situating of the self, highlights the conceptualisation of the teacher self as an entity that is experienced by others, and this alludes to a conceptualisation that is centered around the perception of other. In essence, they conceive of themselves in relation to how others see them.

In addition to colleagues influencing the conceptualisation of self, the friction is felt to actually have an impact on the learning outcomes of the course, and thus the efficacy of teaching/teacher is questioned.

*[237] "It made teaching and development of a **very critical skills (i.e., writing) difficult**; **resistance by colleagues** to give longer written assignments to students…"*

This is an important factor in identity conceptualisation, as the teacher does not only perceive collegial friction on a personal level but experiences it as a negative impact on the students.

Students

The narrative of this participant seems to center on external perception. In the participants' essay narrative in which they *focus on how the period made me feel and what I hope for the future*, they commence their narrative with a discussion of students. Their reflection that the period of teaching was characterised by poor student performance and engagement is highlighted as a significant part of this conceptualisation. Poor performance and engagement are clearly linked here to student ability or motivations, and not necessarily teacher responsibility. While this shows a divide between teacher and student, it also reveals a conceptualisation of self-based on external perceptions.

[238] "Less engagement with both lecturer and module content; wrote essays, completed test and other assignments; did not read the instructions clearly, unfocussed or poor reading abilities"

Furthermore*, from the data it seems that s*tudent performance and motivation seem to also play a role in the identity construction of beginner teachers.

[239] "Sharp drop; improved in the 2021 academic year as students could have some face-to-face interaction with me and each other."

Mode and course content

The mode of teaching provides an additional element that influenced the perception of teacher ability and success in that it inhibited the ability of students to ascertain levels of comprehension as well as the teacher's ability to evaluate this successfully. This is illustrated by this quote from the essay data.

[240] "As a lecturer the limited contact made possible by online video conferencing platforms like Zoom and GoogleMeet, I could no fully see whether students understood the content I was teaching, and to ask prompt them to ask questions in a way that ***I could do very successfully*** *when teaching face-to-face. Also, I experienced a sharp drop in student performance and motivation. This, however, improved in the 2021 academic year as students could have some face-to-face interaction with me and each other, although not enough."*

Therefore, it can be argued that they conceive of themselves as a very effective face-to-face teacher, and mode of teaching used during the void in this case interrupts this version of self.

Furthermore, the participant reflects on the importance of seeing students to gauge understanding.

[241] "Teach modules...promote the development of students' writing skills; have face-to-face engagement …look for non-verbal cues"

Positioning

From the above discussion and the data, it is evident that the participant positions themselves towards three main characters in their narrative:

1) Colleagues
2) Mode
3) Students

This participant's conceptualisation of self, manifests in a battle between the teacher and external elements. There seems to be a real opposition of the self to three elements: colleagues, mode obstacles and student motivation. There is also an idealised alignment of self with ideal teaching conditions and workplace collaboration. From the interview data there is also a definite alignment with younger colleagues but also a positioning of the self (which is a legitimate teacher) as opposed to experienced older teachers. The notion of experience and title here, that do not translate into legitimate teaching, is important for the conceptualisation of the young teacher self.

> *[242] "In the future I hope to teach modules and give assignments that promote the development of students' writing skills, but also have continued face-to-face engagement with students to look for non-verbal cues when teaching new or difficult content, so no student is left behind."*

Essentially the participant positions themselves in the future as one who has overcome these external obstacles to teach meaningfully and support students.

4.3.3.1.5 Positional analysis participant 5

From the data for participant 5 we can see the central themes, narrator's identity claims and in the following main elements. These elements underscored the fundamental ideologies revolving around the conceptualisation of language teacher identity for the participants. This aspect of optionality therefore qualifies it as a structural analysis. The main elements are:

a) Teacher qualification vs. experience
b) Self-awareness and improvement
c) Students
d) The role of the institution

Teacher qualification vs experience

The narrative of this participant highlights the importance of theoretical teaching knowledge that is gained through qualification, and simultaneously alludes to the fact that while important, this knowledge is only truly realised with the practical application in a real classroom. This relates to the notion that qualification is not enough, and experience is essential. Only after 10 years of experience is the participant really ready to implement, incorporate and model the theories they learnt as an education student. This suggests that there are components of being a good teacher that are not teachable. This is evidenced from the following quote extracted from the participant's essay data.

> *[243] "My language teaching journey began within the confines of a classroom as a student-teacher studying a Bachelor of Education degree. One of the modules I enrolled for was Educational Studies and we were* ***introduced to a variety of theories and practices implemented by well-known theorists and educational*** *psychologists. The knowledge of these theories only made sense to me when I had to apply them during practice teaching during macro-teaching with fellow classmates while innovatively thinking about how I can model my teaching experience…and challenges began when I to use skills and lessons... Having taught for* ***more than 10 years*** *during conducting face-to-face teaching I developed a connection between my learnings and understandings on my classroom"*

The fact that the participant is highlighting both their qualification, and their years of experiencing is a way of validating their own legitimacy as an experienced teacher as well as a grounding for their conceptualisation of teacher self. These two elements are thus important for them in how they perceive of their HELTI. Also note the clear grounding of expertise in face-to-face teaching.

Self-awareness and improvement

Second, there is a strong emphasis in the narrative on self-awareness, reflection, and subsequent self-improvement. This is illustrated in the data from the essay.

> *[244] "****Continuous reflection****, consider the kind of students, think about your teaching methods, content, cognitive levels, constantly change the way….Opportunity to learn new things, enhance my skills…was not without challenges…Challenge myself and experience new roles. It has helped me to be open and share ideas"*

Therefore, the participant acknowledges, that being dynamic and having self-resilience is an important part of teacher identity. However, the responsibility for recovering from these challenges ultimately lie with the individual, as is illustrated by this extract from the interview.

> *[200] "****Transform yourself****; better get you …get yourself; have less expectations from this student;* ***pick up yourself*** *and how to* ***activate yourself****;* ***give yourself a bit of energy****"*

This alludes to the notion that teacher agency is an important part of developing and maintaining teacher self. Again, as with LLE_02, this familiarity with reflection and agency is probably due to the Education background of the participant. In other words, the participant is a teacher trained in an education faculty and therefore might have advanced knowledge about the importance of self-reflection in the context of teacher identity development across one's career.

Students

A unique finding of this study is encapsulated by the idea that the participant's teacher self is super fluid. Here the dynamism of teacher identity is influenced by the effect that students have

on the teacher's teaching approach. Usually, we would assume that the teacher identity is fluid or dynamic in a holistic way. However, this data also shows that from class to class within the same module, there are changes to the teaching approach and engagement and self-representation, (thus the teacher identity). This is illustrated by the quote from the interview of this participant.

> *[245] "The way I teach on a Monday is not the same I teach on a Thursday**. I'm like a totally different person** and that it because I **have seen the response of the of the students**…reflect.. always change your teaching approach"*

This implies that the relationship of teacher with micro-level factors, like student attitudes and energy, have an influence on the conceptualisations of teacher-self.

Another important element for this participant is underscored in the emphasis on understanding and analysing students' cognitive levels. This means that an awareness of not only self, but of the student and their abilities are central to being the perception of being and becoming a 'good teacher'.

> *[246] "I learned that planning of lessons goes beyond the content and concepts but extends to understanding the cognitive level of my students."*

Institution

For this participant their experience as a teacher is significantly influenced by institutional role-players, including: lecture support systems, colleagues, and educational technologists. However, contradicting data from the essay and the interview sheds light on the complicated relationship that teachers seem to have with these institutional role players. From the essay data in the quote below, the participant seems to position themselves positively towards these supporting colleagues and structures:

> *[247] "So far, my experience as a lecturer has been enriching not only because of my students, but also **because of the supportive team, that includes colleagues and teaching and learning technologists**. The Centre for Teaching and Learning has provided me with an opportunity to learn new things, enhance my skills for both contact and online learning, although, due to a quick transition from contact classes to online the process was not without challenges."*

These challenges are expounded upon in the interview when the participant answers the questions about advice they would give to institutional support systems, as follows:

*[248] "They **must get out of their offices**; go to the classrooms and see …what teachers are experiencing; more than 10 years of teaching that I have not had someone from the support come to my classroom…just to observe…able to support me in a particular…**I've never seen support**."*

This very strong-worded response (see excerpt 248), stands in stark contrast to the data provided in the essay (see excerpt 247), and highlights the importance of applying multiple methods of data elicitation when investigating such subject matter. Second, it seems that as with many other participants there seems to be a feeling that support in a top-down and not grassroots fashion is highly problematic accompanied by a lack of individualised support.

Positioning

From the above discussion and the data, it is evident that the participant positions themselves towards two main characters in their narrative:

1) Educational technologists: There is a distance created between educational technologists and teachers. The use of the word 'They' (see excerpt 248) refers to a top-down approach based on theory and research but not on what happens in the class.
2) All of us: There is a clear alignment with fellow members of the institution, expounding on the similarity of the experience throughout the phenomenon. As if to say that even in different contexts, we are all drawn together, and our experiences were underlined by the lack of preparedness. This is evident in the following passage from the interview.

*[249] I think I think we're not just you know, **we're not trained to**, ohh it's not something that we thought we could ever do, ever, but it happened **and we were not ready**…"*

Language use:

Again, the metaphor of a journey, is used here. The immediate opening of the narrative with a declaration of the participants background in terms of qualifications suggests the demarcation of identity as one that is rooted in qualification, however, the inclusion of the metaphor of journey also evokes the dynamic nature of identity as a teacher.

[250] "My language teaching journey began within the confines of a classroom as a student-teacher studying a Bachelor of Education degree."

The journey again also reverberates with other participants in the metaphor of movement and action.

4.3.3.1.6 Positional analysis participant 6

From the data for participant 6 we can see the central themes, narrator's identity claims and in the following main elements. These elements underscored the fundamental ideologies revolving around the conceptualisation of language teacher identity for the participants. This aspect of optionality therefore qualifies it as a structural analysis. The main elements are:

a) Self-awareness
b) Lived language experience
c) External contextual factors
d) The role of the institution
e) Personal passion/motivation

There are five main elements in this conceptualisation of teacher self. They are an awareness of self, manifesting through dynamic skills and experiences, an identity steeped in a very personal reflection of a life lived in language, the reality of teaching through difficult times, institutional problems and lastly, the passionate motivation for being a language teacher. We can thus see a well-rounded picture of teacher identity which includes both internal and external, micro, macro factors and intensely personal motivation.

Self-awareness

The representation of the self as a metaphorical puzzle, elucidates the self-awareness of the participant where they envision their language teacher identity as a lifetime project, where improvement plays a role, as does skills and experience, and the gaining and discarding of knowledge. This is illustrated by the quote from the essay data.

> *[251] "In my mind, I see language teacher identity like **a puzzle without a border**. This puzzle is made up of experiences and skills that one has and develops **throughout one's lifetime**. The puzzle does not have a border, because sometimes certain pieces may fall out and **be replaced** with another new, fresh piece. Or sometimes even with an older faded piece that you have forgotten about, but now suddenly seems to fit perfectly in that little slot."*

This mental picture of identity (see excerpt 251) speaks of a meta-awareness of what teacher identity is. However, this awareness is not abstract only, and the inclusion of the acknowledgement that there is a differentiation between the idealised self and what happens in reality, further entrenches the importance of self-awareness.

> *[252] "But that is everything that is in **my mind**. Sometimes the reality is a **bit harsh**."*

Being able to move from this mental picture to a reflection on contextual factors is an important strategy for maintaining a healthy and realistic conceptualisation of teacher self.

Furthermore, there is an indication of the importance of self-reliance for preservation and perseverance. There is an implied, as well as explicit inclusion of the idea of resilience that is an important part of the teacher identity. This resilience is steeped in self-awareness. Despite the participants displaying incredible resilience, they are aware that resilience training is an important aspect for future teacher and for all others. Upon asking the question "Which topics for training or development or support would you advise the support divisions to address if they support future teachers?" the participant responds with a discussion on the importance of training on resilience.

> *[253] "How to be more resilient"*

Lived language experience

The linking of family and own language learning experiences to the teacher identity in the narrative, speaks to the cultivation of a language identity that supersedes formal training and employment motivation, and rather encapsulates the teacher identity as something that is built on lifelong commitment to the subject matter and the language as an entity. This is illustrated in the essay extract below.

> *[254] "I think my puzzle pieces are mostly* ***memories of my grandfather, my parents, my children, language classes at school, university and foreign language learning classes*** *– not only learning the grammar and literature – but also having* ***fun.*** *Remembering* ***how good it feels*** *to be able to understand the inner workings of a language – like a beautiful, warm secret."*

It is also important to note here the use of emotion to entrench language as part not only of the professional but also the personal identity. This indicates the inclusion of micro factors in the conceptualisation of teacher self. Emotion also features for this participant in the external contextual factors as described below.

External contextual factors

As with other participants, the role that external contextual factors play in the conceptualisation of the teacher self is very important. However, here it is underpinned by strong elements of emotion present in this conceptualisation. For this participant it is very important to feel happy, connected and valued, and the reality of having taught in their context led them to feel lonely and disconnected. This is illustrated in the essay extract below.

*[255] "The last two **years have not been easy**, as I feel that the **personal connection is absolutely necessary when I teach**. Talking/teaching to a computer screen made me feel very **lonely and disconnected**, so I am very happy to be able to have contact classes again."*

The connection established between personal lived experience and external contextual factors as facilitated by emotion, is an important implication that underscores this study's suggested addition of emotion as an element of a HELTI construction model.

The role of the institution

An expectation (perceived as impossible by the participant) that the institution and support services should foresee problems and solutions are evident in the narrative. This is also evident in the data of previous participants. The fact that the teacher feels that foreseeing teaching and infrastructure problems is impossible, shows that they did not feel supported by the institution, as illustrated by the interview quote below.

*[256] "Listen, recognize issues, **just try to see problems coming**"*

For this participant, the institution lacked in terms of the management of the learning management systems they used throughout the period in question. Here the participant shows their isolation and feelings of lack of support when they state that the institution should:

[257] "Get a new learning management system; we can do a lot more if they spend more money; it would will help us a lot…"

This is counteracted however by a very strong reliance on self and the participants' perceived own ability to be positive and get through challenges, thus displaying high levels of resilience. Challenges here refer to the institution not valuing or legitimizing the teacher, by not appointing them in a fulltime position, but also to the perceived institutional perception on the fact that languages other than African languages are not valuable to students.

*[258] "The fact that **I never been appointed permanently** in my position and feeling that the **institution does not value what language** can add to students' lives, makes me feel like I am in limbo"*

Passion/motivation

The conceptualisation of self as a language teacher is founded upon the idea that carrying over information from an experiential point of departure is important. Here the reference to having been a foreign language learner themselves, coupled with a strong emotional link to both the language

being taught and language in general, and the conviction of the importance of modelling this passion, underscores the ideal teacher identity.

> *[259] "**I love being a language teacher**. I absolutely love being able to teach something **that I have learned** (because it is not my mother tongue) then also seeing that **spark ignite** in them. How fortunate am I to be able to make my passion my profession? And I think that the students can see that passion. I hope that I can continue to add to my puzzle as language teacher."*

Positioning

From the above discussion and the data, it is evident that the participant positions themselves towards six main characters in their narrative:

1) Self: There is a positioning of the self in relation to past experiences and skills in a positive, additive way. All of these lay the foundation for a teacher identity truly steeped in a love for the language. This is the most prominent feature of this conceptualisation, the idea that there is an internal motivation for teaching because of the love of the language. The teacher identity is fully engaged from both a personal and professional aspect.
2) Mode: The positioning is positive towards contact teaching, and negative towards online teaching because online teaching made the participant feel lonely and disconnected and contact made her feel happy.
3) Institution: Here the participant stands opposed because there is a feeling of being challenged and undervalued. This points to the idea that teacher identity needs to be validated by the external structure of the institution, however this part of the reflection is very small in comparison to the narrative of personal and experiential factors that influence the identity. This could indicate that while it is an important factor, own resilience and passion is more important in conceptualizing the self.
4) Reality: The positioning of the self towards reality is one of overcoming challenges, while the positioning towards language teaching reality is passionate, hopeful, and idealistic.
5) Students: Here the positioning is one of positive influence, where the role of the teacher is not only teaching but also acting as a language learner model. Positioning towards the students is that of portraying a reflection of the ideal language learner, the participant situates themselves as a language learner turned teacher and believes the modelling of the passion for language will unlock successful teaching.
6) Future teachers: For these role players, the participant has empathy, and aligns with them in their struggle. The participant advises future language teachers from an experiential point of view to have three strategies in place. First to be dynamic in teaching approaches,

second to rely on personal experience, and third to ensure support networks are available. These are inherent strategies that rely on teacher resilience, resolve and experience, to negate negative effects and are of specific benefit to constructing teacher adaptability models. Furthermore, a more holistic outlook on teaching is advised, which speaks to a larger element of influence which positions the language teacher as an influencer of students' lives.

Language use:

The main metaphor used here is that of a puzzle. Again, this metaphor is evident in the participant's language portrait. The continued use of this metaphor speaks to an integrated idea or imagination of self. And also shows the participant's meta-awareness of the usefulness of metaphors as tools that "play an important role in individuals' understanding of behaviors and ideas about definite events and phenomena, in expressing their ideas about complex and theoretical phenomenon, and in transforming abstract concepts to concrete ones" (Karabay, 2016:4).

The reference to gaining and losing pieces of the puzzle refers to an awareness of the dynamic nature of teacher identity and skills.

> *[260] "Does not have a border; sometimes certain pieces may fall out and be replaced with another new, fresh piece…with an older faded piece, that you have forgotten about …suddenly fits perfectly."*

By stating that this is 'in my mind' the participant clearly delineates the competing elements of her teacher identity as what they bring from a personal capacity, and what they have to deal with in a professional context. There is thus through language use here evidenced a meta-awareness of skills and construction of identity as something dynamic.

4.3.3.1.7 Positional analysis participant 7

From the data for participant 7 we can see the central themes, narrator's identity claims and in the following main elements. These elements underscored the fundamental ideologies revolving around the conceptualisation of language teacher identity for the participants. This aspect of optionality therefore qualifies it as a structural analysis. The main elements are:

a) Own abilities
b) Self-awareness and improvement
c) Academics

d) Faith
e) Mode

Own abilities

The participant states very clearly that for them, teacher identity is based on their own teaching skill and ability, but that it also encompasses a love of the language taught. This implies not only a professional self-evaluation of the skills of the teacher, but also refers to an emotional connection or investment. To be a successful teacher one should be both consistent in skill and passion. This is illustrated in the two quotes below, from the essay and the interview.

> *[261] "Teacher Identity means being confident in my **capabilities and skills** to teach the **subject I love**."*
>
> *[262] "So for a teacher to be **successful, consistency and I will repeat…, passion** for for what you have..."*

This confidence in ability is further entrenched in the awareness of the importance of self-improvement.

> *[263] "Before 2020, I had always been **improving my teaching strategies as a [language] teacher**, looking for new ways to offer the subject in an excellent manner."*

Self-awareness and improvement

From the narrative of the participant, purpose-bound awareness is vital. The importance they place on self-awareness in the form of understanding their own purpose, being somewhere with intention, teaching with intention and ultimately understanding and being aware of what their role as a teacher, as a colleague and as a custodian of knowledge is, is important to them. This is evident in these quotes from the interview.

> *[264] "You you need to do what is called an introspection from time to time and and being passionate with what you do and then knowing why you are here, the purpose of your life and also the purpose of coming into the teaching and learning space, so if you can work around that and knowing that you as a person also you need to improve yourself from time to time, you can't be discouraged easily as an educator looking into the fact that you need to encourage the very same clients which are your students who are supposed to be performing well so."*
>
> *[265] "Uh. Work on the self-knowledge, self-consciousness. Do the, do the important aspect because that, that's where the base is. If you start knowing yourself and knowing exactly why you are on, on a particular space, you, you are able to move from the and other things will will just blend in as you go along..."*

This understanding is underscored by an acknowledgement of the dynamism and positivity needed to succeed. It is necessary to have a flexible approach to life and change is needed in

order to succeed. This attitude can be seen in the quotations from the interview and the essay below.

> *[266] "Life is not the bed of roses. So you, you grow up and change and you adjust and you become flexible wherever you need to be."*

> *[267] "I am a optimistic person by nature who is always looking for better methods to help students to know who they are and thus making teaching and learning a fun process."*

Essentially positive change is then rooted in self-improvement. The participant's holistic view of education – the notion that education in itself is improvement of self through gaining skills – underscores their teaching ideologies. They see self-improvement of the teacher as directly relating to improving the students and having them become better people.

> *[268] "So that you you, **you improve yourself, education is about that**. It's not only about learning skills, you need also to. It's a process of changing some behaviour and be able to to help people to become a better self."*

Academics

The participant's reference to academics as lifelong learners and consisting of more than having just content knowledge, underscores their striving for further truth and knowledge. While this idealistic view of academics is highlighted, there is also a very realistic picture painted of the stressed academic. One who is under pressure, especially as it relates to engaging in elements of the profession other than teaching. This is illustrated by the quote from the interview below.

