DEVELOPING ENGLISH AS A FOREIGN LANGUAGE (EFL) TEACHER'S IDENTITY: THE ROLE OF EFL TEACHERS IN THE CLASSROOM

DESARROLLAR LA IDENTIDAD DEL PROFESOR DE INGLÉS COMO LENGUA EXTRANJERA (EFL): EL PAPEL DE LOS PROFESORES DE INGLÉS COMO LENGUA EXTRANJERA EN EL AULA

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ABSTRACT

Early teaching and student experiences act as cultural references for English as a Foreign Language teachers. Tools and strategies are articulated in the form of roles, which are constantly tested and negotiated within the classroom, modeling the EFL teacher's identity. The following is a case study on three EFL teacher's identity development from the Pontificia Universidad Católica del Ecuador. The presence of roles related to EFL teaching was identified through a semi-participant observation and compiled in an observation grid. Observed tools and strategies origin was deepened in the transcription of interviews based on life stories, using a biographical methodology. The use of Socializing / Empathizing skills from the Acculturator role were present in codeswitch using an Ecuadorian pitch, aimed to deal with emotional transactions in the class successfully. Previous working experiences allowed teachers to find strategies to incorporate EFL teaching roles with low emotional labor. Role models from the family and working context played a crucial role in the integration of emotional tools to negotiate roles within the class with low emotional labor.

RESUMEN

Los profesores de inglés como lengua extranjera usan sus experiencias como referencia para estructurar su identidad dentro del aula. Herramientas y estrategias se articulan en forma de roles, que constantemente están a prueban y se negocian dentro del aula. El siguiente es un estudio de caso sobre el desarrollo de la identidad docente a tres profesores de inglés de la Pontificia Universidad Católica del Ecuador. A través de una observación semiparticipante, se identificó la presencia de roles, recopilados en una matriz de observación. El origen de las herramientas y estrategias observadas se profundizó en la transcripción de entrevistas basadas en relatos de vida, utilizando una metodología biográfica. Se identificó el uso de las destrezas socializadoras/empatizadoras en el rol aculturador de los docentes de inglés, las cuales se presentan al cambiar de código con una tonalidad ecuatoriana, con el objetivo de reducir la fatiga emocional de los estudiantes. Las experiencias laborales previas en donde los roles docentes eran continuamente negociados, permitieron establecer estrategias para el uso eficaz de herramientas, reducir la fatiga emocional y construir una identidad docente. Los modelos a seguir en el contexto familiar y laboral cumplieron un papel crucial para la incorporación de herramientas emocionales para la negociación de roles en la clase.

INTRODUCTION

This research was conceived from the search to understand the reasons for the teacher's attrition. One of the main factors in this problem was the high amount of emotional labor in teachers when dealing with emotional transactions in the classroom. Ecuadorian hiring processes allow professionals with a third-level degree apply for an EFL teacher position despite not having previous pedagogical training (MINEDUC, 2017). The lack of pedagogical training can limit the role negotiation process in the classroom, increasing emotional exhaustion and burnout. The negative perception of the result compared to the objective leads the teacher to negotiate their active roles to structure a new teacher identity. The investigation identifies the contextual elements involved the EFL teaching identity development, by describing the origin of strategies and tools inside their negotiated EFL teaching roles which allow experienced teachers to handle emotional transactions with a positive outcome that promote positive emotions and reduce emotional labor along with teacher's attrition.

