

## Do not touch my Identity: Exploring Professional Identity Construction of Moroccan ESP Teachers

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### ABSTRACT

Over their careers, teachers have been found to struggle with the construction and the reconstruction of their multiple identities, and ESP teachers are no exception. They tend to find it hard to build their sense of who they are and what they professionally do. ESP teachers' construction of their identities is gauged with reference to social discourse on teachers and their profession as well as the school culture of the institutions they work in. These different levels of context are reported to have consequential effect on teachers' self-image and professional role identity. This paper reports, based on a TESOL frame of perspectives, on 22 participants ESP teachers and how complex, painful or easy it was for them to transform their professional practices and construct their professional identities as ESP teachers after having been teachers of General English. The results of our study show the consistent and harmonious linkage between the five frames constituting the Moroccan ESP teachers' professional identity construction.

## 1. INTRODUCTION

ESP (English for Specific Purposes) arose as a buzz term in the 1960's (Hutchinson & Waters, 1992) and has always involved the amalgamated use of EGP (English for General Purposes) teachers' knowledge of the language and other teachers' knowledge of subject-area fields. Significantly, ESP teachers are therefore seen as super-practitioners who are supposed to possess that 'panacean' ability to conjoin their EGP qualification with those of the subject-area knowledge, to contribute to the training of ESP students and ease their way into both the national as well as the international job markets. A great body of research (Huchinson & Waters, 1987; Robinson, 1991; Dudley-Evans & St. John, 1998) has asserted that ESP teachers display either schizophrenically or harmoniously a complex construct of multiple identities, such as "[EGP] teacher, course designer and materials provider, researcher, collaborator, and evaluator." (Hanifehzadeh & Ebrahimi, 2014, p. 97) The legitimate questions therefore to be asked at this stage are how can an EGP teacher move harmoniously back and forth through the two identities ESP and EGP, or how does he/she behave harmoniously at this vintage point or in this third space of identity, to quote Kramersch (1993), that he/she creates without schizophrenically feeling the swivel of both EGP and ESP identities?

Though little has been said about teachers' professional identity (henceforth TPI), a historical account of the teachers' 'blurred' professional identity can be traced back to the early socialization process of children for many of them do usually aspire to become teachers knowing nothing about how much it is going to take them to be one. However, lately, teachers' professional identity has emerged as a full-fledged research area (e.g., (Cross 2017 as cited in Connelly, Clandinin & Applebaum, 1999; Clandinin & In J. Husu, 2017; Knowles, 1992; Pawan & Miao2017). As Richards (1990) lamentingly notes, there are LSP

(language for Specific Purposes) teachers who were driven forcefully into teaching ESP but proved to be skillful and enthusiastic indirectly acknowledging that there are others who do experience loss and suffering. This is said, the previous teachers are an unrepresentative sample of teachers and the latter are the mainstream case. Notwithstanding, Strevens (1988) claims that "becoming an effective teacher of ESP requires more experience, additional training, extra effort, a fresh commitment, compared with being a teacher of General English" (as quoted in Kergel, Heidkamp, Tellés, Rachwał, & Nowakowski, 2018, p. 117). Potentially, an EGP teacher is a good teacher of ESP, who only needs special help and training.

The fact that EGP/ESP teachers move through multiple distinct identities is obvious and the complications that the legitimacy of ESP disciplinarity entails is organically related to the practicability of such a mix-up particularly given

the social discourse on teachers and their profession as well as the school culture of the institutions they work in. That is, the ongoing tautness between the ESP disciplinarity as a later-acquired identity and the socio-cultural discourse produced in the ESP context wide or narrow.

In Morocco, most ESP teachers come with language degrees from universities in Morocco or abroad, but different levels of context are reported to have consequential effect on teachers' self-image and professional role identity (Elboubekeri, 2013). Given that EGP teachers' own levels of professional expertise in ESP stand as a critical factor in determining their professional identities, this paper reports, based on a TESOL frame of perspectives, on EGP teachers' becoming ESP teachers and how complex, painful or easy it was for them to transform their professional practices and construct their professional identities as ESP teacher after having been General English teachers.