> *[269] "Students of life…**We are also academic**… academics…always assist you in one way or the other' make time, I **will go all out despite not having enough time**…"*

Faith

The participant displays a deep self-conviction, and sees themselves as a custodian of students, but also of people in general. This custodianship is rooted in religious convictions and the participant sets himself apart from others who are non-religious. For them the belief that perseverance and hard work, built on a foundation of faith, is necessary to overcome obstacles, is evident.

> *[270] "Don't give up. There will always be challenges wherever you are and look up to the sky. And also, I **know that some people are not that much religious**, but **prayer is the source**. You can always be able to get something if you find that it's not that much difficult, kneel down and pray and then **after praying** make*

sure that whatever you have been asking for, ***you start working on it****. Make sure that you see the results and and the end of the day you will succeed."*

The fact that faith plays such an integral role in the narrative of this participant, alludes to the presence of personal ideologies as a major contributive element of their teacher identity.

Mode

For this participant mode seemed to simply be one of the obstacles they had to overcome, and it resulted in a positive experience.

[271] "In 2022 I was challenged to do more and embrace change and I stayed positive having learned a lot from just one mode of offering education in hybrid mode. The years 2020-2021 made me feel somewhat demotivated as language learning and teaching requires more contact for students to receive content much better and with vigor. Today, I experienced a number of positive spin off with the introduction to different modes of teaching and now I am more experienced to be able to face challenges in teaching & learning environment, that is, one is able to reach each student and provide much individualized attention and provide feedback on time. I am hopeful for the future because there has been many innovative ways to face different challenges and address them."

Positioning

From the above discussion and the data, it is evident that the participant positions themselves towards five main characters in their narrative:

1) Colleagues: Here, there is an alignment with others as indicated by the willingness to help colleagues despite not having time for their own work (see excerpt 269).
2) Students: The participant regards students as vessels for improvement who needs to know who they are and have fun while learning. There is thus a positive positioning towards them.
3) Mode: A positive positioning towards mode serves as a driver of innovation and positive change and improvement.
4) Faith: For this participant faith underscores their reality and purpose. It is an essential positive element in their identity construction.

Language use:

The use of the word 'client' (see excerpt 264), and by extension the corporate connotation to academia, interferes slightly with the emotional and personal approach of this participant. It suggests that the participant is aware that teaching is also a business, and they are part of this

business. As such the element of corporation is included in a meso level capacity, in the conceptualisation of teacher identity.

4.3.3.2 Thematic discussion of structural description

While it is important in the phenomenological approach to describe the experiences of each participant, it is also important to see how their shared experiences contribute to an understanding of the experience of the phenomenon. Therefore, this thematic discussion focuses on the main elements that seem to contribute to HELTI as can be seen across the essay and interview data of the participants.

4.3.3.2.1 Elements that influence teacher identity construction and maintenance

The data from the essays and interviews, as discussed in the positional analysis for each participant provided for the thematic identification of seven broad categories of influence on the HELTI constructions of the participants. They are Role Players, Internal motivations, Contextual Factors, Behavioural, Relationships, Experiential motivation, and Professional domain. For each of these categories there are specific elements identified, and for some of the elements a division into sub-elements were also justified. For example, the category Role Players referred across the data to the institution, students, colleagues, and academics. The element institution in its turn could be divided into sub-elements like support services and work-place politics. The categories, their respective elements, and sub-elements as well as the weighting of the elements are presented in able 4-12, while the relationship between these are visually presented in the graph (Figure 4-36).

Table 4-12: Categories and elements contributing to HELTI

Categories	Elements	Sub-Element	Weight
Role Players			**12**
	The Institution		4
			(2)
		Work-Place Politics	(2)
	Students		4
	Colleagues		3
	Academics		1
Internal Motivations			**21**
	Personal Language Skills And Abilities		2
	Faith		1
	Passion/Motivation		2

	Emotional Investment		2
	Emotional Burden		0
	Emotion Linked to Hope		1
	Imagined Future		1
	Resilience And Self-Sufficiency		1
	Self-Awareness		11
		Self-Management Strategies	(1)
		Self-Improvement	(5)
		Self-Reflection	(3)
		Self-Preservation	(2)
Contextual Factors			**12**
	Mode/Teaching Modality		6
	Course Content		1
	External Contextual Factors		2
	Difference Between High school. HE And Distance Education		2
	Assessment		1
Behavioural			**4**
	Behaviour Modelling		1
	Domain-Specific Professional Persona		0
	Adaptability		3
Relationships			**3**
	Teacher-Self Vs. Colleagues		2
	Student-Teacher Relationships		1
Experiential Motivation			**4**
	Lived Language Experience		1
		Language Learner	(3)
Professionalism			**3**
	Professional Self		3
		Character	(1)
		Teacher Qualification And Experience	(1)
		Teacher Training Ito Identity	(1)

The weightings are attributed to the frequency of occurrence of a specific theme and subtheme from the narrative data of the participants. For example, the most common category across the data could be identified as Internal Motivation (21 instances) inclusive of emotive processes and responses, with self-awareness as the biggest element. Second, the category, Role Players (12 instances) seemed to be significant, with the role of the institution and students becoming the most important elements (4 instances each), as well as the category Contextual Factors (12 instances). Smaller contributing categories are identified as: Behavioural (4 instances), Experiential motivation (4 instances), Relationships (3 instances), and Professionalism (3 instances).

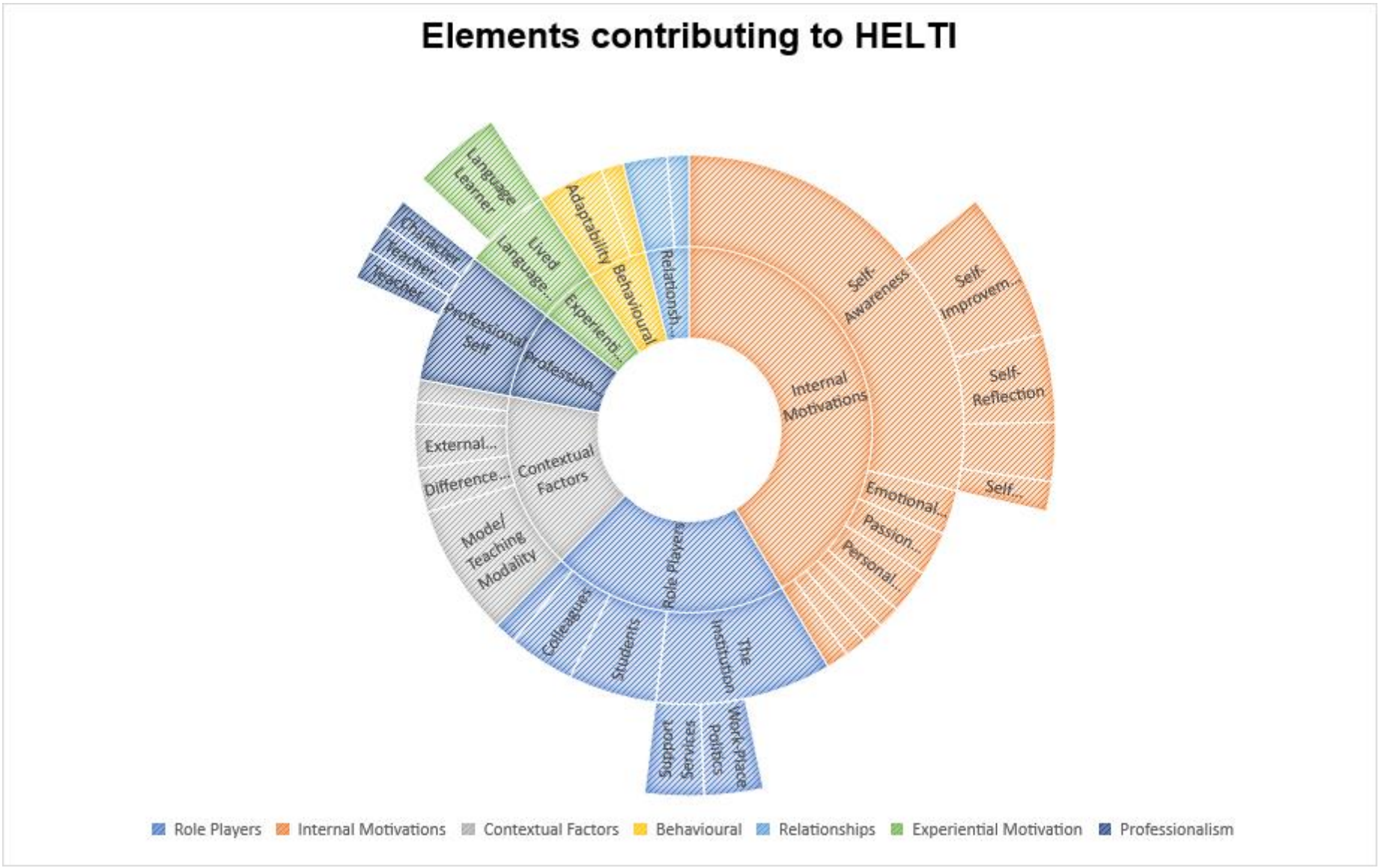


Figure 4-36: Elements that influence HELTI construction

Of these categories, it is evident that internal motivations, contextual factors, and role players are the three highest contributing categories for HELTI in this case. The elements within each of these categories that seemed to be the highest contributors are: for internal motivations – self-awareness, inclusive of its sub-elements; for contextual factors, mode; and for role players, the institution. If taking into account the allocation of factors that contribute to teacher identity as set out in Chapter 2 of this thesis relating to macro, meso, and micro 1 and 2 factors, it would seem that for these participants across the interview and essay data, meso and micro factors seemed to be the most influential.

As a reminder this study works from the assumption as set out in chapter 2, that:

e) Macro factors refer to the overall context of the 2020-void.
f) Meso factors refer to institutional culture and language policy, technology teaching requirements.
g) Micro 1 factors refer to classroom ecology and student and collegial interaction.
h) Micro 2 factors refer to the personal aspects of teachers' values, beliefs, language learning experiences, and personal ideologies.

4.3.3.2.1.1 Internal motivation

Motivation is an important and well researched concept in the field of language learning and acquisition and is encapsulated most notably in the theories of Gardner and Lambert (1972), Gardner (1985), Schumann (1986), Crookes and Schmidt (1996), Dörnyei (1994; 1999; 2002), Williams and Burden (2001) and Dörnyei and Ushioda (2009; 2011). While acting as important forerunners for motivation and teacher identity research, it is not within the scope of this study to discuss this immense field. However, in its capacity as a factor influencing language teacher identity, motivation studies of importance which should be noted, are those by Ushioda (2009: 215) who proposes a 'person-in-context relation view of language motivation"; Cowie and Sakui (2012), who focus on the influence of teacher identity on classroom practices and motivation; Nevin *et al.* (2014) who situate motivation and teacher identity research within teacher's socio-historic and socio-cultural contexts; Pennington and Richards's (2016) work on competencies, motivation and identity in relation to teacher education and development; Sahakyan *et al.* (2018) who investigate the evolution of higher education language lecturers' career through motivation, and Kubanyiova (2019) who urges for a transdisciplinary view on language teacher motivation research.

Studies that do address the issue of language teacher motivation, focus on initial motivations for choosing language teaching and its sustainability throughout the teacher career (Kubanyiova,

2019); the motivations of teachers in foreign contexts; or perhaps most succinctly summed up by Hiver and Kim (2018: 10-12) the directions of language teacher motivation are studied by focusing primarily on the following questions:

1) What motivates language teachers to enter the teaching profession?
2) How is L2 teacher motivation linked to teacher development and the dynamics of classroom practice?

In a study that investigates teacher identity, the most suitable question is encapsulated by the latter. As part of examining higher education language teacher identity, it is thus important to see how motivation, in this case internal motivation, contributes to the being and becoming of teacher, or in other words the establishment and maintenance of teacher identity.

Nevin *et al.* (2014:7) state that "[t]eachers' motivation is mediated by the metacognitive knowledge of their self-efficacy and self-regulation and is reflected in changes in teachers' behaviours as they gain knowledge of their ability on what, how, and why to teach". This metacognitive knowledge is something that is inherently present in all the participants of this study, to some degree and is exemplified in the internal motivation surrounding the notion of self-improvement, self-preservation, and personal convictions.

For the participants in this study internal motivation took the form of seven basic elements. First, internal motivation as a reaction to either personal or institutional functioning or general obstacles of mode of teaching is evident in the data of LLL_01, LLE_02, LLE_04 and LLL_06. Additionally, self-improvement and self-preservation features flow from these reactions and are present as strong indicators of self-identification and motivation for LLL_01, LLE_02, LLH_05, LLL_06 and LLH_07. This seems to be in accordance with the findings of Day *et al.* (2005:566) who state that "teacher commitment may be enhanced or diminished by factors such as student behaviour, collegial and administrative support, parental demands, and national education policies". In this case it is clear that resilience is borne from these obstacles and the changes in behaviour are consistent with the idea that commitment is enhanced by the internal motivation, underlying the reactions against these challenges.

For LLL_03 and LLH_05 internal motivation revolves around the notion of reflection. LLL_05's internal motivation stems from the awareness of constant reflection necessary for self-improvement in terms of teaching methods and approaches and is underscored by the idea of agency (see excerpt 244). For LLL_03, however, reflection is situated within the context of the theoretical concept of teacher identity, and for this participant reflection regarding this is a novel but positive experience. The notion of teaching, teacher identity to higher education language

teachers becomes important here. The implication of this finding is very important for creating teacher adaptability models and HELTI models in order to operationalize language teacher training objective. The idea that teachers should be explicitly taught about teacher identity as a way of coping with challenges and understanding their own professional context is exactly in line with what this study proposes. The lack of previous reflections on the notion of self-identity is evident in the data, LLH_06 states, for example:

> *[272] LLH_06: I don't know. Honestly, I think it's just because it was the first time that I actually sat down and thought about. Umm my identity whether all my identity as a language teacher, where does it come from? What is it? What does it entail?*

Thus, from the data it is becoming more evident that teachers in this study, are willing to learn and reflect and use self-management strategies, they lack however the conceptual knowledge of which elements in their daily operation and underlying ideologies contribute to their manifestation of teacher identity and have significant effects on them, especially if they operate in spaces of unequal power distribution.

Pennington and Richards (2016:9) state that language teacher identity "has a future-orientated trajectory open to learning and contextual modification in daily practice as well as in initial language teacher education and ongoing professional development activities". For LLE_04 this future-orientation takes the shape of internal motivation as an imagined future self, albeit situated from a point of reaction.

For LLH_06 another aspect of importance to their internal motivation stems from a personally held passion and emotion linked to languages, as well as the experience of being a language learner [259]. Similarly, LLH_07's internal motivation is based on personal convictions and passion where, self-awareness and improvement are based on faith and personal ideologies centred around purpose-bound awareness which translates into a custodial perspective. However, in both cases it is clear that "the way the lecturers' initial ideals for their work … morph into less exalted but more feasible visions for personal and professional satisfaction" (Sahakyan *et al.,* 2018:53). This realisation of reality and the limitations to which teachers are bound is an important metacognitive skill for teachers to have, because they need to "…often place limits on their commitment as a means of continuing to survive the intellectual and emotional complexities of teaching" (Day et al., 2005:566).

Thus, while internal motivation is a good indicator of a well-functioning language teacher it could also become problematic. If the most evident contributor of teacher identity is internal motivation, which heavily relies on self-management, self-improvement and resilience, the inability to

negotiate limits to commitment, and the difficulty of the institution to sustain the teacher through these challenges, could lead to burn-out or worse.

4.3.3.2.1.1.1 Implications for higher education language teacher training objectives

There are thus two main implications from the finding of internal motivation; first, teachers need to be able to negotiate commitment limits and should be taught how to do this through formal reflection, and second teachers should be overtly instructed on the concepts of teacher identity, how their ideologies influence this and how they are influenced on a daily basis by these elements so that they can manage the potential stressors related to their teaching identities.

Finally, it is important for higher education language teachers to have a platform to voice their concerns so that they are able to limit the amount of self-management needed to function. Cowie (2011:240) notes the importance of teachers voicing their issues and states that "the importance of collaborative teacher talks, the importance of talk about emotions, and the importance of encouraging emotional warmth and attending to the moral aspects of teaching" is of vital importance for teacher development".

4.3.3.2.1.2 Mode

The past decade has seen a rise in the number of studies that hold as nexus of struggle the notion of modality and teacher identity. This has been inspired by the emergence and development of technology in teaching, and the swiftly changing education landscape. The constant and highly demanding emergence of e-learning platforms as incorporated into traditional universities influences not only teaching practices but our conceptions of ourselves as successful teachers. It also brings into question the idea of competence and the teacher's ability to navigate the swiftly changing tides of language teaching, where the demand for teachers in the know is ever-increasing.

Even before the context of the 2020-void, research had begun to examine the difference in teacher experience between traditional, blended and fully online language teaching contexts and its effect on teacher identity (Trent & Lim, 2010; Simon, 2012; Delahunty, 2012; Johnson *et al.*, 2014). Jonker *et al.* (2018) allude to the fact that while it is widely acknowledged that these shifting contexts influence teachers, the extent to which these teachers are able to navigate these contexts are not yet known.

Fast-forward to the 2020-void context and the changing and adapting of teacher identity in the face of EROT contexts is also expounded on by El-Soussi (2022). She states that "the urgent move has contributed to the stress and burdens of university teachers and staff who were already

trying to juggle teaching, research, service duties, and work-life balance". This is evident in the data of the participants in this study. When notions of obligation and responsibility are intertwined with feelings of restriction and impersonal teaching contexts such as for LLL_01 (see excerpt 171) and LLE_04, teaching modality becomes an important influence which contributes to difficulty in for example learner connection and evaluative reflection of learner progress. While these challenges can present initially as problematic, in the case of these participants it also contributes to the building of personal resiliencies (see excerpt 215). This appropriation of difficulty contexts and its evolving into a positive aspect is also evident in the data of LLH_07 (see excerpt 271). This resilience borne from obstacle is not foreign or new in the context of language teaching, however, Day *et al.* (2005) report on the teacher's ability to navigate shifting contexts when they state that,

> …many teachers have somehow found 'room to manoeuvre' as external reform initiatives (which have the effect of reducing teachers' range of discretionary judgements) are imposed and as the bureaucracy associated with increased contractual accountability begins to bite. Such teachers survive and once again flourish in the most challenging circumstances, principally because of the strength of the values they hold… (p. 566)

Thus, the notion that identity and identity becoming of teachers are dynamic and dependent on contextual factors seems to span both 'normal' reforms and crisis teaching contexts.

Another element of mode which is important for the participants in this study is the demarcation of level and mode. The idea that there is a marked difference between being a higher education language teacher vs a high school language teacher or a 'distance language teacher' is evident in the overt labelling and reference to these roles as made by for example LLL_01, LLE_02 and LLL_03. In all of these cases the labelling and conceptualisation of self as such, has a direct influence on their teaching approaches and negotiation of changing contexts.

For LLL_01, the demarcation of the difference between level of language learnt and by implication importance thereof becomes a strong marker of identity (see excerpts 210 and 211). For LLE_02 the conceptualisation of self as a distance teacher meant that she essentially did not have to navigate the 2020-void as much as her contact peers had to (see excerpt 225), while for LLL_03 the flux between high school context and higher education resulted in an actioned fluidity of teaching approach (see excerpt 229 and 230).

Finally, for LLH_06, modality creates personal and emotional challenges of isolation and unhappiness (see excerpt 255). This participant shows strong indicators of personal motivation situated in emotion and passion as identified earlier and it is evident that such an anchoring could become problematic when it is heavily waylaid by the shifting contexts of teaching. Jones and

Kessler (2020:2) opine on the compounded effect of the 2020-void context in relation to the emotional factors of teacher identity that “[w]hile teaching was already a difficult, complex profession, COVID-19 has pushed aside some of the heartwarming, relational positives for teaching and replaced them with stress, increased demands, and worry about student safety.” It is clearly of even higher importance to not only delve into these experiences, but to find ways to manage them in a post-2020-void context with a view on future contexts.

4.3.3.2.1.2.1 Implications for higher education language teacher training objectives

Gallinas (2022:152) proposes that “emergency remote teaching experiences of lecturers highlighted that perhaps e-learning will never replace face-to-face classes completely, even though it is seen as a valuable support by many”. While this may be true for now, what is important is realising what these experiences were and how we can learn from them to better navigate the next crisis. The implications for this study are thus that: firstly, based on the data and the demarcation of role, higher education language teachers should receive training that is specific to the university context. Secondly, appropriate support for voicing concerns should be initiated by the institution, and third, higher education language teachers should be taught about the problematic natures of anchoring their identity in for example emotion. Essentially the biggest implication is that of imparting the institution’s responsibility to impart the appropriate knowledge and skills in its work force. As El-Soussie (2022:1) postulates “beyond learning how to utilize particular digital tools, resources, and online teaching methods, online teacher preparation programs, universities and policy makers must provide appropriate support to the teachers throughout their identity development as teachers' professional identity has a significant impact on their self-confidence, performance, as well as their curricular and pedagogical choices.”

