AN INVESTIGATION OF PROFESSIONAL IDENTITY DEVELOPMENT
ACROSS STUDENT, NOVICE AND EXPERIENCED EFL TEACHERS: THEIR
EXPECTATIONS AND FEARS FOR THE FUTURE

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ABSTRACT

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The main purpose of this study was to investigate student, novice, and experienced English as a foreign language teachers' professional identity development through the Possible Selves Theory in a Turkish context. The study also aimed to identify whether teachers at various stages in their professional careers had different ideal and feared language teacher selves, and the factors that influenced their future selves. To achieve the purpose of the study, an explanatory sequential mixed method was used. First, quantitative data were collected through a questionnaire and analyzed via SPSS. The questionnaire participants were 194 student, novice, and experienced English teachers working or studying at state schools in Turkey. Then, for the qualitative data, semi-structured interviews were conducted and analyzed to obtain a more in-depth understanding of the quantitative data. As a result of ANOVA, no significant difference was observed between student, novice, and experienced English teachers concerning their ideal and feared language teacher selves. In addition, in terms of ideal language teacher selves, all three participant teacher groups emphasized professional development, language competency, professional competency, personal qualities, and recognition. Additionally, in terms of feared language teacher selves, five themes

emerged: language incompetency, lack of professional development, undesired personal qualities, undesired professional dispositions, and lack of recognition. Moreover, the participants mentioned external and internal factors that affected their possible selves. Additionally, with the effect of the Covid-19 pandemic, the participants mostly emphasized the importance of using technology effectively and having the ability to be adaptable.

Keywords: teacher identity, possible selves, English teacher, ideal self, feared self

ÖZ

ÖĞRENCİ, MESLEĞE YENİ BAŞLAYAN VE TECRÜBELİ YABANCI DİL
OLARAK İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ KİMLİK
GELİŞİMLERİNİN ARAŞTIRILMASI: GELECEĞE DAİR BEKLENTİ VE
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Bu çalışmanın amacı yabancı dil olarak İngilizce öğretmen adaylarının ve mesleğe yeni başlayan ve tecrübeli yabancı dil olarak İngilizce öğretmenlerinin profesyonel kimlik gelişimlerini Türkiye bağlamında Olası Kimlikler Teorisiyle araştırmaktı. Ayrıca bu çalışma farklı kariyer aşamalarında olan yabancı dil öğretmenlerin ideal ve korkulan benliklerinin farklı olup olmadığını ve onların gelecek kimliklerini etkileyen faktörleri anlamaya çalışmıştır. Bahsedilen amaçlara ulaşmak için karma desenlerden biri olan açıklayıcı sıralı karma desen kullanılmıştır. Öğretmenlerin profesyonel kimlik gelişimlerini Olası Benlikler Kuramıyla incelemek için ilk olarak bir anket aracılığıyla nicel veri toplanmıştır ve SPSS aracılığı ile analiz edilmiştir. Anket katılımcılarını Türkiye'de devlet okulunda okuyan ya da çalışan 194 öğrenci, mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenleri oluşturmuştur. Daha sonra çalışmanın ilk aşamasında toplanan nicel veriyi daha iyi anlamak için nitel veri olarak yarı yapılandırılmış görüşmeler gerçekleştirilmiştir ve analiz edilmiştir. ANOVA sonucunda, öğrenci, mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenleri arasında ideal ve korkulan İngilizce öğretmeni kimliklerine ilişkin anlamlı bir fark

gözlenmemiştir. Çalışma sonuçları, bütün katılımcı grupların ideal öğretmen kimliği olarak mesleki gelişimi, dil becerilerini, mesleki yeterlilik, kişisel nitelikleri ve tanınmayı önemsediklerini göstermiştir. Ayrıca korkulan öğretmen kimliği olarak dil yetersizliği, mesleki gelişim eksikliği, istenmeyen kişisel özellikler, istenmeyen mesleki eğilimler ve tanınmama olarak beş tema ortaya çıkmıştır. Üstelik, katılımcılar olası kimliklerini etkileyen içsel ve dışsal niteliklerden bahsetmişlerdir. Bunlara ek olarak, Kovid-19 pandemisi etkisiyle katılımcılar teknolojiyi etkili bir şekilde kullanmanın ve adaptasyon yeteneğinin önemine vurgu yapmışlardır.

