EXPLORING PAKISTANI UNIVERSITY LECTURERS’ PROFESSIONAL IDENTITY CONSTRUCTION AND NEGOTIATION IN ESL CLASSROOM

Syeda Bushra Rizvi¹
Hariharan N. Krishnasamy²

ABSTRACT

Background: In the context of English as a second language (ESL) education in Pakistani universities, understanding the professional identity construction and negotiation of university lecturers is crucial.

Objective: The current study aims to explore the complex dimensions of professional identity among non-native English speaking (NNES) multilingual Pakistani university lecturers.

Theoretical Framework: This research aims to address the research gap by providing a nuance exploration of the experiences of Pakistani university lecturers by relating sociocultural theory proposed by Lev Vygotsky (1978). As this theory describes how individual’s cognition is associated with linguistic, cultural, institutional and social contexts, therefore, the focus of the sociocultural perception is on involvement in social interactions.

Method: Employing the qualitative research approach, the study seeks to investigate the multifaceted aspects that influence the professional identity of the lecturers. Six lecturers were purposively selected on the basis of their linguistic backgrounds and work experiences for classroom observations and in-depth interviews.

Results and Discussion: The findings shed light on the challenges and opportunities faced by Pakistani university lecturers in shaping their roles within the ESL teaching domain.

Research Implications: The study offers valuable insights into the evolving landscape of ESL education in Pakistan, providing various perspectives of how professional identity is negotiated and constructed within this specific educational context.

Originality/Value: The relevance of this study lies in its potential to profoundly influence both academic discourse and educational practices. By delving into the subtle processes of professional identity construction, the study offers valuable insights into the dynamics of teaching and learning in diverse linguistic and cultural settings. It also highlights the critical need for continuous professional development for lecturers to enhance the quality of education.

Keywords: Professional Identity, Identity Construction, Identity Negotiation, NNES Pakistani Lecturers, ESL Classroom.

EXPLORANDO A CONSTRUÇÃO E NEGOCIAÇÃO DE IDENTIDADE PROFISSIONAL DE PROFESSORES UNIVERSITÁRIOS DO PAQUISTÃO NA SALA DE AULA DE ESL

RESUMO

Antecedentes: No contexto do ensino de inglês como segunda língua (ESL) nas universidades paquistanesas, é crucial compreender a construção e negociação da identidade profissional dos professores universitários.

Objetivo: O presente estudo visa explorar as dimensões complexas da identidade profissional entre professores universitários multilíngues do Paquistão não nativos de língua inglesa (NNES).

¹ School of Languages, Civilisation & Philosophy, Universiti Utara Malaysia, Sintok, Kedah, Malaysia.
E-mail: bushra_rizvi29@yahoo.com Orcid: https://orcid.org/0009-0008-5244-649X

² Faculty of Education and Liberal Arts, NTI International University, Negeri Sembilan, Malaysia.
E-mail: hn1084@uum.edu.my
Referencial Teórico: Esta pesquisa visa abordar a lacuna de pesquisa, fornecendo uma exploração de nuances das experiências de professores universitários paquistaneses, relacionando a teoria sociocultural proposta por Lev Vygotsky (1978). Como esta teoria descreve como a cognição do indivíduo está associada aos contextos linguísticos, culturais, institucionais e sociais, portanto, o foco da percepção sociocultural está no envolvimento nas interações sociais

Método: Utilizando a abordagem qualitativa da pesquisa, o estudo busca investigar os aspectos multifacetados que influenciam a identidade profissional dos docentes. Seis docentes foram selecionados propositadamente com base nos seus conhecimentos linguísticos e experiências de trabalho para observações em sala de aula e entrevistas aprofundadas.

Resultados e discussão: As conclusões lançam luz sobre os desafios e oportunidades enfrentados pelos professores universitários paquistaneses na definição dos seus papéis no domínio do ensino de ESL.

Implicações de pesquisa: O estudo oferece informações valiosas sobre o cenário em evolução da educação ESL no Paquistão, fornecendo várias perspectivas de como a identidade profissional é negociada e construída neste contexto educacional específico.

Originalidade/Valor: A relevância deste estudo reside no seu potencial para influenciar profundamente tanto o discurso académico como as práticas educativas. Ao investigar os processos sutis de construção da identidade profissional, o estudo oferece insights valiosos sobre a dinâmica do ensino e da aprendizagem em diversos ambientes linguísticos e culturais. Também destaca a necessidade crítica de desenvolvimento profissional contínuo dos professores para melhorar a qualidade da educação.