4.3.3.2.1.3 Institution

The role that the institution at a macro and meso level plays in the identity construction, maintenance, and shift of teachers within its context is highlighted by the work of for example Robinson and McMillan (2006), Clarke *et al*. (2013), McNaughton and Billot (2016) and Van Lankveld et al. (2017).

Following from the implications above, the role of the institution is seen as central to the orientation of these teachers and therefore highlights the responsibility of the institution to these teachers. As Day *et al.* (2005: 566) propose that, “teacher identities are the result of an interaction between personal experiences, and ‘the social, cultural and institutional environment in which they function on a daily basis (van den Berg, 2002, p 579)”. One of the biggest of these is that of

the institutional environment. In this case, the often-fractious relationship with the institution influences the HELTI construction of the participants.

LLL_01 operates from a perspective of opposition toward the institution which negatively influences her view of it, but positively influences her resilience (see excerpt 213). The notion of the other is very evident in the data of this and other participants in terms of their view of the institution. Similarly operating from a positioning of othering, another important aspect that relates institution to identity is the perceived inability of the institution to 'hear' or 'see' the difficulties of their staff members. For LLL01, LLE_02, LLL_03, LLH_05 and LLH_06 these are explicitly stated concerns. The idea of a grassroots-informed policy enactment and support is thus highlighted by these concerns.

Interesting is the contradictory data from one participant between the interview and essay data (see excerpts 247 and 248) that exposes the possible difficulty in the acknowledgement and voicing of concerns as opined by other participants. This reflects the difficulty of committed staff members to critically talk about institutional short comings and entrenches even further the importance of opening dialogue between management and teacher in order to facilitate sensible teaching approaches and support services. If "[a]cademics are increasingly expected to adjust their identities and work roles to the profiles and strategies of the organisations where they work" (Laiho *et al*., 2022:252), the voicelessness instilled by the lack of platforms becomes severely problematic.

4.3.3.2.1.3.1 Implications for higher education language teacher training objectives

The main implication for training is in this case two pronged. In the first instance, it is aimed at an institutional level. Here it is important to expose the effects that power struggles, for example, could have on the voicing of concerns, as identified in the data (see excerpts 221, 237, and 258). It is important for the institution to pre-empt these relational challenges between staff and address them adequately. Furthermore, Gilman states that (2016:54-55) "…it's important for administrators to listen to teacher concerns about both their classes and their workplace. Large class sizes, unmotivated students, and over-reliance on tests can quickly lead to teacher frustration and burnout." To protect its staff and enhance quality teaching it is thus necessary that institutionally the anticipating and acknowledgement of shifting contexts should not be centred around student and socio-political needs alone, but that the needs, challenges, and voices of lecturing staff should be taken into greater consideration when considering policy and implementation.

Second, implication for training should be aimed at empowering lecturers, and in this case higher education language teachers should be trained to understand the influence that feelings toward the institution could have on their self-worth and instil in them rather, teacher agency as an important skill in developing and maintaining teacher self.

4.4 Chapter conclusion

The relationship between context, teacher-self, and language, as it relates to higher education language teacher identity lies at the heart of this study. Essentially what motivates this investigation is the question: How do we take what we know about what influences us as higher education language teachers, how we react to different contexts and policies and how we are, and become good language teachers in the face of these challenges? Slaughter and Lo Bianco (2009) postulate that language teachers in linguistically diverse contexts:

> have a pivotal role in effecting change: The ultimate target of all language education planning and policy work is the effectiveness of the teacher, such as the skills they are able to marshal and their persistence in their roles. Good teaching is the single most important controllable variable in successful language learning and this in turn depends crucially both on the receptiveness of schools hosting language programs and the quality of teacher education, ultimately determined by university and federal government support. (p. 28)

This means that the burden of responsibility on teachers, and in this case higher education language teachers to navigate the macro, meso and micro factors that influence them as initiators and facilitators of change, needs to be examined and contextually placed.

Thus, in a textural description of teacher experience and a structural description of context, what key motivational patterns can be identified in the participants' experience? Which of these can be classified as central to their conceptualisation of self? Kubanyiova (2010:318) identifies two major incentives: 1) teachers' 'positive attitude towards the subject matter' and 2) 'more general psychological needs' or the 'ego-related' needs. A third incentive, though absent in her particular study, is that of the education process, or the desire to teach for the sake of teaching or for the sake of student learning and success (Kubanyiova, 2010:319). A factor which the data of this study shows, were quite clearly important in the HELTI conceptualisations of the participants.

The descriptions of the lived realities of the language teachers in this study, play a central role in understanding how to go about better equipping them to successfully teach in complex settings. Where ideologies of power and ideal native speakerism for example, are evident in both the reported experiences and the interpretations of such reports, they are highlighted as significant factors of identity construction and should be addressed as such. Where acts of citizenship and

a willingness to broaden the use of linguistic resources are evident, they can also be identified as personal factors of identity construction and the resources to enable these attitudes to fruition should be aptly provided.

The participants' shared experiences are discussed in Chapter 5 as the composite description of the reality of the phenomenon studied is identified. After this the researcher presents a reconceptualisation of language teacher identity models and proposes an NWU-specific higher education language teacher adaptability framework. Finally, reflections on how the study has contributed to two theoretical fields, linguistic landscapes and higher education language teacher identity theory are provided.

CHAPTER 5 THE ESSENCE

5.1 Introduction

In this chapter, the researcher presents the implications pertaining to the originally projected contributions of the study. First, in line with the phenomenological approach, the essence of the phenomenon experience is described. In this study, the essence takes the form of a composite description of the experiences of teacher identity of participants, as situated within the context of the 2020-void and beyond, and as facilitated by language. From this, a discussion on the implications of the data descriptions for the reconceptualising of 1) higher education language teacher competence frameworks, 2) the proposition of a HELTI model, 3) an NWU-specific higher education language teacher adaptability framework and finally 4) reflecting on resultant theoretical and methodological contributions are presented. The following research question underpins this chapter:

How do the findings from the study inform and potentially reshape theories of linguistic landscapes and language teacher identity, and how can these be applied to language teacher training objectives?

5.1.1 Composite description of participant experience

Hamachek (1999:209) states that "consciously, we teach what we know; unconsciously, we teach who we are." Such a statement highlights the importance of understanding the lived experiences, underlying ideologies and ideals of the language teachers in the higher education contexts of this study. It is through their teaching practices, informed by these elements of identity that 'good' teaching happens, and institutional goals are reached.

Thus, this composite description describes the combined experiences of the participants in this study as it relates to context, language and teacher identities, and as it can inform training objectives. First, it situates the experiences within the context of the sociolinguistic reality of the participants reflecting on multimodality and ideology, and then, it discusses the implications of these experiences for training.

Still reeling from the impact of the 2020-void, and now situated on a global brink of potential substantial and irrevocable changes to the education landscape, and the contested spaces and legitimacies of HE, Jenkins's (2013) decade-old comment still reverberates true. She states that "academic policies and practices need to be brought into line with and better reflect the sociolinguistic reality of international university life..." (Jenkins, 2013:2). For South Africa, this

sociolinguistic reality is very much founded upon the juxtaposition between monolingual and multilingual language practices and ideologies. In a multilingual South African HE landscape, language policy and the role of language and language practices are further under continuous scrutiny; especially in contested spaces, such as tertiary education institutions, where language policy is dynamic and perpetually challenged in the face of English-dominant versus multilingual classrooms. The role of English, or the indifference to multilingual pedagogies, within such a multilingual space is central to many of these challenges, but inherently linked to linguistic ideology. Language ideology and implicit language practices are elements of the language ecology of the classroom, and the language teacher's identity and therefore the sociolinguistic reality of the role players in these spaces. Antia and Dyers (2016:536), point out the relevance and urgency of reforming language practices in higher education in South Africa. Specifically, they stress **the questioning of linguistic ideologies** while highlighting the important role of **multimodality** in order to optimize access in the tertiary environment.

5.1.1.1 Multimodality and competence

In the 2020-void and beyond, multimodality has proven to be both an optimiser of access for students, but also a challenge for the continuous and sustained engagement of higher education language teachers in the profession, their conceptualisations of self and their linguistic and teaching practices, as founded by their linguistic ideologies. The challenges identified within this study are mainly due to the forced and quick nature of moving traditional language teaching to an online platform, and the simultaneous expectation of teachers of these courses to be able to continue as 'normal' within these new spaces, and without the necessary training (including a realistic time frame to develop skills in online teaching) and support. This is despite the fact that language teaching in the online context, requires vastly different resources and approaches from language teaching in a face-to-face context and that the development of skills to excel as an online teacher takes time, commitment, and expert input and support to be meaningful..

While online language teaching contexts can be seen as less threatening (Yaniafari & Rihardini, 2021) to anxious students, the data from this study showed the problematic other side of this coin. In not having experience as an online language teacher, the participants in this study report finding it difficult to exact any engagement from students, a frustration which in turn influenced not only their ability to evaluate the successful attainment of learning objectives by their students but also their evaluation of their own competences.

Thus, multimodality and mode, as experienced through online teaching, hybrid teaching and the 'new normal' teaching contexts in the post 2020-void situation, was experienced by the participants as complex, and as a definite contributor to their (re)-construction of HELTI. In this

unfolding setting, it is accepted that teacher identity is a constant negotiation between dynamic elements of context, experiences, and interactions. Gong *et al*. (2022) explain this negotiation as follows:

> On the one hand, identity is often associated with the beliefs that underpin teachers' practices (Wu *et al*., 2011). On the other hand, teachers' instructional experiences play a crucial role in their identity formation/transformation (Yuan & Mak, 2018). Britzman (1991) argues that 'learning to teach—like teaching itself—is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and what one can become'. (p. 135)

While in the context of new teachers the 'learning to teach' aspect of their identity is expected and is perceived as something more malleable, when experienced educators are suddenly faced with contexts that re-positions them as beginners in their professional spaces, searching for a new language teacher identity, they need to be able to rely on substantial residual resilience and institutional support to supplement the lack of required knowledge and skills to become a competent online language teacher.

As regards competence and the attainment of education goals, the often-contradictory data from these participants settled the idea that while they perceived their competences in terms of technology and modalities, as acceptable within the context, they also experienced very real struggles in maintaining personal connection with students. This ability to foster personal connection with students was highlighted as a substantial factor in the establishment and maintenance of their HELTI, and therefore the struggle to make this link across the 2020-void influenced their own views of goal attainment and teacher competence. These participants thus struggled with socio-affective regulation and had to adjust their pedagogical regulation and hurriedly learn new skills. The expenditure of energy on this socio-affective, pedagogical, and technological regulating took a heavy toll and resulted in a negative positioning towards the institution (another big role player in their identity construction and maintenance).

This positioning is problematic because "…the perception of teachers on their profession and how they want others to perceive their work affect how they use available resources to counteract hardships and how they interpret their own work experience as well as their motivation, efficacy, commitment, and job satisfaction" (Kao & Li, 2015:71). However, despite these challenges, the experiences of the participants also showed that the skills learnt have positively informed their teaching practices in the 'new normal' teaching contexts. This speaks to a general resilience and the awareness and ability of the transferability of skills.

Another central experience of these participants was captured in the notion of mode as an identifier. The mode of teaching, and the explicit demarcation and identification of being a

language teacher within specific modes (contact, distance, high school, EROT) were highlighted in this data as a substantial contributor to the HELTI of the participants. This indicates that contextual shifts such as the 2020-void can have a destabilising effect on the self-conceptualization of teachers; and therefore, should also be addressed in teacher training objectives. While it is important to voice the negative positionings, challenges as well as the positive experiences of the participants as these relate to modality, it is more important to bring them to light in the context of teacher training objectives, as discussed later on in this chapter.

5.1.1.2 Linguistic ideologies

At the NWU the 'questioning of linguistic ideologies' and reformation has seen the implementation of a functional multilingual language policy, underscored by the expectation of the implementation of faculty and programme-specific multilingual pedagogies and practices.

From the perspective of policy, the sound theoretical basis and the expectation of a responsibly implemented language policy seek to benefit the multilingual education context, and positively reflect the variable nature of linguistic interaction in South Africa. However, questions also arise as to the sustainability and efficacy of this language policy as it is understood and implemented by those for whom it is designed – both students and staff, and by implication, the participants of this study in their capacity as higher education language teachers. Evidence of misunderstanding among staff members (who are supposed to be in a better position to understand language policies when compared to lecturers outside the field of languages) of the meaning and ways to implement multilingual pedagogies are reported in this study, as well as in other recent and related studies at the institution (see Pienaar, 2023).

Furthermore, the entrenchment of linguistic ideology within teacher identity needs to also be acknowledged as a contributor in this process for the participants in this study. Within these linguistic ideologies, lie the disjunction between policy and the lived experiences of those subjected to it. In the South African socio-historical and political dispensation with relation to language in education policy, the matter of language ideologies is even more important. Makoe and McKinney's (2014:658) argument that the language policy battles in South African education focus so heavily on the hegemony of English and the challenges to implement multilingual education meaningfully, that it "obscures the significant continuities between apartheid and post-apartheid LiEPs [Language in Education Policies]". Several of the positions held by participating higher education language teachers could be related to this notion, for example, the issue of linguistic competencies in separate languages. Van der Walt (2013:134) draws our attention to the fact that top-down policy may not always be sustainable or practical in "fluid education settings" in which the classroom ecology is complex in its diversity. In this argument of a bottom-

up approach, she states that agency is claimed for HE lecturers to institute best practices despite policy. Therefore, while language policy is influenced by historical and political realities, dictated by university management, and heavily influenced by student demands for inclusion, it is in the end the lecturer (in this case the higher education language teacher) on the ground and in the classroom, who through language practices and manifested linguistic landscapes, establishes the linguistic culture, the dominant language ideology, and the accessibility of content. It is they who lay (through either inclusive or exclusive linguistic practices) the groundwork for success both in terms of implementation or disregard of language policy and also the enablement of students to become successful, knowledgeable, and skilful participants of the real world – real--life participants. These actions are facilitated through the lived language experiences of these participants.

Following this line of thought, actualized, lived language use and practice as underscored by identity construction, can be seen as a key to access – and success – in higher education, despite or hand-in-hand with the role of English as a sometimes-preferred language of teaching and learning. From the data presented in this study, the participants clearly acknowledge and negotiate the complexities of the implementation of MPs in this context. These negotiations happen despite misunderstandings of these policies, the occurrence of monolinguistic ideologies and apprehensions regarding their own competence in the implementation of a more multilingual approach.

Participants of this study can be described as generally experiencing the hypothetical implementation of MPs as positive, however, in especially English teaching classrooms, MPs are seen as languages to assist in the social aspect of teaching, not in the cognitive aspect. Probyn (2009:134) states that “there is a need to address the conflicts and tensions in classroom codeswitching and language policy through appropriate teacher training and school language policy that takes into account contextual realities”. In other words, as pointed out by Makoe and McKinney (2014), lingering language ideologies of the pre-1994 South African dispensation continue to influence the thinking of language teachers to this day. It is also important to legitimize other languages in the classroom to the point that their status does not remain as support languages i.e., explorative talk languages, but that they contribute to the cognitive aspects of language teaching. Where monolingual ideologies are present (especially those linked to the role of languages to separate “ethnicities” as it was used in apartheid South Africa) these are assumed to be remnants of outdated linguistic discourses such as the notion of native speaker supremacy and pure language instruction approaches, or perhaps of entrenched mono and bilingual linguistic education practices still seen in some South African education systems. They present in these participants perhaps because as teachers they

> … are considered key representatives of the institutionalised setting of formal, public education. Hence, they are asked to represent and/or enforce the ideologies of schooling whose roots are almost invariably linked to the 'monolingual' ideologies of nation/states. Even if they have an acute understanding and awareness of the impacts of the linguistic diversity in the student body, their actions to accommodate these may be constrained due the 'monolinguicism' of the institutional structures and arrangements that govern language learning in formal education. After all, the school is seen as the site for learning/teaching language practices, styles and repertoires that are labelled 'standard' and 'normative (Pauwels, 2014:311).

The sparse use of the important cognitive aspect of MPs by the participants in this study, highlights the disjunction between policy and practice and the need for more training in this regard (also noted by Pienaar, 2023). For the appropriate implementation of MPs to happen, planning and appropriate lecturer training is vital. Mthombeni and Ogunnubi (2021:14) promote the notion that in the implementation of bi- or multilingual language policies at university level, "the goal of language planning should be to motivate people to want to use a language, and thus advance multilingualism". When an institution is truly able to reconcile the desire to use the language(s) in question with the ability, support, and space for doing so, only then can it succeed in these endeavours. If a desire is reconciled with ability, it would be the hope that this should filter down to individual ideology and in turn classroom practices.

The findings of this study thus advocate for the inclusion of bottom-up approaches in the establishment of training as well as for the inclusion of teacher identity training to empower language teachers in their understanding of how ideology influences their practice.

5.1.1.3 Training

HE institutions thus have the obligation to adequately train their teachers in the language practices and multimodal expectations they set forth. Furthermore, they are also tasked with monitoring the health and wellness of their staff and ensuring that they are well-equipped and prepared for substantive contextual changes. This means that they should be able to help instil in teachers the individual teacher agency needed to negotiate shifting teaching contexts.

As a way of addressing both of these types of support, training should be comprehensive and structured contextually. Miller (as cited in Pennigton & Richards, 2016:20) advises that teacher identity training should focus on the following aspects:

1) The complex nature of identity.
2) Understanding the complexity and importance of context in identity negotiations.
3) Critical reflection as related to context and the individual.

4) Identity and pedagogy as it relates to student identity.

When taking into consideration the findings of this study, the aspects noted above would certainly assist in developing teacher agency. However, it can be argued that changing the focus from identity and pedagogy as it relates to student identity, to a focus on the relationship between identity, pedagogy and teacher agency would in this context produce better-informed teachers. This focus on self and agency, rather than student identity is important because it is evident from the findings of this study that where participants' conceptualization of self was motivated by role-players (students) more than internal motivation and the learning process, difficulties in maintaining a stable perception of self, arose.

Furthermore, the focus on teacher agency is justified within the perspective as aired by Buchannan (2015:714) that "teacher agency can be understood in a way as identities in motion" and that "the interaction between teacher identity and school culture both enabled and constrained teachers' agency". If teachers can then understand their own agency and how it is influenced by for example their positioning towards role players like the institutions, mode or students, they can make better-informed decisions about their own teaching practices and self-constructions. This in turn would mitigate instances of destabilisation resultant from substantial contextual shifts such as the 2020-void.

In order to promote awareness and knowledge of agency and identity it would also be important to address reflection. While some participants in this study did indeed indicate that reflection was a strategy of regulation, this was mostly in the context of pedagogical regulation as it relates to teaching approaches, materials, and content. What seems to be lacking for these participants is the knowledge of how critical self-reflection on the complexity of teacher identity construction can aid them in negotiating unfamiliar and challenging circumstances. In other words, how the knowledge of teacher identity can be used as a "conscious tool that teachers could employ to strategically push back [to ensure a sustainable engagement as teacher] rather than an unconscious or automatic one" (Buchannan, 2015:714).

Further aspects of training that should be addressed based on the findings of the study are centred around self-knowledge and awareness training. According to Pennington and Richards (2016:15) "one's identity as a language teacher should involve developing experience and an image of oneself that is built on self-awareness in relation to acts of teaching and that incorporates one's personal qualities, values and ideals into effective teaching performance". While this study found that to a certain extent teachers had self-awareness, their ability or experience in operationalising this awareness has not always been effective. Reflection and awareness in this

study centred around teaching approaches, and not on introspection as a strategy to understand the self. It is therefore important to endorse the inclusion of teacher identity training that has as an element for example the theoretical notions of ideal, ought-to and anti-ought-to selves.

The inclusion of theoretical notions such as these has two benefits. First, it is necessary for teachers to understand them in order to understand themselves better, and second, language teachers should be part of the creation of language teacher and language teaching theories. The idea to include teachers' voices in these types of training stems from the notion as postulated by Pennington and Richards (2016) that:

> Language teachers, like other teachers, should not only be familiar with the theoretical orientations of the field of language teaching and learning but also be involved in constructing theory themselves. In the words of Sharkey, they should be 'active readers, users, and producers of theory' (2004:281). In the same vein, Johnson maintains that 'L2 [second-language] teachers are users and creators of knowledge and theorizers in their own right' (2006:241). As Johnson points out, 'teacher research positions teachers as investigators of and interveners in their own practice while making their investigations and interventions, in essence their learning, visible to others' (2006:242), through such activities as teacher inquiry seminars, peer coaching, cooperative development, teacher study groups, narrative inquiry, lesson study groups, or critical friends groups (Johnson, 2006:243). (p. 19)

However, in including these aspects in training, one should also ensure the availability of platforms in which these contributions to theory, as they result from language teacher experiences and language teaching practice, can be efficiently and sufficiently, heard.

5.2 Higher education language teacher competence frameworks

Establishing contextually accurate frameworks from within which it is possible to sensibly investigate the relationship between teacher self, language and context, served as one of the motivators for this study.