Anahtar Kelimeler: öğretmen kimliği, olası benlikler, İngilizce öğretmeni, ideal benlik, korkulan benlik

To my husband, Tahir, and my son, Emir Coşgun

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

METU: Middle East Technical University

ILTSS: Ideal Language Teacher Self Scale

FLTSS: Feared Language Teacher Self Scale

SELU: Self as an Expert Language User

SSPRT: Self as a Socially/Professionally Recognized Teacher

STIPD: Self as a Teacher Interested in Professional Development

SEP: Self as an Expert in Pedagogy

SIUT: Self as an Inexpert/Unknowledgeable Teacher

SUDT: Self as an Uncaring/Demotivated Teacher

SPFT: Self as a Professionally Fatigued Teacher

CFA: Confirmatory Factor Analysis

SPSS: Statistical Program used in Social Sciences

ANOVA: Analysis of Variances

IRB: Institutional Review Board

CHAPTER 1

INTRODUCTION

Within the scope of this chapter, the background to the study, a statement of the problem, the purpose of the study, the significance of the study, and the research questions for the study are presented in order.

1.1. Background to the Study

Becoming a teacher involves more than just learning some technical knowledge and practicing it. It is a more complicated process that includes teachers' professional identity formation (Olsen, 2008). In particular, Zeichner (2005) states that the insufficient understanding of teacher professional identity formation is the biggest obstacle faced by teacher education programs. Beauchamp and Thomas (2009) also state that an exploration into new teacher professional identity helps to develop more effective teacher education programs.

Traditionally, teacher identity has not received enough attention in the field of language teaching and learning. However, with the turn from cognitivist to sociocultural views, language teacher identity has been placed at the heart of language teaching and learning (Miller, 2009). Especially in recent decades, the number of language teacher identity studies has increased (Nguyen, 2017; Tafazoli and Sadeghi, 2018). Most studies on teacher identity agree that understanding teacher identity is crucially important to understand teachers and their professional development. In addition, teacher identity is seen to be multiple, flexible, dynamic, and multidimensional (Nguyen, 2019). Moreover, language teaching is an identity work (Norton and De Costa, 2018). Therefore, studying language teacher identity is

crucially important in terms of improving language teaching and learning (Beauchamp and Thomas, 2009).

Identity refers to how people view themselves, and how they perform their assigned roles in specific environments (Burns and Richards, 2009). Norton (2000) defines identity as being "how a person understands his or her relationship to the world, how that relationship is constructed across time and space, how that person understands possibilities for the future" (p.5). Therefore, teacher training involves not just learning about the theories and methods of language teaching, but also learning what it means to become a language teacher. Teaching is not just about good preparation and better presentation; it is surely much more than that (Martel and Wang, 2014). In addition, Gee (1996) states that "it is not just what you say or even how you say it, it is who you are and what you are doing while you say it" (p.8), which indicates the importance of understanding teacher identity. In addition, Varghese, Morgan, Johnston, and Johnson (2005) state that:

> In order to understand language teaching and learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are: the professional, cultural, political, and individual identities which they claim, or which are assigned to them. (p. 22)

Identity is both an individual and a social matter (Burns and Richards, 2009). Teacher professional identity is affected by various factors, such as a teacher's previous schooling experiences, the level of motivation to become a teacher, the teacher education program attended, practicum experiences, and various professional practice contexts (Flores and Day, 2006). Both internal and external factors develop, shape, and affect the professional identity formation of teachers (Beauchamp and Thomas, 2009).

Teachers go through various stages during their careers. They start their careers as student teachers in pre-service teacher education programs. These student teachers then continue on to become novice in-service teachers after graduation, and then they become experienced teachers over the course of time. At every career stage, their teacher professional identities change. During a teacher's career, there is no point at

which professional identity is complete; rather, it develops and changes continuously (Hall, 1999). Teachers continuously define and redefine their professional identities during their careers in a dynamic relation with their past, present, and future selves (Dalioglu and Adiguzel, 2016).

The process of learning to teach is a complex and challenging process during teacher identity development (Yuan, 2016). Teacher education programs play a significant role in the professional identity formation of teachers (Dalioglu and Adiguzel, 2016). Even when they are at the start of their teacher education programs, trainee teachers are already under the influence of the "apprenticeship of observation" (Lortie, 1975). That is their previous experiences, previous and current teachers, and contextual factors affect teacher identity formation. Consciously or unconsciously, memories affect student teachers' perception both of the self as a teacher, and their identity development (Miller and Shifflet, 2016). Student teachers might be unaware of doing so, but they compare and contrast the practices they learn during the teacher education programs they take with their memories. However, sometimes this could mislead these teacher candidates. Therefore, past experiences are a critical consideration for the identity development of teachers.

In the literature, the practicum experience is not only mentioned as the most influential part of teacher education, but also as one of the most crucial, critical, and challenging experiences (Gebhard, 2009). Yuan (2016) also states that the practicum is one of the most crucial parts of teacher education programs in terms of shaping the identity development of teacher candidates. During the practicum, student teachers leave their student identities and adopt teacher identities so as to form a self-image as a teacher (Day, 2011). During a practicum, student teachers have a chance to practice the theories that they have been learning during their teacher education programs. In addition, the practicum also helps student teachers to imagine themselves with regard to what kind of teacher they will be in the future.

