



# A Study on the Development and Validation of an EAP Teachers Identity Questionnaire in the Iranian Context

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## ABSTRACT

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The importance of studying teachers' identity is to guide teachers to choose an appropriate methodology to teach as well as to lead learners to learn the target language, which is related to the notion of identity. The present study was an attempt to develop and validate an identity questionnaire regarding English for Academic Purposes (EAP) teachers. In doing so, 350 Iranian EAP teachers from Azad and State universities of Tehran, Qazvin, and Zanjan were selected. Semi-structured interviews were randomly done with 100 teacher participants. In order to develop the EAP Teachers' Identity Questionnaire (EAPTIQ) in the Iranian context through individual, pedagogical, and social dimension, the related literature was taken into account. A total of 51 items were extracted to develop raw factors of EAPTIQ. They were then factor-analyzed in order to remove the communalities and develop the final version of the questionnaire and determine the main components. Factor analysis resulted in the development of 44-item EAPTIQ with three components: 1) Identity and EAP Teachers' Self-Efficacy, 2) Identity and EAP Teachers' Pedagogical Issues, and 3) Identity and EAP Teachers' Social Issues. Findings of the study can be useful for some people who can benefit from the results namely EAP teachers and researchers. The results contribute to researching EAP teachers' identity and inform teacher education to provide them with the sufficient and adequate raised awareness to self-develop their identity.

**Keywords:** English for Academic Purposes; Identity Questionnaire; Factor Analysis; Teachers' Identity

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## 1. Introduction

In studies on teacher development and language teacher education, language teacher identity is a topic of interest for both teacher educators as well as research scholars (Pavlenko, 2003). The necessity for studying on teacher identity is due to the fact that applying the right methodology to teach as well as to lead learners to learn the target language are, to a large extent, related to notion of identity (Norton, 2001). Recently, studies on identity have gained much value in various fields of social sciences (Friesen & Besley, 2013). This trend is caused by global changes in political, economic and social dimensions and academic and political movements related to social structure, economy and gender all of which are involved with the notion of identity (Martin & Nakayama, 2008; Schepens et al., 2009). Education and training are also not exempted from changes and in the last fifteen years, there have been many reforms in the field of education. Learning to teach is formed in the framework of teaching identity, because it refers to people's personal knowledge of themselves and others' knowledge of them. Norton (2001) points out that the learners' interaction with the second language can shape their identity and they are actually involved in the construction and negotiations of identity (Shames & Alden, 2005).

As to the significance of teachers' identity as stated in the discourses related to the improvement of educational systems, it can be pointed out that teachers are one of the variables that need to change, but according to today's experts, the teacher should be considered the most important factor causing change (Behin et al., 2018). In the meantime, the teacher, as the basic element of the structure of an educational system, needs to be considered in connection with other elements of this structure when exposed to micro and macro studies (Schwartz et al., 2009). The microanalysis of the teacher is the study of his individual identity in relation to the key role of teaching as well as his mutual relations with the students and the content to be taught (Schwartz, 2001). However, in the macro analysis of the teacher, he is examined in the community of teachers and in his mutual relations with the elements of the school, the education system, and with the whole society (Norton, 2001). Therefore, knowing the identity of the teachers and the factors that make up her identity is one of the researches whose results are very important for every education system in the contemporary era (Gholamshahi et al., 2021).

EAP instruction has been an effective component in the area of English for Specific Purposes (ESP) (Hyland, 2006). Initially, it is worth noting that the two constructs are two sides of the same coin although researchers attempted to make the distinction. Anthony (2018) believes that "Perhaps the most influential branch of ESP is English for Academic Purposes (EAP), which focuses on ESP in academic settings" (p. 13). Charles and Pecorari (2016) state that "EAP is part of a larger area of applied linguistics called English for

Specific Purposes (ESP)” (p. 7). EAP and ESP, as argued by Dudley-Evans and St John, (1998), overlap each other as “ESP has traditionally been divided into two main areas: English for academic purposes (EAP) and English for occupational purpose (EOP)” (p. 5). All the aforementioned statements show the consistent relationship between EAP and ESP on the one hand, and the significance of studying EAP instruction in various contexts, on the other.

EAP teachers in the foreign language context of Iran are concerned with university students’ development of academic knowledge, enabling them to get mastery mainly over reading comprehension and writing skills although the main focus might be on their general English focusing on academic vocabularies and partly grammar (Soodmand Afshar & Movassagh, 2016; Eslami, 2010). Although studies on Iranian EAP teachers has been of interest among the researchers concerning the investigations of the teachers’ cognitions and practice in teaching the language skills (Atai & Taherkhani, 2018) and criticizing EAP teachers’ performance through ethnographic research (Tavakoli & Tavakol, 2018), EAP teachers’ identity development and the categorization of their identities have merely been considered. It can also be argued that in a study by Atai et al. (2018), it was aimed to probe EAP teachers’ cognitions on language teacher role identities through qualitative analysis of their narratives. In a more recent study by Atai et al. (2022), Iranian EAP teachers’ identity construction was qualitatively scrutinized and three major themes of “(1) tensions between claimed and constructed EAP identities, (2) content-related emotional conflicts, and (3) EAP teacher as an undervalued professional” (p.1) formed identity of EAP teachers. Previous studies on EAP teachers’ identity reveals that the issue has been, to a very large extent, under-researched, particularly with respect to questionnaire development and validation to identify the main components of EAP teachers’ identity in an Iranian context.