## **2. TEACHERS' PROFESSIONAL IDENTITY (TPI)**

Different are the definitions given to the concept identity in the general literature as well as in the field of teaching and teacher education. Knowles (1992) relates the concept of professional identity to the teacher's concept of self-image as an influential factor that strongly determines the way teachers teach, the way they professionally grow, and the way they react towards the educational changes within and without the educational context. In other studies, (Goodson & Cole, 1994, Volkman & Anderson, 1998) the focus is on the roles that teachers are supposed to perform and the way they reflect about who they are and where they are, expectations they have and others have about them, and their evaluation of themselves, the material and their performance. Given that the teacher's professional identity is elusive, Craig, Meijer and Broekmans (2013) contend that depending on the studies on both TPI construction and stories representing TPI, four features were identified: a) professional identity as an ongoing process of interpretation and reinterpretation of teachers' experiences. It is a process that is dynamic in nature; b) professional identity naturally relates person to context. Teachers interact with the culture of the context they work in and the interconnectedness is determined by the value attached personally to each and every teacher; c) professional identity comprises a set of diverse sub-identities which "more or less harmonize" (p. 213). The context and relationships the teacher built all along his/her professional life could contribute to either fundamentally constitute core sub-identities or superficially peripherally produce other less impacting ones; d) lastly, through professional identity, teachers can exercise agency. It is the way they identify and describe the elements of themselves (the psyches) as well as those of their immediate context (sociocultural).

The process of TPI is perceived as a fluid and an unsteady construct that is shaped by the social discourse on teachers and their profession, the curricular changes as well as the school culture of the institutions they work in. TPI therefore is dynamically (re) constructed producing different copies of the same person in different contexts. In this sense, the theory of frames has proven to be adequately consistent with the measurement of TPI aspect especially in educational contexts like ESP (Pennington, 2014). To capture the idea of social discourse woven around teachers and their profession and context, Bolman and Deal (2017) choose frames being deliberately referred to as "windows, maps, tools, lenses, orientations, and perspectives" (p. 12). As a mental map, a frame could be a handy set of assumption that a teacher might construct around himself or herself, about the teaching material designed, or about the context and the discourse emanating from it and around it. The objective of this chapter is to present perspectives, or frames, that can help comprehend how TPIs of EGP teachers becoming ESP teachers construct, because different framings of one construct (TPI) can be definitely complementary angles of vision.

## **3. THEORETICAL ANALYTICAL FRAMEWORK: TEACHER IDENTITY FROM A "FRAMES" PERSPECTIVE**

To deconstruct the fragmented nature of the teacher's professional identity, Pennington and Hoekje's (2013) frames model is adopted. Given the multi-facetedness of this variable, this model is deemed appropriate assuming that it is produced in an ELT context and is liable to describe the status and evolution of English language teaching at a particular point in time or in a particular institution or locality (Higher education ESP institutions in Morocco). The old frame model comprised two levels: a) The frame of ELT work which was later adapted to practice-centered frame and which contains the following components: Instruction, Disciplinary field, Profession, Business, and Service client; b) ELT Context Frame which was later changed into context-centered frame and contains the following elements: Global, Local, and Sociocultural. However, for the present study, the original version is adopted to probe into the discovery of ESP Moroccan TPI and its intricate nature.

The reason behind the adoption of the original model is that the previous model was applied at the level of language programs; whereas, the new version of the model was applied at the level of the individual teacher. Modeling teacher identity in TESOL from a frames perspective, is therefore, justified by the conditions of teaching English as

foreign language in Morocco and for specific purposes. Once more, the multifarious nature of TPI deconstruction from the frames perspective will help in orienting ESP Moroccan teachers towards being aware of their different identities, adapting to the hostile environment that cherishes schizophrenia, and making good use of them to enhance personal professional evolution as well as their students' careers.