Palavras-chave: Identidade Profissional, Construção de Identidade, Negociação de Identidade, Professores Paquistaneses do NNES, Sala de Aula de ESL.

EXPLORANDO LA CONSTRUCCIÓN Y NEGOCIACIÓN DE LA IDENTIDAD PROFESIONAL DE LOS PROFESORES UNIVERSITARIOS DE PAKISTANI EN EL AULA DE ESL

RESUMEN

Antecedentes: En el contexto de la educación de inglés como segunda lengua (ESL) en las universidades paquistaníes, es crucial comprender la construcción de la identidad profesional y la negociación de los profesores universitarios.

Objetivo: El presente estudio tiene como objetivo explorar las complejas dimensiones de la identidad profesional entre profesores universitarios multilingües paquistanenses de habla no nativa inglesa (NNES).

Marco teórico: esta investigación tiene como objetivo abordar la brecha de investigación proporcionando una exploración matizada de las experiencias de los profesores universitarios paquistaníes al relacionar la teoría sociocultural propuesta por Lev Vygotsky (1978). Como esta teoría describe cómo la cognición del individuo se asocia con contextos lingüísticos, culturales, institucionales y sociales, el foco de la percepción sociocultural está en la participación en las interacciones sociales.

Método: Empleando el enfoque de investigación cualitativa, el estudio busca investigar los aspectos multifacéticos que influyen en la identidad profesional de los profesores. Se seleccionaron intencionalmente seis profesores en función de sus antecedentes lingüísticos y experiencias laborales para realizar observaciones en el aula y entrevistas en profundidad.

Resultados y discusión: Los hallazgos arrojan luz sobre los desafíos y oportunidades que enfrentan los profesores universitarios paquistaníes al configurar sus roles dentro del ámbito de la enseñanza de ESL.

Implicaciones de la investigación: El estudio ofrece información valiosa sobre el panorama cambiante de la educación ESL en Pakistán, proporcionando varias perspectivas sobre cómo se negocia y construye la identidad profesional dentro de este contexto educativo específico.

Originalidad/Valor: La relevancia de este estudio radica en su potencial para influir profundamente tanto en el discurso académico como en las prácticas educativas. Al profundizar en los procesos sutiles de construcción de la identidad profesional, el estudio ofrece información valiosa sobre la dinámica de la enseñanza y el aprendizaje en
diversos entornos lingüísticos y culturales. También destaca la necesidad crítica de un desarrollo profesional continuo de los profesores para mejorar la calidad de la educación.

**Palabras clave:** Identidad Profesional, Construcción de Identidad, Negociación de Identidad, Profesores Paquistaníes de NNES, Aula de ESL.

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1 INTRODUCTION

According to Hafeez (2023) there has been a development in professional identity since 1990s and now, it has become a central topic in the field of educational research. Recently, the field of education has seen a surge in studies related to teachers’ professional identities (Beijaard, 1995; Lamote & Engels, 2010). Gee (2000) defined the teacher’s identity as a “certain kind of person” (p.99) in situated communities (Yuan & Burns, 2017) making it contextually situated and subject to mediation and remediation through interactions within the professional contexts (Beauchamp & Thomas, 2009; Beijaard et al., 2004). Smylie & Conyers (1991) asserted that teaching, as a profession has progressed from an industrial model, where the teachers used to imitate pre-set instructional tasks, to a more “complex, dynamic, interactive [and] intellectual activity” (p.13). Moreover, Schön (2017) narrated that the teachers need to be efficient participants in certain learning goals such as inquirers, curriculum designers and “reflective practitioners” who raise questions on assumptions and deliberately evaluate teaching practices, goals and context of education (p.68).

The evolution of teacher orientations and the role expectations from them, suggest a corresponding transformation in their sense of identity that how they perceive themselves in their role as teachers and the responsibilities they attribute to it. This area of study holds significant importance, as awareness of professional identity plays a pivotal role in fostering self-efficacy, motivation, commitment, and job satisfaction among teachers (Day et al., 2006). Moreover, a strong sense of professional identity is an essential component of achieving effectiveness in teaching. Consequently, the development of identity within different contexts unfolds through a continual and dynamic process, shaped by interactions and struggles with both external and internal factors (Varghese et al., 2005). Altaai & Gokgoz-Kurt (2023) acknowledged that the status of EFL teachers in accelerating language learning has always been emphasised while highlighting the importance of classroom learning in the field of education. Yet little interest has been shown for the construction and negotiation of NNES teachers’
professional identities in the field of English as a Foreign Language (EFL) (Mahboob, 2010). Preceding to this study, few studies have been conducted to explore non-native English speaking lecturers’ professional identities in English as Second Language (ESL) context in Pakistan. Therefore, thus study aims to focus on how multilingual NNES Pakistani university lecturers negotiate and construct their identities while teaching in ESL classrooms.

