Identity and Technology Integration:
An Interpretative Phenomenological Analysis Study of
English for Academic Purposes Lecturers at a European University

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ABSTRACT

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Teachers across a wide range of educational, geographic and practice contexts are being confronted with technologies that have the potential to both disrupt and transform their classrooms, relationship to students, and their own understandings of themselves as professionals. As educational technologies become more integrated into the teaching and learning of English for Academic Purposes (EAP) at universities, developing better understandings of why and in what ways teachers implement and use them can support this integration in constructive ways for both teachers and learners. This thesis explores the idea that interrogating teachers' ideas about who they are, their identities, may shed light on how they perceive, engage with, and choose whether and to what extent to adopt technologies in the context of their educational practice. This approach may also be useful in supporting EAP teachers' learning and integration of technology in ways that enhance their practice and relationships to students.

Using Interpretative Phenomenological Analysis (IPA), this study explores the experiences of university EAP teachers using Moodle in their teaching practice. It seeks to develop a clearer understanding of the identities they construct within the context of the language centre of a large European research university. This research also explores the construct of identity as a means of understanding educational technology adoption and use, an approach that has not been widely explored to date, as well as the usefulness of IPA as a methodology suitable for interrogating such experiences within the field of Education. Over the course of a single semester, six EAP teachers took part in focus groups and individual interviews and provided written narratives through which they shared their experiences and individual journeys, their aspirations, frustrations, and changes in their teaching practices. Using IPA data analysis, these narratives together were used to create idiographic sketches of each participant and to develop a detailed analysis of both convergence and divergence of themes across the participants.

The study found that participants' experience of educational technology is always viewed in light of their teaching practices and their relationships to students. It also suggests that professional precarity and beliefs in unsubstantiated myths such as the "digital native" may

constitute barriers to teachers' educational technology integration. These findings support a useful role for identity, conceived as a holistic model incorporating various aspects of a teacher's being and doing, in not only understanding but also supporting these technology-related practices. The results generate recommendations for practice, including first and foremost that professional learning and support for technology integration begin with teachers, their ideas about themselves, and their concrete practices rather than the technologies themselves.

Keywords: Technology Integration, Educational Technology, English for Academic Purposes (EAP), Higher Education, Teacher Identity, Language Teacher Identity, Interpretative Phenomenological Analysis (IPA)

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After all, what would be the value of passion for knowledge if it resulted only in a certain amount of knowledgeableness and not, in one way or another and to the extent possible, in the knower's straying afield of himself?

Foucault quoted in Hermerschmidt (2005)

I wish to thank my supervisors, Dr. Charles Buckley and Dr. Rita Kop. The German word for doctoral supervisor is *Doktorvater*, or "doctor-parent". My supervisors have been guides, models and encouragers, but also the "parents" of my doctoral becoming.

I am grateful to my family: my husband, who kept me grounded as I strayed afield of myself; my father, a passionate seeker of knowledge; my never-failing and supportive sister; the cats who kept watch over my keyboard, and our dog who kept my feet warm. A special thank you to Tara for her design genius.

This thesis is dedicated to my late mother, R.A. MacLean M.D.

I have had the fortune to encounter role models and critical friends throughout my doctoral journey, including Eva Gutierrez-Diaz, Leyla Haferkamp, Dr. Mirjam Hauck, Dr. Monika Hermerschmidt, Dr. Gosia Kurek, Dr. Egonne Roth and Dr. Almut Schön, plus many others I have met, for example, through my participation in the EdD programme, *The Journal of Virtual Exchange*, and the Women in Academia Support Network (#WIASN).

LIST OF ABBREVIATIONS

CBAM	Concerns-Based Adoption Model
CDL	Critical Digital Literacy
CoP	Community of Practice
EAP	English for Academic Purposes
EFL	English as a Foreign Language
ELT	English Language Teaching
EMI	English as a Medium of Instruction
ESP	English for Specific Purposes
FCL	Fostering a Community of Learning
GT	Grounded Theory
HE	Higher Education
HEI	Higher Education Institution
IPA	Interpretative Phenomenological Analysis
LMS	Learning Management System
LTI	Language Teacher Identity
NS	Native Speaker
NNS	Non-Native Speaker
NNEST	Non-Native English Speaking Teacher
PIS	Participant Information Sheet
SAMR	Substitution, Augmentation, Modification and Reinvention
SLA	Second Language Acquisition
SQD	Synthesis of Qualitative Data
STIM	Stage for Technology Integration Models
TA	Thematic Analysis
TAM	Technology Acceptance Model
TEL	Technology-Enhanced Learning
TESOL	Teaching English to Speakers of Other Languages
TI	Teacher Identity
TPACK	Technological Pedagogical Content Knowledge
VE	Virtual Exchange
VLE	Virtual Learning Environment
VPREC	Virtual Programme Research Ethics Committee
WSTP	Will, Skill, Tool and Pedagogy

LIST OF FIGURES

LIST OF TABLES

TABLE OF CONTENTS

Chapter 1: Introduction

Teachers across a wide range of educational, geographic and practice contexts are today being confronted with technologies that have the potential to both disrupt and transform their classrooms and relationship to students, their institutions and schools, and their own understandings of themselves as professionals. This thesis addresses the idea that interrogating teachers' ideas about who they are, their identities, may shed light on how they perceive, engage with, and choose whether and to what extent to adopt technologies in the context of their educational practice. It looks at one group of teachers working in the language centre of a large European research university over the course of a single semester and endeavours, through narrative methodologies, to explore how they understand themselves within their practice context and in relation to educational technology, specifically use of the Moodle learning platform.

A persistent and unsubstantiated myth around technology adoption by university lecturers is that of the "digital native", a term attributed to Prensky (2001), which describes technology adoption as predetermined by generation (Ashlock & Atay, 2018) and condemns the non-Millennial (like most of the participants of this study as well as its author) to the status of "digital tourist" always on the outside looking in, or as "digital immigrant" forever foreign. However, an implication of this myth that is helpful for the present study is the notion that technology use is something that can be learned when the conditions exist for learning to take place; in the case of Millennials this learning ostensibly begins with very early and ongoing exposure to digital devices (Roehl, Reddy & Shannon, 2013). For university English for Academic Purposes (EAP) teachers, the conditions for technology-related learning emerge, it will be argued, first and foremost from within themselves and the identities that they construct as practicing teachers in a particular context. A better understanding of technology adoption practices, understandings and

beliefs of the participants in this study and university EAP lecturers in various contexts is of research interest as educational technologies become more ubiquitous and embedded in educational spaces.

1.1 Prelude: Origins of the Study

This study has its origins in my own experiences of engagement with learning technologies. In the EdD programme for which this thesis has been written, an online taught phase was enabled by a virtual learning environment (VLE), and through the course of the programme I have reflected on my evolving identity encompassing new forms of being that are related to technology use, my teaching practice, and practitioner research.

I have continued to engage with learning technologies, for example in implementing in my own EAP courses the flipped classroom, a hybrid learning environment that integrates virtual and physical classrooms (Bishop & Verleger, 2013) and is enabled by VLEs and other technologies. I have presented several workshops on this approach to practicing English language teachers, which has also helped clarify my own experience of technology adoption and its relationship to my teaching practice. I have also participated in a professional learning opportunity to implement a Virtual Exchange (VE) in my classroom and was in the first cohort of educators participating in the online VE training offered by the European Commission's Erasmus+ programme ("What is virtual exchange?", 2019) in early 2019. VE is "an educational practice based on sustained, technology-enabled communication and interaction" (Jager, Nissen, Helm, Baroni & Rousset, 2019, p. 5) that brings together virtually instructors from different universities who are leading courses that may be similar or cross-disciplinary to design and implement a collaborative project that their students develop entirely online.

In both the online EdD and the VE experiences, my acknowledgement and awareness of not knowing has been important to embarking on the learning journeys. My own experiences of technology adoption have involved significant learning curves and commitment to taking on new struggles and perspectives. Through these, I have developed new ways of "thinking, learning, and knowing" (Kramsch, 2014, p. 297) that are related not only to my teaching practice, but also to my understanding of who I am and who I might become as a university instructor, as an administrator with a leadership role, and as a novice educational researcher.

Through these experiences, I have become interested in how peers in my department, as well as in broader educational contexts, might approach, view and engage with technology in their teaching. For example, some teachers whole-heartedly commit to implementing technologies while others avoid or outright reject them. Informed by my own journey of development and change, I propose that identity can offer a means of understanding how and to what extent university EAP teachers experience technology in their teaching practice. As "an organizing element in teachers' professional lives" (Beauchamp & Thomas, 2009, p. 175), identity may be as, if not more, important than their knowledge about language teaching (Kanno & Stuart, 2011). In the English Language Teaching (ELT) context, identity involves a teacher's own conception of what it means to be a 'good teacher' (Darvin & Norton, 2015a; De Costa & Norton, 2017; Hawkins & Norton, 2009) and so goes to the heart of their professional being and the practices undertaken in the process of constructing their identity as a teacher. As a lens offering a perspective on this process, a teacher's professional identity may be influenced by views of technology adoption as a challenge (John & Baggott La Velle, 2004), a demand (Angers & Machtmes, 2005), a necessity (Ertmer & Ottenbreit-Leftwich, 2010), an object of skepticism (Biesta, 2016), or some combination of these. The idea that a teacher's professional

identity is central to not only being a teacher but also to what a teacher does suggests identity as a fruitful construct for considering questions of teaching practices, including those related to educational technology use.

1.2 Deep Changes: Background and Research Context

Technology adoption by university language instructors can be situated within a number of contexts that reach from the specific research context of a European university's language centre to the global. Languages play an integral role in a world defined by "intensified flows of capital, goods, people, images and discourses around the globe" (Blommaert, 2010, p. 13). The impacts of this globalization also resonate within the fields of English language education, and the practices of language teachers in the internationalizing university are situated within this dynamic flow. The "deep changes" influencing the global context of language teaching are so profound as to require new pedagogies and approaches (Kramsch, 2014). This emerging language teaching context is characterized by multilingualism, digital learning, and transnationalism (De Costa & Norton, 2017), all of which would be expected to also impact the university language classroom. The digital aspect in particular has been described as presenting a "significant challenge to established pedagogical practices in higher education" (Longman & Green, 2011, p. 122). The English language teacher is situated within these changing contexts of language teaching and learning, which impact not only the expectations others have of them but also their own ideas of who they are or who they aspire to be as a professional.

The immediate research context is the English Department of the language centre of a large European research university, relevant aspects of which include the university's active engagement in mandated Internationalization policy development ("HRK", 2017). Although languages have thus far played a marginal role in this process, nonetheless the centre's course

offerings for German and English, the university's languages of instruction, have been impacted by Internationalization.

Demand for English courses and English language assessments has increased since I began the EdD programme in 2015, as has use of the Moodle learning platform for English courses. In Summer Semester 2018, for example, 14 out of a total of approximately 30 courses offered (some with the same title are taught by different teachers who may each have their own Moodle and some courses with several sections may share one) were present on the university's central Moodle platform. In the same semester two years prior, only five Moodle-based English courses are archived. The Moodle Learning Management System (LMS) is a customizable open-source learning platform software that is used in 245 countries to provide an estimated 37 million courses in many disciplines online (Moodle, 2020). In HE, Moodle is used by nearly 600 institutions with a total of about 2 million users worldwide (edutechnica, 2020). Moodle provides a range of customizable applications and tools, including interactive forums, videoconferencing, Wikis, and assessment functions that can be used by both learners and teachers in many educational contexts.

In Summer Semester 2019, after data collection for this study had been completed, Moodle took on a higher profile at the centre, which also had the effect of significantly narrowing the aspect of choice for teachers. A new dedicated Moodle became the site for all course registration by students and management of every language course. This change required that every teacher engage with Moodle, at a minimum to maintain attendance lists and book grades. Another feature of this new system was that every course automatically had a dedicated course Moodle created at the end of the registration period with students automatically enrolled in it. In previous semesters, teachers had exercised more agency about whether or not to use a

course Moodle and if they wished to do so had to set it up or import it from a previous semester themselves. With the new centralised Moodle, teachers were now encouraged to manage their courses and their communication with students outside of class time through Moodle.

University policy also encourages the use of Moodle by placing strict limits on the use of copy machines, offering professional development courses, and centrally hosting all university Moodles, which are maintained by IT staff and display the university's logo. These policies are driven by university-wide goals related to sustainability (for example, using less paper), the use of technology to enhance academic quality, and the drive to maximise resources. The research context is not unique. Policy-driven and structural pressures or encouragements, if not requirements, to integrate technology into teaching practice are present across a wide range of educational contexts. For example, in the wider European context of this study, the implementation of educational technologies such as Moodle have been supported since at least 2018 by policy initiatives to encourage the digital transformation of member states' educational systems, for example through the European Commission's Digital Education Action Plan (European Commission, 2021). Similarly, the task of staying up-to-date with the plethora of tools and applications suitable for educational purposes in a constant cycle of development, upgrade and obsolescence has been called Sisyphean (Straub, 2009). How teachers engage with these aspects of educational technology is relevant to educational research, particularly if such research can support teachers' efforts to develop and elaborate their practice to more fully integrate technology in meaningful ways.

Another important context of this research is the English language, which has become a global player in its own right (Crystal, 2003). Since the 1990's, a rich literature of Critical and Post-colonial perspectives has interrogated the English language not only as a global, highly

variable and multifaceted phenomenon (Kachru, 1992; Yano, 2001), but also as an agent of linguistic imperialism that reproduces power dynamics on a global scale (Canagarajah, 1999b; Pennycook, 1998). In a seminal work within this field, Kachru (1990) characterized the English language as an "Aladdin's lamp" providing access to "vital knowledge about the miracles of science and technology" (p. 1), which remains relevant to the research context of a large research university embedded in the global knowledge economy. Growing participation in both EAP and English for Specific Purposes (ESP) courses focused on technical and engineering disciplines may very well be related not only to the role of English as *lingua franca* of science and engineering, for example for publication in major peer-reviewed journals and participation in international conferences (Glasman-Deal, 2010; Swales & Feak, 2000). This is specifically cited in the official language policy of the university in which this study is situated, elevating English to a status nearly equal to the home language. Also relevant is the increasing use of English as a Medium of Instruction (EMI) at the university, for example in English-taught master's degree programmes, a trend that has been evident throughout the European (Earls, 2016; Baker & Hüttner, 2017) and global contexts (Deardon, 2014).

In a discussion of technology use in education, the role of the English language on the Internet, as both a rich source of authentic teaching materials and a language of online interaction and collaboration, is also relevant. Internet linguistics as a distinct focus of study within English linguistics (Crystal, 2011) attests to the importance of language use throughout such environments. While the description and quantification of particular languages on as multilingual, multidimensional and fluid a space as the Internet is contested and difficult to pin down (Leppänen & Peuronen, 2012), there is consensus that English continues to play a major role even as other languages gain traction (Pimienta, Prado & Blanco, 2009) and that its

pervasiveness in digital spaces drives changes in the English language itself (Al-Kadi & Ahmed, 2018).

The disciplinary context of this research encompasses the related fields of Second Language Acquisition (SLA), which is associated with Applied Linguistics, and Teaching English to Speakers of Other Languages (TESOL), which has a practice-orientated focus on the ways that the English language is taught and learned in various contexts. New paradigms within the disciplinary fields of English language teaching and learning have been called for (Douglas Fir Group, 2016; Kramsch, 2014; Song, 2016) "against an increasingly multilingual and globalized backdrop" (De Costa & Norton, 2017, p. 7). This not only has "implications for conceptions of 'good' language learning" (Darvin & Norton, 2015b, p. 51), but also for good language teaching.

Finally, this research is situated within the "burgeoning" (DeCosta & Norton, 2017, p. 6) context of Language Teacher Identity (LTI) and identity research generally in the field of SLA, and seeks to extend the concept of identity to questions related to technology adoption by English language teachers. Two decades ago, Gee (2001) described identity as an increasingly important "analytic tool" for educational researchers, and Norton (1997) had already embarked on the path that would theorise identity as a key construct for research involving language teachers and learners. Indeed, the relationship of language to identity in various ways and contexts (Barkhuizen, 2017; Block, 2007b; Evans, 2015) has been well-established as a research focus over the past three decades. Darvin and Norton (2015a) contend that the lens of identity has become sharpened over time in order to accommodate developing understandings, positions and communities of language learners within digital spaces in addition to traditional classrooms, implying its usefulness also for better understanding teachers and their relationship to these

spaces within the fields of language teaching and learning. These views of identity as a useful construct in the study of education and fields related to language teaching and learning situated in a context of constant and deep changes support its suitability as a lens for research in specific educational contexts such as that of this study. What has not been well explored to date is training the lens of identity on our understandings of technology adoption and implementation within these fields, which is a focus of this research.

1.3 Identity: The 'being' that informs 'doing'

In early 2020 about one year after the data for this research was collected, the wider field of education experienced an unprecedented acceleration in educational technology implementation when the COVID-19 pandemic spurred "a global crash-course in teaching and learning online" (Stewart, 2021). This abrupt move to fully online teaching and learning has been termed Emergency Remote Teaching (ERT) (Hodges, Moore, Lockee, Trust & Bond, 2020). ERT is differentiated from more conventional technology-enabled teaching and learning experiences (Bozkurt & Sharma, 2020; Hodges et al., 2020) already in use and development, whether these are fully online or involve a blend of technology-supported spaces and more traditional face-to-face learning spaces. This is already a burgeoning research field seeking not only to evaluate and draw lessons from the experience (Nworie, 2021; Trust & Whalen, 2021), but also to consider how it may have wrought long-lasting transformation in educational practices on an unparalleled scale (Stewart, 2021).

In this changed and changing context even before the advent of ERT, university English instructors have been called upon not only to be teachers but also to be designers of these virtual and hybrid learning spaces and creators of appropriate tasks and materials. They may also be called on to reconsider and even adjust their roles in relation to students, for example by ceding

more control of the learning process to them (Somekh, 2008; Selwyn & Gašević, 2020). These new educational practices are often in conflict with "the historically understood definition of teacher" (Straub, 2009, p. 633), based on both teachers' own formative experiences as pupils and students as well as the centuries-old history of the teaching profession.

The primarily sociocultural approach to identity (Lasky, 2005; Block, 2007b) taken here situates this work within the disciplinary field of SLA and its recent historical development and responsiveness to a changing language teaching and learning context. Writing from this disciplinary perspective, which is relevant to the research context, Block (2007b) defines identity as a "complex and multi-layered construct" (p. 32), implying that new identities can augment existing ones rather than necessarily replacing them. I take the position that identity is performed in specific contexts (Gee, 2001) and through specific discourses (Bamberg et al., 2007), and that it is multiple in that we each can claim various identities "at the crossroads of the past, present and future" (Block, 2007b, p. 32). Identity in the context of teaching in Higher Education (HE) can be understood as "the 'being' that informs 'doing'" (McNaughton & Billot, 2016, p. 644): One's self constructed and revealed through one's educational practices. The relationship of practice and identity is key in the present research investigating how EAP teachers experience technology within their teaching practice over the course of a semester.

A teacher's professional identity is concerned with a "sense of what it means to be a teacher in a specific field" (Pennington & Richards, 2016, p. 10), and in the shifting field of ELT this meaning is also shifting. The availability and implementation of VLEs as enabling technology for teaching and learning represents such a shift in how the language classroom is imagined and enacted as a hybrid learning environment incorporating virtual and physical spaces or as a fully online learning environment. A decade before ERT, the impact of the so-called

"digital turn" on practices within HE could be considered disruptive and "unsettling", as well as transformative (Land, 2011).

Given such a context of deep change, research centred on teachers themselves has much to offer. Factors contributing to this include unintended implications of learner-centered and constructivist as well as technology-enabled pedagogies that can have the potential of marginalising the role of both teaching and teacher (Bayne, 2019; Biesta, 2012, 2013, 2016; Guilherme, Steren dos Santos & Spagnolo, 2017; Longman & Green, 2011; Selwyn, 2011; Watkins, 2007); the economic precarity and professional marginalisation that many English teachers (and many within the research context) experience (Barakos, 2021; Block, 2017a; Kendzior, 2014; Varghese, Morgan, Johnston & Johnson, 2005); and the potential for disembodiment and decontextualization in self-regulated online learning environments (Castañeda & Selwyn, 2018; Dall'Alba & Barnacle, 2005). These converging aspects of contemporary English language teaching have the potential to deemphasize the teacher's role and even render them invisible, in particular through techno-centric discourses that emphasise learner autonomy (Longman & Green, 2011) and the educational technology rather than technology-using teachers (Bayne & Gallagher, 2020; Benitt, Schmidt & Legutke, 2019; Selwyn & Gašević, 2020).

Technology adoption and use in educational settings is not only about implementing top-down policy initiatives or acknowledging structural aspects that affect technology use, or even about adjusting pedagogical practices to better engage technology-savvy learners (Bayne & Ross, 2007; Margaryan, Littlejohn & Vojt, 2011). In contrast to the notion of a disappearing teacher, the embodied teacher plays a pivotal role in technology adoption, as Somekh argues that it is "teachers who change practices" (2008, p. 452). Specifically, there is a rich thread of

research supporting the idea that technology adoption is bound up in the beliefs a teacher holds about what it means to be a good teacher (e.g., De Costa & Norton, 2017; Snoeyink & Ertmer, 2001) and about the value technology can bring to their teaching (Jääskela, Häkkinen & Rasku-Puttonen, 2017). In addition, a teacher's pedagogical approach and teaching philosophy may be a key factor in whether, to what extent, and in what ways they take up technology. Finally, the literature about technology adoption by teachers in various contexts indicates that their knowledge about pedagogy and technology is also an essential ingredient (e.g., Tseng, 2019). These aspects will be discussed in greater detail in Chapter 2, the literature review.

1.4 Aims of this Research

Research about identity across a range of national and educational contexts abounds, as does research about educational technology adoption. However, a detailed search using key words and concepts through the University of Liverpool's online library (https://libguides.liverpool.ac.uk/online) to search relevant peer-reviewed journals for relevant research studies and Google Scholar for an overview of the work of relevant researchers, has revealed a dearth of research that specifically looks at technology adoption by university EAP teachers through the lens of identity. I consulted relevant literature for guidance in ensuring that this search was as comprehensive as possible (Feak & Swales, 2009; Hart, 1998; Ridley, 2012). Key words and concepts included "identity", "teacher identity" and "technology integration", but I also used the "snowball technique" (Ridley, 2012, p. 56) to follow up references in the relevant literature and deepen my search.

The present study seeks to fill this research gap. It also seeks to impact the participants and the research context they work in by providing an opportunity for participating teachers to broaden understandings of themselves as professionals and by hopefully providing a catalyst for

a community of practice to support ongoing professional learning and mutual support across the department (Wenger, 1998; Wenger-Traynor et al., 2015). The aim of this research, then, is to explore the participants' identities as teachers of EAP and shed some light on what these identities might offer in terms of understanding educational technology use. This exploration is intended to lead to a set of practice-related recommendations that might be useful to the participants themselves, the research context, and the wider research fields interrogating educational technology adoption by educators.

The two research questions framing this study are:

- What identities do university teachers express in relation to the use of technology in their EAP teaching practice?
- What role, if any, does educational technology play in these teachers' identity construction?

1.5 Contributions of this Research

While this research is being undertaken to better understand and shape teaching practice, including my own, I also intend to share it through publication and conferences. At the time of this writing, I have presented my VE experience at several conferences and given workshops on the flipped classroom for language teaching and learning. In all of these, I have taken a perspective that focuses on the experience of the teacher, as does this research, and sought to apply the knowledge I have developed through my work on this thesis and the EdD programme. These experiences of articulating and sharing my perspectives and experiences have greatly enriched my understanding of my own identity as an educator, a doctoral student, and a novice educational researcher.

Additional benefits that may follow from this research include:

• Contributing to the literatures related to identity in educational contexts, including Language Teacher Identity and Academic Identity.

• Contributing to the literature of technology adoption and integration for language teaching and learning.

• Contributing to a better understanding of the process of technology integration and use by university EAP teachers.

• Interrogating identity as a means to understanding the role of the teacher in the technologisation of the EAP classroom.

• Generating suggestions for how professional learning can support impactful and meaningful engagement with learning technologies for teachers of EAP courses.

1.6 Thesis Overview

This introductory chapter has offered a brief background into relevant contexts and set the stage for the topics and focus of this research. The following chapter, Literature Review, situates the study in relation to a number of relevant areas of scholarship, such as Language Teacher Identity research and models of teacher knowledge about technology, and provides a context for its findings. In the third chapter, Research Methodology and Methods, I lay out in detail my chosen methodology, Interpretative Phenomenological Analysis (IPA), and the processes I undertook to design, gain ethics approval for, and carry out this research project. I also seek to justify and explain some of the choices that I have made throughout the project, including choice of methodology and data collection methods. In Chapter 4, Findings, an analysis of the data is offered according to IPA principles and this is presented from two main perspectives, the super-ordinate themes I developed out of the data as a whole and idiographic sketches of each of the

six participants based on their individual narratives. Chapter 5 offers a discussion of these findings in relation to the research questions and the literature explored in Chapter 2 and also proposes a model of teacher identity based on these. In the final chapter, I conclude with a reflection on my research and the notion of quality in IPA research, as well as some of the weaknesses of the study, recommendations for practice based on the findings, and finally a brief reflection on my own journey of doctoral becoming.

Chapter 2: Literature Review

This chapter provides a review of literature relevant to the topic of this study through a synthesis of scholarship focusing primarily on the concepts of teacher identities and educational technologies. We will see that literature, especially empirical research, that explicitly links identity, technology and language or EAP teaching is sparse. Yet there are significant veins of relevant and useful literature that offer a context for this study and can help to situate it within broader fields of research.

While the majority of the literature reviewed is quite recent, it is also helpful to briefly discuss some of the foundational scholarship germane to both technology adoption and identity in the fields of language teaching and learning in order to provide an historical context and to better understand how some relevant areas of scholarship have developed and continue to develop. The literature review provides an opportunity to organise previous research in relation to my own (Feak & Swales, 2009). From an IPA perspective, Smith, Flowers and Larkin (2009) suggest that the literature review also offers an opportunity to broaden one's knowledge about the phenomenon under study.

I therefore seek to situate this study within its fields, locate it in relation to relevant research and, finally, highlight a gap in the literature that it hopes to address. In telling this research story (Feak & Swales, 2009) at the intersection of teacher technology adoption and identity, the literature review offers an analysis of six areas of scholarship. I have developed this review based on available research across a number of relevant disciplines, including TESOL, SLA and Higher Education, and organised it in relation to my own research. The chapter is organised under the following sub-sections:

1) Thinking about Identity
2) Identities in the University

3) Language Teacher Identities
4) Frameworks of Teacher Knowledge and Technology
5) Beliefs, Barriers and Teacher Change
6) "Natives", "Immigrants" and the Persistence of Myths
7) The Umbrella and The Flower: Bringing the Strands Together

2.1 Thinking about Identity

It is important to briefly discuss what is meant by identity here, because it is a slippery concept that means different things in different contexts. Identity is a notion in common use, where it is essentially related to the question, *Who am I*? It is a flexible, multidisciplinary concept that has been useful to scholars across a wide range of fields because "what identity means depends on how it is thought about" (Lawler, 2014, p. 7). A number of approaches can inform our thinking about what identity means in this research. For example, in sociological frameworks identity has been thought about as a project of the self shaped both by a reflexive internal conversation and contextual structures (Archer, 2007), as something produced within and through social relations (Lawler, 2014), and as a form of multimembership negotiated across a range of practice contexts (Kubiak, Cameron, Conole, Fenton-O'Creevy, Mylrea, Rees & Shreeve, 2015). The social psychology approach exemplified by Goffman (1959) conceives of identity through the metaphor of the stage, where identities are constituted through the performance of "roles" in the "backstage" or "frontstage" and may involve the wearing of "masks". This way of thinking also defines identity as the "set of meanings" that delineate who we are in various contexts, roles, and groups (Burke & Stets, 2009). Discussing a range of definitions of identity would be beyond the scope of this study, as identity is not its focus but is rather conceived of as an analytic lens (Gee, 2000), prism (Kiely, 2015) or tool (Mockler, 2011) enabling us to better understand the experiences of the study participants and their meaning-making around their teaching practices, in particular those involving educational technology.

In this thesis, identity is primarily thought about from a sociocultural perspective (Block, 2007b; Evans, 2015; Norton & McKinney, 2011) that draws on approaches and scholarship from within the fields of TESOL, SLA, and the closely related disciplines that are relevant to the research context. This perspective explicitly relates identity to language and discourse (Miller, 2009), which at the same time both constitute and reflect identities in the context of language teaching and learning (Evans, 2015). Block (2007b) describes this way of thinking as "borrowing from contiguous social science fields of inquiry" (p. 2), such as those mentioned above. This language-informed, sociocultural notion of identity is understood as multi-faceted, fluid, and sometimes contradictory (Norton, 1997; Puchegger & Bruce, 2021; Varghese et al., 2005); context-specific and connected to practices within those contexts (Duff & Uchida, 1997; Kanno & Stuart, 2011; Pennycook, 2000); and enacted primarily through narrative within social practices (Alsup, 2006; Bamberg, DeFina & Schiffrin, 2007). Block (2007b) stresses the temporality of identity as involving the negotiation of subject positions across the past and present and into the future. This temporality is also relevant in a teacher's development and learning, such as that related to educational technologies, as it involves an engagement with the future through the transformation of practices and the professional identity constructed by those pedagogical practices (Kiely, 2015).

2.2 Identities in the University

Identities within the university, which is the research context here, are addressed by a large, international body of literature and scholarship encompassing research articles (Barrow, Grant & Xu, 2020), conferences (Smith, 2010a), and edited collections (Evans & Nixon, 2015; Smith, Rattray, Peseta & Loads, 2016) that address academic identity and the changing roles and ways of being that it encompasses. This section looks primarily at the notion of academic identities in

relation to teaching and technology and does not attempt to provide a comprehensive overview of the "vast terrain" (Smith et al., 2016, p. viii) of scholarship centred on academic identities. Nor would this be in line with the participant roles and research context of this thesis. The participants have exclusively teaching roles that are part-time and contingent within the research context as a language centre, defined as a centralised institute outside of the disciplinary faculties of the university with no professorships or research functions.

The idea of the university itself has been described as in a state of flux resulting in shifting relationships among the various activities that take place there (Barnett, 1999; Barrow et al., 2020; Czerniewicz, Mogliaccia, Waliji, Cliff, Swinnerton & Morris, 2021; Henkel, 2005; Hughes, 2005). The changing nature of academic work has been cited as generating interest in the notion of academic identities (Smith, 2010a) over the past decade or more, leading to a substantial body of literature (Barrow et al., 2020). In a review of the literature of academic identities between 2002 and 2012, Barrow et al. (2020) identified the major theoretical orientations of this research field and concluded that new approaches and imaginings of academic identity are needed to meet the challenges of a changing academy. Much of the literature of academic identities has been marked by a focus on change and the responses to and effects of these developments, which include managerialist (Archer, 2008) and neoliberal (Skea, 2021; Sutton, 2015) agendas, cultures of measurement and surveillance (Smith, 2017), and the commodification of HE (Naidoo, 2005). Additional 'macrostructural changes' that come to bear from outside the university include increased student diversity as a result of Internationalization, a sustained period of growing enrollments due to massification[1], and decreased government funding that brings with it an emphasis on research to boost rankings and attract external funding

[1] This trend may be waning in some HE contexts (Whitford, 2021).

(Flecknoe, Choate, Davis, Hodgson & Johanesen, 2017). Digitisation, a tendency greatly accelerated by the exigencies of the Covid-19 pandemic and the resulting move to remote education, has also contributed to this climate of change in HE (Czerniewicz et al., 2021). All of these developments can be understood as disrupting, shifting, and requiring the adjustment of the identities and roles of those working in the university.

Yet the university is at the same time characterised by continuity as a place of teaching and learning (Trowler, 2008), as well as research. Academic identities are traditionally understood as comprising the roles of teaching, research and administration or some combination thereof (e.g., Clegg, 2008). Teacher and researcher belong to the traditional, Humboldtian (Flecknoe et al., 2017) concept of the academic, with manager or administrator also added to the mix in some contexts (Winter, 2009). In Rosewell and Ashwin's (2018) study, 35 UK academics self-identified three "central meanings" that they ascribe to their academic identity: teacher, researcher, and a general concept of being an academic. This third type of academic does not define themself through the roles of teacher and/or researcher, but instead as a way of being or contributing to society through service. In their two-year longitudinal study, McLean and Price (2019) explored the development of academic teaching identities in the university and their findings suggest that this trajectory is associated both with enacting an imputed role and with teachers' own experiences of teachers and teaching. Similarly, Fitzmaurice (2013) looked at new academics with the title "lecturer" using a Narrative methodology and found that being "good"—a good lecturer, a good academic, delivering good teaching—was among the most important dimensions of this identity and closely linked to the lecturer's values, defined as what they were both committed to and striving for in their academic careers.

Van Lankveld, Schoonenboom, Volman, Croiset and Beishuizen (2017) are among those contending that teaching has become increasingly valued in the university, which is associated with more scholarly interest in university teaching identities as a component of academic identity. This interest can be seen in the availability of teaching certification for professors and PhD students in disciplines outside of the field of Education, for example through Advance HE (AdvanceHE, 2020) in the United Kingdom and Harvard University's Derek Bok Center for Teaching and Learning (Harvard, 2021) in the United States.

A sociocultural perspective on teaching and learning in the university (Trowler, 2008) brings with it a notion of individuals engaging with identity positions that are discourse-related and highly context-specific. This perspective foregrounds identity as a fluid position that depends and draws upon its contexts, be they disciplinary, institutional, and/or role-based within the university. A review of 59 international studies of academic teaching identities over a period of ten years and from across the globe acknowledged the importance of the local work environment (van Lankveld et al., 2017). Their research suggests that an academic's starting place in the development of a teacher identity may be relevant because that identity will be built upon existing identities. For professionals entering HE from external contexts such as business or industry two to three years were needed for "teacher" to become an important aspect of their academic identity, but for PhD students making the transition from within the academic context the mix of identities and roles was more complicated (van Lankveld et al., 2017).

This suggests that the meso context, including departmental and disciplinary regimes and the valuing of teaching, exerts a strong influence on the identities of academics who teach and the extent to which they identify with membership in various communities (Trautwein, 2018; van Lankveld et al., 2017). A multilevel, i.e., micro-meso-macro, perspective (Trowler, 2005, 2008)

offers a way to think about the ways in which the several and specific sociocultural contexts within which HE practices are situated impact academic identities. Trowler (2005) has described how the macro level of the HEI shapes academic practices, for example those related to technology and teaching, through policy development and implementation. Gregory and Lodge (2015) focused on barriers erected at the macro level by lack of coherent policy to support meaningful technology integration. Educational technology provides a useful example for considering the role of the macro context, for example in Hanson's (2009) assertion that "the scale and complexity of introducing e-learning within universities requires a strategic and institute-wide approach" (p. 556).

University policy and other macro level structures not only shape meso and micro level identities and practices within the university but are themselves shaped by the priorities and values of their national contexts (Clegg, 2008; Fanghanel & Trowler, 2008; Schneckenberg, 2009). The literature of academic identities extends across European HE contexts offering views from a range of macro perspectives, for example Denmark (Degn, 2018), Finland (Ylijoki & Ursu, 2013), Spain (Luzón, 2018), Estonia (Haamer, Lepp & Reva, 2012), and Germany (Trautwein, 2018), and to English-speaking HE contexts such as New Zealand (McNaughton & Billot, 2016) and the UK (Rosewell & Aswin, 2018).

Addressing teacher identity development in a German HEI, Trautwein (2018) studied the impact of a two-year teaching development course about learner-centred teaching methods on eight academics from various disciplinary backgrounds. She identified three phases of identity development over time: First, a liminal phase between being an expert and becoming a learner; then "settling in", where the teacher role becomes more fully integrated into existing identities; and finally taking on a new role of teacher based on theory-based knowledge enacted through

teaching practices (Trautwein, 2018). Smith (2010b) looked at 23 probationary lecturers in 11 UK HEIs with a focus on this four-year period as a socialisation process of academic identity formation. She identified three "positions" expressed by these transitional academics that were highly context dependent: resonance, where new identities were congruent with existing ones; dissonance, where misalignment and a threat to identities was expressed; and a small number who rejected an academic identity. Drawing on Meyer and Land's (2006) notion of troublesome liminal spaces in which transformational learning takes place, Smith (2010b) suggests that the development of academic teaching identities is not a simple straightforward process and needs support from HEIs in order to develop.

