EFL Teachers' Emotions, their Identity Development and Teaching Strategies: A Constant-Comparative Approach

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ABSTRACT

The current study examined the effect of EFL teachers' emotions on different aspects of their identity development including instructional, vocational and local identity as well as their teaching strategies. Following interval-contingent diary writing through a narrative approach, the stories of four novice EFL high school teachers were examined in the course of two months. Through content analysis and theme categorization of participants' diaries, interview data as well as classroom observation results suggested that teachers' emotional experiences affected their identity and instructional approaches that varied across different contexts. The results revealed four main themes: desperation and anxiety about student misbehavior affected teachers' instructional and vocational identity, frustration with low salary and status affected their vocational identity, and frustration with lack of freedom of action as well as feeling of discomfort with school administration behavior influenced teachers' local identity. It was also indicated that the changes in teachers' identity were reflected in their orientation towards students vs. teacher-centered teaching.

1. Introduction

In recent years, growing recognition of importance of teacher identity has resulted in specifying a fundamental role for teacher identity in teacher education programs (Norton & De Costa, 2018; Varghese et al., 2016). In addition to occupying teachers with technical skills, raising awareness of different aspects of teachers' professional identity and the path to improve it is one of the critical objectives of teacher education programs. As a newly established field in second language education (Miller, 2009), teacher identity is a kind of pedagogy which deals with teachers' daily life experiences. It is an area of pedagogical intervention which is explicitly focused in teacher preparation (Morgan & Clarke, 2011). Gee (2014) views identity as different worldviews in different times and places (2014, cited in Rahimpour, Sotoudehnama, & Sasan, 2018), which will be in constant change according to life circumstances.

Kanno and Stuart (2011) argued that L2 teacher's identity construction should be emphasized by researchers and educators because it is a fundamental task with which novice teachers are engaged in their occupation. Thomas and Beauchamp (2011) also emphasized the need for helping novice teachers develop a strong professional identity to be able to deal with complexities and challenges of teaching occupation as well as teaching techniques and skills. Teachers' identity is a complex, dynamic, evolving, and emergent system, so it will be in constant evolvement and improvement based on teachers' everyday life experiences and communication in a specific community.

Over the past years, the effect of cognitive, social, and institutional factors on

teacher identity has been the focus of several research endeavors (e.g. Beijaard, Meijer, & Verloop 2004; De Costa & Norton, 2017; Norton, 2011). However, as Zembylas (2003) emphasized, another major source of transformation of teachers' identity is their emotional experiences, which is a new area of interest for research in Applied Linguistics.

Teachers' emotional experiences shape their identity formation and determine their approaches and instructional strategies, in particular their teaching practice. Studying the emotional realities of teaching English language would, thus, provide rich insights about the role of emotions in novice English teachers' professional identity development and their instructional strategies.

2. Literature Review
2.1 Teacher Identity and Emotion

The construction and negotiation of teachers' identity is associated with their emotional experiences since they experience diverse emotions in their teaching contexts (Benesch, 2012). In fact, these emotions create conditions from which sense of self and identity emerges. Teacher identity and emotions are inextricably connected to each other; teacher identity is expressed through emotions and identity, in turn, impacts teachers' emotions and actions (Hargreaves, 2005; Zembylas, 2005). If teachers construe a situation as a threat to their identity, they will react to it with negative emotions and these negative emotions will in turn act as barrier to their identity construction. However, if a situation is realized as supporting teachers' self-image, they will respond to it with positive emotions which will consequently result in enriching teachers' identity.

According to Zembylas (2003), teacher emotion is a culturally as well as socially situated entity which is affected by social rules and norms of a specific cultural community. Zembylas (2003) indicated how the cultural norms of school established certain emotional rules that socialized teachers to control their "bad" emotions such as anger, anxiety, and frustration, and express their "legitimate" emotions such as empathy, happiness, and kindness. Therefore, the way teachers understand, react to and express certain emotions is tied to their understanding of themselves in relation to the sociocultural and institutional context.