Commencing from a space of challenge and struggle, this study therefore proposed expanding on existing frameworks to include notions relevant to the context of higher education language teachers in South Africa, as situated in the context of the 2020-void and beyond. For this part of the investigation, it was important to establish the discourse of competence in the lived experiences of the participants. While Dugas (2021) argues that there should be a move away from the sole focus in teacher training and education in terms of competence and accountability,

it should still be acknowledged that competence on a variety of levels, inclusive of for example emotive and environment regulation, plays an important part in the negotiating and construction of healthy language teacher identities. As do the pedagogical and technological regulations as they relate to the wider socio-economic and linguistic context in which these teachers operate. Therefore, as a base for investigation, this study then appropriated the notions of regulation for online teaching, as proposed by Guichon (2009) and Compton (2009) to expand upon and include newly negotiated teaching contexts.

The framework used in this study and proposed for future studies into higher education language teacher identity, focused on competence being seen as context-bound and dynamic. It therefore additionally included foci on the following: 1) Linguistic ideology, to establish the competence, in terms of regulating these ideologies into language teaching practices; and 2) A focus on infrastructure and support to establish the competence of regulating psychological and physical challenges in a 2020-void context.

5.2.1 The framework in action: instruments

The instruments used in this framework thus included investigations into teaching and regulating competences. For this investigation, the teacher competence questionnaire accompanied by the teacher identity portfolios (TIPs) operationalised the framework as set out above.

The adapted competence questionnaire investigated the following competences:

1) ONLINE TEACHING COMPETENCE inclusive of contextually situated online language teaching skills, objectives, and training as well as linguistics considerations in determining classroom practices.
2) REGULATION inclusive of socio-affective regulation, pedagogical regulation and multimedia regulation as it relates to perceptions of successful teaching bound by infrastructure and support.

Additionally, the inclusion of the teacher identity portfolios as an instrument in this framework contributed to a personal and ideologically motivated perspective from the participants regarding what they deemed important as reflective of their teacher identities. It also highlighted how these selected elements of identity presentation filtered down to real classroom practices, and thus informed aspects of regulation.

It is thus important to recognise the importance of the TIP as conveyors of perspectives of own teacher identity. When analysing a TIP, looking at both content, as well as what was not presented, provided clues as to the participant's own understanding of the concept of teacher

identity. By looking at broader themes that they include, but also at the format of construction it was also possible to furthermore identify ideological underpinnings of teaching approaches.

In this study for example LLL_01 provided with their TIP a view of their student communication and classroom management, their ideological underpinnings (for example regarding the linguistic superiority of higher education English, and subliminal notions of native-speaker dominance), and socio-affective regulation. This regulation was highlighted in the demonstration of how they were able to build interpersonal relationships and relate to students on a personal level, across the 2020-void. Furthermore, they showed how they used different platforms and tools to facilitate language-teaching moments (Chapter 4, Fig.4-27). They thus illustrated in their TIP how they used online platforms to communicate class arrangements, to teach, to explain and provide feedback and to create a relationship between teacher and students. From this TIP it was evident that teacher identity was partly underscored by interpersonal and communicative elements.

LLE_02 provided in their TIP, a complete structural breakdown of the module and how they would use eFundi as a main online tool. They included a section on, online lecturer profile, students' online interaction and assignments, and lecturer's presence in feedback. In this portfolio three main elements are presented as important in the presentation of teacher identity: their own presence online, their expectation of their students and their own ability to provide feedback. In these elements, it was possible to establish what essentially constitutes the personal perspective of own teacher identity. Furthermore, this TIP provided no information that could be classified as interactional or informal or outside the realm of formal communication classroom management and teaching/feedback and elements included such as a graduation picture, cementing the authority and professionalism underlying their self-perception of teacher identity.

The TIP of LLL_03 provided a balanced expose of the elements they seemed to find important in their conceptualisation of teacher identity in the form of a collage. These elements were inclusive of, external perceptions in the form of validation and appreciation, a sense of personal and academic achievement, online competence, and finally external contextual factors. The elements identified here as building blocks of identity are thus externally motivating factors (perception, appreciation, and context) and internally motivating factors (competence and achievement).

LLE_04 provided as a TIP access to the eFundi site of the module they teach as well as examples of Telegram and WhatsApp group discussions. From the eFundi sites, it was interesting to see the inclusion of the grievance procedure tab, which was very much in keeping with the feeling of conflict and friction that was identified earlier on in this participants' data. Telegram and WhatsApp communication was mainly used as a supportive function where the teacher was able to use it to facilitate classroom management, and support. There were no specific teaching moments

identified, other than reprimanding students for not completing assessments. There were very clearly observed and strictly implemented rules for the use of this modality echoing the professional approach of the lecturer.

LLH_05 constructed the TIP in the form of an academic essay focusing on their teaching philosophy. As an Applied Linguistics lecturer, this conceptualisation of self is therefore clearly based on an academic self. It can be postulated that their conceptualisation of teacher self was reflective of their module: academic, formal, and controlled. Elements that are ruminated on in this essay are inclusive of creating safe teaching spaces, establishing interpersonal relationships with students, using theoretically founded teaching approaches and technology or blended learning. While there were no concrete examples of interaction or teaching provided, the portfolio was a deeply reflective written piece which exemplified the participants' understanding of their own situation as a language teacher. This pointed to an awareness of self and teaching context which is a valuable asset and tool that can be used in reviewing reflections of the HELTI.

LLH_06 provided access to the eFundi site for a module that they taught (as discussed in Chapter 4, Fig. 28 and 4-29). The linguistic considerations applied in the design of the site establishes and further presents the inclusive language ideology as portrayed by the other data contributed by this participant.

The instrumental use of self-representation of teacher identity in the form of TIPs as combined with an adapted competence questionnaire, is thus an insightful tool to establish the relationship between competence and identity construction.

5.3 HELTI: The reconceptualization of language teacher identity models

Pennington and Richards (2016:7) state that "identity is set according to a concept of 'good' and 'proper' or 'appropriate' behavior" and while they take into consideration the contextual aspect, it can also be argued that identity is constructed as opposed to, or in reaction to what is perceived as 'not good' or something that is lacking. In this study, I operationalized higher education language teacher identity as resultant of both of these positionings. As part of the initial frameworks of enquiry this study proposed that Van Lankveld *et al.*'s (2017) model of identity development of university teachers (Fig. 2-5) be adapted to include: 1) an additional psychological process - the emotive process relating to motivation, passion and inspiration; and 2) strengthening or constraining factors as seen through the a) linguistic context and b) immediate socio-economic context.

A new model for HELTI conceptualization where the psychological processes and contextual factors are viewed as interrelated in the negotiations of identity is proposed. Such a model could then be proposed to look as follows:

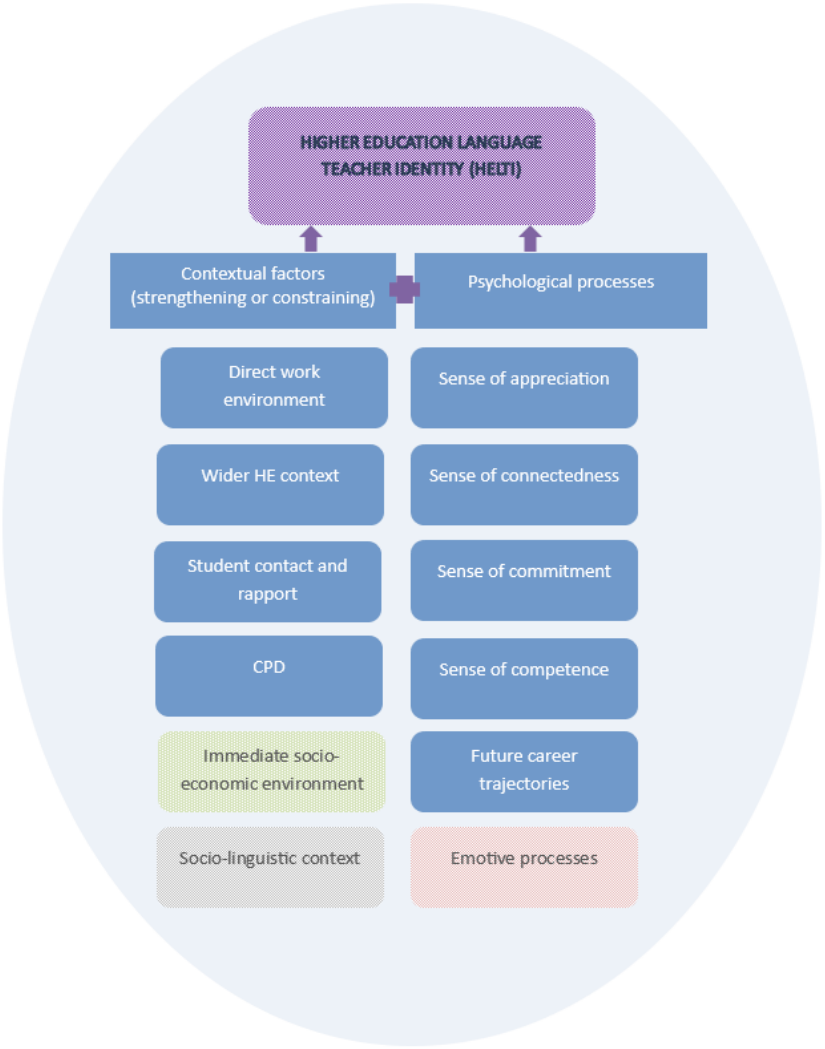


Figure 5-1: Proposed HELTI model

Taking into consideration the unique interrelationship between these factors, which are essentially context-bound, the framework should be seen as one of complete integration where the relationship between the elements is unique to the participants and context of the study. In the case of this study the following relationships could be established:

From the data of this study, it is evident that all three elements proposed for the adjustment of university language teacher identity construction model, should be included in any South African HELTI model. Both emotion and the environment underscored and significantly influenced the negotiations and construction of higher education language teacher identity for these participants.

Emotion influenced these conceptions both positively and negatively, (positively in regard to reinforcing motivation for teaching, and negatively by positioning against role players such as the institution). However, in both instances of positioning these emotive processes contributed to the actioning of resilience. Passion as an emotive element underscoring language, in the case of the participants was used both to mitigate negative influences as well as to compound the motivation for teaching, despite the linguistic and environmental challenges experiences and is therefore an important part of HELTI model construction. This complex relationship between emotion and other elements of the HELTI model should thus be included in any training that teachers receive.

From the language portrait data, it is clear that participants construed their ideal and ought-to teacher selves in relation to and as part of a multilingual community of practice, thus entrenching the value of the socio-linguistic environment in their identification as HE language teacher at the NWU. As regards context and environment, while both immediate socio-economic contexts and socio-linguistic contexts featured as contributors of identity negotiations, the sociolinguistic context outweighed the influence of the socio-economic environment. This could be ascribed to the fact that teachers in this context are already well versed in the reliance and application of personal resilience, and used to the challenges that their South African socio-economic environment contributes to their everyday lives. It is still however important to include these elements in HELTI models as the participants in this study all constituted more or less established teachers who had the resources to facilitate and apply resilient strategies. With the intention of using HELTI models to inform higher education teacher training for both new and established teachers it is thus important to acknowledge the influence of both of these contexts. This is especially true in a society of unequal resource distribution.

5.4 NWU-specific higher education language teacher adaptability framework

As an emerging field of research, teacher adaptability is seen as important for its role as facilitator of “response to change, novelty and uncertainty [which] is central to their [teachers’] daily work” (Loughland, 2019:5). Collie *et al.* (2018: 125) discusses the link between adaptability and perceived autonomy support (PAS) for teachers and found that “PAS was positively associated with adaptability, and negatively associated with exhaustion and disengagement [while] [a]daptability was negatively associated with disengagement”. This indicates that where adaptability is fostered, the teacher is able to respond positively to shifting and challenging contexts.

While Granziera *et al.* (2019) argue for the establishment and fostering of the notions of teacher adaptability within teacher education programmes that focus on pre-service teachers, Green *et*

al. (2020:859) argue for a broader education adaptability framework. Their argument is based on the notion of “shared educational responsibility based on the principle that the social and economic benefits of education accrue to society at large as well as to the individual, and that the rupture of education therefore represents a risk to us all”. Whether adaptability is fostered due to the perceived collective benefit, or for the individual benefit of teachers, both instances are likely to result in equipping teachers with skills to manage their environment and changes in their environments better and thus prevent burn-out and job disengagement.

The findings of this study highlighted that many of the participants were indeed experiencing levels of dissatisfaction, and feelings of lack of support and agency. It should be noted, however, that this type of finding is not specific to the context of the NWU, rather it is applicable to the wider higher education landscape in South Africa. A number of recent studies advocate for the improved management of university staff support systems and the implementation of appropriate and contextually designed training to retain staff in general, see for example Snowball and Shackleton (2018) and Barkhuizen *et al.* (2020). Focusing on the impact of the COVID-19 pandemic, researchers such as Olawale, *et al*. (2021), Khumalo (2022) and Mathews *et al*. (2022) recognise the toll that a changing education landscape takes on academic staff and advocate for the development of effective and tailored interventions and training, grounded in sound and responsible university policy, to mitigate these negative effects on the well-being and efficiency of staff.

As a remedy to the language teacher-specific issues identified here, this study aims to create an NWU-specific higher education language teacher adaptability framework, based on specific language teacher training objectives, to equip these teachers to deal with shifting education situations, by improving their adaptability. The proposed framework addresses two main aspects associated with the conceptualisation of the HELTI model as proposed above. First, the psychological functions and processes of the teachers in question should be addressed, and second, the potentiality of the influence of unique contextual factors should be engaged with. A third, important factor to also consider is that this framework should be situated within the conceptual notion of language teacher identity. Because as Karabay (2016:1) contends “raising awareness about teacher identity may help improve teacher training programs”. Improved teacher training programs will in turn improve teacher adaptability.

It is important to note here that while the framework advocates for teacher training objectives, these should not be seen in an evaluative context, but rather in the context of individual

empowerment and development. The proposed framework is thus constructed as elements of individual empowerment:

1. Language teacher identity awareness as regards:
    a. The elements that contribute to language teacher identity.
    b. The types of language teacher identity positioning (external vs. internal) and its influence on teacher identity.
2. Reflection on the influence of psychological processes as regards:
    a. The role of emotion on positioning and practices.
    b. The role of motivation in positioning and practices.
3. Contextual reflection as regards:
    a. Own education background.
    b. Own linguistic ideology and its relation to the broader socio-linguistic education context.

The elements of empowerment as listed here should address the competences as set out in the competence framework above in an integrated training module or short learning programme. Additionally, higher education language teachers should be empowered and enabled to both understand and expand their own competence as contributors to policy and theory. For example, empowering these teachers with the knowledge of how they represent manifested linguistic landscapes and how these manifestations influence the implementation of language policy, could be beneficial to informing theory.

Furthermore, they should be empowered and enabled to understand the notion and benefits of reflection on emotion as it relates to their teacher identity, their feelings, and emotions towards their colleagues and towards the institution and how these influence their teacher identity and expression of this identity in classroom practices. Finally, these teachers should be able to navigate the differences in what they perceive are expected of them (ought-to self), from an external positioning, what they aspire to become (ideal self) and how they negotiate the in-between in reality. This navigation should pave the way for negotiating a healthy view of the self and the good teacher'.

Taking into consideration the above, it should be noted that the NWU has progressed in leaps and bounds in their attempts to address workplace stress after the 2020-void context. They have done this through the NWU wellness programme which for example addresses personal challenges that relate to staff well-being with non-compulsory workshops. While these initiatives are good, it should be supplemented by specific frameworks such as the one discussed above,

to also facilitate the successful being and becoming of teachers, in this case of higher education language teachers, both in their capacity as institutional role players and global citizens, but also as contributors to language teaching theory building.

5.5 Methodological contributions

This study has advocated for the need for a deeper understanding of the challenges and experiences that underlie the functioning of higher education language teachers (encapsulated in the language teacher identity) in a South African context. The argument for examining lived language experience in this context was proposed for its potentiality to expand on current methodologies in multilingual settings. This expansion involved a more comprehensive examination which also included a focus on language ideologies, beliefs, and real language practices of participants. This approach was proposed because role players in multilingual settings "have to mediate complex encounters among interlocutors with different language capacities and cultural imaginations, who have different social and political memories, and who don't necessarily share a common understanding of the social reality they are living in" (Kramsch & Whiteside, 2008:646). Furthermore, according to Coetzee-van Rooy (2016:11) within this "context of superdiversity, there is a need for revised approaches and instruments to ascertain meaningful data [about] multilinguals' repertoires and their social contexts". This approach is further suggested because it can "illuminate aspects of language use in multilingual settings" (Kramsch & Whiteside, 2008:646).

Furthermore, the phenomenological approach, with the researcher situated as an interpreter of experience, is based on the notion of a shared social experience of the phenomenon, and where the researcher has a critical understanding of the social reality and lived language experiences of the participants. It therefore represents the opportunity to engage meaningfully in lived language experience data collection.

In this study, the relationship between context, language and teacher-self is underscored by personal and language ideologies, modality, and competence. If we assume that language ideology is inherently plural (Irvine, 2012) and that it is interested, multiple, fractured, contested and dynamic (Piller, 2015), it raises the question as to how a HE teachers' language ideology presents in the classroom. If we further accept that ideologies are intrinsically linked, we then need to examine whether language ideology transfers happens and what implications this may have for training and policy. The problem arises methodologically in determining language ideology and transfer.

Traditional methods of inquiry into multilingual interaction which can be useful for investigating classroom ecology and its inherent elements (such as language ideologies) include for example:

a) Language repertoire questionnaires that provide the researcher with solid baseline information and is usefully applied in longitudinal studies such as those of Coetzee-Van Rooy (2012; 2014; 2018).
b) Social networks synopses that have a long history as illustrated by the work of Milroy (1986; 2000), Milroy and Milroy (1992), Milroy and Llamas (2013) and more recently Botha (2017; 2018; 2021). This type of instrument provides the descriptive data for sociolinguistic realities and can illustrate the dominant language constellations of participants.
c) Classroom observations that play an important role in establishing linguistic practices of lectures and provide valuable direct observation data, but that provides its own problems. Both Probyn (2009) and Van der Walt (2013) elucidate on the challenges of classroom observations. Problems arise where "students are aware of the contextual norms i.e., that vernacular is not acceptable as academic language and will therefore not use it in class" (Van der Walt, 2013:137) and as Probyn (2009:130) specifically point out the repercussions of lecturers trying to correct 'deviant' linguistic practices and adopt more suitable or acceptable practices.

According to Piller (2015:4) "language ("the sign") only exists in actual interaction; but language ideologies give it a life outside of that interaction and link it to other interactions", which is why it is so important to study language ideology as part of a holistic view of the participant's linguistic repertoire. While for example social networks provide concrete data about language use - therefore the actual interaction of language and social space, and surveys provide data about perceptions of language use, neither of these methods take into consideration the life of language outside of interaction as well as how it filters through between domains.

Furthermore, Blommaert (2005:171) makes us aware of the importance of investigating "the relationship between linguistic ideologies and other, socio-political, or cultural ideologies—the question of how linguistic ideologies can and do become instruments of power as part of larger ideological complexes." Recognising the influence of power relations are especially important in the diverse South African contexts manifesting in HE language classrooms where power and socio-political or cultural intersections (and the lingering heritage of apartheid language in education policies) are very visible.

With this in mind then, the study has made a methodological contribution in the way that it has combined the use of different instruments. Specifically, it has improved the use of the instrument language portraits in a unique way. To focus on language ideology, and the influence thereof in

both construction of HELTI and classroom practices, the use of comparative language portraits situated within the theoretical concept of ideal, ought-to and anti-ought-to self was used as an instrument. Combined with Possible Selves questionnaires it was possible through their use, to establish how participants perceived their own embodied teacher identity and how ideologies transferred into classroom practices.

5.6 Theoretical contributions

5.6.1 Linguistic landscapes

Taking into account the different roles that the language ideology of the participants plays in the creation of contextual education spaces, it can therefore be argued that higher education teachers of language in multilingual spaces can become 'landscapes' that present and display language ideology; and they can create and construct these landscapes for their students as well. If we apply the ideas of informational and symbolic languages as per linguistic landscape theory (Cenoz & Gorter, 2008), it can be argued that what the teacher presents to the students as a linguistic identity is representative of the symbolic. Language teachers have a presence which they action through the inclusion or the attitude towards inclusion, of different languages. This becomes a symbolic expression of how they feel about languages in their repertoire, in their context and in their own linguistic ideologies. This expression also influences their effort or lack of effort to implement MPs and create multilingual spaces. Whereas their actions, such as how they entertain and accommodate other languages, contexts and students, how they use languages at their disposal to draw parallels between ideas in different languages, and so facilitate understanding, become the informational aspect of the linguistic landscape of the teacher. It is in this positioning and opening up of spaces, that the researcher proposed that teachers then act as 'manifested landscapes'.