Degn (2018) applied a "sensemaking framework" to academic identities to describe how contextual change or uncertainty creates incongruities that force individuals within organisations to address questions of identity. Change, he argues, compels members to adapt their established identities, which in turn leads to changes not only in "identity perception" but also in behaviours in pursuit of equilibrium of self-image and externally imposed image (Degn, 2018, p. 316). In his reflexive study, Sutton (2015) also views academic identities as a site of conflict, in particular with reference to tension between neoliberal ideologies exerted by the HE context and what he terms the Utopian idea of teaching as a transformative, hopeful, and deeply human practice. In one of the most cited studies in the literature of academic identities, Clegg (2008) termed academic identities a "vexed question" and the university as a "conflictual" and "deeply ambiguous place" for academics themselves, where traditional disciplinary and role categories were becoming more complex and hybridized. She concluded that the notion of "how to be a proper academic is a moving goal" (Clegg, 2008, p. 336). Clegg (2008) also cautioned against

overly simplistic readings based on macro level trends, due to the local and context-specific nature of academic identities.

Whereas two decades ago Becher and Trowler (2001) decried the "degradation" and "deprofessionalisation" of academic work (p. 13), a changing HE context might also lead to "expanding and proliferating" academic identities (Clegg, 2008, p. 343). From this latter perspective, shifting conceptions of academic identity can also become a "tool" that might be used to shape practices and norms within the university (Pifer & Baker, 2013). Smith (2010b) describes the academic's changing role within the university as "a space where identity can be (re)negotiated on a regular basis" (p. 581), a claim echoed by Billot and King's (2015) contention that changing times call for the reshaping and adaptation of identities rather than the creation of new ones. Gregory and Lodge (2015) attribute the "fluid" nature of academic identities with offering both barriers and affordances related to academic cultural changes.

Gough (2014) is among those pointing to the difficulties in defining academic identity. Defining the academic space and defining who is–and who is not—an academic has not been the focus of the literature of academic identities, nor is the question of what an academic identity might make possible in the university. The converse notion of what *not* having an academic identity makes *im*possible in the university is also not its focus. A discussion of the assumptions made about who is an academic would appear to be missing from the literature, with the focus instead on what constitutes an academic identity and an underlying assumption that this is self-evident. Although hierarchies in the university have been discussed, for example as gendered (Yoder, 2018) and epistemological (Becher & Trowler, 2001), a limitation of this strand of literature for the current study and its participants in particular is that there has been little exploration in the scholarship of HE of precarity (Laurence, 2009) or contingency (Orr &

Czatkiewicz, 2019) in academic working lives and the impact these might have on identities in the university. Left for the most part unanswered are questions about which titles (e.g., assistant professor, lecturer) and kinds of work contracts (e.g., limited, permanent, tenure-track) these academics have within the university and what, if any, influence these titles and work structures might have on their academic identities. In US HEIs alone, at least two-thirds of faculty positions fall into the category of "contingent" or "adjunct" (Holcombe & Kezar, 2018; Magruder, 2019; Street, Maisto, Merves & Rhoades, 2012), suggesting that these are issues not irrelevant to academic identities today. For this thesis and its research context, these are indeed relevant issues as most of the study participants are adjuncts and teachers, both roles or statuses that have meanings within the university and places within its role hierarchies. It is also relevant that for the study participants, their context of a language centre as a centralised institute outside of the university's structure of faculties, professorships and research institutes precludes academic identities other than teacher.

While academic identities in HE have been the focus of scholarship, the issue of technology adoption within an HE setting has not yet been widely researched, although this may already be changing as a result of the global pandemic and the move to online, technology-enabled teaching and learning that ensued. There are a number of relevant studies situated in HE, however, such as Jääskela et al. (2017) who researched the role of beliefs about the value of technology in realising the pedagogical aims of 18 university teachers from a range of disciplines at a Finnish university. All participants were actively engaged in professional development and supported by their university in their technology implementation, conditions for technology implementation that are not irrelevant and may be connected to their finding that, despite a range of specific beliefs, all believed in the meaningfulness of technology in their teaching practices.

The study identified four belief groups: those who saw technology as necessary to autonomous and self-paced learning, as an optional tool to foster active learning, as enabling knowledge integration and assessment of learning and, finally, as a ubiquitous tool that should lead to changes in the university's culture of teaching and learning (Jääskela et al., 2017).

Hanson (2009) was specifically interested in how technology integration might impact academic identities at a UK university drawing on Giddens' (1991) approach to identity work, whereby a person's identity is threatened and destabilised when their ontological security and "protective cocoon" of the self are in some way breached or damaged. For academic identities, technology implementation can constitute such a threat as it represents "a new paradigm" (Hanson, 2009, p. 555) that upsets the traditional relationship to students, an essential aspect of academic identity. This identity upset results from a loss of control and intimacy compared to traditional face-to-face teaching, a shift in the balance of power due to student technological expertise, and a downgrading of the academic's role as knowledge expert to mere gatekeeper (Hanson, 2009).

A 2017 Sweden-based study by Englund, Olofsson and Price also suggests that academic identities are impacted by technology implementation. While they did not look explicitly at identities their focus on "conceptual change", defined as changes in beliefs about teaching and learning as well as in teaching practices or strategies, can shed light on identities as a construct connected both to beliefs (Barcelos, 2015, 2017; Ertmer & Ottenbreit-Leftwich, 2013) and to practices (McNaughton & Billot, 2016; Trowler, 2005). Their 10-year longitudinal study indicates that technology implementation is a powerful catalyst for identity change among academics with teaching roles, albeit "long-term and gradual" change (Englund et al., 2009,

p. 83). They also found that younger, less seasoned university teachers experienced more conceptual change as a result of technology implementation, and this more rapidly and easily. They attribute this to the younger academics being more "malleable" (Englund et al., 2009, p. 84) and suggest that more experienced academics with well-established identities incorporating strategies and beliefs about their roles and relationships to students may find the implementation of technology a more difficult challenge. In a two-year longitudinal study Scott (2016) also looked at changes in beliefs and practices, here among experienced Australian university lecturers adopting an e-learning approach. Her focus was on which—beliefs or practices—changed first during the transition from face-to-face teaching to a more student-centred hybrid approach, and she found that this process created identity conflicts when practices related to implementing technology changed before the beliefs about these practices changed. Scott (2016) concluded that these changes in pedagogical beliefs came about as a result of both "unmet expectations" (p. 596) and conflicts between student expectations and teacher goals, underlining the challenges to academic identities associated with the implementation of educational technologies.

Looking at the impact of technology-enhanced learning (TEL) on academic identities in terms of workload, Gregory and Lodge (2015) focus on shifting expectations and demands of the university that require additional time and effort of academics in order to develop the skills and resources to incorporate technologies into teaching. Much of this identity work, they argue, is not only hidden, uncompensated and inadequately unsupported by professional development initiatives, but it also poses wider risks in terms of both disappointing student experiences and unsatisfying learning outcomes (Gregory & Lodge, 2015). Hanson (2009) suggested that despite the academic work that is associated with technology integration in HEIs, the "academic voice"

has been suppressed and unacknowledged, whereas the student voice and that of "enthusiastic innovators and early adopters" (p. 557) has been amplified.

Another strand of research into technology implementation in HE contexts can be found in the literature of Virtual Exchange (VE), however the adoption of technology by teachers or questions of how or why teachers might use technologies in their teaching practices, including VE, is not its focus. In fact, this research generally carries the assumption that technology has already been adopted by VE-implementing teachers and focuses instead on how they implement it in quite specific ways. Although literature about VE and, more broadly, collaborative online learning spaces such as social networking platforms does exist around the concept of identity, this is largely focused on how identities are constructed in formal and informal learning environments that are mediated by technology (e.g., Darvin & Norton, 2015b; Thorne & Black, 2007; Thorne, Sauro & Smith, 2015). However, studies involving the TPACK model of technology integration have included HE contexts, and these will be discussed in Section 2.4.

2.3 Language Teacher Identities

The literature of academic identity and university teacher identity is, for the most part, not situated within any particular disciplinary context, but rather within the shifting, multidisciplinary context of the university generally. In research dealing with language learner and language teacher identities (LTI), including English language teacher identities, the disciplinary context becomes more salient. This is also the disciplinary context of this research and in which the study participants are practicing. In his introduction to an edited collection of recent scholarship around the construct of LTI, Barkhuizen (2017) embraces the multi-faceted and "murky" nature of a construct that is theorised and implemented in many different language teaching and research contexts by a complex range of individuals acting within their own

histories and trajectories. Nevertheless, echoing and underpinning the approach taken here, he offers a definition of LTIs as "cognitive, social, emotional, ideological, and historical" and "both inside the teacher and outside in the social, material and technological world" (Barkhuizen, 2017, p.4). Miller, Morgan and Medina (2017) draw on Clarke's (2009) model of Teacher Identity (TI) to describe LTI as multi-faceted and comprising four aspects: substance such as practices; sources of professional authority such as norms and certification regimes; "self-practices", including professional development and learning consciously undertaken by teachers; and *telos*, defined as a future identity to which teachers aspire and construct for themselves.

The evolution of the construct of LTI is described by Kiely (2015) as originating in broader notions of teacher identity based on subject knowledge, in this case expertise derived from knowledge of the language. This perspective has led to a rich vein of research into Non-Native English Speaking Teacher (NNEST) identities over several decades (e.g., Ahn, 2019; Holliday, 2017; Huang & Varghese, 2015; Kim, 2011; Zhang & Zhang, 2015) and a debunking of the "native speaker" ideal in language teaching (e.g., Rampton, 1990; Singh, 1998). The next phase in its development, according to Kiely (2015), envisioned LTI in terms of pedagogical expertise applied in teaching practices, for example Communicative Language Teaching (e.g., Savignon, 1991) or the Lexical Approach (Lewis, 1993). While this development led to professionalisation of the field, Kiely (2015) contends that this perspective also constructs the language teacher as a "technician", which can lead to a focus on normative criteria and teacher performance and outcomes that limit the scope of what an LTI can mean. Toohey (2017) is among those calling for engagement with new directions in LTI research and suggests that the construct itself might be limiting in terms of describing the actual work being done in language

classrooms, which she describes as multimodal, boundary-crossing, and encompassing much more than language.

The relationship of language work to identity work (e.g., Miller et al., 2017) has been the focus of research in the fields of SLA and TESOL for well nigh 20 years. Identity work can be defined as the process of construction and negotiation of identities through practice and discourse (Reeves, 2018; Varghese et al., 2005). Indeed, the "centrality of language in the construction of identities" (Evans, 2015, p. 15) across a range of perspectives and models related to languages, their acquisition and teaching has become well-established in these fields. Block (2007a) traces the "rise" of identity in SLA research back to an article that appeared in *The Modern Language Journal* in 1997 (Firth & Wagner, 1997) and cast a critical eye on limited and limiting conceptions of identity then holding sway in the field. This narrow view was characterized by binaries such as native vs. non-native speaker, as well as a largely cognitive and individual approach to language (Firth & Wagner, 1997). Block (2003) contends that their critique ushered in the "social turn" which, in turn, opened a path for the construct of identity to become a more varied and flexible tool in understanding language learning and teaching.

Norton and McKinney (2011) describe the "identity approach" to SLA as underpinned by poststructuralist theories of language and subjects and sociocultural theories of learning. The former understand identity as negotiated and stress agency in identity choice, as well as the central role that language and discourse practices play in these two processes (Block, 2007b; Mitchell, Myles & Marsden, 2013). Sociocultural learning theories "give precedence to the social over individual cognitive processes in learning and focus on the individual within a sociocultural setting" (Kalaja, Barcelos, Aro & Ruohotie-Lyhty, 2016, p. 15). This approach,

which is the approach taken here, characterises identity as multiple, a site of struggle, and changing over time (Norton & McKinney, 2011).

Teacher identity more generally has been defined in a variety of ways (Beijaard, Meijer & Verloop, 2004), but can be understood as "an organizing element in teachers' professional lives" (Beauchamp & Thomas, 2009, p. 175). It can also be conceived as fundamentally interactional, emerging from the interplay of teachers' experiences and their specific contexts (Douglas Fir Group, 2016; Sleegers & Kelchtermans, 1999, as cited in Day, Kington, Stobart & Sammons, 2006[2]). Identity is thus a plurality comprising various selves depending upon context and circumstance, and this lack of fixity also has a temporal aspect extending from memories of the past through understandings of the present to projections of future "possible selves" (Kubanyiova, 2015, 2017). The focus in this research is not, however, on identity change but rather on engagement with identity as a path to understanding a group of six teachers and their experiences of technology over a relatively short period of time of data collection, a single semester.

LTI is among the richest strands of this work around teacher identities, including the work of Norton who defined identity as "how people understand their relationship to the world (and) their possibilities for the future" (Norton, 1997, p. 410). Her work has primarily centered on sociocultural perspectives of how learners construct new and multiple identities in the English language classroom (e.g., Norton, 2016b; Norton & Toohey, 2001), and in more recent years has been extended to teacher identities (e.g., Norton, 2016a; Norton & De Costa, 2019). A major area of LTI research has looked at teacher education and how student and novice English teachers construct professional identities (Kanno & Stuart, 2011; Ruohotie-Lyhty, 2015; Tsui,

[2] The original reference from Sleegers and Kelchtermans (1999) is in Dutch, so the English language article citing it is offered here.

2007; Varghese et al., 2005; Werbińska, 2016). This literature exploring pre-service English teachers' identity development has demonstrated the important role of learning and professional growth in LTI construction.

English LTIs and their role in teaching practices also have been and continue to be explored from post-colonial and critical perspectives on NNESTs in global contexts (e.g., Kim, 2011; Wolff & De Costa, 2017; Zhang & Zhang, 2014), for example a Taiwanese teacher in Japan (Lin, 2020), English teachers from Hong Kong, Russia, and Poland in the US (Huang & Varghese, 2015), and Indonesian English teachers (Silalahi, 2019). This body of literature focuses on what Holliday (2017) has termed the ideology of "native-speakerism" or what Wolff and De Costa (2017) call the "native speaker fallacy", an idea which is linked to the notion of linguistic imperialism developed by Phillipson (1992) and other scholars (e.g., Canagarajah & Ben Said, 2011). This perspective is discussed in greater detail in Section 2.6.

2.4 Frameworks of Teacher Knowledge and Technology

To the best of my knowledge, the concept of LTI and teacher identities more generally have not thus far been extended to the topic of technology adoption and integration. But there are a handful of theoretical models of technology adoption in education that have been developed ostensibly to help describe the knowledge or skills that a teacher needs to possess in order to implement technology. None of these models, which tend to be based on quantitative research approaches (e.g., Rienties, Lewis, O'Dowd, Rets & Rogaten, 2020), will be used in this qualitative IPA study. But these models proliferate (Niederhauser & Lindstrom, 2018; Sosa & Manzuoli, 2019) and also tend to be as "complex and multifaceted" (Tondeur, Petko, Christensen, Drossel, Starkey, Knezek & Schmidt-Crawford, 2021) as the technology integration practices they seek to model. Therefore, an overview within the context of the literature review is

necessary to provide a more complete understanding of the range of topics and perspectives around teachers and technology. This may also shed light on where there may be spaces to develop an understanding of the relationship between teacher identity and technology, which is the focus of this thesis.

Tondeur et al. (2021) contend that such conceptual models of technology integration in teaching ideally provide a bridge from theory to practice and they developed a quality framework to assess whether particular models might enable this. For Tondeur et al. (2021), technology integration is differentiated from technology adoption (Straub, 2009) or use. It goes beyond technology as an add-on to existing practices that fosters meaningful learning, to represent a more fundamental process requiring the adaptation of the entire "culture" of teaching and learning (Tondeur et al., 2021, p. 7). They have thus far examined three models using their Stage for Technology Integration Models (STIM) framework, the Will, Skill, Tool and Pedagogy (WSTP), the synthesis of qualitative data (SQD), and the Four in the Balance models, with decidedly mixed results related to quality and comprehensiveness. Furthermore, they argue that these models are essentially *Einzelgänger*, with no relation to each other and therefore do not offer an integrated view of the phenomenon of teacher technology integration (Tondeur et al., 2021).

The Technological Pedagogical Content Knowledge (TPACK) model is perhaps the most widely used instrument in the research of teacher technology implementation and use. TPACK was conceived by Koehler and Mishra (2009) as a model to support and explain "good teaching" (p. 66) with technology. They based TPACK on the work of Shulman (1986, 1987), who coined the term "knowledge base for teaching" (p.4), which continues to be used to describe TPACK as a fundamentally cognitive model. Shulman (1986) unpacked the components of this knowledge

base to describe the combination of knowledge of content with knowledge of pedagogical techniques, termed “pedagogical content knowledge”, necessary for effective teaching and learning. In one of the seminal TPACK articles, Koehler and Mishra (2009) integrated knowledge about technology into that base and argued that technologies themselves possess “propensities, potentials, affordances, and constraints” (p. 61) ultimately influencing what teachers do with them.

Thompson & Mishra (2007) developed a survey instrument that could be used to describe and measure TPACK in various knowledge domains, and it continues to be implemented in fields relevant to this research, for example English language teaching (Bostancioğlu & Handley, 2018; Tovar Viera & Velasco Sánchez, 2020) and VE (Rienties et al., 2020). In their review of 55 articles that used TPACK mostly in the US, Voogt, Fisser, Roblin, Tondeur and van Braak (2013) offered a comprehensive view of the terrain of TPACK research and recommended that further research was needed into the content aspect of TPACK, specifically in subject-specific domains. They concluded that there is a lack of consensus as to what TPACK actually is, that TPACK is not synonymous with technology integration, and that more research was needed on the role of teachers’ “technological reasoning” in order to more fully understand how they make decisions about technology in their teaching (Voogt et al., 2013).

While TPACK offers an implicit role place for the teacher themself, it is fundamentally about “the complex relations among technology, pedagogy and content” (Koehler, Mishra, Kereluik, Shin & Graham, 2014, p. 102), a limitation that has been noted in that evidence suggests that it is not only knowledge-related factors that influence teachers’ technology adoption and use (Marcelo & Yot-Dominguez, 2018; Tondeur, van Braak, Ertmer & Ottenbreit-Leftwich, 2017). Studies have addressed this apparent limitation by supplementing TPACK, for

example with a narrative methodology (Porras-Hernández & Salinas-Amescua, 2013) and a teacher beliefs survey (Lai & Lin, 2018). Tondeur, Scherer, Siddiq and Baran (2017) integrated the SQD model, which is based on qualitative data about pre-service teachers' readiness for technology use, with TPACK to provide a more "person-centred approach". Their work found the two models, SQD and TPACK, to be positively correlated and generated an ICT "profile" to assist in designing suitable training and support for successful technology integration (Tondeur et al., 2017).

Another model is SAMR (Puentedura, 2020), referring to Substitution, Augmentation, Modification and Reinvention, a progression of technology use from a basic stage where the teacher initially transfers traditional teaching practices online. In the next stages, they progress to redesign of tasks and finally to a stage where the technology allows the design of learning tasks that were "previously inconceivable" (Puentedura, 2020, p. 2). How a teacher would accomplish this progression is not addressed by the SAMR model, which focuses on the technology itself rather than the technology's user, to the extent that its descriptors all have "technology" as the subject of the sentence with no mention of the implementing teacher at all. The SAMR model has also been criticized for its lack of context and empirical validation, as well as its hierarchical format (Hamilton, Rosenberg & Akcaoglu, 2016). In a mixed methods study "aligned with TPACK", Prestridge (2012) investigated teacher beliefs towards educational technology as well as their actual practices to describe the progression of technology integration among Australian school teachers. She classified these levels of technology integration as Foundational, Developing, Skill-based and Digital, with the vast majority of participants in the Foundational stage. Prestridge (2012) has called for further research into the practices that result from stated beliefs and at which stage beliefs about technology use "transform" into practices (p. 458).

Other models include the Concerns-Based Adoption Model (CBAM), which focuses on adoption of teaching innovations and has been criticized for its "top-down" assumptions that position teachers as resistant to innovation (Straub, 2009). The Technology Acceptance Model (TAM) focusing on perceived ease-of-use and usefulness as critical factors in the adoption of a technological innovation generally (Davis, 1989) has been adapted to the exploration of technology adoption by teachers (Persico, Manca & Pozzi, 2014; Scherer, Siddiq & Tondeur, 2019). TAM has also been used in conjunction with TPACK in order to explore the attitudes of teachers about technology use in class as well as their self-assessment of their digital competencies (Tomczyk, Jáuregui, Amato, Muñoz, Arteaga, Oyelere, Akyar & Porta, 2021), research that underlines the application of these models in survey-based studies using large and far-flung samples, here 873 teachers in six countries. Their study (Tomczyk et al., 2021), which was undertaken following the move to ERT because of the global pandemic, sought to characterise teachers in these various contexts as either techno-optimist, techno-realist, techno-pessimist, or techno-ignorant. Its major finding was that most of the participants saw themselves as techno-optimists enthusiastic about technology and its role in society generally but also about its positive potential for education and learners. At the same time, the study did note the "digital divide" between teachers from the EU and, for example, their Latin American and Caribbean colleagues. They concluded that despite the positive attitudes of most teachers, the move to online teaching as a result of the pandemic may have accelerated technology integration but that there is still much to be done in terms of infrastructure and support for teachers on a global scale (Tomczyk et al., 2021).

Technology in language teaching and learning is not new; nor is the idea that teachers' learning is an essential aspect of its adoption and integration into teaching practices (Son, 2018).

There is research suggesting that expertise plays an important role in technology adoption and that a period of as much as five to six years of experience with learning technologies is necessary for their impactful use (Ertmer, 2005). It may be argued that technology integration can be conceived as learning new skills and gaining knowledge, but largely not addressed in the literature of TPACK or SAMR, for example, is how knowledge relates to teachers' conception of themselves as teachers and the ways in which they construct meaning within their teaching practice. Admiraal, Louws, Lockhorst, Paas, Buynsters, Cviko, Janssen, de Jonge, Nouwens, Post, van der Ven & Kester (2017) have described these models as attempting to explain teacher technology integration largely in terms of "technology-related factors" (p. 58), as opposed to viewing practising teachers as knowledgeable agents of technology integration. For this research, the connection of knowledge to practices is key as we are seeking to better understand identity as "the being that informs doing" (McNaughton & Billot, 2016, p. 644), but also because we understand teaching and the constructs used to describe it as a practice.

More than two decades following his theorising about teacher knowledge (1986, 1987), Shulman offered a "shifting perspective" (Shulman & Shulman, 2009) that incorporated additional dimensions into his Fostering a Community of Learning (FCL) model. While not about technology integration per se, this perspective describes the attributes needed for the development of teaching expertise, including not only a cognitive but also a "dispositional" dimension explicitly about "envisioning" and "believing" (Shulman & Shulman, 2009, p. 4). This view suggests that teacher knowledge or knowledges comprise only a part of the picture in our understanding of teacher technology integration. In their review of 55 TPACK studies, for example, Voogt et al. (2013) identified only six that looked at teacher beliefs about technology and pedagogy and argued that in these studies (e.g., Verloop, Van Driel & Meijer, 2001) beliefs

represent a type of knowledge or a component of teacher knowledge. Lai and Lin (2018) outline four aspects of teachers' beliefs that differentiate them from knowledge: Beliefs stretch beyond knowledge, they encompass alternatives that may be different to reality, they act as a filter rather than the structure of thoughts, and they are based upon "personal experiences and cultural transmission" (p. 447). Literature exploring the role of teacher beliefs, another part of the picture, is presented and discussed in the following section.

2.5 Beliefs, Barriers and Teacher Change

Research into teacher beliefs has had a profound impact on understandings of the role of teachers and their decision-making processes, not only for researchers but potentially also for teachers (e.g., Clark & Peterson, 1986; Jääskela et al., 2017; Shulman, 1986). Among the most fruitful perspectives on teacher beliefs, and also most relevant for this study, has been research into the relationship of technology adoption and teachers' beliefs about teaching. This rich strand of research focuses not on technologies themselves nor on teacher knowledge of technology, but on the teacher's understanding about the role and value of technology in their practices. The literature of teacher beliefs, too expansive to comprehensively cover in this review, includes a great deal of work around language teacher beliefs, for example beliefs about providing written feedback to learners (Lee, 2009), teaching grammar (Phipps & Borg, 2009), and beliefs about classroom practices (Basturkmen, Loewen & Ellis, 2004).

To date, much of the research focus on educational technology adoption has been to a very large extent based on various school contexts (e.g., Aldunate & Nussbaum, 2013; Ertmer, Ottenbreit-Leftwich, Sadik, Sendurur & Sendurur, 2012; Gallini & Barron, 2001; Levin & Wadmany, 2008; Straub, 2009; Zhao & Frank, 2003), for example in the United States (Angers & Machtmes, 2005; Judson, 2006) and European Union (Tondeur et al., 2021), reflecting

financial investments in infrastructure, equipment and professional development to support technology and its integration into teaching and learning (Lawrence & Tar, 2018). And while there are "literally thousands" (Ertmer, 2012, p. 423) of articles on either teacher technology adoption or teacher beliefs, relatively few combine these, but these have been widely cited. Ertmer's (e.g., 2012) work over two decades investigating the role of school teacher beliefs in technology adoption has been among the most coherent. When she began this research into teacher beliefs, the "conditions for successful technology integration" (Ertmer, 2005, p. 27) were already in place in most U.S. public schools as a result of several decades of top-down, mandated efforts, yet implementation in classrooms by teachers had not followed suit (Shulman, 1986). Ertmer was interested in better understanding why this might be so. Her work has suggested that the key to successful technology integration is the individual teacher rather than the technology, that the technology needs to be adopted and used by a person. She developed her approach to teacher beliefs in order to support and improve both research and practice related to educational technology use (Ertmer, 2005), making it relevant to this thesis despite the different educational context.

Her research focuses not on technologies or even on teacher knowledge of technology, but on the teacher themself and their ideas about the role and value of technology in their teaching practice. Building on the literature of teacher change, which interrogated the factors that lead to teachers changing their practices (e.g., Cuban, 1993), Ertmer described teacher technology adoption as a form of change but focused on the barriers that teachers might face in implementing such change (Snoeyink & Ertmer, 2001). She described these as first- and second-order barriers. First-order barriers are extrinsic to the teacher and exist because the necessary physical resources and infrastructure are either inadequate or missing altogether, whereas

second-order barriers are intrinsic to the teacher and related to much murkier and individual notions such as anxiety, previous unsuccessful experiences, and the feeling of being poorly prepared to implement technology (Ertmer, 1999). First-order barriers can include lack of time, access and technical support, and such external barriers can be contrasted with first-order incentives such as access to technology and support, but also the incentive that teachers see the benefits that technology brings to their teaching and to student learning (Snoeyink & Ertmer, 2001). Why not seeing these benefits is not considered a first-order barrier is unclear, but perhaps is related to it being difficult to categorise an awareness of the benefits of technology integration as either strictly extrinsic or intrinsic as such awareness is based on the interaction of the teacher with people (e.g., students) and things (e.g., technology) within their teaching practice. Nevertheless, Ertmer's research has demonstrated that either the valuing or not valuing of educational technology is fundamentally about a teacher's beliefs about their practice. These have been termed teacher value beliefs (Jääskela et al., 2017).

The relationship of first- and second-order barriers and how they might interact to either inhibit or encourage technology use has only been inferred in this literature. These inferences include, for example, the notion that even if every first-order barrier were removed teachers would not necessarily begin to integrate technology into their practices and also the idea that teachers' beliefs about technology adoption depend largely on access to resources (Ertmer, 1999). While other scholars have also explored the relationship of teacher beliefs and technology integration (e.g., Angers & Machtmes, 2005; Judson, 2006), Ertmer (2005) brought beliefs to the forefront by arguing that first-order changes were inadequate in themselves to bring about technology integration without corresponding teacher beliefs about "how technology enables them to translate [their educational beliefs] into classroom practice" (p. 28). In this way,

contextual factors, which may include a combination of first- or second-order barriers and incentives, act either as "enablers or constrainers" (Ertmer, 2005, p. 29) to the enactment of teacher beliefs through teacher practices.

Among a teacher's beliefs are those related to their identity as a teacher and these beliefs form the basis of practices (Ertmer, 2005). Northcote (2009) described the relationship between educational beliefs and the practices of HE teachers as the "beliefs-practice nexus", a better understanding of which can lead to teachers being both better informed and more reflective. Such pedagogical beliefs, defined as a complex and multi-dimensional structure of inter-related beliefs about teaching and learning, underpin and guide teaching practices (Ertmer & Ottenbreit-Leftwich, 2010; Pajares, 1992; Tondeur, Hermans, van Braak & Valcke, 2008). Pedagogical beliefs can also be understood simply as a teacher's ideas about what constitutes good teaching and learning (Ertmer et al., 2012). They therefore act as a kind of filter (Kagan, 1992) for evaluating and making decisions about new pedagogical practices, including those related to technology.

Beliefs as an aspect of a teacher's identity are thus central to teaching practices. In one of the only studies identified that explicitly links teacher change related to technology to teacher identity work, Chronaki and Matos's (2014) ethnographic study of school mathematics teachers focused on the process of change and transformation that learning to integrate technology brought to their teaching practices. They define this work as "a fragile process" (Chronaki & Matos, 2014, p. 122) that involves "the becoming of a new teacher" (p. 108) inasmuch as it involves changing practices related to technology integration. Vongkulluksn, Xie and Bowman's (2018) US-based study concluded that technology use is determined by teachers' externalization of their beliefs about educational technology and its value in their practice. Barcelos (2015)

highlights the two important aspects of teacher beliefs that are relevant to a discussion of identity and technology adoption, namely their gate-keeping function for behaviours and actions and their prominent role in change. Specifically, reflection upon beliefs about teaching can lead teachers to question their understandings and their practices and can therefore lead to changes in their teaching practices.

In their synthesis of research interrogating how teachers' pedagogical beliefs are related to their use of educational technology, Tondeur et al. (2017) looked at 14 studies conducted in eight countries over a decade (2002-2012). Their analysis concluded that teachers' pedagogical beliefs can present a formidable barrier to technology adoption. Reasons cited for this include the prior learning experiences of teachers themselves, which often took place in traditional classrooms that made little or no use of technology and led to deeply engrained "traditionalist beliefs" (Tondeur et al., 2017, p. 562). Personal beliefs are based on experiences, memory, and "cultural sources of knowledge" (Ertmer, 2005, p. 29). Teaching has been described as a deeply traditional if not conservative field "with a long history of nonchange" (Straub, 2009, p. 633) and the role of "teacher" deeply engrained in the genealogy of the profession (Davis, 2004). The research reviewed by Tondeur et al. (2017) also indicated that teachers' beliefs about control or lack of control in their classrooms could constitute a barrier to technology adoption.

The connection between technology adoption and pedagogical beliefs has been termed a "critical relationship" (Ertmer et al., 2012) as it has been shown to relate specifically to teachers' beliefs about learner-centred practices. Indeed, more recent studies of teacher beliefs and technology adoption have focused on how these together transform teaching practices to become more Constructivist and learner-centred (e.g., Kim, Kim, Lee, Spector & DeMeester, 2013; Prestridge, 2012). However, Admiraal et al. (2017) have termed the relationship between teacher

beliefs and learner-centred or Constructivist teaching practices "ambiguous". Their Netherlands-based study (Admiraal et al., 2017) of school teachers developed a typology of technology use intended to help determine appropriate professional training and support interventions. They did not find a strong positive correlation between learner-centred beliefs and attitudes towards educational technology and explained this in terms of a mismatch between teacher's expressed beliefs and actual beliefs, echoing similar findings by Mama and Hennessy (2013) in their study of school teachers in Cyprus.

The relationship of teacher beliefs to teacher identities appears not to have been investigated to date in an explicit manner and is difficult to describe in the literature. However, Barcelos (2015) argues for the context-specific "coconstructedness" (p. 303) of beliefs, emotions and identities for both language teachers and students. Rather than isolating such constructs as "identity" and "emotion", this perspective helps us to understand identity as one of a number of aspects of teacher being. Most studies in the context of Applied Linguistics (e.g., Barcelos, 2017; Sakui & Gaies, 2003), for example, have "only hinted at or suggested" the relationship of beliefs to identities (Barcelos, 2015, p. 310), despite beliefs being at the core of meaning-making and identity construction. Writing from a NNEST perspective, Barcelos seeks to understand how these aspects–emotions, beliefs and identities–work together to impact practices (Barcelos, 2015, 2017, 2018). She describes how a gradual change in beliefs can lead to a lengthy process of identity change over time and suggests that changes in beliefs come about as a result of triggering events that occur in the world and our immediate context plus the hard work of learning (Barcelos, 2017).

The relationship of teacher beliefs to teacher emotions has been described as a "hot mess" (Gill & Hardin, 2014) in the context of teacher psychology, and has been called "the least

investigated aspect of research on teaching" (Zembylas, 2005, p. 466), as well as "underexplored" in the field of SLA (Xu, 2018). There is, however, an implicit link described in Snoeyink and Ertmer's (2001) descriptions two decades ago of teachers' second-order, intrinsic barriers to technology integration, specifically feeling inadequately prepared, unsuccessful previous experiences with technology, and "technology anxiety" (p. 89). An affective dimension to these barriers is revealed, although not described explicitly, in the terms used, for example "feeling" and "anxiety". In later studies (Ertmer & Ottenbreit-Leftwich, 2013; Ottenbreit-Leftwich et al., 2010), teacher pedagogical beliefs and beliefs about the value of technology were included among the "affective factors" that, along with cognitive factors, can constitute intrinsic barriers to technology integration.

Another type of barrier cited in a majority of the studies reviewed by Tondeur et al. (2017) was teacher beliefs about the amount of time required to learn how to integrate technology into existing practices, a process that has been described as relatively time- and effort-intensive (Bebell & Kay, 2010; Levin & Wadmany, 2008; Scott, 2016; Somekh, 2008). In their 2001 article highlighting the need for empirical study of teacher technology adoption, Zhao and Czisko argued that a teacher's pedagogical goals were the key. They contended that the process of implementation would occur as educational technology was adopted in order to meet current teaching goals rather than new teaching goals, suggesting a step-by-step progression from current practices to new ones (Zhao & Czisko, 2001). Ertmer and Ottenbreit-Leftwich (2010) argue that technology adoption in teaching is essentially about "teacher change" and that this change can occur along any or all of four dimensions: pedagogical beliefs, content knowledge, knowledge of instructional practices, and the implementation of innovative resources. The adoption of technologies within a teacher's practice can therefore be related to

changes occurring within the teacher themself, for example their beliefs and knowledge, that lead to changes in practices. Nevertheless, the relationship of beliefs to practices is a kind of chicken-egg proposition, meaning that which comes first is difficult to determine. Rather, teacher technology adoption is best understood as an iterative and reciprocal process (Ertmer, 2005; Somekh, 2008) and a "hand-in-hand" relationship (Snoeyink & Ertmer, 2001, p. 88).

2.6 "Natives", "Immigrants" and The Persistence of Myths

If we define beliefs as "evaluative propositions which teachers hold consciously or unconsciously and which they accept as true" (Basturkmen, 2012, p. 282), it may also be the case that such beliefs are contradictory or do not always have an empirical basis. The persistence of the so-called "digital native" construct, which has been with us in one form or another for half a century (Selwyn, 2009), represents a widely held and oft-reproduced belief that has potentially profound implications for teachers and technology adoption. The term is credited to Prensky (2001), a school teacher turned entrepreneur (https://marcprensky.com/), who ossified notions of generationally determined differences in technology practices within the binary of "digital natives" and "digital immigrants", two opposing constructs that never shall meet. This terminology and its underlying assumptions about and implications for technology practices continues to be widely accepted and uncritically applied, even in peer-reviewed articles (e.g., Howlett & Waemusa, 2018; Williams, 2021; Yong, Gates & Harrison, 2016), despite being long discredited empirically (Bennett, Maton & Kervin, 2008).

While he has not gone so far as to entirely repudiate this binary, Prensky (2009) himself later argued that the distinction between these two groups would become "less relevant" with time (para. 1). No longer imagined as a divide between natives and immigrants, in the near future, he argues, the distinction will instead be between those who are "digitally enhanced" and

those who are not. He coined a new term, "digital wisdom", to describe the advantages with which the enhanced will be endowed, allowing them to make better decisions about complex and pressing issues (Prensky, 2009). Skiba (2010) suggests that the term, if not the concept of, digital wisdom can be useful in effective educational technology implementation that focuses on teaching digital literacy skills and the prerequisite need for faculty to acquire digital wisdom, which she describes broadly as using technology "to enhance thinking and understanding and promote learning" (p. 251). In critiquing Prensky's (2001, 2009) approach, Harris (2012) argues for a form of digital wisdom in HE that foregrounds criticality and deeper understandings of technology and its uses. Critical Digital Literacy (Merchant, 2007) may therefore offer a more appropriate framework for considering educational technologies in the HE context, as it is grounded in academic literacies (Lea & Street, 2006; Street, 1999) and supported by a robust research agenda (e.g., Lillis & Scott, 2007).