Therefore, the revised model contains two frames perspective: Practice-centered and Contextual-centered. The first perspective has five sub-frames including Instructional, Disciplinary, Professional, Vocational, Economic; however, the second perspective comprises three frames: Global, Local, Sociocultural. Each of these practice-centered and contextual frames "can be considered to represent different facets of teacher identity in ESP which together make up a composite identity of ESP educator and define how an individual who works in the ESP field conceptualizes and performs 'being a teacher'" (Pennington, 2014, p. 37). In what follows, each of these different ways of framing teacher identity in TESOL is described and analyzed with implications drawn for TESOL teacher education and development.

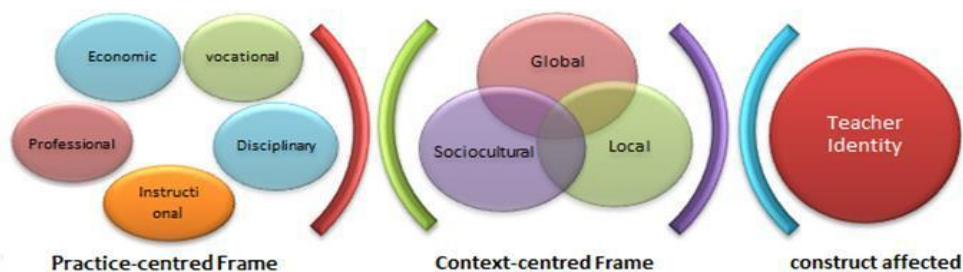


Figure 1. An adapted model illustrating frames of ESP Teachers' Professional Identity

## 4. METHODOLOGY

### 4.1 Objective, Research Question and Hypothesis

This study aims at investigating the experiential description of ESP teachers' development of professional identities as their static-active status and the dynamics involved at different Moroccan ESP settings. The enquiry addresses the following research question and hypothesis for practice:

- What type of professional identity have Moroccan ESP teachers constructed?
- Moroccan ESP teachers experience loss and suffering in the process of building their professional identity.

### 4.2 Statement of the Problem

This study was conducted with the aim of finding out about TPIs in specific ESP contexts. It should be mentioned here that ESP teachers' construction of their identities is gauged with reference to social discourse on teachers and their profession as well as the school culture of the institutions they work in. The growing number of students studying ESP in higher education environments makes the field of ESP in Morocco jump from a marginalized area within applied linguistics to a magnate genre that has become a buzz of every professional effectiveness and efficiency in professional fields. In fact, in ESP field, the majority of ESP teachers seem to struggle to get themselves settled and be approved as full-fledged teachers who are not less than other knowledge content teachers. They do also fight the double-barreled type of discourse built around them as they are seen as neither applied linguistics teachers nor content subject teachers; hence, they are viewed to belong to none of the standardized categories mentioned earlier. Moving actually from the status or identity of a general language teacher to an ESP teacher identity or position is a journey where no angel can tread (Zaki, 1997). However, still compared to General English, ESP is a relatively new profession for teachers in Morocco that is encouraged by the government given the business and economic status of English as a lingua franca of the world and the deep conviction of all civil society activists that French is losing ground in favor of English, which makes it a promising area for research.

### 4.3 Sample and Sampling Procedure

This is a descriptive study conducted at different educational settings mainly the CGPE Meknes and Rabat, EST Meknes and Khenifra, ENCG Fes and Kénitra, ENSET Rabat, Law school and Ecobomics Meknes and Mohammadia, ENSAM Meknes and Casablanca, and ENSA Fes and Kénitra. A non-probability sampling procedure was adopted to sample from the population of this study. A mixture of purposive, convenient, and snowball techniques were used. The participants were 22 ESP teachers who voluntarily accepted to take part in the study and who are currently practicing teaching ESP. proportionate to the size population from which the sample was taken, care was given to the representativeness of the sample as it did contain the same characteristics that the population possesses.