The acting out of a manifested linguistic landscape is important because students need lecturers to create multilingual spaces that inoculate them to master narratives of English dominance that still sypher through even in multilingual situated contexts. Furthermore, higher education language teachers need to be aware of how they are reflecting linguistic landscapes (i.e., becoming and being manifested landscapes) in order to evaluate their own linguistic ideologies and the repercussions of these on classroom practices.

5.7 Conclusion

This study does not promote the judgement or evaluation of higher education language teachers or institutions. It promotes the empowerment of higher education language teachers as role

players in the larger education context of South Africa. It further acknowledges the complexities which surround their everyday lives, and the interrelatedness of the personal and professional elements. It furthermore aims at helping them understand and examine these complexities in order to have a healthier view of self, in order to contribute both to the teaching context but also the establishment of theory situated in practice and experience. Thus, in the words of Puchegger and Bruce (2021:178), “the conceptualization of a teacher moves away from judging teachers as good/effective or bad/ineffective to a view of teachers as continuously becoming teachers by performing multiple identities that enable adaptive practice”.

CHAPTER 6 CONCLUSION

6.1 Introduction and overview of the study

This study attempted to capture and describe a moment: a moment in a considerably unique time for the higher education landscape in South Africa. It described the individual and shared experiences of seven higher education language teachers within the context of the 2020-void and tried to trace the residual effects of this moment in time, to the South African HE landscape beyond the 2020-void.

The goal of this study was fourfold: First, to provide a platform for these participants to be heard within a context of severe change and challenge, where they felt muted. Second, to address these expressions of both frustration and hope, of experience and expectation, and operationalise them into teacher training objectives, specific to the field of language education for South African HE. Third, the goal of this operationalisation was to propose frameworks that would better prepare our HE language teachers to cope with challenging contexts, adapt to swiftly changing policies, practices, and landscapes, and enable them to contribute to, and improve on language teaching and language teacher theory. And fourth, the study aimed to contribute to the discourse of language teaching and language teacher identity both theoretically and methodologically.

The research questions that guided this study were:

5. With the 2020-void as a contextual point of departure, how can the embodied teacher identity of higher education language teachers, viewed in relation to the ideal, ought-to, and anti-ought-to self, be described and understood?
6. With specific reference to language use, and linguistic ideology, how does this language teacher identity unfold in the newly negotiated higher education spaces, and how does this echo through into a post-void context?
7. From the narratives of language teacher experiences of teaching as it relates to teacher identity and language use in the 2020-void and beyond, which contributive elements to language teacher identity can be identified and how can they be operationalised into language teacher training objectives for a teacher adaptability framework?
8. How do the findings from the study inform and potentially reshape:
   8.1. theories of linguistic landscapes and language teacher identity, and
   8.2. how can these be applied to language teacher training objectives?

To answer these questions, the researcher positioned herself within the ontological assumptions of social constructivism and used an adapted phenomenological approach which included

empirical data of a highly qualitative nature. From this approach, a combination of three rich data sets was used. Each data set comprised three different instruments and was analysed qualitatively. The three data sets can be summed up as follows:

Data Set 1 relating to Research Question 1 included a set of comparative language portraits that asked participants to think about their roles as a language teacher in terms of the ought-to self and the ideal-self concepts. This was accompanied by the administration of an adapted Possible Selves questionnaire. After the initial analyses of these instruments, questions were set for a follow-up interview in which the deeper nuances of the language portrait data and the questionnaire responses could be explored.

Data Set 2 relating to Research Question 2 aimed to elicit data that could elucidate the relationship between language and teaching ideology and the classroom ecology. For this data set, participants provided data by completing an adapted teacher competence questionnaire and personal teacher identity portfolios (TIPs). After the analyses of the data from the instruments, the researcher again set questions that were asked in the follow-up interview to provide a richer and better understanding of the responses to the questionnaire and the motivation that underscored the portfolios.

The final data set pertained to Research Question 3 and focused on the narrated experiences of the 2020-void but also on the vocalisation of participants' understanding of what language teacher identity means to them. For this data set, data were elicited by asking participants to write a short essay on their own experiences as a language teacher over the timeframe 2019-2022. After an adapted small story analysis was applied to the essay data, reflection questions were again set to deepen the researcher's understanding of these narrations. Additionally, a set of general questions for all participants were devised that were asked during the reflective interview.

From the analysis and interpretation of these data sets the following main findings as they pertain to the research questions could be established. The main findings of the study can be summed up as follows:

Regarding the embodied teacher identity of the participants, it was evident through language portrait data (that constituted the 'embodied' element in this case) and the Possible Selves questionnaire data that there was a complex interplay between context, teacher-self, and language. This interplay was reliant on linguistic ideologies sometimes steeped in monolinguist tendencies, often accompanied by a deep appreciation of multilingualism; the function of English as a professional identity marker; and the inclusion of the mother tongue (or home language) as a peripheral identity marker.

From this complex conceptualisation of the teacher-self, the unfolding of identity in newly negotiated classroom spaces was underscored by, for example, the enactment of linguistic citizenship. This enactment was evident as a struggle in the negotiation of institutional policy expectations, teachers' desires for inclusive teaching, and the availability of support structures. The use of meta- and cross-linguistic awareness and knowledge to facilitate this citizenship was observed in many participants.

Regarding the elements that contributed to the establishment of HELTI, for these participants, it was evident that their experiences of support, recognition and power struggles within their work environment influenced their HELTI. Furthermore, their ability to regulate their experiences (pedagogically, socio-affectively, and in multimedia) was further influenced by their anchoring of identity, either from an internal positioning or as subject to external perceptions and expectations. Finally, the emotional (dis)connection to their working environment and their emotional links to language and language teaching facilitated much of their resilience.

Therefore, the main findings make it clear that the elements suggested to be added to the frameworks of enquiry and resulting in the proposed model for HELTI investigation, did indeed feature significantly in the conceptualisations of the teacher selves of these participants. Their emotive processes (passion, motivation, emotion) underscored their attitude to the constraining/strengthening factor of the direct work environment and the socio-linguistic environment (which was another element proposed by this study to be added to the framework). The socio-linguistic environment, on the other hand, had a determining effect on the negotiations of ideologies as they played out in the teacher identities from construction to enactment. As regards the proposed factor 'the direct socio-economic environment', while this featured less overtly in their descriptions and constructions of self, it was argued that it had contributed to their resilience in its capacity as a nexus of struggle for the agency of these teachers.

The data and subsequent findings of the study indicated that frameworks for the investigation of teacher identity can be contextually adapted. However, the study also proposed that to truly see the value of such adapted models, and bring their findings into practice, they must be accompanied by action. Therefore, it contributes an accompanying teacher training framework for consideration by institutional management, which could be used to address the challenges highlighted by these new models and thus ensure language teacher adaptability. As relates to proposed training, in short, the most important finding of this study was that these participants 1) needed to be heard, and 2) that going forward, they needed appropriate training to empower them to construct healthy teacher identities and through this, autonomously act with agency in higher education language teaching contexts. The institution could create even more opportunities to listen to language teacher needs. It might be a challenge to encourage language teacher agency

at the institution, as this would imply that language teachers might enact the anti-ought-to identity which might challenge institutional ideas about shared arrangements for language teaching across faculties and campuses. However, Thompson's (2021: 21) notion that the anti-ought to self is encapsulated in the resistance against social expectations, might be a way to fight for example entrenched monolinguistic and native speaker driven ideologies.

6.2 Overview of the main contributions and strengths of this study

This study has made several contributions to the field of higher education policy and language teacher identity which will be discussed below.

First, the study has contributed in terms of qualitative research methodologies. Purely and deeply qualitative methodologies and research approaches are often under scrutiny and have for a long time been the subject of debate on 'good' research practice. Already in the late 80s Borman *et al.* (1986) question and suggest solutions to these criticisms. In their exposition of criticism, characteristics and benefits of qualitative research, the crux of the matter, still applicable today is aptly worded when they state that:

> As we have pointed out, different kinds of problems mandate different types of data and different approaches to development and testing of hypotheses. The relevance of specific data may change over time and the adequacy of hypotheses can be tested in a variety of ways, even if not experimentally. Not only are research questions not immutable, but science is an evolving practice itself. What science is, depends upon prevailing metatheories. All methods of science and empirical inquiry yield approximations to the truth as it can be known at the time; all inquiry is limited by the intractability of the real world and the current accessibility of its data. (p.56)

At the start of this study, the researcher positioned herself within the assumption that the value of this study lies not necessarily in the search for truth, but rather in the search for truths as experienced by the participants. This position is important to elucidate, as it cautions one to interpret the data presented in the study as "the truth", for example, about the institution's strategies to support its lecturers. In this study, the experiences of the participating lecturers are reported and studied, and the focus is not on studying the institutional strategies related to teacher support. A study of the nature of the institutional strategies to support its teachers is an important project to undertake, but it falls outside the scope of this study. Taking into consideration the complexity of the context, a methodology had to be devised which could provide a trustworthy elicitation of language teacher experiences and provide a deeper understanding of these. Because "qualitative research, even ethnography, does work when it is done well, just as does research from any other social science paradigm" (Borman *et al*., 1986:42), it can be argued that one of the major contributions of this study is the establishment of a complete and deeply

qualitative research approach that allowed for a richer understanding of the experiences, and truths lived by the participants.

Both the adaption of Oyserman's Possible Selves questionnaire and the language portrait methodologies highlighted the strengths of qualitative research of this nature. Considering the limitations of these instruments (as discussed below), the study also proposes ways for their improvement. Furthermore, the notion that small-scale studies are problematic is challenged within this approach. In this study, the possibly perceived lack, due to the small number of participants, is offset by the fact that the research design proved to be a strength in fostering the triangulation of the data and, therefore, improved the trustworthiness of the analyses and findings.

Second, a practical strength and contribution of this study lies in the fact that a previously unavailable platform for the vocalisation and expression of experiences of HE language teachers was created. The study gave these participants the opportunity to be heard, when they felt as if they were silently shouting into a void. While the application of the study to a wider audience is perhaps not practical, studies such as these are important for setting a precedent that teachers and their experiences matter and should be heard.

Related to this, another contribution of the study is the critical view that it adopts the change in central approaches of South African universities as adopted in their capacities as income generators, not necessarily foregrounding their mission as knowledge creators. The foundation of learning and teaching approaches as captured by policies and enforced by management practices, that are now overtly student-centred and not learning-process-centred, highlight problematic issues. One of the ways in which to adjust this focus more suitably lies in the rethinking and redesigning of pedagogical approaches. In a study of the adaptations made to a doctoral programme during the 2020-void in the context of Mauritius, Mariaye and Samuel (2021) also note a focus on creating learning spaces in higher education as an important focus point:

> We thus posit that an online environment is not inherently more or less intellectually hospitable than a face-to-face one irrespective of the quality of its resources. Rather, what appears critical is the careful redesign of pedagogy to enable a virtual space to become a learning rather than a teaching space. (p. 219)

In a student-centred, not learning-process-centred approach, teacher autonomy and agency are negated, teacher workload is heightened, and student responsibility seems to be decreased. Furthermore, in these types of approaches the evaluative aspect of, for example, student evaluation coupled with a focus on student performance and not overtly the promotion of learning, becomes the overriding factor in judgements of the teacher's performance. This leads to teachers

being seen as servers of clients (students) because the processes and approaches that underscore their legitimacy as teachers, are learner-centred and not learning-centred. In these approaches the freedom to find and apply creativity and autonomy (necessary for good language teaching) is dampened and this has serious repercussions for teacher motivation.

Schweisfurth (2011) discusses the implementation of learner-centred education (LCE) in the global South context in a review of 72 articles about LCE. She highlights the enduring and persistent challenges that plague this approach, including the nature of education reform as regards expectations and implementation, the practical and material barriers, and the barriers situated within identity and culture. What most of these barriers have in common though, is the relation they have to teacher lived experience and teacher training. This is illustrated when Schweisfurth (2011) states:

> However, there is evidence in these articles that LCE is a particularly demanding change, because of the profound shifts required in teacher–learner power relations, and due to the nature of teacher professional learning. Teachers' attitudes and practice are, as we will see below, shaped by multiple complex factors ranging from their cultural contexts, their own learning experiences, pre- and in-service training, and on-the-job experiences. Where teacher meets change, we find a number of barriers, including the speed and complexity of the change, and the strategies used to support and monitor the process. (p. 427)

> A multitude of studies point to the contradictions between policy rhetoric and teacher education discourse on the one hand, and lived teacher realities on the other. However, the capacity of the teachers themselves is frequently cited as an equally problematic barrier, and this interacts with the realities of their working circumstances. (p. 428)

Taking into consideration these musings, this study, therefore, advocates for the rethinking of approaches that could again lead to teacher agency and knowledge as facilitated through appropriate institutional support structures. This contribution thus also lies in the fact that it paves the way for recommending processes for teacher training implementation to adequately address these problems.

A fourth and final contribution of the study lies in the new data generated, which is framed in an important time of general education language policy discourse in South Africa. The findings generated from this data are in-line with general discourses of language policy implementation at South African universities that highlight the struggle to implement multilingualism in a successful and sensible way on a national level, (Drummond, 2016; Cakata & Segalo, 2017; Zikode, 2017; Rudwick, 2018; Somlata, 2018; Antia & van der Merwe, 2019); that call for new directives and "new debates and directions with a view to providing a conceptual model of the multilingual

university in this era of late modernity" (Madiba, 2018:504); that examine the core social justice motivations for language policies changes (Ravyse & Van Zyl, 2022); and that report on the feelings and perspectives of staff and students in these institutions (Mthombeni & Ogunnubi, 2020; Somlata, 2022; Pienaar, 2023). Situating the findings of this study as parallel to the larger body of work thus highlights the relevance and importance of this final contribution.

6.3 Overview of the limitations of this study

The limitations of this study centre around methodological applications. First, while the complex research design has elicited rich data from a small population, applying this methodology to a much larger population could pose problems as regards the enormity of the data analyses work that would be coupled with it. Therefore, while the recommendation of this study is to provide similar platforms for the reflective expression of HE teacher experiences, the practicality of application across large numbers of teachers should be taken into account.

Second, when the study was conceived originally, the intent was to include classroom observation to establish language moments and interaction which would illustrate the transfer of linguistic ideology in the classroom ecology. In line with the arguments put forth by Lougland (2019):

> Existing research on teacher adaptability defines three methods by which it might be assessed. These are surveys, interview/focus group questions and classroom observation (Collie & Martin, 2016). Despite such impressive early credentials, teacher adaptability to date has only been measured by self-report scales (Collie & Martin, 2016, 2017). Therefore, a classroom observation instrument would potentially make a significant contribution to the evidence linking the disposition of teacher adaptability to teacher adaptive practices in the classroom. (p. 5)

However, as the study progressed, it was interrupted by the COVID-19 pandemic and the scope, goal and research design for the study had to be reconceptualised. This meant that there had to be a move away from the classroom observations. The classroom observations were thus substituted by the teacher identity portfolios. While these portfolios have strength in that it provided data of what the participants conceived of as their teacher identity (by looking at what was included, what was left out and the general construction of these), they also posed a problem as they were not necessarily comparable, or illustrative of language moments. Furthermore, not all participants could find the time and or, the willingness to complete these TIPs, which could have an influence on the description of their experiences.

Finally, the expanded language portrait methodology, while great for comparing ideal and ought-to selves, was not able to establish the anti-ought-to self. This was a conceptual problem from the researcher's side (that neither helped nor hampered the participants in their completion of the

instrument) and, therefore, more work is required to refine this instrument. In the language portrait instrument (see Annexure 3) the researcher provided participants with instructions to create two portraits, one for the ought-to and one for the ideal self; keeping in mind that the anti-ought-to self might manifest in response to the creation of these portraits.

It is only in the interview that the researcher started to explore the concept of the anti-ought-to self, if this notion has not yet emerged in the conversation. This proved an insurmountable concept for participants to comment on, they could not talk about it because they were not sure what it meant. While this study did approach anti-ought-to self as a more abstract concept that could be deduced from other data as it relates to each other, another, more direct approach could be useful for the future. When using this method again, the guidance that participants received regarding the concepts of ideal and ought-to, needs to be echoed in the guidance they receive about the anti-ought-to. This does not necessarily mean adding a third portrait, but rather adding a process, or a step in between the production of the two portraits that provide participants to reflect on the anti-ought-to self.

Working harder to understand the influence of context on language teachers' experiences of the anti-ought-to self is important, because researchers like Thompson (2017:38) have established clear links between context and motivational dynamics in the language learning context. In contexts where language teachers feel disempowered and muted, drawing on the anti-ought-to self (the self that defies or responds to external expectations) is important for the development of a healthy language teacher identity.

6.4 Recommendations for future avenues of research

Apart from the recommendations already made in this thesis, an important additional concept for consideration that became evident through the finalisation of this study, was the role and influence of sound and verbal utterances of language teachers. It could be argued that the language teachers in these contexts not only symbolically embody, and visually present important language ideologies but through their verbalisation and sound performance, they produce these linguistic landscapes as well. In the South African context of the 2020-void where so often infrastructure barriers demand the replacement of visual teaching with voice/verbal methods of teaching (as through for example Teams and Zoom classes where cameras are switched off due to bandwidth constraints), sound, and in many cases the absence of sound (and the effect this had on teacher certainty) actually became an important factor. Samuel (2021:276) refers to a pedagogy of uncertainty as the 'new normal'. An investigation into the uncertainties experienced by higher education language teachers in the domain of online teaching and learning with a specific focus

on sound or verbal contributions to teaching and learning might reveal more insights into the establishment of teacher identity after the 2020-void.

A further motivator for sound to be considered lies in the importance of sound as a factor in language teaching specifically. This complex interrelation between sound, teaching mode, language teaching approach and teachers' perceptions of successful teaching, is one factor that could thus be important to consider for future studies.

Additionally, the conceptualisation of the anti-ought to self by Thompson (2018, 2021 ,2022) provides an opportunity to further investigate the potential relationships between the different selves of teachers, perhaps in a more explicit way (an identified shortcoming of this study). While I acknowledge that the anti-ought to self, arises from external expectations, I also argue that it is a site of struggle and idealism and encourage the further exploration of the relationships between the ought to self and the anti-ought self, in future research.

6.5 Final word

If we take into consideration Pennington and Richard's (2016:7) argument that new contextual experiences and interactions create 'identity stress' or 'identity crisis', the bigger question relevant for this study then was, within the 2020-void, did identity crisis occur or did contextual factors, however difficult, revitalise the language teachers in this study and add to their skillset both as teachers and as human beings?

While it is not possible to say that there was a definitive change in the identity construction of these participants, it can be argued that from the data it is evident that there were developments for the better. There is evidence of an increased empathy with the self, at least, and a self-awareness that perhaps was lacking before. Also, the 2020-void, while in itself crisis- and trauma-bound, did indeed cultivate a special type of resilience based on the relationship between the teacher-self, context and language use.

Noting the situated context of this study, it should be acknowledged that while the 2020-void served as the contextual background for this study, it does not by any means imply that the findings are relevant only to extraordinary contexts. Rather, by using this traumatic context as backdrop for a comparative elicitation of data, it enabled the creation of a bubble of pause and reflection. This helped to magnify what we could argue are ordinary feelings which in 'ordinary' times might go unnoticed and unexamined, and it provided an opportunity to magnify these 'normal' power struggles, positioning and practices. If this bubble of pause and reflection can be seen in institutionally supported teacher training as a chamber for sounding both larger and

personal language teacher concerns, it will result in teachers feeling that know they have been heard.

Finally, in this sometimes-overwhelming void, there are two empty spaces. The one, where ‘they’ don’t hear you, the other where ‘you’ don’t hear you. This study provided one way for the participants to express their experiences as language teachers during the 2020-void period and beyond. In conclusion, the participants’ quiet advice to themselves when they reflect on their experiences as language teachers in the 2020-void, deserves the last word.

“Imagine for a moment you were a time traveller, and you could travel back in time to January 2020. What advice would you give yourself?”

LLL_01: Uh, one day at a time…I would have lived by that slogan, one day at a time. And be the best you that you can be. And don't let politics dictate who you are as an individual and just continue being the positive light hearted person that you are because I, I lost that at some stage and I think that that that it's very important for me not to lose that.
LLE_02: Yeah, maybe just expect more changes and that's. So I think sometimes it's good to just, expect more changes to come and not to, you know, kind of set your mind on a specific plan happening because that cost me a lot of time.
LLL_03: I think be a little bit more kind to yourself. That I know that it's short and sweet, but yeah, or be more forgiving.
LLE_04: Trust your gut. Not everybody’s out to get you. Challenge it, it is okay, you are allowed to.
LLH_05: I think we're not just you know, we're not trained to... Oh it's not something that we thought we could ever do, ever, but it happened and we were not ready and…So it's just maybe take it easy.
LLH_06: Breathe. Just breathe. Just breathe. It's not the end of the world if you don't reach all the outcomes.
LLH_07: Don't give up. Umm Being. Don't give up.