More than a decade ago, Selwyn (2009) based his critique of the native/immigrant divide on a number of empirical studies that demonstrated how the digital practices of young people are in fact much more varied and complex than the label "digital native" would imply. This complexity encompasses potentially vast differences across a range of socio-economic contexts, spaces such as home and school, technology habits and engagements, and even non-use by young people who consciously "opt out" for a variety of reasons (Selwyn, 2009). While there may be some "age-related" aspects to technology adoption and use generally, this does not necessarily extend to the quality of that use (Jones, 2010). In research focusing on the skillfulness of Internet use, Hargittai (2002) and Hargittai and Hennant (2008) concluded that while younger Internet users may show greater ease in their interactions with the web compared to older users, there is no evidence that they possess superior skill. In their UK-based study,

Helsper and Eynon (2010) surveyed more 2,000 individuals aged 14 and older about their Internet use, exploring generation, experience, and "breadth of use". They found that while younger people used the Internet more, the range of computer-based tasks performed by older users was similarly broad and there were no "unbridgeable" age-related differences, implying that age is not a determining factor (Helsper & Eynon, 2010) and further debunking the "digital native" idea.

In the educational context, when learners are believed to possess an *a priori* superior facility with technologies, there is potentially no perceived need to develop the digital literacy skills (Darvin, 2017; Hauck, 2019; Pegrum, 2019) required for critical engagement with digital content, for example with Internet-based resources and communities. The myth of the "digital native" can, therefore, be understood as a "dangerous opposition" (Bayne & Ross, 2007) that is as potentially harmful to learners as it is to teachers if both assume that competencies exist where they may in fact not. As a generational rift, the "digital native" myth also implies "a profound disempowerment" of adults (Selwyn, 2009, p. 369) and, by extension, teachers in relation to their students. Bayne and Ross (2007) refer to the "structural de-privileging of the role of the teacher" (p. 5), who is aligned with slow, obsolete and analogue modes of being, while his students embody the opposite. The unresolvable paradox on which the "digital immigrant" is based positions teachers as both eternal unchanging non-natives at the same time that they are compelled to change, if not "re-constitute themselves according to the terms of the 'native'" (Bayne & Ross, 2011, p.159).

As technology continues to be integrated into teaching and learning to various degrees and in various ways, the implications of this absolutist binary positioning of students and teachers has profound implications for de-emphasising the active role of teachers in teaching

(Biesta, 2013), but also has implications for learning by its over-estimation of the ability of students to direct their own technology-supported learning (Brooks, 2016). Selwyn (2009) cites Young and Muller (2009) on the importance of the teacher as an active and engaged "source of strategies and expertise" as

> *learners cannot actually "construct" their own learning (because, in Foucault's pithy phrase, they cannot know what they do not know) the role of teachers cannot be reduced to that of guide and facilitator […] (*Selwyn, 2009, p. 7*).*

Rather than age or generation, Hargittai (2010) has shown that factors such as gender, education, and socioeconomic status are most significant in the development of "Internet know-how". The notion of a "digital divide", originally conceived as the gap in access to digital technologies resulting in "digital inequality" (DiMaggio & Hargittai, 2001; DiMaggio, Hargittai, Celeste & Shafer, 2001), and its implications for technology use in educational contexts is relevant. It constitutes an evolving focus of research that looks at who uses technology and in what ways (Scheerder, van Deursen & van Dijk, 2017). This gap in access to technology became an issue in US efforts to integrate technology in schools, but early on the realisation that "not all uses of computers have equivalent educational benefits" (Attewell, 2001, p. 253) underlined the need for a more complex understanding of the issue that goes beyond just access.

Hargittai (2002) described a second-level digital divide, extending the gap in access to differences in both technology use and skill, which has also been termed the digital capability divide (Wei, Teo, Chan & Tan, 2010). A focus on divides related to technical competence and information literacy (Scheerder et al., 2017) resonates with the need for the digital literacy skills of learners (Darvin, 2017; Hauck, 2019; Pegrum, 2019) to be addressed as an aspect of educational technology integration. That such divides may have real-world consequences is

demonstrated in the third-level digital divide, which relates students' information literacy to "tangible outcomes" (Scheerder et al., 2017, p. 1608) that bring off-line benefits, for example related to employment opportunities (Wei et al., 2010). In their Netherlands-based study, van Deursen, Courtois and van Dijk (2014) determined that a range of skills related to online use and interactions are essential to achieving beneficial outcomes from Internet use, underlining the importance of not only access but acquisition of skills related to technology use.

Finally, it bears mentioning the parallels of the digital "native/immigrant" discourse with largely discredited, or at least increasingly controversial, views of language learning and teaching and language identities, especially given the context of this research in the language centre of a European university. One of the most enduring constructs within the various fields of languages and language learning is that of the "native speaker" (NS) and the "non-native speaker" (NNS) which, particularly in the context of the English language, is difficult if not impossible to define (e.g., Faez, 2011), and has been profoundly questioned (Canagarajah, 1999, 2012; Holliday, 2017; Singh, 1998) and described as an ideology wherein "nativeness" becomes a token for language proficiency (Ahn, 2019). The nature of English as a global *lingua franca* spoken by millions of people as a second, third or even fourth language (Kachru, 1992), as well as the broad geographical and historical diversity of English varieties (Bolton & Kachru, 2006; Crystal, 2003, 2004) underlines the difficulties inherent in such a binary.

Further problematizing the NS/NNS binary, Higgins (2009) presents English as also a profoundly local language through which locally situated identities worldwide are constructed by means of "cultural and linguistic bricolage" (p.4). A relatively recent "multilingual turn" in the fields of SLA and TESOL has been termed an "epistemic reorientation" (May, 2014) that rejects the "deficit model" of the NS/NNS binary, calling instead for an "additive model" of language

acquisition and use where speakers add languages and language competencies to their communicative repertoire. Such an "additive" approach, which would conceive of technologies as an addition to existing teacher competencies and expertise, would also be useful when considering teachers' technology adoption and use practices.

Alternative, non-binary conceptions of language competency include translingual practices where languages meet and mix within "contact zones" (Canagarajah, 1999a, 2014) and a pluricentric approach that welcomes multilingualism and linguistic pluralism (Higgins, 2017). Within the European context, the concept of plurilingualism developed by the Council of Europe (2007) is embedded within the Common European Framework of Reference for Languages (Council of Europe [COE], 2021) that has been adopted across the EU and beyond, and which forms the basis for the research context's programmes. Plurilingualism is the notion that people in multilingual contexts bring various levels of language competencies in order to communicate effectively in whichever language or combination of languages is needed in a particular situation. Such an approach does not assume an "imagined unity of language and culture" (Alves & Mendes, 2006), let alone the singular association of language with nationality (Anderson, 1983), but rather rejects boundaries and binaries such as NS/NNS in favour of multiple, shifting and context-specific ideas of language use and belonging.

The terms "digital native" and "digital immigrant" can be seen, wittingly or not, as constructing a "xenophobic" metaphor that "inevitably invokes complexities and anxieties around migration, integration, and racial and cultural difference in Western society" (Bayne & Ross, 2011, p. 164). Selwyn (2009) is among those reminding us that political and ideological agendas may be hidden within such a construct, for example having to do with socio-economic hierarchies and access to technology, and even the interests of companies and individuals

profiting from educational technology implementation. The parallels between these sets of binaries may in fact not be so improbable: Underlying both is a profoundly inequitable assumption that people have fixed identities that sit within fixed boundaries and that they can never learn enough to bridge the gap between not-belonging and belonging.

2.7 The Umbrella and the Flower: Bringing the Strands Together

Teacher beliefs have been described within the construct of teacher cognition, defined by Borg (2003) as "what teachers know, believe, and think" or the "unobservable dimension" of teaching (p. 81). In his review of 64 studies of language teacher cognition over a period of roughly 30 years, Borg (2003) demonstrates that this is a fragmented and wide-ranging body of work characterized by imprecise terminology and covering disparate areas including how teachers make various kinds of decisions, their knowledge of various domains related to their practice, and their beliefs about language, learning and learners. Apart from the fuzziness surrounding the research related to teachers' "unobservable dimensions", some of the literature has viewed these concepts as isolated and unconnected. While looking at these constructs individually certainly has merit, particularly when they are well-defined, it is also useful to understand them as related and intertwined within the lived experience of teachers in specific contexts, particularly in a research study using a Phenomenological methodology as here. More recently, Borg (2019) reviewed 15 studies of language teacher cognition since 2010, leading him to suggest a broader conception of the notion that takes into account the role of both minds and emotions in "the process of becoming, being and developing as a teacher" (p. 1167).

De Costa (2019) takes a sociocultural approach to these various "unobservable dimensions", using the metaphor of an umbrella that shelters various constructs addressed by researchers. This perspective conceives of teacher cognition, beliefs, emotions, agency and

identity, notions that have been discussed here, as co-existent and related constructs operating within a broad landscape (De Costa, 2019; De Costa, Rawal & Li, 2018), and any one of which may become a particular focus of research at any one time. According to De Costa (2019), this idea can also be understood through the metaphor of a flower, with one of the constructs taking centre stage as the stamen, while the others form the surrounding, connected petals. As discussed in Section 2.3, the sociocultural turn was ushered in with Firth and Wagner's (1997) call for SLA research to go beyond individual cognition and to also embrace the social and cultural contexts in which language teaching and learning are situated. While any of these constructs can therefore be discussed in reference to each other using De Costa's (2019) "umbrella" approach, due to my particular focus on identity in this study I have looked primarily into the well-developed and contextually relevant literature of teacher beliefs as "to believe is to ascribe meaning to the world and to ourselves, and when we do this, we are constructing our identities in the world" (Barcelos, 2015, p. 311).

This chapter closes with a reflection on bringing together the two strands of research, identity and technology adoption, and a discussion of both the usefulness and limitations of the concept of identity in understanding technology adoption by EAP teachers. This study is not so much about what teachers do, but about what underpins their doing of technology in the context of their teaching practice and how they themselves ascribe meaning to that doing. If identity is "the 'being' that informs 'doing'" (McNaughton & Billot, 2016) then it is worthwhile to inquire about teachers' "being" and not only their doing. I have argued that identity is a form of teacher being and can therefore help us to better understand their practices, including those related to technology integration. Nevertheless, this identity approach to university EAP teachers' experiences of technology has not been well researched, as a review of the literature has shown.

Much of this literature dances around the idea central to this thesis, that a teacher's identity or identities, incorporating their beliefs, knowledge, agency and the other aspects of the self that serve to construct meaning, play a central role in the adoption and integration of educational technologies. Identity as a starting place that does not exclude additional perspectives or constructs can offer an alternative, integrated view on the "messy process" of technology adoption and use in university English language teaching by focusing on the adopters themselves, teachers. Identity as a construct that focuses on teachers' own constructions and presentations of their selves leaves spaces for also investigating their actual teaching practices, for example through observation or other methods.

In this literature review I have endeavoured to tell a research story that establishes both the contexts and the relevance of my own doctoral research by making choices about the studies I have presented and how I have organized that presentation, as well as describing the reasons for these choices (Feak & Swales, 2009). The following chapter sets out the research design and methodological tools, including data collection and analysis, and discusses ethical considerations raised by the study and the researcher's position.

Chapter 3: Research Methodology and Methods

The following presents the methodological approach of this Interpretative Phenomenological Analysis (IPA) study drawing primarily on the terminology described by Hammersley (2013) and Swaminathan and Mulvihill (2017). I have conceptualized these terms as nested frames (Figure 1) and describe them in greater detail below. This framing is intended to provide a context for the use of IPA methodology, which I chose among other reasons because of its focus on how human beings in specific contexts make sense of their experience and its potential as a method for better understanding such experience (Smith, 2017; Smith et al., 2009).

3.1 Framing the Study

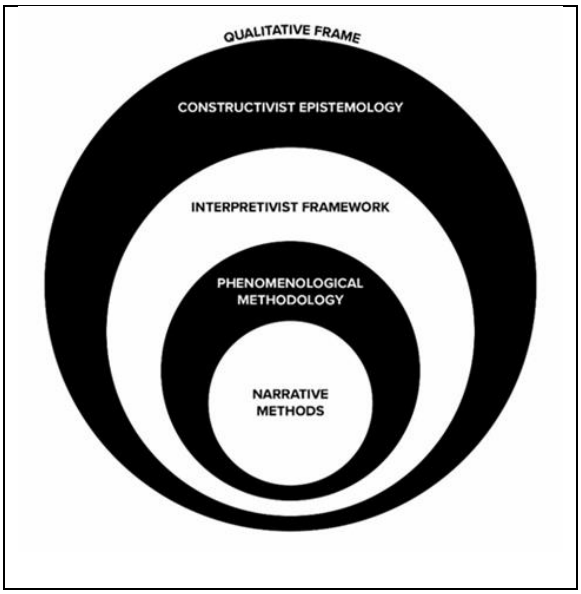
Another reason that I have chosen this methodology is that IPA may be especially well suited to novice researchers such as myself, and in particular researchers on their doctoral journey (Guihen, 2019), also like myself. My position is that because the IPA approach offers a clear path of data analysis with specific steps to be followed, as well as a substantial literature of methodology, it provides a novice researcher like me with guidance through the processes of data collection and analysis (e.g., Smith, Jarman & Osborn, 1999; Tomkins & Eatough, 2010). During the course of this research, I liaised through email communication with Jonathan A. Smith, who developed IPA, and also engaged with key scholars and other researchers through the IPA Qualitative online discussion group (https://groups.io/g/ipaqualitative) and webinars. These engagements provided additional guidance and support for faithfully working with IPA, which is discussed in greater detail in the following sections.

A brief discussion about the use of visuals and graphics in this thesis is appropriate here. Unless otherwise attributed, all graphics and visualisations are of my own conception and created primarily as a tool to help me better grapple with and understand the concepts and perspectives

they depict, but also to support the reader in my presentation of this work. Visualisation can be an effective means of communication, in particular in educational research contexts to demonstrate "the relationships between complex and overlapping concepts" (Buckley & Nerantzi, 2020, p. 206). The IPA methodology explicitly calls for the use of "visual guides" to present findings and interpretations (Smith et al., 2009, p. 80). In addition, the literature of education and technology adoption reviewed in Chapter 2 frequently employs graphic models to visualise concepts, processes, and the complex relationships among them (Tondeur et al., 2021), for example the TPACK (Koehler & Mishra, 2009), TAM (Scherer et al., 2019), and PBT (Tondeur, 2019) models.

Figure 1

Methodological Framing of the Study



Note. This graphic model provides a simple illustration of the methodological approach of this study based on concepts described in Hammersley (2013) and Swaminathan and Mulvihill (2017).

Figure 1 illustrates the framing of this study within the broad and multifaceted field of qualitative research, which can be described in terms of an array of approaches and strategies, as well as various "modes of thinking" (Freeman, 2017). The qualitative research paradigm has also

been described as “uncertain and contested” (Hammersley, 2013, p. 95). For example, Hammersley (2013) stresses the heterogeneity of the landscape of qualitative research, lacking a single agreed-upon definition. In the field of Education Research specifically, the overlapping of proliferating “moments” and epistemologies operating within the qualitative paradigm has been described as “methodological contestation” (Wright, 2006, p. 793), but also as a “wild profusion” of “competing discourses that do not map tidily onto one another” (Lather, 2006, p. 47) and thus allow for a variety of ways of thinking about its subject. Nevertheless, qualitative research can be broadly understood as “seek(ing) answers to questions that stress how social experience is created and given meaning” (Denzin & Lincoln, 2000, p. 8).

Because this research explores how teachers make meaning through the construction and expression of their professional identities in relation to educational technology, a qualitative approach is appropriate. Essential features of qualitative research corresponding to the purposes and characteristics of this study include an inductive orientation that emphasises description and interpretation; relatively unstructured data such as the oral and written narratives used here; an acknowledgement of the subjectivity of the research process as fundamentally shaped by the researcher’s own social and personal perspectives; a “natural” research context, such as the participants’ place of work as is the case here; and the use of a small number of cases, allowing for “thick” description and data triangulation (Hammersley, 2013).

Within this qualitative field, the broadest frame of this research is a Constructivist epistemological position, which describes my assumptions about how we come to know. The Constructivist paradigm considers knowledge in research contexts as created by consensus and out of individual constructions, including those of the researcher (Howell, 2013). The assumptions that I bring to this work about how I come to know through the research process are

supported by the following positions, which in turn lead to the methodological choices I have made. First, it is assumed here that knowledge is co-constructed by participants in social contexts, including in the research context, and that it is "contingent upon human practices" (Crotty, 1998, p. 42). In this study it is teaching practices that are being brought into focus and investigated through the research project, which itself comprises specific practices conducted within the social context of the university language centre in which I and the participants worked at the time of the study[3]. Second, it is assumed that the researcher (in this case, myself)–through the study's IPA methodology, interactions with participants, and the act of interpreting the collected data–is actively engaged in a "double hermeneutic" wherein they are making sense of the participants' sense-making within the research context (Smith et al., 2009). Smith (2007) describes this as a journey across the hermeneutic circle from my own researcher position with my own assumptions, experience and knowledge to deeply engage with the participant(s), then moving back round the circle to my own position, but now "irretrievably changed because of the encounter" (p.6). Finally, my assumptions about identities, a central concept in this study, understand them not as unitary or fixed, but as multi-faceted and created out of active engagement with the social world (Lawler, 2014).

A further aspect of this epistemological position is the situating of this research within my own practice as an educator. My disciplinary context (and that of this study and its participants) can be described broadly as language teaching and learning in an HE setting and more specifically as the field of EAP, which is concerned with the development of academic literacies including language-related practices within the university. My approach to my own

[3] In early 2020, I left the university where I had received ethics approval and collected the data for this thesis to take a position at another university.

practice within this larger field is informed by Constructivism and the notion that all language work is identity work, and this also has informed my methodological choices here.

Within this Constructivist position the framework is Interpretivist, which is concerned with the detailed exploration of how people make sense of their experiences. This is appropriate to the study of human experience that is the focus here and assumes that the world is co-constructed and interpreted by ourselves acting within that world (Swaminathan & Mulvihill, 2017). An Interpretivist framework that seeks to investigate the experiences of individuals is closely associated with Phenomenology (Hammersley, 2013). In their elaboration of IPA, Smith et al. (2009) describe the Interpretive framing of Phenomenology, a key pillar of IPA, as allowing for individual lived experience "to be expressed in its own terms, rather than according to predefined categories" (p. 32). The Interpretivist approach thus implies both a focus on understanding through rich description and the exploration of how particular forms of knowledge are constructed.

Finally, the data collection and analysis methods at the center of these frames are fundamentally Narrative, comprising individual interviews, focus groups, and participant writing. Narrative research methods make identity both observable and available for analysis (Hyland, 2018), because identity is not only expressed through language but can also be understood as created from the meanings of language (Evans, 2015). Here these Narrative data collection methods can be described using Ricoeur's (1992) concept of Narrative Identity, where identity is only understood through the act of narrative: "(W)hat story does a person tell about his or her life?" (Pellauer & Dauenhauer, 2020, para. 25). Narrative mediation, as Ricoeur (1991) terms it, allows the individual's knowledge of themself to be fixed so that it can be interpreted and understood. But Narrative Identity is also "sustained and transformed through the influence

of social relationships" within institutional contexts (Ezzy, 1998, p. 250), such as the research context. A Ricoeurian approach in discussing my chosen methodology provides justification for the use of Narrative methods in this IPA study that seeks to understand how the participants understand and express their identities within a particular disciplinary and professional context.

Narrative Identity has been used in educational research that stresses how identities and practices in educational settings are constructed through intersubjectivity (Farquhar, 2012). Smith et al. (2009) describe intersubjectivity as a phenomenological concept referring to "the shared, overlapping and relational nature of our engagement with the world" (p. 17). The research context, a university language centre's English department and the practice of EAP teaching within that context, is shared and overlaps for the participants as well as for me as researcher. A key feature of IPA is its focus on meaning-making within a particular context by people sharing a distinct experience (Smith et al., 2009) and the corresponding search for connections and patterns across the research cases (Goldspink & Engward, 2019). This relational aspect is further underlined by the use of focus groups as a major component of the data collection, wherein participants in groups of four responded to my open questions and engaged with each other around them.

This section has discussed the frameworks that support and justify the approach taken here and how it is "fit for purpose" (Hammersley, 2013). With this framing of the philosophical approach, data collection and analysis will be conducted according to the comprehensive steps that comprise the IPA methodological approach (Shinebourne & Smith, 2009; Smith, 1996; Smith et al., 2009; Smith & Osborn, 2015). If IPA can be considered to be "a particular way of working" (Smith et al., 2009, p. 11), it should be adaptable to various appropriate data collection methods. I was unable to locate in the IPA literature an exact match to the various forms of

narrative data collected in this study, requiring me to develop an IPA approach to accommodate my data collection methods. This will be discussed in detail in the following sections.

3.2 Interpretative Phenomenological Analysis (IPA)

This study explores the potential of IPA as a useful approach in this context, in addition to its aim to investigate the teacher identities expressed by six university EAP lecturers and their experiences and understandings of technology adoption in their teaching practice. This will lead to a number of recommendations that focus on a group that is under-represented in the existing literature of educational technology adoption and point to ways in which technology might be meaningfully adopted by university EAP lecturers, for example by considering such practices as deeply connected to their professional identities. It may further offer an example of IPA in HE research, in particular a study with a complex and varied set of Narrative data, and provide a discussion of the suitability of the approach in contexts such as this for other researchers considering the use of IPA.

IPA's focus is on meaning-making, an aspect of human lived experience connected to the construct of identity central to this study. Smith (1999) has used an IPA approach specifically to interrogate issues of identity. Indeed, Smith (2019) draws on Giddens' notion of "self-identity" (p. 177) to stress the act of reflexive meaning-making the research participant is engaged in within the IPA research process; specifically, in telling the researcher about themself they are constructing a biographical identity that becomes available for interpretation by the researcher and perhaps also by themself. While there has been and continues to be much research on the adoption and use of technology by teachers in a wide variety of contexts as well as elaborations of various concepts of teacher identity (discussed in Chapter 2 in greater detail), there remain gaps in our understandings of how these two aspects might be related or how a teacher's identity

might be relevant to their adoption of educational technology. This idea, that identity might offer a useful lens to understand teacher technology implementation, is one that this research seeks to explore using the IPA methodology. A research approach developed by Smith (1996) working within the field of Psychology in order to study people's lived experience of, for example, alcoholism (Shinebourne & Smith, 2009) and pregnancy (Smith, 1999), IPA is now well-established (Smith, 2011b; Palmer, Larkin, De Visser & Fadden, 2010) and has quite recently been used in educational research (Guihen, 2019; Rosewell & Ashwin, 2018), including by doctoral researchers in this EdD programme (e.g., Higginson, 2019; Molinero, 2021).

IPA is based on the three theoretical pillars of Phenomenology, Hermeneutics and Idiography. Broadly speaking, phenomenological methodologies share "a commitment to examine a topic, as far as is possible, in its own terms" (Eatough & Smith, 2017, p. 193). Phenomenology is a broad paradigm that engenders a range of research methodologies, some of which have been applied in the field of education (Miller, Chan & Farmer, 2018; Neubauer, Witkop & Varpio, 2019). These include existential phenomenology (Greenberg et al., 2019) and hermeneutic phenomenology (Saevi, 2014). Smith and Eatough (2019) describe the origins of IPA in the philosophical traditions of phenomenology and hermeneutics: A focus on 'the thing itself' and the exegetical concern with interpretation and understanding, respectively. The pairing of these approaches in IPA—the "I" and the "P"—has been described by Smith (2009) in this way: "Without the phenomenology, there would be nothing to interpret; without the hermeneutics the phenomenon would not be seen" (p. 37). The aspect that perhaps most differentiates IPA from phenomenological approaches more generally, is its so-called 'double hermeneutic' emphasising the interpretive role of the researcher in providing an account of how they think the participants are thinking (Eatough & Smith, 2017; Smith et al., 2009).

Larkin, Watts and Clifton (2006) emphasise how the "I" in IPA extends the "P": The description of the phenomenon, "something 'as it is in itself'", is amplified through the interpretation of that something "as something else" (p. 116). While the general phenomenological approach to education research is not without criticisms, for example related to analytical rigour (Stolz, 2020) or being simply descriptive (Hefferon & Gil-Rodriguez, 2011; Larkin et al., 2006), IPA specifically offers explicit, step-by-step procedures for data analysis: the "A" in IPA that rebuts these criticisms. Sections 3.6 and 3.7 will describe how the process of analysis was undertaken in a manner appropriate to the particular data collection methods of this study, guided by the literature of IPA methodology to offer rigour and go beyond simple description.

The third pillar of IPA is Ideography. IPA eschews generalisations or claims about a group in favour of a commitment to understanding "the perspective of particular people, in a particular context" (Smith et al., 2009, p. 29). This faithfulness to particularity is realised in the IPA data analysis trajectory from the part to the whole and its iterative exploration of both the convergences and divergences across cases (Smith et al., 2009). It is IPA's foundation upon these three theoretical pillars that most clearly differentiates it from other methodological approaches that draw either largely or exclusively on Phenomenological perspectives, and this threefold foundation offers the potential for a broader scope of understanding.

I have provided a discussion of why I have chosen IPA as my methodology, but it also bears acknowledging qualitative approaches not chosen. Grounded theory (GT) research has a longer history and shares many of the attributes of IPA, including offering a systematic, sequential approach to data analysis (Charmaz, 2000; Drake, 2011; Smith et al., 2009). A GT approach would have fit within the Qualitative framing, Constructivist epistemology and

Interpretive perspective taken here. However, my interest was not in developing a theory of technology adoption, which would have suited a GT approach (Silverman, 2020), but rather sought insight into the experiences of a specific group of teachers. Smith, Larkin and Flowers (2011) foreground the complementary relationship between IPA and GT, describing how a subsequent GT study might broaden and develop a more generalisable theory from an IPA study's "micro-idiographic theory-modelling" (p. 172).

IPA also differs from standard approaches to thematic analysis (TA) that might have been taken. This difference is primarily due to IPA's explicitly reflexive aspect, as well as its layered approach to interpretation that moves between the particular and the whole to describe not only what is shared but also what is not (Eatough & Smith, 2017). This reflexive meaning-making that lies at the heart of IPA data analysis differentiates it from some forms of TA, which may acknowledge the active role of the researcher but focus more on the content of the data itself (Clarke & Braun, 2017) rather than the researcher's interpretation of that content and the interrogation of issues related to identity through that interpretation. In their discussion of quality in IPA, Hefferon and Gil-Rodriguez (2011) stress its interpretative aspect as a major differentiating factor compared to TA, which tends to focus on description. Kindred qualitative research approaches are not in competition with IPA, but rather all of them together offer "common grounding and purpose" (Eatough & Smith, 2017, p. 25), complementing each other and enriching our understandings of phenomena. Considering these alternatives also opens potential additional avenues for exploring my topic from other epistemological and methodological perspectives in future.

3.3 Researcher Positionality and Ethical Concerns

Because the methodological approach taken here acknowledges the researcher as not only an intrinsic factor in the research, but as a co-constructor of the study along with its participants, my position as researcher needs to be articulated. Palmer, Larkin, De Visser and Fadden (2010) define positionality as how we describe our relationship to a particular "matter of concern" (p. 107). In the following I describe my relationship to the context of the research, its participants, and the matter being investigated in this thesis, which is teacher identity and technology adoption.

The IPA data analysis method offers a clear framework for the researcher's positionality in the concept of the double hermeneutic. The double hermeneutic refers to the role of both researcher and research participant engaging together in a meaning-making enterprise: "The participants are trying to make sense of their world, the researcher is trying to make sense of the participants trying to make sense of their world" (Smith & Osborn, 2016, p. 51). The researcher's sense-making is thus 'second order' in that they can only gain access to the lived experience of the participant through their own account of that experience (Smith et al., 2009). Because of the interpretative nature of IPA data analysis, clarity of the researcher's positionality is not simply advisable but a requirement (Smith & Osborn, 2016). Indeed, the "central analytic instrument" (Goldspink & Engward, 2019, p. 298) of an IPA study is the researcher themself.

In her discussion of researcher reflexivity, Etherington (2004) stresses that the doctoral researcher's connection to their doctoral research can enhance that work, if not the experience of the research for all involved. It is also important that the topic of doctoral research be both relevant for and important to the doctoral researcher (Etherington, 2004). As Smith (1999) notes in his discussion of his own IPA doctoral study, "The investigator does not come to the project

tabula rasa" (p. 282). This means that every researcher comes with assumptions, ideas and experiences. However, the researcher's own conceptions are indispensable to the double hermeneutic that lies at the core of the IPA methodology, making their surfacing essential to the interpretative process.

My relationship to the topic of this research, teacher identity and educational technology adoption, is outlined in Chapter 1, where I reference my own journey of technology adoption involving struggles, hard work, and identity development. I share various roles, identities, and characteristics with the study participants. I am also an instructor of EAP and construct my identity as a university lecturer through my teaching practice and membership in my profession and discipline and the university's English Department. The "natural" context (Hammersley, 2013) of the research at the time of data collection was my workplace too. As such, both researcher and research participants entered the study with foreknowledge that included aspects of power as well as trust. During the period of the data collection, I also held an administrative position as English programme coordinator, which has implications related to the power relationship between myself and the participants that I surfaced and engaged with throughout the data collection and analysis.

An insider position affords the advantage of insider knowledge, for example of the research context (Trowler, 2011), but also of what it is like to work within a European university context as an EAP instructor, including its challenges and opportunities. I am a participant in the study (as interviewer, for example) but also its designer and ultimately its interpreter, and I am a fellow teacher at the same time that I am a coordinator of the English Department. Branson, Franken and Penney's (2016) transrelational approach to mid-level HE leadership asserts that the starting point for the mid-level leader in HE is their insider status. This imposes an ethical

obligation on me to find out what teachers believe and want regarding their work, and to engage in research that will "answer worthwhile questions to the required level of likely validity" (Hammersley & Traianou, 2012, pp. 1-2). In her advice to novice researchers regarding the development of qualitative research questions, Agee (2009) reminds us that "inquiries into other people's lives are always an exercise in ethics" (p. 440). These two positions, researcher and programme coordinator, represent the etic perspective of my values, objectives and choices in the research process (Yin, 2010) and, on the other hand, an emic perspective that "looks at things through the eyes of the members" of the group under study (Willis, 2007, p. 100). This tension, or "dilemma" as Williams (2009) terms it, can only be constructively resolved through the reflexivity of the researcher consciously surfacing their assumptions and values, and striving to make ethical decisions throughout the research process.

In order to reduce the potential for insider bias, I consciously used bracketing of assumptions that surfaced during the data collection and analysis (Ahern, 1999; Finlay, 2008, 2014; Smith & Osborn, 2015; Starks & Brown Trinidad, 2007), including "attending to the reflexive echoes" (Goldspink & Engward, 2019) experienced during these processes. Bracketing is understood as an essential aspect of any phenomenological research undertaking. Because we cannot describe anything as separate from our own world (Crotty, 1998), we need to surface and then place inside metaphorical 'brackets' our beliefs and understandings about that world, in particular those relevant to the research project. This process allows the researcher to notice these assumptions, make note of them, refer back to them, and understand them in relation to their data and the research project as a whole, "rather than engaging in futile attempts to eliminate them" (Ahern, 1999, p. 408).

The bracketing techniques here include the note-taking process used during data analysis, which is described in greater detail in Section 3.7. Beginning with transcription of the audio files, I took separate notes that focused on my own thoughts, reactions and emotions, which prolonged the transcription process but enabled me to create a space apart from the data in which I could think about it in different ways, ask myself questions, and disentangle some of my assumptions about the participants and the topic under investigation. I came to see that bracketing was also about my taking on the role of researcher in an active manner and how it is prerequisite to the double hermeneutic at the heart of IPA: The space within the brackets is where the researcher can begin the process of trying to make sense of the participants' sense-making. In the first individual interview that I transcribed, for example, I became aware of the potential for the power dynamic between myself (my programme coordinator role) and the participant (a freelance EAP teacher) to colour my interpretations when I asked myself why she seemed to be seeking to justify (as opposed to describing) her teaching practices in response to my questions. The answer might have been related to the power dynamic of that relationship (coordinator:freelance teacher) or it may have been a matter of how she chose to articulate her practices in a way that invited discussion with a colleague. This also demonstrated to me that there may be more than one interpretation possible from a single piece of data.

During participant recruitment and data collection, I also employed bracketing strategies. In the former, I clearly articulated to potential participants my role as researcher in this study as opposed to the role they were most accustomed to as a colleague with administrative responsibilities. Both the Participant Information Sheet (see Appendix A) and my verbal introduction to the focus groups and individual interviews explicitly emphasised this researcher role as something apart from my usual role in interactions in the context of our day-to-day work.

While my role in the centre was as “coordinator” rather than “manager”, it is important to acknowledge the potential for this to colour participant responses. The BERA-recommended (2018) techniques for mitigating the influence of power differentials, in particular those arising from researcher “dual roles” (§19) such as mine, include making my researcher role very explicit, bracketing techniques such as those described above, and researcher triangulation, which I employed during the first focus group and describe in greater detail in Section 3.4.

My connection to this research is deeper still than the professional and work contexts that I share with the participants: It emerges from my own experience of identity development as a technology adopting EAP lecturer engaging with new practices and understandings of myself. As I learned how to implement educational technologies within my teaching practice, for example through VE (Radford Arrow, 2020), my understandings of myself as a teacher were also impacted and developed. My desire to better understand my own identities and their relationship to my teaching practice spurred my desire to explore this with colleagues in my doctoral research project.

3.4 Study Design and Implementation

In this section, I discuss the overall design of the study over the course of a single semester involving three phases of data collection and three Narrative data collection methods: focus groups, individual interviews, and prompted individual writing. I foreground this discussion with an overview of the ethics approval process and the approach I took to participant recruitment.

3.4.1 Ethics approval

The ethical considerations discussed in Section 3.3 were formalized in the ethics application I submitted to the University of Liverpool’s EdD Virtual Programme Research Ethics Committee (VPREC) and I was granted approval on 7 November, 2018. See Appendices B and C for a copy

of the approval letter and my final ethics application. My application was informed not only by the ethical requirements of the University of Liverpool, but also drew on the current edition of the British Educational Research Association's ethical guidelines (BERA, 2018). There was no formal ethical approval process required at the site of the research, the university where I worked at the time of data collection. However, I did submit to VPREC a letter from the head of department dated 26 September, 2018 that granted approval for the study to take place there and cited the benefits that the study might bring for the organization and the individuals working there. This letter also granted me full permission to use the institution's email system, for example in the participant recruitment process, and its Moodle system, where Phase 2 of the study was situated (see Section 3.5). No unforeseen ethical issues arose during the study.

3.4.2 Sample and participant recruitment

A researcher's sampling strategy reflects their understanding of "what evidence or knowledge is needed to know a social phenomenon" (Emmel, 2013, p. 47). Because this IPA study seeks to understand the lived experience of a specific group of individuals, i.e., teachers of EAP working in a European university's language centre, the sampling strategy is necessarily purposive. This strategy seeks participants "for whom the processes being studied are most likely to occur" (Denzin & Lincoln, 2000, p. 370). In IPA, purposive sampling is appropriate because "(p)articipants are selected on the basis that they can grant us access to a particular perspective on the phenomena under study" (Smith et al., 2009, p. 49). For this study, I invited all of the EAP teachers working in the organization during the project semester to participate (a total of 11) and there were no exclusion criteria for this group. My goal was to obtain a sample of five to seven participants at the end of the recruitment process and I obtained six. A range of 3 to 10 participants has been deemed sufficient for an IPA study (Pietkiewicz & Smith, 2012).

Purposive sampling favours depth over breadth of knowledge (Cohen, Manion & Morrison, 2018). In an IPA context, the term "homogenous" is also used to stress the importance of a sample for whom the research question would be meaningful because the participants share the particular experience that is being studied, but which also allows the researcher to closely examine convergence and divergence within that homogeneity, a key aspect of IPA data analysis (Smith et al., 2009). Given its idiographic approach, the sample in an IPA study is not intended to be representative of a generalisable group, nor does IPA seek validity or saturation, but instead offers access to "a particular perspective on the phenomena under study" (Smith et al., 2009, p. 49). Arguing that the very notion of validity is not valid for evaluating qualitative research as it a quantitative criterion, Smith et al. (2009) suggest instead that thinking of the presentation of one's research in terms of an "independent audit" where the reader would be able to "follow the chain of evidence that leads from initial documentation through to the final report" (p. 183) is a more appropriate and "powerful" way of thinking about rigour in IPA. I have endeavoured to follow this guideline in my presentation of this research project.

