Spring 5-2017

Where Gender and English Language Teacher Identity Intersect: Narratives of Two Ukrainian Teachers

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WHERE GENDER AND ENGLISH LANGUAGE TEACHER IDENTITY INTERSECT:

NARRATIVES OF TWO UKRAINIAN TEACHERS

A Thesis

Submitted to the School of Graduate Studies and Research

in Partial Fulfillment of the

Requirements for the Degree

Master of Arts

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May 2017

ii

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The study aims to examine and explore the intersectionality of gender and English language teacher identity in Ukraine. During the Soviet Union times, gender and sex-related discussions were banned, per the Communist Party belief that those topics were distracting for the people and did not lead them to politically correct thinking. Therefore, the construct of gender in Ukraine is politically and socially silenced due to the country's historical background as a part of the Soviet Union. Consequently, the study investigates ways of bidirectional influence of gender and English language teacher identity in the Ukrainian reality. With the help of narrative inquiry, the participants' identities were explored. The findings of the study demonstrate the complexity of the teachers' identities, as well as their intersectional nature. Emerging from the narratives of the participants, the gender construct intertwines with identity and shapes participants' experiences at different workplaces.

Within the study, Chapter One introduces the background of the present study; Chapter Two presents a review of the relevant literature on English language teaching, teacher identity, gender, femininity, and masculinity in TESOL; Chapter Three describes the methodology of the study, including the study design, study's data collection methods (online autobiography, semi-structured interviews, lesson plan and materials, and researcher's journal), data analysis, methodological disruptions, and researcher's positionality. Chapter Four is composed of the participants' narratives.

The final chapter of the study, Chapter Five, is a journal manuscript to be submitted to *Journal of Language, Identity, and Education*. It is comprised of the following sections: abstract, introduction to the study, research literature, methods, insights gained from the participants' narratives, discussion of themes, and reflections and further directions. In particular, I talked about gender as performed and performative acts, being and becoming English language teachers and users, positions of female and male teachers in Ukraine, and complexity of the nonnative teacher identities in the post-Soviet country.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

LIST OF FIGURES

CHAPTER ONE

INTRODUCTION

How It All Began

In a graduate research class taken at IUP in the Fall of 2015, my interest in the topic of gender and teacher identity began. This interest has evolved from my personal desire for in-depth knowledge about gendered influence on language teacher identity.

Having experienced studying with twenty-nine females for four years at the English Philology department in Ivano-Frankivsk, I started to wonder why English language education is such an unpopular major among males. Since that time, I have become interested in Gender Studies. However, I did not have an opportunity to explore the topic of gender in education in the Ukrainian context.

When I entered the Specialist's program at the Olga Pidgiryanka National University[1] in Ivano-Frankivsk, I had to write a thesis. My research interest was gender differences in Second Language Acquisition. However, my academic advisor suggested another topic for me. As "gender" is not explored in Ukraine, I would not have any literature support for my research. However, I did not stop dreaming about researching the topic of gender in the sphere of the English language education. I participated in the Fulbright program and demonstrated that the construct of gender in the English language education is a valuable research area to be explored. Fortunately, the committee decided that my proposed topic is necessary for the Ukrainian context and I was granted an opportunity to earn a Master's degree in TESOL at Indiana University of Pennsylvania.

Even though I changed my topic from the process of language acquisition to gendered influence on teacher identity, the topic of gender and teacher identity is necessary to be explored

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[1] The name of the university is a pseudonym

in Ukraine, since in my country the topic of "gender" is silenced in the sphere of education (Bialystok, 1998). Because gender roles are never discussed in society, Ukrainians tend to believe that there are no issues connected to it. This fact has its roots in the Soviet Union times when everything controversial or politically charged was prohibited for discussion (Ashwin, 2000).

Being a teacher and a tutor myself, I have a personal interest in the topic of gender and teacher identity. I have experienced different types of teachers in terms of their professionalism and their way of gender and identity performance in the class. I want to gain knowledge and to explore the way gender influences identity specifically in the Ukrainian context, as there is no research conducted in the area of teacher identity in Ukraine. I am also interested in human rights issues, gender equality problems, and other issues connected with social injustices. Stepping aside from the purely lingual approach in favor of the more contextually and situationally relevant approach is an asset for research in the sphere of education.

At this point, I have a goal to explore gender and teacher identity in the field of English language teaching and to provide a sufficient study to fill in the gap for the Ukrainian context. In my study, I argue that gender is a social and political construct that is shaped and performed by the social networking and politics around it. For instance, gender formation and performance is done through gender socialization that is manifested through "family, education, religion, popular culture and the media, sports, and the legal and criminal justice systems" (Launius & Hassel, 2015, p. 31). In Ukraine, the construct of gender is not widely explored or even discussed. The country used to have a very specific set of tasks for men and women, which were not questioned by society. Even today, the topic of gender is not a popular topic to be discussed in science or any other field. Therefore, the topic of gender in the Ukrainian context is worth

exploring. Although gender may seem to be a simple matter, myths and biases surrounding this concept mask its true complexity and vulnerability to society, especially Ukrainian society, where gender construct was a taboo topic for decades.

Purpose and Rationale for Conducting This Research Project

My research interest is the bidirectional influence of gender and English language teacher identity in Ukraine and how gender shapes teacher identity performance and formation. I would also like to touch upon some of the problems teachers face in the system of the Ukrainian education and what impact it has on the students, such as the problem of teaching Standard British English.

To begin with, I define "gender" and "teacher identity" terms as I use them throughout my research, as their meanings are crucial for my proposed study. As an experiment, I consulted three major dictionaries for their definitions of the word "gender," and none of them was relevant to my study. Merriam-Webster, Oxford, and Longman Dictionaries define gender as the state of being either a female or male. I view this as a superficial definition. I argue that gender is a highly social, politically charged construct and aim to explore it in the Ukrainian context. According to Launius and Hassel (2015), gender is "shaped by behavioral cues and social codes that are coded as 'masculine' or 'feminine'" (p. 27). Therefore, gender expression is similar to performativity; it is "something you 'do' rather than something that is built into or programmed into you" (Launius & Hassel, 2015, p. 27). In addition, according to Judith Butler's (1997) explanation of gender as a performative act, it is a decision or decisions an individual makes about what kind of woman or man he or she wants to act as. Butler (1997) views gender as a costume one wears and chooses what kind of identity he or she would like to have in particular settings. These definitions of gender are suitable for my research as I focus on the gender

performativity. Performativity is a challenge to the 'subject that performs,' while 'performance' implies that "I" am performing, without necessarily problematizing the 'I' (Butler, 1997).

As to teacher identity, I define it here as a multifaceted, fluid, socially constructed and performed, contextualized construct (Faez, 2011). As Faez (2011), Shi (2003) explored the fluid nature of academic identity. When referring to the teacher identity construction, I define identity according to Danielewicz (2001), who views teacher identity as "our understanding of who we are and who we think other people are" (p. 10). Moreover, Motha (2014) describes experiences that form identities as co-constructed, negotiated, cyclical in nature, and multi-layered. Both gender and identity construction and performance are not inherited or installed acts; I agree with Mills and Mullany (2011) that those two constructs are seen as "a costume that one puts on – the individual chooses what sort of identity they would like to have and simply performs that role" (p. 41). Taking into account numerous research studies conducted in the sphere of education, it is clear that present proposed research topic is problematic and worth further exploration in the Ukrainian context.

Primarily, the problem of teacher identity and gender is ignored in the system of Ukrainian teacher education. Studying for five years at the pedagogical university in Ukraine, I never read or heard of a term "teacher identity." Dr. Gloria Park was the first who introduced me to that term and got me interested in researching it. Moreover, the gender topic has not been discussed in the Ukrainian education sphere either. Akin research studies have not been conducted previously on gender and teacher identity in Ukraine and information on this topic in post-Soviet Union republics is highly limited. Therefore, this research seeks to address this gap in literature by studying the topic of gender and teacher identity in the field of English language teaching in Ukraine. Due to the tenuous political situation at the time of this writing, the Ukrainian context

is interesting for the U.S. community due to the lack of studies conducted about Ukraine. In particular, the Ukrainian political situation has become world known when in 2014 the former president of Ukraine, Viktor Yanukovich, escaped from Ukraine during the Maidan massacre, which killed more than 120 peaceful protestors. After that, the Russian President Vladimir Putin, taking advantage of the country's weak position, decided to annex Crimea, which used to be Ukrainian territory. Shortly after the annexation, the military intervention started on the eastern part of Ukraine, in Donetsk region, as Mr. Putin wanted to have a land passage to Crimea. This political situation has brought Ukraine to the media's attention throughout the world. Therefore, my contribution to the field of science is of interest for the public, as it explores one of the aspects of Ukrainian education.

Secondly, having read articles concerning identity and gender in TESOL (Aneja, 2016; Appleby, 2013; Barkhuizen, 2016; Barnawi & Ha, 2014; Davis & Skilton-Sylvester, 2004; Duff & Uchida, 1997; Edwards & Burns, 2016; Ellis, 2016; Menard-Warwick, 2008; Motha, 2014, 2005; Park, 2012; Ruecker & Ives, 2014; Simon-Maeda, 2004), I am aware of what I should focus on in my case. In particular, one of the aspects of my research is the reasons why majority of the teachers are women, especially in the Ukrainian education field (Maher & Ward, 2002). Being educated in three different schools and having parents as teachers, I had a vision that school is a place where mostly females work. Later, studying at the English Philology department in Ivano-Frankivsk for five years, I experienced female dominance in Education majors. Out of approximately one hundred and twenty students, only five were males. Moreover, none of those five is working as an English teacher. Female dominance in English language teaching is visible just from entering the doors of my English department. Male students and teachers are rarely seen; often female students just pause and stare at them for a

while. This clearly observed female dominance is known beyond the walls of my university. Once my uncle told me that in my city, there were rumors going around among men, that every one of them should date a girl from the English department at least once in their lifetime. While this may seem like a flattering compliment for the girls, I find it very offensive and biased. Men underestimated girls from English departments and saw them only as an appendage to their persona. At my university, not only students felt as though they were studying in all-female convent, but also the faculty was divided by gender. Just as reported by Lin (2004), young females taught practical English courses, while older male professors taught theoretical courses. Taking into account the above factors, I state that female dominance is flourishing in English language education. While gender is not a well-explored topic in education, I emphasize that students are exposed to it since childhood and have biased opinions toward it.

Finally, even though there have been a large number of studies theorizing gender, this construct "remains strangely sidelined in TESOL and particularly in LTI" (*TESOL Quarterly*, 2016, p. 562). Considering this fact, I argue that gendered influence on English teacher identity formation in Ukraine has to be explored, as there are no mentions of Ukraine or post-Soviet Union countries in the studies conducted in the sphere of gender or teacher identity. To be more specific, the gender topic is not only silenced in education, it is considered a banned subject in general. This issue is a result of Soviet propaganda, which had a defined list of topics to be allowed for discussion and promoted hierarchy of genders even through the monuments and sculptures; for example, sculptures in my city depicted men working with tools, such as hammers, and women were always reproduced holding sickles or books (Ashwin, 2000; Bialystok, 1998). The topic of gender and teacher identity is relevant not only for Ukrainian

academia but for the "Western"[2] world as well because of the limited number of sources written on the Ukrainian context. This research is also done in response to *TESOL Quarterly* editors' call for voices "from every corner of the world; […] including diversity of language backgrounds" (p. 565). Moreover, because English has become a prestigious language to know and is "slowly appearing as a medium of instruction at select universities and medical schools" (Tarnopolsky & Goodman, 2014) in Ukraine, therefore, the study is a valuable resource for further research in the Ukrainian context. Similar research has not been carried out in Ukraine; therefore, this study seeks to address the gap in literature on the bidirectional influence on gender and English language teacher identity in the Ukrainian context.

Research Questions

The main research question explored in this study is as follows:

1. In what ways do Ukrainian English language teachers construct their language teacher identities?

This broad question is further divided into two questions that specifically look into aspects of teacher identity formation and gendered influence.

1.1   How does gender influence English language teacher identity?

1.2   How does teachers' gender and identity performance shape their experiences within and beyond the institutions?

Theoretical Framework

In order to analyze the identity construction of the participants and gender influence on it, I followed the theoretical framework of intersectionality, in which

intersectionality is the idea that multiple identities intersect to create a whole that is different from the component identities. These identities that can intersect include gender,

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[2] By "Western," I imply North American and European contexts.

race, social class, ethnicity, nationality, sexual orientation, religion, age, mental disability, physical disability, mental illness, and physical illness as well as other forms of identity. (Collins, 2015, p. 2)

This research is based on intersectionality theory, which suggests that one's multiple identities are not formed independently, but rather they formulate one's life in interaction, according to Warner (2008), Diamond and Butterworth (2008). Intersectionality theory, then, is valuable in describing how multiple identities are combined and are constantly shifting, because power relations within certain socio-political contexts also change.

Kimberlé Crenshaw, who is a scholar of critical race theory, first introduced the term in 1989 (Collins, 2015). Grounded in the intersectionality framework, this study aims at examining teachers' identities as intersectional and complex in nature. According to Launius and Hassel (2015), this theoretical framework assumes that various social categories, gender being one of them, "intersect at the micro level of individual experience to reflect multiple interlocking systems of privilege and oppression at the macro, social-structural level" (p. 114). An intersectional approach to this study is helpful in understanding how identities are constructed, interconnected, coexisted with students' and other people's identities. Moreover, *TESOL Quarterly* in the September 2016 issue calls for addressing and theorizing language teacher identity through the concept of intersectionality (Varghese, Motha, Park, Reeves & Trent, 2016). Therefore, my goal is to explore the intersectional relations of gender and identity constructs by analyzing narratives of two in-service English language teachers in Ukraine.

Significance of the Study

Gender came into my life long before I knew what it meant. In my childhood everything was divided into boys' and girls' things. Blue – for boys, pink – for girls. Math, Physics – for boys, arts – for girls. Lego and cars – for boys, cooking and cleaning – for girls. As a normal girl I was wearing dresses, played piano, took dances classes and was a well-behaved daughter. However, the understanding of gender imbalance came later, after my exchange year in the US. I came back to Ukraine and became a strong proponent of gender equality. During my teenager years, when I started to date the opposite sex, the first thing I used to tell them was that I plan to keep my last name when I get married. Many of them took it as a joke, though it was my first step to establish myself in the eyes of the boys. Later, I met someone who is now my husband and did not oppose to my desire to keep my last name, though many of his friends and relatives told him to persuade me to change my last name, as it will show my respect to him. Nevertheless, I am still Moroz and glad that my husband supported my decision. During my university years, I was exposed to gender question even more. Being a female, male students I had in my practicum course saw me less competent in English. I recall a particular vivid example when I was teaching the gerund grammatical form to high-school students. After explaining the basics of this verb form, I assigned drills for students to practice using gerunds. My female students opened their books and followed my instructions, though their male classmates were discussing something loudly. I made a comment about their behavior and asked them to start doing exercises. The next thing I heard from one boy was striking to me as a young future teacher. The boy stood up and said that I am not the one who should teach them, as I have not graduated myself from the university. Thankfully, I had girls by my side. They started yelling at the boy, and he sank in his chair. I remember feeling empty after that class. I thought

that I was not the right person to be a teacher. I started doubting my education and future plans. Eventually, I did switch my career path for two years and worked as a Social Media Manager. My personal experience with gender in education shows the lack of respect and prejudiced attitude towards young female teachers-to-be. This experience has become a powerful influence on my commitment to this research. I consider gender to be a topic to be addressed and discussed widely in the field of teaching English. I also believe that approaches such as the meaningful literacy approach, as Hanauer (2011) states, which focus on personal background, history, experience, intention and perspective in order to create something unique, are applicable and relevant to the Ukrainian system of education. Meaningful literacy practices will enable students to reflect on their personal experience with gender and possibly find solutions to overcome the positionality of gender in a society.

Furthermore, teacher identity formation is a socially and culturally mediated construct, that gender is performative and manifested within society. According to Hanauer (2011), meaningful literacy practices should incorporate a person's socially and culturally contextualized experiences. Therefore, gender and identity categories are connected to those experiences and incorporate meaningful practices. Furthermore, gender perception and gender prejudices are connected to one's personal background, one's societal position, and one's personal beliefs. Meaningful literacy practices, in the case of my proposed study, should address the issue of gender in education for the purpose of understanding it, acknowledging it and respecting it. Another facet of my research is teacher identity. Meaningful literacy practices are the best tools to express one's identity. Similar to Faez (2011), I state that our identity is multifaceted and fluid, made up from the experiences and backgrounds we come from. Meaningful literacy practices that are promoted with the help of personal experiences combined

10

with understanding the core of the gender problem will make one a humanized person (Hanauer, 2011). In my mind, meaningful literacy is the way to facilitate one's identity exposure.

As a result, several potential contributions to the field of education, in general, and to the Ukrainian context, in particular, are significant for this study. Namely, the field of TESOL will benefit from exploring the gendered experiences both female and male teachers bring to the profession from post-Soviet contexts. In addition, more research on nonnative male teachers should be conducted in other than Western contexts. With the understanding of male identities and masculinity in education, better professional training programs could be developed. The fact that most teachers are still women has many implications, including the fact that the feminization of teaching continues to make the profession less prestigious and the related loss of authority and status in the classroom and the community. Most importantly, language teacher identity development should be included in the knowledge base of language teacher education. In the Ukrainian context, The Ministry of Education in Ukraine should consider implementing course on teacher identity into the university curriculum. Workshops for teachers on topic of gender and teacher identity should be held in Ukraine as a way to acknowledge teachers of their complex identity construction.

Raising Critical Consciousness Within and Beyond Our Field

Gender is a very important topic to be addressed in education. However, we live in a society where our lives are connected with socially constructed gender stereotypes and inequities in various spheres, such as business, education, politics, etc. Primarily, the awareness of gender issues in the world has to be emphasized. In Ukraine, the gender topic is never discussed, as people blindly believe that there are no issues connected to it. I have myself experienced being marginalized and not getting a job I wanted just because I was a married

woman. Therefore, another reason for my proposed study is that I strive to make it clear for people to understand the problem of gender, gendered influence and gender bias in the field of education.

Consequently, I argue that critical consciousness plays a major role in one's mindset, so raising a topic of gender would benefit people and broaden their horizons. I realize that it is impossible to make somebody think the way you want him or her to think, but helping him or her to see the core of the problem can change their perception and see the problem from a different angle. I experienced the connection between gender and language teacher identity performance in a university German language course I took as a sophomore. When a novice teacher was giving homework, my classmate pointed out that the teacher does not know how to make students learn new vocabulary and she made a comment about her poor teaching skills. Being a vulnerable young female, a teacher completely forgot about her teacher identity and ran out of the class while bursting into tears. While as a female myself I could understand her feelings, being a female heavily influenced her teacher identity, to the extent that the emotions took over her reasoning. However, I do not perceive these emotions as the manifestation of a teacher's weak feminine side: in that way, this teacher showed her true nature and should be accepted, not judged or accused. In my study, I argue that teacher identity and gender are interconnected and co-influenced. According to Judith Butler (1997), teacher's gender performativity was done as a result of the contextual situation and it also caused further effects. By this example, it can be visible that teacher's identity is closely interconnected and with gender performativity she expressed.

Being exposed to different gender stereotypes, I always try to explain my position toward gender to others. One example would be my husband, who is a petrochemical engineer.

When I shared my research topic with him, he did not understand what problems we have and why I should address the gender topic in education. He did not see any problems or biases with it, probably because he is not familiar with the field. Another reason of his unawareness might lie in the societal norms. Being raised in Ukraine, where gender is a taboo topic and the country is perceived as a patriarchal one, my husband had a stereotypical view on gender. At one gathering with friends, I told everyone that I had a dream of becoming a President of Ukraine. My husband jokingly said that I could become only a first lady, referring to him as being the "head" of the family. After his comment, we had a long conversation. I managed to explain why his position is biased towards me. Similarly, I explained to him my point of view and why I am interested in gender influence on teacher identity. From what I see now, his thoughts have changed and he supports the direction I took.

In conclusion, I argue that critical consciousness and critical thinking, which I define here as an analysis and evaluation of any issue in order to form an opinion or judgment, can be achieved through the means of acknowledging and educating others. As my proposed topic is connected to education, it is crucial to understand the importance of critical pedagogy within the field. Finally, I claim that teacher identity and gender construct can be utilized in order to raise students' critical thinking. I also believe that the findings of my study can be applied to other spheres of life as well.

Chapters Overview

Chapter One, Introduction, states personal research interest evolution, rationale, research questions, theoretical framework, and significance of the study. Chapter Two, Literature Review, provides an overview of the relevant literature in order to make an argument regarding the necessity of gender and teacher identity research in Ukraine. It is pivotal to note that no

relevant research addressing the Ukrainian context was found. As a result, the literature review analyzes various studies conducted in other regions in order to build my own argument. In particular, I discuss the Ukrainian education from my personal experience and couple it with the existing literature. Chapter Three, Methodology, presents a description of the study design, which includes participants, context of the study, data sources and analysis, methodological disruptions researcher's positionality. Chapter Four, Journeys in Becoming and Establishing as Teachers, is organized as a narrative story of two participants, John and Irene. Chapter Five, is a stand-alone journal article to be submitted to *Journal of Language, Identity and Education*. It includes abstract, introduction to the study, research literature, insights from the participants' narratives, discussion of the themes that emerged from participants' narratives, namely gender as performed and performative acts, being and becoming English language teachers and users, as well as reflections and further directions.

CHAPTER TWO

LITERATURE REVIEW

The focus of the present study is to examine the interconnected, performative nature of gender and identity by analyzing the narratives of two English language teachers from Ukraine.

This chapter provides an overview of the literature on the topic of gender and teacher identity. In particular, there are four sections: the first section addresses the current situation in the field of English language teaching in the Ukrainian context, as opposed to the "Western" context. The second section synthesizes relevant literature on the topic of Teacher Identity, mainly NNES, national, cultural, professional identities in other countries as no relevant research was found for the Ukrainian context. The third section explores influence of mentioned constructs in the field of education with the help of reviewed articles and personal experiences. The fourth section analyzes existing literature on femininity and masculinity in TESOL and concludes with the chapter's overview.