THEORETICAL FUNDAMENTS

General issues

Teachers' capability of providing an appropriate answer during an emotional episode in the class is essential in the achievement of EFL teaching goals. But when schemas or cognitive resources are limited, the correct behavior to apply becomes uncertain (Schutz, Cross, Hong and Osbon, 2007). In the US, the high emotional labor caused by the lack of tools and strategies to deal with emotional transactions in the class is one of the most influential elements on the EFL teacher's phenomena according to Barnet and Shields (2020). English language proficiency is merit enough to be considered as an EFL teacher in most of the public and private institutions In Ecuador. The Ecuadorian Ministry of Education (2017) allows private institutions to train professionals with a university degree, not related to pedagogy, in an attempt to provide tools and strategies to reach EFL classroom objectives. Previous research shows how early experiences act as a reference to portrait in front of the class and deal with emotional transactions, in the form of a cultural background (Schutz and Mikyoung, 2014). This identity is defined by the student, institutional and cultural expectation that develop a process that defines how to portrait in front of the classroom as an EFL teacher, process described by Aghaei (2020) as the teacher's professional role identity-building process. Tools and strategies obtained from training and their experience, gather in EFL roles that provide teachers with a framework to make better decisions. These roles become part of an EFL teaching identity (Aghaei, Bavali and Behjat, 2020). EFL teachers' identity in the Ecuadorian working selection process is not a priority nowadays, which increases emotional labor in Ecuadorian EFL teachers and interrupts students' learning process. Ecuador is ranked 81st out of 100 countries, the last in Latin America, with a score of 46,57 considered «Very Low» by the Common European Framework and is the last position in Latin America according to the 9th edition of the EPI-EF Proficiency index (EF Education First, 2020).

Historical overview

A high amount of EFL teaching positions were filled with professionals with a mastery of the language, but with important voids in classroom management, methodology, and emotional training which will later be a factor in the increase of attrition in US learning institutions (Barnett and Shields, 2020), as the result of improper handling of the emotional nature in the teaching process (Schutz, Cross, Hong and Osbon, 2007). Teachers bring their early class experiences as personal and cultural backgrounds that act as a reference point to deal with emotional transactions (Schutz and Mikyoung, 2014). The tools and strategies from early experiences and previous pedagogical training are part of a teacher's identity. Wenger (1998) labels it as a consequence of the interaction with different learning and teaching communities. Danielewicz, cited by Zhang in 2017, described teacher's identity as an arrangement of beliefs, attitudes, and values present in specific cultural practices. Pouria Aghaei defines identity as a «dynamic and continuing process, developing over time and influenced by the teacher's characteristics and prior experiences on the one hand, and professional contexts that are found relevant by teacher educators on the other» (Aghaei, Bavali and Behjat, 2020). A teacher's identity is defined as the way teachers' portraits in front of their students, the institution, the community, and themselves (Schutz, Cross, Hong and Osbon, 2007).

A specific outcome is anticipated from the use of strategies and tools in EFL roles in the shape of goals. Teachers will appraisal the congruence between goal and outcome by analyzing their capability of handling the situation, leading to a process of reinforcement or negotiation of the EFL teacher's identity (Schutz and Mikyoung, 2014). Early personal experiences, as well as previous working practices, establish an image of «how a teacher should be» on the institution, the student, and the teacher itself. EFL teacher training provides them with cognitive resources and schemas to apply in emotional transactions, strategies that later will

be tested in classrooms with different characteristics (Farrell, 2010).

Socio-cultural norms, as well as institutional power, establish an average structure to portrait in the development of the teachers' careers (Aghaei, Bavali and Behjat, 2020). Volkman, cited by Farrell in 2010, ties professional self-image with the variety of roles teachers believed are expected to play by an institution and the culture, according to their experience in past learning processes, described as «institutionally created ready-made roles» (Farrell, 2010). The effectiveness of the tools and strategies in these roles is limited. The clash of teacher's goals with students' expectations in emotional transactions generates emotional episodes that must be handled properly according to cultural emotional display rules (Schutz and Mikyoung, 2014).

If there is a goal-outcome congruence after the appraisal, pleasant emotions will appear, confirming the effectiveness of the role and reinforcing teacher identity. When teachers have no schemas or cognitive resources to activate, they will be unsure of the appropriate behavior to apply, causing an incongruence between the goal and the outcome. Appearing unpleasant emotions influences belief change with new roles and emotional display rules that will have to be negotiated with the community and included in the roles in the EFL teacher's identity (Farrell, 2010). Emotional dissonance result of this dynamic increases the levels of emotional exhaustion, burnout, and attrition, a phenomenon described as emotional labor (Schutz and Mikyoung, 2014).

Nias in 1996, cited by Schutz and Mikyoung (2007) explained that teachers will invest themselves in emotional transactions. Emotional skills from the teacher's background influence how to deal with emotional transactions in the classroom. When the role's strategies allow the teacher to have a goal-outcome congruence, they are incorporated in new negotiated identity roles (Farrell, 2010). The negotiation process in different communities of practice will create the opportunity to incorporate new skills in the teacher's identity (Zhang, 2017).