Purposive sampling can also offer a reflexive exercise for the researcher, who has made deliberate decisions about who should participate in their research and has sought to justify these decisions. In this study, I share many of the relevant characteristics of the participants and this provides me with an opportunity to recognize my own presence throughout the research process and to be more aware of how I "actively shape [my] research in a messy social world" (Emmel, 2013, p. 46). This sample also provided the potential for sufficient heterogeneity to support the comparative aspect of the IPA process, i.e., the participants bring a range of different backgrounds including first languages other than English, various years of experience teaching university EAP, and differing levels of engagement with educational technology. Nevertheless, a

weakness of purposive sampling generally is that some voices and experiences may not be heard and this could occur in any qualitative study due to various factors outside the researcher's control. It may also be the case that choosing not to participate has relevance to the research questions, but without asking those who opted out it is impossible to know what that relevance might be within the context of this study (Groger, Mayberry & Straker, 1999). In this study, five invited teachers who met the inclusion criteria either did not respond or declined to participate for reasons they either chose or did not choose to share.

I began the recruitment process soon after ethics approval with an invitation to institutional email addresses and informed the 11 potential participants in broad terms about the project. I asked them to reply within seven days as to whether they were interested in learning more about the project with no obligation to participate. After seven days, I had received seven expressions of interest and those potential participants received the PIS and consent form. I received signed consent from six, who made up my sample, and these received a link to an online scheduling platform in order to arrange the first focus group and individual interviews, depending on their preference.

In order to further enhance the data's trustworthiness, as well as provide me with feedback about my stance and behaviour leading the focus groups and interviews, a colleague from a sister department in the language centre observed the Phase 1 focus group and provided me with feedback that I could take into consideration for the following phases of data collection. I was also concerned that I should behave in an ethical manner due to the potential for a power differential between myself and the participants as a result of my administrative role in the department. This colleague sat at a distance from us and observed and took notes. I asked them to pay attention to my behaviour as researcher, in particular the questions and follow-up

questions, and how well I provided opportunities for participants to fully express themselves and for each participant to answer. Among their points of feedback following the focus group were that the session was "very well structured" and that I had explained the goals and ethical aspects clearly at the outset. Their verbal feedback on the questioning phase included that I "wasn't pushing them in a direction" and that I "let them talk". They also felt that I treated the participants "with a lot of respect" and "made them feel important, like they mattered".

In a follow-up to these ethics-related steps, I also led an online meeting with all six participants in the summer and autumn of 2021 to provide an overview of the research methodology and the findings, and to answer any questions they might have had. This meeting allowed me to share the research with those who participated in it and contributed to the knowledge that has been developed out of it, helping to fulfill my ethical obligation to offer concrete value to the research context as well as the wider disciplinary community.

3.5 Data Collection Approach and Methods

Three forms of Narrative data were collected across three phases during a single semester (see Appendix D). The data collection methods used here were focus groups (Phases 1 and 3), individual interviews (Phase 1), and individual written narratives (Phases 1 and 2). Narratives take a variety of shapes that may include written and verbal forms, as here, that generate meanings that are specifically human in nature (Squire et al., 2014). It is through the stories we tell about ourselves and our experiences that we make sense of our world and, more specific to this research, "the meanings of specific social practices of language teaching within specific educational contexts" (Hayes, 2016, p. 58).

In Phase 1, I collected four autobiographical sketches, had four participants in a focus group and conducted two individual interviews. Phase 2, which consisted of a dedicated, private

space on the university's Moodle platform, provided three question prompts over the course of about six weeks and asked participants to write their responses in a Forum created for each question. Phase 3 comprised a focus group, also with four participants although the participants differed somewhat between the two focus groups.

Ricoeur (1991) contends that human lives become "readable" when they are mediated by narratives. Rather than being "a transparent source of 'facts'", narrative accounts used in research contexts, such as the interviews and focus groups here, are socially constructed events (Delamont & Atkinson, 2014). In the data collection phase, this was acknowledged and managed through careful preparation by me as the interviewer/researcher, clear instructions and guidelines for the participants, and an open, semi-structured question protocol that offered guidance along with space for participants to express themselves in both the focus groups and individual interviews. These factors are essential to the quality and ultimately the trustworthiness of the data collected through these methods.

I prepared for the focus groups by reviewing relevant literature (e.g., Jacob & Furgerson, 2012; MacDougall & Baum, 1997; Onwuegbuzie, Dickinson, Leech & Zoran, 2009; Porter, 2013; Quible, 1998; Tong, Sainsbury & Craig, 2001) and engaging in discussion with my primary supervisor, out of which I developed a set of principles. Starting with these principles, I developed a one-page protocol to guide me through a set of open questions designed to elicit individual responses as well as stimulate discussion among the participants. The question protocol used for both focus group sessions and the individual interviews can be found in Appendix E.

This multi-phase and varied data collection approach was developed in part to more flexibly meet the scheduling issues of the participants, who were freelance lecturers working at

various HEIs, but also to provide data triangulation through the use of various data sources. Denzin and Lincoln (1970) propose three aspects of data triangulation—time, space and person—that are interrelated units of study. Flick (2018) has called Denzin's approach a means to "deeper understanding of an issue under study" rather than a means toward some version of validity or objectivity in qualitative research (p. 4-5). All three of Denzin and Lincoln's (1970) aspects of data triangulation are encountered in this study through: 1) the three phases of data collection as distinct time frames across as single semester; 2) the spaces of face-to-face individual interviews and focus groups, and the online Moodle platform (Phase 2); and 3) the participation of six distinct individuals who share certain characteristics relevant to this study (i.e., their roles as EAP teachers) but also offer a wide variety of other characteristics. The latter differences include such areas as national background, language profile, and years of experience in the EAP field. These aspects are discussed in greater detail in Chapter 4, where I present my findings.

In keeping with the research questions and aims of this study, the semi-structured question protocol (Appendices A and B) was designed to elicit ideas about the participants' identities as teachers (e.g., *How, when and why did you take up this profession?*), understandings about Moodle and educational technology (e.g., *Do you see yourself as a technology-using EAP teacher?*), and experiences of teaching practices with Moodle (e.g. *How do you make decisions about changes to your Moodles?*). Data was also collected from a designated, shared Moodle using three sets of question prompts (Appendix F) provided throughout the data collection period. These question prompts echoed the concerns of the interview protocols with a sharper focus on the Moodle platform itself, for example, *Are there some aspects of Moodle that you are not currently using that you would like to try out?*.

Table 1 details the six participants and the forms of data they provided. Idiographic sketches of the participants will be offered in Chapter 4, but here they have been anonymised in accordance with the study's ethics application and BERA guidelines (2018). Specifically, I have taken "all reasonable precautions to avoid identification" (BERA, 2018, §45) by providing pseudonyms that obfuscate characteristics not relevant to this study but that could make the participants more easily identifiable, while also seeking to preserve more salient characteristics such as gender and language background. I made a conscious decision to assign pseudonyms rather than numbering the participants in order to more faithfully convey their humanity and individuality. Per my approved ethics application for this study (see Appendices B and C), identifying details of the participants are on my password-protected computer and have only been verbally shared with my primary supervisor in a disaggregated manner without names but including some characteristics for discussion purposes.

Table 1

Data Overview by Anonymised Participant

Participants	Phase 1			Phase 2			Phase 3
	Focus Group I	Individual Interview	Bio Sketch	Q 1 Prompt	Q2 Prompt	Q3 Prompt	Focus Group II
Male (1)	X			X	X	X	
Female (2)	X		X	X	X	X	X
Male (3)	X		X	X	X	X	X
Female (4)		X			X		
Male (5)		X	X	X			X
Female (6)	X		X	X	X		X

3.5.1 Focus groups

During the participant recruitment process, it became clear that time constraints and scheduling issues were a concern for most prospective participants. For example, a seventh potential participant came back to me after initially agreeing to participate and signing the Participant Consent Form to tell me that she regretfully could not in fact spare the time. My desire to minimise the burden on participants and at the same time encourage their participation was one of the driving factors in choosing to implement focus groups. Another advantage of focus group data collection is its interactive and relational nature. Liamputtong (2011) stresses that a focus group interview is not a "group interview", but rather an opportunity unique among interview methods to get at this inter-relational aspect through shared experiences. In an IPA context, this allows for an additional idiographic dimension of the individual within their familiar professional context and supports IPA's characteristic exploration of both similarities and differences between cases.

A further advantage of the homogenous focus group, according to Smith et al. (2009), is that it can provide access to the experiences and concerns of a group. From the data analysis perspective, the focus group can offer a socially situated and potentially more contextualised approach (Palmer et al., 2010), for example within the professional context shared by the participants in this study. Trowler (2012) has extolled the value of HE research that focuses on the meso-level "work group", defined as a group that is engaged in working together over time on a project. Focus groups facilitate such a meso-level analysis that can also help in gaining an understanding of the interrelatedness of the individual micro-level and the macro-level of organisational and disciplinary sociocultural practices (Trowler, 2008, 2012). In addition, phenomenological approaches are called upon to understand the lived experiences of the

"person-in-context", namely "a particular person in a particular context" (Larkin, Watts & Clifton, 2006, p. 109), and that person-in-context's relation to the phenomenon being investigated. The focus group is a means of accessing these aspects.

On the other hand, the complexity of the focus group's interactional environment presents challenges for data analysis and in particular for IPA because it becomes more complicated to glean the personal perspectives essential to the phenomenological approach. Smith (2004) has suggested that this challenge can be met by analysing the data from two perspectives: "once for group patterns and dynamics and subsequently, for idiographic accounts" (p. 30). But the tension between the group dynamic and the individual experience is a central issue that must be at least acknowledged and is addressed in greater detail below. In questioning whether focus groups are at all appropriate for IPA, Love, Vetere and Davis (2020) conclude from their own IPA focus group study that with adaptation it is possible. They draw on Palmer et al.'s (2010) approach, as do I, calling it "key in helping to extrapolate (focus group) participants' idiographic journeys" and cautioning against an "unadulterated" IPA approach (p. 15). The specific strategy I arrived at for integrating the focus group data while privileging the idiographic focus that is integral to IPA data analysis is discussed in Section 3.8.

The two focus groups book-ending the study were conducted in an out-of-the-way conference room in our department. The possibility of interruption or curious passersby was effectively eliminated as the room was at the end of a seldom-used corridor and the door could be locked and a do-not-disturb note taped to it. I reserved the room so there would be no potential conflicts and informed the participants that it would take no more than one hour, assuming 15 minutes for my introduction and 45 minutes for the discussion. The dates were agreed upon using the university's online scheduling tool. I sent an email to the six participants

after they had signed and given me their consent forms offering several options for focus groups and individual interviews and asked them to inform me of their preference. I scheduled the focus groups in Phases 1 and 3 separately. Each of the focus groups, as well as the individual interviews, opened with my introduction reminding them of my purpose, ethical considerations including my promise of anonymity, and my separate role as researcher as opposed to colleague.

3.5.2 Individual interviews

The semi-structured, one-on-one interview has been a preferred data collection method in IPA, as it can elicit in-depth "stories, thoughts and feelings" (Smith et al., 2009, p. 57). The heart of the IPA interview is the participant's world where they have "experiential expertise" and become "the sole focus of your attention", and this attentiveness on the part of the interviewer can also support the bracketing of their own assumptions, reactions, and "theoretical hobby horses" (Smith et al., 2009, p. 64).

While I had little experience conducting focus groups, I had conducted many one-on-one interviews during the more than a decade I worked as a journalist. This provided me with a level of comfort and confidence, and I may have been a bit more relaxed in conducting the two individual interviews than I was with the first focus group, where there was also a colleague present as observer in order to provide researcher triangulation (discussed in Section 3.4.2). Delamont and Atkinson (2014) stress that what differentiates the research interview from the journalistic interview is that the former should not be simply taken at face value "in an unmediated fashion" (p. 50). Indeed, in IPA as in Qualitative research more generally the interview is conceived as "a conversation with a purpose" originating from a research question or questions (Smith et al., 2009, p. 57). The same semi-structured protocol was used for both individual interviews (Appendix E) as well as for the focus groups and was developed using the

specific guidelines and principles for IPA semi-structured, in-depth interviews provided by Smith et al. (2009). These include establishing rapport, honouring silences, and focusing on attentive listening rather than questioning. The protocol consisted of a single sheet of 10 questions and a short list of probes to use for follow-up.

The importance of the person-in-context in IPA (Larkin, Watts & Clifton, 2006) was also honoured in the two individual interviews (Phase 1) as they were conducted in the same conference room in the same workplace context familiar to all of the participants. A major consideration for both of the individual interview participants was their busy freelance teaching schedules; for example, one participant was available for just one individual interview and provided a single contribution to the online Moodle (Phase 2).

3.5.3 Written narratives: Autobiographical sketches and Moodle posts

In Phase 1 immediately upon receiving consent, I wrote to all participants inviting them to send me a short, narrative autobiographical sketch of themselves as a university teacher of EAP. I provided a deadline of two weeks and suggested that it should take no more than 15-20 minutes. I received four sketches in response. I also provided them with several questions to guide their autobiographical narrative (See an example email message to participants in Appendix G). These questions asked about their own experiences as learners and how they came to be working in their current profession. In keeping with IPA's idiographic focus of "trying to understand particular people and events in specific socio-historical circumstances" (Hammersley, 2013, p. 27), I began with an autobiographical sketch in order to explicitly gain access to the stories that participants might tell about their personal and professional trajectories as EAP teachers. Autobiography also provides a window on a central question in this research, namely how language teachers' identities and practices are "influenced by our multiple personal histories

within our various social worlds" (Hayes, 2017, p. 57). The first question in the interview protocol had the same focus and purpose, so that I could potentially collect a rich set of data from each of the six participants.

Phase 2 was conducted entirely online using a dedicated "course" space housed in the university's Moodle LMS. While I could have collected sufficient data for an IPA research project from the interviews and focus groups alone, I was concerned to develop data that was as rich and in-depth as possible by engaging in data triangulation (Flick, 2018) and offering my participants various options for providing narrative data. Furthermore, it is highly appropriate for a research study that seeks to understand teachers' experiences of educational technology adoption to include some aspect of educational technology. Engagement with the Moodle learning platform was the focus of this investigation and so using it as an additional means of data collection had hermeneutic value, i.e., how the participants engaged with the technology itself in addition to the narrative data they provided there about engaging with technology.

As outlined in my ethics application, I had complete control over who had access to this platform and it therefore provided a protected space much like the physical rooms used for the interviews and focus groups. Over the course of a period of roughly six weeks during the teaching semester, I provided three sets of prompts at regular intervals to the participants via university email. Each set of questions was provided its own "Forum" within the Moodle, to which the participants as members of the "course" were subscribed and would receive a notification to their university email. The Forum function in Moodle allows a user to post a response to a question or task and allows the other course members to respond to that post as well as to create their own initial post. I also wrote directly to their university email addresses reminders (three) that repeated the prompts, as well as informing them about focus group

scheduling and other organizational aspects of the research project. An example of these messages is provided in anonymised form in Appendix G.

These prompts were aligned with the research questions and aims of this study to investigate what role if any educational technology might play in their understandings of themselves as practising EAP teachers in this particular context. The first question prompts asked them to write about their specific experiences using the Moodle platform to support their teaching, the second asked them about their desire to use the Moodle platform to a greater extent in future and how they would accomplish this, and finally whether they believed that the use of Moodle and technologies generally was necessary in order to be a good EAP teacher. These questions were informed by my reading of the literature (see Chapter 2), for example about the role of teacher beliefs in technology adoption (e.g., Ertmer & Ottenbreit-Leftwich, 2010).

3.6 Data Analysis Strategy

IPA has been described as a flexible methodology and Smith and Osborn (2015) argue that there is "no single, definitive way to do IPA" (p. 54). This is not to say, however, that there are no specific processes and procedures outlined by Smith (1991) and others (e.g., Emery & Anderman, 2020; Love, Vetere & Davis, 2020; Palmer et al., 2010), but only that these need to be adapted to a particular research design. Here, I have surveyed the IPA literature and selected relevant and appropriate examples to inform the data analysis process within my research design.

Table 2

IPA Data Analysis Strategies

	Smith, Flowers & Larkin (2009)	Pietkiewicz & Smith (2012)	Goldspink & Engward (2019)	Palmer et al. (2010)	This study
1	Line-by-line analysis of each participant individually	"Multiple reading and making notes" > Close reading and listen to audio several times > **Notes** on content, distinctive phrases, context, *participant meaning-making*, researcher reflections on interview experience; *can focus on one aspect per reading/listening* > Separate column for "exploratory comments"	"Read and re-read transcript to get to know the data." (p.292)	<u>**Focus group** analysis *only*</u> **1: Objects of concern/ experiential claims:** > Identify "experiential claims and concerns" > Summarise and "sort into emergent patterns" (p. 104)	**Phenomenological analysis:** 1. Individual interviews (2) 2. Focus groups: Parse transcripts first for group patterns and dynamics (after Palmer et al., 2010) and then for idiographic accounts 3. Individual written narratives: bio sketches (4), Moodle writing (8)
2	**2a:** ID "emergent patterns" (themes) focus on convergence & divergence **for single cases** **2b:** ID "emergent patterns" (themes) focus on convergence & divergence **across multiple cases**	"Transforming notes into **emergent themes**" Work more with notes (v. transcript) to "formulate a concise phrase at a slightly higher level of abstraction ...still grounded in the particular detail of the participant's account" (p.367) > Separate column for "emergent themes"	Journaling: "Make initial notes to systematically capture observations."	**2: Positionality:** Explore roles and stances of **facilitator**(s). and "the function of statements" of **participants**	**Identifying emerging themes & patterns:** 1. Focus group cases a. identify group patterns b. identify idiographic accounts 2. Integrated individual data > Identify themes, focus on convergence & divergence **for single cases** > Same **across multiple cases**
3	"The development of a structure, frame or gestalt which illustrates the relationships between themes."	"**Seeking relationships** & **clustering themes**" > Compile themes for whole transcript before seeking connections > Descriptive label for each cluster > Some themes will drop out (p.368) > Organise themes, sub-themes, relevant extracts (include line numbers for checking back)	"Develop emerging (prototype) themes for each case."	**3: Roles & Relationships:** Examine references to other people > roles & relationships described > meanings, expectations, consequences of these	**Clustering of themes:** > Seek relationships and cluster themes, provide description for each, relevant extracts > Move from particular to shared, from descriptive to interpretive (Smith, Flowers & Larkin, 2009, p. 79)
4	**Organisation** into format allowing analysed data to be traced through the process (steps 1-3).		***3b**: "Attend to reflexive echoes."* "Search for connections across emergent themes for each case."	**4: Organisations & Systems:** Examine references to organisations same way as 3.	*> Journaling of observations, bracketing and reflexive echoes throughout* **Organisation & connection:** > Organise so the process of data analysis can be traced > Develop a "structure, frame or gestalt" illustrating relationships among themes
5	**Check** "coherence and plausibility" of the interpretation with third party/ies.		"Move to the next case."	**5: Stories:** Examine stories told: structure, genre, imagery, tone, temporal referents	**Checking:** Check "coherence and plausibility" of interpretation (Smith, Flowers & Larkin, 2009) with doctoral supervisors, critical friends.
6	Development of a **narrative** > detailed commentary on extracts > usually theme-by-theme > supported by "visual guide"	"**Writing up**" Themes addressed "one by one" include participant accounts & researcher analysis. May be several layers of interpretation (p. 369)	"Look for patterns across cases."	**6: Language:** Throughout steps above consider language, e.g., patterns, context, function	**Integrative analysis & writing up:** Development of a narrative using detailed commentary on extracts, theme-by-theme and supported by "visual guide"
+	**Reflection** on researcher's "perceptions, conceptions and processes" (Smith, 2007)			**7: Adaptation of emergent themes** (based on 1-6) **8: Integration of multiple cases** (here two focus groups of four)	

Note. Selected strategies from the IPA methodology literature and (far right column) the strategy developed out of these for this study, which is presented in Table 3 (below).

Table 2 provides an overview of several examples from the IPA methodology literature upon which I draw here to arrive at an approach that suits both the data I have collected and my research questions. Smith et al.'s (2009) procedure (left column) comprising six clearly delineated steps can be considered the standard as it is the version upon which other iterations draw. I have added a seventh row (+) to emphasise the role of researcher reflection, which is not truly a separate step but an aspect integrated throughout the process of IPA data analysis. The others were chosen for the clarity of the description (Pietkiewicz & Smith, 2012), the addition of an explicit reflexive aspect as Step 3b (Goldspink & Engward, 2019), and the 8-stage "protocol for using IPA with focus group data" (Palmer et al., 2008, p. 104) recommended by Smith et al. (2009). The right-hand column details how I adapted and integrated the methodological examples to describe the IPA data analysis approach used in this research, reflecting the flexibility of IPA "both in its intent and its application" (Tomkins & Eatough, 2010, p. 244). Because three forms of narrative data were used, an approach for which I found no exact match in the IPA literature, I had to progress deliberately and be guided by the priorities and epistemological perspective of IPA, namely a step-by-step approach and Idiographic commitment.

3.7 The IPA Data Analysis Process

Due to the complexity of the data I collected and being a newcomer to IPA data analysis, I describe the steps taken and offer concrete examples that illustrate my implementation of the IPA data analysis process (see Appendices H-K). My first task in working with the data was transcription of all audio files into Word documents, during which I simultaneously took hand-written notes in a journal (Appendix H) that focused on bracketing and my initial reactions to and reflections on what I was hearing. This journaling process provided access to my

"researcher-self" and enabled me to recognise, confront, question, and ultimately learn from my assumptions and positioning (Goldspink & Engward, 2019). I then checked the transcriptions against the audio files in a second listening, colour-coding the participants so that I could identify the individual participants within the focus groups for idiographic analysis (Appendix I).

With the transcripts prepared and a developing intimacy with the data, I proceeded to the first step in the IPA data analysis for both the individual interview and focus group transcripts (see Table 3 below). The first step, which I term Phenomenological Analysis, consists of the "close, line-by-line analysis of the experiential claims, concerns, and understandings of each participant" (Smith et al., 2009, p. 79). Working from the transcripts, I pulled participant quotes from each of the focus groups and each individual participant developing emergent themes and provisional interpretations. I followed this process for each of the six participants, combining in one document their idiographic data from interviews, written narratives, and contributions in the focus groups. This first step in the data analysis involved opening a 'dialogue' between me as researcher, the coded data, and my understandings of "what it might mean for participants to have these concerns, in this context" (Smith et al., 2009, p. 79). Following this phase, I was ready to look at the "emergent patterns" for single cases and across multiple cases (Steps 2a and 2b) and begin to cluster the themes (Step 3), organising them in a way that would demonstrate how they are connected (Step 4).

Table 3

IPA Data Analysis Strategy of This Study

1	PHENOMENOLOGICAL ANALYSIS	1. Individual interviews (2) 2. Focus groups (2 groups x 4 participants each): "'parse' transcripts at least twice, once for group patterns and dynamics and subsequently, for idiographic accounts. (Smith, 2004, p. 50) 3. Individual written narratives: bio sketches (4) and Moodle contributions (8)
2	IDENTIFY EMERGING THEMES & PATTERNS	Develop emerging themes 1. Focus group data: a. Identify group patterns b. Identify idiographic accounts 2. Individual interview & narrative data: a. Identify themes, focus on convergence & divergence across single cases b. Same across multiple cases
3	CLUSTERING OF THEMES	• Seek relationships and cluster themes from Step 2 (all forms of data) • Develop abstracted super-ordinate themes from emergent themes • Move from particular to shared, and from descriptive to interpretive
4	ORGANISATION & CONNECTION	• Organise the material so the process of data analysis can be traced through to the "final structure of themes" • Develop "a structure, frame or gestalt" illustrating the relationships among the themes.
5	CHECKING	Check "coherence and plausibility" of the interpretation with third parties, i.e.., doctoral supervisors, critical friends.
6	INTEGRATIVE ANALYSIS & WRITING UP	Development of a narrative > using detailed commentary on extracts > theme-by-theme supported by "visual guide" "The end result is always an account of how the analyst thinks the participant is thinking." (Smith, Flowers & Larkin, 2009, p. 80)

Note. The steps outlined in the far-right-hand column of Table 2 are presented here as the data analysis steps taken in this study.

A brief discussion about why I chose not to use data analysis software in this study is warranted. There are two main reasons: I preferred to spend more time with the data and less learning a new programme, and I wanted a deeply and literally hands-on engagement with the data I had collected. Weitzman (2000) highlights the contested aspects of software use in qualitative research in terms of three central debates: Closeness to the data, software influencing the methodology, and software impacting the rigour of a research project. He argues that software can bring benefits and enhancements, as well as deficiencies, to all these aspects depending upon how it used and the priorities of the researcher (Weitzman, 2000). Having considered these debates, as well as the fact that this research itself deals with the topic of technology adoption and use, I made a conscious and informed decision not to use software.

3.8 Considering Focus Groups from an IPA Perspective

Smith (2004) suggests that the researcher must make decisions regarding whether focus group data offers "sufficient detail and intimacy" to be used in the idiographic analysis (p. 51), a directive that I kept in mind. Tomkins and Eatough (2010) argue that each focus group should be treated as a separate case in itself. Rather than being a collection of individual accounts or cases, the focus group can offer insights into "the ground against which experiential understanding makes sense" (Palmer et al., 2010, p. 102). Love et al. (2020) caution that focus groups require an adapted IPA approach and suggest terming this "Interpretative Phenomenological in Group Analysis", which they also base upon Palmer et al. (2010). With such adaptation, the focus group setting can maximise the potential of the group dynamic to produce the rich data needed in IPA (Love et al., 2020). It is important to note that this study does not rely solely upon focus group data, but also includes Narrative data collected individually. This, I believe, offers not only data

triangulation, but also bolsters the idiographic focus of the IPA approach by offering various opportunities for each participant to take part.

When considering the tension between these two aspects of the focus group—the group and the individual—the idiographic commitment of IPA requires a privileging of the individual, a perspective that I strove to maintain throughout. Palmer et al.'s (2010) approach to working with IPA focus group data (Table 4) not only offered a step-by-step process to cope with the complexity of this data, but also a means to consider it from various perspectives that allowed me to access the richness of meanings that might otherwise have remained hidden or out-of-focus within this complexity. This approach offers what I term a set of "lenses" through which to consider the contributions of each participant.

Table 4

Palmer et al.'s Approach to Focus Group Data Analysis in IPA

	Palmer et al. (2010)
1	**Objects of concern/ experiential claims** > Identify "experiential claims and concerns" > Summarise and "sort into emergent patterns" (p. 104) *> Explore/Examine these through the lenses of 2-6 below*
2	***Positionality*** Explore roles and stances of **facilitator**(s) and "the function of statements" of **participants**
3	***Roles & Relationships*** Examine references to other people > roles & relationships described > meanings, expectations, consequences of these
4	***Organisations & Systems*** Examine references to organisations same way as 3.
5	***Stories*** Examine stories told: structure, genre, imagery, tone, temporal referents
6	***Language*** Throughout steps above consider language, e.g., patterns, context, function
7	**Adaptation of emergent themes** (based on 1-6)
8	**Integration of multiple cases** (here, 2 focus groups of 4)

For each focus group, I parsed the transcripts and then entered data into a table (Appendix J), which allowed me first and foremost to identify the "objects of concern" and "experiential claims" of the individual participants within the dynamic of the group, the first stage in IPA focus group data analysis (Palmer et al., 2010). In this way, I honoured the idiographic imperative of IPA by starting with individual contributions to the group and then using the interactional lenses to consider the individual-within-the-group. This is also true to IPA's analytic trajectory from the particular to the shared (Smith et al., 2009). Palmer et al.'s (2010) approach is termed by Love et al. (2020) as an "additional iterative loop" that can facilitate the foregrounding of the participants' idiographic accounts while also considering the convergences and divergences across the focus group data. This aspect of the focus group analysis, the role that these lenses played in the interpretation process, is presented in the following chapter, Findings.

3.9 An IPA Approach to Presenting Findings

I conclude with a brief discussion of the interpretation of my data according to the IPA methodology. The following chapter presents my findings in the form of an "interpretative analysis of the material in its own terms" (J.A. Smith, personal communication, March 5, 2021), which means presenting the findings in descriptive terms but also interpreting them by the double hermeneutic, which is reflected in both the "I" and the "A" of IPA. Interpretation is intrinsic to the epistemological position of IPA and what this suggests it is possible to know from one's data: "In IPA we are assuming that our data…can tell us something about people's involvement in and orientation towards the world, and/or how they make sense of this" (Smith et al., 2009, p. 46). IPA's double hermeneutic comes into play by the researcher's active participation in interpreting the collected data through a process of making sense of the

participants' sense-making (Smith et al., 2009). In terms of the focus group data in particular, Love et al. (2020) describe an "additional iterative loop"—the particular plus the shared—when using the focus group data analysis approach of Palmer et al. (2010). This may also be understood as offering an additional layer of interpretation that can serve to enrich the double hermeneutic of meaning-making that is at the heart of IPA data analysis.

"In its own terms" also refers to the "P" of Phenomenology, which seeks to closely interrogate human experience and implies that this experience is worth knowing about in and of itself. "In its own terms", however, also implies my presence as researcher actively engaged in interpreting the participants' narratives. Indeed, "the only entrée the reader has to the lived experience of the participant" is through the writing up of the researcher (Smith et al., 2009, p. 109), who is an active participant in the construction of that account through their interpretation. My relationship to the data through this process of interpretation can be understood through the heuristic of the hermeneutic circle or cycle. In an IPA context, this means that even though the methodology can be conceived of as specific steps to be taken in a specific order, working with the data is still very much an iterative and non-linear process of moving between and across different perspectives on the data, from the individual parts to the whole and back again.

Chapter 4: Findings

For guidance in reporting my findings, I liaised by email with the developer and leading proponent of IPA, Jonathan A. Smith, and actively engaged with the IPA Qualitative online discussion group (https://groups.io/g/ipaqualitative) with a view to gaining a deeper understanding and developing detailed insights into the approach. I asked specific questions, some of which were addressed by IPA scholars whose work I cite in this thesis, for example, Smith (e.g., 1996), Michael Larkin (e.g., 2006), and Beverly Love (2020). I also participated in a very practical online IPA data analysis workshop offered by Fiona Holland, an IPA researcher at the University of Derby (https://www.derby.ac.uk/staff/fiona-holland/). I have continued to liaise with these individuals and groups to check my emerging understandings of the method and how it differs from other similar approaches. Just as my approach to IPA data analysis was adapted to the specific characteristics of this study, so I present the findings in line with the study design and the nature of the data while following the guidance and examples offered by the IPA literature and community of scholars.

Table 5 offers an overview of the four major themes of these findings, as well as the emergent themes out of which I developed these. The emergent themes (left column) are taken largely from the words of the participants and originate in the experiences, motivations, and assumptions expressed by the participants. Four clusters (right column) of emergent themes were abstracted into the super-ordinate themes of Technological Aspirations, Change, The Good Teacher, and Precarity, which are presented in greater detail in the following sections, 4.1-4.4. In an IPA study, themes are customarily presented in table form (e.g., Smith, 2020), which I have done here (see Table 5). Appendix M offers a more detailed iteration of Table 5 depicting the salience of the emergent themes for each of the participants across all of the data. In the

following sections I also present figures to accompany the idiographic sketches that are designed to illustrate what was most salient as well as unique for each of the participants (Figures 2-7).

Table 5

Overview of Themes

Emergent Themes	Clusters /Super-ordinate Themes
Being Novice	
"Digital Native" Expectations	
Experiences as Student	**Technological Aspirations** (internal focus)
Training & Support	
Expertise*	
Change in Technology	
Change in Practices	**Change** (external focus)
Trial and Error	
Digital Literacy*	
Learner Autonomy	
English Language Identities	
Disciplinary Journeys	**The Good Teacher**
Making Connections*	
Lifelong Learning*	
Time	
The Freelance Life	**Precarity**
Convenience	
Teaching Materials*	

Note. Emergent themes (left column) originate from participants' own words and were abstracted into the four clusters of super-ordinate themes shown in the right-hand column. The clustered super-ordinate themes are presented in descending order of salience, i.e., Technological Aspirations was the strongest theme and Precarity the least salient across all of the data. The emergent themes marked with an asterisk (*) were themes unique to one individual participant.

4.1 Technological Aspirations

The major theme of Technological Aspirations—comprising Being Novice, "Digital Native" Expectations, Experiences as Student, Training & Support, and Expertise—was the most dominant of all four clusters when viewed across all of the data collected. This theme reflects the desires expressed by all participants to develop and enhance their use of Moodle specifically and educational technology more generally in their teaching practices. It also reflects their expressions of where these aspirations originate ("Digital Native" Expectations and Experiences as Student) and how they might go about realising them (Training & Support). Each person offered at least three of the cluster's underlying themes in their narratives, more than any of the major themes, and some had four. This salience of aspirations related to educational technology use could be seen in all participants regardless of their level of teaching experience, for example from novice EAP teacher Jack to highly experienced Beth.

For this cluster, one of two themes shared by all participants was Training & Support, which was expressed by some as a lack ("*There's nobody to ask*", Beth) and by others as a desire for more support in quite concrete terms ("*instructional Moodle videos would be nice*", Will). The need for training and support is therefore strongly connected to their desires and aspirations to become more adept Moodle-using EAP teachers, which justifies my including it within this cluster. Significantly, no one expressed the view that sufficient training and support was currently being provided by the university. Yet, the aspiration to continue learning how to implement technology within their teaching practice was a consistently strong aspect for all of the participants across the data, regardless of their starting point.

The second emergent theme within the cluster of Technological Aspirations that was shared by all six participants was "Digital Native" Expectations. It is clustered here as the

expression of assumptions about generational aspects of the relationship of students, and by extension teachers, to educational technology. These expectations provide impetus for the participants' technological aspirations in different ways. Will, for example, expressed such student expectations in terms of creating greater "*rapport, more confidence, more respect*" for him as their teacher, while Amy stressed the embarrassment she might feel if her students questioned her technological expertise: "*It makes me look dumb and that's the last thing a teacher wants to feel, especially around their digital native students*". However, the strength of this emergent theme shows how these teachers consider the perceptions and generational characteristics of their students around technology to be an important force shaping their teaching practices and a major factor in spurring change in those practices to integrate technology. Jack connected his students' expectations to his own past experience and expectations as a university student: "*I was always a bit annoyed with the classes that didn't use (an online portal)*". Most of the participants (four out of six) made reference to their own previous experiences as students and how these experiences were impacting their approaches to and understandings of technology in their current teaching practices. These varied experiences as students expressed by the participants are presented in more detail in the idiographic sketches.

Within this cluster, Being Novice was a theme common to all except Anna and Will, who described himself as a "*100 percent*" technology-using EAP lecturer, and both of whom expressed their technological aspirations from an experienced and confident position. This novice positioning of the other four participants was expressed in terms of aspiration, for example, by Amy ("*There are definitely things that I would like to do and that I see people doing and I think, Oh I would love to do that but on a basic level*") and by Beth ("*there are things I haven't explored yet*"). Being a technology novice or even new to EAP teaching did not preclude

identifying as a technology-using teacher, however. The role of educational technology in all of the participants' teaching practice was not in question regardless of level of expertise. For example, in this exchange between Omar and Jack in response to the question, *Do you see yourself as a technology using teacher?*, their technological aspirations are expressed as they affirm their identities as technology-using teachers:

> Jack: *Hmmmm…yes! I'm still scratching the surface with the Moodle platform. I know it has a lot to offer. There's a lot of things I haven't explored yet.*
> Omar: *Like, he, um* [Jack] *said, I haven't implemented actually all of the possibilities that the platform actually offers, and like* [Anna] *said, it's just the beginning.*

The last theme within this cluster, Expertise, was unique to a single participant, Anna, who positioned herself as expert in both focus groups. She uniquely positioned herself as the opposite of being novice even as others expressed this identity throughout the two focus groups in which she also participated. Nevertheless, her unique emergent theme of Expertise belongs within this cluster because Anna also expressed her aspirations to further develop her mastery of educational technology and Moodle in particular, albeit from a different starting point. In a discussion of the most salient of all themes in this study, Technological Aspirations, it is significant that only one participant positioned themselves as having educational technology expertise. While all participants aspired to be more proficient users of Moodle, five out of six expressed a lack of expertise.

4.2 Change

The cluster of Change gathers emergent themes that I identified as more related to factors external to the participants, which impacted and even caused them to bring about changes in their teaching practices. Change was the second most salient super-ordinate theme and the emerging

themes within this cluster are Change in Practices, Change in Technology, Trial and Error, and Digital Literacy. One reason for clustering these four emerging themes together under Change was that they shared an external focus. This by no means implies a lack of connection to the experiences and identities of the participants, but rather that the origin and focus of these expressions within this research context tended to be external to the teachers themselves, in contrast to the Technological Aspirations cluster's more intrinsic focus. Examples of this external focus include a change in teaching context necessitating changes in practices (Beth and Omar) and updates to the Moodle platform offering new opportunities (Anna) or requiring changes to tasks or assignments (Beth).