Understanding the process of teachers' socialization and identity construction as well as their teaching practices requires attention to teachers' emotion (Hargreaves, 2001). Benesh (2012) argued that identity and emotion are inextricably tied together and both need to be examined to evaluate the potential for critical language teaching. She emphasized the need to study teacher emotion in critical language teaching since it provides the means for pedagogical transformation. Liu and Xu (2011) examined the effect of ELT reform in teachers' identity construction in a liberal and traditional working environment. It was demonstrated that different events in society were internalized as intense emotions which had prevailing impact on teachers' performance. The authors recommended that future research carefully consider teacher emotion in studying teacher identity.

In his exploration of the role of emotions in non-native English teachers' professional identity development, Reis (2015) argued for a reflective and critical approach among teacher educators which would help teachers learn effective management of their emotions. It is clear that these studies supported and confirmed the role of teachers' emotions in their professional development; however, they did not consider how the changes occurring to teacher identity as a result of their emotions were reflected in their teaching practices in general and instructional strategies in particular.

2.2 Teacher Identity, Emotion, and Teaching Strategies

A relatively new area of interest in the discussion of teacher identity is its relationship with strategies of teaching. It is transparent that any changes in teacher identity will affect their instructional approaches and teaching practice. According to Pennington (2015), the choice of specific method and content of language teaching reflects specific dimensions of teacher identity which is related to the teacher's individual identity and specific educational and teaching experiences including those in teacher education programs. Otherwise stated, teachers will realign their teaching strategies according to their view of institutional role of being a teacher which is affected by contextual features, the learners' characteristics, and their interaction in discourse community as well as their own cognitive and metacognitive skills. Teachers' use of specific teaching strategies

is also affected by their emotional experiences which require attention on the part of researchers.

Review of the relevant literature indicates that despite its critical role in teachers' identity development and teaching act, the emotionality of EFL teaching is an understudied area (Cowie, 2011; Reis, 2015). The role of emotions in professional identity development in the field of second language teacher education is a recent area of research (Lemarchand-Chauvin & Tardieu, 2018; Reis, 2015). Similarly, scholarly discussion about the interrelationship between EFL teachers' emotions, their professional identity and teaching strategies is lagging behind in the field and is a recent area within ELT (Wolf & Decosta, 2017). This line of research was initiated by Wolf and Decosta (2017). Their study was conducted in English speaking setting; however, one should consider that the EFL context certainly makes different demands and contributions to non-native English teachers' emotional experiences and identity development. There is a need for more extensive studies on the topic in EFL contexts in order to provide comprehensive views on the role of teacher emotion in teacher identity and teaching strategies. Wolf and Decosta (2017) dealt with positive emotions; however, most novice teachers seem to experience negative emotions more than positives ones, so studies that consider the effect of negative emotion types on teachers' identity development and pedagogical orientation seem warranted.

Previous studies dealt with teacher identity realized as knowledge expert, facilitator, care giver, and friend; however, as Pennington (2015) stated, language teacher identity is multi-faceted and different components are at work. Drawing on Pennington and Hoekje's (2010) frame perspective in language teaching program, he developed Practice- centered/ Contextual Frames of language Teacher Identity which suggested existence of multiple dimensional language teacher identity. In the current study, components of instructional identity, vocational identity, and local identity of Pennington's frame perspective of teacher identity will be considered. According to Pennington (2015), a teacher's instructional identity "defines the teacher's classroom persona and the roles s/he enacts in carrying out acts of teaching, such as facilitator, disciplinarian, or subject- matter expert". (p.20). A teacher's vocational identity "encompasses the strength of commitment

and attachment to teaching work and/or to teaching in a specific field or context" (p.23). And a teacher's local identity "relates to the situatedness of practice in departmental, institutional, community, and national contexts, and the teacher's awareness of constraints and consideration of priorities and appropriate actions in each of those contexts" (p.26).

Taking a narrative approach, the current study aimed to contribute to this new line of research by examining different emotions novice EFL teachers experience in their teaching, and tracing how these emotions contribute to teacher's identity development and teaching strategies. Narrative inquiry is an appropriate tool of "getting at what teachers know, what they do with what they know and the sociocultural contexts within which they teach and learn to teach" (Golombek & Johnson, 2004, p. 308).