2 LITERATURE REVIEW

Investigation and understanding of language teachers’ identities is central due to the influence and power that the teachers may have while teaching (Peercy et al., 2019). By developing this understanding, the dimensions of language teachers’ professional identities can be clearer. It would challenge the discourse and boost their work among other colleagues, educational institutes and communities. The teacher’s social and educational backgrounds, skills, opinions, ethics, approaches and practices will outline their vigorous teacher identity. The professional identity supports to link their previous academic and personal experiences. The teachers’ personal self formulates the foundation of their pedagogical styles and differentiates them among others. The term born artist is commonly heard but the term born teacher has rarely or never come in consideration. Indeed, the desire we assume to be born with may contribute to a productive learning environment although endless struggles and understanding are required concerning learners and teaching-learning supervision.

To construct a language teacher’s professional identity the techniques of language teaching and knowledge of the comprehensive realm of linguistic-studies should essentially be unified. The language teachers must have the sense and grip of the meaning of being a teacher in any situational circumstances. The teachers’ professional identity is an evolving process of understanding and negotiating within the classroom context and their own social statuses (Pennington & Richards, 2016). Identity construction is a continuous enduring process and discovering an operative balance between the above narrated identities is a difficult choice. Personality traits and contexts should consistently be considered.

The field of English as a Second Language (ESL) education has corroborated a growing interest in the professional identity of language educators, recognising the critical role identity plays in shaping teaching practices and interactions within the classroom. This literature review aims to provide an outline of the existing research on the professional identity construction and negotiation of university lecturers in Pakistan, specifically within the context of ESL.
classrooms. The review will explore key themes, theoretical frameworks, and research findings related to the multifaceted process of identity development among Pakistani ESL lecturers.

Understanding professional identity in the context of ESL education involves recognising the dynamic interplay between individual experiences, social contexts, and the broader educational landscape.

Scholars such as Wenger (2008) and Beijaard et al. (2004) have emphasised the sociocultural nature of professional identity, arguing that it is shaped by the interactions between individuals and their communities of practice. In the context of Pakistani universities, where English is often used as the medium of instruction, the negotiation of professional identity becomes a complex process influenced by cultural, linguistic, and institutional factors.

Pakistan, a linguistically diverse nation with Urdu as its national language, has a complex sociolinguistic landscape. English holds a significant position in higher education, and university lecturers are at the forefront of transmitting English language skills to students. The literature indicates that Pakistani educators often grapple with the tension between the local linguistic and cultural context and the global demands for English proficiency (Khan et al., 2021). This tension becomes a crucial backdrop for understanding how university lecturers construct and negotiate their professional identities in ESL classrooms.

Research suggests that Pakistani university lecturers face a myriad of challenges in constructing their professional identities. Language ideologies, societal expectations, and institutional pressures may impact how lecturers perceive their roles and responsibilities (Bashir et al., 2023). Additionally, the transitional stage from student to lecturer may bring about a renegotiation of identity, as educators navigate the shift from learner to authority figure (Labbaf et al., 2019; Moin et al., 2016). These challenges, however, present opportunities for examining the resilience and agency of Pakistani ESL lecturers in navigating identity complexities.

The intersection of language and identity is a critical aspect of professional identity construction among ESL lecturers in Pakistan. Language proficiency, accent, and the ability to navigate between English and local languages contribute to the lecturer's perceived competence and authority (Hendriks et al., 2023) The literature highlights the need for a nuanced understanding of how language choices and language ideologies impact the negotiation of professional identity in ESL classrooms.

Studies exploring professional identity often employ a variety of qualitative methods, including interviews, reflective journals, and classroom observations. Researchers often adopt narrative and life-history approaches to capture the dynamic and evolving nature of identity construction (Holland & Lachicotte, 2007). Understanding the methodological landscape is
crucial for assessing the depth and breadth of existing research and identifying potential gaps in the literature.

Wenger (1998) and Gee (2000) have highlighted the social nature of professional identity, emphasising the role of communities of practice in shaping individuals' identities within specific professional domains. In the ESL context, the work of Clarke (2008) and Kumaravadivelu (2003) has explored the intersection of language teaching and cultural influences on professional identity construction. However, the specific experiences of Pakistani university lecturers in ESL classrooms remain understudied.