The "West" and the "Other" Ukraine: A Critical View on the Ukrainian ESL Teaching

At the time of this writing, the political situation in Ukraine is a complicated one. The war on the East is still going on, even though world media stopped talking about it. Every day Ukrainian media outlets report deaths and military interventions in Ukraine. The country's President and government do not take effective steps to end the war on the east. Moreover, it seems that nation is once again disappointed in the political system. According to the Time (2016), "corruption permeates throughout the highest levels of the Ukrainian government. Despite promises of reform, nothing has been done" (http://time.com/4616802/ukraine-corruption-president-poroshenko/). With complex political situation on the background, Ukrainians face many obstacles that prevent us from entering the European Union. One of them is the gender equality question. Historically

speaking, Ukraine has been a patriarchal country, where men and women have assigned roles and duties. There is still a tradition at the wedding ceremony when guests have to give money to the future child of the newlyweds. At every wedding I have gone to, the boy always wins. The stereotype of a male being the head of the family is firmly installed in the minds of Ukrainians. Moreover, in January of 2017, the Mayor of Chortkiv[3] in the interview said

> Не сприймаю жінок керівників. Вважаю, що чоловіки краще керують. Вони практичніші, швидше приймають рішення. Довго не розумів жінок сільських голів. Мені важко дається зрозуміти – навіщо це їм. Все таки є винятки, коли жінки дуже класні керівники. Але це рідкість. Вважаю, що жінка – це мама, вихователь, вчитель по життю. Але не керівник. Моя дружина хоче бути керівником, кар'єру зробити, але я питаюся її, чи варто. Коли був молодшим, боявся стоматологів, змій і жінок за кермом. Десь до 20 років дивувався, як жінка може автомобіль водити. Це дитячі фобії. (I do not perceive women leaders. I believe that men are better managers. They are more practical, fast decision makers. For some time, I could not understand women, who are the heads of the counties. It is difficult for me to understand why they need itt. Still there are exceptions when women are very cool leaders. But this is rare. I believe that a woman is a mother, an educator, a teacher of life. But not the leader. My wife wants to be a leader, to make a career, but I ask her if it worth it. When I was younger, I was afraid of dentists, snakes and women behind the wheel. Until I was 20 years old, I wondered how a woman could drive a car. Those child's phobias) (Бізнес Компаньйон, Jan, 2017, http://business-companion.te.ua/news_all_loc.php?id=3995)

Highly sexist words of the person who is representing the city aroused extreme indignation on Social Media. That led to him publicly apologizing for his words. However, if the

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[3] A city in the Western Ukraine.

politician uses this kind of language to talk about women publicly, how can Ukrainian government dream about the European Union integration? It will take a long time for the Ukrainians to learn what is gender equality and feminism.

Language learning, as well as teaching, is not a static, fixed process; it is influenced by a variety of aspects, such as social, political, and personal factors and contexts. Taking into account Ukrainian context, English language learning is a "must" for students from the first through the eleventh grade of school, as well as first two years at tertiary institutions, in kindergartens, English language is taught by parents' choice, according to the Ukrainian law on "Education, Languages and its statuses in Ukraine" (1993). I have experienced studying in four different schools, which allowed me to get acquainted with more than 100 students. Even though all of them studied English for 13 years, majority of them could not express their opinions during a spontaneous talk with a foreigner. English language learning in Ukraine during my school years was not focused on speaking or listening, we were prepared for the tests on grammar, while writing was still a weak side of my classmates. In my paper, I focus on the ways Ukrainian ESL teaching is conducted through my personal experience of learning English since the age of five, majoring in it at the university and teaching English to a group of high-school girls for one year. I describe the Ukrainian English language education from my experience, explore the norms of teaching English in Ukraine and conclude with the possible pedagogical solutions for the Ukrainian context.

To begin with, being an "Expanding Circle" country, according to Kachru's (1996) division, the functions of English in Ukraine are highly limited. Kachru (1996) provides a description of the Expanding Circle, namely "the performance varieties of English have a highly restricted functional range in specific contexts; for example, those of tourism, commerce, and

other international transactions" (p. 137). However, this theory is questionable and racist to the countries like India (Romney, 2010). Romney (2010) explores race and (non)nativeness, pointing out that those two notions affect English language profession, while we need to focus on legitimizing all users of English, despite their racial identity. Therefore, I support Graddol's (2006) argument that we need to focus on the "use, expertise, and competence" of English usage in the countries (p. 29). The language situation in Ukraine is complicated. Ukraine has an official language – Ukrainian, one language of wide communication – Russian, a combined variety of Ukrainian and Russian – Surzhyk, and several languages of national minorities (Goodman, 2009). In this language environment, English has a favorable position. Over the last decade, the status of the English language has changed in Ukraine. English is taught at schools and universities; moreover, it is now widely used in the society, such as social media, Information Technology, and politics. This change has its roots in the Ukraine's desire to be a part of the European Union – the privileged "West" (Bever, 2010). Ukrainian's desire to join the European Union and to better state's image into attracting investors made President Poroshenko propose English a "second working language along with Ukrainian" (Kyiv Post, 2015); in addition, later that year, the President signed a decree "On Declaring 2016 the Year of English Language in Ukraine" (Unian, 2015).

The notion of the better and advanced part of the world, to the west of Ukraine, has appeared and has been widely discussed since the Orange Revolution[4] in 2004, when Ukraine's government decided to move toward the European Union Association, as opposed to the coalition of the former Soviet Union countries. Consequently, English became a top priority for schools and universities. A large number of private English schools with native speakers opened

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[4] Orange Revolution – a sequence of protests due to the corrupted elections in November 2004. The Revolution resulted in the inauguration of Mr. Yushchenko as the President of Ukraine, a pro-European candidate.

its doors for the Ukrainian youth, who saw themselves as future business elite. From my ESL teaching experience in 2010, a group of girls expressed only materialistic goals for their English language learning. Therefore, my classes were focused on teaching English for specific purposes, brought to us by the "Western" impact. In other words, as Duffy (2000) stated, the "West" "shapes the ways in which students and teachers think, talk, and write" (p. 251). In addition, according to Goodman (2009), English "seems to have a higher social status in Ukraine," it has become popular to mix English with Ukrainian in speech (p. 34). Moreover, English is perceived as a more important language for business and traveling, as well as finding work, than Ukrainian and Russian. It is not a surprise that English is viewed as a path to economic satisfaction and ultimate wealth. Nevertheless, as reported by Goodman and Lyulkun (2010), English usage by students is limited only to listening to popular music and attending English classes. As to the adult population of the country, English is used for business purposes and is more important than the other two languages for employment. This favoritism is termed by Ciscel (2002) as "linguistic opportunism, which is defined as a weaker form of imperialism based on the economic opportunities associated with English" (Goodman & Lyulkun, 2010, p. 81). Ukraine invests in English language learning by cutting Ukrainian language classes, but it also creates the sense of competition between English, Ukrainian and Russian. Over the past 5 years, English has gained prestige in Ukraine and is appearing as a medium of instruction at some universities (Tarnopolsky & Goodman, 2014).

Due to the popularization of the Standard British English, the "Western" footprint has been left on the Ukrainian students and teachers in the sphere of writing and speaking. I was taught how to write the British variant of English, how to speak with the British accent; however, most of my teachers could not speak themselves with that Standard British English accent. In Ukraine, Standard English dominance is still widely promoted but has negative influence on

students' learning process, from my personal experience of studying and teaching in Ukraine. Students struggle to read textbooks from Oxford or Cambridge press, and they cannot use English outside their classroom. In Ukraine, teachers are considered to have higher proficiency if they pass British teaching oriented test CELTA (Certificate in English Language Teaching to Speakers of Other Languages), which again promotes the British way of teaching and using British English. Another aspect of "Western" impact is manifested in the growing popularity of diplomas from Europe or America. I agree with Barnawi and Ha (2014), TESOL programs, due to them being a "commercial cultural product," sell their prestige to teachers around the globe, including myself (p. 1). However, the problematic side of this purchase is the "products" you bring back home for your students' educational meal. Everyday classroom practice varies from country to country, which is why TESOL programs should be optimized to meet the needs of the globalized context. It is not a surprise that Western qualification in any field of study is considered to be respectable, more sophisticated and reputable. That is not to mention English majors, which obviously have to be pursued in an English-speaking country for one to be a top teacher (ideally, a native speaker will suffice), as a majority of Ukrainian schools and university administrations mention in the job description or during job interviews. In Ukraine, it is hard to persuade students, their parents, and even teachers that native speakers are not necessarily better teachers of any foreign language. A friend of mine was looking for a tutor of French language and wrote a message on Facebook asking for a native speaker of French to teach her. I could not but disagree with her wording and wrote a comment explaining that native speakers are not the best teachers. One's qualifications have to be the main factor in choosing a teacher, not his/her native /nonnative status. The same notion is transferrable into classrooms. It is vital to understand that each classroom, each student, each context has to have its own own methods that

will help students learn English in their own context with teachers who will help students learn, regardless of their diploma or race. As Park (2012) stated, "culturally relevant and sensitive pedagogies […] are needed to move away from Western ideology-based approaches" (p. 143). For instance, Bhattacharya (2013) showed how colonized countries' students struggle because of English being a primary focus of their education. In the article, the author focused on the influence of the "Western" literacy methods, namely through books implemented in India, a colonized country. Particularly, "Western" impact is enacted through "different literacy practices influencing the negotiation of the instructional medium, their impact on language learning, and their wider language policy and planning implications" (Bhattacharya, 2013, p. 164). These "Western" literacy methods very well apply to the Ukrainian ESL pedagogy, where memorization and teaching to the test are still a trend in the public schools. Conversely, private schools do not necessarily provide better instruction using expensive Oxford books from Britain, which have questionable practical usage in the Ukrainian context. Therefore, I am a strong proponent of post-method pedagogy (Kumaravadivelu, 2003); you do the best what you can with the experience and skills you possess but make it flexible and appropriate for your students' needs and goals, taking into account "local intellectual conditions" (Barnawi & Ha, 2014, p. 4).

At this point, I argue that the native speaker norms have to be challenged in the Ukrainian context, as there is no advancement in students' learning and using the English language. The problem is that students cannot speak fluently, so maybe the Standard British English requirement makes their tongues numb. He and Zhang (2010) explored the situation in China, where native speaker norms were taught but did not have any practical usage in the local context. The authors illustrated different views of the students and teachers towards usage of China English and concluded that a combined model for teaching English, which incorporated both

Standard English and China English, should be used in order to meet students' learning goals. As Timmis (2002) stated, amidst the diversity, there should be a workable model of intelligibility for international purposes. He and Zhang's (2010) empirical study, though conducted in China, reminds me of the Ukrainian problem of teaching ESL, since students do not use English outside of their classroom; they just learn it in order to pass the test. The outcome is pathetic – a teenager cannot explain to some English-speaking tourist how to get to the train station. To some degree, the Ukrainian situation is even more severe than the Chinese one; it is not even a question of grammar or pronunciation. It is a question of basic communication skills (Unian, 2015). I also disagree with contemporary teaching methods used in Ukraine, which rely solely on Standard British English. When I was a student, professors used to lower my grade just because I spoke with an American accent or I wrote "favorite" instead of "favourite." However, to some degree, in Ukraine, where English is a lingua franca, this combined pedagogic model that focuses on L2 and L1 will meet the requirements of the Ukrainian students as well as teachers.

Following this, another heavy impact of "Western" literacy is manifested in the way Ukrainian students are taught writing. According to Canagarajah's (2006) discussion of his term translanguaging, since English is an additional language for the majority of the students, they should be considered multilingual writers. However, in the Ukrainian reality students are permitted to use only British variant of English in their writing and prohibited of any usage from slang words, drawings, or Ukrainian equivalents. As a teacher, I can tell that students often use their own way of expressing themselves through writing using some smiley faces or even self-invented words. Therefore, I agree with Canagarajah (2006) that "We must consider it as a strategic and creative choice by the author to attain his or her rhetorical objectives" (p. 591). As an exchange student in 2007, I was taking an AP English class where writing was a key skill to

be learned and practiced. Luckily, my English teacher was supportive and helped me to improve my writing. I remember how frustrated I was for submitting my ninth draft, but at the end, it was published in the school newspaper. Looking back, I understand that my AP English teacher did not want to alter my essay completely, but she wanted to see my own self in it. Therefore, I completely agree with Canagarajah (2011) that multilingual writers have to feel the support from teachers by not being afraid to express themselves and their identities. Overall, the implications for teaching writing from these two studies suggest that teachers should not consider a difference in the students' writing as an error. Teachers also should keep in mind that when students write, they want to achieve specific interests, represent preferred values, and express identities. Students, in their turn, should understand that texts are not transparent: they are representational. In other words, "Western" writing guidelines, which represent a form of hegemonic practice, are outdated and do not take into consideration the nature of modern students' personalities and their complex multilingual identities. Canagarajah (2011) suggested that teachable strategies of translanguaging have to be used in the multilingual classrooms, and the Ukrainian context is an appropriate one.

A further reason for the ESL teaching to be changed is to address the Ukrainian social context. As Ukraine is mostly a homogeneous society, it is vital for students to understand the world around them. I agree with Lin (2004) that critical pedagogy should be implemented in the curriculum of the Ukrainian universities. Just as Lin (2004), I describe critical pedagogy as a movement toward challenging status quo by equipping students with necessary skills and thought provoking tasks. This type of pedagogy cannot be utilized by implementing already pre-determined practices; it is a continuous process of discovering that enables students to develop social awareness. This pedagogy combines classroom learning with the experiences, histories,

reflections that every student has. While being a part of the Soviet Union, my country had been living in a bubble, having only its own world and issues. But that time has passed, and now as the country is moving toward being a part of globalized community, the awareness of social inequities, race, sex, religion, and ethnicity have to be addressed in the English language courses. The topic of gender is especially striking in the ESL context, as studying five years at the university with twenty-nine girls was quite a challenge for me. At my university, among the faculty there was a clear "gendered division," as mentioned in Lin (2004). The division was visible enough – young females taught practical English courses, while older male professors taught the History of English Language, Applied Linguistics, and other theoretical courses. Taking into account the Ukrainian context, various English language teaching discourse aspects should be addressed and challenged, in terms of recognizing gendered teacher identity issues.

Speaking about intellectual property and plagiarism in Ukraine, these words do not exist for the majority of students in their vocabulary. It is a common practice to hand in a thesis or an essay taken from the Internet without a single word changed. I claim that plagiarism is a culturally inherited notion for the Ukrainians. My conclusion is based on the article written by Pennycook, where the author argued that plagiarism should be viewed from a historical and cultural development (Pennycook, 1996). I also agree with the author that plagiarism cannot be eliminated just by punishment, grades or warnings. Complex measures should be taken in order to educate students about plagiarism. Based on my personal experience, students do not even know the definition of the word "plagiarism." Intellectual property, authorship, ownership, and creativity are not well protected in Ukraine. Anyone can download a movie or an album, as well as a thesis or an essay and take credit for something that is not originally his or hers. Moreover, not only plagiarism, but also cheating is accepted. I myself was in a situation when a friend of

mine demanded to copy my answers for a test. Being a good friend I had to give my answers to a classmate; otherwise, I would be called a nerd or a selfish person. In that case, cheating defines friendship. Taking into account current situation with plagiarism, intellectual property, and cheating, the education field and society in general should value creativity of others. In particular, students should be taught what plagiarism and cheating are, so that they understand the consequences of one's desire to copy someone's work. Therefore, appropriate policy should be established in order to protect those who create and to disable those who want to cheat or plagiarize.

Following the topic of plagiarism and creativity, the process of writing comes upfront as a source of the mentioned activities. In my mind, writing is a way of expressing thoughts and communicating them through words put on paper to the target audience. In Ukraine, I was taught how to write essays in English only at university, because secondary education is focused on reading, listening and test-taking skills development, rather than writing and speaking. Since 2008, students were offered to take Independent National Evaluation exam in English, which was composed of three parts: a) reading; b) listening; c) writing a letter to a pen friend. In 2015, this national testing exam was abandoned due to the parents' complaints about difficulty of the exam. I personally believe that despite the irrelevant writing task, the exam had a positive impact on various spheres. First, it eliminated bribes in higher education, as it was almost impossible to enter any university without bribing an authoritative person. Secondly, students actually started learning English, even though it was just for the sake of the exam. Students felt responsibility of their exam performance as it determined their future path; they could either enter a university or fail to do so. However, the Ministry of Education thinks differently than I do. Now that this exam is no longer offered, I wonder what will happen to English language teaching in Ukraine. As I

have already mentioned, writing and speaking skills are less developed in English language classroom. Students do not know how to write properly, so they are not able express their thoughts clearly. According to Hanauer (2011), "learning a language is a significant, potentially life-changing, event," where student is placed in the center of the learning process (p. 1). I also believe that meaningful literacies, as Hanauer (2011) stated, focus on personal background, history, experience, intention and perspective in order to create something unique that represents student's creativity, are applicable to the Ukrainian context and are especially relevant for writing assignments. ESL students should be comfortable in expressing their personalities, thoughts, aims, desires, simple longings through writing. Another method to promote students' self-expression through writing is to raise their critical consciousness, as stated by Stillar (2013). Primarily, learners should write about their personal reflections on various controversial topics, such as policies, gender, society norms, race, ethnicity, and alike. Secondarily, by doing this type of a writing, students start to think critically and question the world around them. Stillar (2013) conducted his study in Japan, though in Ukraine, where teaching is similarly focused around exams, this would have been a very useful way to initiate creativity and critical thinking too. Hence, as a teacher I emphasize on cyclical development of students' writing, reading, listening, and speaking skills with the help of critical thinking and meaningful literacies.

It follows that English teaching in Ukraine has to be modified, taking into account local context and students' needs. Teachers should go beyond method, as it is a construct of marginality, especially for the Ukrainian academia (Kumaradivelu, 2003). A possible solution is the implementation of post-method pedagogy, which is based on particularity (localization of social, cultural, and individual contexts), practicality (heavy emphasis on putting theory into practice, everyday usage of English), and possibility (initiating students' critical thinking).

Kumaradivelu (2003) proposed fundamentals that will help these three parameters work together towards decolonization. The fundamentals are grouped around language learning, learner, skills, cultural consciousness, and social relevance. I agree with Kumaradivelu (2003) and consider this type of pedagogy to be contextually appropriate for the Ukrainian English language education. Not only Kumaradivelu (2003), but also Kubota (2004) strived to challenge English language teaching. For instance, Kubota (2004) is a proponent of critical multiculturalism, which focuses on "challenging issues on race, gender, class, politics of language, and so forth" (p. 37). The author stated that ESL teaching should be focused on equality of all people, rather than emphasizing cultural, racial, or ethnical diversity of individuals (Kubota, 2004). Critical multiculturalism can be productively applied to the Ukrainian context, as there are many controversial topics in the country. This concept will help students to understand their identity and to form their critical awareness of the culture they belong to and society they live in. Critical multiculturalism and post-method pedagogy are crucial for Ukraine due to the political situation and remnants of the Soviet-style education. I assert that these types of language teaching will enrich students, create a comfortable learning environment, promote critical thinking, and shape their identities as global citizens.

As a final point, I argue that the Ukrainian ESL teaching system has to be challenged. A possible solution is the implementation of post-method pedagogy into the Ukrainian ESL context. I once again claim that "Western" literacy has an impact on modern-day language teaching in Ukraine, and it does not have a positive or beneficial effect for students and teachers. I assert that teachers should find appropriate ways to educate future generations, so they will critically understand the world around them. Taking into account local context, students' needs and goals, a teacher should create a productive learning environment where students feel

27

comfortable expressing themselves through various writing, speaking, reading and listening activities. Being a nonnative speaker of English myself, having lived and studied in a "Western" country, I reflect on what I have been taught in the Ukrainian context compared to that of the "Western" and suggest that the Ukrainian ESL education has to find its own context-relevant constructive ways of teaching English for students to be able to meet their personal needs in using the English language.

NNES Teacher Identity and National, Cultural, Professional Identities in Education

I have now come to understand the development of language teacher identities in the following way: as produced and discursively constructed within hierarchically organized racial, gendered, linguistic, religious, and classed categories and processes within teacher's personal lives as well as in an through their teacher education programs, classrooms, schools, disciplines and nation-states. (Varghese, 2016, p. 546)

A special issue on Language teacher identity of *TESOL Quarterly* in September 2016 brought this topic to a new level. Scholars have expressed their views on the teacher identity construct and viewed it as a process, which is negotiated both, internally and externally (*TESOL Quarterly*, 2016). Language teacher identity is a widely addressed topic in the TESOL field during recent years. A number of articles have been written discussing the multifaceted nature of teacher identity. Identity, as I define it here, according to Vickers and Deckert (2013), is not static, but shifting, changing, evolving and ongoing within the social context and interaction. In this section, an overview of current trends on the NNES teacher identity and national, cultural, professional identities in education is discussed.

To begin with, according to Crystal (2012), there are three times more nonnative speakers of English than native speakers in the world. Moreover, all English language users share the

ownership of English. In addition, as Canagarajah (2005) reported that more than three forth of all English language teachers are nonnative speakers. It follows that, nonnative speakers constitute the majority of the ESL teachers around the world, and Ukraine is no exception. Therefore, it is indispensable to explore language teacher identity, taking into account different contexts of its formation. Solano-Campos (2014) claimed that the studies of NNESTs' cultural, linguistic, and teaching identities have been mostly conducted in inner circle countries, like the United States. She further stated, "I see a need for EFL and bilingual education programs in expanding circle countries to recognize the locality of English in those particular contexts (Kirkpatrick, 2007) and to provide individuals with opportunities to become 'critically conscious of multiple identity options'" (Park, 2012, p. 143). I support this point of view and believe there is an urgent need to explore the language teacher identity in my native country – Ukraine – due to the lack of in-depth studies on this particular topic.

Faez (2011) and Park (2012) explored a widely discussed topic of native and nonnative English language teachers. For instance, Park (2012) explored the nature of NNES teacher identity transformation. In her study, the teacher identity transition underwent a striking transformation – starting as a powerless linguist to recognizing oneself as a proud non-native speaker and successful ESOL teacher (Park, 2012). The study showed how one's teacher identity was transformed due to the "disconnectedness between her experiences in China, her TESOL program, and her mentored student teaching experience" (Park, 2012, p. 127). Similarly, Faez (2011) studied six teacher candidates with different linguistic backgrounds, whose self-proficiency level and self-identity affiliation were juxtaposed with the perception of their instructors. The study acknowledged that dichotomy of the terms native/nonnative failed to represent the actual mixture of categories that made different types of linguistic identities, which

29

emerged in the social context rather than being "fixed or predetermined" (Faez, 2011, p. 382). Another scholar, Pavlenko (2003), explored NNESTs' status in the profession and the role of teacher education programs in empowering NNNESTs by promoting and cultivating professional traits and agency. Identifying native or nonnative English speaker teacher identity is a problematic construct. In Ukraine, for example, although there are few native speakers of English who teach at schools or universities, both students and their parents view them as experts. I cannot agree with this generalization since my nonnative ESL instructor at university, who had spent several years in the US and UK, had a higher proficiency level, as I imply, a proficiency level is a level of language mastery and according to Bialystok (1998), it is a social interaction with linguistic environment, in English speaking and writing, than his colleague, a British professor from Manchester University, who taught me for a year. Therefore, from what I encountered, nonnative speakers can become highly literate and proficient in English like the instructor I had. Similar to Faez (2011), the example I mentioned about my Ukrainian instructor shows that a teacher identity is not destined; it is vulnerable to any social changes. With Faez (2011), I argue that it is discriminatory and problematic to perceive native English speakers as experts or judges in the use of the English language. For instance, during my exchange program in California, I took an Advanced Placement (AP) English course. Although I was the only nonnative English-speaking student, my written articles were chosen to be published in the school newspaper, and I managed to pass the AP exam, while many native speakers failed to do so.