### **1.1. Theoretical Framework: Erikson's Theory of Identity Development**

The theory of identity development has been proposed by Erikson (1950, 1964), who has played a major role in identity research studies. Eight stages of human development were enumerated by Erikson (1950), one of which involved identity that was in contrast with identity diffusion. Erikson argues that the formation of identity takes place in the late adolescence given that the developmental stage is a key part of someone's life. Erikson (1964) put forward that the theory of identity development is considered with the person's self and experimentation as well as his/her attempts to shape the future through a decision-making process. The development of one's identity lies in the synthesis of the past and future identities, which brings about a sense of continuity toward future (Norton, 2001). Identity development, according to Erikson (1964), is dependent on the sense of self-knowledge (Schwartz et al., 2009) and the occurrence of unity in one's identity development when various issues related to her identity are gathered in order to make his/her identity coherent (Schwartz, 2001).

Identity development differs from identity diffusion. The former is concerned with purposeful shaping of individuals' sense of self, while the latter refers to the individuals' sense of self-doubt, aimlessness, and lacking direction and commitment (Erikson, 1950, 1968). To Erikson, identity development and the achievement of such development rely on the critical process of adolescence extending to adulthood (Schwartz et al., 2005), and the shaped identity can be further revisited through adulthood (Marcia, 2002).

Therefore, development of the identity, as posed by Schwartz et al. (2009), "represents the amount of self-knowledge, synthesis, and consistency that a person possesses over time and across situations" (p. 143). Vignoles et al. (2011) points out that identity development is in alignment with the individuals' experiences of self-definition. The development of individuals' identities is associated with their interactions with society they are communicating in (Hogg, 2011) and - when identity achievement occurs as a result of purposeful attribute - it results in individual autonomy (Britzman, 2003). Erickson (1964) argues that for the identity development to take place, initially its component has to be identified, and then the necessary treatments should be conducted in order to construct those components of identity. This in in line with Zhang et al.'s (2016) research that contributed to the employment of teacher preparation programs in order to help teachers develop their identities and get well prepared for their future professions, which can result in boosting their professional identity. Regarding the purpose of the current research, identity development of EAP teachers in the context of foreign language is taken into account to investigate the factors that play a major role in the formation of their identity.

## 2. Literature Review

Teachers' identity research has been of considerable interest among research scholars, which can be addressed by numerous studies done to investigate major elements that distinguish their identity (Gholamshahi et al., 2021). Teachers' self-image can be represented as teachers' identity (Friesen & Besley, 2013; Kao & Lin, 2015). Motivation to be or to become a teacher also constitutes a central element of teachers' identity (Zhang et al., 2016). Being committed and sense of dedication also relate to teachers' identity (Abu-Alruz & Khasawneh, 2013). Teachers' self-efficacy was also considered as a central predictor of teachers' identity (Lamote & Engels, 2010). The teachers' beliefs towards good teaching criteria creates the component of task-perception as an indicator of teachers' identity (Fletcher et al., 2013; Kao & Lin, 2015). And, the category of job satisfaction can be realized as the construct of teachers' identity (Hong, 2010).

Questionnaires developed by Abu-Alruz and Khasawneh (2013), Kao and Lin (2015), and Zhang et al. (2016) have been the most frequently used instruments to specify the categories that represent teachers' identity. In Abu-Alruz and Khasawneh's (2013) research, a 25-item questionnaire was developed and the related components included "self-related identity, skill-related identity, work-related identity and student-related identity" (p. 431). Kao and Lin (2015) specified that main concepts to represent teachers' identities including "self-expectation (SE), teachers' duties (TD), and external influential factors (EF)" that could be effective on "pedagogy (PE) as well as instructional skills and knowledge (SK) on teachers' citizenship behavior (CB)" (p. 69). Finally, the relationship between teachers' professional identity and their motivational constructs and participation in teacher education program was investigated, and the factors were found to be significantly correlated (Zhang et al., 2016).

Research on teachers' identity has pervasively occupied the literature. In fact, the purpose was to uncover the factors affecting teachers' identity (Atil et al., 2018; Zhang et al., 2016). In a study by Chong et al. (2011), the researchers aimed to investigate pre-service teachers' identity as it emerges from the exploration of their attitudes about teaching profession on the one hand, and their understanding and feeling of teaching when they graduate in Bachelor of Art/Science (BA & BS) by engaging in the pre-service program, on the other. Open-ended questionnaire and a survey questionnaire revealed that 39% of teachers were more realistic concerning what teaching entails after graduation and starting their teaching in practice. The researchers informed pre-service teacher educators to carry out their educational duties more responsibly as their expertise in teaching shapes their professional identity.

