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**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's³ 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

³ All names are pseudonyms chosen by the participants

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.