As reported above, dichotomy between native/nonnative English teachers have been explored by numerous scholars. Although, Menard-Warwick (2008) claim,

The profession needs to put more value on the pedagogical resources that transnational and intercultural teachers bring to English language teaching, connections between their transnational life experiences and their development of intercultural competence, how they define their own (inter)cultural identities; and how they approach cultural issues with their English language learners. (p. 617)

I agree with Menard-Warwick (2008) that, "although ESL teachers' racial and gender identities have been profiled in recent years (e.g. Lin, 2004) the NNEST/NEST dichotomy remains the most prevalent way of theorizing teacher identity in TESOL" (p. 620). As the participants of my study are non-native speakers of English, it is worth exploring their teacher identity according to the context and overall trends in TESOL field.

Another example of an empirical study based on the identity categories formation in the educational context is presented by Berard (2005). The author asserted that sex/gender roles and relations in college or any educational setting have to be viewed from the relevancy perspective, as "it would uncover them in action, in natural action-environments, environments that include many other varieties of status and discourse identities" (Berard, 2005, p. 74). The major findings of the study, based on the provided data analysis, indicated that "occupational categories are even *more* relevant and consequential than sex/gender categories; they are *most certainly more relevant and consequential than class and racial/ethnic categories"* (Berard, 2005, p. 73). The author stated that different identity categories could not be viewed solely from the political discourse, especially when they are connected to education (Berard, 2005). I am in accord with this point of view, as in Ukraine the gender/sex construct was widely overemphasized only in a political sphere, though little or no research was conducted in the academic field.

Panteli and Zembylas (2013) took a slightly different stance and explored national identity formation and its intersection with gender. The article noted, "in the field of education, there has not been much interest in how the roles of both gender and national identity are perceived by […] the teachers" (Panteli & Zembylas, 2013, p. 379). The research was based on the intersectionality theory, which suggests that one's multiple identities are not formed independently, but rather they formulate one's life in interaction, according to Warner (2008), Diamond and Butterworth (2008). Intersectionality theory, then, is valuable in describing how multiple identities (e.g. national identity and gender) are combined and are constantly shifting, because power relations within certain socio-political contexts also change. In the field of legal studies, Crenshaw (1991) addressed the issue of gender marginality; she was also the first one to introduce the term "intersectionality" into the research as theoretical framework. The general finding of Panteli and Zembylas' (2013) study was that issues of national identity seemed to be more important than gender issues. For the Ukrainian context this is a very valuable assumption, as the country is in the state of war on the eastern part of Ukraine[5], at the time of this writing, so the manifestation of national identity of the teacher can be observed at its best, as during hard emotional times people tend to show their emotions and express national identity features.

Porter and Tanghe (2016) in their research on "emplaced identities" used the term "dual identities [that] affirm multilingual teachers' performance of multiple identities, and specifically describe challenges for 'nonnative' English speaking teachers to negotiate roles as both 'expert' and 'learners'" (p. 771). Their study takes a research on identity a step further as it considers not only an individual teacher identity, but also its emplaced meaning, taking into account the physical environment.

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[5] In 2014, the Russian Federation made several interventions into the Ukrainian territory. First, Russia annexed Crimea peninsula and later that year it sent its troops to Donbas region (eastern part of Ukraine). Military interventions led to war in Donbas region, as Russia wanted to annex that part of eastern Ukraine as well.

Talking about new terms, Aneja (2016) revisited the terms (non)nativeness and (non)native speakers/speakerism and coined a new term "(non)native speakering," which "provides a way to move beyond attempts to categorize individuals archetypically a priori and instead considers how and why (non)native speakerist categories are produced, understood, and resisted through individuals' experiences and identity negotiation" (p. 590). She also comments on identities as "dynamic and encompass individual agency and the local and community context, as well as connections to global discourses and ways of making of the world" (p. 574). Aneja (2016) notes that scholars have explored professional and personal identities negotiation and this process influences teacher's development and pedagogical choices.

None of the discussed teacher identities, namely NNES, national, transnational, professional language teacher identities, covered the issue of gender connected to those identities. To illustrate the connection between gender and identity in education, Kirk (2010) argued that these two constructs are at constant interplay within educational field. He stated, "the gender/power dynamics of teaching and learning, and the particular experiences of women teachers have been well-documented and theorized in western contexts," though little or no research has been conducted in the other part of the world (p. 162). As mentioned by Anderson-Levitt, Bloch, and Soumaré (1998), teachers and students have to acknowledge that their class is the place of gendered identities formation and transformation. In that case, not only native/nonnative, national, professional identities are manifested in teachers, but the gender construct has an influence on a teacher identity formation.

Moreover, teacher education programs usually stress students' needs and do not mention teachers as key elements in the body of education. Anne Marie Foerster Luu stated "Who you are, is just as important as who you teach." I completely agree with the Teacher of the Year

Awardee, teacher identity is unquestionably important aspect of education. Unfortunately, in Ukraine, teacher education programs are not popular, as teachers are forced to take part in them (Goodman, 2009). Those trainings are poorly planned out, which contributes to the overall negative attitude towards them. In addition, Ukrainian education sphere does not pay enough attention to teachers identity during the preparing those teachers for actual teaching jobs. Therefore, many novice teachers quit after the first year of work (The Guardian, 2015). According to Motha (2014) "the meanings of all identities are both situated and co-constructed, the racial, colonial, and linguistic identities of ESOL teachers are as significant to school processes as are the identities of ESOL students" (p. 98). I, as a novice teacher myself, find Motha's words to be true. Nonetheless, in the Ukrainian reality, teacher identity fades when it comes to school and its students.

Therefore, based on Vickers and Deckert (2013), I claim that identity is constructed, performed and manifested through language use and, in accord with Motha (2014), teacher identities are contextualized and crucial in the sphere of education. Moreover, having discussed different types of teacher identities using various studies in the field of education and my personal experience from living and studying in the Ukrainian educational system, where a majority of the faculty is nonnative English speakers, I argue that the NNES teacher identity formation and gender influence on it is a current topic to be explored in the Ukrainian context.

Race, Culture, Gender, and Sexuality in Education

A plethora of studies has been conducted in the field of race, culture, gender, and sexuality within the educational context. However, none of the studies mentioned Ukrainian context and inequitable issues connected to English language teaching. In this chapter of my research, I provide an overview of the studies, which have been published in the sphere of education and are linked with issues of race, culture, gender, and sexuality.

To start with, Asher (2007) presented challenges in educating teachers how to address rather than silence gender, race, culture, and sexuality differences that occur in classroom. The article stated, "when teachers and students end up closeting or repressing certain aspects of their hybrid identities, they participate in not only silencing multiplicities and erasing parts of themselves but also limiting the overall educational experience" (Asher, 2007, p. 69). In order to provide a substantial support for the research's problems, the author explored American context in two main subjects that have not been previously fully explored, such as African-American representatives and sexuality differences (Asher, 2007). In line with this, the researcher has developed three methods on how to deal with the "anti-oppressive education": (a) teachers serve as sites for critical thinking, (b) teachers serve as self-reflective human beings, and (c) teachers serve as democratic participants (Asher, 2007). Finally, Asher (2007) argued that teachers and students share complex identities connected to race, gender, culture, and sexuality, which have to be addressed in the classroom. Asher (2007) stated that teachers and students have "hybrid identities," which include gender, race, culture, and sexuality. Similar to Asher's (2005), Vitanova's (2004) study focused on critical perspectives on gender and subjectivity in educational setting. As my research focus is gendered influence on teacher identity in the Ukrainian context, I support Asher's views of gender in education. I also agree

35

with Asher's approach that a teacher is a democratic participant in a classroom setting, who shares his or her own opinion and identity and lets students express theirs, no matter what race, gender, or social statuses they are. Gender, sexuality, culture, and race are global issues that have to be addressed in any country of the world.

Similar to Asher (2007), Dee (2005) reported that teacher's race, ethnicity, and gender have an influence on education, particularly on students' performances. With the help of empirical study based on various surveys, the article presented statistical data to claim that students and teachers have biased views of gender, race, and ethnicity towards each other. The study showed that "both male and female students are more likely to be seen as disruptive by an OTHSEX [other sex] teacher. However, the results […] indicate that minority and female students are particularly likely to be seen as inattentive by OTHRACE [other race] and OTHSEX [other sex] teachers" (Dee, 2005, p. 162). These results proved that not only teacher's gender has influence on students' performance in class, but they also emphasized that stereotypical prejudices of students' race and gender have a biased impact on a teacher in the teaching process. Therefore, the researcher suggested that improvements in teacher training and professional development should be addressed particularly for promoting racial and gender equity (Dee, 2005). The article presented quantitative data on a topic of gender, race, and ethnicity in education, which is crucial to understand, as my research is concerned with a teacher identity and gender. Gender and teacher identity is a broad topic that includes views of students toward a gender of a teacher as well; therefore, Dee's article showed that teacher's gender has an influence on students' performances and achievements.

In order to explore gender construct as a whole, Davis and Skilton-Sylvester (2004) provided an outline of the history the term and discussed its current position, as well as stated

possible targets for further research in the field of TESOL on the topic of gender. The article

stated that "inequitable gendered social, pedagogical, and linguistic relationships in and out of

ESL and EFL classrooms" should be addressed and discussed among students (Davis & Skilton-

Sylvester, 2004, p. 381). The topic of gender has been silenced in the Ukrainian education due to

its status from Soviet Union times. It is still considered a taboo subject nowadays. Yet, I argue

that the Ukrainian education has to be open to the challenges and begin to address global topics,

like that of a gender.

Langman (2004) has discussed gender and identity relationship in second language

learning and teaching. The researcher notes that gender and identity should be viewed from

different perspectives, with a focus on the sociocultural aspect. An article, titled *(Re)constructing*

Gender in a New Voice presented various strategies to explore gender in multiple contexts. Just

as Langman (2004), I claim that teacher identity and gender are interconnected and socially

mediated. Another study has been done by Skapoulli (2004) to explore connection between

identity and gender. This research study explored the methods an immigrant Middle Eastern girl

uses in Cyprus in order to switch between her identities and gender roles in school and at home.

The findings of the study suggested, "L2 users, through their daily linguistic and cultural

practices across and within discourse sites, become agents of multiple, dynamic, and flexible

identities" (Skapoulli, 2004, p. 258). Finally, as Vickers and Deckert (2013) wrote, "social

construction of sex through language of course varies according to social context and the

communicative repertoire and competence of the interactants" (p. 118). As mentioned studies

demonstrate the influence of gender on a student and teacher identity formations, I argue that

gender has an impact on second language learning and teaching, as gender/identity construction

is a multifaceted phenomenon in today's multilingual social setting.

Another scholar, Motha (2005) explores gender identity construction within the classroom. She mentions that researchers tend to study the ways teachers teach language, failing to explore the identity of the teacher. The focus of her study is the body that the teacher's identity is trapped in. Motha (2005) states that "physical appearance is often the first impression a person presents, it is tightly connected to identity, and in particular gender identity" (p. 24).

Several studies addressed students' sexual identity through the lenses of language classes. In particular, Liddicoat (2009) examined interactions from foreign languages classes in which students "challenge the heteronormative construction of their sexual identity" (p. 191). This study showed that students express their identity through communication in a foreign language. Holmlund and Sund (2008) explored another aspect of gender identity in educational setting. The article investigated whether "the gender performance gap can be attributed to the fact that the teacher profession is female dominated, that is, is there a causal effect on student outcomes from having a same-sex teacher?" (Holmlund & Sund, 2008, p. 37). The study, which collected data in Stockholm, Sweden, concluded, that there was no strong support in favor for "same-sex teacher improves student outcomes" hypothesis.

Maher and Ward (2002) in a variety of case studies have discussed the interrelation of gender and teaching. They mentioned, "the majority of teachers remain women, usually White women. Males recruited into teaching at these levels often receive extra praise and support for taking on a difficult job" (p. 54). These scholars also state that young women usually choose teaching profession as a "fall-back option" or as a back-up plan if they do not get into law or medical school (Maher & Ward, 2002, p. 54). This statement is not only true for the United States, but global picture looks the same. In the summer of 2016, in Ukraine, the minister of education reported that pedagogical departments at universities nationwide have the lowest

number of applicants, as well the lowest GPA of the applicants. This fact was also proved by Maher and Ward (2002); "teaching also has the reputation of not attracting the best and brightest students" (p. 65). Therefore, the construct of gender has to be discussed in the field of education, as it has many implications.

Not only race, culture, and sex influence students' identity, but also teachers are often affected by their gender in the professional development. To illustrate this problem, Ruecker and Ives (2014) explored language teaching job market in Southeast Asia. As they claim that over the past years, "native speakerism" trend in the field of TESOL has increased (Ruecker & Ives, 2014, p. 16). In this article, the authors reported that the ideal candidate for a prestigious teaching job is "depicted as a young, White, enthusiastic native speaker of English from a stable list of inner-circle countries" (Ruecker & Ives, 2014, p. 25). Furthermore, they found that employers favor not the teaching jobs, but material satisfaction, as well as traveling and adventurous lifestyles (Ruecker & Ives, 2014). I consider this job market fact to be unfortunate and narrow-minded. I have come across several job offers within the Ukrainian job market that call for a native speaker as an English teacher for prestigious jobs in private schools. I strongly disagree with this type of marginalization and believe that not one's nationality, ethnicity, skin color, or accent should matter, but qualifications, experience and ability to teach.

To conclude, existing studies connected to race, gender, sex, culture and education, I suggest that teacher identity formation is vulnerable to the above-mentioned categories and there is heavy emphasis placed on socially and politically contextualized construct.

Femininity and Masculinity in TESOL

Female and male educators in the English language-teaching field are not equally represented throughout the world. This conclusion is based on Drudy's (2008) study, which

39

stated, "the teaching profession is characterized by gender imbalances" (p. 309) and provided statistical data on gender distribution in teaching professions from different countries. In this section of my study, I review existing literature on female educators and masculinity in TESOL and connect those studies with the Ukrainian context.

There have been a myriad of studies that focused on either female or male teachers. In particular, Park (2009) focused on East Asian woman's multiple identities being formed and negotiated in different contexts, namely in Korea and the United States. According to a qualitative study, "Han Nah shared experiences that have been shaped by her gendered identities while also being transformed by these identities" (Park, 2009, p. 174). As a native Korean woman, she has been influenced by her parents, especially by her father while choosing a career path; as a wife, she has been influenced by her husbands' choices which led her to the TESOL program; and as a TESOL student, Han Nah has been influenced by her American academic context. Therefore, Han Nah's multiple identities included "mother," "spouse," "daughter," and "language teacher/educator" (Park, 2009). The article showed how gender influences one's identity and what outcomes it has for the person, as "it is more than navigating through the US contexts as racial and linguistic Other, it is about having to carry on socially, discursively, and politically constructed images of what it means to be a woman living inside and outside of male-dominated contexts" (Park, 2009, p. 186). The article sheds light on hot topics in TESOL, which are gender and teacher identity, especially the nonnative teacher identity. While my proposed study is focused on gender and teacher identity in the Ukrainian context, Park's (2009) study is a valuable resource as it shows how a nonnative speaker negotiates multiple identities in different contexts – Korean and U.S. The described Korean patriarchal society is very similar to the one in Ukraine; women face the same inequalities and make choices based on their parents or husbands'

decisions. Therefore, my proposed research explores the gender problem in Ukrainian families of teachers.

Another study, conducted by Perumal (2011), explored five feminist lecturers teaching English in Southern Africa. This study focused on the feminist identity constructed in a multilingual setting. It also discussed how feminist identity shaped the way of teaching in terms of materials used, methods and strategies implemented, and the final aim of teaching (Perumal, 2011). Through various data sources, this study explored how female teacher's "educative and pedagogic expertise and interactions are framed in relation to her race, gender, and age" (Perumal, 2011, p. 57). In the same way, Simon-Maeda (2004) illustrated that gender is "one of components in an ever-evolving network of personal, social, and cultural circumstances" (p. 405), based on the narratives of nine female Japanese teachers. This study looked at female educators' not only professional lives, but personal, socio-cultural experiences that added to their identity formation. I agree with Simon-Maeda (2004) and believe that a multi-sided analysis of teacher narratives can enhance an understanding of the teacher identity and explore how "the theoretical, the professional, and the personal intermingle" (Edge, 1996, p. 25). To be more specific, by closely examining lived experiences of female educators, researchers will understand how their identities are constructed, how gendered and sociocultural inequities influence their identities and how to transform and overcome these inequities. Simon-Maeda (2004) suggested, "there is a need for TESOL professionals to better understand how ideologies of marginalization and discrimination work and how to confront them using professional practices" (p. 430). Using narrative stories can be particularly helpful for a study that focuses on a multifaceted view of teacher identity. As Pavlenko (2002) commented on the purpose of using narrative stories in research, they are used in order to "better understand how the stories are

being told, why they are being told in a particular way, and whose stories remain untold—or, for that matter, not heard—for a variety of reasons" (p. 217). Taking into account all of the advantages of narrative storytelling used by mentioned scholars, this method of inquiry is appropriate for my proposed study in order to obtain a holistic image of one's identity formation and gendered influence on it.

Another reason of femininity being a widely researched topic in TESOL is that women, according to Drudy (2008), heavily dominate teaching profession. The scholar noted that this global phenomenon is related to economic development, urbanization and gendered power distribution in the society (Drudy, 2008). The article discussed important topics of teacher's gender influence on students, female teachers' professional competence, and the unpopularity of the teaching profession amongst men. It is a well-known fact that teaching is perceived as a woman's job, especially in primary teaching, because it is associates with the role of a mother (Drudy, 2008). The scholar also mentioned that in "Western societies teaching is a highly feminized profession […] and is likely to remain so" (Drudy, 2008, p. 319). In that case, gender topic in education is important not only within the field of education, but on the societal level. Drudy (2008) suggested that educational policies should be reformed in order to attract highly qualified professionals, despite them being females or males.

Talking about males in TESOL, Appleby (2013) reported a study on eleven Australian male language teachers to explore how their identities were shaped in response to the discourse of masculinity. The article argued that masculinity is a relatively unexplored category in research on TESOL teacher identities. The study reported "the discourses of gender and sexuality in their accounts of English language teaching in Japanese commercial *eikaiwa gakkô* (English language conversation schools)" (Appleby, 2013, p. 122). The analysis showed that although some of the

male teachers enjoyed the privileges they received as White, Western males, they still had difficulties in negotiating their professional setting with personal, pedagogical and gendered identities. Francis (2008) conducted another study concerned with male teachers' identity in the UK and concluded that male teachers "teach, behave and interact with students in ways" (p. 190). The study emphasized the "fluidity and complexity of gender, including the identification of "male femininity" in male teacher performances" (Francis, 2008, p. 190). The gender constructions presented in the article have been said to be contradicting and fluid (Francis, 2008). There have been several studies done about male teachers, but the majority of them did not discuss any nonnative English speakers; only White male teachers' identities were explored. In particular, Jupp (2013) researched White male teachers in US inner-city schools, their identity formation and performance. Since existing literature does not mention any nonnative male teachers, nonnative English language male teachers should be included in order to get their perspective on teacher identity formation and gendered influence on it.

To conclude, I argue that teacher's gender has to be embedded in policy making on teacher education. Taking into account that women prevail in the teaching profession, the question about women's role and status in the society arises. According to Bilaniyk (2003), women in Ukraine have a "subordinate position […] excluded from most political and economic positions of power and disproportionately burdened with household and family responsibilities" (p. 74). In short, females are disempowered. In terms of language, "Ukrainian women show more support than Ukrainian men for languages of world status such as English" (Bilaniyk, 2003, p. 74). The same study has reported that "gender is a significant factor affecting language ideology in Ukraine" (Bilaniyk, 2003, p. 74). In my proposed study, the role of gender is being explored, particularly its intersection with teacher's identity.

Summary of the Chapter

Chapter Two analyzed literature on the topics related to the main study focus, namely the constructs of gender and teacher identity in literature. I have also included background information on the Ukrainian context for the readers to understand better the situation in that particular setting. Several topics were discussed in order to form an argument for the proposed study.

Taking into account identity as being fluid, complex, changing, and negotiated construct, the research explores gender and identity intersectionality of the English language teachers in the communities of practice in the Ukrainian context. Community of practice is "a set of relations among persons, activity, and world, over time and in relation with other tangential and overlapping communities of practice" (Lave & Wenger, 1991, p. 98). For my research study, this conceptual framework is a valuable aspect of analyzing relations, engagements between the participants of the study and their identities, which are manifested in the community of practice. Learning is viewed as a situated process of participation in communities of practice, which implies constant negotiation and renegotiation (Lave & Wenger, 1991; Wenger, 1998).

CHAPTER THREE

METHODOLOGY

With this study, I aim to understand the complexity of the English language teacher identity and gendered influence on it in the Ukrainian context. This chapter outlines the methodology used in the study in order to answer the main research questions. Being a female myself, I wish to learn how gender influences teacher identity, and how teachers construct their language teacher identity in the Ukrainian context, in which females outnumber males in the sphere of English language education. In this chapter, I elaborate on the context of the study, namely, study site and participants' selection criteria, methods of data collection, methodological disruptions and the procedure, as well as researcher's positionality.

Study Design: Qualitative Research

This study is conducted through my critical perspective of the Ukrainian reality. As a researcher, I am taking a critical standpoint in order not to be biased, so that the results of this research are trustworthy. In addition, as Cannella and Lincoln (2009) mentioned, "by critical perspectives, we mean any research that recognizes power — that seeks in its analyses to plumb the archaeology of taken-for-granted perspectives to understand how unjust and oppressive social conditions came to be reified as historical 'givens'" (p. 54). In the Ukrainian context, a critical perspective is valid and valued due to the gender topic being often silenced and neglected (Ashwin, 2000; Bialystok, 1998). Another facet of my study is the role of gender construct. I cannot agree more with Denzin and Lincoln (2005) that "the real world makes a material difference in terms of […] gender" (p. 24). My ultimate goal is to explore how gender influences teacher identity and vice versa in the Ukraine context. As mentioned by Barkhuizen (2016), "it is absolutely appropriate to suggest that context is crucial to understanding of

narratives" (p. 662).