The following research questions are thus postulated:

1.   What emotions do novice EFL teachers experience and how do these emotions affect their professional identity development?

2.   How is the change in teachers' identity reflected in their instructional strategies?

3. Methodology

3.1 Design

The current study is a qualitative case study which aimed to provide a rich and thorough understanding of EFL teachers' emotional experiences, their identity development, and teaching strategies. According to Creswell (2013), when there is a particular problem which cannot easily be measured, a qualitative design is used. A qualitative study aims to find out and understand the meanings individuals attach to a social phenomenon.

3.2 Participants

Four public schools EFL teachers, three males and one female cooperated with the researchers. They are called with pseudo-names of Elman, Ali, Deniz, and Aras. Elman has two years of teaching experience, however, other participants are in the first year of teaching at school. Elman is an MA student in TEFL and he is 25 years old. Ali is an MA student in TEFL and he is 24 years old. Deniz is 23 years old and holds BA in TEFL. Finally, Aras is 33 years old and is a Ph.D. student in TEFL. None of them had experience of living or studying English abroad. All of the participants had

learned English at private language institutes in Iran.

3.3 Data Collection

The data for this qualitative study were collected through narratives. In the first phase of data collection process, teachers' stories about their teaching occupation including their emotional experience, identity growth, and approaches to teaching were obtained through diaries. Writing diaries functions as a "symbolic and nonjudgmental spaces in which participating teachers would be able to freely externalize their beliefs and feelings about various aspects of English language learning and teaching" (Mirzaee & Aliakbari, 2017, p. 131). Interval-contingent design of diary writing in which the participants were asked to write diaries at regular, predetermined intervals was applied in the study. The teachers wrote diaries after class when they came home. They were asked to write two diaries each week and continue it for two months. The diaries were written in traditional paper and pencil format and were sent to the researcher one by one as they were completed.

In the second phase, semi-structured interviews were conducted. One of the researchers in the current study conducted two interviews with the participants one by one, with each interview lasting 60 minutes. In this phase, those aspects of emotions and teaching experience which were not considered by teachers in their diaries were basically focused. The interviews were audio recorded and transcribed by the researchers. Having transcribed the data, we combined them with the diaries and searched for teachers' stories about themselves.

In order to keep abreast of teachers' teaching orientation, in addition to information obtained through interviews and diaries, the researcher took part in the classroom to observe teachers in the process of teaching. Specific attention was paid to teachers' overall emotional experiences and their reaction to them. Any emotional arousal and teacher's instructional strategies regarding teacher vs. student centered instruction and the kind of activities they were following were check marked by the observer.

3.4 Data Analysis

In order to organize and code the data MAXQDA software version 12 was used. MAXQDA is a software designed for computer-assisted qualitative and mixed methods data, text and multimedia analysis. The study applied thematic analysis of data which focuses on the content of a text and what is said rather than on how it is said (Reismann, 2003). Different categories of teacher identity in teachers' narratives were first identified and coded. Then, the data for instances of negative and positive emotions teachers experienced were examined across the data. Specific attention was paid to emotions which accompanied teachers' reflection on their role. After that, by going back and forth through the data, the researcher found the connections between different categories of teacher identity and the teachers' emotions. Finally, different instructional strategies and pedagogical approaches in participants' teaching practice were detected and juxtaposed with the emotional experiences and different aspects of their teacher identity.

To ensure credibility of the coding, the data were coded by another independent coder and Cohen's Kappa coefficient was applied to the results which produced inter coder reliability of .90. Member checking and the participants' evaluation of the findings of the study were conducted to check the validity of the themes of the study. The insights given by the participants on the themes were included in finalizing the relevant themes and contributed to validity of the findings.