### 4.4 Data Collection Tool

A Likert-scale, researcher-made and structured undisguised questionnaire on TPI was used for data collection. The questionnaire contains six sections including a demographics section. Therefore, the second section of the questionnaire contains items asked as part of instructional frame on TPI; the third sections deals with the variables constituting the disciplinary frame of TPI; the fourth revolves around the variables dealing with the professional side of TPI; the fifth sections is about vocational frame of TPI, and the last section tackles TPI from an economic frame. In social sciences Research, questioning of the structured, undisguised type has the advantages of making explicit the aims and what is being measured; hence, respondents are put in a clear position to reveal what they know about the variables under study. The Benefit of a questionnaire being structured is that the pre-determination of the questions, to reduce bias, and make it easier for interpretation late.

This questionnaire shows a Cronbach’s Alpha reliability of 0.79; a value that proves a high consistency of the items contained in the data collection tool. Two EFL teachers checked the content and face validity of the questionnaire and their comments lead to the modification of a few items.

Noteworthy is that Cronbach’s alpha simply provides researchers with an overall reliability coefficient for a set of variables (e.g., items); however, it cannot distinguish between the subscales representing the variables and their underlying factors or dimensions. In order to make up for this limitation and to investigate the dimensionality of the scale, a test such as EFA especially PCA is run. Because the data value is .644 which falls within the range of the accepted measure, it is concluded that there is confidence in the factor analysis and the appropriateness of the data. Furthermore, for this data, the Bartlett’s test of Sphericity is highly significant ( $p \leq 0.001$ ) and thus factor analysis is appropriate.

Table 1: *KMO and Bartlett’s Test for the Questionnaire*

Construct	KMO Measure of Test Sampling Adequacy	Bartlett’s Test of Sphericity		
		Chi-Square Value	df	Sig. (p)
Questionnaire	.644	32.143	10	.000

The result of factor analysis for the questionnaire (Table 1 above) indicates that KMO stands at .644 indicating sufficient inter-correlations between the factors and the Bartlett’s Testis also significant ( $X^2= 32.143$ ) as  $p=0.000$  is less than its associated probability value  $p < 0.005$ . That is, the significance level is enough to reject the null hypothesis which further suggests that the original EFA is suitable for the current research.

## 5. RESULTS, DESCRIPTION AND ANALYSIS

The analysis of the respondents’ answers in the questionnaire is done with a special focus on the discourse woven around them and their profession, and the institution culture where they work that have proven critical to TPI formation. A standardized questionnaire is used with a fixed schedule of questions and no veering off the topic to capture the respondents’ understanding of the variable, and to reduce bias. The data were analyzed in two steps. The first step concerns the demographics of the respondents to gain an understanding of their institution belongingness, the reason why they decided to become ESP teachers, and whether the decision is a last minute one or fully-thought before it was taken. The second step uses an exemplar model of TPI by Pennington (2014). Five working patterns make up the model and include instructional frame, disciplinary frame, professional frame, vocational frame, and economic frame.

Several institutions were targeted by the research and the findings of the demographic section show that (N=14; 63.6%) of the same respondents as ESP full-timers attested that they chose to be ESP teachers because it was a social imposition for reasons that are related to lack of other desired options. The insinuation is made here to the financial situation and the paucity of higher education employment choices. Moreover, (N=20; 90.9%) of them said that it was a decision that was made long ago attesting therefore for their readiness to adopt the new professional identity; a fact that is backed up by their taking courses or special trainings to become ESP teachers. Nevertheless, this attested schizophrenic situation is a clear proof of the respondents' blurred view about their professional identities.