All participants described changes in teaching practices related to their use of Moodle, making it the most salient of all four emerging themes within this cluster. These expressions were also among the strongest themes for each of the six individual participants individually, despite the wide range in educational backgrounds and years of professional experience. This strong salience connects these changes to other strong themes, with changes to teaching practices being influenced or spurred on by expressions of themes within the Technological Aspirations cluster, specifically "Digital Native" Expectations and the participants' own experiences as students. Changes in teaching practices also connect to Convenience within the Precarity cluster, in that Moodle makes certain logistical and organizational aspects of teaching practice more manageable, for example as expressed by Beth: It "*helps my organization enormously and means lighter bags*". Changes in teaching practices were expressed within a context of each teacher's individual professional journey, for example Amy, who describes her journey from the Asian to the European HE context: "*I've had to change a lot of what I was doing in Asia*".

Change in Technology, the second emerging theme in this cluster, was expressed as offering opportunities to do new and desirable things ("*The ways that I've changed things is based on the new developments in Moodle as well*", Anna), but also as negating former practices and therefore requiring adaptation (Universities "*tend to change the format or the layout and the functions*", Beth). These expressions around the changes in the educational technology they used tended not to focus on either the pace of such change or on the proliferation of choices. An exception was Omar stressing the need for EAP teachers to "*stay abreast*" of technological advances or else find themselves "*behind the times*", implying an aspect of speed and perhaps also proliferation in the need to keep up with changes in educational technology. Outside of Omar's statement, the lack of expressions referring to the speed or proliferation of technological change may be related to the relatively conservative implementation of Moodle by the research context university, which had rarely made changes or augmentations in the period leading up to this study. In addition, the use of platforms and applications outside of the university-hosted Moodle is strongly discouraged due ostensibly to strict European privacy rules that govern the transfer and storage of personal information (Damásio, 2021).

This emergent theme of Change in Technology was also not shared by all participants. For example, it was not expressed by Amy and Omar for whom Being Novice was an important theme and which might be expected from teachers who had not been using Moodle for very long. But the Change in Technology theme was also absent in the narrative of Will, who did not identify as a technology novice. This relative weakness of the theme of Change in Technology, especially compared to the strength of the theme of Change in Practices may indicate that whether the broader educational technology landscape or Moodle specifically is conceived as

ever-changing or in more stable terms, the technology in itself is not as important for this group as the changes it effects in their teaching practices.

An emergent theme within this cluster, Trial and Error, is also closely connected to the cluster of Technological Aspirations but I chose to include it under the theme of Change because it is consistently expressed in terms of how the participants respond to changes external to themselves within the research context, i.e., Moodle being implemented by the university. Its connection to Technological Aspirations centres on it being expressed as an approach to achieving the desires of participants to develop and extend their use of Moodle within their teaching practice. When Anna describes how she has learned to use specific Moodle tools she uses the term "*trial and error*" more than once, for example: "*I will experiment with an activity/tool first myself, then try it out with a class and learn how to use it over time by trial and error*". Will describes a similar approach: "*It just takes time to get good at it*". These are expressions of expertise, but not so much about technology itself but rather about how to become a more expert educational technology user. While self-avowed novice Jack also expresses an understanding of the trial-and-error approach needed, he is more aspirational, describing what would need to happen in order for him to become more expert: "*I need to spend more time with the platform tools, as well as find out from others what has been working well for them*".

This theme of Trial and Error can also be related to another emergent theme, Time, which is clustered within Precarity where it is expressed as something in short supply. But Trial and Error is most often connected to change by participants in terms of the time needed to bring change about. For example, Amy also relates these two themes (Time, Trial and Error) to Training and Support, which is an emergent theme within the Technological Aspirations cluster:

"*I guess if I had time I would just play with an aspect and have students see if they can access it* (in class) *as an experiment, but actually it would be nice if we had a tutorial on these*".

Jack's unique theme within this cluster, Digital Literacy, is presented in detail in his idiographic sketch (Section 4.5.3), but I have included it here because he expresses the need to foster students' digital literacy skills as necessitated by a changing world, specifically, "*much of our communication happens online these days, as well as research, etc., so students need to develop these abilities*". Jack implies that for him this aspect of digital literacy is fundamental to university education: "*We want our students to be successful. We want them to be informed. But most importantly we want them to think for themselves, to learn how to synthesize new information and keep the conversation going.*"

4.3 The Good Teacher

Within this cluster, I grouped emergent themes that were more closely related to the participants' expression of their identities as EAP instructors, as opposed to their practices or aspirations. The strongest theme within this cluster encompasses the various and disparate Disciplinary Journeys that the participants took leading to their current roles, all of whom expressed their desire to develop good teaching practices, however those might be defined, and to support student learning. All of the emergent themes making up this cluster of The Good Teacher are more diffuse and varied and generally less salient that the two previously discussed clusters of Technological Aspirations and Change. This may indicate that the participants' ideas and beliefs about what it means to be a good teacher are also diffuse and varied, a notion supported by there being two unique emergent themes in this cluster, compared to one in the other three clusters.

Closely linked to these journeys for three out of the six participants are their English Language Identities. These English language identities were also diverse: Being a so-called non-

native speaker (Anna), speaking a non-elite (i.e., British or American) variety of English (Will), and ways in which being an English speaker provided opportunities to work in various global contexts (Beth). I clustered this multifaceted theme here because, as varied as it was, it was also expressed by all three of these participants in terms of how it supported their teaching identities in positive ways that can be interpreted as related to good teaching.

For most of the participants, the idea of The Good Teacher is also linked to changes in educational technology, specifically through the adoption of new tools and the affordances these offer ("*'Good' teaching adapts itself to the status quo, and puts to good use any technological advances*", Omar), but also is linked to changes in students, who have become increasingly prolific technology users ("*I think it's probably useful if this is also reflected in the classroom*", Anna). These ideas of good teaching as a practice that embraces both changing technology and changing students demonstrate how these themes are not always discrete or easily compartmentalized. Here they are joined in the second major theme of this cluster, Learner Autonomy: "*All of them have access to the Internet and I think it creates some sort of independent learning environment*" (Omar) or "*my aim is always to empower my students*" (Jack). The autonomy of learners was not expressed as something distinct from good teaching practices, but rather closely intertwined with it. For example, when Jack was discussing his frustrations around learners not completing tasks assigned in the Moodle, he zeroed in on the teacher's role in fostering that autonomy: "*I think that regardless of Moodle, that's just part of good teaching*".

However, that good teaching is not dependent upon technology is a notion that can be seen across all of the narratives, suggesting that, for the participants in this study, the adoption and use of technology is simply another stage in their evolution or another arrow in their quiver

as EAP teaching professionals. In the three responses (Omar, Jack and Beth) to the question posed in the project Moodle about whether it was necessary to use technology to be a good EAP teacher today, no one answered with a resounding affirmative, but rather with more nuanced ideas about the appropriateness and relevance of technology in good university EAP teaching practices, for example as an enhancement (Beth), an adaptation (Omar), or an affordance (Jack). This approach is well-expressed in Jack's response: "*I don't think it is a replacement for effective teaching methods and face-to-face interaction, but I do think it is helpful*".

4.4 Precarity

Precarity in the context of this research refers to the ways in which participants expressed their experiences of being contingent teaching staff without fixed contracts or social benefits and was less salient across the participants than I had expected when I set out to analyse the data. Precarity is the opposite of security in the professional sense and implies a set of work-related conditions that may include a lack of office space, pay structures that compensate only teaching hours, and the absence of benefits such as health or retirement insurance. Given the precarious employment status of the participants at the time of the study, Precarity was nevertheless not explicitly expressed as a strong theme. With very few exceptions these teachers do not express their status as freelance EAP instructors in terms of precarity nor do they closely connect it to the other major themes, specifically their aspirations for technology use, the prevalence of change in their teaching practices, or their notions of the good teacher. The exception to this was Amy, within whose narrative Precarity and its emergent themes predominated, including a theme unique to her within the cluster, Teaching Materials, which is presented in more detail in her idiographic sketch (Section 4.5.1).

Across the participants, the most salient theme within this cluster is Time, which was shared by all participants as a concern, but not in the same ways and not always connected explicitly to precarity. For example, Anna and Will both expressed time as a factor necessary for developing their Moodle competence, while Amy and Beth focused on its lack as an obstacle to that development. Amy and Beth also shared all three themes within this cluster, Time, The Freelance Life and Convenience, and were the only two to speak explicitly about being freelance as part of their identities as teachers in ways that impacted their practices and ability to devote time to technology mastery, for example: "*It would be nice if I could just find the time*" (Amy). In fact, apart from Time, Jack, Will and Anna expressed none of the themes within this cluster and Omar only expressed one other, Convenience, this despite their shared professional status as freelance EAP lecturers at the time of the research. The exception to this freelance status was Anna with her short-term, part-time contract signed after this project had begun.

As the second most salient theme within this cluster of Time, Convenience refers to expressions of ways in which the Moodle permitted participants to more efficiently organise their teaching practice, including materials and assignments, as well as their communication with students. I chose to cluster the theme of Convenience with the other themes within Precarity because it was most often expressed in relation to these, specifically concerns about time, working as a freelance teacher and, in the case of Amy, the unique theme of teaching materials. However, this more diffuse salience of the theme of Precarity within the context of Moodle use and educational technology adoption, the phenomenon that is the focus of this research, speaks not so much to an absence of precarity for the participants, but more to its failure to have an over-riding impact upon either their technological aspirations or their conceptions of good teaching.

4.5 Idiographic Sketches of the Six Participants

The IPA researcher's encounter with the particular in their data involves commitment to the individual participant's story. The following comprise sketches of the six participants, drawing on all of the narrative content from each, specifically from participation in focus groups, individual interviews, and written texts in the form of autobiographical sketches and responses to questions posed in the research project Moodle. (Table 1 in Chapter 3 provides an overview of the forms of narrative data provided by each participant). Because the participants were also my colleagues at the time, I endeavoured to be attentive to their narratives within the context of this research in creating these sketches and to bracket other knowledge I might have, for example about their professional trajectories or personal backgrounds, in order to allow the data to speak for itself. While Sections 4.1 through 4.4 presented the themes shared by all participants, highlighting both convergences and divergences across the whole of the collected data, the following sketches focus on the narratives of each individual participant. To illustrate these sketches, I provide figures designed to illustrate the uniqueness of each participant's narrative, including what was most salient for each.

4.5.1 Amy, The Warrior

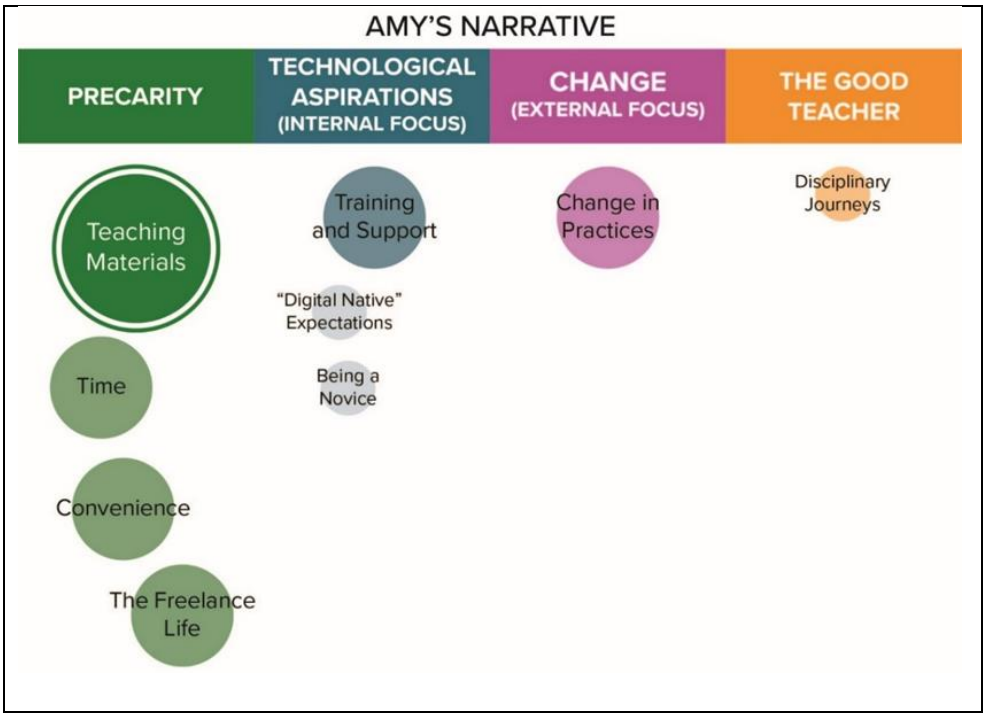
Amy participated only in an individual interview at the beginning of the semester and responded to the third question prompt on the Moodle. I call her the warrior given the prominence of challenges and difficulties in her narrative along with her persistence in working to meet and overcome these. In the interview she related her unique disciplinary journey, which took her from her home in North America, where she completed a CELTA[4] training, to the Far

[4] The Certificate in English Language Teaching to Adults (CELTA) is a 4-5 week professional qualification offered by Cambridge University Press & Assessment. https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/

East, where she earned a master's degree in Applied Linguistics. There she taught in a variety of settings including HE before coming to Europe a few years before this study and finding work as a freelance EAP lecturer. Figure 2 shows the emergent and clustered themes of her narrative.

Figure 2

Themes of Amy's Narrative



As the figure shows, Amy's most salient emergent themes are Time, Convenience, and The Freelance Life, which are clustered within the theme of Precarity, which was also her strongest cluster. These are most often expressed together, also in connection with the Technological Aspirations theme of Training and Support, for example in this response to my question about what obstacles she might face in developing and expanding the use of Moodle in her teaching practice:

> *For me it's being a freelancer. I love where I teach and it's not a knock against here, but there are certain limitations that we have as freelancers here in* (this country and city).

> *One of them is, um, time. Because I teach so many classes… I just don't have the time and it's a shame. There's so much I want to do.…There's so many great things about Moodle but, and this also goes with time, having a training … it would be nice if I could find the time … but it's usually whenever they have that, it's when I'm teaching.*

This excerpt illustrates how these notions are bound together with regret that she is limited in achieving her learning technology-related aspirations, which she also connects to ideas about good teaching practices. For example, in her responses to the questions posted to the project Moodle about whether technology is integral to being a good EAP teacher, Amy wrote: "*I feel that it has helped me become a better teacher*". What came across quite clearly for Amy is the tension between her belief that using technology is valuable and her frustrations that her freelance situation, specifically expressed as a lack of time, makes it all but impossible to develop this aspect of her teaching practice as she would wish. Throughout her narrative, Amy seemed to enjoy sharing and discussing her teaching practices and often goes into great detail with a focus on her classroom practices and how the Moodle supports these.

Another emergent theme in Amy's narrative that is shared by most other participants is Convenience. In her responses to a two-part Moodle question about the role of technology in good teaching, her first answer was entirely about the practical convenience and time-saving aspects of using a Moodle: "*so much easier to communicate*", "*it saves paper*", "*I can keep track of when they uploaded*", "*great if you…find something last minute*". Convenience speaks to efficiency and saving time, things that are especially valuable given freelance working conditions, in particular in the context of this study. Freelance university lecturers in the context are limited by law to two courses at each university per semester and often piece together a

living by working at various locations. An added concern is that this employment, paid only as time spent teaching, comes without guarantees of future employment or social benefits.

This aspect of the freelance life, hourly pay only for time spent in the classroom, may help explain Amy's use of the phrase "*in the classroom*" five times in a single post to the project Moodle. Here and in the interview, she discusses Moodle not in terms of either teacher or student accessing the platform outside of the classroom, for example to engage in autonomous learning, but rather focuses on its usefulness for face-to-face classroom management. This is consistent with her talking about both time and convenience in relation to Moodle, in that she most likely does not have time in her busy week to focus on much outside of the demands of her classroom. Indeed, the cluster of Precarity was highly dominant in Amy's narrative. Amy talks about Change in Practices, the only emergent theme for her within the cluster of Change, as a positive development in her professional life and a direct result of moving to the current HE context: "*I've had to change a lot of what I was doing in Asia*".

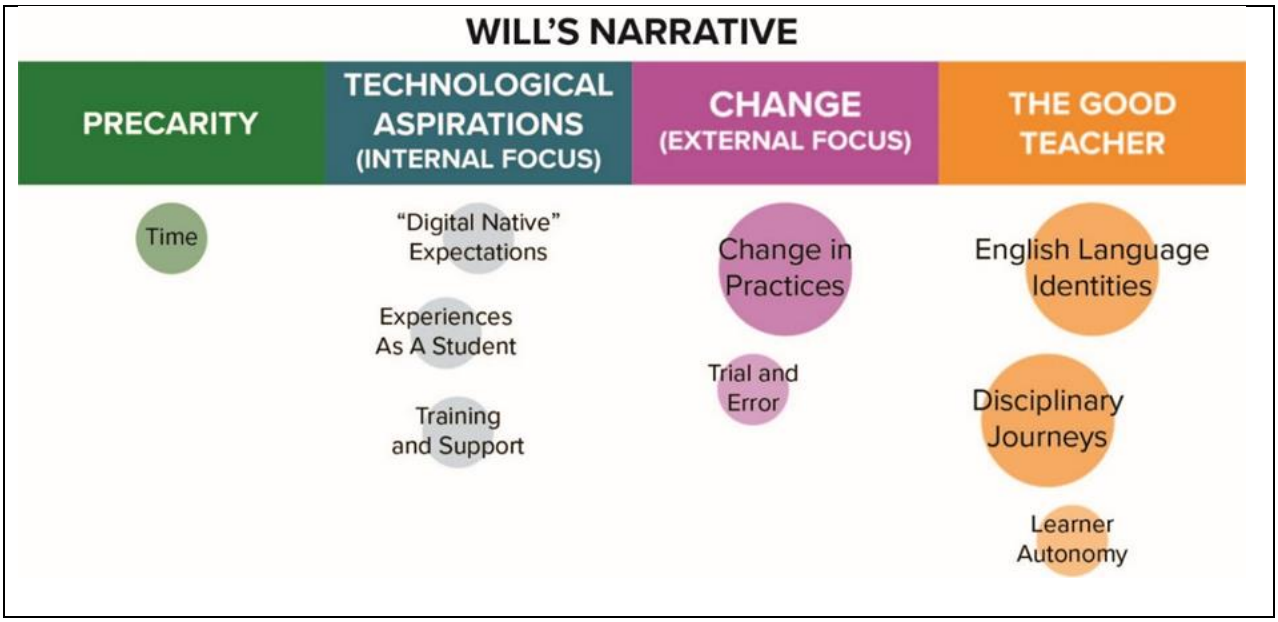
The most salient emergent theme that was unique to Amy was Teaching Materials, in particular their development and creation. This is related to the need to adapt to her change of context—"*so the material, everything that I had (in Asia) was pretty much irrelevant so I had to change a lot*"—combined with the demands of her current context, where each teacher is responsible for their own course design and content and text books are often not provided. Amy metaphorically refers to the body of learning materials that she is in the process of amassing as a stockpile that can protect and shield her—"*I kind of have my arsenal now built up to a good extent*"—creating an image of her as an Amazon facing some quite significant professional challenges.

4.5.2 Will, The Traveller

Will's journey from language learner to university EAP instructor was recounted through his individual interview, his autobiographical sketch and participation in the second FG. As a European with English as his first language, Will is a world traveler for whom travelling and teaching English went hand-in-hand before coming to the research context, but the idea of travel also reflects his perspective on his identity as an EAP teacher and the importance of his disciplinary journey in his narrative. He earned a master's degree in TESOL in the UK and participated in this study during his first semester teaching at the university where the research took place.

Figure 3

Themes of Will's Narrative



Most salient for Will, as depicted in Figure 3, was the super-ordinate theme of The Good Teacher, which is very closely related to Change in Practices in his narrative, revealing him to be focused on the quality of his teaching practice. His disciplinary journey is very much front and

centre across Will's narrative and he was the only participant to explicitly refer to the connection between his graduate studies in TESOL and his teaching practice—"*Everything I learnt in my master's led me down a new road in my teaching*". Will also draws on his experience as a student, not in relation to Moodle but as a language learner: "*I have been learning different languages since I was 4 years old. This has helped me immensely in that I know what not to do as a teacher and what to do*".

It was only in the focus group context that Will discussed issues related to time, although not so much as an aspect of Precarity (as was the case for most of the other participants), but in the context of a discussion about doing work outside of class and the need to be paid for that time. I interpret this to be an expression of Will's confidence in his own value as a professional and the need for that to be recognized in concrete and practical terms. Among the most salient themes in Will's narrative after The Good Teacher was the notion of Change, specifically Change in Practices, and how using Moodle and other learning technologies impact his teaching practice in a positive way, for example providing him with a more "holistic" perspective:

> *Yeah, it changed me. I'm more organised holistically in the course when I have the platform. So, it makes me think more about the full end goal and how to get there.*

Will was also among the four participants who raised the theme of English Language Identities. In relating an anecdote about a student "*disappointed*" by Will's non-standard English language background, he told the second focus group: "*I take an outsider* (unintelligible) *of the two main forces in English, I mean it's nice to have an outside perspective*".

Will's narrative conveys how his personal and professional journeys are intricately entwined: "*Travelling led me here*". While all of the participants related how they had traveled from the country of their birth to the research context, Will's story was especially grounded in

these experiences of various living and working contexts and may also explain why he offered a more holistic and discipline-informed view of his teaching practice, rather than an account embedded solely in specific teaching practices: "*I have worked in five countries, three continents, over 10 universities and technical colleges teaching EAP in many different types of classrooms*".

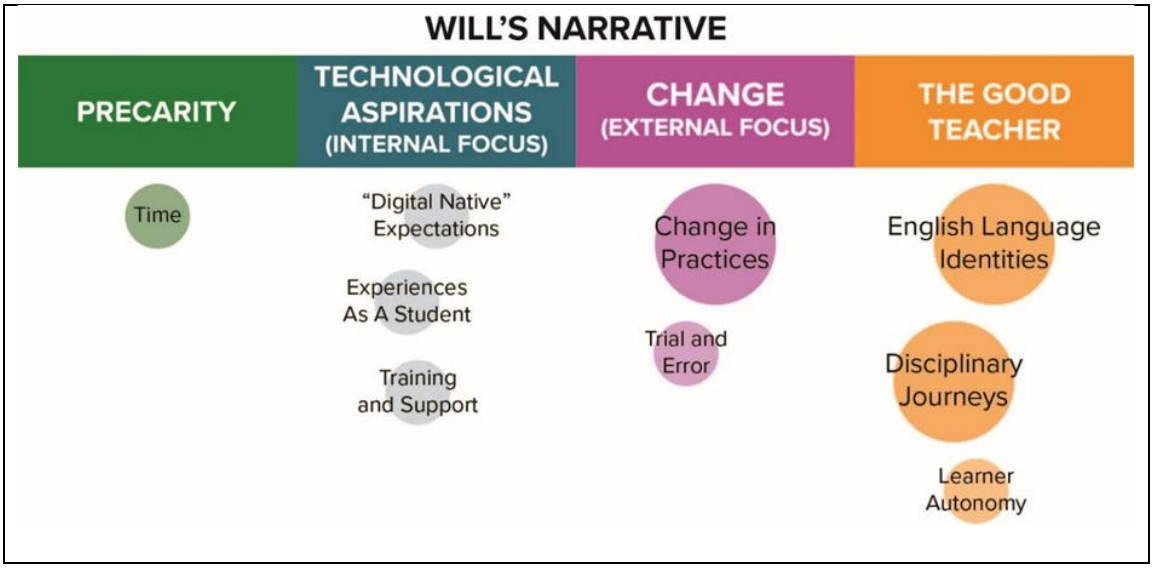
4.5.3 Jack, The Curator

Jack was the only participant to take part in all aspects of the data collection apart from an individual interview, which was not necessary because he took part in both focus groups. I interpret this as an indication that he is keenly interested in being part of discussions about the research topic as well as collegial exchanges of ideas. His professional journey is unique in that he did not study in a related discipline, but rather earned a master's degree in Creative Writing and is a published poet. His connection to EAP comes from his own experiences as a student and feeling "*at home at the university*". Jack presents himself as a lecturer in the role of "curator" of suitable learning materials that he has selected and made available on his course Moodle, a role with resonance with his background in the creative disciplines.

The most salient emergent themes in Jack's narrative, as Figure 4 shows, can be seen under the super-ordinate theme of Change, which for him is expressed as the desire to adapt his teaching practice in order to better and more meaningfully integrate technology.

Figure 4

Themes of Jack's Narrative



He expresses this desire in terms of accommodating student expectations in his EAP classroom—"*we are living in the digital age, so the expectation is there*"—but also in terms of his own teaching practice so that he can take full advantage of the affordances offered by the Moodle platform: "*I know there's a lot more that can be done*". He closely links his technological aspirations with the idea of changing teaching practices in very specific ways, which is relatively unique among the participants. Several times and across his narrative, Jack relates how students' lack of engagement with the Moodle is frustrating and something he needs to work to change, and he views this not as a learner autonomy issue so much as a matter of his practices as a teacher, for example:

> *I found that non-mandatory items were not really done (*chuckles*), yeah, not consistently. That's something I have to change for next time, try and make it more, I don't know, make it very clear that outside of class they need to engage with the online platform, they need to be working and it's not optional.*

He expresses in concrete terms his path to achieving this change: "*I would like to encourage my students to use the online platform more. For that reason, I plan to create more opportunities for online interaction. Forums, wikis, journals, surveys, and quizzes are some of the tools I am interested in exploring*". Interestingly, for Jack the only mention of Time throughout his narrative was with reference to committing the time to learning how to use these tools. These themes of Change are also closely bound up with an emergent theme unique to him: Digital Literacy. He articulates the importance of the development of skills that will make his students more "*adept*" Internet users and that will be meaningful to them in their studies and careers beyond his particular classroom. He also describes his own teaching practices as modeling digital literacy:

> *…a filtering specifically for online material because we all have to wade through it to find resources for our classes and we know first-hand that for every great piece of material that we find, there's a dozen horrible, misleading, poorly executed things that you don't want your students to see.*

All of these themes together describe an engaged novice EAP instructor bringing not only his own unique experiences and background to his practice, but also his aspiration to use Moodle in concrete ways that will lead to more meaningful learning. Jack expresses a belief that learning technologies like Moodle are integral to good teaching and not only because his students expect it, but also because he believes that supporting the development of digital literacy is integral to EAP and a university education today.

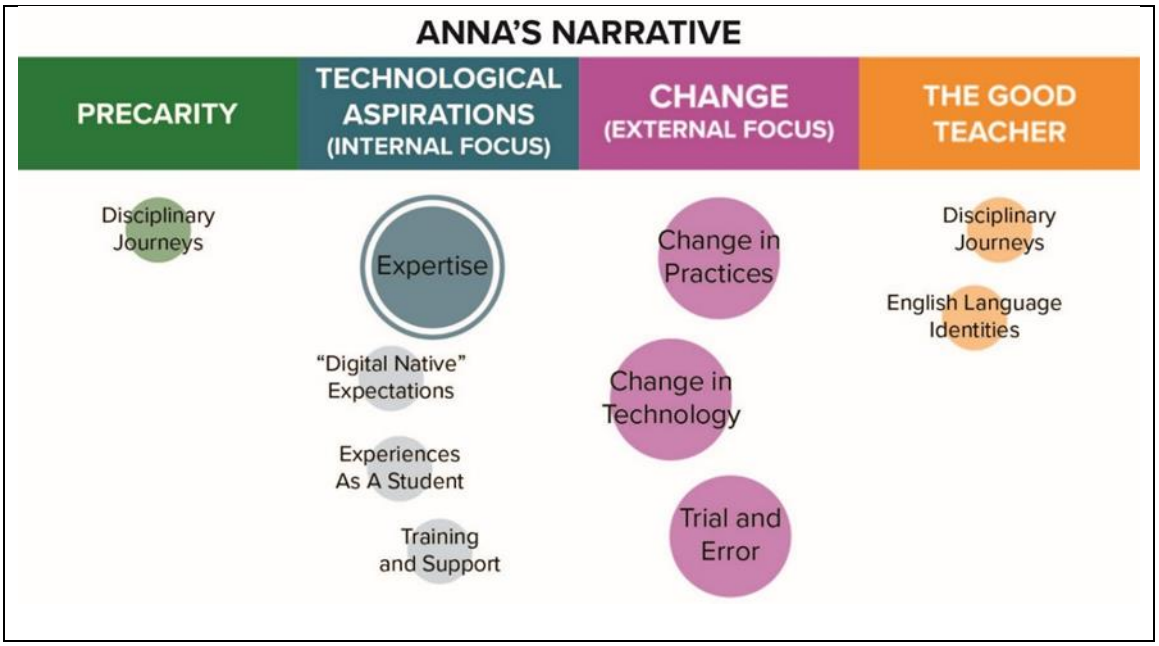
4.5.4 Anna, The Expert

Anna took part in both focus groups and provided an autobiographical sketch, in addition to writing in response to two of the three question prompts in the project Moodle. She presents her unique disciplinary journey as "*a natural progression*" from completing both a bachelor's and a

master's in English and then from the teaching of general English (i.e., EFL) to the more specific field of EAP. This journey took her from her home in southern Europe and a first language that is not English, to university and work in the UK over a period of two decades, and then to the research context in northern Europe. I label her "The Expert" because Anna's unique emergent theme, Expertise, developed from her consistent positioning of herself in the discussions with her colleagues in the focus groups but also in her individual contributions, which was in contrast to all other participants, most of whom explicitly positioned themselves as Moodle novices.

Figure 5

Themes of Anna's Narrative



Anna's personal Disciplinary Journey is also expressed in terms of her technology use. In an exchange during the second focus group in response to my questions about obstacles to technology adoption, Anna positioned herself as expert, but also offered concrete advice on how to achieve expertise:

> *Another obstacle for me when I started using Moodle, I think, was also this fear of do I know how to set up this and do I know this tool. You get into this page with all these settings (*unintelligible agreements*) and all these things that you don't necessarily understand, and then you realise with time that it's just trial and error.*

Foregrounding her expertise also affords Anna an understanding of time as not so much an obstacle or resource in short supply, as with many of the other participants, but as a necessary factor in the development of her expertise through "*trial and error*", a theme clustered within Change, because it expressed her view of how change in practices occurs. Her expertise was also the focus of her individual data, most notably through the specificity of her responses to questions about Moodle use in her courses—for example: "*This semester I have used the new live audio/video recording tool*"—in which quite detailed descriptions of Moodle functions and tools are related to the particular teaching practices they support. In her responses to the question prompts provided within the study's Moodle, Anna uniquely lists specific tools and how she is currently using them and plans to use them in future in concrete ways such as, "*Next semester, I would like to try out the Workshop feature for peer feedback in draft submissions*".

Apart from her unique theme of Expertise, Change was the most salient super-ordinate theme for Anna, as she presented herself as a practitioner continuing to evolve her practices over time. For her Change in Practices is expressed in response to Change in Technology that is external to her practice—"*Through the years the ways that I've changed things is based on the new developments in Moodle as well*"—but also in her own mastery of the technology within her teaching practice—"*being a teacher of university EAP…involves keeping up to date with new approaches (e.g., blended learning)…and incorporating these into my teaching*". The theme of Change is closely aligned with Anna's expressions of her expertise, as she presents her

Technological Aspirations in terms of developing mastery and very specific applications of technology. This contrasts to all other participants and can also be understood in the context of Anna's not expressing Precarity in any aspect of her data. This may be explained by the fact that around the start of this research, Anna was chosen for a 50-percent project position within the research context, which put her in a position unique among all participants of having a salaried position with an office and paid social benefits.

Anna was the only participant (although one of two for whom English is not their first language) to reference being a NNEST, which she herself brought up and named using discipline-specific terminology. Interestingly, this was one of the only instances of anyone using terminology specific to the field of ELT and demonstrates further her positioning as an expert not only in Moodle use, but also in the broader disciplinary field even though she is not the only participant to have earned a relevant master's degree. She presents her NNEST-ness as a valued and valuable aspect of her professional identity: "*I could have worked on my accent, but I do think it's part of my identity and I think that there's nothing wrong with that*".

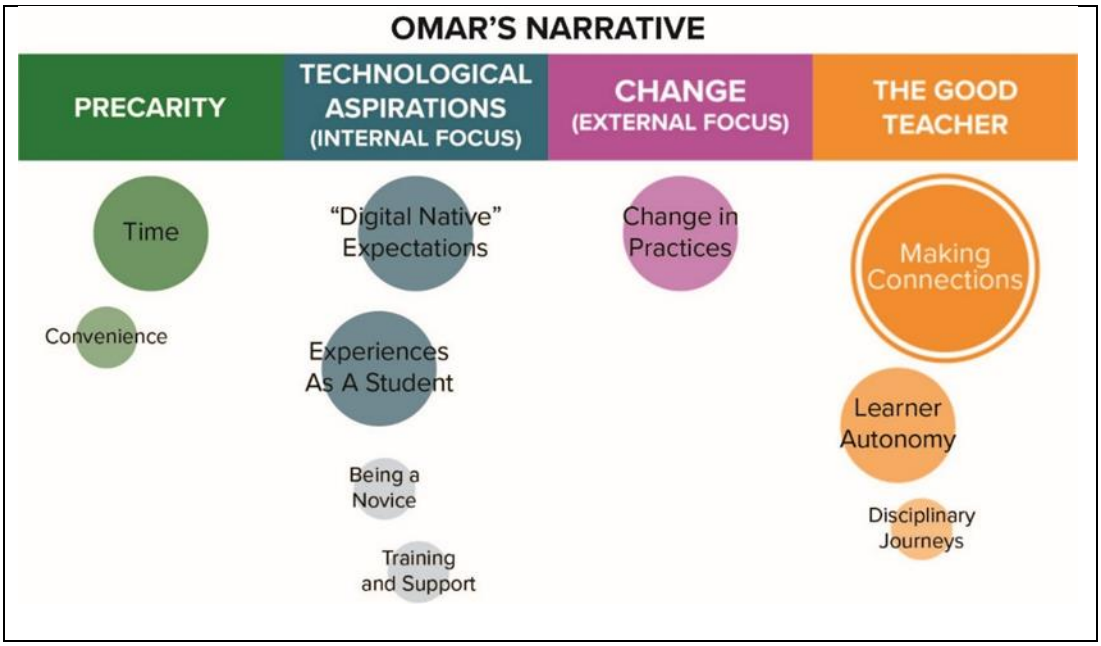
4.5.5 Omar, The Connector

Omar's disciplinary journey, by his own account, shares many characteristics similar to that of the other participants, a bachelor's degree in English literature and then a master's in Applied Linguistics, which in his case carried him from the war-torn Middle East to North America and then to Europe. In this study, he participated in the first focus group and responded to all three question prompts in the project Moodle. I call him "The Connector" because a sense of sharing experiences with others predominated in his focus group participation, where he consistently connected his own experiences to those of the others and even to me as facilitator, using our names and offering affirmation and reactions to the contributions of others.

This sense of connection was so salient across Omar's narrative, that I have identified Making Connections as an emergent theme unique to him and clustered it within the super-ordinate theme of The Good Teacher. This is because Omar's way of connecting here is about developing good teaching practices and learning about and sharing these with colleagues. Omar also connects his own Experiences as a Student to his evolving teaching practices and student learning: "*I used Blackboard back in (*country*) and I really learned a lot from this and…so I like to push my own students into adopting this kind of learning style*".

Figure 6

Themes of Omar's Narrative



For Omar, "Digital Native" Expectations play a leading role in his understandings of Moodle and technology use within his teaching practice. This is among his most frequent emergent themes and he discusses it both in terms of driving his technology adoption—"*some of them did come to class with the expectation that we are going to work with a Moodle*"—and how his practices in turn shape student expectations—"*this is part of what we do in the classroom, so*

guys, you have got to check your email and be there on Moodle". This emergent theme of "Digital Native" Expectations also illustrates Omar's strong connection to his students, in comparison to his teaching practices or the technology; students and their expectations of him and his courses dominate his narration.

Although Omar is a freelance lecturer, he did not reference Precarity explicitly (apart from some reference to the convenience of using Moodle with no connection to being freelance) and his only mentions of Time relate to developing his teaching practice and the ways in which using Moodle would allow him to spend less time preparing and "*more time to integrate Moodle into my syllabus and course design in general*". So for him, this emergent theme of Time is best clustered under the super-ordinate theme of Change. It also bears noting that Omar is one of only two NNESTs in the group of participants, but he made no mention of any aspect of language ideologies or varieties of English, which I interpret to mean that being a NNEST is not an important aspect of his identity as a teacher perhaps due to having studied and lived in an English-speaking country for an extended period.