Previously, studies investigating the practicum have mostly focused on the student teachers' teaching practices, and what they actually did in the classroom. However, recently, within more sociocultural frameworks of investigation, the practicum

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experience has started to be perceived as part of the identity construction of teachers (Prabjandee, 2019). The school context and the relationships with other teachers and the student teachers' own students influence their self-concepts and teacher identity formation. Britzman (2003) states that student teachers' thoughts related to what it means to become a teacher should be ascertained in order to observe their professional identity development.

After graduation, teachers start working as novice in-service teachers. In their first years of teaching, they experience a type of reality shock (Burns and Richards, 2009). The ideals that they learned during their teacher education programs are replaced by the realities of the teaching environment. According to a NCTAF (2003) report, one-third of new teachers leave the profession within three years, and one half of beginning teachers leave the profession within 5 years. These statistics indicate that understanding novice teachers' professional identities has crucial importance for understanding their teacher selves. In addition, Kanno and Stuart (2011) state that novice language teacher learning is more about professional identity formation than it is about language teaching knowledge. Pennington and Richards (2016) also mention that, after graduation from education departments, novice teachers are not only expected to know how to teach and to have the required knowledge but also to adopt their particular teaching environment's characteristics and to personalize their knowledge.

Richards and Pennington (1998) state that most novice teachers in their first years in the profession ignore the principles that they learned during their teacher education programs. Their teacher identities are affected by their previous school experiences, the teacher education program they attended, and the working environment (Farrell, 2009). Working conditions affect the professional identities of a teacher more than pre-service teacher education (Flores, 2001), and most teachers have difficulty in implementing the methods that they have learned during their teacher education. Therefore, they adopt conventional teaching practices at schools even if they do not believe in their effectiveness (Farrell, 2012).

Language teacher identity has been explored in many different ways in respect of the constant changes that teachers undergo, the narratives that they use to explain themselves from their own point of view (Connelly and Clandinin, 1999), the discourses that they participate in, the metaphors that reflect their understanding, and the influence of the contexts they come into contact with (Beauchamp and Thomas, 2009). This is especially important because teacher recognition and support diminish across teachers' careers (Evans, 1996). Experienced teachers receive less feedback and support regarding the teaching profession, and they have more diverse responsibilities than novices (Holbert, 2015). They also have less commitment to their professions than novices. Therefore, to reach a complete understanding of the identity development of teachers requires considering teachers' identity formation as a developmental process involving teachers at various stage in their professional careers.

The significance of self and identity is a recent trend in second and foreign language teacher education (Rahmati, Sadeghi and Ghaderi, 2018). Most theories on self and identity have sociocultural roots because of social nature of the human beings and identity formation (Hiver, 2013). Teacher identity is connected to the terms "self" or "self-concept" and an exploration into teacher professional identity also revolves around these terms. An understanding of self is key to understanding teacher identity formation (Beauchamp and Thomas, 2009). Therefore, self-related theories have emerged in order to understand teacher identity development better (Dastgoshadeh, 2018). One of these theories is the Possible Selves Theory advanced by Markus and Nurius (1986). This theory emerged in the field of psychology and has recently been used in the field of language teacher education in order to understand the professional identity development of teachers.

Possible selves are like the dynamic aspect of identity and understanding teachers' professional identity includes not just understanding "who they are at the moment" but also "who they want to be in the future" (Cheung, 2008; Sachs, 2001). From this perspective, Markus and Nurius's (1986) Possible Selves Theory provides a strong theoretical framework for understanding teacher professional identity formation. More specifically in the case of teachers, teachers' possible selves can be defined as teachers' future probable selves related to what they could become and what they are

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afraid of becoming in their profession (Itoi, 2014). This is because, although knowledge of what teachers think currently could indeed be helpful, knowing about teachers' expectation and fears for the future could lead to a transformation of teachers' future selves and better help teachers' professional identity formation (Shoyer and Leshem, 2016). Such knowledge could show variations in the change regarding teachers' values and contextual factors. Markus and Nurius (1986) state that all self-concepts could change with experience, but possible selves are more susceptible to environmental changes because social experience is missing to guide one's future perspectives.

1.2. Statement of the Problem

A future oriented perspective has been neglected in the field of language teacher identity research. Most research on teacher identity has focused on the past or present dimensions of professional identity formation (Van Lier, 2006). However, recently, awareness has grown regarding the importance of future oriented practices in shaping the self of teachers (Conway, 2001). Norton's (2000) definition of the term "identity" also points out that "how the person understands possibilities for the future'' is part of his or her identity. Therefore, understanding language teachers' future oriented perspectives is crucial to understanding their identity development.