Farrell specifies three main roles in the EFL teaching process: The role of the teacher as a manager provides strategies to control what happens in the classroom. The teacher becomes an English learning seller by telling jokes or using interaction dynamics. Teachers can motivate students by keeping the student on the task, delivering information, and providing positive and negative feedback (Farrell, 2010). The teacher is a knowledge transmitter that motivates learners to go beyond their potential capacities through innovative technics (Aghaei, Bavali and Behjat, 2020). The teacher as a professional is another EFL role where the professional

becomes a collaborator that shares its experiences with another teacher to continually search for knowledge and become knowledgeable about teaching the subject matter (Farrell, 2010). The teacher becomes an information exchanger that produces and offers solutions while constantly investigates new ways of improving students' learning, as well as an expert and a learner about a subject matter of knowledge (Aghaei, Bavali and Behjat, 2020). These two roles can be part of any teacher's identity, but «the role identity of Teacher as Acculturator is something that may make English language professionals somewhat unique» (Farrell, 2010, p. 60). The teacher as an Acculturator makes students socialize with topics related to life with other countries and cultures. When teachers integrate this role into their identity, they will sometimes offer advice and support to students as care providers (Farrell, 2010). Teachers with this role will mediate between their context and foreign socio-cultural settings while caring about their student's life in or outside the classroom. Teachers will develop empathy and provide emotional support to students (Aghaei, Bavali and Behjat, 2020).

Depending on the goal established by the teacher, some characteristics of these roles are going to be predominant in the Teacher's EFL identity. The achievements will vary depending on the age of the student, institutional goals, and the availability of communities of practice in the student's daily context.

Major contributions to the research area

This investigation aims to provide a better understanding of EFL teachers' emotional environment. By developing the professional role, experienced teachers can provide a frame on how to deal with emotional transactions in the classroom to new teachers, providing them with new tools and strategies to apply in their classroom negotiation processes and later be incorporated in their EFL teaching identity. Institutions can develop a new appreciation of EFL teachers' emotional needs and focus their training on the development of the roles with enough resources to invest in emotional transactions. This investigation can demonstrate the influence of EFL teaching identity on the wellbeing of teachers, students, and institutions in general, becoming meaningful in the decision-making process of State Educational Organisms in Ecuador. An EFL teaching identity with emotional skills that ease a role negotiation process provide strategies to achieve low emotional labor transactions in the classroom and develop intrinsic motivation in students' EFL learning.

PROBLEM STATEMENT

Most studies focused on EFL teaching identity describe their elements, without describing the process

behind. This research aims to identify the contextual elements that influence the role development process while negotiating new EFL teaching identities in the classroom. Experienced teachers with a well-structured EFL teaching identity is able to create a learning environment where new roles can be negotiated in classroom emotional transactions with low emotional labor. The tools and strategies applied by the teachers were classified on EFL teaching roles so then, later can be a reference to discuss about their origin.

METHODOLOGY

This research followed a deductive-inductive methodology. Deductive in the appliance of EFL teacher's identity theories to identify similar characteristics in the participants and their use in their daily context and inductive when, describing the individual EFL teacher's identity-building process, shared elements appear between participants.

The qualitative approach of this paper described EFL teachers' identity development phenomena perceived by the elements involved in the process (Bernal, 2010). EFL teacher's development can be better studied when it is observed in the environment in which it occurs. The importance of the context allowed the researcher scope the particular setting under study (Bogdan and Biklen, 2007).

The investigation is descriptive, as it consists of the characterization of the EFL teacher's identity structure (Arias, 2012), selecting its fundamental characteristics, and a detailed description of the tools and strategies in their roles (Bernal, 2010). Qualitative research is often characterized by being descriptive, as they contain quotations in the attempt to describe phenomena in a narrative form (Bogdan and Biklen, 2007).

Three EFL teachers with a master's degree in pedagogy from Pontificia Universidad Católica del Ecuador with ten experience years in the field were chosen. The number of participants was due to the investigation's objective to deeply describe the EFL teacher's identity-building phenomena.