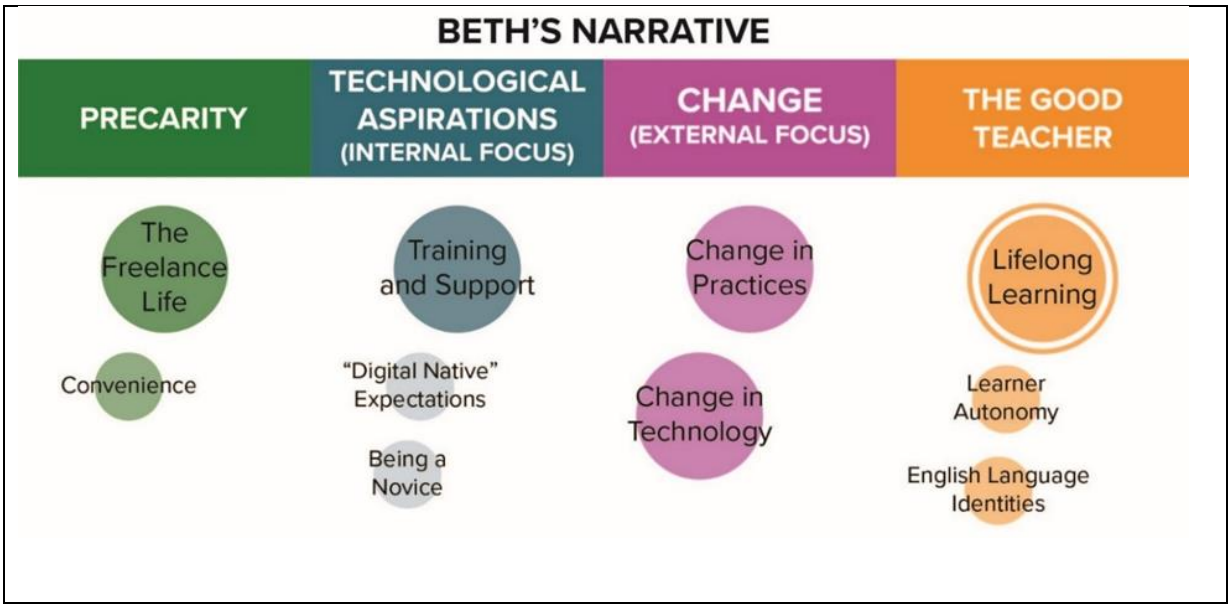
4.5.6 Beth, The Lifelong Learner

Beth participated in both focus groups, all three questions in the project Moodle, and also provided an autobiographical sketch at the start of the data collection period. Her decades-long professional journey brought her halfway across the globe from an Antipodean Commonwealth nation to several European countries until settling in the research context several decades ago. Beth's master's degree from a European university is in Education and she also has an earlier secondary teaching qualification from her home country. Her self-described identity as a lifelong learner is prominent across her narrative and was a theme unique to her. Her narrative also underlines the centrality of teaching in her life: "*voilà, here I am today, still finding meaning in*

the classroom decades later". She describes a long and familiar freelance road in the research context that started in private language schools and led to finally "*get(ting) enough work in the university area*".

Figure 7

Themes of Beth's Narrative



The most experienced teacher among the six participants, Beth sometimes took a contrarian view or offered a unique perspective on topics in the focus group discussions, for example in this exchange around the question, *Why use Moodle?*:

> Jack: *Yeah, there are so many resources online nowadays it's just, I mean, to not be using those resources would just…there's no reason for that (*murmurs of agreement*)…and we live in a digital era now (*agreement all*) and the students do…*
>
> Beth: *That might be a pitfall, because you ask students to watch three videos of 7 minutes…Whaaaat? So long? (*imitating student voice*). How much Netflix binging do you do? Maybe that's a distraction. It's more exciting to look at Facebook and look at something else!*

Beth's years of experience also informed her views of both Change in Practices and Change in Technology as almost routine or certainly something to be expected over the course of a long career. Beth provided historical perspective by pointing out that change in technology itself has made some once common teaching tools obsolete and no longer even available in classrooms, implying that teachers have little choice but to adapt: "*You don't even have a cassette player, the means of playing that technology doesn't sort of even exist any more*". She describes herself as a "*technophobe*" yet presents throughout her narrative concrete suggestions and applications of technology ("*It's great for organizing clips and links*"), as well as reflections on the evolving role of technology in education ("*Now you can get more of a variety of tasks, can't you?*").

Beth's only expression of Precarity came not as a complaint or a challenge, but as an appreciation of the Convenience Moodle represents for a busy teacher: "*It helps my organization enormously and means lighter bags and less paper waste*". Like Will, Beth's English language identity is characterized by the non-elite English that she grew up speaking and uses to this day, but this was not an identity that she highlighted in her narrative. Beth's unique emergent theme, Lifelong Learning, is a term that she introduces and is reflected throughout her contributions to both focus groups and in her individual data. It is also intrinsically connected to her conception of The Good Teacher, an approach to teaching that is first-and-foremost centred in her own learning:

> *Teaching well derives from finding satisfaction in lifelong learning, being grateful for the opportunity to influence and be influenced by young folk, being happy to admit you are wrong, and rooting for the underdog.*

4.6 Palmer et al.'s Lenses on the Focus Group Findings

The focus group data comprised a large proportion of the total amount of data collected in this study, and so a brief presentation of selected focus group findings will help to shed light on their valuable role in the findings and development of themes overall. As discussed in detail in Chapter 3 and presented in Table 4, I used the approach offered by Palmer et al. (2010) for IPA analysis of focus group data as "lenses" through which to think about what individual participants might be expressing within the inter-relational and co-constructed context of their interactions. Each of these lenses contributed to the interpretation of the data and added depth and additional rich detail to the findings both in terms of themes and the idiographic sketches offered. I present a few selected examples of this contribution to the whole here.

The lens of Positionality refers to stances taken by participants in inter-relational contexts. Anna, for example, positioned herself as more expert than the other group participants in several exchanges that focused on wanting to do more with Moodle by using the phrase "*through the years*" to preface her responses. In one exchange around this topic she stated, "*I'm in my office for a certain amount of hours working on my courses and I understand the (*unintelligible*) teach in other places and you have to manage four different Moodle courses and it's kind of hard*". With this unique stance she positions herself, perhaps not entirely comfortably, as the only participant among all six with a part-time, limited contract (and office) at the university. Every other participant was freelance and these positions, staff and freelance, are embedded within hierarchies and come with assumptions about positions within the university.

The lens of Roles and Relationships is about references made to other people, specifically what meanings are ascribed to those mentioned. In these two focus groups, all of the participants

were known to each other even if they had not spent much time together or even previously met. In several instances, participants referred to each other by name in the context of learning how to use specific applications in Moodle. For example, in response to my follow-up question about how they might find out what colleagues are doing with Moodle, Omar answered, "*I just got an idea from (Anna) about how to use Wiki… This is something that I can actually do on Moodle and it's something I got from her*". Such instances reflect an openness among participants to learn from each other how to do quite specific things, such as using a Wiki or "*how we collect assignments*" (Beth). None of these references to other people could be interpreted as negative and added depth to my understanding of the paucity of opportunities for professional exchange and learning in the research context that the participants expressed. These findings related to Roles and Relationship mostly informed the emergent themes clustered within the major themes of Precarity and The Good Teacher, as they could be interpreted as indicating both a scarcity of possibilities for collegial exchange while also revealing a desire to collaboratively develop their teaching practice through the sharing of knowledge and skills.

Many participants spoke of Organisations and Systems, another lens, in a wider range of tones. These included the university environment generally—"*I really feel at home at the university with my experience of being a student in academia*" (Jack)—as the most desirable of all teaching contexts for freelance teachers working in a foreign country, as all of the participants are. This latter aspect could also be seen through the lens of Stories, when participants related the professional and academic journeys that had led them to their current positions as EAP lecturers in a country where none of them had grown up or attended university. These were journeys across kilometers and years: "*I first wanted to be a journalist*" (Beth) and "*later on I went to (*XYZ*) University where I was actually studying my master's degree*" (Omar). These stories of

personal and disciplinary journeys shared in the focus groups add considerable depth to understanding the identities that the participants construct within their work context and in relation to their colleagues.

The lens of Language reflects the semantic choices of the participants. What struck me when considering the data through this lens was the lack of disciplinary terminology used by participants, even when talking about professional teaching practices. I interpreted this to reflect the diversity of backgrounds, both national and educational, among the participants. Even though all have at least a master's degree, which is a requirement to work in this context, these disciplinary contexts ranged from English Literature at an American university, Applied Linguistics at universities in the Middle East, southern Europe and the Far East, and TESOL at a British university. But it may also reflect a dearth of opportunities and occasions for teachers to talk about their practice and a shortage of time to engage with disciplinary literature.

The final stages in Palmer et al.'s (2010) approach concern revisiting the emergent themes developed through these lenses and Appendix L offers a visual example of how I began to make sense of the emergent themes of the two groups through this process. Considering the contributions of the focus group participants through these lenses offered me insights into how they ascribed meanings to their current situations and enriched my analysis of the data considerably. What each contributed to the groups, with the exception of Amy who did not take part in one, comprises a valuable part of the data collected in this study and contributed to the development of the overall themes and their interpretation according to the IPA method of data analysis.

Finally, what stands out for me in presenting these findings is how much variation can be seen across the individual narratives. But also how common concerns related to participating in a

shared professional field and teaching context are also in evidence. These two aspects, divergence and convergence, show how the participants display similarities around the shared themes of their narratives, but also how they are different and individual in their manifestations of these themes. Having presented my major findings drawing solely on the narratives provided by the participants, in the following chapter the discussion of these themes is extended to place them within context of the aims of this research and the literature of teacher identity and technology adoption, as well as the broader research context in which the study is situated.

4.7 The Flower of EAP Teacher Identity

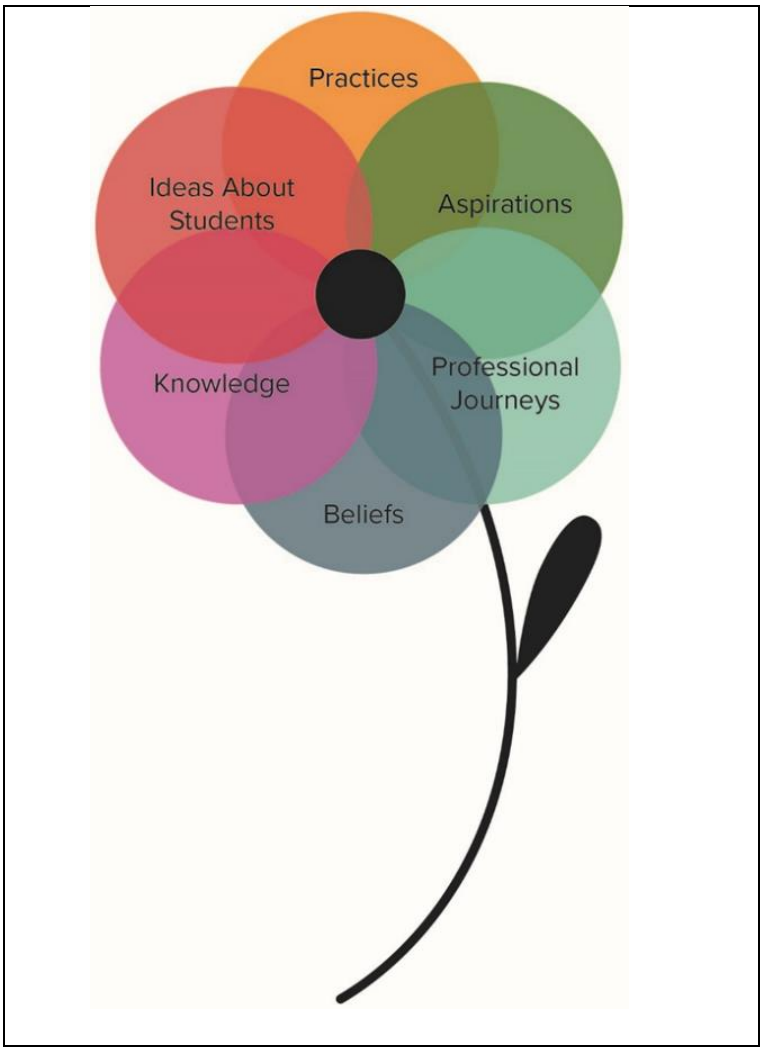
Finally, returning to the notion of identity central to this thesis, Clarke (2009) argues in favour of not only the centrality of identity as something "crucial for all of us in education" and thus requiring the "serious recognition that our work as teachers shapes and is shaped by the very mode of our being" (p. 186). I return as well to De Costa's (2019) metaphor of the flower and its petals to describe the findings of this research in relation to teacher identity and the suggestion that we can think of the "unobservable dimensions" (Borg, 2003) of teacher being as a blossom comprising many overlapping petals, any of which might be our focus at a particular time but all of which together make up the whole of the flower. Borrowing De Costa's metaphor, we can thus conceive of a flower and its petals containing a multiplicity of constructs and perspectives that are bound together in the construction of a teaching identity.

Figure 8 offers a visualisation of this idea, bringing together the major themes of this research—that teachers' identities are made up of their unique professional journeys and educational histories, aspirations for themselves and their students, beliefs about what constitutes good teaching, knowledge about their profession and skills they have learnt, and the teaching practices they enact including technology-related practices. When viewed together, we have a

model of teacher identity that contains these many facets, which overlap and are best understood as parts of a whole.

Figure 8

Model of EAP Teacher Identity



Note. Based on De Costa's (2019) metaphor, this figure presents the aspects of teacher identity as expressed by the study participants. Some "petals" may be more prominent for certain participants and in certain contexts and situations but together they comprise a multi-faceted model of teacher identity.

Chapter 5: Discussion

This research study has sought to investigate the identities expressed by six university EAP instructors in relation to technology use within their teaching practice. I began with the notion, supported by the literature (e.g., Beauchamp & Thomas, 2009; De Costa & Norton, 2017; Douglas Fir Group, 2016; Tondeur, 2019) as well as my own lived experience, that exploring teacher identities is useful in understanding teacher practices, including their educational technology practices. My research posed two questions, the first aimed at finding out about the ways in which the participants constructed their professional identities within a specific shared context. They described their teaching practice in relation to four super-ordinate themes that they all shared to varying degrees: Technological Aspirations, Change, The Good Teacher, and Precarity. However, even though these themes have been described and explored separately in Chapter 4 they were closely intertwined in the multi-faceted and complex identities that the participants expressed. The first two of these themes were clearly expressed by most participants with a high degree of salience across all of the data, but the second two were much more diffuse and nuanced (see Table 5 in Chapter 4). With my second research question, I sought to extend the notion of the centrality of teacher identity in teacher practices to the participants' experiences with educational technologies, specifically the Moodle LMS, in order to explore what role, if any, educational technology might play in their identity construction.

Previous research has demonstrated that intrinsic characteristics of teachers, for example their beliefs about what constitutes good teaching (Ertmer et al., 2012) and their own experiences as learners (Tondeur et al., 2017), are substantive in their teaching practices, including technology-related practices. The data analysis approach chosen, IPA, has been well suited to the exploration of identity (e.g., Smith, 1999) due to its Idiographic focus and concern with

meaning-making. This allowed me, together with the participants, to delve into issues surrounding their experiences and identities related to their work as EAP teachers, including their professional journeys and aspirations and their thoughts about educational technology. In this chapter, I offer a narrative discussion of the findings of this work in relation to the research questions and in dialogue with the broader context of the literature (Smith, 2020; Smith et al., 2009). I organise the chapter around a discussion of my main overall findings (Section 5.1) and then in the following sections elaborate on the main themes developed from this research in relation to the literature and my research questions.

5.1 Reflections on Main Findings: Identities in Practice

The major overall finding of this work was that technology was not central to the participants' identities, but rather that they constructed their selves as teachers through a combination of their teaching practices and their connections to students. This finding aligns with previous research demonstrating that teachers' professional identities are based upon and constructed through their teaching practices (Duff & Uchida, 1997; Ertmer & Ottenbreit-Leftwich, 2010; Kiely, 2015; Miller et al., 2017; Trautwein, 2018). Clarke (2009) suggested that teachers' practices constitute the "substance" of their identity. For the participants, technology was always considered in relation to these practices and their connections to and ideas about students. Specifically, Moodle, the technology that was the focus of the study, was never discussed apart from the practices it enabled or might enable, and in many cases how those practices directly related to students and interactions with students.

That being a teacher should be primarily about teaching practices and interaction with students is, of course, not unexpected. Selwyn (2011) is among those scholars who have stressed that in discussions of educational technology the focus should not be on the technology itself but

rather on both the practices related to technologies and the meanings and social relations people ascribe to them. In this research, the participants' discussions around their teaching and the role of Moodle align with this approach. Nevertheless, technology might have been expected to play a larger role in the narratives I collected from the participants, not only because their experiences of using Moodle was one of the stated aims of the research, but also because discourses about teacher technology integration tend to be focused on technological competency (Chronaki & Matos, 2014) if not largely techno-centric in approach (Angeli & Valanides, 2009; Hamilton et al., 2016). In some discussions and models of educational technology implementation these three aspects—the teacher, their practices and their students—can be overshadowed by the technology, as though technology were an agent capable of implementing itself (e.g., Puentedura, 2006).

Finally, the findings support the notion of a teacher's identity not as a static construct, but as dynamic and continually changing (Norton & McKinney, 2011; Puchegger & Bruce, 2020). The participants' identities as EAP teachers revealed a temporal quality encompassing the past, present and future. These identities are constructed out of the personal and professional journeys they have taken, their current practice contexts and professional circumstances, and their aspirations for the future. This latter aspirational aspect is referred to by Clarke (2009) as the *telos* of teacher identity, defined as "the ideal identity that teachers imagine and construct for themselves" (Miller et al., 2017, p.100). Clarke (2009) uses this future-oriented term to refer the purposes and goals that drive a teacher. Kubanyiova's (2017) notion of teachers' "future self guides" supports this aspirational aspect expressed by the participants as "not what teachers know and believe but who they see when they imagine themselves in the future" (p.101). Viewing teacher technology integration and use through the lens of identity has shown that these teachers understand educational technology use as a practice intimately bound up in what it

means to be a teacher, specifically in concrete teaching practices and their relationships to students.

5.2 Aspirations and Beliefs

Research about educational technology implementation that focuses on teachers has shown that while knowledge and skills related to technology use certainly play a role (Koehler & Mishra, 2009), understandings such as beliefs that are intrinsic to teachers are crucial (e.g., Tondeur et al., 2017). This was also borne out here, where participants were actively engaged in either learning how to implement technology more meaningfully in their work or were reflecting upon how they would acquire this knowledge, almost always in connection with their aspirations and beliefs about how technology might enhance their teaching. Their understandings about the place and value of the Moodle platform were expressed in terms of their beliefs about the usefulness and value that technology could bring to their teaching. Such teacher value beliefs (Jääskela et al., 2017) have been shown to underpin the adoption and use of educational technologies (Ertmer, 2005; Prestridge, 2012), as also demonstrated in this research.

The most salient among the four super-ordinate themes, Technological Aspirations, spoke in large measure to beliefs held by the participants. These beliefs encompassed value beliefs about using Moodle to positively impact their teaching practice, beliefs about the technological savvy and generational attributes of their students, and beliefs developed out of their own educational experiences. Based on these expressed beliefs, the participants could be described as techno-optimists, a label coined by Tomczyk et al. (2017, 2021) to refer to teachers who not only embrace the promises of educational technology without fear but also express a willingness to continuously update their technology-related skills. This techno-optimism was reflected in this

theme through their universal expressions of the value of Moodle, whether they positioned themselves as technological novices or as experts.

In the typology of technology integration described by Mama and Hennessey (2013), the participants of this research locate themselves somewhere between the Incremental and Incidental levels of use, the former describing educational technology as a powerful tool to increase student motivation and the latter related to efficiency and easing administrative burdens, especially around materials provision and retrieval. The most developed level of technology integration in this typology is termed Integrational, where educational technology becomes integral to learning objectives and pedagogically transformative (Mama & Hennessey, 2013). For this study's participants, this Integrational approach was not widely or explicitly expressed as part of their conceptions of technology use and underlines the mostly aspirational beliefs they held about Moodle.

If these beliefs about the role of educational technology were largely aspirational and future-oriented, this finding once again underlines the connection of technology to actual practices and not as an abstract concept, and the essential role of pedagogical (Ertmer et al., 2012) and value beliefs (Vongkulluksn et al., 2018) in technology adoption. Teaching practices and beliefs about teaching, as "the material used to constitute one's identity as a teacher" (Miller et al., 2017, p. 95), are conscious aspects of the *substance* of teacher identity (Clarke, 2009) and thus amenable to adaptation and change (Farrell, 2011).

5.3 Making Meaning within Change

Another major finding of this study was the centrality of change in the experiences of the participants. Specifically, the participants' narratives reveal that their teaching practices change and are in a state of ongoing development as a result of changing their teaching context, top-

down technology introduction and related technology policy at their HEI, and changes or updates in the technologies themselves. Ruohotie-Lyhty (2016) has highlighted the role of not only continuous change in teachers' careers, but also how change typifies every phase of a teacher's career, from student teacher to the highly experienced. This finding also supports previous research that technology integration is fundamentally a matter of teachers as agents of change learning how to use technology "to facilitate meaningful learning…which enables students to construct deep and connected knowledge" (Ertmer & Ottenbreit-Leftwich, 2010, p. 257). In this research, change was the second most salient theme and was revealed by the participants as a constant within their lives as teachers regardless of their years of experience, also implying a need for constant learning on their part. The expression of change in this research, not always directly connected to technology use but always related to teaching practices and students, is in line with the notion of teachers "active in their own professional development, telling and retelling their story of themselves as teachers" (Ruohotie-Lyhty, 2016, p.174).

The notion of the teacher as learner (Hoveid & Hoveid, 2008) supports the idea of teachers as the primary agents of development in their fields and thus as central to educational technology integration generally. But changing teaching practices can also have a transformative effect on teacher identities (Chronaki & Matos, 2014; Mockler, 2011). Adaptation, development, and learning were ubiquitous throughout the narratives here, revealing that for this group teaching practices do not remain static but continue to evolve. In this way, the participants can be seen as agents of development within their teaching context as well as within their own individual teaching practices. These expressions of self-practices, defined as "the techniques and practices we use to fashion and shape our teaching selves" (Clarke, 2009, p. 191), can include

efforts to learn about how to more fully integrate educational technology as described by the participants.

Keeping up with developments in educational technology has been termed a Sisyphean task (Straub, 2009), and these findings suggest that technology as a constantly evolving aspect of educational practice can exert a developmental influence on teaching practices, which need to adapt to changes and updates in technology. Mockler (2011), for example, describes the "anchors" of teacher identity as professional learning, personal development and what she terms "teacher activism", and argues that together these create "a frame of reference for professional practice" (Mockler, 2008, p. 522). However, given the aspirational quality of much of the participants' narratives around changing practices and learning to use educational technology, this Sisyphean aspect is also present as a kind of endless uphill effort and an effort not robustly supported in their professional contexts. While professional development for educational technology integration was not a focus of this study, it is one that might warrant further study regarding the relationship between technology change and the self-practices of continuing learning by technology-using teachers whether supported or individual, especially in light of the ever-evolving nature of much technology.

Technology implementation within EAP teaching practices involves a commitment to learning by trial and error, a theme that appeared in several of the participant narratives and is supported in the literature as a process of experimentation requiring both effort and time (Bebell & Kay, 2010; Levin & Wadmany, 2008), the latter also a major theme in this research. This necessarily also involves students as participants in these practices, something that all participants expressed in terms of both student expectations and engagement in connection with Moodle, a finding that may shed light on the association of student-centred pedagogical

approaches with technology implementation that some research has demonstrated (Prestridge, 2012; Tondeur et al., 2017).

That training and support in this process of learning to implement technology was presented as inadequate or wholly lacking for the participants is a significant finding here as it highlights a need universally expressed in their aspirations if not yearning to make Moodle more integral to their EAP teaching. These findings related to support, either through the provision of professional learning by their HEI or adequate time and space for individual learning, demonstrates the impact of contextual factors on teacher practices and the identities teachers construct through those practices. Fanghanel and Trowler (2008), for example, have stressed the "structural filter" of the university's conception and operationalization of academic labour as a potential obstruction to the development and implementation of new practices. They argue that these macro-level institutional cultures profoundly impact "approaches to teaching and learning in ways that are generally unacknowledged" (Fanghanel & Trowler, 2008, p. 311). A lack of institutional recognition of the time and support needed for the work of learning and accompanying identity development by academic teaching staff constitutes a barrier to the development of "best practices" for educational technology integration (Englund et al., 2017; Gregory & Lodge, 2015). Similarly, structural factors at the departmental level such as policies that complement wider university policy are also necessary for change in practices (Trowler et al., 2005). In a context lacking these structural supports, not only does the burden of technology integration fall largely upon the shoulders of the individual teacher (Gregory & Lodge, 2015; Hanson, 2009), as this research demonstrated, but development towards truly meaningful educational technology integration may be uneven or even stall.

This dearth of support, however, is not expressed by the participants in this study as the reason for a trial-and-error approach, in line with other research that supports the notion that the time to experiment with technological applications and try them out in the classroom is a key to meaningful integration (Bebell & Kay, 2010; Levin & Wadmany, 2008; Somekh, 2008; Zhao & Czisko, 2001). Mockler (2011) also argues that teacher professional learning must be relevant, both personally and professionally, in order to bring about change in practices, which suggests that because the relevance of technology to their teaching practices has been clearly expressed by participants in this study a foundation exists for continuing learning, potentially both individually through the trial-and-error approach and more formally provided or supported by the HEI and professional organisations.

Not specifically addressed in this research was the extent to which agency played a role in the participants' identities within the research context. In addition, the findings indicate that change may be more aspirational than enacted for the participants, highlighting the issue of their "professional agency" to engage in identity work (Clarke, 2009, p.187) within their working context, including work related to technology integration. Teacher agency has been linked to innovation in teaching practices (Bonner, Diehl & Trachtman, 2020) and teacher beliefs (Biesta, Priestley & Robinson, 2015), as well explicitly to teacher identities (Miller, 2009). Given the salience of change in these findings, the agency to respond to change from without (e.g., technology change, HEI policy change) and also from within their teaching practice (e.g., professional learning, trial and error) would be an important aspect to explore further.

Another way of looking at teacher agency is Darvin and Norton's (2015a) notion of investment, which they define in terms of English language learner commitment, but which can also be useful for understanding teachers' "commitment to the goals, practices and identities that

constitute the learning process" (Darvin & Norton, 2015b, p. 2). This approach to learning involves an investment in one's identity, both as it is currently constructed and as it is imagined (Darvin & Norton, 2018), aligning with the finding here that the participants expressed change as not only ever-present but something they were willing to invest in to become more expert technology-using EAP teachers.

5.4 Generational Ideas about Teaching and Technology

Clarke (2009) uses the term "identity work" in the context of professional development to refer to teachers' intentional reflection upon their identities as "socially oriented professionals whose work shapes the identities of our students" (p.187). This connection to students was a finding that permeated the participants' narratives, especially in their conceptions of technology. We should consider this a positive finding that teachers consider student needs and characteristics so integral to their teaching practices and identities as teachers. Previous research suggesting that technology implementing teachers tend to be more learner-centred (e.g., Lai & Lin, 2018; Prestridge, 2012; Tondeur et al., 2008) supports this finding. However, the salience of the "digital native" idea, which was explicitly referred to by most and evoked in terms of generational aspects by all participants, is noteworthy especially in light of this study's major finding that technology practices are strongly associated with the teachers' relationships to and conceptions of their students.

This idea of a generationally determined technology predisposition is potentially disempowering for teachers (Bayne & Ross, 2007, 2011; Selwyn, 2009) and may further lead them to make assumptions about the digital literacy of their students that may not reflect actual skills (Darvin, 2017). Digital literacy was not a theme expressed by the participants, apart from one teacher's reference to the notion of supporting learners in critical engagement with online

materials. It could be argued that in order for teachers to teach digital literacies they themselves must be aware of and also have developed such literacies. Benitt, Schmidt and Legutke (2019) contend that due to the experiential nature of technology-related learning, the teacher's own knowledge and experience is critical to supporting learners in the development of digital literacies.

Issues the participants experienced around student engagement with the Moodle platform, for example suggesting the need for a high level of student responsibility and autonomy in the context of their learning, may also have some relation to such generational assumptions. These expressions of frustration about student engagement in autonomous learning activities may indicate that the participants are unsure about how to go about fostering meaningful engagement by their students with the online learning tasks and materials they have set for them. The participants' narratives around this issue tended to be vague and mostly about the students rather than their own practices as teachers. If teachers can approach educational technology integration as a form of knowledge that must be learnt by teachers and students alike, then perhaps the "digital native" idea might be replaced by empirically based ideas that are more empowering for both teachers and students.

Another implication of this finding and an idea frequently referenced in the participant narratives, mostly by implication, is the role of teachers in designing tasks and setting learner expectations in order to promote engagement. This is important because with no perceived need to develop the digital literacy skills (Darvin, 2017; Hauck, 2019) required for critical engagement with digital content, for example with Internet-based sources and communities, teachers may be missing an important dimension of technology-enabled education. The near total absence of awareness of CDL, which includes the ability "to examine the linguistic and non-

linguistic features of digital media including their biases and assumptions" (Hauck, 2019, p.191), as a theme in these findings may be related to beliefs about students as more digitally adept than they actually may be.

Assumptions and beliefs do not always align with practices (Basturkmen, 2012; Mao & Crosthwaite, 2019), and that was also reflected in the findings here in particular in connection with the "digital native" myth. For example, some participants used the term to refer to their students and referred to themselves as "technophobes" whilst at the same time describing in detail how and why they implemented quite specific technology-based tools and applications in their course Moodles. This begs the question whether this myth might be holding participants back in some way as a second-order, intrinsic barrier (Ertmer, 1999; Snoeyink & Ertmer, 2001), and whether discarding it might open the possibility to develop beliefs more in line with practices. Previous research has suggested that teachers' beliefs resist change (Admiraal et al., 2017; Pajares, 1992) and has described various reasons for misalignment of teacher beliefs and practices, including being in the midst of change where practices have yet to catch up with changing beliefs and the presence of multiple belief systems that may at times come into conflict (e.g., Basturkmen, 2012; Tondeur, 2019). It has also been suggested that in some instances teachers will express beliefs that they do not necessarily hold deeply and that thus do not align with their actual teaching practices (Ding, Ottenbreit-Leftwich, Lu & Glazewski, 2019). Given that educational technology practices were relatively new to most participants, these previous research findings might help to explain misalignment between technology practices and expressed beliefs, including in the "digital native" myth.

5.5 Good Teaching in a Time of Precarity

Norton and De Costa (2018) suggested a robust agenda for research tasks on identity in language teaching and learning that included a call for exploration of "the ways in which teacher identities have evolved in the wake of globalization and neoliberal impulses" (p.100). In the context of this study, the role of professional precarity with implications for the participants' educational technology use could be understood to impact the identities they expressed. Precarity in academia is understood to be a global and multidisciplinary issue today, driven by neoliberal agendas and defined by "termed contracts, low pay, unclear employment prospects and the existence of repressive governance strategies" (Gallas, 2018). In the research context, we can add the lack of an office to either work in or meet with students and payment only for teaching time, conditions that are reflected in the frustrations the participants expressed related to time in particular.

A characteristic of working as an adjunct EAP instructor in the research context is the need to work in various HE and other teaching contexts, which was addressed by several participants as the need for technology to offer them efficiency and convenience. Although some participants did refer to the idea that they were freelance teachers, precarity was not explicitly expressed even though it is a daily aspect of their professional lives. This might be understood by viewing precarity as a contextual factor related to the disciplinary field in which they work, the HEI and even to the national context, which all exert influence on aspects of their professional identities, including their technological aspirations and professional journeys. Previous research has highlighted the important role of specific contexts, including university (Clegg, 2008; Trowler, 2008), departmental (Trowler et al., 2005), and disciplinary (van Lankveld et al., 2017).

The precarity of the participants' professional situations was expressed to various degrees by all in terms of both the lack of and need for time to dedicate to both learning and implementing technology more fully in their teaching practices. Lack of time and technical support have been described as extrinsic, first-order barriers to educational technology adoption (Snoeyink & Ertmer, 2001) along with lack of access to technology infrastructure, underlining how basic they have been found to be in integrating technology into teaching practices. Time and support, two powerfully expressed themes across all of the narratives, are not luxuries but rather integral to meaningful technology integration (Somekh, 2008; Tondeur et al., 2017) and these were in short supply among this group to varying degrees but across the board. Striking, especially within the research context of a large European university with high-speed Internet, computers in every classroom, and a central Moodle platform maintained by university IT staff, is the salience in the experiences of the participants of these first-order barriers, defined in previous research as extrinsic obstacles to teachers' technology integration such as lack of physical resources and infrastructure (Ertmer, 1999). These contextual factors impacting upon the precarity of the participants can be viewed in terms of Clarke's (2009) axis of authority sources in teacher identity as being "caught up with issues of power and politics" (p.191), in this case structures that reinforce professional precarity and powerlessness. These authority sources of the research context include the educational qualification of a master's degree, which offer all of the participants professional legitimacy, but such authority sources can at the same time serve to delegitimize professional identities, for example when they reinforce precarity.

However, despite such obstacles these teachers universally described technology as a meaningful and valuable aspect of their teaching practice and their relationship to students, a result also supported by recent research indicating that even during Emergency Remote Teaching

(ERT) due to the Covid-19 pandemic most teachers in various national contexts view educational technology positively (Tomczyk et al., 2021). However, these results also reveal a profound predicament in connection with the participants' universally expressed aspiration to more fully and meaningfully implement Moodle as part of good teaching practices and the circumstantial limitations imposed by their national and HEI context. That working to further develop the integration of Moodle into their EAP teaching practice was expressed more as aspirational than actual is an indication that barriers do exist. It could be argued based on these findings, then, that professional precarity itself might be considered a first-order barrier to technology integration, especially if we think about such integration as a larger, transformative project:

> *Instead of understanding technology integration as an effective add-on to existing teaching practices, technology integration requires more fundamental adaptations to the curriculum and the culture of teaching and learning* (Tondeur et al., 2021).

A significant finding in this research was that technology was always expressed as a practice and not as a thing or entity somehow separate or independent from the ways in which it is implemented and used in educational contexts by teachers and students. This suggests that approaches intended to encourage technology implementation by university EAP teachers may be more fruitful if teaching practices are central to such efforts and that specific uses and applications within existing teaching practices are connected to technologies. This is an idea supported by previous research, for example, that suggests teachers adopt new and innovative practices by adapting current teaching practices in an incremental way (e.g., Zhao & Czisko, 2001). There is also abundant space for further exploration of the role of precarity specifically on teaching practices, including those involving technology and issues related to teacher agency.

Finally, I argue that this work has helped to address a gap in the existing research where teachers' identities, particularly conceived holistically, have not been widely or explicitly connected to EAP teacher practices related to educational technology. Certainly some aspects that I include within the construct of identity here, in particular teacher beliefs and knowledge, have been well-established in previous research as critical factors related to technology implementation and use. The question I posed at the outset that specifically sought to address what role, if any, technology might play in these teachers' identity construction has been investigated. This research has suggested that technology itself does not play a role apart from the aspects of their identities expressed in the metaphor of flower and its petals (see Figure 7). These aspects together—aspirations, knowledge, beliefs, conceptions of students, teaching practices, and unique professional journeys—make up the multifaceted, individual, and context-specific identities of these EAP teachers. While I did not find that technology itself played a role in their identities, I argue that these findings indicate that the converse is so: Their multi-faceted identities are fully engaged in their relationship to educational technology, which cannot be understood apart from those identities in all their aspects.

In this chapter I have discussed the findings of this research in terms of how they fit into the landscape of previous scholarship and evolving ideas about teachers and their technology-related practices. Using the IPA Methodology has allowed me to explore the identities of the participants within the context of their work as EAP teachers and provided the opportunity to discuss these identities in relation to previous research and ideas about teachers, their practices, and educational technologies. In the next and final chapter, I conclude with concrete recommendations for practice based on these findings of this research, its relevance and potential contributions to scholarship, and thoughts about its quality as an IPA study. Finally, I address

possible further directions suggested by this study and its results and offer a reflection on my own identity development of doctoral becoming.

Chapter 6: Conclusion

This research took place at a particular time and in a particular place. One of the greatest changes that took place between the data collection and the writing up was the global pandemic that forced university instruction online. This Emergency Remote Teaching (ERT) presented many challenges across HE contexts (Stewart, 2021; Trust & Whalen, 2021) but may also present opportunities that are relevant to this research. If technology-enabled pedagogies are here to stay in some form and to some extent (OECD, 2020; Selwyn, 2011; Selwyn & Gašević, 2021), then perhaps online pedagogies will come under increasing scrutiny as an important aspect of teaching and learning in HE and other educational contexts. In this final chapter, then, I offer two concrete recommendations related to teacher learning for technology integration based on the findings of this research supported by the literature. The idea that a holistic and multi-faceted identity as described here might be instrumental in teacher engagement with and integration of technology into their pedagogical practices might be especially useful as we move into the future.