Moreover, studies investigating language teacher identity have mostly focused on teachers' concerns and anxieties. However, Possible Selves Theory examines teachers' expectations and fears together, and so it presents a more balanced view of teachers' identities (Conway and Clark, 2003). Thus, teachers could direct their future actions in order to achieve expected possible selves and avoid the feared possible selves (Bak, 2015). In addition, the theory also reflects the effectiveness of interventions in teacher education programs and in-service trainings (Mahmoudi-Gahrouei, Tavakoli and Hamman, 2016).

Additionally, it is the case that student, novice and experienced teacher groups tend not to interact with each other. Most of the time, they are isolated in their groups, and they are not aware of each other's specific expectations and fears regarding the

language teaching profession. Although student teachers do interact with in-service English language teachers during the practicum, the interaction is limited. Most of the time, teachers do not benefit from the experiences of in-service teachers, experiences that are important in the development of teacher identity. However, at every career stage that teachers pass through, they define and redefine their identities (Dalioglu and Adiguzel, 2016). Therefore, there is a need for greater awareness of the various teacher groups' ideal and feared possible selves concerning the teaching profession so as to increase the collaboration and interaction among various teacher groups at different stages in their careers and thus to support teachers' professional identity development.

Within the research to date, most studies related to language teachers' professional identity formation through self-related theories have investigated only student or novice language teacher identity formation (Sahakyan, Lamb and Chambers, 2018). Few studies have investigated language teachers' professional identity formation as a developmental process throughout the teacher's career. In their meta-synthesis on foreign language teacher identity studies in Turkey specifically, Taner and Karaman (2013) also state that most studies on language teacher identity have focused only on student teachers. However, the professional identity development of language teachers needs to be thought of in holistic terms, starting from pre-service teacher education and continuing through in-service teaching practices over the years.

In addition, in the Turkish context, most studies regarding teacher education have focused on teachers' beliefs, attitudes, values and perceptions, but few have focused on teacher identity (Taner and Karaman, 2013). However, understanding professional identity formation of teachers is crucially important to improve teacher education programs, and teaching and learning (Alptekin and Tatar, 2011). Thus, further research on teacher identity construction is needed in the Turkish context (Taner and Karaman, 2013).

1.3. Purpose of the Study

The purpose of this study is to investigate student, novice, and experienced English as a foreign language teachers' professional identity development through Markus and

Nurius's (1986) Possible Selves Theory in the Turkish context. The study considers the identity formation of language teachers as a developmental process. The study also aims to identify whether teachers at various stages in their professional careers have different ideal and feared language teacher selves, and the factors that influence their future selves. For this reason, studying English language teachers at different career stages could highlight language teacher professional identity formation, the teachers' expectations and fears related to their future teaching and learning, and the possible factors that affect their professional identity development.

Teachers are expected to reflect both their current and future selves concerning the profession. Therefore, this study aims not only to learn about language teachers' current selves, but also their future selves, including their expectations and fears for the future. In this way a more complete understanding of EFL teachers' professional identity development can be achieved. With this study, the intention is also to assist student, novice and experienced EFL teacher groups to become more aware of both their own and each other's future possible selves. At every career stage that teachers pass through, they define and redefine their identities. Consequently, increasing the interaction and collaboration among teachers, and increasing the awareness of teachers' various professional identity development processes, can support teacher professional identity formation. Moreover, creating awareness regarding the professional identity development of various EFL teacher groups can work towards improving language teacher education policies and practices, and language teacher identity studies.

1.4. Significance of the Study

This study is significant from various perspectives. First, the future oriented perspectives of student, novice and experienced teacher groups regarding their expectations and fears for the language teaching profession will be understood. Future oriented perspectives act as a motivational drive for teachers, allowing them the opportunity to arrange future actions and plans. In addition, teachers can be aware of their current language teacher selves. Thus, teachers could develop their identities

better, and more effective language teaching and learning practices can be performed (Beauchamp and Thomas, 2009).

Moreover, student, novice and experienced teacher groups will be aware of each other's specific expectations and fears regarding the profession. Thus, it could increase the interaction and collaboration among teacher groups, and they could support each other during the development of their professional identities (Han, 2021). Additionally, the results of the study will provide insights for policy makers, administrators, teacher educators, trainers, and material developers regarding language teacher education policies and practices.

Besides these considerations, this study considers the professional identity development of teachers as a developmental process. It emphasizes the stages that teachers go through during their careers while being student, novice, and experienced language teachers. Rather than studies that focus solely on either one of these stages, this study investigates the identity development of teachers from a more holistic perspective. Thus, the results will reflect a more complete understanding of teacher professional identity development in the Turkish context.

1.5. Research Questions

Considering the above-mentioned background to the study, statement of the problem, purpose of the study and significance of the study, this present study aims to answer specific research questions to understand student, novice, and experienced EFL teachers' professional identity development better. The research questions of the study are presented below:

1. How do student, novice, and experienced EFL teachers define their ideal language teacher selves?
2. What do student, novice, and experienced EFL teachers fear becoming regarding their professional identity?
3. Is there a significant difference among student, novice, and experienced EFL teachers regarding their ideal and feared language teacher selves?