The observation process took place in the first five days of classes on three online EFL synchronic classes of 3 hours each with A2 and B1 students between 17 to 35 years old. Audio and video from the classes were recorded from the Zoom platform and transcribed. Zoom platform was used in the case of the interview because of the pandemic context.

A semi participant observation took place in the first 5 EFL classes of A2 and B1 students between 17 to 35 years old. During this process, an observation grid was used to identify tools and strategies incorporated in each role, made of an adaptation of the role strategies in EFL teachers' identities according to Farrell (2010)

and Aghaei (2020). Time and description of the EFL role strategy used by the teacher in the class were documented. Roles were divided into *manager*, *acculturator* and *professional*.

A semi-structured, biographical interview took place to identify the origin of these strategies and the teacher's role incorporation process after the observation. Open questions related to five analysis units, learner experience, previous working experiences, teaching experience, training, and confidence-building, were adapted to identify the origin of the observed tools and strategies used in class.

Two qualitative techniques were used to obtain a fuller understanding of the studied phenomena. A semi-participant observation that «consisted in visualizing or capturing through sight, in a systematic way, any fact, phenomenon or situation that occurred in nature or society, based on research objectives Pre-established» (Arias, 2012). Likewise, in participant observation, «the researcher becomes part of the community or environment where the study is carried out» (Arias, 2012, p. 69). The researcher «must spend the longest time in the situation being observed, to know directly everything that in his opinion can constitute information for the study» (Bernal, 2010, p. 258).

A life-story interview, defined by Hernández (2014) as «a meeting to talk and exchange information between the interviewer and the interviewee/s. In the interview, through the questions and answers, communication is achieved and the joint construction of meanings regarding a topic» (p. 403). «It is a technique based on a dialogue or conversation face to face between the interviewer and the interviewee on a previously determined topic, in such a way that the interviewer can obtain the required information» (Arias, 2012).

Procedures

A semi-participant observation took place during the first five days of virtual synchronic classes and recorded with the teacher's consent. An observation grid was used to collect evidence of EFL teaching roles presence and frequency in the class. Life-story, Narrative interviews with a biographical methodology were applied to three experienced teachers. The life-story will focus on the experience of specific events, which differs with the life-history methodology when making a complete recount of the participant's life. The virtual platform Zoom was used to carry out semi-structured interviews, which were later recorded and transcribed. The participants were questioned about the effectiveness of strategies related to EFL teaching roles in class and their origin. The personal, working, and institutional influence on its development and use and the experiences where new

strategies had to be developed to overcome obstacles in their EFL teaching life.

Limitations

This study's qualitative methodology provides a deep view about the process of an EFL teaching identity development that are hard to generalize in a bigger context. A quantitative investigation about the frequency of specific roles in a big scale community can be useful to describe the kind of EFL teaching identities of the institution involved, as well as, a better perspective of Emotional labor before and after negotiating EFL teaching roles in the participants obtained with a quantitative pre and post-test, can generate a new perspective of emotional transactions in the Ecuadorian classrooms. External factors influence the development of an EFL teacher's identity. Policies that take care of teacher's rights must be applied in institutions. If basic needs are not covered, teachers will not be motivated to invest in their EFL teacher's identity. An adequate salary, working time, working environment and Law benefits are elements to considerate if repeating this investigation in a different context.

RESULTS AND DATA ANALYSIS

An observation grid was used in the observation process to identify the teachers' most used roles in their classes, as well as a description of the tools and strategies incorporated in every role. All three EFL roles were present in class during the observation process, but some were more frequently used by the teachers.

The main role used by teacher 1 was the Acculturator EFL teaching ole, because of the importance she gave to social/empathizer role strategies in the class. The frequent use of an Ecuadorian pitch while socializing and the teacher's interest in students' life outside the class settled a comfortable class environment. In the manager role, the teacher used codeswitch to provide important information from the institution and facilitate special needs students' understanding. Action researcher strategies from the professional role were present as the teacher constantly investigated new online resources to improve students' learning.

In teacher 2, Acculturator EFL teaching role was also present above the other EFL teaching roles. The teacher's effort in understanding student's emotional situations during classes was fundamental in her teaching process. Social/Empathizer role strategies were present in the use of community language to reduce student's stress in-class participation. The teacher used manager role strategies to encouraged student's participation by asking student's opinions before changing the speaker.