It is also my hope that IPA might be taken up by more education researchers as a means of better understanding the lived experiences of both teachers and learners in various contexts, but specifically that studies such as this one might contribute to the bigger picture of how teachers work, what is important to them, and what their needs might be as they negotiate the changes inherent in their profession. To that end, I briefly discuss how this work might contribute to the wider community of IPA scholarship but especially as a fruitful methodology for research in education.

I conclude this thesis with a brief discussion of the faithful use of the IPA methodology and a reflection upon my own identity development and change through the course of this doctoral programme.

6.1 Conclusions in Light of Practice

In the previous chapter, Discussion, I included some ideas specifically related to practice based on my findings. Smith et al. (2009) assert that IPA research findings are "bounded by the group studied" but can nonetheless be extended through theoretical generalisation, which they define as the ability of readers of the study to "assess the evidence" based on their own knowledge (p. 4). IPA's idiographic focus and use of purposive sampling makes the development of generalisations something to be pursued warily, however drawing on the phenomenological concept of *Dasein* we can consider the experiences of individuals in relation to the phenomenon being studied rather than as "a *property* of the individual per se" (Smith et al., 2009, p. 29). Seale (1999) suggests that readers of a study, "like travelers returning home, can use their human judgement to establish whether the conditions they have encountered 'abroad' have any relevance for their present circumstances" (p. 110). This perspective therefore opens a path to making suggestions that might be useful beyond the specific research context and its individual participants and extend the contributions of this research beyond its immediate contexts. I therefore offer two recommendations.

6.1.1. Identity as a Tool for Teachers

The first practice-based recommendation that this research suggests is that learning for engagement with educational technology in ways that are integrative and transformational should begin from the perspective of the teacher. Identity, which has been used here as a tool or lens in a research study interrogating a group of teachers' practices and engagement with educational

technology, can also be conceived of as a tool or lens for teachers themselves (Kiely, 2015; Richards, 2021). Yazan and Lindahl (2020), for example, in the introduction to their recent edited volume about LTI, take the view that an "identity work" approach offers advantages not only in the education of pre-service language teachers but also for the continuing professional development and learning of practising teachers.

The model presented in Chapter 5 includes aspects that could be thought of as comprising a teacher's identity based on the findings of this study as well as the literature, including practices, aspirations, ideas about students, professional journeys, beliefs, and knowledge. The suggestion here is that these various aspects of teacher identity be taken into consideration in professional learning and ongoing support for technology integration. Previous research links teachers' pedagogical (Ertmer & Ottenbreit-Leftwich, 2010; Kagan, 1992; Pajares, 1992; Tondeur et al., 2008) and value beliefs (Jääskela et al., 2017; Snoeyink & Ertmer, 2001) to their beliefs about technology integration, suggesting that providing opportunities to reflect upon and critically engage with such beliefs along with concrete teaching practices would be of value. This might also involve connecting to specific technology-enabled practices teachers' ideas about what sort of teacher they see themselves as or aspire to be, as well as engaging with teachers' beliefs about how students might more deeply and critically engage with specific learning materials and tasks. These efforts to develop technology-supported pedagogical skills can be positioned in the context of teachers' ongoing professional evolution that builds on experience and knowledge gained over time and through practice.

Previous research indicates that teachers adopt new pedagogical practices, including those involving technology, based on their existing practices (Bebell & Kay, 2010; Levin & Wadmany, 2008; Somekh, 2008). This research complements that view, clearly indicating that

for the participants educational technology is always viewed in connection with and related to both teaching practices and their students. Technology in itself does not constitute good teaching practice, but it can support the transformation of educational practices when coupled with good teaching practices. This, then, is where professional learning and support for technology integration should begin. Rather than offering a workshop on how to use Moodle's Big Blue Button video-conferencing tool, for example, it could focus instead on adapting collaborative tasks teachers have used in the face-to-face classroom for use in Big Blue Button break-out rooms.

6.1.2. Time and Space for Learning

This leads to a second practice-related recommendation, which is the necessity of explicitly providing time, ideally compensated time, for teachers to undertake the work of learning to integrate technology into their existing teaching practice and experimenting with new tools and applications so that these can be applied to current pedagogical practices. Research has shown that this occurs when teachers use technology to meet current teaching goals, suggesting a step-by-step process from current practices to new ones (Zhao & Czisko, 2001). The relative salience in this research of precarity along with trial-and-error as a technique for learning how to use new technology underlines a tension around time, which was one of the most consistent and salient themes for all participants. Time has been shown to be a valuable and necessary resource in the iterative and experimental process of integrating technology into existing teaching practices (Ertmer, 2005; Ertmer & Ottenbreit-Leftwich, 2010; Somekh, 2008; Tondeur et al., 2012), supporting the findings of this research that its *lack* poses a potential barrier to technology integration. Based on the participants' indications that they found the inter-relational aspects of the focus groups valuable as a space for sharing and exchanging ideas about their practice, this

time for learning might be especially advantageous if it included opportunities for collaboration and sharing practical experience in group settings.

Ertmer and Ottenbreit-Leftwich (2010) contended that technology adoption was essentially a matter of "teacher change" occurring in pedagogical beliefs, as well as knowledge of instructional practices and implementation of innovative resources, underlining the idea that professional development and support for EAP teachers needs to connect to these beliefs. This "beliefs-practice nexus" (Northcote, 2009) suggests that an approach providing a space for teachers to reflect upon both their practices and their beliefs and how these are related can potentially lead to changes in teaching practice that are more informed as well as more reflective (Trowler et al., 2005). This research suggested that for some teachers of EAP, an unsubstantiated belief in the myth of the so-called "digital native" student might present a barrier to meaningful technology integration. This underlines how digital literacies need to be part of teacher professional development and learning around educational technology implementation so that they can best support learners in developing 21st Century literacies (Hauck, 2019; Hesper, 2008; Kop & Bouchard, 2011; Pegrum, Hockley & Dudeney, 2022). Opportunities for engagement with and reflection upon relevant empirical research about teaching practices related to technology integration should be incorporated into professional development opportunities on a regular basis, in particular opportunities that are collaborative and offer discussion and exchange and for which both time and compensation are provided.

6.2 Dissemination and Contributions

Denzin and Lincoln (2000) suggest that quality in qualitative research is fundamentally an ethical issue related to the benefits of the research to its participants. Similarly, Josephides (2015) agrees that all knowledge, especially "coming to know" through other people (p. 2), is

inherently ethical in nature and all knowledge involves both obligations and requirements. This perspective entails an obligation on my part to share the results of this research study with wider communities, including the EAP and ELT communities and the wider interdisciplinary community of research involving educational technologies and their integration, the research context, and the individuals who took part in the study.

6.2.1 Contributions to Disciplinary Scholarship

Part of my ethical obligation to the research participants is to share the results with them, which I did in July and October 2021, when they took part in a lively and probing remote discussion of the research process and my findings. In these meetings, I especially explained how I used the IPA methodology to analyse the narratives that they had provided in order to develop themes and generate findings and recommendations.

In the second and final focus group, I had asked about their experiences participating in the research. All cited the opportunity to discuss the issues raised around teaching practices and the Moodle platform as positive and expressed hope that they would continue to find opportunities to interact and discuss these themes. More importantly, all expressed the idea that their participation in the research had led them to reflect upon these practices and the place of Moodle and educational technologies in their work as teachers. Will, for example, said that his minimal participation in Phase 2 of the research, which involved responding to question prompts in a Moodle Forum, "*actually taught me a little bit of understanding why my students don't do things*", an experience that he said will impact his teaching. In these ways, I hope that this research has made a contribution to the working lives, teaching practices, and identities of the participants.

Hammersely and Traianou (2012) suggest that the "distinctive and exclusive goal [of research] is the production of knowledge" (p.137) and that providing benefit to the participants should be viewed in relation to this purpose. Seen in this light, the feedback from the participants perhaps indicates that two aims of this study (see Chapter 1) were at least brought into view: First, the opportunity to reflect upon and extend their understandings of their own identities as EAP teachers and in relation to educational technology was affirmed by most of the participants; and second, providing the foundation for an ongoing community of practice (Wenger, 1998; Wenger-Traynor et al., 2015) to support learning and sharing across the department, was a goal that was approached, I believe, but would now be up to the participants to nurture.

Beyond the research context, I have actively sought to incorporate and share what I have learned through the literature as well as my research findings in workshops, webinars and conference presentations I have made since the project began. These have included a workshop for the English Language Teachers Association of Berlin Brandenburg in 2019 about the flipped classroom where I successfully implemented an approach consistent with my focus on identities, and a conference presentation and paper (Radford Arrow, 2020) in Spain about my own learning with regards to new technologies and teaching practices around VE. I also presented in early 2020 about the flipped classroom and technology integration as part of a live webinar for the Future Teacher project (The Flipped Classroom, 2020), drawing on my research and evolving understandings. In the course of my participation in the EdD programme, I participated in two online EdD conferences where I presented my research both synchronously and asynchronously in October 2018 and July 2021, and also attended and presented my research at different stages at two Doctoral Residencies on the Liverpool campus in 2017 and 2018.

Regarding dissemination of this research and its findings, I intend to seek relevant future conferences and also to identify with my supervisors' input suitable journals for publication of my major findings. I hope to make a contribution to the literature of LTI and teacher identity generally and especially the scholarship of educational technology integration by writing about this research project and my findings such as the Model of EAP Teacher Identity (Figure 8). I also intend to continue using this identity-informed, holistic approach in any opportunities I may have to lead workshops, webinars or trainings that focus on adult practitioners and their interactions with and implementation of technologies.

6.2.2 Contributions to Methodological Scholarship

An area of scholarship that I became engaged with through this research is that of IPA methodology. One of my aims here has been to explore the suitability of IPA for a study such as mine that focuses on identities in the Education or HE context. As I discussed in previous chapters, the methodological literature specifically relevant to my unique research design using three forms of narrative data was sparse, albeit indispensable (Love et al., 2020; Palmer et al., 2010). Although Smith et al. (2009) generally endorse the use of focus group data in IPA studies, I would argue for a broader and more varied view of possible data collection methods.

It may be valuable to consider how IPA, which was developed by Smith within the disciplinary context of Psychology and specifically clinical and health Psychology (Sage, n.d.), favours the open-ended individual interview as a data source familiar to the practice of Psychology. Bearing in mind that the "A" in IPA signals a focus on the analysis of appropriate forms of data rather than strictly on the forms of its collection, might expanding the scope of acceptable forms of data for analysis also expand the application of IPA to other areas of scholarship that would benefit from its approach to the study of human phenomena? This is an

important question as the disciplinary horizons of IPA widen, for example into the field of Education as briefly discussed in Chapter 3.2. Alternative qualitative data sources and collection methods that have been used in Educational research, for example, should be considered in terms of how they might fit into and grow the IPA family in ways that remain true to its philosophical and methodological foundations.

6.4 Reflections on Smith's Seven Criteria for Quality IPA

In this study, I have endeavoured to use the IPA methodology faithfully, following not only the procedures and steps outlined in Chapter 3, but also seeking to honour its hermeneutic and idiographic foundations. I have also used reflexive bracketing techniques to surface my assumptions and preconceptions during the data collection and analysis and striven to maintain an ethical and caring stance towards the participants and the data I collected from them. Lincoln (2002) contends that various qualitative approaches have developed their own criteria for quality research. This is so with IPA. Smith (2011), who developed the IPA methodology, suggested seven criteria for a "good IPA paper", which I will address briefly in relation to this doctoral thesis.

The first criterion is "a clear focus" that offers "detail of a particular aspect rather than broad reconnaissance" (Smith, 2011b, p. 24). My research questions focused on a very specific practice area within a teaching context, but more importantly its sole focus was identity construction, in particular in relation to educational technology. The second criterion relates to the strength of the data, and I strove to generate strong data through data triangulation and a range of narrative data collection methods, but also by "doing good interviewing" (Smith, 2011b, p. 24). Rigour is the third quality criterion, which Smith relates to the data analysis in two ways: providing an indication of the prevalence of themes and ensuring that the data corpus is "well

represented". Regarding the former, I made salience and prevalence major aspects of the description of the themes in my findings and discussion and also in the visual representations of the themes (see Table 5 and Appendix M). Regarding the latter, Smith (2011) states that in studies with 4 to 8 participants such as mine (I had 6), the rule of thumb is that the "evidence" for the themes should comprise extracts from half of the participants, a criterion I exceeded in Chapter 4's presentation of the findings. Criterion four also calls for well-discussed themes defined as devoting "sufficient space" to their elaboration. This could be considered a relatively subjective criterion, but I would argue that I have comprehensively elaborated on the themes in Chapters 4 and 5.

The fifth criterion requires that the "I" in IPA be honoured whereby the researcher engages in an interpretation of the data and not simply its description. This hermeneutic aspect was among the most challenging for me, due to my being not only a novice researcher but also new to IPA. Smith et al. (2009) specifically address the novice IPA researcher and suggest that through the process of revision and rewriting, the balance between description and interpretation shifts to the latter and there will be "more of the researcher's thinking present" in later drafts (p. 110). I found this perspective extremely useful and kept this shifting balance in mind as I revised and redrafted my Findings chapter in particular. Larkin, Watts & Clifton (2006) focus specifically on the interpretative aspect, suggesting that the IPA researcher should have two aims in mind when approaching his data: first, to understand the participants' world and their experiences of a particular phenomenon and, second, "to think about 'what it means' for the participants to have made these claims, and to have expressed these feelings and concerns in this particular situation" (p.104). I constantly reminded myself of the sense-making focus of the IPA

methodology where I am the primary interpretative instrument playing an active role in understanding and ascribing meaning to the data.

The sixth criterion relates to a key aspect of the Idiographic pillar of IPA requiring "a skillful demonstration of both patterns of similarity among participants as well the uniqueness of the individual experience" (Smith, 2011b, p. 24). This focus on convergence and divergence among the participants' narratives was firmly kept in mind and I endeavoured to include divergence when describing the data wherever it appeared to be meaningful. The last criterion is simply good writing that offers "a well-wrought, sustained narrative" (Smith, 2011b, p. 24), something that I strove for. Of course, this last is also a relatively subjective criterion, but I have sought and received feedback from my supervisors as well as critical friends on this aspect of this work. Finally, I argue that I have met all seven of the quality criteria established by Smith (2011), with the fifth and sixth perhaps the criteria that I would work to meet to a higher standard in future should I engage in IPA research again. Both the fifth and sixth criteria, I would argue, have some relation to experience with the methodology and perhaps with data analysis in general, and I see room for my development on these fronts in future work.

In considering the quality of this IPA study, it is also useful to discuss weaknesses. The greatest weakness, I believe, was not conducting a pilot focus group or individual interview in the Pre-phase. This was largely because I felt under time pressure to begin data collection as soon as I received ethics approval at the start of the semester when the participants would be available. My question protocol was not revised or refined based on a pilot, which might have permitted me to ask different or additional questions of the participants.

Another limitation concerns the data collected from the Moodle platform. I initially framed this Phase 2 of data collection as a Community of Practice (CoP) (Wenger, 1998), but I

did not truly convene one. The participation and collaboration in the Moodle could have been improved with explanation about what a CoP is, and I made the assumption perhaps falsely that they would know this. In addition, I did not approach this phase and the use of the Moodle in the way that I would have with students, i.e., providing a highly structured environment with clear instructions and expectations. However, there were ethical concerns related to the issue of power and avoiding even the appearance of coercion or pressure. In the final analysis, however, the absence of full (i.e., collaborative) participation in the project Moodle can also shed light on the research questions in that it revealed a lack of full engagement with this learning technology and may have even provided the occasion for the participants to reflect on engagement of students in their EAP course Moodles.

In future similar research, Exploratory Practice (Allwright, 2005; Hanks, 2017) might be considered as a means of ensuring participant engagement. This approach to professional development offers a form of classroom-based inquiry for language teachers informed by action research methods and centred on teachers becoming learners about their own practice. Such an approach here might have offered not only more sustained involvement by the participants throughout the semester, but might also have more actively engaged them as learners about their own technology-related teaching practices and offered them greater insights.

There was also a gap of about one year between data collection and data analysis, which was unforeseen and unrelated to the research project itself, but rather to changes in my employment and personal situation. Ethically, it was important for me to communicate with the participants and let them know the status of the study even as I could not yet share the results with them. When I subsequently left the research context, communicating the research results with the participants in a Zoom presentation and discussion (two sessions in July and October

2021) became even more important. While I had hoped to have a positive impact on the research context itself through this study and all of our engagement with the research topic, my departure left that objective in question beyond the individual participants themselves, although I have invited the director of the centre to a remote presentation of the research and it is my hope they will accept.

On the other hand, what came without warning in the intervening months following data collection was the global pandemic and its implications for engagement and use of learning technologies as universities worldwide moved quickly online. Rather than viewing this gap as a weakness in my own study, I could consider how the intervening events in my own career and the wider educational context may have contributed to the development of new perspectives and possibilities in my data analysis and interpretation, as well as the relevance of this research going forward.

Finally, of all the directions for further research that this study might suggest I believe that a better understanding of the role of precarity in teaching practices as well as teacher identities would be useful. Of particular interest would be investigating how precarity, as a widespread condition among not only EAP teachers but university staff more generally, might present a first-order barrier (Ertmer, 1999) and structural obstacle (Gregory & Lodge, 2015; Trowler et al., 2005) to robust and meaningful educational technology integration. It would be my hope that such research might also eventually influence positive changes in the professional lives of individual teachers as well as the quality of learning for students.

6.5 Reflections on Doctoral Becoming

As I write the concluding chapter of this thesis, it is appropriate to reflect on the doctoral journey thus far and my own process of identity change and development over these years. In their IPA

study of older students entering HE, Saddler and Sundin (2020) noted the importance of "identity exploration and change" in study experiences. In order to reflect on this exploration and change in my journey, I have gone back and read through some of my work from the taught modules of this EdD programme, including the reflective essays I wrote after each. Among the many scholars, theories and concepts that we engaged with in these modules, two stand out for me now at this stage of the journey: Meyer and Land's (2006, 2010) framework of threshold concepts and Barnacle's (2005) ideas about doctoral becoming.

In this journey and especially in writing this thesis, I was able to use the construct of thresholds to recognize both my struggles through liminal states and the transformational experiences of crossing learning thresholds (Meyer & Land, 2006). I came to view each chapter of this thesis in such terms, as I took on new tasks, challenges and perspectives in the journey of becoming a doctoral researcher, and this transformed nearly every aspect of my life:

> *This change, it can be argued, means that the learner has not only revealed a more complex landscape of knowledge, but can understand, manipulate, and create knowledge… Such a developmental change can be troublesome, causing disruption in the learning practices of the doctoral student and so affect both ontology, their identity, and epistemology, their construction of and contribution to knowledge*
> (Kiley & Wisker, 2010, p.401).

In an article we read early in the EdD programme, Barnacle (2005) describes the nature of knowledge in the context of doctoral becoming. In contrast to perspectives that view knowledge as a commodity, he argues, this is a view of knowledge as something "ephemeral and incomplete" that creates a striving and he calls this view *erotic*, after the Greek mythological figure of Eros who is "characterised by in-betweenness" (Barnacle, 2005, p.182). These

perspectives reflect the troublesome and difficult nature of doctoral becoming, but also its transformational nature, both of which I have experienced throughout my doctoral journey.

The major finding for me in this process of doctoral becoming, however, has been discovering that this research has fundamentally been about myself, my aspirations, my experiences, my teaching practice, and most of all, my identity. I have discovered and engaged with new communities in the course of this work, for example becoming a member of the editorial team of *The Journal of Virtual Exchange* and actively engaging with the online Women in Academia Support Network, neither of which I could have imagined six years or even three years ago. In the latter community, for example, I have been engaged in discussions about developing a multidisciplinary research project around more mature women or women in the later stages of their professional careers pursuing doctorates, which I hope will become a reality in the near future. Among the new and expanded identities I took on through this journey were understandings and roles related to being a researcher, a teacher trainer, an academic, and maybe most importantly, a person who has developed knowledge that can be shared and perhaps also make a contribution.

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Appendix A

Participant Consent Form & Information Sheet

UNIVERSITY OF LIVERPOOL
Committee on Research Ethics

PARTICIPANT CONSENT FORM

Title of Research Project: *Global contexts, local identities: University EAP teachers' professional learning for the blended model*

Researcher: Mary-Jane Radford Arrow

		Please initial box
1.	I confirm that I have read and have understood the information sheet dated [DATE] for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.	☐
2.	I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason, without my rights being affected. In addition, should I not wish to answer any particular question or questions, I am free to decline.	☐
3.	I understand that, under the Data Protection Act, I can at any time ask for access to the information I provide and I can also request the destruction of that information if I wish. With specific reference to participation in the two focus groups, I understand that I can only withdraw my consent prior to the recording due to the collaborative nature of this data collection method and that I would have the option to participate in an individual interview instead.	☐
4.	I understand that confidentiality and anonymity will be maintained and it will not be possible to identify me in any publications, including the researcher's doctoral thesis.	☐
5.	I understand that all **writing** that I undertake for this project, either in prompted narrative form or within the collaborative online space, will be anonymised and any details which could make it possible to identify individuals will either be changed or generalised prior to publication. I understand that I can ask that my writing be excluded from the study at any time during the data collection period (Winter Semester 2018/19).	☐
6.	I understand that all writing and other data collected from the **online space (Moodle)** will be anonymised and details that could make it possible to identify individuals will either be changed or generalised prior to any form of publication. The Moodle and its contents will be completely deleted at the end of the project and until then all data collected from the Moodle will be stored on a password-protected computer until the analysis is completed (no longer than 12 months), after which time they will be permanently deleted.	☐
7.	I understand that the **two focus groups** will be audio recorded, one at the beginning and one at the end of the study. All personal data such as names will be anonymised in the transcript and the original recordings will be stored on a password-protected computer until the analysis is completed (no longer than 12 months), after which time they will be permanently deleted.	☐

Participant Name	Date	Signature
Researcher	Date	Signature

Principal Investigator:
Mary-Jane Radford Arrow
[redacted]
[redacted], radfordarrow[redacted]

4.11.2018

UNIVERSITY OF LIVERPOOL

Participant Information Sheet

Research study: *Global contexts, local identities:*
University EAP teachers' professional learning for the blended model

You are being invited to participate in the abovementioned research study. Before you decide whether to participate, it is important that you understand why the research is being done and what it will involve. Please take the time to read the following information carefully and feel free to contact me at maryjane.radfordarrow@online.liverpool.ac.uk or [redacted] (my home number) if you would like more information or if there is anything that you do not understand. Please also feel free to discuss this with your colleagues, if you wish. I want to stress that you do not have to accept this invitation and should only agree to take part if you want to. If you decide to participate, I will need you to sign the consent form in the next seven days or by 18 November.

Thank you for reading this.

What is the purpose of the study?

This study seeks to explore university English language teachers' own experience of professional learning, in particular through focus groups and narrative writing and a collaborative, online community of practice focusing on best practices for blended learning.

The purpose of the study is thus to find in narratives of teachers' experiences and interactions the ways in which their professional learning about blended learning can be understood as engagement with professional identities. In other words, can we understand professional learning as fundamentally about who we are and how we see ourselves as university English language teachers? Similarly, can professional identity as a construct help university English language teachers to become better learners?

It is therefore very important to me to gather your thoughts and perceptions about the role of the Moodle platform in your teaching practice. This will be done through a form of collaborative discussion, the Nominal Focus Group, which is designed to produce a ranked list of actionable best practices. Individual interviews may also be used in some cases. Your writing about your teaching practice and how you understand yourself as a professional will also be important for this research, along with interactions in a private, Moodle space throughout a single semester. The purpose of this study is related solely to my role as a doctoral researcher and is separate from my professional role(s) at [redacted] as teacher and coordinator.

Why have I been invited to take part?

The purpose of this research is to investigate how teachers of English for Academic Purposes experience professional learning focused on using Moodle for the blended model. I am inviting you to take part because you are a university English teacher in the modern language centre and your participation would be valuable. Also, I believe that your being an English teacher and one with a demonstrated interest in professional learning (e.g. through participation in workshops, etc.) will make your participation in my research especially valuable and relevant. Your current expertise or engagement with the Moodle learning platform is not relevant.

Furthermore, I have designed this research to minimise the time and effort that you as a busy teacher must commit. My goal is to enable opportunities to meet and discuss best teaching practices with peers, to exchange ideas and experiences in a collaborative community of practice, and to reflect on learning as professionals. This research is fundamentally non-evaluative. In other words, your contribution will not be assessed or judged in any way.

Do I have to take part?

No. Participation in this study is completely voluntary and you are free to withdraw anytime without explanation and without incurring any disadvantage, should you wish to do so. You can also ask that any data in the form of your contributions that has been provided until that point and prior to anonymisation not be included in the study. If you do not wish to take part in a focus group, you will be offered the choice of participating in an individual interview instead. Both of these are completely voluntary and you can choose not to participate in a focus group or individual interview and still contribute written data.

What will happen if I take part?

The project will last the better part of Winter Semester 2018/19 and consist of two professional development-focused meetings as a group at the start and at the finish, and an online Moodle space for collaborative reflection throughout the semester.

- Two meetings, one at the start of the project and the second at the end of the semester, will comprise a short piece of individual writing with question prompts centred on your professional identity (ca. 20 minutes) followed by a novel form of focus group designed to enable participants to create together a list of actionable items. At the end of this semester we will meet again to do the same, first the focus group and then the writing. These meetings should take no more than 90 minutes each.
- If you would prefer not to participate in a focus group you can opt instead for an individual interview with me, which will last about 30 minutes.
- The other component of this research is the online community of practice on Moodle. It will be available for the better part of the semester (10-12 weeks) during which time you can participate by posting or offering feedback on others' posts to the extent that you wish and whenever you wish. I will provide you with a prompt (e.g. a question about your practice) three times during the semester, which you can choose to respond to or not.
- The amount of time you spend engaged with the Moodle will be up to you and can be as little or as much as you wish. You may opt not to participate in the Moodle at all. As with the focus groups, you will have the opportunity to review and provide feedback or elaboration on anything that you have contributed to the Moodle if you wish.

With your permission, the focus groups and any individual interviews would be audio-recorded so that I can return to the transcript(s) and be able to identify common threads and themes as well as major differences among participants' contributions. I will also be employing a technique called member checking that will allow you to provide additional feedback or elaboration on the transcripts of the focus groups and/or individual interviews and your narrative writing if you wish.

Expenses and/or payments

There will be no compensation, whether in forms of gifts or monetary reimbursement as you will not incur any expenses by taking part in this study.

Are there any risks in taking part?

I don't expect any adverse effects in this research. However, as much of the research is collaborative in nature, if you feel uncomfortable you can refrain from participation in any aspect. If you do not wish to take part in the focus groups, for example, you will be offered the option of a 30-minute individual

interview. You also have the possibility of not answering questions that you don't feel comfortable with.

I will also be using so-called member checking throughout all phases of the research, so you will have the opportunity to examine and, if you wish, provide feedback or elaborate on your words before data analysis takes place. I also plan to have a colleague who is not involved in this research observe and provide feedback on my interactions with participants.

Conflict of Interest: This research is fundamentally non-evaluative and is being undertaken by me as a doctoral candidate. However, due to my position as a programme coordinator I will remove myself from any and all English department decisions related to participants for a period of two years from the start of the research project. Because I have an existing relationship with many of the potential participants due to my roles as both English teacher and department coordinator, I will be using several methods to minimise associated risks.

In addition, should you feel the need, the university has free psychological counselling services available. Your participation is voluntary and you can withdraw at any time without any negative consequences.

Are there any benefits in taking part?

There are no direct benefits to participating in this study. However, potential benefits can be expected from this study for you as a professional and for the organization in which you work, as well as for the wider academic and professional community. Indeed, better understanding the experiences of EAP teachers as they engage with the blended learning model through professional learning can bring benefits to other English language teaching professionals and the field as a whole.

The focus group work, as well as the collaboration in Moodle, should lead to actionable and concrete ideas and/or approaches, and perhaps even tasks, that can be used directly in the classroom. All phases, through their focus on collaboration and sharing of knowledge and experience, ideally will provide the opportunity for professional learning and the cultivation of best practices in a community of fellow teachers that may continue well beyond the research.

What if I am unhappy or if there is a problem?

If you should be unhappy with any aspect, or if there is a problem, please feel free to let me know by contacting me at following email address: maryjane.radfordarrow@online.liverpool.ac.uk or my thesis supervisor, Dr. Charles Buckley, at +44 0151-794-1165 / Charles.Buckley@liverpool.ac.uk and we will try to help as best as we can. If you remain unhappy or have a complaint which you feel you cannot come to us with then you should contact the LOREC at liverpoolethics@liverpool-online.com When contacting LOREC, please provide details of the name or description of the study (so that it can be identified), the researcher(s) involved, and the details of the complaint you wish to make.
If you feel any psychological discomfort or stress at any time as a result of your participation, please let me know. The [redacted] also has psychological counseling available free of charge. This service is located in the [redacted], Rooms [redacted]. Walk-in times are Tuesdays from 10:30-12:30 and individual appointments can be made by email at [redacted] or by telephone on Monday, Wednesday or Thursday from 14:00-14:30.

Will my participation be kept confidential?

Yes, your participation will be kept confidential. The data I collect will be used to complete my EdD thesis and for subsequent publications about this research. You will remain anonymous throughout my thesis and in any other publication. You and your organization will receive pseudonyms or codes and no geographical details will be disclosed that could be used to identify you or your organization.

Recorded focus groups, interviews and transcripts will be stored in my password-secured personal computer until the thesis is successfully completed and for at least five years. All personal details will

be stored on a password-protected computer, which is only accessible to me. All written data that might potentially contain such information will be stored in a locked cupboard in my office, which has only one key that only I have access to, and the office is also locked when I am not in it. Hence, this data is only accessible to me.

There are, however, collaborative aspects to this research (e.g. the focus groups and the Moodle), which means that your fellow participants will know that you are participating. You can choose not to participate in either or both of the focus groups, in which case you will be offered the option of an individual interview if you prefer, and your participation in the Moodle is also entirely voluntary.

The focus groups and individual interviews will take place in a reserved room at the language centre with the door closed throughout to ensure that non-participants will not be able to observe or overhear.

My thesis supervisors from the University of Liverpool and myself will be the only persons who will have access to the collected data, including your writing and contributions to the Moodle. I will, however, anonymise all data before sharing it with my supervisors.

What will happen to the results of the study?

Data will be used to discover findings that will be included in my thesis to fulfil the requirements of the EdD doctoral programme. A copy of the thesis can be provided if you wish.

What will happen if I want to stop taking part?

You have the right to withdraw from the research for any or no reason, at any time without consequences. Data collected up to the period of withdrawal can be used, if you agree. If this should not be the case, then you will need to request that they are destroyed and that no further use can be made of them. If you do not wish to participate in one or both of the focus groups, you will be asked to take part in an individual interview, which would be recorded and for which you could withdraw your consent at any time during the data collection period. However, you can choose not to participate in any part of the research, for example neither a focus group nor individual interview but still provide written data if you wish to, Once it has been anonymised, data can no longer be excluded.

Who can I contact if I have further questions?

As the principal researcher, you can contact me any time with any questions you might have:

Mary-Jane Radford Arrow

Office:
[redacted]

Email:
maryjane.radfordarrow@online.liverpool.ac.uk or radfordarrow@[redacted]

Phone:
[redacted] office) or [redacted] (home)

Appendix B

VPREC Approval Letter

Dear Mary-Jane Radford Arrow	
I am pleased to inform you that the EdD. Virtual Programme Research Ethics Committee (VPREC) has approved your application for ethical approval for your study. Details and conditions of the approval can be found below.	
Sub-Committee:	EdD. Virtual Programme Research Ethics Committee (VPREC)
Review type:	Expedited
PI:	Dr. Charles Buckley
School:	UoL, EdD Online
Title:	*Global contexts, local identities: University EAP teachers' professional learning for the blended model*
First Reviewer:	Dr. Yukhymenko
Second Reviewer:	Dr. Vlachopoulos
Other members of the Committee	Drs. Crosta, Ferreira, Buckley, Hickman, Kop, and Outhwaite
Date of Approval:	November 7, 2018
The application was APPROVED subject to the following conditions:	
Conditions	
1 Mandatory	M: All serious adverse events must be reported to the VPREC within 24 hours of their occurrence, via the EdD Thesis Primary Supervisor.

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This approval applies for the duration of the research. If it is proposed to extend the duration of the study as specified in the application form, the Sub-Committee should be notified. If it is proposed to make an amendment to the research, you should notify the Sub-Committee by following the Notice of Amendment procedure outlined at http://www.liv.ac.uk/media/livacuk/researchethics/notice%20of%20amendment.doc.

Where your research includes elements that are not conducted in the UK, approval to proceed is further conditional upon a thorough risk assessment of the site and local permission to carry out the research, including, where such a body exists, local research ethics committee approval. No documentation of local permission is required (a) if the researcher will simply be asking organizations to distribute research invitations on the researcher's behalf, or (b) if the researcher is using only public means to identify/contact participants. When medical, educational, or business records are analysed or used to identify potential research participants, the site needs to explicitly approve access to data for research purposes (even if the researcher normally has access to that data to perform his or her job).

Please note that the approval to proceed depends also on research proposal approval.

Kind regards,

Lucilla Crosta

Chair, EdD. VPREC

Appendix C

Final UoL Ethics Application

professionals. The possibilities for any of these to occur are currently extremely scarce in the research context.

An additional and concrete benefit for participants is that they can expect to emerge from the research project with materials and/or ideas developed and discussed in the course of the project that they will be able to use directly in their classrooms. Of course, professional learning is a major purpose and potential benefit of this project for all concerned, however the extent and nature of this learning cannot be predicted ahead of time and is, in fact, a focus of the research.

D7) State any fees, reimbursements for time and inconvenience, or other forms of compensation that individual research participants may receive. Include direct payments, reimbursement of expenses or any other benefits of taking part in the research?

There will be no compensation in the form of gifts or reimbursements for participation in this research because 1) the participants will not be incurring any expenses by participating and 2) the largest part of the project in terms of time commitment and potential time away from paid teaching work will take place in an online, asynchronous community of practice (Phase 2 Moodle) that participants can access and use at their own convenience.

SECTION E - RISKS AND THEIR MANAGEMENT

E1) Describe in detail the potential physical or psychological adverse effects, risks or hazards (minimal, moderate, high or severe) of involvement in the research for research participants.

I do not expect there to be any adverse effects, risks or hazards associated with this research. Nevertheless, I am actively seeking to mitigate any perception of risk to the participants in this research in a number of ways.

1) The Nominal Focus Group (NFG) is a data collection method that specifically seeks to empower participants by having them identify, collate and rank items themselves as a group. Not only does this promote their ownership of the process and the data produced, but it also reduces potential researcher bias in the analysis of the data (Varga-Atkins, McIsaac & Willis, 2017).
2) In addition to being able to withdraw from the project at any point, as per the PIS, any participant who feels uncomfortable and does not wish to participate in the NFG along with the other participants will be offered the option of an individual interview. The same holds for the Phase 2 Moodle as a collaborative space: Participation is voluntary.

3) I will be employing member checking throughout all phases of the research, whereby participants will be afforded an opportunity to examine and, if they wish,

f) Give details of any advertisements:

N/A

D4)

a) State the numbers of participants from any of the following vulnerable groups and justify their inclusion

Children under 16 years of age:	N/A
Adults with learning disabilities:	N/A
Adults with dementia:	N/A
Prisoners:	N/A
Young Offenders:	N/A
Adults who are unable to consent for themselves:	N/A
Those who could be considered to have a particularly dependent relationship with the investigator, e.g. those in care homes, students of the PI or Co-applicants:	N/A
Other vulnerable groups (please list):	N/A

b) State the numbers of healthy volunteer participants:

Healthy Volunteers	**5-7 or as many as 11**

D5)

a) Describe the arrangements for gaining informed consent from the research participants.

In the invitation, PIS and other documents for participants, I explain clearly what the purpose, structure, benefits and risks, methodology and methods of the research are. It is my desire that participants freely choose to participate and that they will see the potential benefits for themselves as individuals as well as related to being part of the centre.

Potential participants will have 7 days from receipt of the initial email to consider the invitation with no obligation. Those who respond that they are interested in learning more will be sent the PIS and consent form and have a further 7 days to review the information and to contact me with questions and/or concerns. The PIS addresses such questions as, Why have I been invited to take part? and Do I have to take part? and offers an explanation of the potential risks and benefits of participation. These documents also provide my contact details, including an email address and phone numbers, including my home telephone.