For my study, I utilize various qualitative strategies, which, according to Merriam (2009), help to gain understanding of the participant's personal perceptions. Moreover, Yin (2011) adds that qualitative research gives an opportunity for researcher to explore context of the participant's views, values, and perceptions. Major resource for my study is using narrative stories that can be particularly helpful for a study that focuses on a multifaceted view of teacher identity. As Pavlenko (2002) commented on the purpose of using narrative stories in research, they are used in order to "better understand how the stories are being told, why they are being told in a particular way, and whose stories remain untold—or, for that matter, not heard—for a variety of reasons" (p. 217). Considering all of the advantages of narrative storytelling used by mentioned scholar, this method of inquiry is appropriate for my proposed study in order to obtain a holistic image of one's identity formation and gendered influence on it.

Narrative Inquiry

When a child is born, his/her parents often tell different stories. Later in life, a child goes to kindergarten and hears more stories from his/her teacher. Then comes school, college, jobs, and finally that child is telling a story to his/her own children. I remember eagerly listening to the stories people used to tell me. Stories are part of every human being (Barkhuizen, 2016; Clandinin & Connelly, 2000; Kramp, 2004). With the help of stories, we can express our emotions, tell a joke, make someone happy or sad, elaborate on our experience or define who we are.

Narrative inquiry as a method of research is based on storytelling. According to Barkhuizen (2016), "the storytelling contributes to our making sense of the world and our place within it" (p. 659). It also includes our experiences within the society, self-identity, and our projections for the future (Barkhuizen, 2016). With the help of narrative inquiry, I am able not only to listen to the stories,

but also to see how participants react to the described events, what emotions they express when talking about particular issues, and more importantly, what broader theoretical ideas emerge from those stories. As Clandinin and Connelly (2000) state, narrative inquiry's goal is to understand the narrative "temporally and spatially, personally and socially," for both parties of the study, the researcher and the participant (p. 70). Moreover, narrative inquiry allows a researcher to become a narrator himself/herself, a reflexive one. According to Clandinin and Connelly (2000), "task of composing our own narratives of experience is central to narrative inquiry" (p. 70). In addition, these scholars elaborate on three-dimensional structure of narrative inquiries, these dimensions include "studies have temporal dimension and address temporal matters; they focus on the personal and social in a balance appropriate for the inquiry; and they occur in specific places or sequences of places" (Clandinin & Connelly, 2000, p. 50). In my study, I implement three-dimensional structure and critically examine participants' narratives. For instance, in the narrative structure approach introduced by Clandinin and Connelly (2000), interactions of the participants include personal and social experiences. As to the temporality, it involves analyzing participants' past and present actions that are likely to happen in the future. As Kramp (2004) notes, "stories preserve our memories, prompt our reflections, connect us to our past and present, and assist us to envision our future" (p. 107). The third dimension of place determines the physical location of the narrator and its influence on the participants' experiences. Similar to Aneja (2016), who explored "focal participant's identity construction through narrative portraits synthesized from interviews and excerpts from classroom discussions and student work," I analyzed participants' stories based on online autobiographies, interviews and sample lesson plans (p. 579).

Context of the Study: Study Setting and Participants

Study Setting

Conducting research on gendered influence and English language teacher identity in the Ukrainian context predetermines that the study site is in Ukraine. In my case, I chose my hometown Ivano-Frankivsk, which is located on the West of Ukraine. Geopolitical location of the study site is an important variable for the study, as historically Ukraine has been torn between two super powers – Europe (the western part) and the Russian Federation (the eastern part). It is worth noting, that Ivano-Frankivsk is a pro-European city with good infrastructure. The city has been named three times in a row during past years as the most comfortable city for living in Ukraine. Moreover, in 2016, Ivano-Frankivsk got the fifth place in the list of the best cities for living and business development in Europe. The citizens are strong proponents of the Ukrainian independence and have a strong sense of national identity. Therefore, it is not a surprise that many students invest their time and money in English language learning. More and more tourists are coming into the city, as well as international companies, who are looking for skilled and English-speaking workers.

The city has five universities; one of them is a study site for my research. Olga Pidgiryanka National University is the oldest university. During the Soviet Union times, it was called pedagogical university, which meant that only teachers were graduates of the university. Nowadays, there are many departments and majors in various spheres of sciences. For my study, I am particularly interested in those individuals who teach and graduated with Master's or Specialist's (nowadays, equivalent to Master's) degree in English language philology, which includes teaching English, French or German, and World Literature. Yearly, the English department accepts approximately 120-130 freshmen. When I studied at this university, out of

128 students, 124 were female. That is how my interest in the gender research grew. I was particularly interested in how women feel about being the authority of the class. Therefore, the English language department is one of my study sites.

The main focus of the study is teachers' ways of narrating their teaching experiences that depict their identity construction and performance, interaction between gender and identity, influences of each of the constructs and ways of their negotiations. Study site is an important variable when discussing gender and identity construct, as "personal understanding of our own gender is shaped by the intersection of experience and institutions and organizations" (Launius & Hassel, 2015, p. 42). Every day, with the help of interactions, we get experiences that ultimately shape "understandings of ourselves and our beliefs about the world" (Launius & Hassel, 2015, p. 42). As I mentioned above, the participants are instructors, working at the English department, and they graduated from it too. Due to low salary at university, many teachers either work for some private companies, as translators or teach Informational Technology personnel language courses. Therefore, my secondary site is English courses, which have gained incredible popularity over the last years, when Ukraine's government declared 2016 as the year of the English language. Ivano-Frankivsk is a tourist city, where many international companies outsource their business, especially in the sphere of IT. This fact has urged many of the adult learners, as well as students to better their English skills. The English language courses are seen as a fast way to gain those needed competencies for work requirements.

Participants

In order to understand in what ways Ukrainian English language teachers construct their identities and how gender influences their ELT identity, I initially planned to recruit four participants into my study. However, due to some challenges beyond my control, that I am going

to discuss in Methodological Disruptions section, the number of participants decreased to two. For the sake of gender balance, one participant is a female, the other one is a male. In order to become an eligible participant, they had to meet specific criteria:

1. Participants must be of the Ukrainian citizenship.
2. Participants must graduate from Olga Pidgiryanka National University, English Philology department.
3. Participant must have no fewer than 2 years of teaching practice in Ukraine.
4. Participants have to express their interest in learning more about their language teacher identity experience.

Based on those criteria, I recruited two participants that I knew personally from my studying at the university. This type participants' selection is referred to as convenience sampling. It is a kind of sampling that is generated by nonrandom selection. As Dörnyei (2007) notes, participants for the study are selected by means of practicality, such as "geographical proximity, availability, easy accessibility, or the willingness to volunteer" (p. 117). However, this type of sampling cannot be representational of the population, as according to Mackey and Gass (2005), the convenience sampling is possible to be biased. In my case, narrowly defined topic and participants are intended to contribute to the body of knowledge, such as expression of gender in the Ukrainian English language education and its bidirectional influence on teacher identity. Two participants used to be my teachers. My acquaintance with study participants brought many benefits to the research. According to Clandinin and Connelly (2000), "close relationships with participants [are] necessary work in narrative inquiry" (p. 82).

I note that participants represented diverse spectrum of English language teaching field. Both of them have different teaching styles, teaching experience, teaching philosophies, and

include both genders. I have deliberately chosen to have even number of representatives from both genders, as I explore their experiences with gendered influence. Various teaching experience and styles allowed me to learn how participants constructed their teacher identity through their teaching practice, determine whether identity formation and performance is more developed in those teachers with more years of teaching experience. Having participants from different study sites, as well as age group, is also beneficial in terms of broader understanding of the social impact on the gendered influence and teacher identity construction and performance in the Ukrainian context.

Data Sources

The study on gendered influence on teacher identity involves four methods of data collection, which helps the researcher to assess data from different angles. Moreover, the usage of multiple data sources allows for triangulation of these sources, which ultimately adds credibility and validity to the study. The study uses the following data sources:

- Online autobiographies

- Individual semi-structured interviews

- Sample lesson plan designed by the participant teacher with follow-up interview

- Researcher's reflective journal

Online Autobiography

According to Ellis (2016), there is not enough of research done that looks into "teachers' *languaged lives* – the language-learning and language-using experiences that inform their identities and positioning as teachers of English" (p. 599). Therefore, I utilized this method of data collection to understand the ways my participants started to learn and use English during their lifetime and became English language teachers. With the help of electronic realms, the first

method of data collection was gathered. Online autobiographies were sent through e-mails, with prior participant's consent to take part in the study. As Pavlenko (2002, 2003) argues, autobiography is a valuable, content-rich qualitative data source for examining lived experiences. For online autobiography writing topic, I asked participants to elaborate on their experience with English, how they became teachers and in what ways they constructed their language teacher identity. I provided specific prompts for the teachers to address in their autobiography writing [refer to Appendix C for online autobiography prompts]. This method of data collection was an optimal way to get to know participants' background and their attitude toward English language teacher identity at the first stage.

Individual Semi-Structured Interviews

The second method of collecting data for the study was individual semi-structured interviews conducted in person. This method is appropriate for the purpose of the study in several ways. First, interview enables real-life experience with the participants, so that a researcher can observe non-verbal behavior, as well as understand participants' emotions, feelings and thoughts. This particular method of inquiry was chosen because a researcher was unable to be present during the actual teaching process, so no observations were conducted. According to Merriam (1998), interviews are used when researchers cannot "observe behaviors, feelings, or how people interpret the world around them" (p. 72).

The semi-structured individual interviews covered issues related to teacher identity, gender and the English language status in Ukraine. In particular, the questions were the following: how teachers construct their identities, how they negotiate different identities, how gender influences their identity, how students react to their gender, does the status of English has changed over the last year, do you feel being marginalized due to your gender in your

workplace. These questions allowed seeing a holistic picture of particular teachers.

Lesson Plan with Follow-up Interview

The third method of data collection is the participant's sample lesson plan and a follow-up interview. With the help of the lesson plan, I was able to see how teachers constructed his/her identity through the choice of the materials used in the class. According to Motha (2005), the pedagogical choices of teachers are "a rich site in which to explore how identity, gender, and language pedagogy interact" (p. 23). A follow-up interview was helpful insight into the teacher's idea behind particular lesson materials and activities. As Szesztay (2004) mentions, teachers' perception can be understood with the help of thinking and writing. A lesson plan with a follow-up interview is a type of a reflective exercise, with the help of which teachers can make connections between broader goals as educators and their practical ways of implementing those goals in classrooms through the usage of their lesson plans. Szesztay (2004) notes, teachers usually reflect on their teaching practice through the process of sensing and noticing what is going on in the classroom, rather than thinking about it. Therefore, my aim is to understand in what ways they construct their identity in the classroom and how their lesson plans reflect their personal beliefs about teaching.

Researcher's Reflective Journal

The first time I ever started to write a journal for personal purposes was in the fifth grade. For me, it was more than just a notebook with pretty cover. For me, that journal became a dear friend who knew all my problems, achievements, and even first teenage loves. As I grew older, I kept journal for my mom when I went on exchange to California in 2007. After that time, I forgot about journaling, but was reminded by Dr. Gloria Park, who suggested keeping an electronic journal, that also served as a way of communication between her, as my advisor, and

53

myself. To be honest, that electronic journal did not last long, as I was too busy with writing the research and working at two internships over the summer. However, I decided to write a reflective journal based on my experiences with the participants and data collection procedure. I decided that the best way for me to organize this journal is by writing down my thoughts about the interviews right after the interview was over. I stayed at the coffee place where the interview was held for a couple of minutes and wrote all the things that came to my mind. It included my feelings about the interview process, analysis of the participant's behavior or things that happened during the interview. To some extent, my reflective journal had observational notes in it, with actual observations and my inference about them. While transcribing the interviews I also read my reflective journal as it was a helpful resource for adding my personal view of the participants and the interview process to the narrative stories. That is how my reflective journal appeared and became the fourth source of data for this study.

To summarize, it must be noted that these four data sources aimed to aid in the quality of the data and in-depth understanding of the participants' multifaceted identities.

Data Collection Procedure

Procedure of data collection has begun after the proposed study was approved by the Instituonal Review Board for the Protection of Human Subjects on April 14, 2016. As I have already chosen specific participants, I have contacted them personally via e-mail and social media. According to the IRB procedure, a formal letter of invitation, as well as informed consent were sent to every participant via email or social media (See Appendices A & B). I introduced the research topic and myself to the participants in the letter of invitation. To be more specific, the letter contained my contact information, the topic of the study, its significance, and methodology. I also explained my interest in the study and the importance of

participation and cooperation on the side of the participant. According to the IRB policy, the letter stated that the participation in the study was absolutely voluntary and confidential.

Informed consent form was sent along with the invitation letter, as it is an official document to guarantee participants rights of anonymous, voluntarily participation in the study. This form provided assurance on the researcher's side that all of the participant's information is being securely stored, protected and used accordingly.

Timeline

Data collection – May-August 2016

Complete data collection – September 2016

Data transcribing – September-October 2016

Submit thesis draft – January 2017

Defend thesis – February 2017

Graduate – May 2017

Data collection procedure followed timeline provided above. From May to August 2016, three types of data sources were collected. First, a writing task, i.e. linguistic autobiography, was sent via email or social media for participants to complete (Appendix C). After that, the interviews were scheduled during July and August 2016. A sample interview question guide is presented in Appendix D. The interviews were conducted in person, in a place suggested by participants in Ivano-Frankivsk. If participant preferred a Skype interview, it was done via Skype. The interviews lasted between 40-60 minutes. After the second type of data sources was gathered, the researcher asked participants to provide a sample lesson plan. Another interview was scheduled after the researcher reviewed the lesson plan. A follow-up interview (Appendix E) was conducted via Skype. Complete data was collected by September 2016.

One interesting fact that I noticed while collecting and then reflecting on my interviews

with the participants, as Motha (2014), I collected most of data while having tea with the participants. I find the notion of "having tea" with participants as a way of relaxing, calming down, and reflecting on past and present experiences.

Just as Motha (2014), through the narrative, I am "telling someone else's story", I am using my own interpretations of the words I heard from the participants (p. 155). Therefore, I stress out that the data analysis is purely my own version of the words spoken during the interviews and other data collection sources.

Methodological Disruptions

It is be appropriate to note in this particular section that I am Aries, a very stubborn person, who wants everything to go the way I planned it. However, I also have to learn that things do not always go the way we want.

Initially, my plan was to recruit four study participants of both genders – two females and two males. Because I knew all of the participants before, I naively thought that it would be very easy to recruit four out of the pool of twelve professionals whom I knew personally from my studying at the same university they teach. I started contacting them one by one, used social media to reach those people personally. When I received a couple of questions, such as "how long is it going to take of my personal time?" "how can we arrange a Skype call with 7 hour difference?" and alike, I first tried to assure them that this research will not be time-consuming, tried to explain the benefits of it, but when I again received a denial, I gave up. Majority of the contacted teachers were complaining about being too busy, even though it was during summer months, or they told me that they are going on vacation where they will not have Internet access. Reading their responses, I was frustrated and furious, but then this emotion changed to despair. I

was afraid that I would not be able to conduct research, as I did not have four participants. Being a stubborn person, I was ashamed to even tell my advisor about the situation.

At last, I recruited two teachers who were willing to become participants of the study and seemed very enthusiastic about it. When I explained the situation to my advisor, she assured me that it is not a problem, as I can still collect various data sources and do in-depth analysis of the two participants. Therefore, even though the number of the participants is two, I argue that they represent wide variety of teacher population. Their stories contribute to the greater base of knowledge and fill in the gap of research in the Ukrainian context, as well as understanding of how teachers from similar backgrounds and experiences are understood.

Data Analysis

Analysis of data is a time-consuming and puzzling process. Having heard different stories from my peers, I was scared of actually trying to code and transcribe my collected data. However, my process of data analysis turned out to be less hectic and stressful due to the fact, that I gradually analyzed data while obtaining it. As Gay, Mills and Airasian (2012) mention, there is no definite line between data collection and data analysis in the qualitative research. As a researcher, I support this idea, because I noticed that my data analysis started in the process of its collection. In particular, data analysis along with data collection process helped to guide the research. Whereas data analysis after the data collection process, gave me an opportunity to dive deeper into my data. Therefore, for my data analysis I used content analysis approach based on grounded theory connected to my main research questions.

The process of data analysis started with reading linguistic autobiographies for many times. Then, I coded participants' linguistic autobiographies, which led to the identification of common themes (codes). After the coding process, I categorized those common themes (codes).

The writing of the participants covered their English language learning, some of the major events that shaped them as teachers and English language educators. I specifically asked participants to write their stories using English, as I wanted to quote their perceptions of English language learning and teaching in English, so that readers will understand their choice of vocabulary. Each story was read and analyzed thoroughly. Following this, I identified common themes (codes) emerged in the stories and analyzed them.

When the second data sources were collected, I transcribed interviews first, and then I analyzed them. For analyzing interviews, I first listened to the transcripts for a couple of times, and then I coded and categorized them. The interviews were conducted in both languages, Ukrainian and English, depending on the participants' personal choice. One of the participant's data was gathered fully in English. The other participant expressed a desire to use Ukrainian during the interview, although all of the other data sources were provided in English. For the interviews in Ukrainian, I followed Pavlenko's (2007) advice that "all narratives should be analyzed in the language in which they were told and not in translation" (p. 173). Therefore, those interviews were analyzed in the original language and then translated into English. Inter-rater reliability was used to validate my translation from Ukrainian to English. A native speaker of Ukrainian language checked the accuracy of my translation of the interviews into English.

For the third data source, sample lesson plan, I collected one lesson plan from my participant, examined it and conducted a follow-up interview with the participant regarding the lesson plan. The interview analysis procedure followed the same steps as in the initial interview analysis described above. One of the participants did not provide a sample lesson plan, as the participant does not use lesson plans. Therefore, I asked the participant to provide examples of the tasks and texts used in class. After that, the interview was conducted in the same way

described above.

Respectively, after analyzing and coding procedures of the data, namely online linguistic autobiographies, interviews and sample lesson plans, the following major themes emerged with regard to the research questions of the study:

◆ Being and becoming English language teachers and users

   Under this theme, I discuss how John and Irene[6] see themselves as users of English language and how their perception is connected to their professional identity of being and becoming English language teachers.

◆ Gender as performed and performative

   Under this theme, I privilege gender as performed and performative acts, taking into account the difference of the two aspects of gender expression. In many ways, both John and Irene perform their gendered identity in various contexts as part of who they are as language teachers.

After identifying major themes (codes), I started to write participants' narratives based on the collected data. I used past-present-future model for the organization of their stories (Clandinin & Connelly, 2000). This particular form of storytelling is relevant to the study, as it shows participants' lives at different stages.

As a way to analyze themes emerged from the participants' narratives, I decided to restructure Chapter Five into a stand-alone journal article to be submitted to *Journal of Language, Identity, and Education*.

Researcher's Positionality

When I first started to think about my research, I did not realize how much of myself I would put into it. The research writing process and discovery has changed my own identity. I

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[6]All names are pseudonyms chosen by the participants

59

consider myself being a reflective teacher-scholar, who is competent in the Ukrainian educational context. However, for the sake of the research, I positioned myself as both, insider and outsider, in this study, depending on the purpose.

My own identity as a researcher and novice teacher shaped this study. According to Torrance (2010), "researchers' personal identities and the perspectives, understandings and knowledges, the beliefs and values that go with them shape all aspects of the research process" (p. 36). I also agree with Yin (2011) that all humans have emotions and their thoughts that influence our work as researchers. Similar to Motha (2014) and Park (2012), who stated their personal experiences in their studies of English Language teachers, I also express mine, because those experiences shape my multiple identity negotiations.

As I mentioned before, my interest in studying gender and teacher identity construction evolved while being a student at the American institution, though my experience with gendered influence has started in Ukraine. I have also experienced being a novice teacher in both contexts, Ukrainian and American, and due to these experiences, I started to reflect on my personal identities. Due to this fact, I argue that my research is written, shaped and reflected through the lens of my identities as a Ukrainian woman, a wife, a multilingual, a graduate student at an American university, an international student, a Fulbrighter, a novice English language teacher, and a novice researcher.

My multiple identities have contributed to the study, as I brought my own perspectives and analyzed various data sources from my personal viewpoint, supported by the theory and literature on the topic of gender and teacher identity. As Yin (2011) argues, "the participants' meanings, if studied and reported by a researcher, also unavoidably subsume a second set of meanings of the same events - those of the researcher" (p. 11). In addition, my Ukrainian

nationality and insider position on the Ukrainian context helped me to get in-depth understanding of the participants' cultural background, which is shared between us. This thought is supported by Ritchie and Lewis (2003) who claim, "sharing some aspects of cultural background or experience may be helpful in enriching researchers' understanding of participants' accounts, of the language they use and of nuances and subtexts" (p. 65).

In the study, I position myself as both, insider and outsider. I am insider to the extent of sharing cultural background with the participants and understanding the social reality of the Ukrainian context. However, I am also an outsider, as I am not employed at the same institution and do not share the experiences of the participants regarding their workplace. I also think I am an outsider as there is a clear hierarchy in Ukraine regarding teacher-student relations. As I am a former student of the two participants, I do not consider myself being an insider in the educational setting to both of the participants.

My positionality in the research has had an effect on the study, as well as all aspects of data collection procedure. My positionality contributed to the study and shaped it in multiple ways.

Summary of the Chapter

The qualitative research design was used in this study to analyze the ways English language teachers construct their identities and gendered influence on them. Narrative inquiry as a method of research was implemented as the main resource for analyzing teachers' lived experiences. For this study, which focuses on the Ukrainian setting, Ivano-Frankivsk university instructors, in particular, two participants were recruited. In order to gain in-depth understanding of participants' identity constructions, four data sources were used. Namely, online autobiographies, semi-structured interviews, sample lesson plans with a follow-up

interview, and researcher's reflective journal. Data collection procedures, methodological disruptions and data analysis are described in this chapter. Researcher's positionality is also discussed in this chapter.

The next chapter presents the narratives of two Ukrainian English language teachers. Two narratives are organized in the chronological fashion. The stories start with the participants' past, gradually move to present and imagined future.

CHAPTER FOUR

JOURNEYS IN BECOMING AND ESTABLISHING AS TEACHERS

In previous chapters, I have stated my reasoning behind researching this particular topic, as well as provided a literature review and identified the gap, which I intend to address. I have also described methodological procedure applied for this study. In the following chapters, Chapter Four and Five, I am going to tell the stories of two teachers from Ukraine and analyze them accordingly, as well as provide my reflection and implication for the field of TESOL.