Teacher 3 used the manager EFL teaching role more frequently, as it focused on the establishment of rules and alliances with students. The teacher linked student's goals with English learning, using conditional language to show students the possibility of building their knowledge by trying and learning from their mistakes with the teacher's support. Moral educator strategies from the Acculturator role were used to analyze the influence of student's actions on future rewards (see Table 1).

Table 1. EFL teaching roles in class

	EFL Teaching roles		
Teacher/role	Manager	Acculturator	Professional
Teacher 1	· Use of extra online resources aside from the book.	· A social phase takes place at the beginning of classes and can be repeated during the class period. An Ecuadorian pitch will be used to lower emotional labor in the class and improve participation.	· Exchanges information, tools, strategies, games and technology use with colleagues and superiors.
	· «Friendly language» to provide instructions.	· Deep interest for student's wellbeing by listening to their problems and their opinion about activities in the class.	· Resilient ways to solve emotional episodes during the classroom with low emotional labor.
	· Code-switch for special needs students	· The teacher emphasize the importance of providing moral support in moments of crisis.	· Continuous search for new teaching processes and skills to improve student's learning.

	· Use of group games with the grammar objective. · Encourages participation calling by their names. · Skillful in the use of many online tools at the same time. · Using of the phrase: «It is better» before providing feedback. When a student doesn't know an answer, the teacher replies with the phrase «It's Ok, don't worry» before providing the answer. · Use of Spanish for important institutional information. · Use of contextualized examples to improve student's understanding.		· Uses daily life examples to develop problem-solving strategies in students. · Vast subject matter and teaching knowledge.
Teacher 2	· Use of extra online resources aside from the book.	· A social phase takes place at the beginning of classes and can be repeated during the class period, this topics are further related with grammar topics	· Exchanges information, tools, strategies, games and technology use with colleagues and superiors.
	· Community language is used to encourage participation.	· Own feelings and thoughts about teacher's abroad experiences are used as examples of foreign culture's adaptation.	· Resilient ways to solve emotional episodes during the classroom with low emotional labor.
	· The teacher uses group games with the grammar objective.	· Deep interest for student's wellbeing by listening to their problem and opinions about activities in the class.	· Continuous search for new teaching processes and skills to improve student's learning from neurosciences and psychology.
	· Encourages the participation by calling their name individually, changing the speaker with questions like: «What do you think?» and «What about?»	· Social and emotional skills are being part of the class activities. The teacher provides examples and anecdotes showing the importance and the appliance of social and emotional skills in different contexts.	· Uses daily life examples to develop problem-solving strategies in students.
	· The teacher takes notes while listening students' performance to provide feedback.	· The teacher emphasize the importance of providing moral support in moments of crisis.	· Vast subject matter and teaching knowledge.
	· Use of the word «remember» before delivering institutional information, citing the source with the phrase: «According to…».		

	· When a student doesn't know an answer, the teacher replies with the phrase «Don't worry» before providing the answer.		
	· Use of contextualized examples to improve student's understanding.		
Teacher 3	· Use of extra online resources aside from the book.	· An alliance is stablished with the student to achieve English learning goals.	· Exchanges information, tools and strategies with colleagues.
	The teacher collects student's personal goals and link them to English learning.	· Deep interest for student's learning process by listening to their problems and opinions in the class.	· Resilient ways to solve emotional episodes during the classroom with low emotional labor.
	· Use of the phrase: «Don't worry, now it's the time to make mistakes» before providing feedback to allow students to feel confident about their participation.	· The teacher emphasize the importance of providing moral support in moments of crisis.	· Continuous search for new teaching processes and skills to improve student's learning.
	· Grammar points are repeated and the student is asked to try again. The teacher focus on reasoning while providing an answer and analyzing mistakes.		· Uses daily life examples to develop problem-solving strategies in students.
	· The teacher uses group games with the grammar objective.		· Vast subject matter and teaching knowledge.
	· Skillful in the use of many online tools at the same time.		
	· Use of contextualized examples to improve student's understanding.		