4. What are the main factors influencing student, novice, and experienced EFL teachers' ideal and feared possible selves?

5. How do student, novice and experienced EFL teachers perceive each other in terms of ideal and feared possible language teacher selves?

6. How has the Covid-19 pandemic affected student, novice and experienced EFL teachers' ideal and feared possible language teacher selves?

CHAPTER 2

REVIEW OF LITERATURE

Within the scope of this chapter, a review of literature concerning the topic of the study is given. First, teacher identity, language teacher identity, and Possible Selves Theory are defined. In addition, teacher identity in respect of the effect of the Covid-19 pandemic is also considered along with the relevant studies in the field. Moreover, studies concerning the identity development of pre-service, novice, and experienced teachers are referred to.

2.1. Teacher Identity

Defining teacher identity is a controversial and complex area, but recently there has been a shift from fixed definitions of teacher identity to more dynamic perspectives (Ajayi, 2011). The main reason for this shift is the epistemological change from positivist views to sociocultural perspectives in language teacher education (Yazan, 2018). Sociocultural perspectives do not view language educators as just the transmitters of knowledge. They emphasize educators' beliefs, thoughts, and previous experiences. Thus, teacher identity has started to be thought of as multiple, flexible, and changing rather than fixed and stable (Johnson, 2009; Noonan, 2018; Ruohotie-Lyhty & Moate, 2016). In addition, sociocultural perspectives also emphasize that social, cultural, political contexts affect the identity of teachers.

Among various definitions of teacher identity (Lasky, 2005; Olsen,2008; Hsieh, 2010), Cohen (2010, p.473) defines it as "how teachers view themselves as professionals in the context of changing work situations, often driven by changes in education policy". In addition, Mockler (2011, p. 519) defines it as "the way that teachers, both individually and collectively, view and understand themselves as teachers and it is thus

understood to be formed within, but then also out of, the narratives and stories that form the 'fabric' of teachers' lives". What is common in all the definitions of teacher identity is that teacher identity reflects teacher' beliefs about themselves as teachers. In addition, communities of practices affect teachers' professional identities. Moreover, teacher identity is multiple and changing, and it is affected by social context. Finally, teachers' investment in the profession develops their professional identities (Yazan, 2018).

Beauchamp and Thomas (2009) emphasize teacher identity's regulative role in teachers' professional lives. They state that teachers can facilitate their teacher identities to explain, justify and understand themselves and their actions both to themselves and to the outside world. Therefore, understanding teacher identity could improve teacher education programs, as well as language teaching and learning.

2.2. Language Teacher Identity

In language teaching, language is used both as a subject of teaching, and a cultural and linguistic tool. Thus, language teachers' identities are also affected by their linguistic identities as language users (Park, 2012). Language teachers' positioning by themselves and by others regarding their language competence and degree of nativeness affects both their current and future professional identities.

Especially in decades with the sociocultural framework, it has been understood that teacher identity is crucial for understanding teacher learning (Johnson, 2009). Previously, teacher learning was assumed to be realized within teacher education programs through theoretical and practical knowledge. Teachers were only seen as transmitters of that knowledge. However, with the change in the epistemological perspective, who teachers are has started to be considered as important and essential in teacher learning (Yazan, 2018).

Language teacher cognition is also related to teacher identity (Miller, 2009). What teachers think, believe, and know are part of their identities. Language teacher cognition focuses on the unobservable part of teachers' mental lives to understand

teaching practices better. How teachers decide their teaching practices, and what they think about their teaching practices, reflects their cognitions. Borg (2009) states that we cannot understand language teachers without understanding teachers' thoughts, beliefs, and knowledge.

One of the important aspects in language teacher cognition is the effect of teachers' prior language learning experiences. The language teacher identity framework devised by Yazan (2018) refers to this as "teacher biographies". Lortie (1975) expresses it as "apprenticeship of observation". Pre-service language teachers already have strong beliefs about language learning and teaching when they start on their teacher education programs, and this affects their teacher identities. Another important aspect in language teacher cognition is the practicum experience during pre-service teacher education. Farrell (2001) states that the practicum experience affects teacher candidates' cognitions regarding what it means to be a language teacher.

The impact of pre-service teacher education is another important aspect in language teacher cognition. Studies indicate that pre-service teacher education has an impact on teacher candidates' teaching practices, but special attention should be paid to whether the change in behavior is cognitive or behavioral (Borg, 2009). There is a need for learner teachers to talk about what they are experiencing during pre-service teacher preparation (Johnson, 2009). Finally, the practices of in-service teachers cannot be explained just by considering what teachers think, believe, and know. Studies indicate that, in addition to cognitions, contextual factors shape teachers' practices (Miller, 2009).