As suggested by Clandinin and Connelly (2000), I use a past-present-future model of the story organization. I find this way of storytelling the most appropriate as it takes the reader through the life journey of the study participants. The stories are formulated by me with respect to participants' autobiographies, my personal acquaintance with them and three data sources collected during this research. During the period of data collection, I have gathered rich data that allowed me to narrate participants' experiences in the form presented below. I stress that the stories are my own interpretations of the words and materials I heard and read from participants. Therefore, I, as a qualitative researcher, am responsible for the interpretation of participant's online autobiographies, interviews' data and provided lesson plans and materials. In addition, my personal interpretation, which is shaped by my identity and background, is one of many possible interpretations and should be understood as a personal perception of the participants' words.

Finally, Chapter 4 presents a narrative, which is composed of the data collected through online autobiographies and in-depth interviews with two Ukrainian English language teachers.

Public transportation is the most convenient, the cheapest and the most popular way of commuting to work in Ukraine. Once I read that in the US, a family of four has four cars, while

in Ukraine a family has one or none. There are a couple of reasons behind that equation, but on the part of public transportation, for someone who has lived in both countries, the US and Ukraine, I can proudly declare that Ukraine is way better in terms of bus, trolleybus, metro, and train systems. Therefore, it is not a surprise that students, teachers, and thousands of other workers take a bus to work. Teachers' narratives presented in this chapter are similar to a bus ride – it is a journey with different people and challenges on the road. In that respect, two narratives have subheadings connected to the public transportation. In addition, for me, as a storyteller, public transportation has always been associated with school, teachers, university, students, and anything connected to education. Therefore, make yourself comfortable and enjoy the reading ride!

John's Narrative

Bus Stop – "John"

I vividly remember the first time I saw John in the hall of the English language department. He was wearing a tie, glasses, a suit and had a case for documents. He looked "smart," as my classmates would describe him. As I discovered later, he always wore the same tie, suit, had the same bag with him, and was smart indeed. At English Philology department, he was one of several male instructors, and my class was lucky enough to have him as a teacher for two years.

Hop On – Choosing English to Live with Dignity

John is a male English language instructor in his mid-thirties. He is a native of Ivano-Frankivsk, born in Ukraine, when it was part of the Soviet Union. He has lived in Ivano-Frankivsk for majority of his life with a brief trip to the USA, as an exchange undergraduate student, where he studied for a year. John has been working at the university "as a teacher of

ESL" for nearly 10 years (Online Autobiography, June 13, 2016). Now he teaches various

students, freshmen, sophomore, but mostly juniors[7]. He also reads lectures on media, language

and media discourse, and translation studies to the graduate students.

In the 1990s, when Ukraine was going through an endless number of really bad economic

downturns, and the people who were somehow connected with European or English-speaking

markets or economies were always a lot better off than those who had to be limited to the native

economy only, John decided that his education had to be focused on English. His childhood was

not particularly focused on learning a language. He even used to skip the English language

classes in elementary school, but he still enjoyed doing extra work for missing those classes.

Moreover, education was always highly valued in his family, and he always received all support

from his parents, as long as he expressed desire to study. Thus, studying English for him was

"some sort of a way out from the gray days of the 90s, and a way to make [his] living in an

honest and dignified way" (Online Autobiography, June 13, 2016). First, John wanted to

become an interpreter, but the university did not offer this major, so he went into the English

language department. Nevertheless, he found a way to work as a freelancer translating various

texts and interpreting at different events.

In 2004, John applied for the US Department of State funded program Freedom Support

Act, and won the scholarship for studying for one year at a US university. His year abroad was a

very important step for his professional and personal life. It also played a very significant role in

his professional development and in the build-up of his confidence and professional skills. At

that time, he was observing the US academic environment and thinking how he could transfer its

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[7] In this particular university, at the junior level all lectures, classes are taught in English and class should use
English as medium of instruction, therefore only highly skilled professionals are assigned to teach at that level.

best practices to the realities in the Ukrainian universities. Being exposed to another world of academia, John began reflecting on his native context.

John did not specifically want to become an English language teacher, he just liked English at school and later, at university, he thought it was a good opportunity to remain in the environment that would provide him with enough opportunities to work with English, which he particularly enjoyed

> It was a more or less 'natural' process of my development, as I was offered a position at the department of English, when I was still a 5th year student, even before the defense of my Master's thesis. Thus, since at that time, I did not have any other offers or options, and I was enjoying studying English, as well as researching linguistics, I decided to stay. Moreover, during my first year of working as an English teacher, I entered the post-graduate studies department and started writing my thesis in English linguistics. (Online Autobiography, June 13, 2016)

However, he mentioned that for him a choice of major was a difficult decision. John was passionate about English since the age of eight. His school did not provide "proper training" for being able to pass entrance exam into English major. Later on, he even had to switch schools and "hire a private tutor in order to be properly prepared" (Online Autobiography, June 13, 2016). In his late teenage years, prior to finishing school, John recalls facing social pressure from his classmates and peers because of his desire of becoming a teacher

> I often heard that the Department of English was not a "proper" place for men. I would often be confronted with such questions or comments as "this is education for girls," "and what are you going to do after you graduate, be a school teacher?" "this is not the right place for boys" etc. (Online Autobiography, June 13, 2016)

66

Early in life, John sensed that the teacher's profession is "often stereotypically seen as a 'female' profession" (Online Autobiography, June 13, 2016). This sense came to realization when he entered the department of English Philology and saw that the share of male students was only about 10%. Even today, John still sometimes wonders whether this low percentage of male students is stemming from this stereotype, or if there are some other reasons behind that. He also reflects on the English/linguistics status in the society by saying that it is not considered as "a serious university major in Ukraine's society, and consequently there is a misconception that mostly those who have not made up their minds on what they are going to do in the future will pursue these studies" (Online Autobiography, June 13, 2016). John mentions that majority of his students express a similar sentiment, and the reason why many of them decided to enter English department is just that they were not sure what they want to do and in order not to waste the next years, they decided to at least study English.

On the Road – Sticking with English to "Do Other Things"

Even though being a university English teacher with a degree in English linguistics is not a particularly well paid job in modern-day Ukraine, this job gives John "plenty of opportunities to do other things" (Online Autobiography, June 13, 2016) that he enjoys. He considers himself more an interpreter, and tries to interpret as much as possible, as it enables him to grow both personally and professionally, emotionally and financially

> Being a university teacher of English gives me flexible working hours, a lot of free time
> (I do not need to be physically present at work for forty hours a week, moreover I have
> nearly 3 months of paid vacation), an opportunity to continually keep myself
> professionally fit – no matter what, I am constantly immersed in English and linguistics,

and I can only refine my skills and my knowledge. (Online Autobiography, June 13, 2016)

John did not have any role models whom he admired as teachers. In general, during his studies, there were teachers whose way of teaching he liked, specifically

Mix of authoritarian but like humorously authoritarian model […] because I always think that even though a teacher is not a clown, he is not supposed to entertain his students, but teaching English can be fun and when it's fun then it's not such a pain in the a** (smiles) for students to come to class and sit there for 80 minutes. (Interview1, Aug 15, 2016)

As to his own personality as a teacher, he described himself being "cynical, sarcastic, creative, deliberately prejudiced or biased in a pseudo way" (Interview 1, Aug 15, 2016). He encourages his students to think critically about the world around them. He also would sometimes "just play and assumed role of some, I don't know, biased person or a stereotypical role of some villager" to make a contrast between content of what he is trying to convey and the shape in which that is conveyed (Interview 1, Aug 15, 2016). "I think students must learn to think critically" is John's motto and teacher's philosophy (Interview 1, Aug 15, 2016). He stresses on independent learning, which leads to critical thinking and figuring out how the world is constructed

I remember one phrase that once was told to me by my teacher of English at school. She said, "I am your teacher but I am not here to teach you, I am here to help you learn yourselves." It sounded really interesting in Ukrainian because in Ukrainian things "teach" and "learn" are the same verbs […] I really liked that she said that she was there to help us learn ourselves and it is very important because we must understand that we as

students must learn, must study ourselves and the teacher can just guide us. (Interview 1,

Aug 15, 2016)

Having experienced US academic life, John especially liked the unofficial attitude between

students and teachers, which is highly restricted in the Ukrainian context

You could call your professor Dr. Bronzma, not Dr. Bronzma, but just Dave or something

like that. My linguistic teacher had her office hours and I could just go in, drop by, and

talk to her about linguistics, about life, about anything. I really liked that. (Interview 1,

Aug 15, 2016)

During the working experience, John taught mostly females aged from 18 to 21 years old.

He also found a comfortable way to teach females being a male teacher. As to any incidents, he

did not remember having problems with students because of their gender. However, John

stresses that depending on age category, he has some problems with students. In particular, the

younger ones, first year students, are still "like school children and there are some challenges

with them because they need to be told what to do where to go all these things" (Interview 1,

Aug 15, 2016). He thinks that they need a person to guide them, and he finds it more difficult for

him to interact with that age group of students, "because they are not independent yet, they do

not yet have enough motivation, they do not understand why they came to university" (Interview

1, Aug 15, 2016). As to the senior students, there are problems with them as they sometimes

"may tend to think that they know everything and they may be a bit skeptical about the

instruction that they receive" (Interview 1, Aug 15, 2016). Nevertheless, John finds juniors to be

the most comfortable age category

They already are more or less independent on the one hand and on the other hand, they

are not yet totally spoiled by the system of the army style instruction and following

69

orders, they are more independent and more creative to some way. (Interview 1, Aug 15,

2016)

Reflecting on his perception of a teacher profession, John mentioned that he used to think that

one just has to be "a good teacher […] just to do your work properly, you just have to work with

the students for the students, invest into them your time, your effort, and then you will get a

result" (Interview 1, Aug 15, 2016). However, as he gained more work experience, his thoughts

have changed into a more dramatic conclusion. "It turns out that some students are hopeless and

sometimes no matter how hard you try, it just will not help and it is hard to say why" (Interview

1, Aug 15, 2016). The main reason for his thoughts comes from lack of motivation that he

experienced in his students. He explicitly says, "they do not understand that what they are

receiving now for free once they graduate those services will cost a lot of money" (Interview 1,

Aug 15, 2016). What John means is the cost of private tutoring or language courses, which are

very expensive. Being a teacher for John also means being responsible for the students

showing them all the opportunities that are out there, rather than just to think of getting

married by 17 as the ultimate goal in life. It means not only to help them learn to become

professional in the language itself, but also to learn some basics of critical thinking, and

to broaden their world outlook as such. (Interview 1, Aug 15, 2016).

John always feels pleased, when his former students come back years after graduation and tell

that they have changed their opinions to the opposite ones since when he taught them. These

range from the narrow pseudo-patriotic view of their country to gender issues or even

professional opportunities.

As to victories and failures during his teaching career, John thinks that his presence in

students' lives and vice versa changed their personalities. He remembers one example of a

student whom he encouraged to apply for IREX[8] and she went to the US for a year, met a man there, came back to Ukraine to fulfill the two-year home residency requirement and went back to the US to marry that man. In some other cases, John deliberately was choosing not so confident Master candidates to be their advisor, as he felt "if they had another advisor, he would, or he or she would just eat them alive. I felt that I played an important role" (Interview 1, Aug 15, 2016). Some of his students won Pinchuk scholarship[9] and it becomes tough each year as they reduce the number of nominees and scholars. "When I see success of my students, it is my success" (Interview 1, Aug 15, 2016). John notes that improvements in English language do not happen within a year, more in two years. He also acknowledges that there were some failures. With some students, he was not on good terms and regrets that he has not done anything differently to change that.

> Overall, being a teacher for me is a great responsibility, and whenever I enter a
> classroom, I feel a little bit apprehensive, especially during the first class, as I know I can
> make a difference in these children's lives, and it is up to me to do it, or to miss it.
> (Interview 1, Aug 15, 2016).

Being at a responsible teacher, John positions himself as a guide for the students. In some cases, he prefers not to take care of them, but he acknowledges the responsibility that is put upon him. John's trait of a guide is supported by his identity of a father, which influences his experiences at work and other settings.

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[8] US Department of state sponsored exchange program
[9] a prestigious scholarship in Ukraine to receive additional funding for research or monthly allowance for distinguished students

Pit Stop – Overcoming Challenges

As life has difficulties, John's career was not always bright and easy. At the beginning of his working experience, he had to overcome different obstacles. One of them was "the ruin in which this profession [English language teaching] and the institute of teaching is overall in Ukraine" (Interview 1, Aug 15, 2016). By "ruin", John implies various negative moments that he has to deal with every day at work. For John the biggest problem with the academia and education is not a financial one, as many people would think, but the lack of independence

> Teachers may have so many instructions, sometimes conflicting instructions, and sometimes I feel I spent more time writing different stupid reports and attending some meetings of trade unions or whatever else, which are totally useless. I would say that now, because there are ongoing constant reforms in the education of Ukraine, which nobody really understands anything about. (Interview 1, Aug 15, 2016)

However, John sees some improvements that have been done recently. He does not need to follow all the instructions so strictly, as he used to. Nevertheless, the Ukrainian mentality is still installed in all the spheres of education, mainly

> The biggest problem is bureaucracy and also this very much top-down approach. You know, for example, if there is a problem with a student that I am going to give an F and there is some people coming to me and telling me "no, whatever, just give her a satisfactory grade." If I do not do that, and I usually do not do that, then the Dean might come to you or the Head of the department. (Interview 1, Aug 15, 2016)

John, in his turn, is opposed to this mentality – he does not approve the way people still treat institutions and education, which, according to them, can be bought.

In the course of his working experience, John showed a strong position against the bribing or hierarchy game playing. Administration would come and talk to him when he was just starting to work at a department, but later, they stopped doing it, as John never agreed to change a grade for somebody. However, there are still people with power, "there is the President of the university and he may give his instruction and there are so many these like things when they ask you to do things because they can decide whether or not your contract is signed once it expires" (Interview 1, Aug 15, 2016). In Ukraine, it is common that administrators or those of a higher position pressure novice or lower level workers to go against rules. At university, it usually happens when parents pay a Dean under the table for the change of their child's grade. Then the Dean talks to the instructor and demands to change the grade. If instructor rebels, he or she might lose the job. Therefore, the system of bribing is still very well organized and neither those who receive bribes, nor those who give them want to end this illegal activity.

Segregated Bus? – Relations within the Institution

With the prevailing number of female teachers in education sphere, John feels that being a male professor is actually a "fun" experience; he also feels that he is more valued

> It is like that in nature, in society, anywhere. If a male teacher, for example, is rare then somehow socially, not that he gets any higher status, but it is just easier for him, I would say. That did not cause any problems of course it may cause some, like inconveniences or whatever. But I would say it is easier for me to be a male teacher of English than it is for a female teacher of English. (Interview 1, Aug 15, 2016)

John acknowledges that male and female teachers are treated differently, "female teachers are probably treated worse overall. Generally by some administrative guys" (Interview 1, Aug 15,

2016). He has experienced the difference while being a translator even more than at his workplace.

>If there is some so-called field trip or whatever, if you have to go to some Kolomyya[10] or somewhere else, for some reason usually male teachers are given that. Also we have this stupid tradition of going to the dorm for example at New Year or 8th of March[11] or whatever and it's usually only male teachers who have to go there, so female teachers can stay at home. So, there are some inconveniences as I call them not really problems because anyways you can ignore these things. (Interview 1, Aug 15, 2016)

Being a male instructor, John sees both, advantages and disadvantages of his gender. In some cases, it gives him opportunity to earn more money and to do what he likes to do, as an example with translation event in Kolomyya, but in other cases, he has to spend his time by checking students' dorms, while female instructors celebrate their holiday – Women's Day.

On the side of administration, John cannot say that administration treats him differently because he is a man or "if I were a woman they would treat me differently" (Interview 1, Aug 15, 2016). However, in the department's faculty room, he sees a clear division, as females are separated from males, their tables are situated closely together, while male teachers do not even have a desk or they are in the corner of the room. John also understands that females are not usually the ones who would get into a fight with administration, and if they do, they would suffer more. Or even worse, other staff members and colleagues would "make a joke about the wrong time of the month or other things which I overheard other male teachers saying those things. There is that a****** L. F.[12], so he would have often make such comments" (Interview 1, Aug

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[10] A town in the western Ukraine
[11] International Women's Day holiday.
[12] The name is hidden for the privacy purposes of the participant

15, 2016). Other male co-workers make comments about women's marital status or a lack of such.

One benefit that male teachers have is the direct contact with administration in the smoking areas, as majority of them are males and they smoke. Therefore, during those times, John has a chance to have some informal conversations with the Deputy Dean who is also a smoker:

We can talk about football[13], other things. So I think that in that case if we had a unisex smoking room then probably women could have the same advantages as I have of getting this like more informal attitude, informal conversations, because that could change maybe things, though I don't know to what extent. Anyways, because of that, for example, I have more chances of seeing my Deputy Dean, who, for example, is in charge of the schedule and that is the advantage that the females teacher's do not have. (Interview 1, Aug 15, 2016)

In general, John does not feel marginalized because of his gender. Moreover, sometimes he feels too much in the center of public attention because of his gender. This more often happens with colleagues, as there are fewer men, and somehow some things are expected of men more.

My environment is a typical shitty post-soviet dump, the office houses 40 full time employees, so you can guess there is not much room. The classrooms look like dilapidated buildings in some ghost town. Every year I try to do some minor renovations with my students in the classroom. Sometimes I am successful, though this does not happen every year. In addition, I try not to impose those things on them, as technically they are not supposed to do that. I feel comfortable as a man at my working place. I am

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[13] By "football" John means "soccer"

75

especially glad that there are few men, and consequently no one minds when I smoke in the men's restroom. (Interview 1, Aug 15, 2016).

John cares less about what others think of him. Nevertheless, he thinks that his colleagues are split in their opinions about him "between an outright a******, and someone who tries to do his work as professionally as possible" (Interview 1, Aug 15, 2016). As to the students, they may perceive him as occasionally neurotic, too demanding, too strict, sometimes difficult to understand, unexpected, spontaneous, and harsh. "I try to always remain unexpected. I do this so that the students would not get relaxed or know what to expect from me. This does not always work. Because expecting the unexpected already becomes something expected" (Interview 1, Aug 15, 2016). John thinks that he needs to be spontaneous, as human communication is spontaneous, so to enable the students feel comfortable speaking on any topic he tries to develop discussions, which begin spontaneously. Being harsh, John justifies by helping the students to be aware that in order to make progress they need to do specific tasks and follow specific guidelines, so he is often rough or harsh when his tasks or instructions are disregarded or neglected. John adds that students may see him as professional, humorous, and critical. His lessons are less formal, he often makes "pseudo sexist jokes," which he thinks are not the jokes female teachers would make. John does not remember getting into some kind of misunderstanding with male students, as there are only few of them. However, one incident happened with a female student that he vividly remembers today and still has bad memories about that student. This student refused to answer his questions and he decided to talk to her in a more authoritarian manner. After that class, John saw some comments made by the student on social media regarding his mental state and his personal life, "the student wrote that I have some problems with my wife I should go get some help" (Interview 1, Aug 15, 2016). John did not

react to the comments, as he thinks that it is pointless to argue with a fool. Overcoming various

challenges that John experienced being a male English language instructor often referred to his

identity not only as a teacher, but also to his identity of a father and a spouse.

Bus Ride Continues – Lesson, Materials, Activities

John is a kind of teacher who does not create formalized lesson plans. He prepares the

material he will be covering during the lesson; usually this material is more than enough for one

class. For Practical English or Grammar classes, he does not use any materials for his lesson

plans. He may give students some references that they can work on at home. As for the lectures,

John uses external resources to prepare them. Usually these include some theoretical books

relating to the topic he will be covering. He also tries to look for some practical examples from

the media, and usually takes just what is up there, and what is somehow related to the topics.

> Not having a formal lesson plan is a great help to achieving the lesson objectives. As a
>
> language teacher, I teach students to communicate in a foreign language. And
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> communication is a spontaneous thing, not something planned. So having a flexible
>
> lesson plan does help me not to stick to something I had in mind before. Rather, I try to
>
> follow the students' interests and guide them in the way that would make them use the
>
> language appropriately and on the required level, just pointing to the inaccuracies they
>
> make or showing them how the language they use can be improved for a more advanced
>
> level. (Interview 2, Aug 25, 2016).

His main teaching approach is to make students rethink whatever they know from school, and try

to get a new perspective on how these things work in reality. "At times, the procedure would be

confusing for the students, so that they could themselves see the misconceptions they are having

and try to get rid of them" (Interview 2, Aug 25, 2016).

During his class, John sometimes comes up with pseudo-sexist or stereotypical examples to highlight some notions taught in class.

> However, these refer not only to a narrow man/woman approach, but also to a larger spectrum of biases or stereotypes, such as LGBT movement, political affiliations, cultural origin etc. I think that gender discrimination is just a small part of the bigger problem of a narrow world outlook, and when set in the context of other types of discriminations, this could help students avoid thinking stereotypically about all issues. I obviously do not use sayings that are usually referred to be "woman language," and there could be some "man language" that I am using, but I am not consciously aware of it. (Interview 2, Aug 25, 2016).

John usually decides himself on what materials to use; he does not take anyone's advice and does not look for one. He selects methods or activities that in my opinion are efficient. He uses contemporary media and occasionally some modern literature. "The reason I use these is that they are modern, consequently they are a good way of verifying, illustrating, brainstorming, whatever is happening currently" (Interview 2, Aug 25, 2016). As to the freedom in choosing what he wants to do during the class, it is technically limited by syllabi and curricula, which are approved by the department. However, in fact this is never scrutinized, so he has a lot of space for maneuver. In other words, formally, he does not have complete freedom, but in practice, he does, as long as it stays within the frames of common sense.

Hop Off – Behind the Walls of University

John is not only a teacher at university level, he is also an interpreter and that what he especially enjoys. He is also a father, a divorcé, a son, and a brother.

78

Even though he likes to be an interpreter, he has to do this kind of job unofficially, as in Ukraine this additional kind of job has to be unofficial. John also recalls that he heard many sexist comments about female interpreters, and that male interpreters are valued more. "It is easier to work with a male interpreter, because it is easier when you have to travel" (Interview 1, Aug 15, 2016). He often interpreted at gender equality workshops and seminars, after which he started to reflect on his female students and how unaware they are of gender discrimination in the society. He thinks that young women have to be motivated more and to understand that their gender is not an obstacle for them in the road for achieving things, "I would say that there is a general social problem of very low expectations for a woman, professionally speaking. I would say that it is a big problem. Because of my work, I try to make them aware of such things, more self-motivated, more confident" (Interview 1, Aug 15, 2016).