Firdoos et al. (2023) narrated that Pakistani cultural norms and societal expectations play a significant role in shaping educational practices. In ESL classrooms, this influence extends to lecturers' perceptions of their professional roles, instructional strategies, and interactions with students. Understanding these cultural nuances is crucial for comprehending how professional identities are constructed and negotiated in this specific context.

While there is a growing body of literature on professional identity in ESL teaching (Ruegg & Williams, 2018; Tsui, 2007), research focused specifically on Pakistani university lecturers is rather limited. A study by Nawab (2024) examined dilemmas faced by ESL educators in Pakistani universities but did not delve deeply into the construction and negotiation of their professional identities. This research aims to address this gap by providing a nuance exploration of the experiences of Pakistani university lecturers by relating sociocultural theory proposed by Lev Vygotsky (1978). As this theory describes how individual’s cognition is associated with linguistic, cultural, institutional and social contexts, therefore, the focus of the sociocultural perception is on involvement in social interactions.

3 RESEARCH METHODOLOGY

This study employed a qualitative research approach to explore the professional identity construction and negotiation with an emphasis on classroom interaction. The inclusion of participants from various linguistic and cultural backgrounds was deemed essential to explore the potential interplay among classroom discourse, professional identities, and educational dynamics. By incorporating lecturers from diverse backgrounds, the study required to shed light on the nuances of communication, teaching practices and experiences within the academic context.

A total of six participants including three male and three female lecturers were purposively selected for the study. All the lecturers were actively involved in English language
teaching at two different public universities of Punjab, Pakistan. The selection was made on these considerations: (i) The respondents are Pakistani and non-native speakers of the English language; (ii) Their mother tongue is Punjabi, Saraiki and Urdu; (iii) They are permanent faculty members of public universities; (iv) They have a minimum teaching experience of ten years; (v) On the basis of their gender. Among the male lecturers, one Punjabi speaking male (L1PM), one Urdu speaking male (L2UM), and one Saraiki speaking male (L3SM) were requested for the participation. Among the female lecturers, one Punjabi speaking female (L1PF), one Urdu speaking female (L2UF) and one Saraiki speaking female (L3SF) were requested for the participation.

Table 1

The profile of the male lecturers

<table>
<thead>
<tr>
<th>Sr.no</th>
<th>Name</th>
<th>Academic Qualification</th>
<th>Gender</th>
<th>First Language (L1)</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>L1PM</td>
<td>PhD Scholar</td>
<td>Male</td>
<td>Punjabi</td>
<td>Twelve Years</td>
</tr>
<tr>
<td>2</td>
<td>L2UM</td>
<td>MPhil</td>
<td>Male</td>
<td>Urdu</td>
<td>Ten Years</td>
</tr>
<tr>
<td>3</td>
<td>L3SM</td>
<td>MPhil</td>
<td>Male</td>
<td>Saraiki</td>
<td>Eleven Years</td>
</tr>
</tbody>
</table>

Source: The Researcher’s Data (2022)

Table 2

The profile of the female lecturers

<table>
<thead>
<tr>
<th>Sr.no</th>
<th>Name</th>
<th>Academic Qualification</th>
<th>Gender</th>
<th>First Language (L1)</th>
<th>Teaching Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>L1PF</td>
<td>MPhil</td>
<td>Female</td>
<td>Punjabi</td>
<td>Ten Years</td>
</tr>
<tr>
<td>2</td>
<td>L2UF</td>
<td>MPhil</td>
<td>Female</td>
<td>Urdu</td>
<td>Ten Years</td>
</tr>
<tr>
<td>3</td>
<td>L3SF</td>
<td>MPhil</td>
<td>Female</td>
<td>Saraiki</td>
<td>Ten years</td>
</tr>
</tbody>
</table>

Source: The Researcher’s Data (2022)

For the qualitative method, at first a series of twelve classroom observations were conducted, which means two for each lecturer. The duration of each class was ninety minutes. Observations were recorded at different stages of the lesson, for example, warm-up, teaching vocabulary and discussions related to subjects. Also, the classroom environment, including physical layout, materials, and resources available were keenly observed. Certain aspects of the lecturer's teaching methods, instructional materials, and overall teaching style were also noted down. All the noted points and observations were again reviewed to identify the key themes, patterns, or interesting incidents related to professional identity negotiation and construction.