Table 2: *Institution affiliation of the ESP Teachers*

	Frequency	Percent
<b>CPGE</b>	<b>4</b>	<b>18,2</b>
<b>LES</b>	<b>4</b>	<b>18,2</b>
<b>EST</b>	<b>4</b>	<b>18,2</b>
<b>ENCG</b>	<b>3</b>	<b>13,6</b>
<b>ENSET</b>	<b>1</b>	<b>4,5</b>
<b>ENSAM</b>	<b>3</b>	<b>13,6</b>
<b>ENSA</b>	<b>3</b>	<b>13,6</b>
<b>Total</b>	<b>22</b>	<b>100,0</b>

Table 3: *Decision to become an ESP Teachers*

	Frequency	Percent
<b>Chosen Option</b>	<b>2</b>	<b>9,1</b>
<b>Imposed Option</b>	<b>14</b>	<b>63,6</b>
<b>For Financial Reason</b>	<b>1</b>	<b>4,5</b>
<b>To have more Teaching Experience</b>	<b>2</b>	<b>9,1</b>
<b>Passion</b>	<b>1</b>	<b>4,5</b>
<b>No Reason Specified</b>	<b>2</b>	<b>9,1</b>
<b>Total</b>	<b>22</b>	<b>100,0</b>

Table 4: *Type of Decision to become an ESP Teachers*

	Frequency	Percent
<b>Made long time ago</b>	<b>20</b>	<b>90,9</b>
<b>Made at the last Minute</b>	<b>2</b>	<b>9,1</b>
<b>Total</b>	<b>22</b>	<b>100,0</b>

### 5.1 Instructional frame

This practice-centred frame of a teacher's identity is predominantly and significantly related to the content and methods of instruction and how the ELT act is perceived by the teachers as teaching agents. In this vein, Pennington (2016) states that "A teacher's instructional identity defines the teacher's classroom persona and the roles he/she enacts in carrying out acts of teaching, such as facilitator, disciplinarian, or subject-matter expert" (p. 20) and a regulator of teacher-learner interaction especially that the educational context is specific.

Based on the distinctiveness of the instructional approaches to teaching ESP, the respondents are found to stress the salience of professional trainings they got to become ESP teachers as milestones to their competence in devising appropriate material as well as adopting proper methodology that assists them in teaching. Such different teaching experiences make of these ESP teachers unique teaching creatures and enable them to be distinguished at the tertiary level as well as support their identity construction. Most of the respondents (N=12; 54.5%) said that they got some trainings related to ESP teaching methodology. Furthermore, (N=11; 50%) asserted that they have never had any training related to subject knowledge; however, equally important are those (N=45.5; 45%) who received trainings about the subject matter. By undertaking such professional courses, they are able to inform their instruction in the

classroom and the pedagogical practices related to their instructional identities. This finding is reinforced by the status of the respondents (N=8; 36.4%) who attach much importance to the diploma they possess as some of them got doctorate diplomas in or closely related to ESP concerns. Thus, given their high degree of competency in manipulating teaching contents and materials, these teachers find themselves in a position to teach ESP and to construct the instructional component of their teacher identities.

### ***5.2 Disciplinary frame***

The disciplinary identity component of Pennington's frames perspective is organically connected to a particular field of knowledge and research. The data got from this section indicate that the respondents (N=13; 59.1%) did not find it difficult to decide that ESP is a discipline of its own. Overall, this disciplinary status of ESP is not destabilized and hence shows substantially the participants' ability to negotiate their professional identities as ESP teachers. The variant nature of this frame makes teachers whose affinities with education, applied linguistics, and linguistics much more liable to get their professional identities separated and recognized despite the lower status of ESP and the fact that it does not have a clearly recognized academic status in Morocco.

The status of ESP as a discipline at the University is seen in the answer to how ESP is defined. The majority of respondents (N=10; 45.5%) assured that ESP is a separate academic discipline translating therefore both their desire for ESP to be an independent academic field and their being accepted as full-fledged professors of a separate and valuable discipline that has its own contribution in the preparation of future professionals.

The above findings are reinforced by an overwhelming preponderance of respondents (N=17; 77.3%) who state that they have no inferiority complex in comparison to other subject knowledge teachers. The only explanation to this is that the respondents as ESP teachers benefit from a supportive social and physical environment to facilitate the participants' identity development as ESP teachers. Therefore, this institutional security that cherishes such a category of teachers proves salient to the development of ESP teacher identity. Important here is the luck these teachers have in the absence of the dominance of the institutional gate-keeping that could have hampered them from ascertaining the construction of their ESP professional identities. By way of explanation, the building of the disciplinary frame of ESP teacher professional identity is basically unconstrained by the social context where these ESP teachers work (N=12; 54.5%).