4. Results and Discussion

Thematic analysis of data revealed that the participants experienced both positive and negative emotions; however, their teaching practice was associated more with negative rather than positive emotions due to different contextual factors (e.g. over-crowed classes, lack of facilities, and student misbehavior). Four main themes emerged from teachers' narratives: desperation and anxiety about challenges in classroom management, frustration with low salary and status, frustration with lack of freedom of action, and feeling of discomfort with school administration behavior.

Desperation and Anxiety about Student Misbehavior

The first theme that emerged from the data was teachers' experiencing negative emotions such as anger, anxiety, frustration, helplessness and loss due to their lack of skills in classroom management. An important aspect of classroom management is interpersonal relationship between students and teacher. The results indicated that teachers were not successful in making

a good rapport with their students. They did not know how to create a friendly atmosphere which could be conducive to student motivation and learning. The teachers also appeared to lack the skills to properly control student disturbance and disruptive behavior. As Liu and Meyer (2005) reported, teachers found student discipline as one of the major causes of dissatisfaction in their job. This is the most challenging issue for novice teachers because they feel unprepared to deal with it (Rieg, Paquette, & Chen, 2007).

Classroom management was mostly challenging for Aras; in his narratives this was the most prevalent theme and he frequently expressed feeling of anxiety and desperation about this matter. The degree of this emotional status was in fluctuation in different classes; however, it was almost the most common feeling for him in his classes. He used anger as a strategy to manage students' disruptive behavior and demonstrate his authority in his job. As Cowie (2011) reported, teachers used anger to be taken seriously by their students; however, as they gain more experience their attitude towards expression of anger changed and they became more careful about students' face. As he said:

… I moved a step more towards helplessness. At times I was feeling helpless, since I have been trained and educated to use more friendly and constructive relationships with the students, but this is more like a joke at our schools.

... All my former ideas prove useless here. Nothing helps me. I think I have to find and try new ways. I need new ways to punish misbehavior. But they don't exist.

The negative emotions he experienced were a big challenge for the teacher and blocked in the way of his identity development since it was tied with his sense of self-efficacy and accomplishment in his job. He was in a big shock, his image of himself as an English teacher and the person the realities of context enforced him to be were totally different from each other. The classroom context and presence of some students enforced him to take a disciplinarian and authoritative role to demonstrate his power in the classroom; otherwise, students who were accustomed to strict behavior of teacher, interpreted teacher flexibility and democratic behavior as lack of his confidence and management skills. In his words:

… The way they behave in the class turned out to be the biggest problem of all. It turned out that if a teacher does not follow old ways of controlling student behavior, and tries to build more friendly relationships with students, they take it as a chance to (mis)behave the way they desire. For them, it means the lack of teacher authority or ability to control the class. My reaction was a gentle one. Gradually, I have changed my behavior. I am becoming bossier, less friendly, and more willing to exercise authority.

When it came to instruction, Aras, unfortunately, perceived his responsibility to be merely transmitting specific language knowledge and did not have that much desire to make changes and apply his knowledge and skills to create student motivation and interest. He said:

Nothing is systematic at our school and educational system, and you cannot think of applying communicative or other approach in appropriate way. It is meaningless to teach English at our schools.

… When they do not want to learn you cannot do anything about it.

He preferred a direct instruction strategy and made decisions for the classroom himself without considering students' interests and preferences. Moreover, in the process of teaching, students were asked to keep silent listening to the teacher, since otherwise they would make noise and cause turmoil in the classroom. There was no trace of innovative and inspiring language activities of communicative language teaching despite using communication-oriented books. This is in line with findings of Yuan and Lee (2015) who reported that the negative emotions the teacher experienced as a result of rebellious behavior of students and the difficulty in managing the classroom made teacher create a passive learning opportunity for the students. The results also confirm the findings of Wolf and Decosta (2017) who indicated that, as the teacher identity changed, she was oriented toward implicit and student-centered teaching and used implicit feedback types.

Elman has also expressed very negative feelings about his teaching context and students. He said that his teaching environment is terrible; it is very difficult to teach in language classes of more than 35 students who are mostly demotivated and purposeless. As he is a novice teacher he is assigned to lower level schools in slum parts of the city rather than good schools. He depicts his students in this way:

They are a group of gangsters who do not have any relationship with studying. As they are from low level families, they suffer from cultural poverty and do not observe rules of courtesy.