ANALYSIS

A life story, semi-structured interview was applied to identify the origin of the tools and strategies observed in class. Teachers' interview transcriptions were coded into five analysis units. Their experience as learners became a fundamental part in their cultural background, building their expectation about the students. Sharing the pleasant emotions they felt as they were learning a second language are part of their teaching objectives. Tools and strategies used from EFL teachers influenced their teaching style in the future. Previous working experiences allowed teachers to challenge old believes and expectations, gathering in the process new tools and strategies that later could be used on emotional transactions and role negotiation processes in the classroom. Their experience as EFL teachers provided them a place to test new roles and strategies in different communities of practice, allowing them to affiance negotiated roles in their EFL teaching identity. Resources that came from training allowed to reduce emotional labor in the class and achieve classroom objectives, increasing teacher's confidence in their role negotiation processes. Emotional skills were fundamental in the role negotiation processes, reducing emotional labor in the class and increasing the success on emotional transactions.

Experience as a learner

Teacher 1:

– Enjoyed technology since she was a child.
– Had a Psychologist father that used friendly language with an Ecuadorian pitch.
– Learned English at the same institution currently working.

Teacher 2:

–   Had a strict experience as a student.
–   An abroad flexible learning experience as a teenager encouraged the use of questions and developed critical thinking.

Teacher 3:

–   Enjoyed EFL learning experience.
–   Had a passion for languages that increased with the time.

Previous working experiences

Teacher 1:

–   Worked with young kids
–   Used friendly language to communicate with kids.
–   Learned tools to work with kids
–   Interested on the students' wellbeing outside the class.

Teacher 2:

–   The teacher felt more comfortable in new working contexts while acquiring new teaching strategies.
–   Searched for new ways to improve teaching.
–   Learned about affective filter

Teacher 3:

–   The teacher had to deal with high emotional labor transactions in the class.
–   Used conditional language.
–   Established alliances with students

Teaching experience

Teacher 1:

–   Learned new online tools with students.
–   Shared strategies with the teaching community.
–   Learned to adapt the material to the class needs.

Teacher 2:

–   The appliance of new teaching strategies from training improved student's learning process.
–   Applied «Needs analysis» as English for specific purpose techniques.
–   Applied teaching strategies from Neuroscience.

Teacher 3:

–   Acquired emotional skills to develop low emotional labor transactions.
–   Established new strategies for students to link students' personal goals with English learning.
–   Used conditional language with students to identify their effort rewards.
–   The teacher shared its passion for languages with students.

Training

Teacher 1:

–   Strategies and tools gathered from previous working training provided better strategies to negotiate roles with different learning communities.

Teacher 2:

–   Training improved teaching resources and increased teacher's confidence in the class.
–   The teacher assumed a continuous training process to improve her understanding of students' emotional needs.

Teacher 3:

–   Language training was always present as a personal goal.
–   Training provided emotional strategies to lower emotional labor during classroom transactions.

Emotional skills

Teacher 1:

–   Moral support, tools and strategies provided by the teacher's boss increased its confidence while dealing with new teaching contexts.

Teacher 2:

–   The knowledge about the affective filter in the class provided tools to handle problems in the class with low emotional labor.

Teacher 3:

–   Teacher's interaction with students provided emotional tools to handle problematic situations in the class.

DISCUSSION

The observation grid provided evidence of Farrell's EFL teaching roles being present in the participants.

Teachers had a predominant role that matches with their expectations about the students, the institution, and the learning process in general, which guided their teaching process and established their classroom goals. The professional role in the participants allowed them to actively gather resources from their environment as they interacted with different communities of practice, as said by Zhang in 2017. The professional role provided teachers with options to increase their tool and strategy stock through the interaction with other sources in different communities of practice. Manager role allowed to link students' goals with classroom objectives, developing an alliance between the teacher and the student. The acculturation role allowed teachers to bond classroom topics to students' emotional context, improving the classroom environment and lowering emotional labor during classroom emotional transactions.

The information gathered from interviews confirms what is said by Nias in 1996, cited by Schutz and Mikyoung (2007), teachers invested themselves while dealing with emotional transactions. Interviewed teachers described their interest in sharing the pleasant emotions they felt while learning a new language. The success in classroom emotional transactions increased progressively through participants' working experience. The lack of schemas or cognitive resources to activate in the first emotional transactions, had developed a feeling of uncertainty in the early teaching days of the participants as said by Schutz in 2007. Emotional skills like confidence and resilience were necessary for the role negotiation process to take place in that time. Some of these skills were part of the participants background, but others appeared as the result of training, interdisciplinary assistance, and institutional support.