After classroom observations, face-to-face in-depth interviews were conducted with the participants just after the lecture to ensure that they remember the communicative events that had been taken place. All the relevant data about their background, experiences, and teaching
practices in ESL classroom was also gathered. The interviews were conducted using the English language and lasted for approximately thirty to forty minutes. All the participants were encouraged by certain facilitation strategies i.e., by nodding head, smiling and adding a little expressions of motivation so that, they might speak freely. Facilitating the participants during the interviews was helpful to examine more data from them and anticipate that the participants could provide the intended data to address the research questions by following Turner et al. (2022) suggestion that asking follow-up questions is crucial in optimising participants’ answers. Furthermore, any personal expressions and opinions were avoided. Henceforth, they could share their perspectives without fear of being judged.

The classroom observations and interview sessions were audio-recorded and transcribed to facilitate the analysis process. The collected data was analysed by using thematic analysis. The coding process involved applying the thematic analysis, as proposed by Braun & Clarke (2006), to identify and categorise themes emerging from the classroom observations and interview questions. This allowed for an exploration of the relationships between themes and a deeper understanding of the respondents' perspectives and teaching experiences.

4 FINDINGS

The findings narrated thought-provoking perceptions into the ways these lecturers construct and negotiate their professional identities within the context of Pakistani ESL classrooms. After generating initial codes, the themes were identified based on the classroom observations and interviews. The extracted themes are as follows (i) identity construction and negotiation; (ii) cultural influences; (iii) sociolinguistic factors; (iv) challenges

4.1 PROFESSIONAL IDENTITY CONSTRUCTION AND NEGOTIATION

Based on the collected date, the participants acknowledged that the choice of accurate language plays an important role in maintaining their professional identities. The participants recognised the importance of language choices in shaping their professional identity as well as how the language intertwines with their personal and cultural identities.

L1PM: Absolutely, language is a fundamental aspect of one's identity. It shapes how we express ourselves and how others perceive us. Language reflects our cultural background and influences how we interact with others. As English language lecturers, our language use also contributes to our professional identity. Professionally, using English establishes my authority...
in the classroom and aligns with my role as an English language lecturer. Personally, I also identify with my native language and culture.

L2UM: Language shapes how we express ourselves and connect with our culture and community. Our language use reflects our upbringing and influences how others perceive us. Being an English language lecturer, my English language use represents my educational and professional aspirations, but my personal identity is more closely tied to my native language and cultural background.

Moreover, English language lecturers demonstrated flexibility in accommodating themselves according to language needs to create an inclusive learning environment without compromising their authority.

L3SF: Sometimes, it is difficult for me to overcome Saraiki influence during English-spoken discourse. This situation mainly occurs when I am in try of delivering a comprehensive lecture about the subject. My utmost try is to deliver proficient knowledge of the topic being taught. At this stage, I mostly use language that majority of the students understand well. That could be Punjabi, Urdu or Saraiki according to situation.

4.2 CULTURAL INFLUENCES ON PROFESSIONAL IDENTITY

The data underscored the profound influence of Pakistani cultural values on lecturers' perceptions of their professional roles. Participants frequently referenced societal expectations and cultural norms, highlighting the need for a nuanced understanding of how cultural factors shape their identity as ESL educators. All lecturers acknowledged the impact of cultural influence on their professional identity construction and negotiation. Cultural backgrounds influence communication styles and identity expression.

L2UF: Importance of cultural and ideological factors cannot be neglected for effective classroom discourse. Whenever I notice that students are uneasy and losing their interest in learning, I try to accommodate them by the choice of language as per their culture. Sometimes I consciously code-switch the language to facilitate some learners with low educational and social backgrounds.

4.3 SOCIOLINGUISTIC FACTORS AND PROFESSIONAL IDENTITY

Based on audio recordings of the interviews, data analysis narrated that the sociolinguistic factors such as gender, age, and social class influence English language use
among the lecturers in the classroom. The lecturers' language styles may be affected by their sociolinguistic background.

L1PF: I have studied in Urdu medium school till my matriculation. Although I have been teaching for ten years still, I am interested in knowing from which social backgrounds my learners belong to. I feel that the speaker-listeners of the same ethnic group can understand each other’s communication very well. Moreover, if my listeners are female majority, I feel more comfortable.

L3SF: Different sociolinguistic factors have distinct communication outcomes, and it can create misunderstandings when using English as a second language. For effective classroom communication, this influence should be overcome. Sometimes students are elder than you and you have to manage that professional teacher role more smartly with them. This causes anxiety and affects teaching-learning process.