The value of the anti-ought-to self is visible in the notions of resisting politics (see participant LLL_01 above) and the call and permission to challenge arrangements when necessary (see participant LLE_04). As part of teacher training, we need to include approaches where language teachers are reminded to find quiet spaces where they can listen to the hesitant noiseless whispers to themselves, so often muted by the noise filling the lives of language teachers in big higher education institutions. In other words, create spaces where they feel heard, although they feel that they operate in spaces where “no one can hear them teach”. In some way, we need to support language teachers to get access to quiet spaces where they can try to express their own

views about their ideal and ought-to selves as language teachers; and find the relevant spaces where they should manifest their anti-ought-to self.

In conclusion, the participants do not give up their perceived language teaching mandate, even in contexts that make it very challenging (see participant LLH_07 above); they continue to breathe and remind themselves to be kind to themselves and keep on taking it easy and taking one day at a time (see participants LLH_06, LLL_03, LLH_05 and LLL_01 above); while they brace themselves for continuously changing contexts (see participant LLLE_02 above). It was a privilege to enter the sacred learning spaces created by these language teachers for the purpose of this study and the experience of their teaching. The resilience and commitment of the participants in this study to create meaningful learning spaces and opportunities for their students to thrive in, remain humbling.

All good. Thank you. I'm sorry. I talked your ear off here.

-LLL_03

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ANNEXURE 1: RECRUITMENT MATERIAL

Please use this link to access all documents pertaining to participant recruitment.

The following documents are contained in the link:

https://drive.google.com/drive/folders/1O7w3pgpolVKHWPO8N-XsE1TvaIawgCZk?usp=sharing

a) Official participant recruitment email
b) Participant general consent and information form
c) Participant confirmation of process and participation email

ANNEXURE 2: DATA COLLECTION COMMUNICATION

Please use this link to access all documents pertaining to data collection communication.

The following documents are contained in the link:

https://drive.google.com/drive/folders/1ix_GG5JXeLAAssUQCbsvRPj2vXtUFMaq?usp=sharing

a) Email for 1st data collection tasks
b) Email for 2nd data collection tasks
c) Email reminder of final data collection tasks

ANNEXURE 3: INSTRUMENT 1A LANGUAGE PORTRAITS

Please use the link below to access all documents for Instrument A Language Portraits.

https://drive.google.com/drive/folders/1320UwBoJiOXPm3rJLlQOmDE9CdOdzfJR?usp=sharing

The following documents are contained in the link:

a) Instrument A comparative portraits template
b) Language portrait workshop power point
c) Specified consent form for Data Set 1 Instrument A

ANNEXURE 4: INSTRUMENT 1B POSSIBLE SELVES QUESTIONNAIRE

Please use this link to access all documents for Instrument B Possible Selves Questionnaire.

https://drive.google.com/file/d/1q6EPzLCBc5bRM8DjHMEfGFNcbgQAJdGv/view?usp=sharing

The following documents are contained in the link:

a) Instrument B -Teacher Possible selves Questionnaire_final
b) Possible_Selves_College_Coding_Manual

ANNEXURE 5: INSTRUMENT 2A TEACHER PORTFOLIO

Please use this link to access all documents for Instrument 2A teacher portfolio.

https://docs.google.com/document/d/1z2SfTgUKdkqkQ19-2xyKXgeTKLnQg3cs/edit?usp=sharing&ouid=104305087797947458282&rtpof=true&sd=true

The following documents are contained in the link:

a) Instrument 2A Teacher Portfolio Instructions
b) Specified consent for teacher portfolio (online)

ANNEXURE 6: INSTRUMENT 2B TEACHER COMPETENCE QUESTIONNAIRE

Please use this link to access all documents for Instrument 2B teacher competence questionnaire.

https://drive.google.com/file/d/1RcgWLO-ndmujM6kIkLWiHtt2SKxNeBnF/view?usp=sharing

The following documents are contained in the link:

a) Instrument 2B teacher competence questionnaire

ANNEXURE 7: INSTRUMENT 3A MY OWN EXPERIENCE ESSAY

Please use this link to access all documents for Instrument 3A My Own experience Essay.

https://drive.google.com/drive/folders/1ChQ8xm4tKhyNNqDVdKg4-r1RqDsyXqvo?usp=sharing

The following documents are contained in the link:

a) Instrument 3A My own experience Essay Instructions

ANNEXURE 8: INSTRUMENT 3B INTERVIEW

Please use this link to access all documents for Instrument 3B Reflective interview.

https://drive.google.com/drive/folders/1Zsq2GKPikL1jTF6amFcY-a9x_dfQYoHW?usp=sharing

The following documents are contained in the link:

a) General questions that all participants were asked.
b) Instrument 3B specified consent form - Reflective interview – online

ANNEXURE 9: CODEBOOKS

Please use this link to access all documents for Instrument 3B Reflective interview.

https://drive.google.com/drive/folders/1Biu_678wgow-yZ5nLjenr5Ic09sLJFy1?usp=drive_link

The following documents are contained in the link:

a) Data Set 1: Language portrait code book
b) Data Set 2: Possible selves codebook
c) Data Set 3: Analyses template
d) Codebook for investigating teacher identity in terms of ought-to and ideal-self, using HE teacher identity development and maintenance model.

ANNEXURE 10: ETHICAL AND GATEKEEPER DOCUMENTS

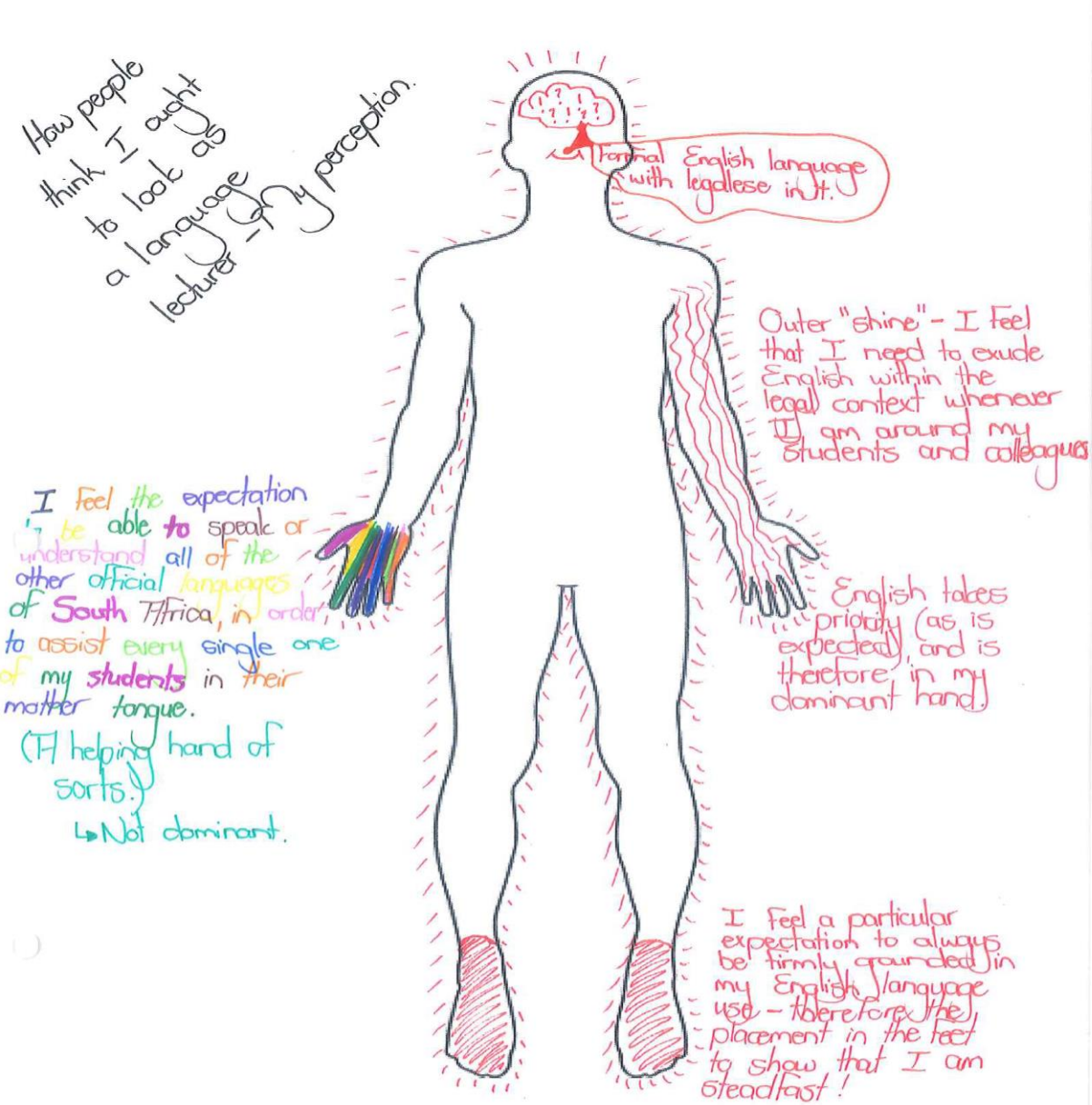
Please use this link to access the documents pertaining to the ethical and gatekeeper clearance for this study.

https://drive.google.com/drive/folders/1vs2LpUpjU2rBvZvgS78AYld5aPmC0Xmr?usp=drive_link

The following documents are contained in the link:

a) Ethical approval letter
b) Ethical approval extension letter
c) Gatekeeper clearance letter

ANNEXURE 11: LANGUAGE PORTRAITS

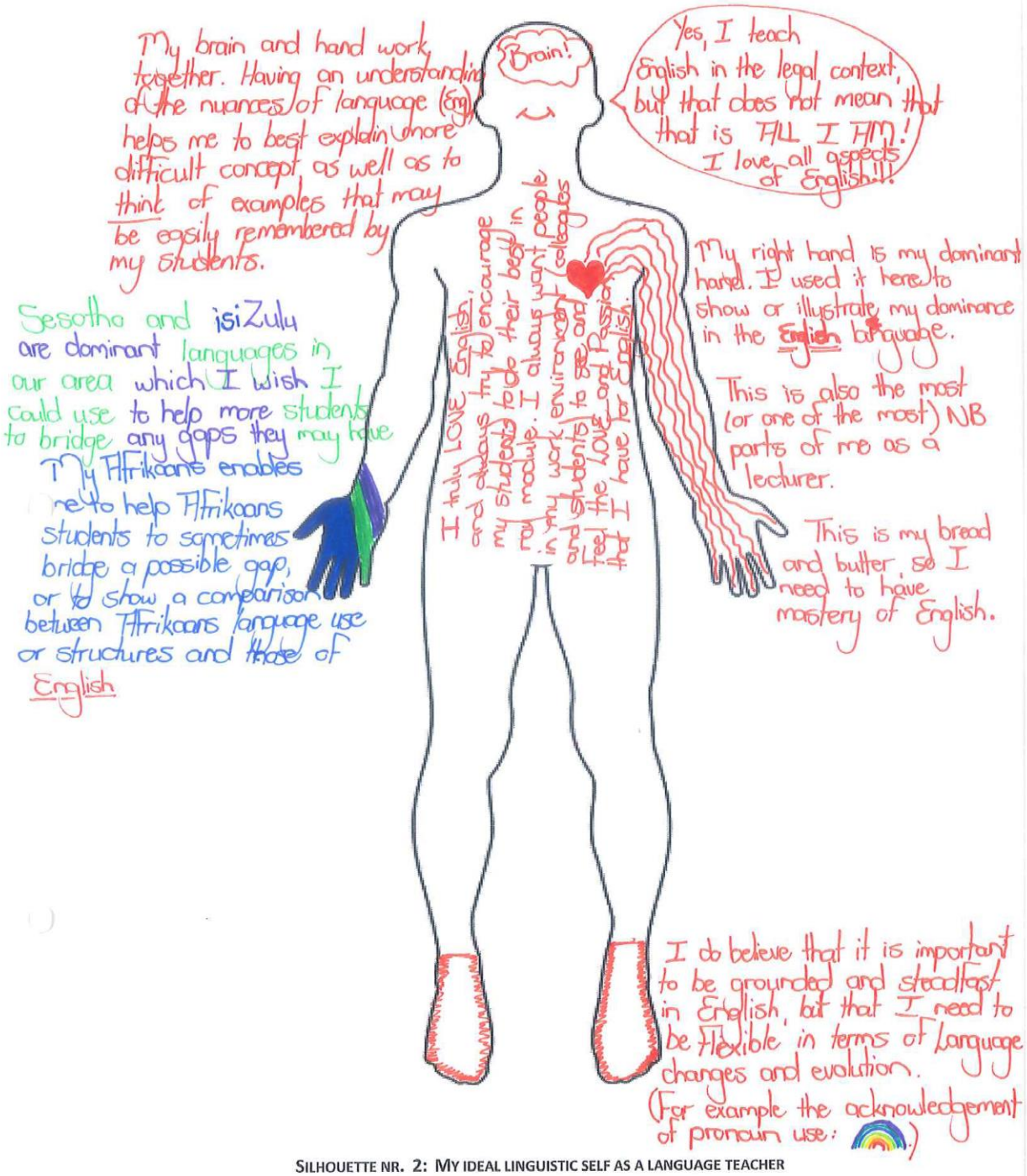


SILHOUETTE NR. 1: MY OUGHT-TO LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 1	
Choice of language(s)	English
Choice of colour(s) for language(s)	Red (Multi-colour Other official languages in SA)
Choice of placement	Mouth, brain, body, feet, right arm & hand (Left hand.)
Any other relevant or explanatory notes	I actually find it quite difficult to split the image of what I ought to be and my ideal self, as I

Additional notes:

find myself striving toward an ideal self that corresponds to the expectations of that which people feel I ought to be... especially in terms of my students and their needs



SILHOUETTE NR. 2: MY IDEAL LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 2	
Choice of language(s)	English Afrikaans isiZulu Sesotho
Choice of colour for language(s)	Red Blue Purple Green
Choice of placement	Heart, Feet, mouth, brain, Right arm. left hand. Left hand Left hand.
Any other relevant or explanatory notes	

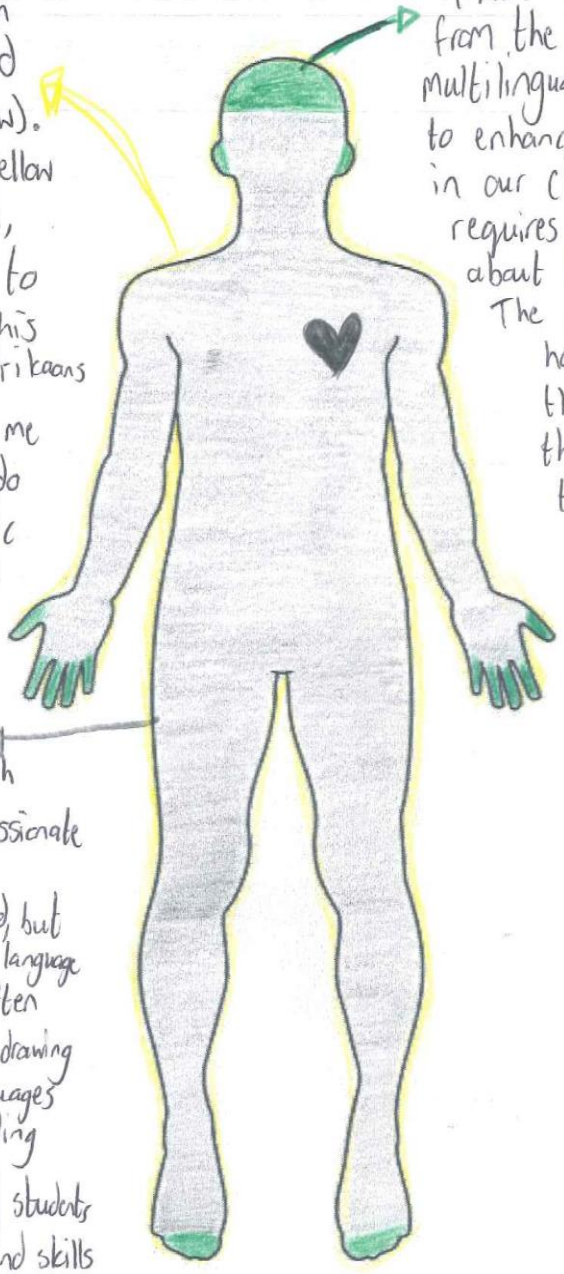
The yellow is on the outside, all around me (almost as a glow). I have placed the yellow outside of the human, but still connected to it. The reason for this is that although Afrikaans is inherently part of me and my identity, I do not feel any specific pressures or expectations regarding its use.

There is definitely pressure from the university to include multilingual practices (especially to enhance African languages) in our classrooms. This requires knowledge (head) about these languages. The African languages have been placed at the extremities, because they need to "seep in" to what I already know (this will be a process and not just something that happens at once.

Green: Represents growth and change.

Yellow: Rather soft and has the ability to fade into the background.

Black: Serious and intense



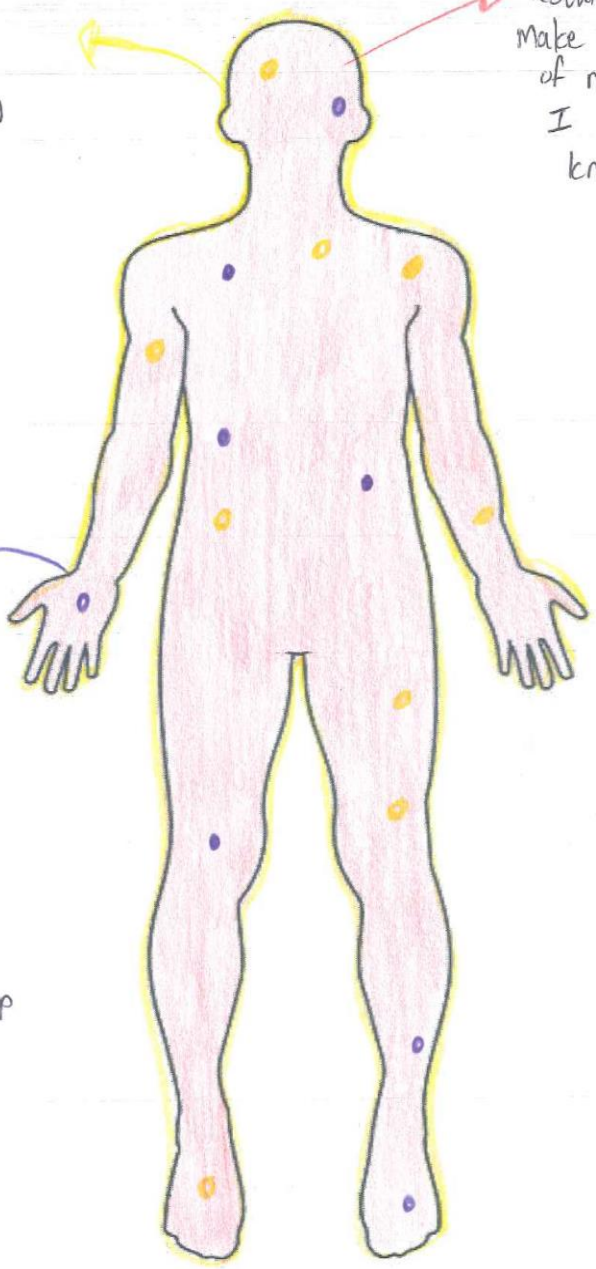
As I am an English lecturer, I am quite passionate about the language. I might be old-fashioned, but I also prefer to keep the language pure when I teach (not often mixing languages, but rather drawing on examples from other languages to enhance the understanding of English). I think the expectations I have for my students in terms of knowledge of and skills in the language are quite high. Thus some of them might feel that the English subjects are unnecessarily difficult and consequently might not enjoy it as much. However, there are students who take those English skills to start and actually pursue academic and teaching careers in English.

SILHOUETTE NR. 1: MY OUGHT-TO LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 1	
Choice of language(s)	English; Afrikaans; African Languages
Choice of colour for language(s)	English (black); Afrikaans (yellow); African languages (Green)
Choice of placement	English (inside - majority of body); Afrikaans (outside as a glow); African (at the extremities)
Any other relevant or explanatory notes	

Afrikaans inevitably
rms part of my
lentity and worldview
hence the glow).

As I am an English lecturer, that should make up the main part of my linguistic identity. I want as much knowledge and skills in this language as I can develop. The language should be viewed and taught holistically.



l other
nguages one can
rporate,
ould be drawn
on to inform
e's understanding
how English works
nd compares to other
nguage identities.
- think ANY language
an be used as a
valuable tool to develop
knowledge and skills
in a particular
language.