Aghaei and Schultz, establish that a professional role identity is built from early personal and working experiences that provide a reference of how to portrait in front of the students and the community in general. Participants felt influenced by role models, like parents, teachers, colleagues, and superiors in their role identity construction. The strategies used by these references were adapted to new learning communities during role negotiation processes as in the case of teacher number one, whose psychologist father used familiar language to communicate with his patients. The teacher adopted this strategy and adapted it to students' needs as part of the classroom role negotiation process, gathering into the cognitive resources and schemas from the EFL teacher identity, as said by Farrell in 2010.

Emotional display rules described by Schutz in 2014, were negotiated while dealing with emotional episodes in the classroom, consequence of the clash of both, students and teachers' expectations. Previous job experiences in learning communities with different characteristics, along with the influence of personal, labor references and training, allowed teachers to gather tools to develop individual negotiation strategies with a positive outcome in the vast majority of emotional transactions in the classroom. The use of friendly language, linking student's goals with classroom objectives, and providing a safe place to make mistakes while trying became negotiation strategies in the participants' EFL teaching identities. Participants explained that negotiation strategies during emotional episodes in the classroom shaped an alliance with the students that promoted the reach of EFL learning goals. The appraisal of congruence between goal and outcome after an emotional episode with low emotional labor in the class reinforced the elements in the teachers' EFL identity as posted by Farrell in 2010.

Conclusion

People obtain tools from their environment and is through interaction that is used to reach an objective, becoming a strategy. When a strategy is successful, it is used again to obtain the same goal, which will end up becoming a role from a person's identity. When the environment changes, roles must adapt to it. A negotiation process with new tools and strategies will take place to allow new roles to appear and be successful in the gathering of new objectives. Teachers' EFL learning experiences became a cultural background that act as a reference point to deal with emotional transactions in the class (Schutz, 2014), and influence the kind of tools and strategies incorporated in their EFL teaching identity roles.

Farrell (2010) describes how EFL learning experiences establish an image of the way teachers should be, including a behavior expectation. New teachers use this as a reference on how to portrait in front of their students, the institution, the community, and themselves (Schutz. et al, 2007). Teacher's cultural backgrounds along with EFL training tools become part of their first EFL teaching experiences. The clash of the teacher's beliefs and students expectations led to high emotional labor transactions in the class. As being a new environment, old strategies needed to pass through a negotiation process to fit into this new context.

Emotional skills are fundamental for teachers to handle emotional labor and start this identity reconstruction process. Some elements, like resilience, can be part of the teacher's emotional background, but others come from the interaction of the individual with its context, in the case of the emotional support provided by family, superiors, and colleagues. Both, internal and external emotional elements are necessary

for a low emotional labor EFL identity negotiation process to take place.

The teacher's cultural background structured by its experiences as learners, previous working experiences and their EFL teaching experience and training influence the kind of tools and strategies gathered in the roles. The congruence of the outcome with the goal after the use of a negotiated role in the class generates pleasant emotions that increase the teacher's confidence, incorporating these tools and strategies into their EFL Teacher's Identity roles.

Recommendations

Establishments must provide resources for teachers to structure an EFL teaching identity according to institutional expectations. Tools, strategies, and new methodologies can be part of teachers' training. The incorporation of these elements in an EFL teacher's identity will depend on the negotiation of old strategies into new ones, a process that will be highly influenced by institutional and peer support.

Generate the opportunity for teachers to apply new methodological strategies in groups with different characteristics. Emotional transactions resulting from teachers and students' expectations will develop an opportunity to challenge inefficient elements in the teacher roles and negotiate the incorporation of new elements into the EFL teacher's identity. Emotional labor during this process can produce feelings of uncertainty at first, so that, institutions must identify signs and symptoms related to high emotional labor and burnout, establishing a safe place to interchange thoughts about intrinsic and external causes. Encourage teachers to identify conflictive elements during classroom emotional transactions while providing methodological and empirical resources will increase teachers' confidence in the use of new strategies in the class.