Elman referred to illegal activities of his students such gambling, alcoholic drinks, buying and selling drug which they practiced as teenagers. These students had also an experience of attacking one of their teachers.
He said:

Working in such context is very difficult. I question my role and identity here. I ask myself what I am doing here, why I chose this job. The context of the school here is terrible. I am affected by the context in a bad way.

Elman found students in this school very demotivated who did not have any purpose in attending school. They won't cooperate with the teacher and even do not allow the teacher to teach.
He said:

They show no interest and say what the use of English in our life is. We do not need it. I try to motivate them and make them understand the value and importance of English but they do not accept my ideas. Their peers have major impact on their attitude to the life circumstances.

Elman described his experience in these classes as involving 15 or 20 minutes of teaching some language material and seating for the rest of the class. He said students nagged that they got tired and could not listen more than this. He found this experience very difficult because it really made him demotivated and bothered. School manager and deputy knew this and could not do anything about them. These students were accepted by school in this way. The manager was indifferent and asked Elman to be indifferent as these students were not expected to study.

Elman compared his experience in a non-profit school which had very motivated, polite and hardworking students. In these classes Elman forgot all of his insecurities and negative attitudes towards this job and enjoyed working with these students. He made a good relationship with these students as they valued his teaching and eagerly participated in teaching activities
He said:

In those classes, I really forget what I said about payment and environment. I am totally devoted to my work and enjoy the teaching experience. I am very relaxed and satisfied with my work. I respect them and have good relationship with them because they value my teaching. But those who are against my work, I don't have good relationship with them I only manage the classroom. Sit, do not speak.

It is indicated that the sense of achievement and comfort that Elman experienced in his favorite classes with motivated students helped him a lot by enhancing his self-efficacy. In these classes he recognized himself a knowledge facilitator and a friend to his students which resulted in development of his vocational identity realized in eager investment in teaching experience. This indicates the critical role of student and classroom context on a teacher's identity development. A teacher in Elman's situation experienced in big shift in his previously established identity and became totally devoted in the context of a class with motivated students. However, in an unfavorable teaching context he was very under pressure and questioned his role and job. In these classes it was meaningless to think of teaching English. This experience bothered Elman a lot. He had to seat for a long time so that the class time finished. Seating purposelessly was very difficult and did not leave any room for teacher development. In fact, in this context it was meaningless to expect any improvement in different aspects of teacher's identity development.

It can be noticed that Elman's identity as a teacher was in constant change at different times with different contextual factors and emotions he experienced. And different facets of his identity were at work in different situations. As Pennington (2015) asserted, the investment of language teachers in different aspects of their professional identity, and hence the focus of teaching varies according to personal and contextual factors. Here we see that Elman emphasized different aspects of his teacher identity in different circumstances, i.e. his professional role as authority figure in dealing with unruly students and facilitator of knowledge and caregiver in friendly interactions in the other class and this indicated the dynamic nature of teachers' identity which is shifting according to their experiences.

Norton (2000) remarked that due to the complex and fluid nature of teacher identity, it is inevitable that level of teachers' investment in their job will vary with time and circumstance. It was certainly

true for our participants. Their degree of investment in their job shifted under the influence of contextual factors and different emotional experiences.

Dissatisfaction with Low Salary and Statues

They believe that the value of teaching has decreased and this has a direct relationship with low salary of teachers. Teachers perceive that every year they become poorer and poorer. And this is very disappointing for teachers as income is one of the major motivational factors for any person. It is indicated that low salary has made teachers very frustrated and demotivated. Indeed, low income causes major problems for teachers and distracts their attention from main objectives of their job. Elman said that he witnesses lack of motivation and dissatisfaction among all the teachers because of low salary, privileges, and social rank.

He said:

In this society there is higher rate on inflation. Everything is expensive and teacher salary is very low. Teachers' prestige and social rank has decreased. Teachers are experiencing burnout and become demotivated. They do not find a logical reason to do their job with love.