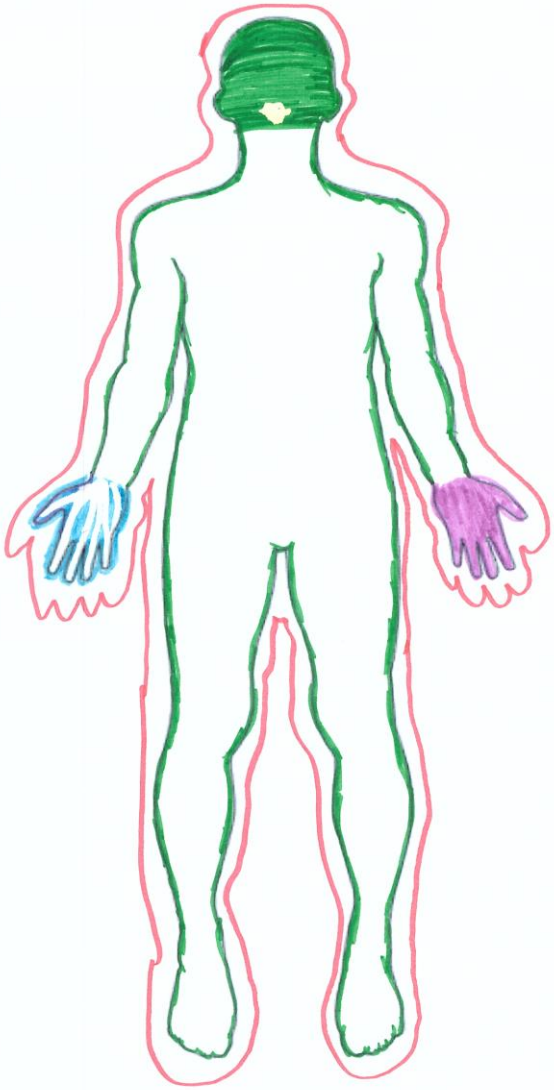
Red: Passion and warmth, yet intense.

Yellow: Soft

Purple: Diversity (also, NWU)

SILHOUETTE NR. 2: MY IDEAL LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 2	
Choice of language(s)	English; Afrikaans; All other languages
Choice of colour for language(s)	English (red); Afrikaans (yellow); All other (purple)
Choice of placement	English (all over the body); Afrikaans (outside glow and dots inside); All other languages (dots inside).
Any other relevant or explanatory notes	



SILHOUETTE NR. 1: MY OUGHT-TO LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 1	
Choice of language(s)	English ; Setswana ; Afrikaans ; Flemish
Choice of colour for language(s)	English = (Green); Setswana (NAVY blue) ; Afrikaans (NAVY purple); Flemish (red)
Choice of placement	English = body (except hands); Setswana (left hand); Afrikaans (right hand); Flemish (outside of body).
Any other relevant or explanatory notes	See my notes on all my choices in the "additional notes" section.

Additional notes:

Silhouette 1:

English: I chose green because to me it represents life (it is how I make my living); it also is the colour of creativity (I need this for research, which is an expectation of the university).

My choice of placement is all around the body, because as an English lecturer (although I technically lecture language for law – but English is the language of Law) the faculty expects me to embody proficiency in the language. This is why my body (except hands) outline is entirely green. My head is entirely green because I have to conduct research and all other aspects of my job in English. I left my mouth white because I do speak and communicate in other languages (although it is not really expected of me in the ought-to self).

Setswana: I chose NWU blue because as part of the ought-to self, Setswana is an NWU language so it goes with an institutional colour. It is the less prominent colour (used mainly as an outline for our logo) and is fitting for Setswana as I do not need to/or is expected of me to use it. Some context: The faculty has been working on multi-lingual glossaries for technical terms – as part of languages, we were excused from doing this because the point of the modules are to be proficient in English and the practical skills (e.g., logic, reasoning, cross-examination) are all conducted in English.

I chose the left hand for Setswana because it is my clumsy hand. My Setswana is exceptionally clumsy – I can probably greet people and pick up the gist of conversations but I do not need to. I will rely on my stronger hand if I need to. Also, it is only the outline of my left hand because of my lack in proficiency but I am not pressured to strengthen it. Rather it is there like a glaze, for show.

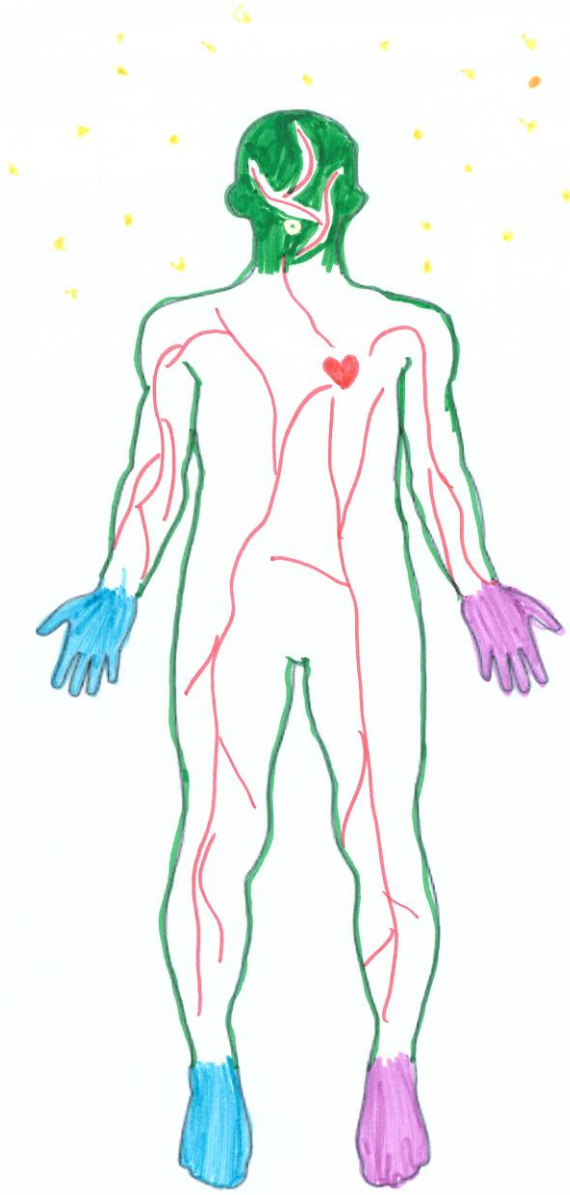
Afrikaans: Here I use NWU purple because it is more prominent than the NWU blue – it is immediately associated with the institution. Again, it is not really expected of me to use the language in my teaching but I have noticed that students and some colleagues try to engage with me in Afrikaans (probably because I am white, which is why I am seldom engaged with in Setswana – that is sad).

I have placed it on my right hand because it is my stronger hand of the two (i.e., Setswana vs Afrikaans). Also, my hand is solid purple because I am fairly fluent in speaking Afrikaans. There is no pressure for me to use Afrikaans (just as the case with Setswana) but I feel like for communicative ~~pur~~ purposes, Afrikaans is more prominent than Setswana (again, probably based on my race).

Thumbprint: Red is the colour of blood it (blood, the language, the culture, way of being) is running through my veins. It is part of me and how I conduct myself race-wise.

It is outside my ought-to self because my home-language has no place in my profession.

THANK YOU!



SILHOUETTE NR. 2: MY IDEAL LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 2	
Choice of language(s)	English; Afrikaans; Setswana; Flemish; French
Choice of colour for language(s)	English (Green); Setswana (NWU blue); Afrikaans (NWU purple); Flemish (red); French (Yellow)
Choice of placement	English (body and head - not hands or feet); Setswana (left hand and foot); Afrikaans (right hand and foot); Flemish (outside of body); French (periphery).
Any other relevant or explanatory notes	See "additional notes" section.

Additional notes:

Silhouette 2:

Overall my colour choices and reasons for the colour choice stay the same. I have added French now though, represented by yellow.

I chose yellow for French because yellow is bright and it is attractive for me to learn. I started as a child, lost it, and I have tried again (admittedly slowing back down) to learn it but lost all discipline again (hence the dots). It needed to be included because my ideal language teacher self (and researcher) should not be bound to institutional languages only. The one orange dot represents the two years of Spanish I did but that is pretty useless now!

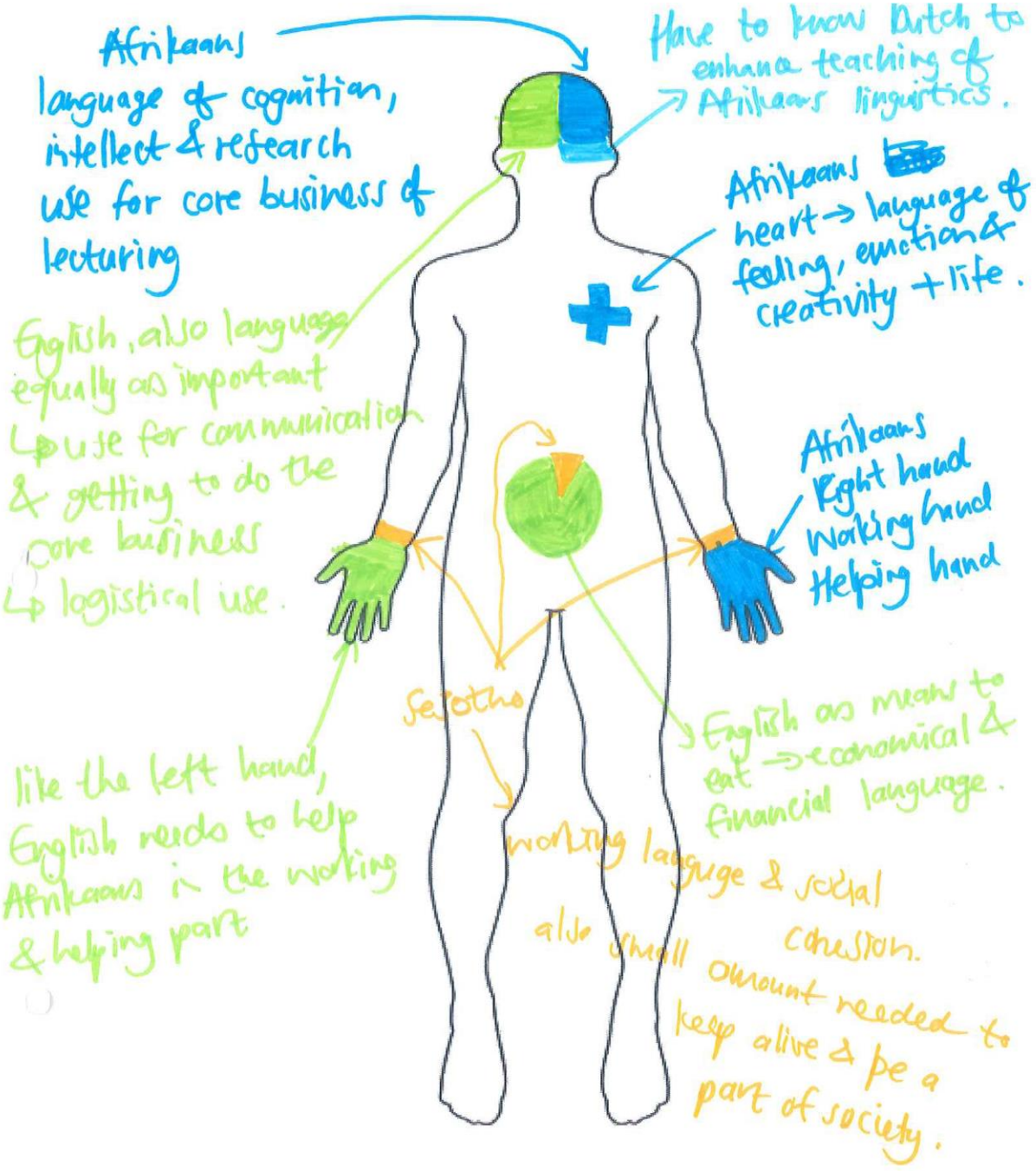
English: Nothing much changes in the ideal self – I still need to embody English in both teaching it; applying it; and using it for all the reasons set out in the ought to self.

Setswana: My left hand is now fully NWU blue, along with my left foot. My ideal self should be able to have basic conversation (it will still be clumsy but that is reality) and I should be able to provide myself support (foot) and help students (hand).

Afrikaans: My right hand is still completely NWU purple and that does not change but I have now included my right foot because with my ideal self there is a balance between Afrikaans and Setswana. I should be able to use both to support my teaching and myself (feet) and help students (hand). I do not think that even my ideal self would have both Afrikaans and Setswana on the same proficiency levels.

Flemish: My ideal self as language teacher would somehow keep my home-language and everything it represents as part of me. Although, that is difficult to imagine since it plays no real role in my being a language teacher. It could perhaps relate to how I do my job (I mentioned it briefly in Silhouette 1) but I still want to question how I could ~~relate~~ that more. I suppose that is why it is an ideal self and not an actual self.

THANK YOU!



SILHOUETTE NR. 1: MY OUGHT-TO LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 1	
Choice of language(s)	Afrikaans English Dutch Sesotho
Choice of colour for language(s)	
Choice of placement	
Any other relevant or explanatory notes	see next page ↓↓

Additional notes:

= water = life.

Why dark blue = ~~Afrikaans~~

↳ Blue is a colour of coolness, calm & comfort
I feel comfortable wing this language, it has no sense of stress to use it "properly"
I can have my thoughts in this calmness.

Placement → this is a positive language to expose & experience my emotions - therefor at the heart.

→ right hand is my working hand and dominant hand → this is how I make a living and do what I love.

→ right brain → language of work & intellectual engagement. Have to use this language for the core business

↓

teaching ~~students~~ learners in ~~Afrikaans~~.

Why Green = English

↳ also a cool colour, comfortable & fertile

↓

for economical use & being able to survive...

↳ I feel comfortable wing this language & I use it to grow (!=) my career & other opportunities

Placement = like the right hand, one also needs the left hand to complete everyday tasks & activities → same with lecturing. English as means to get things done in ~~text~~ order to teach. (2)

↳ this goes the same for the placement at the brain → also needs English to think in, understand theory & research to be able to enhance student knowledge & experience.

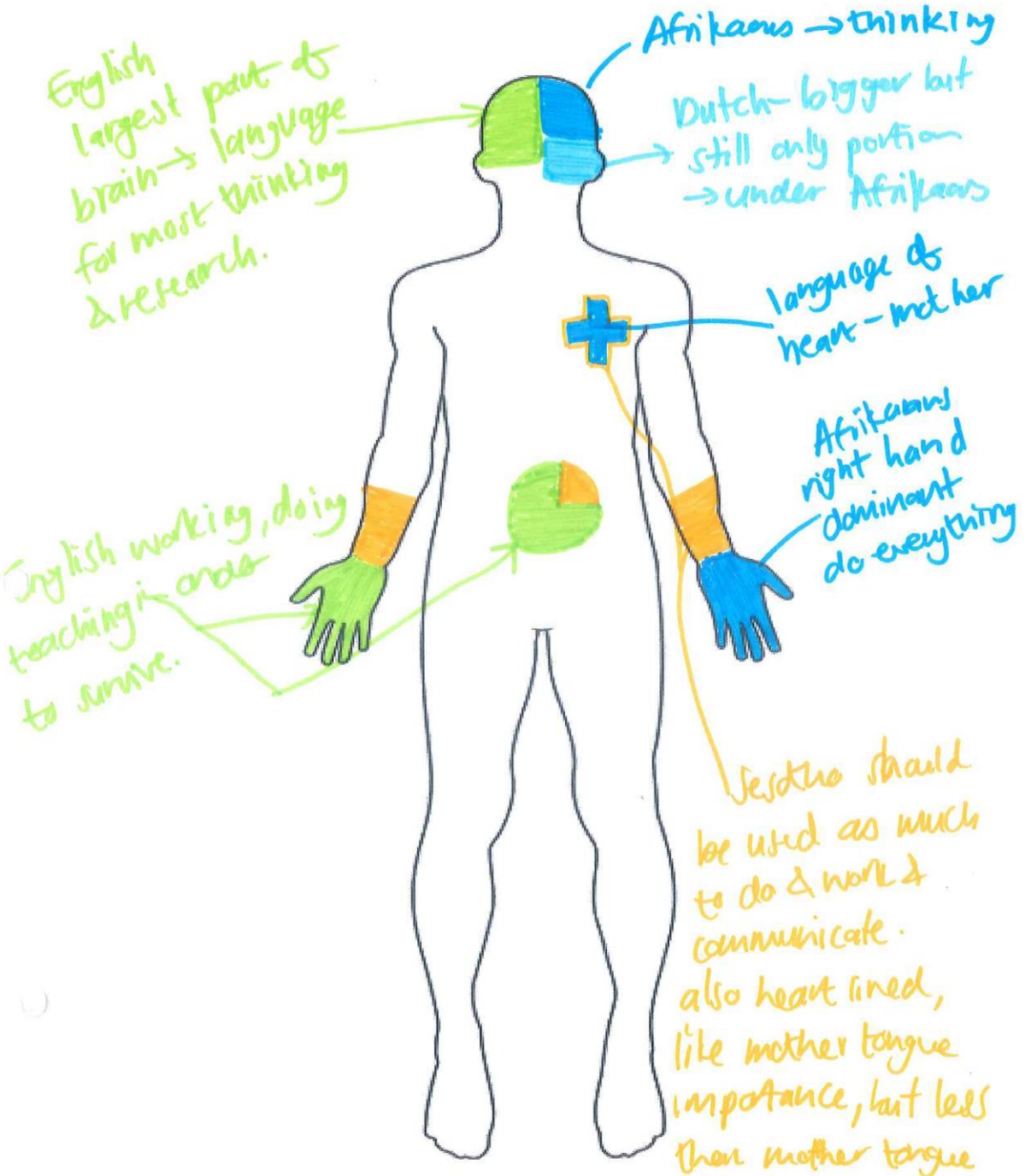
stomach → practicality → English is a way to communicate & to stay alive - like food does.

Why Sesotho is orange = I am cautious, as I do not know this language → but not scared like it would be if it was red.
Sesotho is needed for ecconomical purposes to be socially responsible and be a part of a greater community. Also one is ~~expe~~ expected to do this to ensure all languages are promoted.

Placement = to be able to survive in a society (stomach) and for working with colleagues in a social cohesive way.

Dutch → light blue — almost like blue but colder and bit more removed, not as comfortable, but still the same form

Placement You need ice to understand water
↳ therefor needed in intellectual & teaching practice. (3)



SILHOUETTE NR. 2: MY IDEAL LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 2	
Choice of language(s)	Afrikaans English Dutch Sesotho
Choice of colour for language(s)	
Choice of placement	
Any other relevant or explanatory notes	see next page !!

(4)

Blue → Afrikaans → Mother tongue – language of instruction

↳ cod comfortable & able to explain in a manner that reaches students

Placement → heart → mother – lifeline of my/the life.

right hand → work, do, get done using this language to make a living → working to teach

½ brain → language of cognition but not main. Proficient level to make sure research can be done to promote language, but also be able to think & argue academically in Afr.

Green → English → also comfort, like grass and fertile like most plants → to give life & sustain life → use to enhance & sustain my profession as teacher. Use to complete additional & "bykomende" tasks to aid the teaching process.

Placement → like blue, green is also needed to get the job done – be it in the classroom or other logistics that happens behind the scenes.

→ brain → to think in English is a crucial skill in the world today → no more isolation in terms of language.

→ hand → work life → English enhances this by communicating with others → not knowing Afr. (5)

Additional notes:

stomach → also language of food & shelter → this is needed to make a living – be it teaching or other.

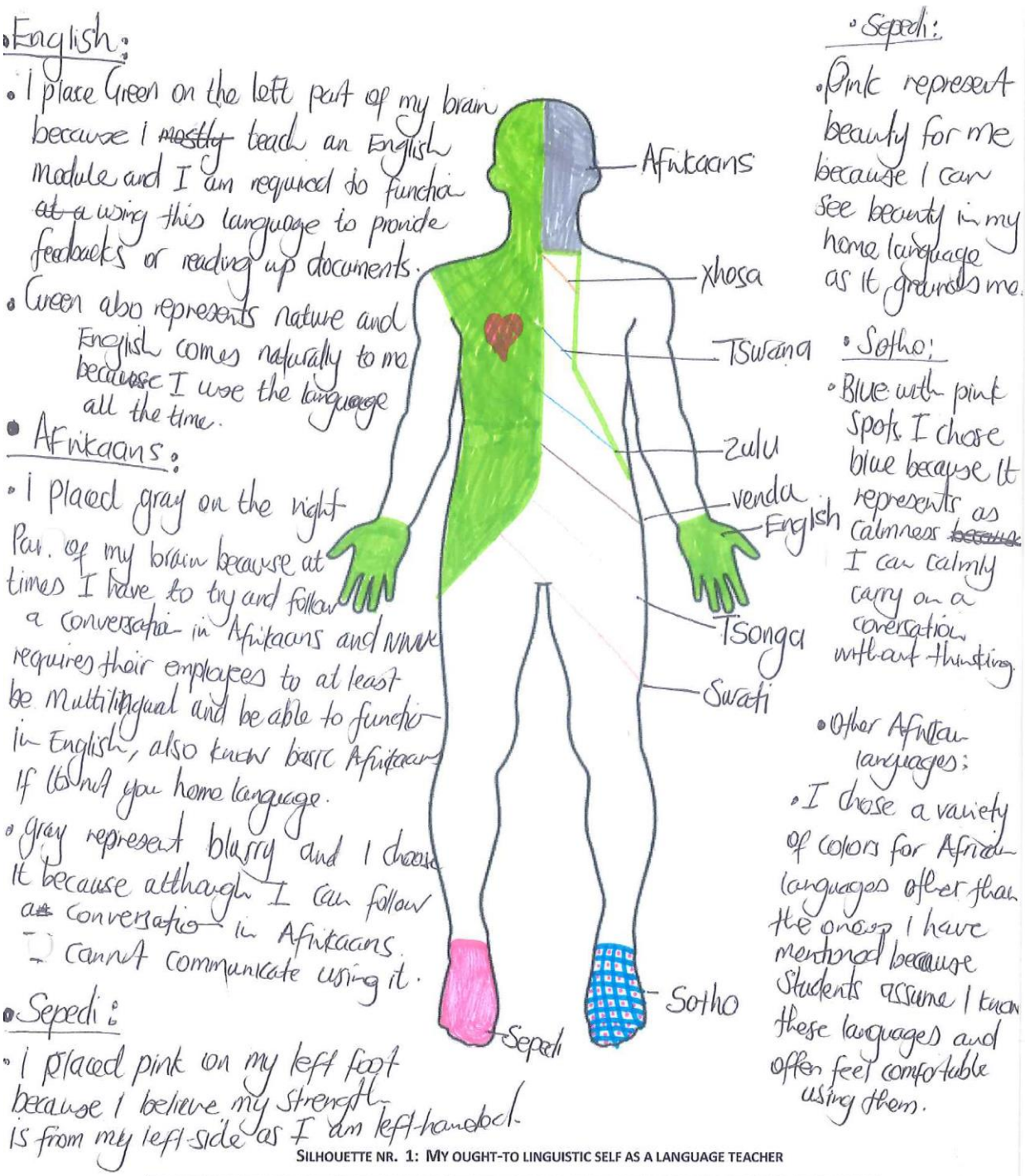
light blue → like blue, but lighter, less ~~important~~ important & relevant.
Dutch is needed to give an account to students where Afrikaans came from & to link the two literatures together → purely academic
therefor only small portion of brain on Afrikaans side.