Sharing knowledge with colleagues is fundamental to structure EFL roles. An effective strategy used in a specific situation related to the manager, professional or acculturator role can become a frame for another teacher. Expectations should be managed properly to reduce emotional labor in the negotiation process.

Teachers must be aware of the cultural background they are bringing to class. This includes an opinion of the subject, the student, and the institution. This perception comes along with an expectation that will produce emotional labor when is not accurate. Emo-

tional skills that increase resilience and flexibility are necessary for teachers to adjust old beliefs with the students' context. Institutions can create workshops focused on strengthen these emotional skills and encourage pair collaboration.

Intrinsic and extrinsic teacher's motivation influence the gathering of new resources and their incorporation on EFL teaching identity roles with low emotional labor. It is recommended to deepen this phenomenon in further studies.

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Annexes

Table 2. Observation grid

TEACHER'S NAME			CLASS		TIME	SITUATION	DATE		PERIOD		TIME	SITUATION	LINK		TIME	SITUATION

| | | | | | | | TEACHER ROLE | | | | | | | | | |

MANAGER

Role	Description
VENDOR/INNOVATOR	A teacher who is ready to create new learning techniques and materiales. A seller of «learning» of English; «selling» a particular teaching method.
ENTERTAINER/ARTIST	A teacher that has the art of entertaining, telling jokes and stories to class, and creating new games.
COMMUNICATION CONTROLLER	Attempts to control classroom communication and classroom interaction dynamics (turn taking, etc.)
JUGGLER	Multitasker in the classroom
MOTIVATOR/SCAFFOLDER	Motivates students to learn; keeps students on task, helps learners go beyond their potential capacities.
PRESENTER/KNOWLEDGE TRANSMITTER	Delivers information, transfer the knowledge from authorities to learners.
ARBITRATOR	Offers feedback (positive and negative) in classroom
FACILITATOR	A teacher who facilitate the whole learning process for learners.

ACCULTURATOR

Role	Description
SOCIALIZER/EMPATHYZER	«Socializes» with students; attends functions outside class with students. A teacher who can act as an intimate friend and develop emphaty with students.
SOCIAL WORKER/CULTURAL MEDIATOR	Offers advice and support to students on matters related to living in another country/culture. A teacher who helps learners to know the foreign language social and cultural setting.
CAREPROVIDER/COUNSELOR	Plays careprovider role for students, cares about his-her learners' daily life in and outside the classroom. A teacher that is always ready to listen to learners and give appropriate solution.
MORAL EDUCATOR	A teacher who enhances learners' social and emotional skill development.

PROFESSIONAL

Role	Description
COMMUNITY BUILDER/COLLABORATOR	A teacher who xchange the latest information and technologies in the fields with colleagues.
REFLECTIVE PRACTITIONER	Teachers who are knowledge producers and offer solutions for emerging problems.
ACTION RESEARCHER	A teacher who constatly investigate teaching process in order to improve student's learning.
ENTERPRENEUR	A teacher who involves in the extended school life and try to answer its challenges.
EXPERT/KNOWLEDGEABLE	A teacher with a great subject matter and teaching knowledge.
LEARNER	A teacher who is constrantly learning new things about teaching and self as a teacher.

Inspired by Farrell (2010) and Aghaei (2020). Adapted and created by the author.

Semi-structured interview questions

EFL TEACHING ROLES-STRATEGIES

– Where did you find these resources or strategies?
– Did you hear someone that was using this strategy?
– When did you know that this strategy was effective?
– When was the first time you started applying this strategy?
– How can you decide if something works or if something doesn't work?

EFL TEACHING IDENTITY

– How can you define yourself?
– How can you define your EFL teacher's identity?
– How can you define yourself?
– When did you know that this will work while teaching English?

– How can you decide if something works or if something doesn't work?
– Can you tell me the biggest difference you can see, from when you started teaching until now?
– What is the biggest difference in you?

INFLUENCE

– How did you feel when you met them, not as a student, but as a colleague?
– How did you incorporate the strategies from your partners into your own EFL teacher's identity?
– How do you think the material you use influences your teaching identity?
– When did you decide to do things in your way?