"I am divorcé, not a spouse anymore" (Interview 1, Aug 15, 2016). A special place in this story has to be devoted to John's personal life. Just a year ago, he was married to an older instructor from the same department, which used to be his teacher. In 2015, they started a divorce process and at the time of this writing, John is a divorced man. It is worth noting, that John does not think that work became the main reason for the divorce, as he usually did not even interact much with his wife, even though they worked together at the same department. He has a young son that he sees three-four times per week and he supports his son financially. Fatherhood has shaped John's life and reshaped his life. To be able to provide for his family he secured an additional job. In addition, people around him started to see him differently because of his son. John usually spends a lot of time with his son, he even teaches him English for pleasure. According to the Ukrainian standards, it is unusual for a man to be attached to the kids. It is mother's job to take care of the kids, while father works and makes a living. Nevertheless, John

does not agree with those societal norms and acknowledges that being a parent has changed his life in many ways.

> When he [John's son] was smaller, some people were surprised that I was spending time with him so much, walking and so on. They would consider that not to be a man's role or man's function, but for the last 15-16 years, I have not been following general social trends in these things. If I enjoy this, why should not I do that, somebody may not like that. I ignore those things. (Interview 1, Aug 15, 2016)

Being a teacher does not make John a teacher for his son. Outside the walls of university, he is a different person. It is also hard to recognize John on the streets of the city when it is a vacation period or a holiday. He wears completely different clothes; students do not even identify him.

John is a very confident man and his parents, who always supported him, installed this confidence. "I was lucky to have supporting parents, who did not put any pressure on me" (Interview 1, Aug 15, 2016). They always supported him in any respect. John was also encouraged and supported by his older brother, who was a university teacher by the time John became one.

John uses English a lot outside of the classroom, he has many English-speaking friends with whom he communicates regularly. Even his former students sometimes write to him and they usually communicate in English. John believes that his life would be very different without English

> English is the key to normal functioning in the society for me. It is the tool that helps me keep the status I have (both socially and financially) without getting involved in any illegal activities, like trafficking wood from the mountains, or taking bribes from the students. I would say that English lets me lead a decent life in a country which is

considered by the majority as still under-developing. Technically, I cannot imagine my

life without knowing English. I have no idea where I would be and what I would do.

(Interview 1, Aug 15, 2016)

As to the status of English in Ukraine, John believes that it is improving every year, more

and more people feel they need to know it and more and more people are willing to study it.

According to John, the Ukrainian government every year promises to improve some things, but

the university instructors only get cuts. John is realistic about the future of his profession and

overall educational system's situation in Ukraine. He does not expect much to be changed over

the next decades, but still hopes for the better.

<div align="center">

Irene's Narrative

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Bus Stop – "Irene"

Back in 2010, I was applying for tourist visa to the USA. One of the requirements was to

submit a translated enrollment verification from Olga Pidgiryanka University[14], where I was

enrolled at that time, to the Embassy. I used a translation bureau in the city to do the official

translation for me. When I came to the Dean's office to get it sealed, the Secretary of the

Department Irene looked at the document skeptically and said that there are three mistakes in the

translation. That was my first acquaintance with Irene, who later became my Practical English

instructor. To tell the truth, she was one of the toughest instructors I have ever had in my life.

However, she was also the most knowledgeable one. As a novice teacher, I often use different

techniques and activities she introduced while teaching me.

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[14] All names and institutions are pseudonyms

All Aboard – Irene's Past

　　Irene's idea of becoming a teacher of English came to mind when she was in a middle school. Her teachers, as well her parents, who were teachers by profession, inspired her. At that time, Ukraine was still a part of the Soviet Union[15], for Irene's hard-working family those times were difficult

　　　I was born in the Soviet Union where a pair of jeans was a dream come true, where a can

　　　of Coke made you the most popular gal in the neighborhood, where understanding the

　　　lyrics of Ace of Base spoke of high levels of intelligence. (Online Autobiography, June 6,

　　　2016)

She clearly remembers as a teenager she admired those who spoke English, "being excellent at Physics or Math stood no comparison with speaking decent English" (Online Autobiography, June 6, 2016). Irene was a good student and particularly liked Math and English. She often used some English words when talking to her peers. To some extent, she was proud of herself, as not a lot of students could speak English and majority of them were not even interested in learning it.

　　It was not a surprise that Irene chose a career of a teacher, as both of her parents were teachers. Therefore, she always respected teachers and was always schooled by her parents not to diminish mistakes, but to provide evidence to any of her ideas. She grew up in a family, which according to the Ukrainian standards would be addressed as "intelligentsia" due to their status in the society, as opposed to the working class. "Intelligentsia" was seen as the brains of the nation. Teachers, professors, those working mentally, as opposed to physically, were in that social class. However, their financial status was not even close to the middle class.

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[15] On 24 August 1991, Ukraine proclaimed Independence after the collapse of the Soviet Union.

Bus Upgrade – University Life

Later in life, when Irene entered the Philology department at Olga Pidgiryanka University, she was the only one amongst her classmates who could speak English. However, she understood that her proficiency was far from advanced. This realization served as stimuli for "learning grammar, understanding phonetics as a science one needs to study, discovering history of language that provided with in-depth information about how vocabulary is formed" (Online Autobiography, June 6, 2016). During that period, English was full of discoveries for Irene. Every day, she learned something new and exciting about the language she was eager to perfect.

One of the reasons Irene became a university instructor was the sense of prestige associated with this profession, as well as the prestige of the English language in the society. At the beginning of her work experience, she was pleased to be able to work alongside those, who were her own teachers before. However, she was surprised to learn that some of her colleagues, whom she respected and thought of being role models, were not afraid to take bribes for their work as teachers. Unfortunately, it is true nowadays that corruption and the system of bribes still exist. At university, it is common among students who do not want to study hard just to pay their instructor or administration for the "passing" grade.

There were few significant moments in Irene's life that aid to her becoming a professional English language teacher. She still remembers the first classes at school as a student-assistant during her practicum. During that time, she met her mentor Mrs. Olena Plotna, who, according to Irene, "is a marvelous English teacher" (Online Autobiography, June 6, 2016). Mrs. Plotna's way of teaching impressed Irene because of its dynamics, usage of various techniques, and the rhythm of the lesson. Another milestone in the teaching career was first classes at university as a professor, the first tests to proofread, the first mistakes to admit. The

third significant moment was working as a substitute teacher in one of the colleges in Rohatyn[16], Irene's hometown, "a tiny place where an English teacher who can speak English is quite a rarity" (Online Autobiography, June 6, 2016). One can imagine how happy Irene felt when students sat quietly and listened to her speaking English.

Flat Tire – Obstacles, Challenges

Irene has more than 10 years of working experience. She has taught various levels, such as beginners, intermediate and advanced. Now, she works at university as an instructor for future teachers of English and at Informational Technology Company, where she teaches program developers. She also worked with young children (age three and up), "дійсно це найважчий сегмент, потрібно дуже багато працювати. Це не може бути заняття експромтом. Це найбільше, до певної міри, найбільш така група, що дає насолоду від роботи, але не в плані розвитку себе як професіонала, а в такому якомусь більш людському"(it is indeed the most difficult segment of students, you need to work a lot. It cannot be an improvised class. To some degree, working with this group of learners gives the most satisfaction, but not in terms of being able to develop oneself as an instructor, more in a humane way) (Interview 1, August 3, 2016).

At the beginning of Irene's professional career, one university elderly colleague commented on Irene's inappropriate work attire. Irene was very upset by her comment and did not think that those types of comments could occur at any workplace. At university, even male teachers gossip and criticize one another; they possess more of a stereotypical trait of a woman. Once again, this might be because of the salary level, that they feel insecure. Moreover, older female teachers get the feeling of self- bombast, according to Irene's experiences. "Жінка-

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[16] A rural town in the Carpathian mountains

вчитель тягне роботу додому. Не папери, але ставлення, керування, оцінний момент, все переноситься в життя. З роками гірше стає" (A female teacher drags work home. Not the papers, but the attitude, the domination, the evaluation, everything traces into life. It becomes worse with years) (Interview 1, August 3, 2016).

For Irene, one of the most significant benefits of being a teacher is not only to teach, but also to learn from students. Mostly, she learns from her students at university, "бо там є люди, що приїхали з-за кордону, наприклад, які вчилися там. Тоді ти можеш отримати щось, а не тільки ділитися знаннями" (because there are people who came from abroad, who studied there, for example. In that case, you can get something, not only transmit your knowledge) (Interview 1, August 3, 2016).

Having worked in the sphere of education for more than 10 years, Irene says that the Ukrainian "system of education lacks good teachers, hands-on experience and interpreting expertise" (Online Autobiography, June 6, 2016). The methods used by instructors do not provide practical implementation of the acquired skills, but due to the subjects like History of the Language, Ukraine's higher education system made Irene "fall in love with the beautiful language of Shakespeare and Hemingway" (Online Autobiography, June 6, 2016). Writing a dissertation is the biggest challenge for Irene. She has spent 5 years and still cannot manage to combine working at two different jobs, having a daughter, husband and finishing dissertation. Irene's biggest victory in the sphere of teaching is her flexibility in working with different age groups, from 3 year to 50 year olds. Motherhood leads Irene's decision in professional and personal life. Being a mother, she does her best to provide for her family, as well as spend time with her daughter. She mentioned that working with kids of younger age is challenging, but it also gives her pleasure. Her motherly instincts help her in relationship with students.

Motherhood shapes Irene live in many ways, she constantly tries to find a balance between being a teacher and a mother.

Passengers On the Bus – Irene's Two Workplaces

Irene used to working in a female dominating sphere, as majority of English teachers and students at university are females. However, she does not see it as any disadvantage or advantage to her professional career. In contrast, at her second job, at Informational Technology Company (IT Company), she works in a male-dominant environment. The main difference between two work places for Irene is in the way she receives feedback. At university, students and other instructors "надають оцінку твоїй роботі у формі пліток" (give their feedback in the form of gossips) (Interview 1, August 3, 2016); whereas at IT Company she receives a more straightforward opinions about her work. Also, at university, teachers are not that flexible in terms of choosing their own materials. The national curriculum dictates what should be taught, however teachers still have some flexibility. What they have to teach is the vocabulary that will be checked at the end of semester. However, if a teacher wants to do more, they are allowed to do it.

As a teacher, Irene admits that she talks sometimes more than she should, and is a little bit impatient, especially when students need more time to give an answer. She is also a hard-working professional who likes to be praised for her work. Her teaching philosophy can be summarized in a few phrases, "не нашкодь, вмій виправити свою помилку, визнати свою помилку" (do not harm, know how to correct and admit your mistake) (Interview 1, August 3, 2016). Irene sees that majority of the teachers follow the routine plan, such as teaching grammar, testing students' knowledge, as it allows them to show their superiority. However, based on her

86

experience, Irene realizes, the vocabulary and speaking are the most important aspects of the language learning.

As Irene reflects on her position as a teacher in Ukraine, she realizes that it is not a financially satisfied profession; neither it is having some social benefits. For Irene, it is "something different; it is being able to live a new life, experience things you wouldn't be able to experience through your mother tongue" (Online Autobiography, June 6, 2016).

Being an English language teacher is a prestigious profession that requires a lot of time and love for teaching various students. "Труднощі, домашні проблеми […] не можна, щоб вони впливали на роботу" (Troubles, family problems […] you cannot allow them to interfere with your work) (Interview 1, August 3, 2016). In terms of working with female students, Irene does not see any hidden misunderstandings, as could happen between a male instructor and a female student. For example, in Ukrainian language, a female teacher could call a female student "рибко, золотко" (little fish, sweety pie) (Interview 1, August 3, 2016), but if a male teacher addressed his student using those words, it would be considered inappropriate. As to working with male students, Irene understands that males will not answer her in a harsh or disrespectful way because of her female status. To be honest, Irene does not have pleasant memories of working with male students. Especially she recalls one incident that happened at the beginning of her career. Irene was a teacher of a student whose mother also worked as English instructor, but Irene "не бачила можливості поставити йому відмінну оцінку на фоні дівчат значно старанніших. Потім, як виявилося, хлопець мав нервовий зрив, емоційний зрив" (could not give him the highest grade, as he was less skilled in comparison to female students, who were more diligent. As was discovered later, this student had a nervous breakdown, an emotional one) (Interview 1, August 3, 2016).

Once, Irene decided to talk to her supervisor at IT Company about the raise in her paycheck. When she met with him, he only smiled and bowed his head without giving her any concrete answer. Looking back at this situation, Irene thinks that if she were a man, the supervisor would provide an honest answer, instead of avoiding it. At IT Company, Irene was a witness of a situation when a young woman was hired because of the good-looking picture on her resume. As it turned out, that young woman did not have enough qualifications to work as an English teacher there.

When Irene receives teacher evaluations of her work, they are always positive, but she does not think they really represent objectified opinion of her work. "Недавно я почула, що одна колега хотіла б клонувати мене, щоб у нас в компанії було двоє мене" (Recently, one of my colleagues said she would like to clone me, so that we have two "mes" in a company) (Interview 1, August 3, 2016).

As a teacher with an extensive work experience, Irene says that even today being a woman influences her choices of texts. For example, she would rather choose a text about family, children for her students at university, and for the program developers she has to choose something about technology. Based on the experience, Irene noticed that group work and individual work is "OK" for both genders, whereas pair work does not work for men. Video is more interesting for men, but reading is more engaging for women, maybe because women are more patient. Writing an essay for men is a very hard task.

Irene notes that a lesson plan is an important aspect of teacher's work. She usually spends some time looking for interesting activities, materials for students to do in class. Typically, she follows a standard lesson plan – warm-up, homework checking, new material presentation, evaluation, and homework setting. Irene believes that lesson plan helps her to be organized

Я використовую різну літературу, сайти, BBC learning English сайт playphraze.me,
де нові слова можна знайти в частинах фільмів.Часто я використовую статті, відео,
такі як з Discovery, TED зазвичай для обговорення та вокабул яру (I use various
literature, sites, BBC learning English site, playphraze.me, where new vocabulary can be
found in movie excerpts. I often use articles, videos, such as Discovery, TED for
discussions and vocabulary) (Interview 2, Aug 12, 2016).

Irene thinks that English is used excessively at IT Company, where she works. Many
workers add Ukrainian affixes to English words "юзати, фіксити" (use, fix) (Interview 2,
August 13, 2006). Though, Irene does not use English words without the necessity outside of the
class. If not English teacher, Irene would become a program developer; her Math was good at
school. She would definitely not be a host or a worker at a factory.

Irene's journey in becoming English teacher was not an easy or smooth path, it had
bumps and detours, but at the end, it led her to figuring out who she is and what she is doing.
"Truth be told, I am completely satisfied with what I am doing alongside with the feedback I
receive" (Online Autobiography, June 6, 2016). Would life be different if Irene was not an
English teacher? She believes so. Irene is 98% satisfied with her current work and life situation,
she would not have changed anything.

<h2 style="text-align:center">Summary of the Chapter</h2>

The chapter presented narrative stories of two Ukrainian English language teachers. Two
narratives were produced based on the data collected from various sources. Two narratives
demonstrate teachers' stories starting from their past, when they were just starting to learn English
up to their present, when they are established English language instructors and imagined future.
Each narrative describes participants' development as English teachers, various experiences on that

route, people who played significant roles in their lives and events that influenced their identities. Narrative stories depict participants' identities constructions within their communities of practice, as well as beyond them.

Now, I turn to the model journal article to be submitted to the *Journal of Language, Identity, and Education*. The discussion of the themes emerged from the narratives with their connection to the existing literature on English language teacher identity and gender is provided.

CHAPTER FIVE

WHERE GENDER AND ENGLISH LANGUAGE TEACHER IDENTITY INTERSECT:

NARRATIVES OF TWO UKRAINIAN TEACHERS

Abstract: Using intersectionality theory that focuses on the interactions of multiple identities, the proposed study explores narratives of one male and one female in-service English language teachers in the Ukrainian context. The purpose of the study is to investigate teachers' journeys in constructing, performing, and negotiating multidimensional identities at various workplaces with gender performativity being a significant factor of the participants' identity formation. Employing a narrative inquiry approach, using online autobiographies, interviews, and lesson materials, John and Irene's[17] multiple identities have intertwined with gendered identity performance and performativity and have shaped their experiences from a) becoming English language teachers, b) to establishing as professionals. The findings of the study indicate that gender construct plays a crucial part in the teachers' identities development. There is a complex relation between teachers' gender performance and identities, which are related to the sociopolitical situation in Ukraine. Both participants discussed their positionality and identity within the institutions they teach, where they sometimes felt privileged, praised or oppressed, marginalized, and disempowered due to their gender identity. The study aims to address the gap in the research on the Ukrainian teacher gender performance and performativity, as well as identities' construction. The article concludes with implications for the field of education.

Key words: gender performativity, identity, Ukrainian context, narrative, English language, intersectionality.

Word Count: 8198 words.

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[17] All names are pseudonyms chosen by the participants.

It is not that you earn a lot if you are a teacher in this country [Ukraine], neither is it about receiving any social benefits. It is something different. It is being able to live a new life; experience things you would not be able to experience through your mother tongue. (Irene, Online Autobiography, June 6, 2016)

Being a teacher for me is a great responsibility, and whenever I enter a classroom, I feel a little bit apprehensive, especially during the first class, as I know I can make a difference in these children's lives, and it is up to me to do it, or to miss it. (John, Interview 1, Aug 15, 2016)

If a male teacher, for example, is rare then somehow socially, not that he gets any higher status, but it is just easier for him, but I would say, it is easier for me to be a male teacher of English than it is for a female teacher of English. (John, Interview 1, Aug 15, 2016)

Жінка-вчитель тягне роботу додому. Не папери, але ставлення, керування, оцінний момент, все переноситься в життя. З роками гірше стає (A female teacher drags work home. Not the papers, but the attitude, the domination, the evaluation, everything traces into life. It becomes worse with years) (Irene, Interview 1, August 3, 2016).

These fragments from John and Irene's narratives illustrate the complexity of their identities that are shaped by being teachers of English and parents, which are important parts of their lived experiences and gender performativity, being an integral component of their identities. The first epigraph depicts Irene's idea of what it means to be a teacher of English in Ukraine. In

92

this excerpt, Irene mentions mother tongue and Ukrainian context, which appear to be a barrier, while English is an opportunity for her "to live a new life." Next, John expresses his view of being a teacher as a responsible individual. His purpose of teaching is to "make a difference" in students' lives. The final two epigraphs illustrate John and Irene's perception of their gendered identity. John privileges his gender and acknowledges benefits connected to his teacher identity. At the same time, Irene states that her gendered identity is tightly connected to her professional one and communicates complicated nature of the interplay of identities. Therefore, participants' identities appear to be complex and intersectional in nature.

According to Launius and Hassel (2015), the intersectional approach allows describing identity shifts, which are relevant to socio-political contexts' changes. At the time of this writing, Ukrainian context is in the process of the changes. The government tries to implement laws that would allow Ukraine to enter the European Union. However, the country is still in the state of war with the Russian Federation on the east of Ukraine, where two regions decided to establish the independent republics, which are not legally recognized. Moreover, the Crimea peninsula, which was annexed by President Putin in 2014 and now is under Russian Federation's jurisdictions, though again it is not recognized legally by many world countries. The political and economic situation in Ukraine is a complex matter. In addition, there are many societal problems, for example, gender equality. In Ukraine, as reported by the radio station "Svoboda,"[18] 48% of women and 52% of men believe that there is no gender discrimination, as well as 58% of women state that there exists gender equality. However, the Ukrainian society is heavily patriarchal and the topic of gender is often silenced. Historically speaking, Ukrainian men and

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[18] Radio "Svoboda" (Free Radio, Radio Liberty) is a United States government-funded broadcasting organization that provides news, information, and analysis to countries in Eastern Europe, Central Asia and the Middle East, where the free flow of information is either banned by government authorities or not fully developed. The radio station is considered the most trust-worthy and objective in Ukraine.

women always had specific roles in the society that were solely aimed at specific gender (Bialystok, 1998). During the Soviet Union times, the gender and sex topics were banned and prohibited for discussion, as those topics were distracting and useless, according to the Communist Party (Ashwin, 2000). Thus, there is a little research related to female teachers' experiences in post-Soviet contexts, but there is much less research on masculinities and male teachers' gender identities in those countries. Today, Ukraine is an independent country that strives to change its economy, police system, corruption, but the gender question remains unnoticed. According to Launius and Hassel (2015), gender is "shaped by behavioral cues and social codes that are coded as "masculine" or "feminine" (p. 27). Therefore, gender expression is similar to performance; it is "something you "do" rather than something that is built into or programmed into you" (Launius & Hassel, 2015, p. 27). In addition, according to Judith Butler's (1997) explanation of gender as a performative act, it is a decision or decisions individual makes about what kind of woman or man he or she wants to act as. As a result, the construct of gender is an important topic to be explored in the Ukrainian context and particularly in the education field, where the gender division is especially noticeable (Lin, 2004). In addition, this study employs the identity definition articulated by Varghese, Morgan, Johnston, and Johnson (2005), which views identity as "not a fixed, stable, unitary and internally coherent phenomenon but [identity] is multiple, shifting, and in conflict" (p. 22). Moreover, identity is context-related, transformative, and agentive (Varghese, Morgan, Johnston, & Johnson 2005).

Another important aspect of this article is the status of English language teaching in Ukraine. Due to Ukraine's complex historical background and geopolitical position, its language situation is indeed complicated. Half of the country speaks Ukrainian and the other half – Russian. This language situation, "with one official language, one language of a wider

communication," has put English in a favorable position (Goodman, 2009, p. 32). It is not a surprise that English is viewed as a path to economic satisfaction and ultimate wealth. English is used for business purposes and is more important than other two languages for employment. This favoritism is termed by Ciscel (2002) as "linguistic opportunism, which is defined as a weaker form of imperialism based on the economic opportunities associated with English" (Goodman & Lyulkun, 2010, p. 81). Ukraine invests in English language learning by cutting Ukrainian language classes, but it also creates the sense of competition between English, Ukrainian, and Russian. Over past 10 years, English has gained prestige in Ukraine and is appearing as a medium of instruction at universities (Tarnopolsky & Goodman, 2014). Moreover, English language teaching in Ukraine is considered a prestigious profession. Taking into account the gender construct being silenced in the Ukrainian society and the status of the English language, this article examines lived experiences of male and female English language teachers in journeys of negotiating, shaping, and reconstructing their multiple identities.