Furthermore, all of the potential participants know me at least to some extent in my professional capacity and they know where my office is located at the centre should they wish to discuss any aspect of the research project in person. Should any potential participant wish to discuss the project with someone other than me, they will have been given contact details for the University of Liverpool's Research Governance Officer and Research Participant Advocate.

b) If participants are to be recruited from any of the potentially vulnerable groups listed above, give details of extra steps taken to assure their protection, including arrangements to obtain consent from a legal, political or other appropriate representative in addition to the consent of the participant *(e.g. HM Prison Service for research with young offenders, Head Teachers for research with children etc.).*

N/A

c) If participants might not adequately understand verbal explanations or written information given in English, describe the arrangements for those participants (e.g. translation, use of interpreters etc.)

N/A

d) Where informed consent is not to be obtained (including the deception of participants) please explain why.

N/A

D6) What is the potential for benefit to research participants, if any?

I have designed this research to minimise the time and effort that participants, all busy teachers working at multiple HE sites, must commit. My goal is instead to enable such benefits as: opportunities to meet and discuss best teaching practices with peers, to exchange ideas and experiences in a collaborative community of practice (Phase 2), and to reflect on their own learning as

professionals. The possibilities for any of these to occur are currently extremely scarce in the research context.

An additional and concrete benefit for participants is that they can expect to emerge from the research project with materials and/or ideas developed and discussed in the course of the project that they will be able to use directly in their classrooms. Of course, professional learning is a major purpose and potential benefit of this project for all concerned, however the extent and nature of this learning cannot be predicted ahead of time and is, in fact, a focus of the research.

D7) State any fees, reimbursements for time and inconvenience, or other forms of compensation that individual research participants may receive. Include direct payments, reimbursement of expenses or any other benefits of taking part in the research?

There will be no compensation in the form of gifts or reimbursements for participation in this research because 1) the participants will not be incurring any expenses by participating and 2) the largest part of the project in terms of time commitment and potential time away from paid teaching work will take place in an online, asynchronous community of practice (Phase 2 Moodle) that participants can access and use at their own convenience.

SECTION E - RISKS AND THEIR MANAGEMENT

E 1) Describe in detail the potential physical or psychological adverse effects, risks or hazards (minimal, moderate, high or severe) of involvement in the research for research participants.

I do not expect there to be any adverse effects, risks or hazards associated with this research. Nevertheless, I am actively seeking to mitigate any perception of risk to the participants in this research in a number of ways.

1) The Nominal Focus Group (NFG) is a data collection method that specifically seeks to empower participants by having them identify, collate and rank items themselves as a group. Not only does this promote their ownership of the process and the data produced, but it also reduces potential researcher bias in the analysis of the data (Varga-Atkins, McIsaac & Willis, 2017).
2) In addition to being able to withdraw from the project at any point, as per the PIS, any participant who feels uncomfortable and does not wish to participate in the NFG along with the other participants will be offered the option of an individual interview. The same holds for the Phase 2 Moodle as a collaborative space: Participation is voluntary.

3) I will be employing member checking throughout all phases of the research, whereby participants will be afforded an opportunity to examine and, if they wish,

comment on or elaborate on their words collected through narrative writing (Phases 1 & 3). They will be able to provide additional feedback or elaboration on the transcripts of the NFG and/or individual interviews (Phases 1 & 3), as well as on their contributions to the online community of practice (Phase 2). I will also be using researcher triangulation periodically throughout all phases of the project, whereby a colleague not involved in the research will observe and provide feedback on my interactions with participants and the data.

4) Finally, due to my dual role as researcher and in leadership within the organization in which the research is taking place, as stated in the PIS I will recuse myself from any and all departmental decisions related to the participants for a period of two years following the start of the project. This is intended to further mitigate the risk that anything that occurs or arises as a result of participation in the research might have the potential for negative consequences related to the employment of the participants.

5) In addition, should the need arise, the university has free psychological counselling services available to everyone working there, including adjuncts. I have provided details about this service in the PIS.

Reference

Varga-Atkins, T., McIsaac, J. & Willis, I. (2017). Focus Group meets Nominal Group Technique: An effective combination for student evaluation? *Innovations in Education and Teaching International, 54*(4), 289-300.

Commented [MJRA1]: Ethics Response Form 28.

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E2) Explain how the potential benefits of the research outweigh any risks to the participants.

As the PIS states, the aim of this research is fundamentally non-evaluative. Rather, it is concerned with providing opportunities to engage in professional learning as well as to understand the experience of those engaged in professional learning. This research can have a positive impact on the ways in which the participants view themselves as learners as well as teachers, and on the organization as a whole through the encouragement of a community of practice.

The potential benefits to the participants and the organization are also outlined in D6 and E1, but beyond these benefits which outweigh potential risks, this research has the potential to contribute to understanding beyond the research context and make a contribution to the discipline and practice of university English language teaching and the adoption of learning technologies.

E3) Describe in detail the potential adverse effects, risks or hazards (minimal, moderate, high or severe) of involvement in the research for the researchers.

I do not expect there to be any adverse effects, risks or hazards associated with this research for me as researcher. Nevertheless, I am actively seeking to

mitigate the potential for any risk, for example any negative effect on my future work relationships with participants.

Measures that will reduce risks for participants, as outlined in section E1) (i.e. 1) the NFG data collection methods, 2) the option to withdraw or to opt for an individual interview, and 3) member checking) will also reduce risks to me as researcher by engaging participants in some aspects of decision-making throughout the project. This may reduce any power differential that could lead to resentment. Also, by maintaining the highest possible level of transparency, for example by disclosing my data collection and analysis methods and plans to publish the research, any possible perception on the part of participants of being manipulated or coerced should be avoided.

Another aspect that reduces potential risks to me is member checking, whereby participants will be able to examine and, if they wish, comment on or elaborate on their words collected through narrative writing (Phases 1 & 3). They will be able to provide additional feedback or elaboration on the transcripts of the NFG and/or individual interviews (Phases 1 & 3), as well as on their contributions to the online community of practice (Phase 2). I will also be using researcher triangulation periodically throughout all phases of the project, whereby a colleague not involved in the research will observe and provide feedback on my interactions with participants and the data. This will also foster transparency and demonstrate to participants that I am seeking to reduce potential bias on my part.

Finally, my recusal from any departmental decisions involving the participants for a period of two years from the start of the research (as outlined in section E1) above) will also protect me from perceptions or even accusations of inappropriate use of any of the data in exercising my leadership role within the centre.

E4) Will individual or group interviews/questionnaires discuss any topics or issues that might be sensitive, embarrassing or upsetting, or is it possible that criminal or other disclosures requiring action could take place during the study (e.g. during interviews/group discussions, or use of screening tests for drugs)?

YES ☐ NO X

➢ ***If Yes, give details of procedures in place to deal with these issues.***

N/A

E5) Describe the measures in place in the event of any unexpected outcomes or adverse events to participants arising from their involvement in the project

Participants will be provided with my contact details as well as those of my thesis supervisor. They will also be given the contact details of the Research Participant Advocate of the University of Liverpool.

It will be clearly stated from the start that participants can withdraw from the research at any time and without consequences.

E6) Explain how the conduct of the project will be monitored to ensure that it conforms with the study plan and relevant University policies and guidance.

I am and will continue to be in regular contact with both my primary and secondary supervisors through regular skype meetings and email in order to ensure that any research I conduct is in full compliance with all aspects of UoL's research policy.

Formatted: Line spacing: Multiple 1.2 li, Border: Bottom: (Single solid line, Auto, 0.75 pt Line width)

SECTION F - DATA ACCESS AND STORAGE

F 1) Where the research involves any of the following activities at any stage (including identification of potential research participants), state what measures have been put in place to ensure confidentiality of personal data (e.g. encryption or other anonymisation procedures will be used)

Electronic transfer of data by magnetic or optical media, e-mail or computer networks	The only anticipated electronic data transfer will be from the Moodle (learning management system) to my computer, which is password protected. All data will be deleted from the Moodle immediately upon secure transfer. All data will be backed up on the hard drive of my secure PC. In the unlikely event that I need to share any data with my supervisors electronically, it will have been anonymised before transfer by password-protected email.
Sharing of data with other organisations	N/A
Export of data outside the European Union	N/A
Use of personal addresses, postcodes, faxes, e-mails or telephone numbers	I do not anticipate using any of these personal details, apart from the recruitment and information stage prior to data collection. However, participants' university email addresses will be used for access to the Moodle (Phase 2). Nevertheless, all personal details will be stored on a password-protected computer, which is only accessible to me. All written data that might potentially contain such information will be stored in a locked cupboard in my office that has only one key that only I have access to and the office is also locked when I am not in it. Hence, this data is only accessible to me.

Commented [MJRA2]: Ethics Response Form 3.

Commented [MJRA3]: Ethics Response Form 3. See also PIS Section

Publication of direct quotations from respondents	As the PIS states, all information that might make it possible to identify participants through direct quotations will be anonymised in transcription and for use in the thesis or other publications.
Publication of data that might allow identification of individuals	All participants and their organisation will be anonymised and given pseudonyms or codes. No specific geographical details will be revealed that could refer to the precise location of the organisation and participants.
Use of audio/visual recording devices	Interviews and focus groups will be audio recorded only using a technical device that belongs to me and is password protected.
Storage of personal data on any of the following:	All of the following would be stored for at least 5 years.
Manual files	Hard copies of participant narrative writing (all phases) or written contributions to the Moodle (Phase 2) will be locked in a cupboard in my locked office. I have the only key to the cupboard on my person.
Home or other personal computers	Personal desktop computers are both password protected and accessible to me alone.
University computers	My office desktop is password protected and subject to the stringent data protection laws of the EU (i.e. no one else on staff has my password and can access my files). In Phase 2 we will be using a Moodle that is housed on the university's servers, and therefore subject to the strict data protection rules of the university and the European Union. The Moodle will also have a confidential "key" for members to use and can only be accessed by those with both this key and a university

Publication of direct quotations from respondents	As the PIS states, all information that might make it possible to identify participants through direct quotations will be anonymised in transcription and for use in the thesis or other publications.
Publication of data that might allow identification of individuals	All participants and their organisation will be anonymised and given pseudonyms or codes. No specific geographical details will be revealed that could refer to the precise location of the organisation and participants.
Use of audio/visual recording devices	Interviews and focus groups will be audio recorded only using a technical device that belongs to me and is password protected.
Storage of personal data on any of the following:	All of the following would be stored for at least 5 years.
Manual files	Hard copies of participant narrative writing (all phases) or written contributions to the Moodle (Phase 2) will be locked in a cupboard in my locked office. I have the only key to the cupboard on my person.
Home or other personal computers	Personal desktop computers are both password protected and accessible to me alone.
University computers	My office desktop is password protected and subject to the stringent data protection laws of the EU (i.e. no one else on staff has my password and can access my files). In Phase 2 we will be using a Moodle that is housed on the university's servers, and therefore subject to the strict data protection rules of the university and the European Union. The Moodle will also have a confidential "key" for members to use and can only be accessed by those with both this key and a university

	email address. Furthermore, I will have full control over who is in the group and can manually remove anyone, for example a participant who decides to withdraw from Phase 2. I have been assured by the director of the centre that due to Germany's strict privacy laws in addition to EU privacy standards that no one who is not explicitly signed in to the Moodle as a participant can view the contents of the Moodle. This is inferred in the Letter of Approval from the director, which states "no data will be shared unless it has been anonymized in accordance with relevant guidelines of our and your universities."
Private company computers	N/A
Laptop computers	N/A

F 2) **Who will have control of and act as the PRIMARY custodian for the data generated by the study?**

Only me as researcher.

F 3) **Who will have access to the data generated by the study?**

I and my supervisor(s) will have access to the data.

F 4) **For how long will data from the study be stored?**

Data will be stored for 5 years from the start of collection.

SECTION G – PEER REVIEW

G 1)

a) **Has the project undergone peer review?**

YES X NO ☐

b) ***If yes, by whom was this carried out?*** *(please enclose evidence if available)*

My two EdD supervisors, Dr. Charles Buckley as primary and Dr. Rita Kop as secondary, have provided detailed and useful feedback on all aspects of my research proposal.

SECTION G - CHECKLIST OF ENCLOSURES

Study Plan / Protocol	
Recruitment advertisement	X*
Participant information sheet	X
Participant Consent form	X
Research Participant Advocate Consent form	
Evidence of external approvals	X
Questionnaires on sensitive topics	
Interview schedule	
Debriefing material	
Other (please specify)	X
Ethics response form and ethics application forms	

* Rather than a "Recruitment advertisement" I will be sending an email invitation to participate, which is enclosed.

Appendix D

Study Design Table

<table>
<tr><th>Pre-Phase</th><th>Phase 1</th><th>Phase 2</th><th>Phase 3</th></tr>
<tr><td rowspan="3">Ethics approval (7.11.2018)

Invitation to participate
• 11 EAP teachers
• 5.11.2018
• 7 expressions of interest

Participant consent
• 6 participants</td><td rowspan="3">Focus Group (13.12.2018)
• 4 participants
• Researcher triangulation

Individual Interviews
• 2 participants</td><td>Prompt 1: Moodle experience?
• 6 written responses</td><td rowspan="3">Focus Group (14.3.2019)
• 4 participants</td></tr>
<tr><td>Prompt 2: Moodle learning?
• 5 written responses</td></tr>
<tr><td>Bio sketch
• 4 participants</td><td>Prompt 3: Moodle necessary, integral?
• 5 written responses</td></tr>
</table>

Timeline

5.11.2018 15.3.2019

Appendix E

Questions Protocol

Question Protocol

First, tell me a bit about your self as a university English teacher. How, when, why did you take up this profession?

Do you see yourself as a technology-using EAP teacher?

Can you describe or sketch an image of yourself using learning technology?

When, why did you take up Moodle (or another learning platform)?

Where do you see yourself going as a Moodle user

(next semester?) (next year?) (in a few years?)

How will you get there?

How often do you update or change things in your Moodle?

How do you make decisions about changes?

(student feedback) (colleagues) (time) (reading) (training)

What role if any do student expectations play in your decision to use Moodle? How you use Moodle?

What role do colleagues play, if any, in your Moodle use? Could this play a greater role if a mechanism (e.g. was available)?

What is the part of using the Moodle that you like least? Best?

Question probes:

Can you say something further about ….? Could you clarify / elaborate on that?

Appendix F

Phase 2 Moodle Prompt Questions

Moodle Prompt Questions

Posted to the Moodle (participants received a notification by university email) and also emailed directly to participants' university emails. These three questions were posted at regular intervals throughout the semester. The following message accompanied the first prompt:

Dear participants,

As discussed in the Participant Information Sheet, here is a question prompt for you. I hope you might find the time to either post a response here in this Discussion Thread and/or respond to another teacher's post. If you prefer to respond privately, then please send me an email message. The purpose of these questions is to prompt you to reflect on your teaching this semester, in particular how you used the Moodle. This Discussion post format affords you the opportunity to interact as well as write your own post(s). As always, I am extremely grateful for your participation.

Please write as much or as little about whatever you wish in response to this prompt.

Thank you very much!

Question 1:

In your course(s) this semester, have you done anything differently with Moodle? For example, organized your course differently, tried new tools and applications, or expanded your use of Moodle? If this is your first semester using Moodle here at this university, have you used Moodle before? If so, have you done anything differently this semester?

Question 2:

Is there some aspect that you are not currently using that you have decided this semester you would like to develop pr try out? Provide a brief description of the tool, activity, type of resource and why it interests you. What do you hope it would bring to your EAP course?

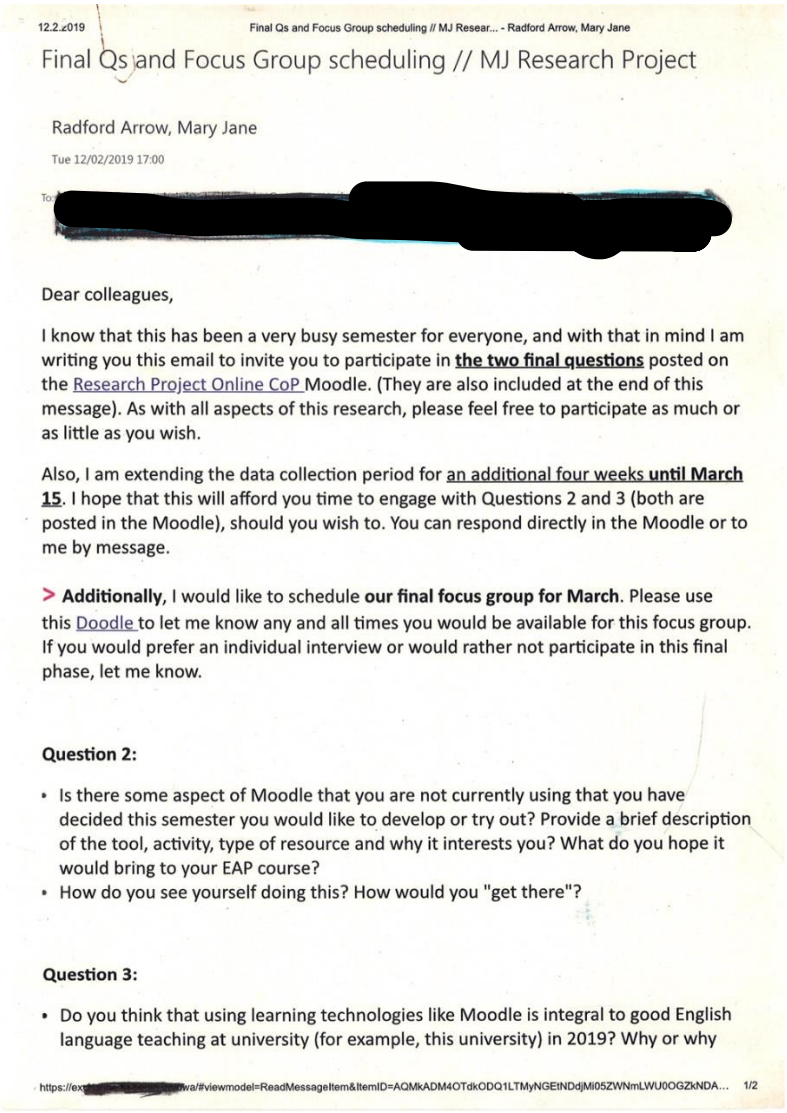
How do you see yourself doing this? How would you "get there"?

Question 3:

Do you think that using learning technologies like Moodle is integral to good English language teaching at university (for example, this university) in 2019? Why or why not? Is it necessary to use technology to be a good EAP university teacher today?

Appendix G

Example Participant Email Communication



12.2.2019 Final Qs and Focus Group scheduling // MJ Resear... - Radford Arrow, Mary Jane

Final Qs and Focus Group scheduling // MJ Research Project

Radford Arrow, Mary Jane

Tue 12/02/2019 17:00

To [redacted]

Dear colleagues,

I know that this has been a very busy semester for everyone, and with that in mind I am writing you this email to invite you to participate in **the two final questions** posted on the Research Project Online CoP Moodle. (They are also included at the end of this message). As with all aspects of this research, please feel free to participate as much or as little as you wish.

Also, I am extending the data collection period for an additional four weeks **until March 15**. I hope that this will afford you time to engage with Questions 2 and 3 (both are posted in the Moodle), should you wish to. You can respond directly in the Moodle or to me by message.

> **Additionally**, I would like to schedule **our final focus group for March**. Please use this Doodle to let me know any and all times you would be available for this focus group. If you would prefer an individual interview or would rather not participate in this final phase, let me know.

Question 2:

- Is there some aspect of Moodle that you are not currently using that you have decided this semester you would like to develop or try out? Provide a brief description of the tool, activity, type of resource and why it interests you? What do you hope it would bring to your EAP course?
- How do you see yourself doing this? How would you "get there"?

Question 3:

- Do you think that using learning technologies like Moodle is integral to good English language teaching at university (for example, this university) in 2019? Why or why

https://ex[redacted]wa/#viewmodel=ReadMessageItem&ItemID=AQMkADM4OTdkODQ1LTMyNGEtNDdjMi05ZWNmLWU0OGZkNDA... 1/2

12.2.2019 Final Qs and Focus Group scheduling // MJ Resear... - Radford Arrow, Mary Jane

not?

- Is it necessary to use technology in order to be a good EAP university teacher today? Why or why not?

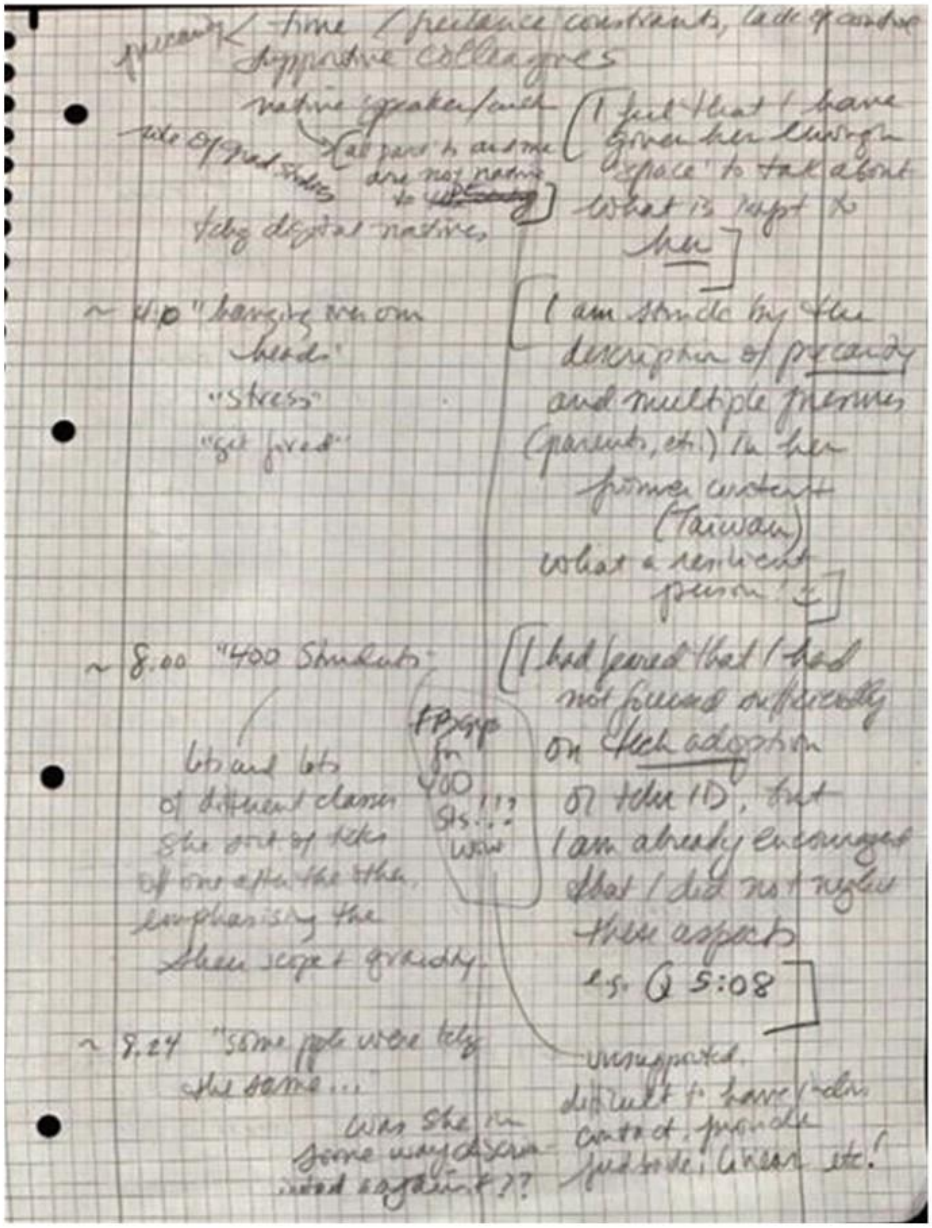
Kind regards, MJ

Mary-Jane Radford Arrow
Fachgebiet Englisch, DAAD Sprachgutachten
HBS 3.05
[redacted]
Office Hour: Mi 14-15
[redacted]

Appendix H

Reflective Notes Parallel to Transcription

Initial notes taken during transcription of an individual interview. These focus on bracketing of my assumptions, initial reactions, and thoughts (right side) alongside in vivo notation of key ideas from the participant (left side).



Appendix I

Colour-coded Focus Group Transcript

Colour-coded focus group transcript. An anonymized example showing colour-coding of participants added during second listening, as well as my notations (in black).

ended up here. I studied English and Creative Writing and I've been teaching English here in xxxx, Business English mostly, but I really feel at home at the university and I can be here helping students in whatever I can with my experience of being a student in academia. Using the language for that purpose.

Ma: (2:38) I think I come from the same sort of background in terms of being English literature student and also with an MA in Applied Linguisitics, so I approach the profession with a two-fold kind of perspective, one that of a student and one that of a teacher, even a practitioner trying things out, things that were (**unintelligible**) in the MA programme and I try to see them applied, implemented in the classroom. At first I started with teaching English in language institutes, so that was English as a Foreign Language not for Academic Purposes. Later on I went to xxxxxxx University where I was actually studying my masters degree. I started teaching English for non-specialists so these guys use English for their own studies, so that was EAP and then I went to the English Dept itself to teach English Literature and English drama and this kind of stuff. And then I came to xxxxxxx the opportunity was extended to me to actually teach English for AP, so I've been doing that for two years now. And like he said, I do feel at home at university environment more or less.

Be: (3:50) Well, I first wanted to be a journalist. My dad told me it was no job for a woman (**reactions of dismay, "ooohhhh" from Ma**) so I didn't … I believed him, but then I thought I'll be a teacher cuz I'd been to school and been happy to be in a classroom um but then I didn't want to stay in xxxxxx so I decided to be a teacher for ESL so (unintelligible) the TOEFL and then um came here in xxxxx and started teaching at private language schools and then I did a Masters in Education and then I did a Secondary teaching qualification back in xxxxx, just to get to xxxxxx again for a reason and then at some point I got a job at the xxx and that was eight hours which was a nice chunk. Whereas at those private schools they give you a few hours here and there and you run around all the time (**sounds of agreement from various participants**). Yeah, so then I got to other universities, I got enough work in the university area now and it's … I'm not gonna do anything else (**LOL all round**). So, I kind of got to enjoy it. (**more sounds of agreement**).

An: So my experience is very similar to yours. I finished a bachelors degree in English and then a Masters Degree in Applied Linguistics and then starting teaching EFL and ESOL in xxxxx and then eventually I went back to university in xxxxx and then from there I also started teaching ESP. So, um when I left xxxx after 20 years, I came to xxxx and um I got work, FO English and also EAP, at XX and also at the universities around xxxx and that's it … and eventually I got this project position at XX.

Me: (6:20) Great, so moving a little bit to the Moodle and technology aspect … all of you are using Moodle to some extent so you're engaged with it. My question is do you – and feel free to ask each other questions and interact with each other if you want – do you see yourself or think of yourself, This

Appendix J

Focus Group Analysis Table

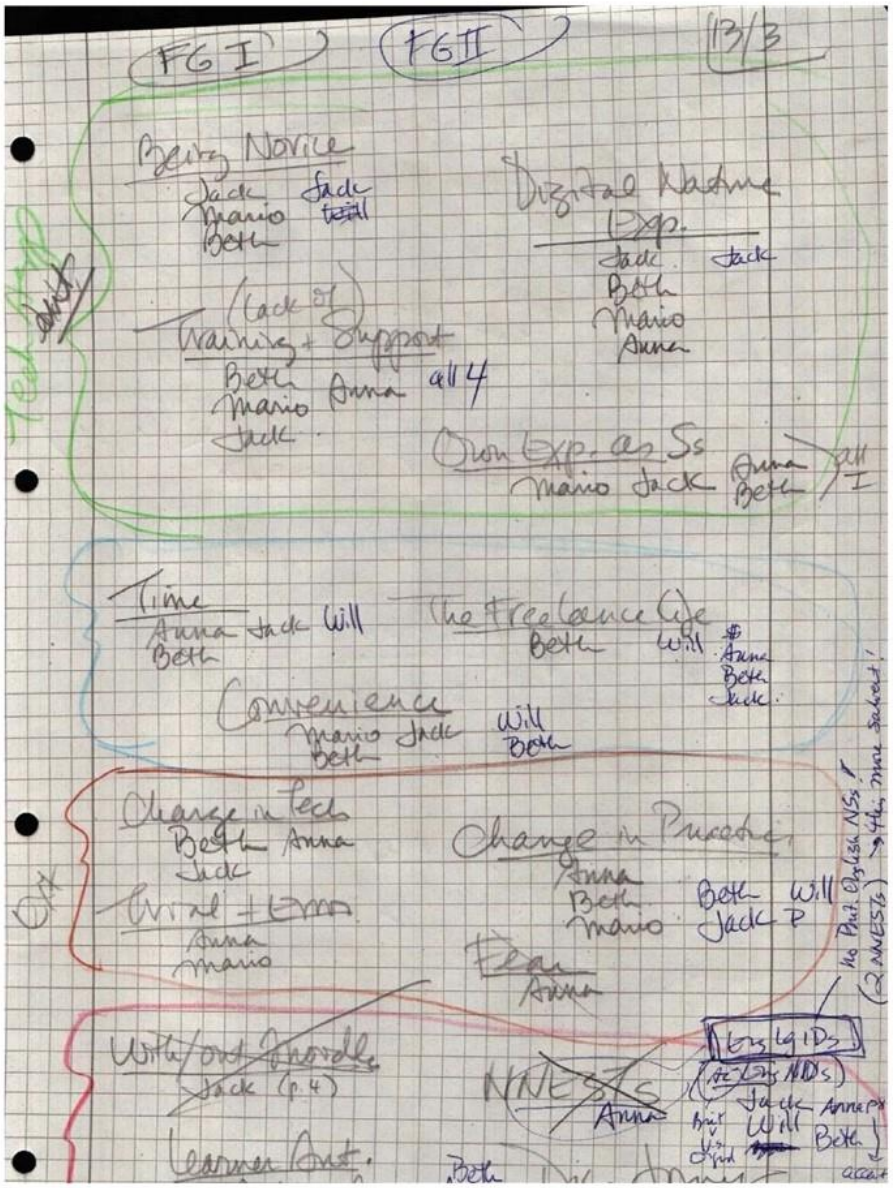
Example of focus group analysis table. First column, summarises my questions; second column, identifies participant narrative coded for the eight stages of Palmer et al. (2010) (in parentheses); third column, records my thoughts, questions and reflexive echoes: fourth column, shows emergent themes from participants' concerns and claims; and fifth column, a first draft of abstracted themes.

Qs	*Responses/Excerpts Coding (Palmer et al.) 1-8*	*Notes and echoes*	*Emergent Themes (7)*	*Themes/ Interpretation*
Q2: See yourself as a tech using teacher? p.3	Jack: "Yes! I'm still scratching the surface with the Moodle platform." (1) "It takes time…" (1) "for me that's actually a logistical convenience" (x2) … it's just the beginning" (1) "setting up assignments" "I got rid of paper" "a collaborative wiki" (1) "I have four different Moodles from four different places" "They tend to change the format or the layout and the functions" (1) (4) "when you ask Ss to do things, half of them do, half of them don't" (1) (3)	*A long pause (6+ sec), various "hmmmms", "hot cognition"?* *Inter-relational* *Does this indicate a transformation of teaching practices along with these logistical conveniences?* Juggling several jobs, teaching contexts and Moodles. *Beth gets in a lot of different ideas in one response, inter-relational* *What is the role of NS and NNS in their answers?*	 Time Convenience Change Students	Tech use Continuum Aspiration Time Convenience Change Student engagement
Q3: Obstacles? "learning curve"?	"Training?" "there's a lot of messing around (in working with the Moodle). That's an obstacle" (1) (4) "Time, it can be a time-saving tool…but there comes a point where there's more time invested than the saving and so kind of trying to ride that line" (1) "like you were saying with the students buying into	*Lots of agreement to this* *Frustration and urgency in her voice* Saving time and lack of time are both relevant as a balancing act, "riding that line" *Inter-relational*	Training Time Time Students buying into it	Support (and lack of) Precarity Time Time Student engagement

Appendix K

Notes Representing Development of Themes

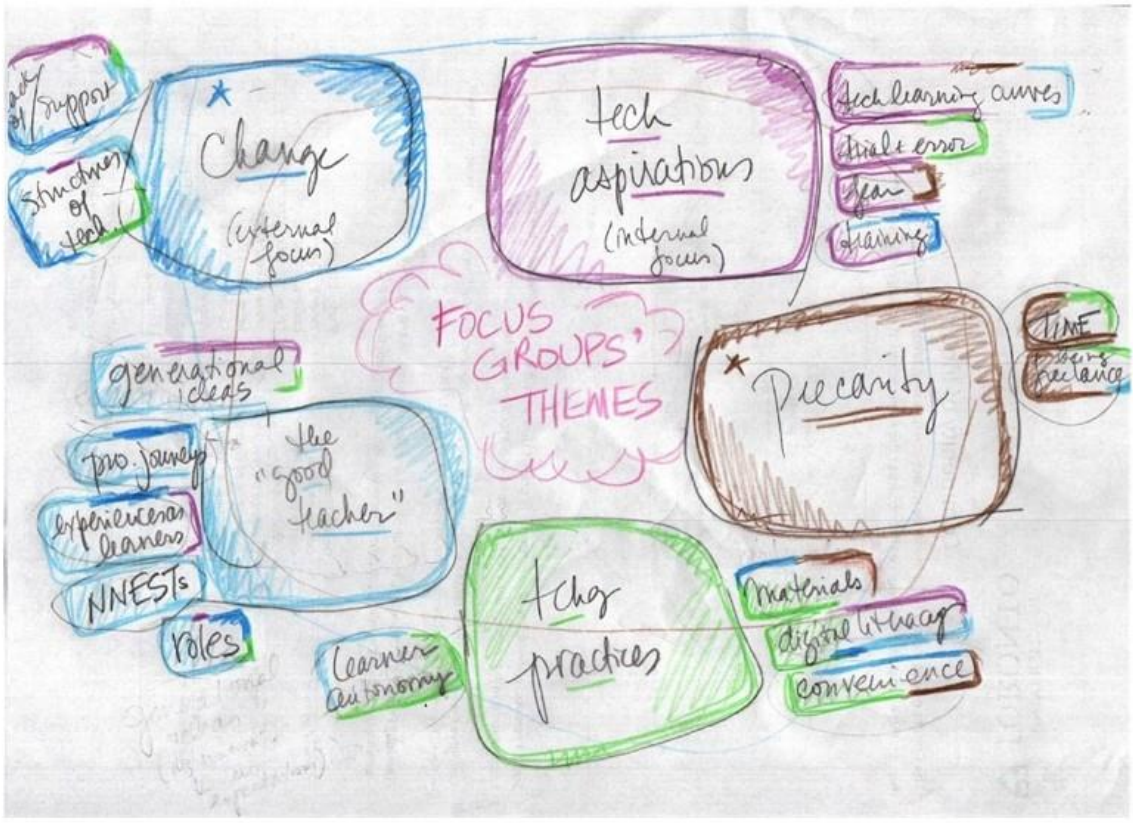
A visual example of how I began to make sense of the emergent themes and their connections to the individual participants.



Appendix L

Sketch Representing Development of Themes

A visual example of how I began to make sense of the emergent themes through this process.



Appendix M

Table Presenting Themes by Participant and Salience

THEMES across participants							
Emergent Themes	**Amy**	**Beth**	**Omar**	**Jack**	**Anna**	**Will**	**Clusters /Super-ordinate Themes**
Being Novice	Amy	Beth	Omar	**Jack**			**Technological Aspirations** (internal focus)
"Digital Native" Expectations	Amy	Beth	**Omar**	Jack	Anna	Will	
Experiences as Student			**Omar**	**Jack**	Anna	Will	
Training & Support	**Amy**	**Beth**	Omar	Jack	Anna	Will	
Expertise					***Anna***		
Change in Technology		**Beth**		Jack	**Anna**		**Change** (external focus)
Change in Practices	**Amy**	**Beth**	**Omar**	**Jack**	**Anna**	**Will**	
Trial and Error					**Anna**	Will	
Digital Literacy				***Jack***			
Learner Autonomy		Beth	**Omar**	Jack		Will	**The Good Teacher**
English Language Identities		Beth			Anna	**Will**	
Disciplinary Journeys	Amy		Omar	Jack	Anna	**Will**	
Making Connections			***Omar***				
Lifelong Learning		***Beth***					
Time	**Amy**	Beth	**Omar**	Jack	Anna	Will	**Precarity**
The Freelance Life	**Amy**	**Beth**					
Convenience	**Amy**	Beth	Omar				
Teaching Materials	***Amy***						