Elman believes that money is a determining factor in one's life and motivation and as the payment of this job is very low, others attach no value to his work and believe he is wasting his time there. This is the case for all the teachers who are under pressure from many sides.

Deniz also finds low income as a demotivating factor in her job since income plays critical role in one's motivation and teachers are not paid fairly. In fact, their income level is source of embarrassment in the society.

She said:

When somebody asks my salary I really feel ashamed to say it. We are paid very little. It is a big problem for teachers. It really decreases teachers' motivation and their mind is occupied with financial problems of their life.

The problem for Deniz like other novice teachers is that she teaches in another city and a large portion of her low income is devoted to transportation fee and this adds to her dissatisfaction. She believes that teachers in Iran are never paid the amount they deserve.

Although, she is young, energetic and loves teaching she said if she could go to past, she would not have chosen this job because of low income, prestige and difficulties of commuting to other city.

Ali also believed that the most important problem of teachers which makes them frustrated and demotivated is the low salary. All over the world, the prestige and value of teachers is recognized by the government and societies. However, in Iran the value of teaching is not introduced to the society and is not emphasized by the government.

He said

The problem about teachers' salary is very disappointing. In other jobs clerks have got many privileges. For instance, they are given extra payment for clothing. My friend, who works in air traffic control, is paid 2 million for clothing every 6 months. However, we even have to pay transportation fee ourselves.

Ali believed that the financial problem of teachers is so severe that their mind is all the time occupied with solving this problem. All the time they focus their thought and time on how to earn more money from second job in order to afford their life.

He said

I am also thinking of finding second job. It is really difficult for me because when I get home I am very exhausted. I don't think of teaching in institutes as second job because no energy is left for teaching but I have to find another job.

In fact, this fundamental factor i.e., the level of income makes teachers detached from their main mission in academic world. They become indifferent to instructional values and objectives and reduce their responsibility to the minimum level. They even avoid their responsibilities.

This indicates that teachers' dissatisfaction with their income negatively affects their vocational identity by reducing their energy and motivation to invest in teaching process. The lack of motivation resulting from financial problems directly affects teachers' vocational identity by reducing their investment in their job. Teachers have become detached and purposeless in their job. As Claeys (2011) and Ipidapo-Obe (2007) suggested good salaries and job status as critical factors in teaching choice and motivation Although the participants find low income as one of the problematic issues in their job, they have not reached the level to feel frustrated and to forget their responsibilities. They are experiencing first year of his teaching and try to do their best by maintaining

motivation in spite of existing challenges and demotivating factors.

Ali said:

I try to avoid talking about teaching with this kind of colleagues because they are source of negative energy and have dad effect on me. They do not consider their responsibilities in the class and only think about negative aspects of their work. Although our income and financial condition is very bad, we should not forget our duties.

Frustration with Lack of Freedom of Action

Another important theme that emerged from data was teachers' objection to their lack of autonomy and freedom to make changes to the curriculum. They believed that one of the frustrating issues about teaching at school is following a totally imposed curriculum and using the materials based on the predetermined planning and structure. They have little or no freedom to make changes in the order and content of the material. In fact, teachers are not involved in decision making process about teaching practice and the decisions are made by authorities; even the amount of material to be covered in a term is decided by others. Teachers believed this caused many problems for them. For example, as Deniz remarked:

I have to rush in my teaching in order to cover the material or sometimes stop teaching because I have finished the material.

Ali also expressed his dissatisfaction about lack of autonomy in his teaching. he believed that in teaching process teachers have to follow a predisposed schedule and material. They cannot make any changes in their teaching if student needs and preferences call for changes.

I can never achieve my teaching objectives. Everything is predisposed. In fact, policy makers have never been in the contexts of our classes to see the realities. And they do not allow us to make changes.