Gender and Identity in English Language Education

In the field of TESOL, teacher identity is thought to be an important component of classroom teaching (Varghese, Morgan, Johnston, & Johnson, 2005), and it is shaped by the complexities of the social context in which teachers work and live (Duff & Uchida, 1997; Simon-Maeda, 2004). Similarly, various scholars (Appleby, 2010; Lin, Kubota, Motha, Wang & Wong, 2006; Norton, Pavlenko, & Burton, 2004) have theorized gender construct. Several studies looked at Western male English teachers' identities (Appleby, 2013; Francis, 2008; Jupp, 2013), though nonnative male English teachers' identities were not explored. In addition, Kirk (2010) states that female teachers' identifies are well theorized and documented in western contexts, though little or no research has been done in other parts of the world. To the best of my knowledge, there

are not any research studies investigating the intersectionality of identities and gender of teachers in the Ukrainian higher education. Moreover, English language teachers in Ukraine were not previously mentioned in any of the research studies conducted in a field. A few articles that mostly look at the English language status and usage represent post-Soviet Ukrainian context (Goodman, 2009; Goodman & Lyulkun 2010; Bilaniyk, 2003; Tarnopolsky & Goodman, 2014). This article uses intersectional approach and looks at two in-service English Language teachers, who negotiate their multifaceted identities with the help of English. Specifically, there were three main research questions aimed at examining the intersection of gender and identities, such as a) In what ways do Ukrainian English language teachers construct their language teacher identity? b) How does gender influence English language teacher identity? and c) How does teachers' gender and identity performance shape their experiences within and beyond the institutions?

The study is based on Judith Butler's (1997) definition of gender as a performative act, which can be explained by the analogy of the choice of clothes a person feels like wearing on a particular day, for a specific event or according to particular societal expectations. Gender is not biologically determined, unlike sex; according to Butler (1997) gender is not predetermined, it is constructed and acted out by a person. "Gender is the repeated stylization of the body, a set of repeated acts within a highly rigid regulatory frame that congeal over time to produce the appearance of substance" (Butler, 1997, p. 108). People are not just acting like in a performance, but rather actively constructing gender as we act it out (Butler, 1997). In addition, gender is a habitual and daily act that is played based on one's identity. Aneja (2016) elaborates on Butler's (1997) idea, that "a girl does not so much *act like a girl*, in an expression of priori or independent girlish identity, so much *as girl*, as a verb, through series of 'constitutive acts' accumulate over time" (p. 576). Hence, gender performativity is an essential part one's identity. In this study,

96

John and Irene's gender performativity plays a profound role in their becoming and establishing as English language teachers in Ukraine.

Based on the reviewed literature and for the purposes of this study, I define identity according to Danielewicz (2001) as it refers to "our understanding of who we are and who we think other people are" (p. 10). This means that the construct of identity is formed through the personal understanding with contextual influence. In order to understand teacher identity and gendered influence on it, it is important to examine teacher's lived experiences in the community of practice. Community of practice is "a set of relations among persons, activity, and world, over time and in relation with other tangential and overlapping communities of practice" (Lave & Wenger, 1991, p. 98). For the study, this conceptual framework is a valuable aspect of analyzing relations, engagements between the participants of the study and their identities, which are manifested in the community of practice. Gender is a very significant factor in determining teachers' roles, responsibilities, and status in families and communities. Gender influences teachers' perceptions of themselves and their priorities for the future.

Method

The study employed qualitative, narrative inquiry approach to explore participants' experiences with teacher identities construction and gender performativity. According to Yin (2011), this methodology gives an opportunity for researcher to explore context of the participant's views, values, and perceptions. The study used three data sources: online autobiography, semi-structured interview, and lesson plan with a follow-up interview. As Pavlenko (2002, 2003) argues, autobiography is a valuable, rich in content qualitative data source for examining lived experiences. The semi-structured individual interviews covered issues related to teacher identity, gender and the English language status in Ukraine. A lesson

plan with a follow-up interview is a type of a reflective exercise, with the help of which teachers can make connections between broader goals as educators and their practical ways of implementing those goals in classrooms through the usage of their lesson plans. Each participant was free to choose what stories he or she wanted to share in a preferred language. Interestingly, Irene chose English for her online autobiography and Ukrainian for the interviews, while John used English for his autobiography and interviews.

Although, both participants had identical prompts for online autobiography and were asked identical interview questions, John provided a more detailed online autobiography, as well as his interviews were longer and contained extensively more data than those of Irene's. This fact is also a part of gender identity construction of both participants. In support of my observation, Edelsky (1981) found that both women and men are equally talkative during the very informal meeting, when there are many speakers at once; however, when it is a single-speaker communicative event, men tend to talk more. Moreover, according to Holmes and Meyerhoff (2004), "research on amount of speech shows that not only do men talk more overall than women, but that women and men tend to talk more in different kinds of situations" (p. 115). Therefore, I state that the difference for data gathered from John and Irene is a part of their gendered identity performance.

I started analyzing John and Irene's data gradually, starting with reading online autobiographies for many times. Then, I coded participants' linguistic autobiographies, which led to the identification of common themes (codes). When the second data source was collected, I transcribed interviews first, and then I analyzed them. The interviews were conducted in both languages, Ukrainian and English, depending on the participants' personal choice. For the interviews in Ukrainian, I followed Pavlenko's (2007) advice that "all narratives should be

analyzed in the language in which they were told and not in translation" (p. 173). For the third data source, sample lesson plan, I collected one lesson plan from Irene, examined it and conducted a follow-up interview with her regarding the lesson plan. John, in his turn, did not provide a sample lesson plan, as he does not use formalized lesson plans. Therefore, I asked him to provide examples of the tasks and texts used in class. After that, the interview was conducted in the same way as with Irene. After identifying major themes (codes), I started to write participants' narratives based on the collected data. I used past-present-future model for the organization of their stories (Clandinin & Connelly, 2000). Each narrative describes participants' development as English teachers, various experiences on that route, people who played significant roles in their lives and events that influenced their identities. Participants' narratives were based on their personal stories, which I interpreted as both an insider and outsider in relation to the participants' lived experiences. In the next section, I provide insights from Irene and John's narratives under common themes, which emerged from their stories and portray the complexity of nonnative teachers' identities, which are shaped and negotiated in multiple contexts.

Insights from Irene and John's Narratives

John and Irene are experienced teachers, who have worked at university level for more than ten years. At the time of this writing, they are English language instructors at Olga Pidgiryanka University in Ivano-Frankivsk, which is located in the Western Ukraine. John and Irene teach general English courses, such as Grammar or Practical English to the future teachers of English. However, this is not the only workplace for both participants. Irene also works at the international Information Technology (IT) Company, where she teaches English to the IT personnel. Similarly, John is working as an interpreter at international conventions or public meetings with foreigners. Just as Wenger (1998) states, "identity is a becoming, and the work of

99

identity is ongoing and pervasive; it is not confined to specific periods of life, like adolescence, or to specific setting, like the family" (p. 163). Hence, the narratives of two participants discussed their various experiences at work, at home, and within the society, as well as their narratives represented stories from early childhood to their present and imagined future.

"English was Some Sort of a Way out from the Gray Days Of The 90s, and a Way to Make Living in an Honest and Dignified Way" (John)

Irene and John were born in the families of teachers, who are considered "intelligentsia" of the society in Ukraine. Nevertheless, families' social status did not allow them to be fully satisfied financially. Irene mentioned that owning a pair of jeans was impossible for her during the Soviet Union times. At those times, the English language was projected as "some sort of a way out from the gray days of the 90s, and a way to make living in an honest and dignified way" (John, Online Autobiography). For both participants, parents' approval and family legacy of being teachers influenced their decision to become English language teachers. In addition, Irene's decision of becoming English language teacher was supported by gendered sociopolitical attitudes toward expectations of a career choice for women in Ukraine. Similar to Park's (2009) description of Korean society, Ukrainian patriarchal society has to approve female choices of the career path. Moreover, there exists a general belief that English will give women an opportunity to find a better job; hence, assigning power to the English language and minimizing career choices for females. In John's case, despite the fact that parents supported his decision of entering English department, his classmates and friends expressed societal disapproval of such a feminine career choice for a male (Drudy, 2008).

> I often heard that the Department of English was not a "proper" place for men. I would
>
> often be confronted with such questions or comments as "this is education for girls," "and

what are you going to do after you graduate, be a school teacher?" "this is not the right

place for boys" etc. (John, Online Autobiography, June 13, 2016)

For John and Irene, developing English proficiency was a foundation for becoming

university teachers. John was granted an opportunity to go abroad and study at the US University

for a year, and Irene mentioned that she was the only one amongst her classmates who could

speak decent English. The decision to major in English was not John's first choice; he wanted to

become an interpreter, but this option was not available at the university. Similar to John's

decision, many students even today decide to enter English department because they are not sure

what they want to do and in order not to waste the next years, they choose to study English

(Maher & Ward, 2002). Both participants expressed thoughts that English language major is

considered a prestigious major. According to Vandrick (2009), privilege is seen in academia too

– some universities or majors are more prestigious and reputable. Following family's tradition,

Irene and John became teachers, though the teacher's career did not provide the economic

stability, it still promoted respected and prestigious societal class status for them. In Ukraine,

English language teaching is positioned as a prestigious profession, however, unlike, for

example, in East Asian countries, teachers do not receive high wages. This difference raises an

issue of the status of English language teachers in different contexts. As majority of the teachers

in Ukraine are nonnative speakers, their racial identity might be an obstacle for a higher salary.

Moreover, similar to East Asian countries, which attract native speakers of English from

particular countries (Ruecker & Ives, 2014); there are numerous job advertisements for native

speakers of English to teach at private schools and universities in Ukraine. Therefore, John and

Irene had to secure additional jobs to support their families. As a result, becoming and being

teachers for participants is seen as a passion, not merely a career that brings financial satisfaction.

"It Is Easier For Me to Be a Male Teacher of English Than It Is For a Female Teacher of English" (John)

This section explores the ways participants' gender influenced their professional identities being members of the communities of practice (Wenger, 1998). John and Irene shared experiences and engaged in activities that signified membership in the university's community. These interactions mostly occurred between teacher-teacher, teacher-student, and teacher-administration. John understood early that teacher profession is heavily gendered. When he entered the Department of English Philology, the male population constituted approximately 10% (Drudy, 2008). John perceived his role in the university community as being a "rare" male teacher and acknowledged privileged status he obtained due to his gender (Maher & Ward, 2002). He also said that it is "fun" to be a male teacher amongst females and he enjoyed his status (Appleby, 2013).

> It is like that in nature, in society, anywhere. If a male teacher, for example, is rare then somehow socially, not that he gets any higher status, but it is just easier for him, but I would say, it is easier for me to be a male teacher of English than it is for a female teacher of English. (John, Interview 1, Aug 15, 2016)

This particular excerpt of John's narrative point to the notion of gender being performed and performative. Gender as a performance implies that John can act manly or take on a masculine role in order to achieve or attain this "privilege" afforded to him as a male. Gender performativity implies that there are a limited set of ways that John can be 'read' or 'interpreted'

as a body in a particular discursive and social context. That it is this notion of 'privilege' that is performed or that makes John legible or interpretable.

Moreover, John also had more access to the administration, as he spent time smoking with supervisors, from which female teachers were excluded. In this case, John's gender performance suggests that he smokes because he acts like a man. While performativity suggests that it is the discursive and social context (the smoking or the 'smoke break') that provides a basis for him to be interpreted or understood by others and himself. In other words, John has the opportunity of smoking or not smoking. He selects one (smokes) and he is 'readable' in a particular way. He selects to avoid smoking, and he is 'readable' in a different way. But it is the larger set of conditions that make John 'readable' in certain ways. This leads to a perpetual repetition of gender as means of conforming to and subverting expectations.

His students were mostly females, but he, a male instructor, according to his words, found a comfortable way to interact with them. However, one incident happened with a female student that he vividly remembers today. John gave that female student unsatisfactory grade, which led to her writing on Social Media that "if [John has] some problems with [his] wife, [he] should go get some help" (John, Interview 1, Aug 15, 2016). Student's language usages points to its gendered nature. As well as gender performativity being played upon John's identity of a spouse and a teacher. This vivid example of gender performativity enables to see how one is positioned by others due to the gender role being assigned to him/her in a particular setting and according to societal norms.

Similar to John, Irene is comfortable working with same sex students (Dee, 2005). She mentioned that with female students, she was able to use language practices typical for a female, for example "рибко, золотко" (little fish, sweety pie) when addressing female students.

103

Moreover, these examples are typically used by mothers when they are talking to children in the Ukrainian society. Hence, Irene was not only using those particular nouns to refer to her female students, but because she was also comfortable using them as she is a mother and probably have used it with her young daughter. This example shows the intersectionality of multiple identities and their interaction in Irene's life. Irene also mentioned one extremely unpleasant memory that she had from working with a male student. Irene was a teacher of a student whose mother also worked as English instructor, but Irene

"не бачила можливості поставити йому відмінну оцінку на фоні дівчат значно старанніших. Потім, як виявилося, хлопець мав нервовий зрив, емоційний зрив" (could not give him the highest grade, as he was less skilled in comparison to female students, who were more diligent. As was discovered later, this student had a nervous breakdown, an emotional one) (Irene, Interview 1, August 3, 2016).

Her negative experience could be a part of the gender-biased attitude, but there is no evidence to deny or prove it. Based on participants' experiences, classroom is a gendered space in which various roles, identities are being formed (Levitt, Bloch & Soumaré, 1998). John and Irene shared their complex identities with their students' identities that in some cases came into conflict (Asher, 2007).

John's gendered identity was represented when he mentioned to dislike working with the first year students. In that excerpt of his story, he talked about his gender identity of being a man, as opposed to the woman, who would take care of the first-year students. John uses verbs to describe that experience, such as "care," "guide." Those verbs are typically associated with woman's role of a caregiver. As to John's aims at teaching, he encourages students to think critically about the world around them and different issues, including race, gender, class

(Kubota, 2004; Lin, 2004). Irene said that for her, teaching is not a one-way interaction, but she is also learning from her students.

According to John, there is a clear gendered division at the faculty's office: females are separated from males; their tables are situated closely together, while male teachers do not even have a desk or they are in the corner of the room (Lin, 2004).

Irene's career in the Department of English Philology, began as being a Secretary to the Dean, which was always a position given to prospect female teachers. Later, she became a teacher and experienced the gendered environment of the institution. Once, she received a comment from her older colleague about her appearance, in particular the type of clothes she wore to work. Physical appearance is also a part of Irene's gendered identity performance in the described event (Motha, 2005). As reported by Launius and Hassel (2015), "an intersectional approach to masculine and feminine norms of appearance emphasizes that those norms differ by race and class. That is, gendered norms of appearance are racialized and classed" (p. 127). In Irene's case, she specifically said that if she were a man, this comment would not be voiced. Gender performativity in this case is visible in how others perceive Irene, as a female. According to their gendered norms, she had to be wearing a different type of clothes. The societal gender norms viewed Irene choice of clothes as inappropriate, while her own gender performativity wanted to express its nature in this particular way by wearing that particular type of clothes. Irene also mentioned gossiping as a way of evaluating teacher's performance. Interestingly, Irene commented that male professors at university are acquiring some of the stereotypical female traits ("male femininity," according to Francis, 2008), such as gossiping and criticizing others. Again, this comment refers to gender being a performative act. In the case of male professors, they are supposed to be behaving as tough, serious, focused on the earning money teachers.

Nevertheless, as mentioned by Irene, their gender performativity was expressed in the way of gossiping and criticizing others. In addition, Irene could not but reveal that some professors were taking bribes for the work. Being an insider to the Ukrainian context, I suggest that the problem of bribes lies in the society, which made it a norm. However, it is also a part of the low salary that teacher's get. As Maher and Ward (2002) note,

> the statues and pay of the teachers continue to rank below those of most professions, and the majority of teachers remain women, usually White women […] young women choosing teaching are still routinely assumed to be setting for a second-class career or fall-back option, reflecting their 'natural' nurturing abilities, because the more able may now be lawyers, doctors, or business-women. (p. 54)

This is true for Irene and John, who had to find second jobs, as the university teaching career was not enough to support their families.

Irene also discussed some instances that happened to her at the second job site and revealed her gendered identity. For example, during an Interview 1, Irene remembered that one time she decided to speak to her supervisor about her salary, which was already a sign of her initiative nature, but, unfortunately, the supervisor did not take her words seriously, he only smiled and nodded without giving her a clear answer. Therefore, this case is a vivid example of what is called by Launius and Hassel (2015) "gender ranking" (p. 128). First, gender ranking is seen in the power relation between Irene, as a female teacher and her supervisor, a male. In addition, Irene thinks that is she were a male, her supervisor would give an honest answer. Irene is conscious about her gendered identity and is reflecting on other scenarios, trying to put herself into a man's role and think of what would happen if she were not a woman. Irene also shared her male colleagues' attitude to a newly hired English teacher, who had a nice picture on her resume,

106

even though her expertise was not impressive. Irene assumed that she was hired due to her looks, not the qualifications she possessed. As reported by Ruecker and Ives (2014), the English language field has become heavily advertised and marginalized in terms of gender, race, and nationality, whereas teacher's qualification are not taking into account in the hiring process. With respect to performative identity, Irene's experiences at various workplaces show that gender performativity caused various effects and was also influenced by the contexts Irene was in.

The pedagogical choices made by Irene and John were influenced by their professional identities, which are interplaying with other identities (Aneja, 2016). Namely, Irene spends a lot of time preparing lesson plans, while John never uses a lesson plan; he is a proponent of a spontaneous teaching.

At Irene's second workplace, IT Company, she thought that English was used excessively. Her co-workers would add Ukrainian affixes to the English works, which also showed the power of the English language in the Ukrainian society (Duffy, 2000; Goodman, 2009).

Both participants also described events when some administrative personnel or colleagues of a higher position diminished their status of a teacher. Kubota (2002) specifically talks about these instances by pointing out that "instructional fields are indeed sites of struggle for power. Compared to faculty who have higher social status in terms of race, gender class, and language, minority faculty tend to be confronted with more intense struggles for power" (p. 302).

The participants' gender performativity was heavily influenced by their workplace interaction with colleagues, students, administration. As Thimm, Koch and Schey (2003) mention, "verbal communication at work influences the professional performance of men and

women in gender-specific ways, and that the communication of social categories plays and important part in the construction of gendered professional worlds" (p. 529). John and Irene's identities, as participants in the university's academic community of practice, were formed, negotiated, and transformed through various forms of language usage, experiences with colleagues, students of both genders in social, cultural, and political contexts (Duff & Uchida, 1997; Simon-Maeda, 2004).

An exploration of Irene's educational path shows that becoming a university English language teacher in Ukraine may be different for women and men. The years spent on writing dissertation, taking a maternity leave, means that it takes more time for a woman to earn PhD, than it is for a man. In particular, John has earned his PhD two years ago, while Irene was still working on her dissertation at the time of the data collection.

It is worth to note, that any participant did not specifically discuss their national identity performance. Irene only referred to the Ukrainian context when she discussed her job, as her identity was heavily shaped by this context. Similarly, Launius and Hassel (2015) acknowledge, "social class and socioeconomic status are profoundly important in shaping […] experiences of the labor market and the various kinds of privileges and right they are entitled to" (p. 125). John, in his turn, did not explicitly talk about his national identity. He briefly mentioned Ukrainian context when discussing his future visions, but seemed to separate himself from it. Panteli and Zembylas (2013) conducted a study to explore national identity and gender. The general finding of their study showed that issues of national identity seemed to be more important than gender issues. In case of the presented study, national identity appears to be less important and expressed indirectly and partly, compare to the gendered identity. An interesting aspect to the participants' national identity performance is the fact that at the time of this writing Ukraine's

eastern part is at the state of war with the Russian Federation. Nevertheless, both participants did not mention any information or their attitude towards the political situation in the country. I speculate that participants wanted to distant themselves, as this is a very sensitive topic in the Ukrainian society.

"Жінка-Вчитель Тягне Роботу Додому" (A Female Teacher Drags Work Home) (Irene)

Parenthood is considered one of the main obstacles for working women in Ukraine, as it is hard to balance career and married life by societal belief. In Irene's case, she seems to manage successfully being a mother, a spouse, and a teacher at two workplaces. Her identities are breaking the common stereotype of housewives.

Being a working woman, Irene found it hard to combine her personal and professional lives. She mentioned that writing a dissertation was the biggest challenge, as she had family chores. As mentioned by Launius and Hassel (2015), "two institutions that profoundly shape women's lives are the workplace and the family" (p. 88). I agree with these scholars, as in Irene's example, her identities are mostly negotiated between those two institutions. Irene also specified that she tried not to bring her family troubles, problems into the work environment; on the other hand, she reported that she brings home her job,

Жінка-вчитель тягне роботу додому. Не папери, але ставлення, керування, оцінний момент, все переноситься в життя. З роками гірше стає (A female teacher drags work home. Not the papers, but the attitude, the domination, the evaluation, everything traces into life. It becomes worse with years) (Irene, Interview 1, August 3, 2016).

In this excerpt, Irene's intersectional nature of gender and teacher identity is especially visible. Irene's gender is performative, as she moves between various social contexts and the performativity changes accordingly, as it socially constructed and negotiated. During interviews,

109

Irene mentioned that she does not have a lot of time, as she had household chores, which included making dinner and taking care of her daughter and a husband.

From Irene's narratives, it is understood that she moves between her identities as they not only intersect with each other, but with the other identities, of her family members, students and even with the physical spaces, such as home and classroom (Porter & Tanghe, 2016).

As to John's personal live, he is a father, a divorcé, a brother, and a son. His relationship with a son represents an opposite from what society would think of a father.

When he [John's son] was smaller some people were surprised that I was spending time with him so much, walking and so on. They would consider that not to be a man's role or man's function, but for the last 15-16 years, I have not been following general social trends in these things. If I enjoy this, why should not I do that, somebody may not like that. I ignore those things (John, Interview 1, Aug 15, 2016)

John and Irene's personal identities are heavily influenced by their other identities and multiple contexts they interact in. Here, I state that participants' multiple identities are complex and intersectional in nature. It is vivid from the narratives that both participants have had various experiences with their identities, while English was sometimes a hidden, sometimes a visible aspect of those encounters. Participants' identities are multilayered and formed from lived experiences. Various facets of the identities intersect and create a human being with multidimensional identity construction. It is not possible to separate or to take out one of the identities and look at it independently.