Participation in communities of practice is another dimension for language teacher identity. According to the sociocultural framework, teachers learn in communities by actively participating. Lave and Wenger (1991) mention the term "communities of practice" to indicate participation in communities with shared work theories and practices. As a part of a community, teachers do not just learn new content; they may also change what they believe or value. This indicates that teachers' identities are not fixed, and that could change through participation a new community (Johnson, 2009).

Contextual factors affect all the dimensions of the language teacher identity. Contextual factors include both micro and macro contexts affecting teachers' identity formation (Yazan, 2018). Micro contexts include the school environment, classrooms, or any related contexts regulated by macro contexts like social, political, and cultural contexts. Contextual factors are mostly ignored in language teacher identity formation, but they are one of the most important factors in shaping the identities of teachers (Johnson, 2009). Contextual factors affect language teachers' decisions, beliefs, and practices.

Finally, language teacher emotions are another of the important factor affecting teachers' identities (Song, 2016). Teacher emotions have an influence on teachers' thoughts, beliefs, and knowledge. Most of the time, the emotional aspect of the teaching profession is ignored. However, the teaching profession includes personal commitment and emotional understanding (O'Connor, 2008). Emotions affect teachers' professional decisions and practices. Therefore, understanding the professional identities of teachers requires an understanding of the emotions of teachers, because emotions give insights towards understanding the unobservable part of language teachers' mental lives. For this reason, they should be part of any study related to language teacher identity (Yazan, 2018).

2.3. Teacher Identity and the Covid-19 Pandemic

The effect of the Covid-19 pandemic has been seen all around the world, and Turkey is no exception. In response to the Covid-19 virus that outbroke in the first semester of 2020 in Turkey, most services have been closed as a measure to reduce physical proximity and to prevent the spread of the virus infection. Education practices have also been affected by this pandemic. Most schools in Turkey have been closed to students, and teachers have been asked to conduct their courses remotely. Both the education system and the teachers were unprepared for the swift changes that occurred. Teachers needed to find ways to connect with their students and to teach effectively.

During crises, a decrease in teachers' sense of self-efficacy is observed (Seyle et al., 2013). In addition, during Covid-10 pandemic, teachers' technological competence

has become more important in order to conduct effective lessons. Online teaching requires teachers to conduct their teachings synchronously and asynchronously (Plaisance, 2018). Gonzales and Louis (2018) state that online teaching should be arranged in a way that it would motivate students and get their interests. Additionally, teachers experience confusion and stress because of abrupt school closures and uncertainty about how long the effect of Covid- 19 pandemic will last (UNESCO, 2020; Kraft, Simon, and Lyon, 2020; MacIntyre, Gregersen and Mercer, 2020). In addition, Dvir and Schatz-Oppenheimer (2020) assert that a crisis could influence the professional identity of teachers. Moreover, Huang (2021) indicates that online teaching poses challenges to teachers' professional identities with respect to different teaching experiences and context. They experience changes in their daily routines, knowledge and skill, beliefs about teaching.

2.4. Studies on Pre-service English Language Teacher Identity

Studies have been conducted to understand the identity development of pre-service English Language teachers. In one of the studies, Trent (2011) examined pre-service English teachers' professional identity development. The participants in this qualitative study were six Chinese pre-service English teachers. Interviews conducted with the participants highlighted that the pre-service teachers had rigid views regarding teaching. The study also stated that the pre-service teachers' rigid views could result in problems when they started actual teaching practices at an institution. In another study, Salinas and Ayala (2018) studied EFL student teachers' professional identity construction in a case study. The participants were two student teachers in their final year in a teacher education program in Chile. The results suggested that student teachers' professional identities were formed by both internal and external factors such as their self-perception, learning environment and practicum experiences. In addition, student teachers' identities were unstable, multiple, and dynamic.

Nguyen (2019) investigated three pre-service English language teachers' identity formation during their practicums in a case study. The study investigated the factors that promoted or inhibited their professional identity development. The study showed that the professional identity formation of each of the three pre-service teachers was

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different from that of the others. Their previous experiences, practicum school contexts, and mentor teachers affected their identity developments differently. The study indicated that mentors during the practicum had a major effect on their teacher identity formation. Therefore, it was suggested that mentoring could promote the identity development of teachers if it could be done properly.

In addition, Urzu´a and Va´squez (2008) investigated novice ESL teachers' professional identity development through prospective reflections during mentoring sessions. As one of the influential models on reflective teaching, the model developed by Schön (1983) emphasizes "reflection in action" and "reflection on action". The study underscored the idea that, besides reflection on action and reflection in action, reflection for action, which includes plans for the future supports teachers' identity development. Through prospective reflections, novice teachers mentioned their plans and considered their possibilities. Therefore, the study suggested that mentor teachers should be aware of the importance of teachers' reflection for action in terms of its effect on the professional identity formation of teachers.