The predisposition in designing current curriculum is that all the students are the same and have similar background, and all the schools have the same facilities. However, the reality is totally at odds with this as most of the schools in rural areas and parts of cities even lack the preliminary facilities and students come from poor social and economic classes. Despite these differences, teachers are never given the least opportunity and freedom to make changes to existing curriculum by considering the contextual factors of their classroom.

The results indicate that teacher's perception of their restricted autonomy and the prescribed curriculum gives them the message that they have very restricted role and authority in teaching process. This is viewed as a demotivating and debilitating factor by teachers since they want more autonomy in their position as a teacher. As Webb (2002) stated, teachers should have autonomy to make changes to prescribed curricula as well as forms of assessment.

The results imply that our participants' perception of their limited autonomy encourages them towards a teacher-centered approach; although they are familiar with requirements of language teaching in 21st century and understand the value of student-centered and communicative approach, in practice the limitations make them follow the easiest way (i.e., teacher-centered language teaching) with application of principles of grammar translation method with content material which is designed for communicative approaches. The fact that students are going to be tested with predetermined content material forces teachers to stick to teach-to-test conception. The primary concern for both Deniz and Aras in their classes was students' final examination and whether they were given enough practice in the testing material. This emerged from Aras's ideas:

The fact that students are going to be tested by this predetermined material restricts my freedom of action. I have to focus on our material and ensure that we give enough root practice in testing areas, and it is not important for curriculum designers whether students like these or not.

It seems that the contextual factors and the priorities of education system make them stick to their local identities which is defined in terms of students' final test performance and successful classroom management rather than global identity of an English teacher which emphasizes the particular language and sociocultural skills and content material knowledge of teacher.

It is transparent that teachers' instructional decisions are mainly affected by institutional rules of education system and the priorities of school rather than their own instructional beliefs and the needs and requirements of micro setting of classroom. Deniz expressed:

The school manager expects you to just help students pass the exam and have less failed students, if you have lower number of failed ones, you will be considered a good teacher. She (i.e., the manager) acknowledges that it is not important students learn language or not.

This is in line with Sharkey's (2004) study of ESL teachers in a US elementary school which showed that all of the teachers' decisions and instructional practices were affected by local and national contextual factors and objectives. The requirements of local and national contexts restrict teachers' autonomy and authority in the classroom which, in turn, affects the quality of their instruction. The participants in our study characterized their teaching very boring and useless and believed they did not achieve their objectives and the classroom and their performance was not the one they imagined before starting their teaching experience at school. They could not even apply the grammar translation method appropriately as they did not have time and facilities to do so. They believed nothing is systematic at schools and the decisions are not made with logical consideration of existing factors. And, with current approach schools will hardly achieve their goal in helping students acquire communication skills.

Feeling of Discomfort with School Administration Behavior

Another major source of negative emotion for teachers was the school administration's attitude towards events. The way the manger and deputy reacted to circumstances created a feeling of discomfort for the teachers. The school administration knew about the existing atmosphere of their school and the students' background, despite this expected teachers to have a perfect and ideal class which is defined in terms of highly established classroom discipline. In fact, they had defined the criteria of being a good teacher in terms of the ability to control the class in so strict way that everybody is quite in the classroom. The educational standards and objectives that a teacher would expect from a classroom was not valued. The existing context and dominant attitude at school suggested that a good teacher should be a good controller which added to the emotional demands and pressure of the teachers. They had to accept and invest on their local teacher identity defined in terms of these criteria rather than being an English teacher in the sense they had expected. In fact, these expectations encouraged an autocratic rather than democratic role of the teacher by establishing wrong criteria for evaluation.

Aras said

The bad feeling that the vice manager is keeping an eye on me crept into me today. So, I was feeling at constant pulls by both sides, the students when they behave the way I do not like, and by the school when they expect my students, or me, to have a quitter class. I do not know what is going to be the end of this.

It is clear that the pressure from school administration added to the challenges Aras was facing in the classroom management. Although the administration knew about realities of the context, they did not support the teacher in his work rather they exacerbated the situation and added to teacher pressure which was a sever effect and block in teachers' professional identity development.