Fletcher et al. (2013) conducted a quantitative analysis of pre-service teachers' identity construction and self-efficacy when they underwent a pre-serve teacher education course for Physical Education. Descriptive and inferential measures indicated the significant and positive changes in elementary pre-service teachers' identity because, as their interviews showed, they "felt that the pre-service PE course and practice teaching placements provided them with useful examples of how to promote inclusive practice and collaborative opportunities for learning" (p. 169). However, the teachers' self-efficacy to overcome the barriers in teaching Physical Education was not significantly changed. Findings contributed to the efficacy of directing the pre-service teachers' attention to their coursework, leading to their identity development and realizing their role as the teachers of Physical Education.

Foreign language teachers' identity was taken into consideration by Arpacı-Somuncu (2016). The researcher examined whether teachers' self-efficacy could be predicted by their identity and personality traits. Teachers' self-efficacy and identity were strongly correlated in relation to their personality traits. In other words, early teacher identity was found to be the best predictor of the teachers' self-efficacy. In addition, one of the variables of personality traits namely openness to experience was concluded to be the best predictor of the teachers' self-efficacy. The researcher argued that teacher identity should be recognized as an important component of teacher education research.

In a qualitative study, Chang (2017) aimed at examining a teacher's identity development in the context of Taiwan as she made the transition from EAP to ESP instruction. Based on the significance of uncovering various issues influencing the construction of identities, the study prioritized this teacher's experience and focused on the *shifting* and *multiple* features of her identities because they resulted in remarkable positive changes into her development as a teacher. Qualitative results of the participants' narratives revealed that she underwent positive professional growth in her professional identity as an ESP teacher and could recognize her role as an ESP teacher. In fact, she could identify her professional identity as an ESP teacher and was able to negotiate such an identity to be prepared for the possible challenges she might face in an ESP classroom. It should also be emphasized that different identities developed by teachers themselves may affect their professional success in the course instruction and students' learning achievements as well (Chang, 2017).

There exists a paucity of research concerning Iranian EAP teachers' identity. Atai et al. (2018) adopted a qualitative study to explore nine EAP teachers' cognition on language teacher role identities. Teachers' narratives resulted in the emergence of eight role identities including "teachers as creators and users of learning opportunities; teachers as selectors and users of

teaching/learning materials; teachers as assessors and evaluators; teachers as researchers; teachers as realizers and facilitators of the development of learners' (full) potentials; teachers as observers of ethicality; teachers as learners; and, teachers as teacher educators" (p. 97). Findings of the study contributed to conducting further research on role identities of a larger group of teachers in both ESP and EAP contexts and looking into other possible components of their role identities by benefiting from doing qualitative and quantitative research.

Recently, Atai et al. (2022) reinforced the notion of EAP teachers' identity by elaborating on the identity construction of novice teachers through a qualitative research design. Data gathered through reflective journals, classroom observations, semi-structured interviews and the related stimulated recalls revealed that contextual parameters were of paramount importance for the teachers, which could bring about conflicts in their profession that might be enhanced, decreased, or be affected by different shapes. The researchers intensified that EAP teachers in the Iranian context is taken-for-granted and further research can, to a very large extent, compensate for the existing gaps.

The literature proves that EAP has been addressed by foreign language in general and Iranian researchers in particular since it the existing challenges have been pointed out to investigate possible improvement for EAP students as well as teachers. However, conducting a factor analysis study to identify the most important categories that shape EAP teachers' identity in the Iranian context appears to be a lack in previous research. Hence, the main research questions of the study can be addressed as:

1. What are the main components of Iranian EAP teachers' identity?
2. Does the developed EAP teachers' identity questionnaire meet the issues of reliability and validity?

### **3. Method**

#### **3.1. Participants and Setting**

Being a non-experimental research, categorization of the main categories of Iranian EAP teachers' identity was the main objective of the study by developing a reliable and valid questionnaire. To do so, purposeful sampling was adopted to select EAP teachers (Dornyei, 2007). Three hundred fifty EAP teachers from both Azad and state universities of Tehran, Qazvin, and Zanjan, who were teaching EAP courses (such as Physics, Math, Chemistry, Biology, geology, etc.) took part in the present study. Participants' sampling was conducted through Cochran formula as follows:

$$n = \frac{\frac{z^2 pq}{d^2}}{1 + \frac{1}{N} \left( \frac{z^2 pq}{d^2} - 1 \right)}$$

Since the whole population was assumed to be 3500 EAP teachers, the selected sample almost equals 350. Hence, the number of participants in the study include 350 EAP teachers. EAP teachers are those who teach academic courses to the students who are concerned with using academic language in their communication with other peers (Hyland, 2006). Information about EAP teachers is provided in Table 1.

**Table 1.**

*Characteristics of EAP Teachers*

No. of EAP teachers	210 (Tehran), 64 (Qazvin), 76 (Zanjan)
Gender	257 (male), 93 (female)
Native Language	Persian
Teaching experience range	5 to 20 years
Universities	State and Azad universities of Tehran, Qazvin, and Zanjan
Academic Years	2021-2022

### 3.2. Instrumentation

Two main instruments were used to address the research questions:

*Semi-structured interviews:* 100 EAP teachers – who were selected through convenient sampling and volunteered to take part in interviews – were interviewed online and face-to-face to extract the issues related to their professional roles, self-efficacy, and commitment were randomly selected to take part. Atai et al. (2018) and Fletcher et al. (2013) were major research papers for extracting interview questions were. The results of interview was one of the sources for developing raw items for EAPTIQ.