### ***5.3 Professional frame***

The professional identity frame represents teachers' distinct features that develop over time through the teacher's understanding and involvement in various developmental activities. These ESP teachers' learning and teaching experiences can push progressively the professional development component of their identity. Simultaneously, since they feel recognition in the workplace, (N= 8; 36.4%) of these ESP teachers tend to draw on countless resources to inform their professional practices. This is in conformity with their insistence on being independent and building a solid professional ESP identity. Taking professional ESP courses as sources of knowledge connects their identity construction to the updated global teaching context. While developing individualized professional practices, (N=14; 63.6%) of the respondents maintain that knowledge of the language per se is not enough to be recognized in the institutional context where they work backing up the previous statement that there is an urgent need for the updating of professional knowledge in such a context. Another confirmation comes from their focus (N=11; 50%) on maintaining intellectual relationships with the subject-knowledge matter teachers.

### ***5.4 Vocational frame***

The vocational identity frame refers to the professional obligation of the ESP teachers towards their students and job. This affective component of identity is related to teachers' intrinsic satisfaction felt when serving the knowledge clients-students- and the social context. Actually, there is no lower feeling that they had been assigned a position lower than that of their colleagues teaching content knowledge courses at the University, proving thus their positive belief (N=13; 59.1%) in worth being ESP teachers. Central to the idea of being confident in being an ESP teacher is also the respondents' solid faith (N=18; 81.8%) in what they deliver as ESP course particularly in the students' professional lives. This overwhelming tendency to assert that as ESP teachers, the respondents highlight both their full responsiveness and awareness of the economical as well as the societal context where they live and work and the necessity to produce graduates with professional competencies that would ease their way to the labor market. In this respect, the organic linkage the ESP teachers establish between ESP teaching and the societal context enables them to easily build their identities as ESP teachers. Holding the idea of being social agents who are compelled to contribute to societal needs as a response to being socially accepted and supported (N=9; 40.9%), makes the

respondents feel valuable like any other professionals. Accordingly, the ESP teachers have the opportunity to succeed in defeating institutional social context that might demean their professional image and constrain the healthy building of their identity.

### **5.5 Economic frame**

The economic identity frame is related to how much the ESP teacher feels rewarded both economically and academically in a particular job as well as in the institutional and social context where he/she works and lives. Beside the respondents apparently (N=8; 36.4%) admitting the recognition for their efforts as ESP teachers, as well as being highly valued in the social and institutional context (N=8; 36.4%), they acknowledge the fact that they are never denied opportunities to publish in ESP as a discipline (N=9; 40.9%) or in quality national ESP journal (N=12; 54.5%). Such research undertakings may result in enthusing the ESP teachers to build a distinct professional identity. Surprisingly enough is the percentage of the respondents (N=9; 40.9%) who state that they have never offered customized courses for professionals in various industries. To explain more, this is a negative point against the respondents in the sense that they do not participate in serving the community even if their excuse could be to have a corporate training is another encumbrance to bear. However, playing an active role in one's community necessitates the involvement in local community services by providing customized ESP courses to professionals from various industries and helping build the economic frame of their identities.

## **6. RESULTS, DISCUSSION AND INTERPRETATION**

The main objective of this study is to investigate the Moroccan ESP teachers' experiential status related to the development of their professional identities and the dynamics involved. In this vein, the respondents showed no suffering in constructing their professional identities; hence, presenting a simple picture of their identities which reflects the situation of ESP Moroccan teachers in other parts of the country. Becoming ESP teachers made the respondents change their views towards instruction and did their best to get equipped for the new teaching specificities and perspectives; this made of them preventive and adaptive agents regulating the instructional frame towards building their identity that are predominantly linked to the new content and methods of instruction and how the ELT acts are perceived in a specific educational context like the ESP.