Deniz also expressed her anxiety and stress about the way her school's manager or deputy behaved. As she was teaching in another city she had to commute long distance every day. When she was late for 5 minutes she was questioned by school administration. They were so strict about it and did not understand her situation.

She said

When I arrived school, school manager or deputy looked at clock and then looked at me. I tried to explain but they did not accept the explanations I provided.

I thought I was like a student who was questioned for being late. As a teacher who came from another city I found it very annoying to be questioned for delay of 5 minutes.

Deniz believed that this kind of behavior agitated her a lot because she was stressed out and bothered. She expected her school colleagues to understand her situation as commuting every day for school was a difficult task. However, the way they behaved belittled her status as a teacher and negatively affected her understanding of herself. In fact, it was a big obstacle for her identity development as it indicated lack of authority and power. It is indicated that teachers' perception of themselves as not having power and authority affected their local identity by making them recognize a restricted role to teachers.

5. Conclusion

The current study explored the interrelationship between novice English teachers' emotions, identity and their instructional strategies. Although the

findings cannot be generalized to other teaching contexts, this study offers rich insights about the impact of teachers' emotional experiences on different aspects of their identity as an English teacher and their teaching orientation. The negative emotions that the participants experienced not only blocked in the way of teachers' new teacher identity development at the time of service, but it also cast shadow on their teacher identity developed in pre-service education programs. They faced contradictory situations which put them in a confusing state of holding the appropriate conception about their own role in teaching practice and interaction with students. In fact, the realities of teaching experience in school forced teacher to move away from fundamental beliefs about effective teaching and interactional dynamics of classroom setting and rely more on defensive mechanisms in order to survive the world of turmoil in their new experience. The changes that occurred in teachers' identity directly affected their teaching practice, instructional strategies and also their investment in their job.

The results also indicated the dynamic property of teachers' identity, as it was shown that different classroom contexts and features gave rise to varied emotions which resulted in teachers' identity shift. In fact, teachers' identity was dynamically changing in a short time span according to their contrasting emotional experiences in different classroom settings. These emotional experiences blocked in the way of teachers' identity development or helped in its growth based on their effects on different aspects of teachers' job and psychological wellbeing.

The results asserted the critical role of teachers' agency and reflexivity in protecting their identity in different stages of their teaching experiences. Teachers' perception of their role as an active agent mitigated the adverse effect of negative and bothering emotional experiences on their teaching act and responsibilities.

In teacher education programs, the focus is on developing teaching skills and cognitive improvement, little attention is paid to teacher affect, and teachers are not prepared to deal with emotional realities of teaching occupation. It is necessary that the objectives of teacher education programs and teachers' needs be reviewed in the light of new findings because as the current study and similarly Abiria, Early, and Kendrick

(2013) suggested, teachers are not professionally trained for their job demands and lack the skills to deal with challenging issues and their identity development and instructional strategies are affected by their emotions. Reis (2015) argued for a reflective and critical approach among teacher educators which would help teachers learn effective management of their emotions. Teacher educators and policy makers should be aware of psychology of teaching and provide teachers especially novice ones, with enough preparation including strategies to organize and manage different emotional arousals. It is necessary that novice teachers psychologically and emotionally be supported in the first stages of their job. This will help them develop their teacher identity and invest in different aspects of it, so that they could avoid any symptoms of attrition and burnout since emotions are a contributing factor to teachers' commitment as well as their burnout.

The emerging results indicated some differences between our female and male participants in approaching the issues in their teaching and dealing with different challenging moments in their job, there is a need for more studies focusing on this issue and examining the way female and male teachers approach their teaching tasks and realign their teaching strategies according to emotional experiences and identity development. Future research can also compare the effect of emotions on novice and experienced teachers' identity development and instructional approaches. Studying the effects of emotions and identity changes on instructional strategies of teachers in other courses would provide more comprehensive results on the interaction between these concepts. Future research can also involve students' perspectives on the teachers' emotional experiences and instructional orientation and examine how they are affected by them. Finally, using other data collection techniques such as retrospection and think-aloud protocols would help in detecting the dynamicity of teacher identity in short time span.

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