*Scrutinizing the related literature:* the studies by Abu-Alruz and Khasawneh (2013), Kao and Lin (2015), and Zhang et al. (2016) that elaborated on questionnaire development and validation were focused by the researchers for the emergence of raw categories to identify EAP teachers' identity.

### **3.3. Data Collection Procedures**

As far as data collection is concerned, the step-by-step measures were taken to develop the main components of EAPTIQ. Initially, the researcher carried out the necessary coordination with the dean of the faculty members for conducting interviews and administering the initial questionnaire. EAP teachers were then interviewed. Then, the related studies that were, to a very large extent, aligned with questionnaire development and validation on teachers' identity were scrutinized to determine the raw format of the questionnaire. Fifty-one items were emerged (see Appendix A). Three hundred fifty EAP teachers, who were provided with detailed explanation of the study objectives, took the raw questionnaire. Any ambiguities were resolved by the researcher. EAP teachers' participation was appreciated and the collected data was subjected to factor analysis in order to develop the main question of EAP teachers' identity. In the final stage, three major categories of EAPTIQ were identified as: 1) Identity and EAP Teachers' Self-Efficacy; 2) Identity and EAP Teachers' Pedagogical Issues; 3) Identity and EAP Teachers' Social Issues, and the reliability and validity of EAPTIQ were also checked.

### **3.4. Data Analysis**

The raw questionnaire was analyzed through factor analysis (Harman, 1976). Harman (1976) argues that it is generally applied for investigating internal correlations among the large number of variables in order to categorize them into limited components. In research, factor analysis normally represents a modified set of components that are determined according to their commonalities. Factor analysis was conducted in this study to have the raw items categorized for the purpose of developing a reliable and valid EAPTIQ. For exploratory factor analysis, SPSS software (version 25), and for confirmatory factor analysis, AMOS was employed.

## **4. Results and Discussion**

### **4.1. Results**

#### ***4.1.1. Factor Analysis***

To analyze EAP teachers' responses to EAPTIQ, factor analysis was conducted. Initially, descriptive statistics were provided as shown in Table 2.

**Table 2.***The Raw Questionnaire's Descriptive Statistics*

Factors	Mean	Std. Deviation	Analysis N
1	3.14	0.86	350
2	3.13	0.74	350
3	3.21	0.80	350
4	3.4	0.79	350
5	3.19	0.72	350
6	3.31	0.74	350
7	3.07	0.82	350
8	3.30	0.66	350
9	3.25	0.80	350
10	3.24	0.80	350
11	3.58	0.60	350
12	3.52	0.67	350
13	2.95	0.92	350
14	3.33	0.82	350
15	2.84	0.87	350
16	3.35	0.76	350
17	3.41	0.69	350
18	3.17	0.81	350
19	2.93	0.86	350
20	2.79	0.93	350
21	3.07	0.81	350
22	2.72	0.92	350
23	3.04	0.86	350
24	2.92	0.95	350
25	3.01	0.91	350
26	3.12	0.76	350
27	3.03	0.85	350
28	3.05	0.86	350
29	3.48	0.70	350
30	3.16	0.81	350
31	3.85	0.41	350

32	3.73	0.48	350
33	3.38	0.72	350
34	2.77	0.99	350
35	3.01	0.82	350
36	3.17	0.74	350
37	3.37	0.75	350
38	3.55	0.63	350
39	3.2	0.79	350
40	3.1	0.89	350
41	2.97	0.86	350
42	3.25	0.79	350
43	3.04	0.79	350
44	3.47	0.71	350
45	3.12	0.87	350
46	3.01	0.78	350
47	3.25	0.78	350
48	2.91	0.95	350
49	3.55	0.84	350
50	3.58	0.80	350
51	3.52	0.74	350

Factor analysis aims to identify the main factors in order to specify a suitable format based on the raw items (Kline, 2014). Initially, Kaiser-Meyer-Olkin (KMO) and Bartlett measures had to be run to ensure data adequacy prior to factor analysis (see Table 3). According to Pallant (2016), KMO of more than .6 and Bartlett's test significance level of less than .05 justifies the use of factor analysis.

**Table 3.**

*Table of KMO Measure and Bartlett's Test*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.921
Bartlett/s Test of Sphericity	Approx. Chi-Square	9874.630
	Df	1275
	Sig.	0.000

As to Table 3, KMO equals .921, and the level of significance level in Bartlett's measure is .00, which is less than .05 and acknowledges the running of factor analysis. Factor analysis was run for specifying the communalities among the raw items of the questionnaire. Table 4 shows the communalities.