The questionnaire also reveals that the uncertainty surrounding the status of ESP as a discipline elsewhere is replaced by a certainty that the respondents enjoy especially that the social and the institutional context helps them assert themselves as fully-fledged teachers who feel no inferiority complex either towards content knowledge teachers or traditional language-related teachers. This disciplinary constituent of our respondents' professional identity helps them make most of the context that does not undermine the respondents' potential and hence helps them boost their professional identity growth.

The exploration of teacher identity construction reveals then how the societal and the institutional frames link the different frames of ESP TPI. Additionally, the experiential aspect of the respondents' identity construction, professional development activities and trainings, is suggestive in the sense that it toughens their teaching persona. Drawing on myriad resources to inform their professional practices, admitting that their EGP knowledge is not enough in an ESP context, and maintaining intellectual relationships with the subject-knowledge matters teachers, our ESP teachers connect their identity construction to the updated global teaching context.

What is more, the economic and vocational components of ESP teachers' identity show markedly the participants' ability to negotiate their professional identities as ESP teachers. The "publish or perish" culture, to quote Moosa (2018), does not affect by any means their performance and promotion as they have access to ESP journals, and being from an EGP background does not any way demean their status as ESP independent teachers. Concurrently, these teachers state once more their positive attitudes towards their ESP status and their deep belief in the significant contribution to students' future. Moreover, the ESP teachers expressing their deep-down feelings of self-achievement towards preparing students who are equipped with the necessary knowledge and skills related requirements for the job market, is a clear evidence of the versatile nature of their identity. The societal referring to both the social context as well as the social discourse woven around the ESP professions and how it is perceived, the institutional including both the view of the institution as a socio-cultural agent as well as the view of the content knowledge teachers tend to mediate the particular building of the ESP teachers' identities.

## **7. CONCLUSION AND RECOMMENDATIONS**

The results of our study show the consistent and harmonious linkage between the five frames constituting the Moroccan ESP teachers' professional identity construction. The mediation of both the societal and the institutional elements provides empirical evidence of the healthy construction of professional identities in all its five frames, the

instructional, the disciplinary, the professional, the vocational, and the economic. The process of building the identity of our ESP professionals is ‘homorganic’, to borrow the phonology term, in the sense that the frames interrelate to the extent that they ease the ESP teachers’ ways to a smooth building of professional distinct identities.

Explicitly, the Moroccan ESP teachers’ awareness of the distinctiveness of their courses and the instructional methodologies inspired by the upgraded knowledge, the skills obtained rigorously from various sources and professional activities and trainings, and the economic and academic rewarding they institutionally and societally receive make of them special ESP practitioners who feel recognized in the context where they work despite the non-official recognition of the Moroccan educational authorities of the ESP as a discipline.

The present study is limited in its context and participants as the researcher did not have access to all the higher education institutions relevant to the study, which justifies the reduced number of the participants that constitutes the sample of the study. A reason also to state that the results of the study cannot be generalized even to case studies analogous to the one under study. A mix of paradigms, a qualitative and a quantitative, could credit to the results credibility and reliability. Consideration therefore to teacher identity construction using multiple data collection tools such as focus group, observation, interviews, or surveys can deepen our understanding of what constitute our ESP teachers’ professional identity and how they behave in each situation according to the five TESOL frames. It is suggested therefore that such a research, when conducted under such proposed tools and conditions, would add insights to the literature on ESP environment and how ESP teachers struggle to construct a professional identity that is particular to them. The challenging hurdles for the educational authorities either at the local level or ministerial level is to identify the type of professional identities these teachers have to build in the process of becoming ESP teachers to be able to exercise their jobs like any other teaching professionals. The formats of teacher professional identities outlined in the present study, if communicated to the authorities in charge, would serve as a road map or a source of guidance for this category of teachers who, either willingly or unwillingly, choose to embark on building new professional identities with the objective to get integrated into the professional as well as the social context of ESP.

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