Prabjandee (2019) also investigated the practicum experiences of pre-service English teachers from a professional identity formation perspective in Thailand. The participants in this qualitative study were two pre-service English teachers. Analysis of interviews and observation notes indicated that the practicum experience contributed to the pre-service teachers' identity formation. In addition, pre-service teachers overcame challenges with the help of technical and psychological support mechanisms. Moreover, the study also stated that teacher identity was formed through emotion, practice, and symbolic entity during the practicum. The study also emphasized the importance of the practicum experience in shaping teacher identity.

In addition, Prabjandee (2020) conducted another study with pre-service English language teachers' identity development in Thailand. The participants were fifty pre-service English teachers studying at different stages of teacher training. Data were collected through semi-structured interviews. The results showed that the participants had various motivations to enter the profession, such as family influence, love of English, enjoyment of teaching, and so on. In addition, the practicum experience

affected participants' identity development to a considerable degree. Nearly half of the participants started to see themselves as teachers after completing the practicum.

2.5. Studies on Pre-service Teacher Identity and Possible Selves

Multiple studies have investigated pre-service teachers' identity development using Markus and Nurius's (1986) Possible Selves Theory. A study by Hong and Greene (2011) explored pre-service teachers' hopes and fears regarding their future in the teaching profession. The participants were eleven pre-service teachers. The results indicated that the participants' previous experiences had more of an effect than the teacher education program in shaping the participants' hopes and fears. In addition, when the participants' hopes, and fears were not balanced, they produced more fears than hopes.

A study by Hamman, Coward, Johnson, Lambert, Zhou, and Indiatsi (2013) studied the professional identity formation of pre-service teachers using Possible Selves Theory. The participants were ten pre-service teachers studying at a state university in the United States. Data were collected through interviews. The results revealed that all participants took some type of action either to reach their hoped selves or to avoid their feared selves. Future selves acted as a motivational drive for teachers to plan their actions. Therefore, the results indicated that possible selves affected teacher professional identity. In addition, the results also showed that teacher possible selves were not fixed, but rather changed continuously.

In a qualitative case study, Itoi (2014) examined possible selves changes in EFL pre-service teachers during their last ten months period in a teacher education program together with the reasons for this change. The participants were four pre-service teachers in their final year in a teacher education program. The main data collection tools were interviews, practicum reports and e-mails. The results showed a change in the pre-service EFL teachers' self-perceptions regarding what they expect from their professions. Their practicum experience had an effect on changing their future possible selves from mostly ideal selves to ought to and feared selves. The participants recognized the gap between their present selves, and ought to selves and this situation

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led them towards the feared selves. The study also found that relationships with others, such as their mentor teacher, the school environment and parents, also affected their possible selves changes.

A study by Al-Khairi (2015) explored ideal English language teacher qualities in a Saudi Arabian context. The participants were 216 student English teachers. Data were collected through a questionnaire and analyzed via inferential statistics. The results showed that student English teachers mostly emphasized personality and the professional qualities of English teachers that could motivate and inspire students. In addition, no significant difference was observed between male and female participants regarding the ideal English language teachers' characteristics.

Moreover, in his Ph.D. thesis, Gonzalez-Bravo (2015) investigated teacher candidates' professional identity formation in terms of Possible Selves Theory. The participants in the case study were thirteen teacher candidates. The study proved the utility of Possible Selves Theory in understanding teacher professional identity. Teacher candidates' desires, fears, and strategies regarding the teaching profession informed teacher educators with respect to teacher professional identity formation.

Additionally, Shoyer and Leshem (2016) investigated student teacher candidates' hopes and fears for the teaching profession. The participants in the study were 90 student teacher candidates at a college in Israel. Data were collected through an open-ended questionnaire. The study concluded that the participants expressed more hopes than fears. They mostly mentioned expected possible selves rather than feared possible selves. The study also suggested that the teacher candidates' possible selves should be investigated across their careers to observe the process of professional identity development, and so thus their hopes and fears towards the profession.

Studies indicate that the practicum is one of the most crucial parts of teacher education programs in respect of developing teachers' professional identities. Yuan (2016) undertook a study with two Chinese pre-service language teachers that considered their professional identity development and their possible selves. The study especially aimed to investigate the effect of ineffective mentoring practices that were provided

to final year language teachers during their practicums. The study indicated that negative mentoring affected pre-service teachers' identity development. The participants developed both ought to and feared possible selves, leaving aside notions of the ideal self.

Moreover, Miller and Shifflet (2016) studied the expected and feared possible selves of pre-service teachers through their memories. The participants in this qualitative study were 69 pre-service teachers. The results showed that the pre-service teachers' memories influenced their professional identities and their perception of self as a teacher. Some participants recognized a conflict between their memories and the effective teaching methods that they had learned during their teacher education. In addition, some participants negotiated their memories with their practices during the courses they took.