**Table 4.**

*Communalities among the Factors before and after Extraction*

Item	Initial	Extraction
1	1.000	0.735
2	1.000	0.709
3	1.000	0.708
4	1.000	0.615
5	1.000	0.710
6	1.000	0.681
7	1.000	0.660
8	1.000	0.767
9	1.000	0.412
10	1.000	0.651
11	1.000	0.664
12	1.000	0.668
13	1.000	0.459
14	1.000	0.745
15	1.000	0.667
16	1.000	0.819
17	1.000	0.677
18	1.000	0.672
19	1.000	0.628
20	1.000	0.305
21	1.000	0.716
22	1.000	0.686
23	1.000	0.447
24	1.000	0.681
25	1.000	0.397

26	1.000	0.703
27	1.000	0.739
28	1.000	0.579
29	1.000	0.643
30	1.000	0.398
31	1.000	0.797
32	1.000	0.799
33	1.000	0.673
34	1.000	0.690
35	1.000	0.747
36	1.000	0.382
37	1.000	0.656
38	1.000	0.703
39	1.000	0.774
40	1.000	0.755
41	1.000	0.745
42	1.000	0.740
43	1.000	0.674
44	1.000	0.655
45	1.000	0.818
46	1.000	0.610
47	1.000	0.689
48	1.000	0.648
49	1.000	0.770
50	1.000	0.687
51	1.000	0.751

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As to Table 4, the initial column shows the communalities before factor analysis assuming to be 1.00. However, the items in the second column show higher values of extraction as better determiners of EAPTIQ factors. The extraction level that is less than .5 demonstrates the removal of that item (Kline, 2014), acknowledging the elimination of the items of 9, 13, 20, 23, 25, 30, and 36. Factor analysis was conducted with the remaining 44 items. After rotation, categorization of 44 items were done into three components (see

Appendix 2). Table 5 indicates variance, and the reliability of the components, respectively.

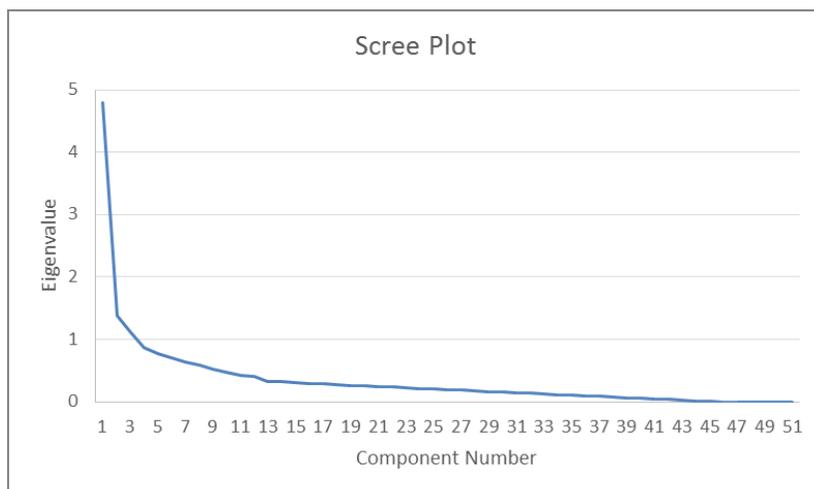
**Table 5.**  
*Variance and Reliability of the Components*

	1	2	3
% of Variance	36.949	10.624	8.633
Reliability (Cronbach's Alpha)	0.723	0.799	0.889

Categorizing EAPTIQ items was done according to the commonalities. Regarding Table 5, 16 items can be categorized into component one and entitled as Identity and EAP Teachers' Self-Efficacy. This component determines 36.94% of the total variance and has the reliability of .72. Component two covered 20 items, which specified 10.62% of the total variance with the reliability of .79. Identity and EAP Teachers' Pedagogical Issues was the second component of EAPTIQ. The third and last component included Identity and EAP Teachers' Social Issues with eight items. The third component expressed 8.63% of the total variance and Cronbach's alpha was .88. The reliability estimates of the components of EAPTIQ revealed an acceptable value in terms of consistency (Farhady et al., 1994). The scree plot is shown in Figure 1.

**Figure 1**

*Scree Plot for Items*



The content validity of the questionnaire was also checked. In doing so, content validity ratio (CVR) was measured for the raw items of the questionnaire before conducting factor analysis. Ten EAP experts were selected to rate the items according to the Likert format of “the item is necessary”, “the item is useful but not necessary”, and “the item is not necessary”. CVR formula is shown below:

$$CVR = \frac{n_E - \frac{N}{2}}{\frac{N}{2}}$$

If the value for each item is more than .62 (Farhady et al., 1994), then, the content validity can be acknowledged. All the 51 items of the questionnaire had the CVR value of more than .62, revealing the content validity of each item.

#### 4.1.2. Model Fitness

To investigate the model fitness for the three categories of EAPTIQ, confirmatory factor analysis was run using AMOS. Table 6 provides the result of model fit indices for the components of the questionnaire.

**Table 6.**

*Model Fit Indices for Three Components*

Fitness index	$\chi^2$	df	$\frac{\chi^2}{df}$	RMSEA	GIF	AGIF	NFI	IFI
Acceptance range	-	-	1-5	<0.1	>0.9	>0.9	>0.9	>0.9
Value	2660.262	902	2.94	.093	0.904	0.906	0.900	0.913

Table 6 indicates that EAPTIQ with three components was considered as the most optimal categorization of EAP teachers' identity as the most acceptable fit model is the one with RMSEA of less than 0.1, GIF, AGIF, NFI, and IFI of more than .9 (Pallant, 2016). Therefore, EAPTIQ included three components of 1) Identity and EAP Teachers' Self-Efficacy; 2) Identity and EAP Teachers' Pedagogical Issues; and 3) Identity and EAP Teachers' Social Issues.