Discussions and Implications

This study has explored the intersectionality of gender and identities of two Ukrainian teachers of English. The intersectional approach allowed investigating multiple facets that shape

John and Irene's lives. Their gendered identities were always an important aspect of their lives, starting from the first encounter with the English language, to becoming and establishing themselves as English language teachers. Gender also influenced participants' lived experiences at various workplaces and is projected to keep playing a crucial role due to the sociopolitical context in Ukraine. Similar to Park (2013), I investigated the complexity of teaching and "relationships between gender and teaching" (p. 16). In this study, I attempted to explore the ways two in-service English language teachers constructed and performed their identity, focusing on the gendered identity. As stated by Motha (2005), "my intention in this study was not to identify a solution […] I sought to explore" (p. 31). I explored teachers' identities too.

I support Vandrick's (2009) point that "identities are not unified or static, but rather multiple and fluid and evolving" (p. 3). Further, Vandrick (2009) points out that "teachers and students do not come to their classrooms and work as blank slates, but bring all their identities and experiences, whether they show or discuss them openly or not" (p. 17). Another scholar, Alsup (2006) discusses the borderland, which is the place, where different identities meet, and where a change can be brought up to evoke transformation. Similarly to present study, in Alsup's study, identities are in conflict, complex constructs, which look for ways to negotiate their intersectional nature. As to gender being the focus of this study, it colors our everyday interactions with other identities, as well settings and people. Next, I move into discussing the major themes that emerged from participants' narratives, namely, a) gender as performed and performative acts; b) "being" and "becoming" an English language teacher and user.

Gender as Performed and Performative

Analyzing two narratives, major themes appeared to be connected to the broader field of implications. Both participants discussed their positionality and identity within the institutions

111

they teach, where they sometimes felt privileged, oppressed, or even marginalized, disempowered due to their gender identity. In both narratives, I found excerpts that show institutional involvement in privileging one gender over the other. This topic is raised by hooks, who says that institutions assign roles to women and men. The topic of assigned versus claimed identity is also explored by Varghese, Morgan, Johnston, and Johnson (2005), former being imposed by others, and latter being acknowledged or claimed by oneself. Hooks (n.d) further elaborates on female and male roles, stating that a female role is "to serve, to be weak, to be free from the burden of thinking, to caretake and nurture others,' and men's is "to be served; to provide; to be strong; to think, strategize, and plan; and to refuse to caretake or nurture others" (hooks, n.d, 1).

Despite having a prestigious profession, John and Irene's identities are being challenged by the experiences with colleagues and various discursive practices used towards their gendered identities. Irene's gender was discovered to be a barrier that prevented her from having a pay rise. In addition, Irene's gender performativity and gender negotiation with opposite gender at work made her inferior, which led to "not being taken seriously when making decisions" (Park, 2013, p. 12). Her gender was also seen as a competition with other female teachers of English at her workplaces. Moreover, Irene's gender heavily influenced her other identities and is shaped by the sociopolitical context of Ukraine. The fact that Irene has worked at two jobs, engaged in a scholarly work, has been a guardian of the hearth, a mother, and a spouse, is not enough for the society to view her as equal to her male colleagues. Consequently, the question about female's position in the Ukrainian society arises. The societal context has played an important role for John's identity construction as well. He resisted its gender-biased perceptions and followed his passion to become a teacher. John's gender performativity being a father was not typical for a

112

male, based on his narrative. However, both participants' gendered identity was in conflict with the students of the opposite gender and caused unpleasant situations.

One of the major findings of this study is the nature of gender being performed and performative, as it appears from participants' narratives. Their gender was performed and at the same time performative according to the societal context. For both participants, gender performativity was a complex construct, which was constructed through their bodies and how they themselves and people around them interpreted that gender performativity (Butler, 1997). As John and Irene's gender was performative, it produced various effects on students, their colleagues, and people around them (Butler, 1997).

"Being" and "Becoming" an English Language Teacher

According to Mayer (1999), "being" a teacher is to acquire and perform sets of skills and strategies to be able to teach, while "becoming" is to be "developing a sense of oneself as a teacher" (p. 5). The concept of "being" and "becoming" can be traced in both participants' lived experiences. First, both participants explicitly stated their identity as teachers and mentioned that other people defined them as teachers too (Danielewicz, 2001). This identification is one of the aspects of "becoming" a teacher perception by oneself and others. In addition, Irene mentioned that teaching for her is not only a one-way process, she is also learning from her students every day. Therefore, Irene is constantly in the process of "becoming," as she is learning how to be a teacher on daily basis (Britzman, 1991). This notion of "becoming" constitutes the axis of the substance of teacher identity according to Clarke's (2013) diagram for doing 'identity work'. In case of Irene, her substance of teacher identity is also related to her being a mother, a spouse, a daughter, a nonnative speaker, and a Ukrainian female. For John, his identity of a teacher is interconnected with his other identities of a father, a divorced man, a brother, a son, a Ukrainian

113

male, and a nonnative speaker. As to the authority sources, which are defined by Clarke (2013) as "certain attitudes, beliefs and behaviors" a teacher recognizes and seeks to cultivate in the teaching practice, Irene expressed her favoritism of speaking and listening, while John considered spontaneous learning and conversation as his prerogatives (p. 191). The self-practices of teacher identities for both participants were different. John said that he did not extensively prepare for the classes, while Irene spent a lot of time on her lesson plans and objectives. John also mentioned that he used specific strategies to evoke students' critical thinking, such as playing some assumed role of a stereotyped individual. As to the teleos (the ultimate goal of teaching), John explicitly stated that his aim is to change students, make a difference in their lives, and to cultivate critical thinkers. John and Irene seem to be navigating through both "being" as well as "becoming" and English language teacher. Their experiences show that sometimes this negotiation is in conflict, but it is ongoing process that forms and transforms their identities.

To sum up this section, English teacher identity, as any other teacher identity is a crucial topic not only for the teacher education field, but also for the field of education as a whole. For centuries, the main focus of education has been students, but teachers are as important as the students, as teacher interact with the students. Therefore, teacher identities shape student identities and vice versa. Based on Moroz (2016) Figure 1, "school environment consists of students and teachers, who interactively influence each other, so their relations are bidirectional. With the help of English language teaching and learning students and teachers' identity is formed and performed" (p. 1003).

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                              School

        Student  ←──────────────→  Teacher

                    English
                    Language

                    Identity

   Social
   class          Gender              Race

        Religion           Nationality
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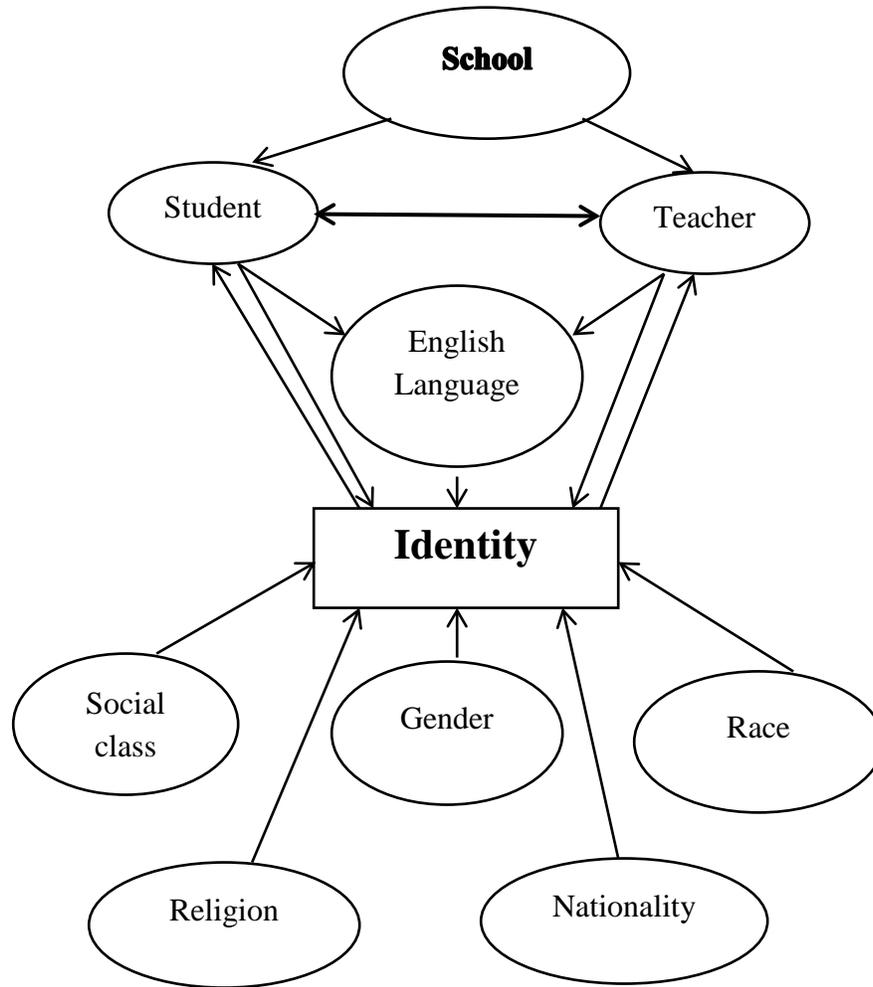
Figure 1. Interaction within the school.

However, as reported by Varghese (2006) in the field of language teacher education the emphasis is on the knowledge of the teachers, rather than the knowledge about them as teachers. In addition, Kanno and Stuart (2011) believe that "L2 teacher identity development should be included in the knowledge base of L2 teacher education" (p. 249). Another scholars, Maher and Ward (2002) note:

> Yet teacher education is typically limited to preparing people mainly at the school site
> and primarily for their classroom activities. Most teachers are not taught to think about

the implications of that they do in their classroom for their schools, their communities, or their country. (p. 72)

This study was aimed at better understanding the complexities of male and female English language teachers' experiences. The findings of the study are not intended and applicable to be generalizable for Ukrainian university teachers. These teachers' stories and experiences are uniquely theirs and do not speak for other teachers. Nevertheless, it is likely, that the issues that have emerged from this study will resonate with other teachers of English in the Ukrainian context. The findings suggest that there is a complex relation between teachers' gender performativity and identities, which are related to the sociopolitical situation in Ukraine.

Reflections and Further Directions

How does discussing one's identity construction and gendered influence on it will benefit Ukrainian teachers? This question appeared in my mind while researching the intersectionality of gender and teacher identity. Even starting to talk and bring this question to the field of TESOL is already a big step forward. However, we cannot simply talk about the ways of negotiating gender and identity. Researchers, as myself, need to move beyond the discussion part, and try to install some of the changes in reality. In case of Ukraine, I will propose the implementation of teacher identity course in the curriculum of the university in my hometown. I also plan to conduct several workshops for teachers on topic of gender and teacher identity. Unfortunately, teacher identity topic is not part of the curriculum for future teachers of English in Ukraine. The first time I heard the term was in the US, even though by that time I had already Master's degree in English Philology and was working as a teacher. As this point, I feel obliged to share my knowledge for the benefit of other teachers in Ukraine who work hard on improving school environment, but do not even realize their own identity construction and negotiation in that

116

environment. I also believe that more research on nonnative male teachers should be conducted

in other than Western contexts. With the understanding of male identities and masculinity in

education, better professional training programs could be developed. The field of TESOL will

benefit from exploring the gendered experiences both female and male teachers bring to the

profession. I agree with Freire (1998), that "critical reflection on practice is a requirement of the

relationship between theory and practice. Otherwise theory becomes simply 'blah, blah, blah,'

and practice, pure activism" (p. 30).

Teaching is considered a noble profession in Ukraine, yet it is undervalued by society

being a low paying job. In 2016, the Minister of Education in Ukraine reported that teaching

majors have the lowest percentage of students entering those departments, as well as their scores

on national examination is in the low 30 % of all other students. Maher and Ward's (2002) study,

which reported that teaching has a reputation of not attracting the best and brightest students,

also proved this fact. Another aspect of teacher's profession in Ukraine is its gendered nature.

The fact that most teachers are still women has many implications, including the fact that the

feminization of teaching continues to make the profession less prestigious and the related loss of

authority and status in the classroom and the community.

This research study has not only helped to uncover experiences of two participants in

negotiating their multiple identities, it has also changed my own perception of self. I was born

and raised in the Ukrainian society, where a voice of women was not likely to be heard or even

wanted to be listened to. My great desire in changing the situation at the educational field has

brought this topic to academia. This article is a piece of a larger study that has been done in

fulfillment of the thesis. I was immersed in the study, when I started to collect data and examine

each participant's narrative. Having read an extensive number of articles on the topic of

identities, gender performativity, native/nonnative dichotomy and other issues in TESOL, I started to reflect on my own identities and their interplay in my daily life. With every step of the thesis process, I discovered something new about myself as a researcher. This research has been written through my own epistemological and ontological perspectives and, therefore, is shaped by them. While the number of the participants of the study is not enough to represent the population of English language teachers in Ukraine, I consider it a unique representation and an addition to the existing body of knowledge.

In future, I plan to continue my research in this field to benefit a larger audience of teachers in Ukraine. I also plan to hold workshops for teachers, as well as introduce the course on Teacher's Identities into the Ukrainian curriculum.

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Appendix A

Email to the Participants

Dear _____,

My name is Oksana Moroz and I am from Ivano-Frankivsk. Currently, I am a Fulbright grantee at Indiana University of Pennsylvania, USA pursuing my M.A. degree in Teaching English to the Speakers of Other Languages.

I'm conducting a research on gendered influence on English language teacher identity. My study aims at investigating how Ukrainian teachers perceive their identity and whether gender has an impact on it.

Being a female English teacher myself, I find the topic of this study beneficial for all educational stakeholders, specifically for teachers and their students.

The findings of this study are expected to improve language teacher training as well as teachers' self-perceptions.

If you decide to participate in this study, you will be asked to write your English language learning and teaching autobiography. You can choose any format, vocabulary, and structures you prefer while writing the story. After writing your story, you can send it via email to me (fzbv@iup.edu or morozok7@gmail.com).You will also be interviewed and asked to share a sample lesson plan with a follow-up interview about it. The interview questions will include the topics of teacher identity, gender, language and overall perceptions.

Participation in this study is absolutely voluntary. If you decide to participate, your identity will be protected by a pseudonym. In addition, you can withdraw at any point. For more details about privacy and confidentiality, read the consent form attached to this letter.

Thank you for taking the time to read this email! Your teaching and learning experiences are unique and highly valuable for the study. Without any doubt, your participation would contribute enormously to the research on gendered influence on English language teacher identity in Ukraine.

If you have any questions, please do not hesitate to ask me.

Looking forward to hearing from you,

Best wishes,

Oksana Moroz

132

Informed Consent Form

Indiana University of Pennsylvania
www.iup.edu

Department of English   **P** 724-357-2261
Humanities and Social Sciences Building, Room 506A   **F** 724-357-2265
981 Grant Street
Indiana, PA 15705
www.iup.edu/english

You are invited to participate in a research study on the **Gendered influence on English Language Teacher Identity in Ukraine**. The following information is provided in order to help you to make an informed decision whether or not to participate. If you have any questions please do not hesitate to ask. You are eligible to participate because you are either a graduate or an instructor at the **Olga Pidgiryanka** National University in Ivano-Frankivsk, Ukraine.

The purpose of this study is to investigate Ukrainian English language teacher's perspective on their teacher identity and gendered influence on it. You will be having an opportunity to reflect on your learning and teaching English journeys through a written story at your convenience. After receiving your story, we will schedule an interview (50 minutes). The interview will be audiotaped upon your permission. The interview will consist of questions connected to your teacher identity and gender experience. After the interview, the researcher will review your sample lesson plan and a follow-up interview scheduled to discuss your lesson plan in details.

Your contribution to this research will help to shed light on the language teacher's perception of identity and gender. The outcomes of the study are expected to improve teacher education programs used in Ivano-Frankivsk, Ukraine.

Your participation in this study is *absolutely voluntary*. If you decide to participate, all information provided by you will be *completely confidential* and will be used only for the purposes of this study. To ensure confidentiality, you will create a pseudonym. In addition, the data will be stored on a password-protected computer and will be accessed only by the researcher. It is important to mention, that you can withdraw at any point by emailing to Oksana Moroz and/or Dr. Gloria Park. In this case, all the gathered data from you will be destroyed.

If you are willing to participate in this study, please sign the statement on the next page. You will be given a copy of the consent form. If you decide not to participate, leave the form on the table.

This project has been approved by the Indiana University of Pennsylvania Institutional Review Board for the Protection of Human Subjects (Phone: 724/357-7730).

Project Director: Oksana Moroz   Thesis Chair: Dr. Gloria Park
Candidate for MA TESOL   Associate Professor
Phone#: 724-467-2061   Sutton 346
Email: fzbv@iup.edu   Indiana, PA 15705
morozok7@gmail.com   Phone#: 724-357-3095

VOLUNTARY CONSENT FORM:

I have read and understand the information on the form and I consent to volunteer to be a subject in this study. I understand that my responses are completely confidential and that I have the right to withdraw at any time. I have received an unsigned copy of this informed Consent Form to keep in my possession.

Name (PLEASE PRINT) _____

Signature _____

Date _____

Phone number or location where you can be reached _____

Best days and times to reach you _____

I certify that I have explained to the above individual the nature and purpose, the potential benefits, and possible risks associated with participating in this research study, have answered any questions that have been raised, and have witness the above signature.

_____   _____

Date   Researcher's Signature

Appendix C

Task-Based Protocol

Dear _____,

Thank you very much for agreeing to participate in this study. Your time and interest in this research are highly appreciated.

The current study focuses gendered influence on English language teacher identity in Ukraine. You are eligible to participate in this study because you are an English teacher; what is more important you have no less than two years of teaching experience; you are Ukrainian; you received your degree in Olga Pidgiryanka National University; you express interest in learning more about language teacher identity experience.

The consent form you signed before is attached to this letter. If you wish, please, take a look at the consent form again as a reminder. It is important to stress that participation in this study is absolutely voluntary. All the information you share with me is completely confidential and will be used only for the purposes of this study. To ensure confidentiality, please, create a pseudonym, which will be used in the study instead of your name. It is important to reiterate to you that you are free to withdraw at any point during the study.

If you are willing to participate, please, read the task below.

> *Think about the process through which you became an English teacher. Write a story that covers your development into a language teacher. You may start from the first English classes you had as a student and proceed to the present day, as an English teacher. Think of the reasons why you decided to invest in English language learning, why you decided to become a teacher of English. Think of significant moments/ events/ people/ who influenced you. Feel free to use any writing style, genres, and be open to a variety of vocabulary. If you prefer more of a dialogue type of writing, we can arrange a Skype conversation via Skype chat.*

Please, send your story via email to fzbv@iup.edu or morozok7@gmail.com by (date).

If you have any questions/concerns/comments regarding the task and any other issues do not hesitate to contact me in Skype (oksana.moroz716) or e-mail (fzbv@iup.edu or morozok7@gmail.com).

Thank you very much for your interest in this research! Your participation is extremely valuable for this study!

Appendix D

Semi-Structured Interview Protocol

Hello _____,

How are you doing? Thank you very much for agreeing to participate in this study. I really appreciate your time and interest in this research.

As you may know, the study focuses on gendered influence on English language teacher identity in Ukraine. You are eligible to participate in this study because you are an English teacher; what is more important you have no less than two years of teaching experience; you are Ukrainian; you received your degree in Olga Pidgiryanka National University; you express interest in learning more about language teacher identity experience.

I am going to ask you several questions regarding teaching, schooling, your experiences and perceptions. The interview will last for 50-60 minutes.

Here is the informed consent you signed before. Please, read it carefully for one more time. It is important to say that <u>the information collected in this interview is completely confidential and</u> <u>will only be used for the purposes of this study</u>. Also, the interview will be recorded. Are you fine with it?

Finally, to ensure confidentiality, please, create a pseudonym.

Before we start, do you feel comfortable? If you need anything during the interview, please, let me know. I would do my best to make this experience positive and memorable for you.

Participants' qualifications:

1. How many years have you been teaching? What levels? What schools?
2. What brought you into teaching?
3. How can you describe yourself as a teacher?
4. What is your main goal as a teacher of English?
5. How do you feel about being an English teacher in the Ukrainian classroom? Provide some specific incidents when you feel different as an English teacher?
6. How does being a woman influence (positively or negatively) what you do as an English teacher?
7. Have you ever experienced any problems of being a male/female English teacher?
8. In what ways do you feel being judged by your gender by students, colleagues or administration? How does it affect you as a teacher? What are your experiences with other male teachers/ administration/ female teachers/administration?
9. What are you own experiences with being a woman/man and a teacher? In what ways has gender helped/or made it difficult for you to become a teacher and to grow as a teacher throughout your career?
10. How does being an English teacher in Ukraine differ from being a daughter, mom, spouse, a colleague, etc.? (a father, a son)
11. What are the major victories as well as challenges you face as an English teacher? (if any) What would you say are your major successes as an English teacher? (if any)
12. What are 3-5 words that best describe you as an English teacher? Why did you choose these words and what do you think they say about you as an English teacher?
13. Does the status of English language in Ukraine change over the last years? In what ways? What are the attitudes of the students/stakeholders/ government/ teachers toward the English language and emphasis on learning it?

Thank you very much for participating in my study. Your time and participation are highly appreciated, and definitely will contribute to the existing knowledge on gender and English language teacher identity.

Appendix E

Follow-up Interview Protocol

Hello again _____,

How are you doing today? Thank you very much for allowing me to see your sample lesson plan. I really appreciate it.

Regarding this second interview, I am going to ask you several questions regarding your lesson plan and your goals as a teacher. The interview will last for 30-40 minutes.

Here is the informed consent you signed before. Please, read it carefully for one more time. It is important to say that the information collected in this interview is completely confidential and will only be used for the purposes of this study. In addition, the interview will be recorded. Are you still fine with it? Thank you.

Before we start, do you feel comfortable? If you need anything during the interview, please, let me know. I would do my best to make this experience positive and memorable for you.

Suggested questions regarding lesson plan

1. How do you create your lesson plans? What resources (internal as well as external) do you use to create your lesson plans?
2. What specific goals you had in mind when creating this particular lesson plan?
3. How does being a man/woman influence your choice of the lesson activities? Do you use specific words/phrases/ sayings that are usually referred to be as woman/man language?
4. Could you illustrate with examples: texts, activities, etc. then you will see what genders are there, roles, actions, etc.
5. When selecting materials, methods and activities for your lesson, what resources do you use and why? Did someone advise them to you?
6. Do you have complete freedom when choosing lesson materials and activities? Do you think your goals and lesson objectives will be met with the help of the chosen materials and activities?
7. How do you feel about your lesson plan? In what ways did it help you to achieve your lesson objectives?
8. What worked and what did not work during your lesson? Why do you think some of the activities did not work?
9. How do you use English outside of the classroom? Do you think your life would be different if you did not choose this career? What about your social status and roles, would they change?
10. What does it mean to teach or be a teacher to you?

Thank you very much for your interview. Your insights will be a helpful asset to the research. Have a great day!