Orange → Sesotho – like orange – cautious to use, but is needed in a multicultural society that really promotes social cohesion by means of language.

placement → write → like with hands to do stuff like teaching, communicating with colleagues etc. → larger than previous stomach → also needed to survive and be part of the society ~~use~~ where all languages should be equal → teacher as example!

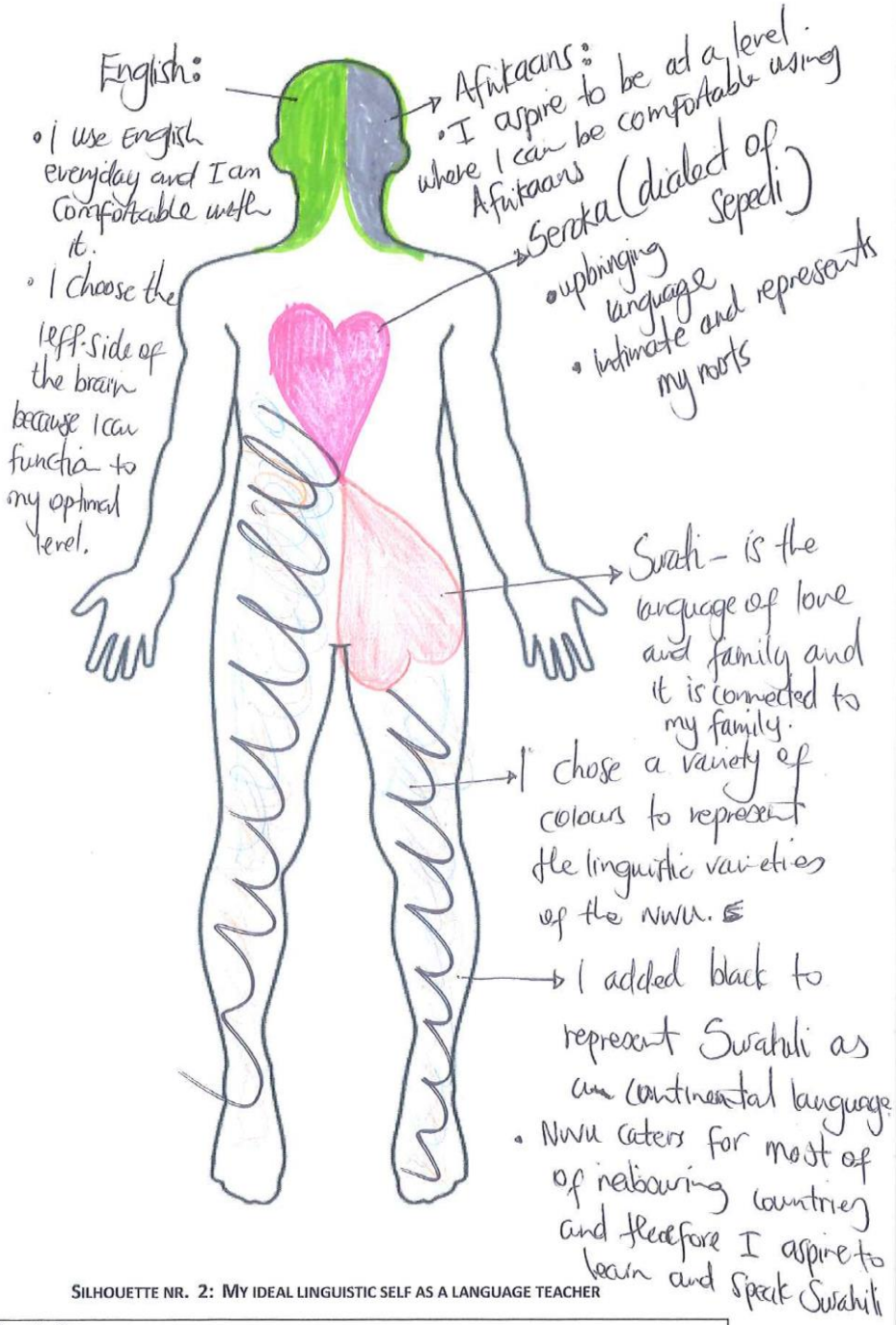
THANK YOU!

(6)



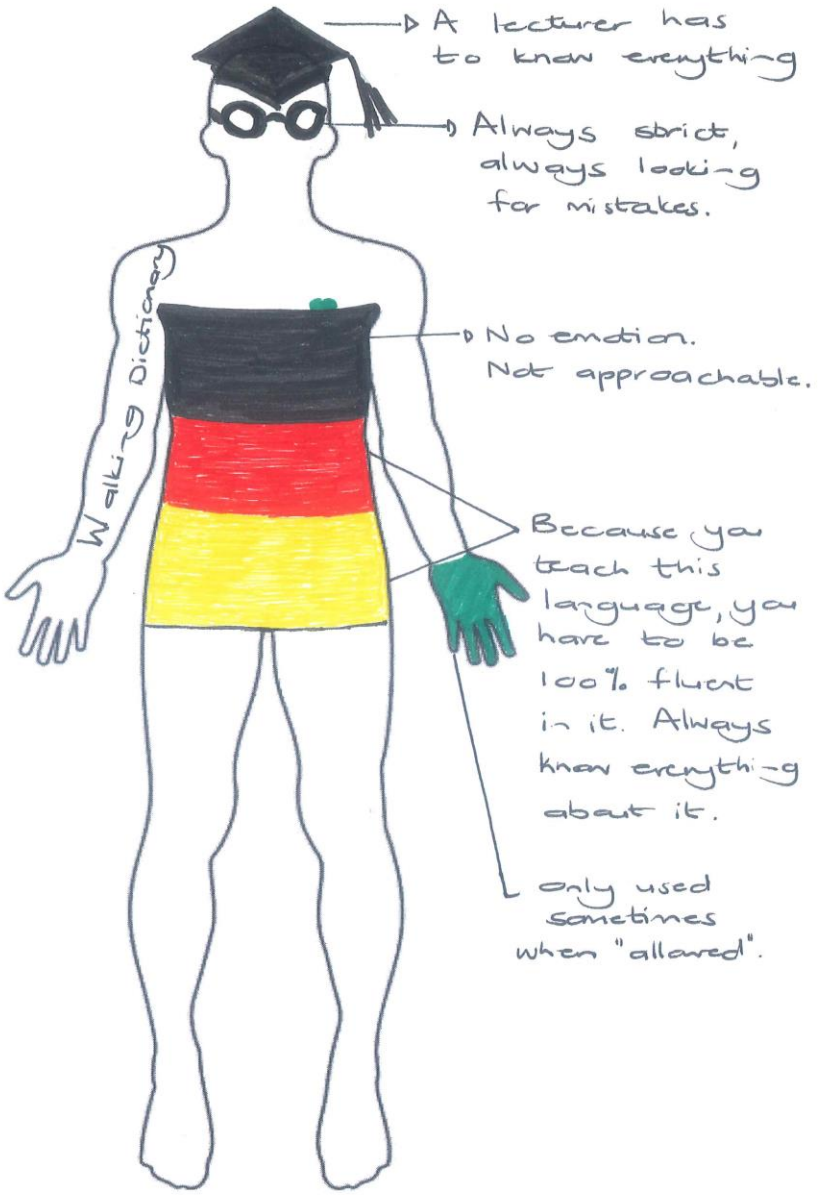
SILHOUETTE NR. 1: MY OUGHT-TO LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 1	
Choice of language(s)	English, Afrikaans, Sotho, Xhosa, Tswana, Zulu, Venda, Tsonga, Pedi, Swati
Choice of colour for language(s)	
Choice of placement	
Any other relevant or explanatory notes	



SILHOUETTE NR. 2: MY IDEAL LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 2	
Choice of language(s)	
Choice of colour for language(s)	
Choice of placement	
Any other relevant or explanatory notes	



SILHOUETTE NR. 1: MY OUGHT-TO LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 1	
Choice of language(s)	English, German, Afrikaans
Choice of colour(s) for language(s)	English – Black; Afrikaans – Green German – Red and yellow
Choice of placement	Black – head / brain / think; chest – no feeling Green – hand – only used when needed.
Any other relevant or explanatory notes	

Additional notes:

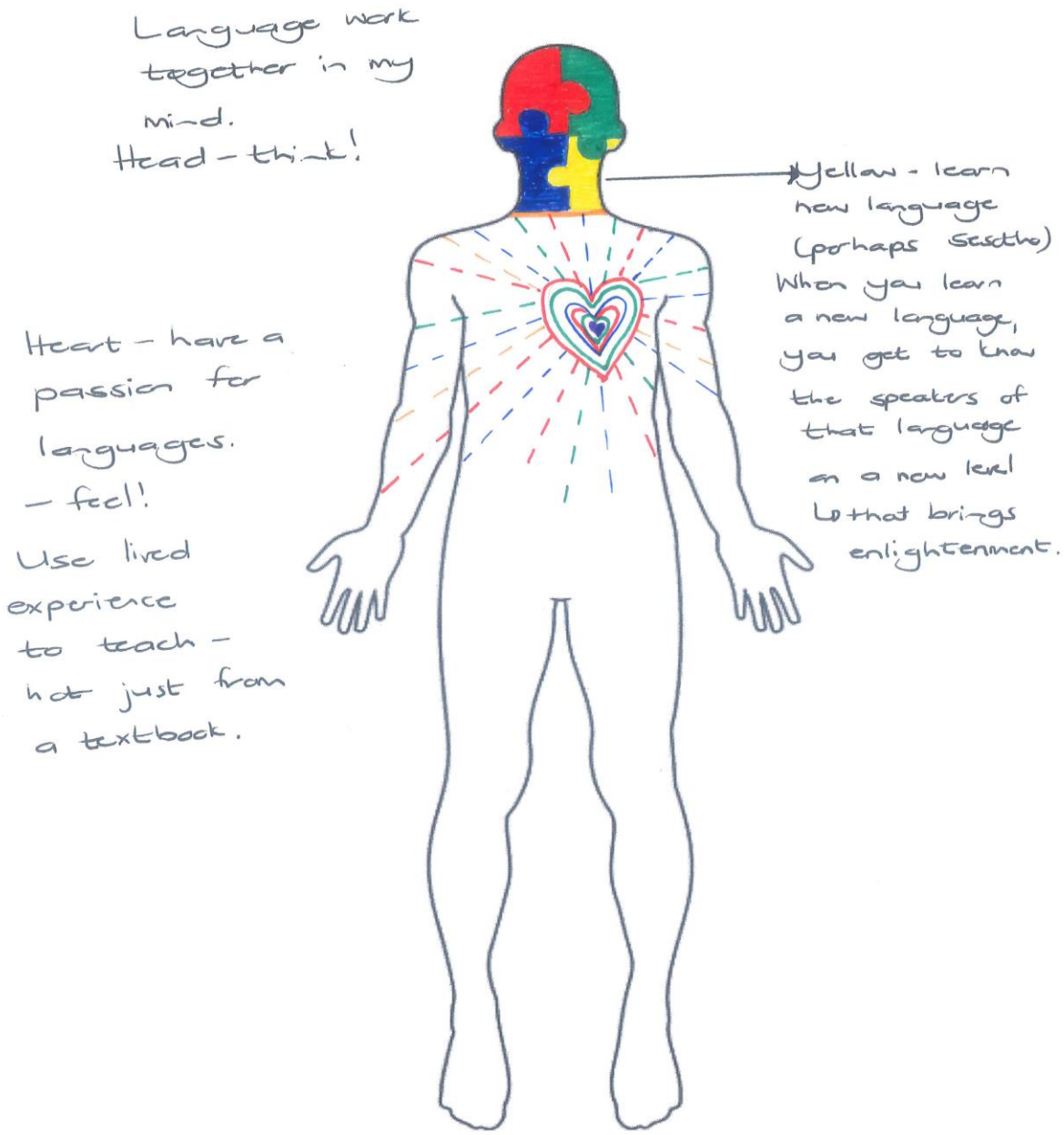
I chose black for English for various reasons. I feel it is the colour of academia: black robes; black and white printed research. Black does not have emotion. Academic institutions do not have emotion. Do your job, get it done - reach outcomes - do research - very robotic.

Typical strict lecturer - sitting in dusty office with piles of books.
Fräulein Rottenmeier in Heidi (Johanna Spyri)
Old stern maid with glasses and hair pulled back - standing in front of class with a cane.

Feel that people immediately expect you to be 100% fluent in German or that it should be your mother tongue (always surprised to find out it is not).

Flag over body - that is what you teach, so that is what you are supposed to be.

Afrikaans not used a lot. Only when I feel it is "allowed" or to help someone.



SILHOUETTE NR. 2: MY IDEAL LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 2	
Choice of language(s)	Afrikaans, English, German, new language - French
Choice of colour(s) for language(s)	Afrikaans - green New language - yellow (maybe Sesotho) English - blue ; German red ; French - orange
Choice of placement	Head – think Heart – feel
Any other relevant or explanatory notes	

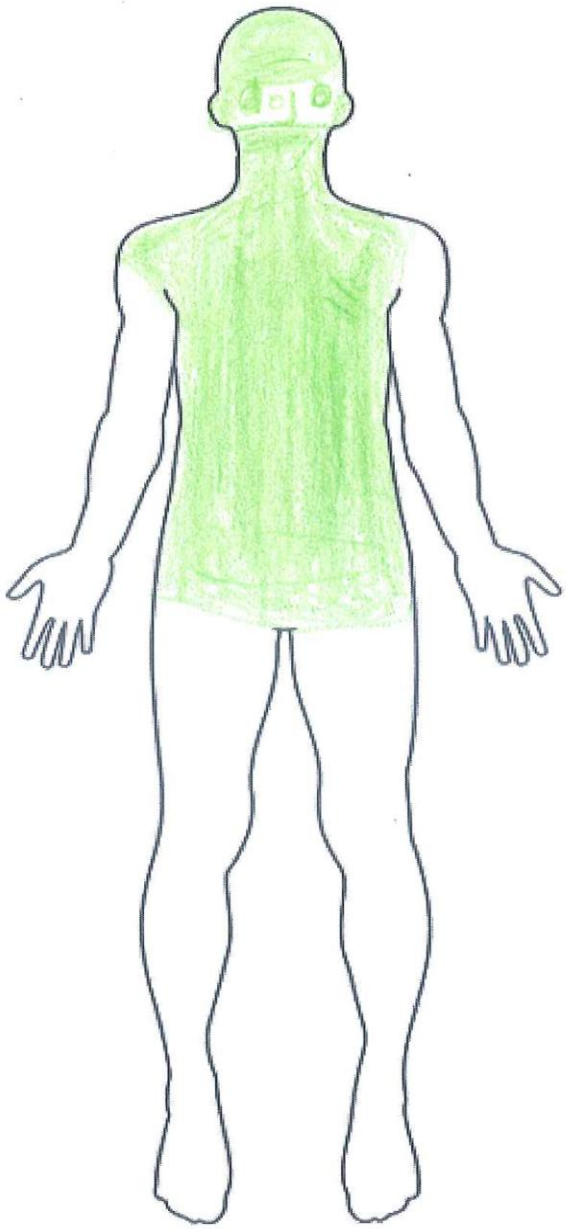
Additional notes:

The languages occupy the same space in my head. They work together - they are not separate or 'isolated' from each other.

Heart - If you love the languages, it becomes your passion and it is easy to teach something that you are passionate about. I feel honoured to teach someone something new.

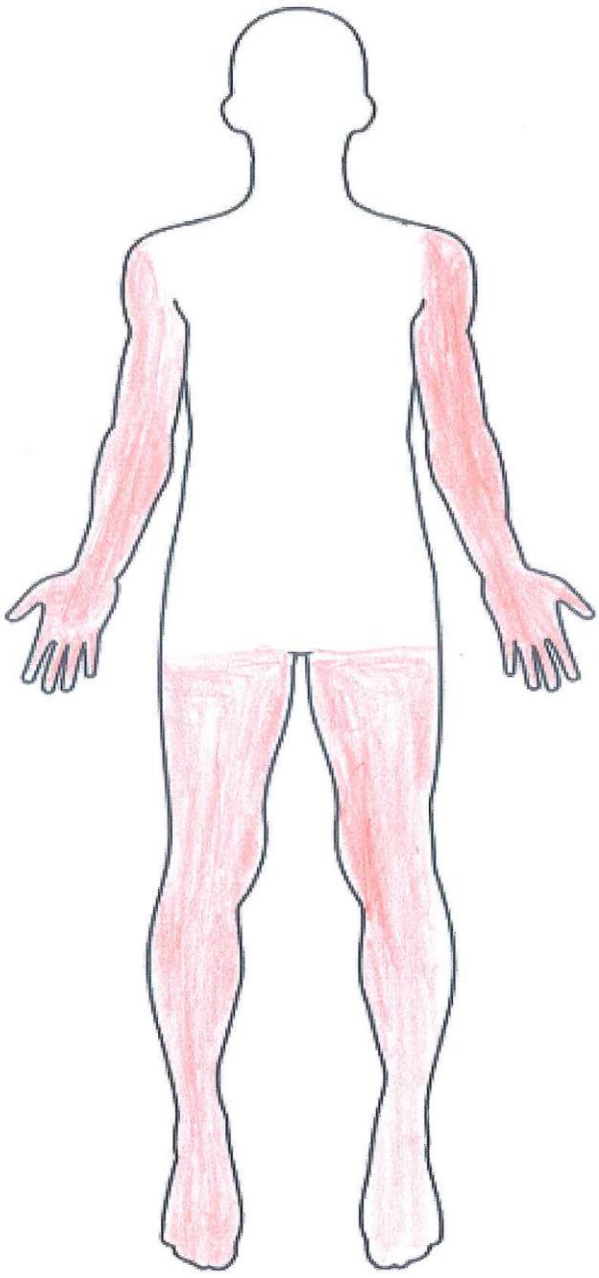
Ideal language teacher should use their knowledge of different languages to teach, build bridges, make connections, to show differences and similarities of language, people and culture. = puzzle pieces and languages radiating from heart.

THANK YOU!



SILHOUETTE NR. 1: MY OUGHT-TO LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 1	
Choice of language(s)	Sesotho
Choice of colour for language(s)	GREEN
Choice of placement	HEAD, HEART & STOMACH
Any other relevant or explanatory notes	I think in Sesotho - it speaks to my heart



SILHOUETTE NR. 2: MY IDEAL LINGUISTIC SELF AS A LANGUAGE TEACHER

My notes for silhouette 2	
Choice of language(s)	ENGLISH
Choice of colour for language(s)	RED
Choice of placement	HANDS & FEET
Any other relevant or explanatory notes	One needs to function in a multilingual setting

Additional notes:

* English is widely spoken in South Africa - most interviews are conducted in English.
* In a workplace the Teaching & Learning takes place mainly in English.
* Sesotho is My mother tongue - the first language I heard from my mother.
* Instructions in the workplace comes in English and one interprets then to mother tongue first.
* Interaction with others in a workplace requires one to be able to speak, read and write in English.
* I ought to have studied further in order to be able to deliver Sesotho modules to students I am responsible for.
* My entire upper body feels at home when I hear my language spoken by myself and others.
* I interact well with students who registered for Sesotho and other Lectures whose first language is Sesotho.

THANK YOU!