#### 4.2. Discussion

Developing and validating EAP teachers' identity questionnaire was the main objective of this study. A group of 350 EAP teachers took part in the study. After administering the raw questionnaire, factor analysis was, resulting in the extraction of a 44-item EAPTIQ whose reliability and validity was ensured as well. It should also be noted that EAPTIQ constitutes three components: 1) Identity and EAP Teachers' Self-Efficacy; 2) Identity and EAP Teachers' Pedagogical Issues; and 3) Identity and EAP Teachers' Social Issues.

The results of the study can be inspired by research conducted by Friesen and Besley (2013) and Zhang et al. (2016) in the area of teacher identity and by Atai et al. (2018) in the field of EAP teachers' identity, because the literature on EAP teachers' identity probably lacks a research to concentrate on the development of a questionnaire targeting their identity, specifically in the Iranian context, where EAP instruction, as stated by Soodmand Afshar and Movassagh (2016) and Tavakoli and Tavakol (2018) has largely been attended. Findings reveal that the importance of self-efficacy, language pedagogy, and societal issues has been recognized by Iranian EAP teachers in the development of their identity. In other words, EAP teachers' identity development can be tied to a variety of issues, the most important of which has been emerged in EAPTIQ, which highlights the importance of researching identity in wider contexts. Comparatively, findings are in alignment with research done by Abu-Alruz and Khasawneh (2013), Kao and Lin (2015), and Zhang et al. (2016) who have acknowledged the components of self-efficacy, teaching issues, and the role of society in developing teachers' professional identity.

Results revealed that the socio-cultural context can mediate EAP teachers' identity construction and provided empirical evidence regarding the importance contextual and pedagogical conditions affecting teachers' identity in the academic context (Zhang et al., 2016). In fact, teachers were found to be simultaneously involved with their own needs to identify their role as an EAP teacher to equip learners with sufficient EAP materials in the classroom and with the expectations of the institutions for which they were working since they were expected to fulfill the academic requirements of EAP teaching (Kao & Lin, 2015).

As to the findings, it can be inferred that identity is the framework of EAP teachers' self-interpretation, which is created through different interactions of them with different work conditions and their work fields, which denote their self-efficacy (Atai et al., 2022). Being an EAP teacher can shape his/her identity, being inferred that it is important for teachers to understand how this process occurs (Gholamshahi et al., 2021). On the one hand, the past and present experiences of teachers as well as their educational experiences are influential in the formation of their identity, which can be represented as the

role of pedagogical issues in teachers' identity construction (Behin et al., 2018). In other words, the course of development and the factors affecting the identity of the teacher's profession should be considered beyond a specific time of the individual's life. It can also be stated that the EAP teachers' social should be regarded as a respectful profession, which can make a mutual trust between teachers and students, which can result in students' reliance on their teachers in their social issues (Chang, 2017).

In sum, a teacher/s identity is affected by various factors, which cannot be generalized to the entire teaching community by prescribing a specific model. In this regard, comprehensive attention to factors is of special importance. This requires the cooperation of various institutions from school to university, educationalists, and then the work environment of teachers and society in order to take steps to form a desirable identity for teachers. Based on the significance of uncovering various issues influencing the construction of identities, the study prioritized this teacher's experience and focused on the social, pedagogical, and self-efficacy features of EAP teachers' identities because they might have resulted in remarkable positive changes into their development as a teacher. It is this awareness of the emerging identities that led to this teacher's much professional growth. Although teachers of all professional EAP fields and from different contexts may develop similar identities, this study was an attempt to provide more in-depth understanding to the field of EAP, especially in the aspects of teacher identity development, to benefit future EAP teachers.

## **5. Conclusion**

By running exploratory and confirmatory factor analysis, three components of 1) Identity and EAP Teachers' Self-Efficacy, 2) Identity and EAP Teachers' Pedagogical Issues, and 3) Identity and EAP Teachers' Social Issues were obtained for EAPTIQ as a reliable and valid questionnaire. Using EAPTIQ can be beneficial for EAP practitioners to scrutinize teachers' identity in an academic setting. One of the important categories in the educational system is the teachers' identity. There have been many researches about the challenges of the teacher's personal and social identity, but what is worth mentioning is that the EAP teachers should know what is their position, dignity and rank? He should be aware of what disciplines make them belong to themselves and their students, colleagues and society, and what works will strengthen and strengthen their social status. Teacher education is responsible for conducting awareness-raising programs to help EAP teachers develop their identities concerning self-efficacy, pedagogical, and social constructs.

The current study was limited to the Iranian context, concentrating on three populated areas of Iran and particularly EAP teachers as the main participants of the study. Similar to EAP teachers, ESP teachers' identity can also be

researched and the related questionnaire can be developed through further research since teachers' identity has always been a fresh agenda in English Language Teaching (ELT) research.