4.4 CHALLENGES IN IDENTITY CONSTRUCTION

The lecturers expressed challenges in striking the right balance between formality and approachability in their English language use, impacting their identity as educators. They also faced language-related challenges, such as feelings of nervousness when using English in stressful situations. So, the lecturers tried to cope with these challenges by adopting certain strategies such as code-switching and maintaining their position as teachers by fulfilling their expected roles.

L3SM: Being a lecturer, I believe that one should know who the listener is? Although English is treated as a second language and Urdu is our national still, I feel comfortable when I get to know that my listener is a Saraiki speaker. The importance of identity can never be neglected but I have noticed that where I notice more Saraiki listeners are listening to me, I feel much relax and my performance of delivering the subject knowledge improves.

L2UM: Our lecturers possess excellence in their delivery of lectures. Lesser the cultural, social or linguistic barriers, easier the classroom discourse. To overcome the deficiencies either on the part of the lecturer or the students, the teacher has to multitask. He has to be active listener, a focused peer, a facilitator and sometimes he/she has to negotiate his own professional identity to maintain the classroom decorum. This is hectic and consumes energy obviously.
5 DISCUSSION

The findings revealed deep insights into the experiences and perspectives related to professional identity construction and negotiation of Pakistani multilingual lecturers in ESL classroom. The findings highlight the lecturers acknowledgement that language plays a crucial role in constructing and negotiating their identities. For lecturers, their language choices and proficiency were seen as significant components of their professional identity. Using English effectively established their authority in the classroom, aligning with their roles as English language educators. At the same time, they recognised the importance of maintaining a connection with their native language and cultural identity. They also perceived language as an integral part of their personal identity. Their language use reflected their cultural background, and connection with their community. While English represented their aspirations for education and professional growth, their native language remained central to their sense of self.

It is also demonstrated that English language lecturers established flexibility in adapting their language to accommodate students' needs and preferences, aiming to create an inclusive learning environment. They acknowledged the delicate balance between being linguistically flexible and maintaining their authority and expertise. Moreover, the findings revealed that the lecturers faced challenges in aligning their English language use with their professional identity. Balancing formality and approachability was a concern, as their language style was sometimes misinterpreted by the students. This highlighted the complexities of constructing a professional identity through spoken discourse and the need for effective communication strategies. On the other hand, they also experience challenges related to nervousness when using English in high-pressure situations. The use of English as a second language sometimes affected their confidence and fluency, influencing their identity expression in the classroom. The findings also indicate that language policies at the institutional level significantly influenced how lecturers constructed their professional identities. Policies related to language use, assessment, and curriculum design played a pivotal role in shaping the lecturers' sense of professional self.

Furthermore, cultural and ideological factors were found to be influential in shaping the professional identity of English language lecturers in Pakistan. Lecturers, particularly those from culturally diverse backgrounds, were sensitive to the diverse cultural backgrounds of their students. This awareness influenced their teaching approaches and language choices, creating a more inclusive and respectful learning environment. Furthermore, cultural variance played a significant role in their language use. Different communication styles and norms from various cultures led to occasional misunderstandings when using English as a second language. This
highlighted the need for culturally responsive language education, which respects and embraces the linguistic diversity present in the classroom. Lastly, the sociolinguistic factors such as gender, age, and social class were found to influence the professional identity construction and negotiation among lecturers. The female lecturers might adhere more to formal language norms, aligning with their sociolinguistic background. These observations demonstrate the complex interplay between sociolinguistic factors and professional identity negotiation in the educational context.

6 CONCLUSION

This research contributes valuable intuitions into the under explored area of Pakistani university lecturers' professional identity construction and negotiation in ESL classrooms. The findings highlight the complex interplay between cultural influences, pedagogical approaches, and institutional policies with code-switching and power dynamics being the key strategies used to negotiate their identities in the English language classroom. Addressing these delicacies is essential for fostering a more comprehensive understanding of ESL educators' professional experiences in the Pakistani higher education context. The implications of the study also suggest that promoting linguistic diversity and accommodating the linguistic needs of students belonging to the diverse backgrounds should be a key priority in language teaching.

Furthermore, this priority is related to Sustainable Development Goal 4(SDG 4) which emphasises the provision of high-quality education. As delineated by the United Nations, acquiring a quality education lays the foundation for enhancing individuals’ livelihoods and fostering sustainable development (Mweri, 2020).

REFERENCES