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**Appendix A. The Raw Items for EAP Teachers' Identity Questionnaire (EAPTIQ)**

The following statements address EAP teachers' identity. Please answer by putting  $\surd$  in a box that matches your position most, according to the following scale:

SA (strongly agree), A (agree), N (Neutral), D (disagree), SD (strongly disagree)

Questionnaire Items	SA	A	N	D	SD
1. I think EAP teacher is a rewarding profession	<input type="checkbox"/>				
2. I like teaching in an EAP course to develop students' academic performance	<input type="checkbox"/>				
3. I think the development space for EAP teacher profession is big	<input type="checkbox"/>				
4. I think the work environment and condition for EAP teacher is great	<input type="checkbox"/>				
5. I am willing to expend additional time to help EAP students solve academic problems	<input type="checkbox"/>				
6. I think EAP teacher's work is very interesting and gives me a positive energy	<input type="checkbox"/>				
7. I admire the way the EAP teacher live and work	<input type="checkbox"/>				
8. I think being an EAP teacher is fulfilling/brings sense of achievement	<input type="checkbox"/>				
9. I hope I can continue to teach academic course for the rest of my life.	<input type="checkbox"/>				
10. I frequently pay attention to the information about EAP teacher profession and developmental courses to increase my expertise	<input type="checkbox"/>				
11. I think EAP teachers' social status is high	<input type="checkbox"/>				
12. EAP Teacher is a highly respected occupation in the community	<input type="checkbox"/>				
13. The type of teacher that I expected to be is consistent with my current style	<input type="checkbox"/>				
14. I am actively involved in the university curriculum decisions (planning, designing, leading and controlling)	<input type="checkbox"/>				
15. I maintain updated knowledge about current educational policies	<input type="checkbox"/>				
16. My students regard me a role model because of my positive social values and my concern for local and global issues	<input type="checkbox"/>				
17. I enjoy the social recognition I get as a faculty member	<input type="checkbox"/>				
18. I establish an effective support network for students	<input type="checkbox"/>				
19. I create and maintain a flexible and harmonious learning environment for my students	<input type="checkbox"/>				
20. As an EAP teacher, I always lead by example to teach students how to get along with others	<input type="checkbox"/>				
21. I often actively participate in trainings and lectures for teacher and teaching for promotion	<input type="checkbox"/>				
22. I often read books that are related to teacher and teaching	<input type="checkbox"/>				

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 23. I establish a trusting and caring relationship with my students   | <input type="checkbox"/> |
| 24. Even if there is no policy constraint (e.g., future job assigning), I will still choose to be a teacher               | <input type="checkbox"/> |
| 25. University policies influence my teaching   | <input type="checkbox"/> |
| 26. I help students apply what they have learned to their daily work life   | <input type="checkbox"/> |
| 27. I think being responsible for curricula and EAP instruction is one of my professional duties                          | <input type="checkbox"/> |
| 28. I find satisfaction supporting lifelong learning of students  | <input type="checkbox"/> |
| 29. Within the scope of professional ethics, I am willing to interact with students actively to establish trust with them | <input type="checkbox"/> |
| 30. Parents' attitudes influence my EAP teaching  | <input type="checkbox"/> |
| 31. If I choose to be an teacher in the future, I will choose to work as an EAP teacher all my life                       | <input type="checkbox"/> |
| 32. I am committed to the university mission, vision and goals  | <input type="checkbox"/> |
| 33. I have a thorough understanding of university policies and procedures   | <input type="checkbox"/> |
| 34. I tailor my teaching to fit the needs, interests, and abilities of my students  | <input type="checkbox"/> |
| 35. I always consider EAP materials to help them in production of academic language                                       | <input type="checkbox"/> |
| 36. Statements regarding my career by others are consistent with what I perceive myself                                   | <input type="checkbox"/> |
| 37. I am committed and dedicated to the profession  | <input type="checkbox"/> |
| 38. I am willing to expend additional time to help students solve problems in their lives                                 | <input type="checkbox"/> |
| 39. I have a strong passion for teaching  | <input type="checkbox"/> |
| 40. I can feel proud of myself as a faculty member working in a university setting  | <input type="checkbox"/> |
| 41. I discuss the progress of my students with colleagues   | <input type="checkbox"/> |
| 42. I enjoy sharing my ideas and experiences with other faculty members in the field                                      | <input type="checkbox"/> |
| 43. My students and colleagues regard me as an effective faculty member in teaching EAP courses                           | <input type="checkbox"/> |
| 44. I believe that being responsible for society is one of my professional duties   | <input type="checkbox"/> |
| 45. I promote harmonious and collaborative staff relationships to enhancing the quality of work                           | <input type="checkbox"/> |
| 46. I have passion for continuous learning and excellence   | <input type="checkbox"/> |
| 47. It is important to me to develop my knowledge and teaching skills   | <input type="checkbox"/> |
| 48. I feel part of a community of teachers  | <input type="checkbox"/> |
| 49. I would like to be a more knowledgeable and skillful faculty member   | <input type="checkbox"/> |

- 50. I believe that EAP teachers should be able to use appropriate teaching methods to stimulate students' interest in learning
- 51. I believe that EAP teachers should be able to use appropriate teaching methods to deliver the content of teaching material

**Appendix B. EAP Teachers' Identity Questionnaire (EAPTIQ)**

The following statements address EAP teachers' identity. Please answer by putting  $\surd$  in a box that matches your position most, according to the following scale:

SA (strongly agree), A (agree), N (Neutral), D (disagree), SD (strongly disagree)

Questionnaire Items	SA	A	N	D	SD
---------------------	----	---	---	---	----

**Identity and EAP Teachers' Self-Efficacy**

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I think EAP teacher is a rewarding profession   | <input type="checkbox"/> |
| 2. I think the development space for EAP teacher profession is big   | <input type="checkbox"/> |
| 3. I think EAP teacher's work is very interesting and gives me a positive sense  | <input type="checkbox"/> |
| 4. I admire the way the EAP teacher live and work  | <input type="checkbox"/> |
| 5. I think being an EAP teacher is fulfilling/brings sense of achievement  | <input type="checkbox"/> |
| 6. I frequently pay attention to the information about EAP teacher profession and developmental courses to increase my expertise | <input type="checkbox"/> |
| 7. I often actively participate in trainings and lectures for teacher and teaching for promotion                                 | <input type="checkbox"/> |
| 8. I often read books that related to teacher and teaching   | <input type="checkbox"/> |
| 9. Even if there is no policy constraint (e.g., future job assigning), I will still choose to be a teacher                       | <input type="checkbox"/> |
| 10. If I choose to be a teacher in the future, I will choose to work as an EAP teacher all my life                               | <input type="checkbox"/> |
| 11. I am committed to the university mission, vision and goals   | <input type="checkbox"/> |
| 12. I have a thorough understanding of university policies and procedures  | <input type="checkbox"/> |
| 13. I am committed and dedicated to the profession   | <input type="checkbox"/> |
| 14. I have a strong passion for teaching   | <input type="checkbox"/> |
| 15. I can feel proud of myself as a faculty member working in a university setting   | <input type="checkbox"/> |
| 16. I feel part of a community of teachers   | <input type="checkbox"/> |

**Identity and EAP Teachers' Pedagogical Issues**

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. I like teaching in an EAP course to develop students' academic performance          | <input type="checkbox"/> |
| 18. I am willing to expend additional time to help EAP students solve academic problems | <input type="checkbox"/> |

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. I am actively involved in the university curriculum decisions (planning, designing, leading and controlling)           | <input type="checkbox"/> |
| 20. I maintain updated knowledge about current educational policies  | <input type="checkbox"/> |
| 21. I establish an effective support network for students  | <input type="checkbox"/> |
| 22. I create and maintain a flexible and harmonious learning environment for my students                                   | <input type="checkbox"/> |
| 23. I help students apply what they have learned to their daily work life  | <input type="checkbox"/> |
| 24. I think being responsible for curricula and EAP instruction is one of my professional duties                           | <input type="checkbox"/> |
| 25. I find satisfaction supporting lifelong learning of students   | <input type="checkbox"/> |
| 26. I tailor my teaching to fit the needs, interests, and abilities of my students   | <input type="checkbox"/> |
| 27. I always consider EAP materials to help them in production of academic language  | <input type="checkbox"/> |
| 28. I discuss the progress of my students with colleagues  | <input type="checkbox"/> |
| 29. I enjoy sharing my ideas and experiences with other faculty members in the field                                       | <input type="checkbox"/> |
| 30. My students and colleagues regard me as an effective faculty member in teaching EAP courses                            | <input type="checkbox"/> |
| 31. I promote harmonious and collaborative staff relationships to enhancing the quality of work                            | <input type="checkbox"/> |
| 32. I have passion for continuous learning and excellence  | <input type="checkbox"/> |
| 33. It is important to me to develop my knowledge and teaching skills  | <input type="checkbox"/> |
| 34. I would like to be a more knowledgeable and skillful faculty member  | <input type="checkbox"/> |
| 35. I believe that teachers should be able to use appropriate teaching methods to stimulate students' interest in learning | <input type="checkbox"/> |
| 36. I believe that teachers should be able to use appropriate teaching methods to deliver the content of teaching material | <input type="checkbox"/> |

**Identity and EAP Teachers' Social Issues**

- |  |                          |                          |                          |                          |                          |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 37. I think the work environment and condition for EAP teacher is great  | <input type="checkbox"/> |
| 38. I think EAP teachers' social status is high  | <input type="checkbox"/> |
| 39. EAP Teacher is a highly respected occupation in the community  | <input type="checkbox"/> |
| 40. My students regard me a role model because of my positive social values and my concern for local and global issues | <input type="checkbox"/> |

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 41. I enjoy the social recognition I get as a faculty member  | <input type="checkbox"/> |
| 42. Within the scope of professional ethics, I am willing to interact with students actively to establish trust with them | <input type="checkbox"/> |
| 43. I am willing to expend additional time to help students solve problems in their lives                                 | <input type="checkbox"/> |
| 44. I believe that being responsible for society is one of my professional duties   | <input type="checkbox"/> |
-