In another study, Werbińska (2017) investigated student teachers' autonomous identity development and possible selves. The participants in this longitudinal four-year study were two English language student teachers. The self-narratives of the participants, in which they imagined their future professional lives, were analyzed. The study highlighted that the possible selves of student teachers influenced their professional identity formation. Similarly, Gaines, Choi, Williams, Park, Schallert and Matar (2018) studied pre-service teachers' possible selves via shared stories in an online platform. The participants were four bilingual pre-service teachers. The stories shared by the participants were analyzed to understand teacher candidates' identity development. The results showed that the participants' individual past experiences resulted in diverse possible selves for all of them. In addition, the shared stories also affected the pre-service teachers' identity development and their future possible selves.

In the Turkish context, Possible Selves Theory has also been used to understand pre-service EFL teachers' identity development. In one of the studies, Dalioglu and Adıguzel (2016) explored possible selves and the self-efficacy beliefs of teacher candidates after they had done their teaching practice (practicum) at a teacher education faculty in Turkey. The participants were 70 senior students from various departments, although most of the participants were from the English Language

Teaching department. Data were collected through both quantitative and qualitative methods. The results indicated that, with teaching experience, the participant teachers' self-efficacy beliefs improved. In addition, regarding the possible selves of the teacher candidates, it was seen that expected possible selves of the teacher candidates did not change after the teaching practice, but their feared selves showed variation.

In addition, Babanoğlu (2017) investigated the possible selves of pre-service English as a Foreign Language (EFL) teachers in a Turkish context. The study explored pre-service teachers' fears and expectations for the teaching profession and their professional identity development. Data were collected through a survey. The participants were 149 pre-service EFL teachers studying at a state or a private university in Turkey. The results showed that the EFL teacher candidates had positive expectations and no serious fears for the teaching profession that they would enter in the following year. In addition, the female participants had higher expected possible selves scores than the male participants.

Another study, by Sallı and Osam (2018), investigated pre-service English language teachers' identity development though expected and feared teacher possible selves. The participants in the study were thirteen pre-service 4th grade ELT student teachers at a university in Turkey. The main data collection tools were blog posts, interviews and video recordings of teaching experiences from the pre-service teachers' practicums. The results indicated that the student teachers developed both expected and feared possible selves. The participants formed various expected possible selves regarding interpersonal relationships, professional techniques, and strategies. In addition, they also articulated feared possible selves regarding topics such as classroom management and teaching strategies. Compared to expected selves, feared possible selves were fewer.

Additionally, Babanoglu and Agcam (2018) explored pre-service teachers' expected and feared possible selves in the Turkish context via a questionnaire. The participants were 179 pre-service teachers from three different undergraduate degree majors: primary school teaching, science teaching and English language teaching. The study reported that EFL teachers' expected possible selves were lower than those of the

primary school teacher and the science teacher trainees. The probable reason was explained as being major specific properties in that English language teaching was different from other majors as it also included language user identity besides teaching identity.

Another study by Külekçi (2018) researched prospective EFL teachers' perceptions of the ideal EFL teacher in the Turkish context. The participants were 165 prospective EFL teachers studying at a state university in Turkey. Data were collected through a questionnaire and interviews. The results indicated that the prospective EFL teachers emphasized teachers' giving authentic examples, being prepared for the course and developing themselves professionally. In addition, the study also found that there was not a statistically significant difference regarding the ideal language teacher perceptions among participants who have various amounts of teaching experience. Moreover, there was not a statistically significant difference between male and female participants.

In another study published recently, Gün and Turabik (2019) investigated the effect of possible selves on teacher candidates' teaching motivation. The participants were 316 teacher candidates at a state university in Turkey. Data were collected through surveys and were then analyzed using statistical analysis programs. The results demonstrated that teacher candidates' possible selves predicted their internal and external teaching motivations well. There was a low relationship between possible selves of teacher candidates and their internal motivations. However, there was not a relationship between the possible selves' teacher candidates and their external motivation towards teaching.

In another recent study, Ölmez Çağlar (2019) explored possible selves of student English teachers and its relationship with motivations and self-efficacy beliefs. The participants in this mixed-methods study were 296 fourth year English language student teachers at seven different state universities in Turkey. Quantitative data were analyzed statistically, and qualitative data were analyzed via content analysis. The results suggested that student teachers had strong ideal, ought to and feared possible selves, autonomous teaching motivation and self-efficacy. The ideal selves of student

teachers predicted the level of autonomous motivation. Moreover, the motivation of student teachers predicted their self-efficacy. Thus, the results reflected the importance of developing strong possible selves in order to increase their motivation and self-efficacy beliefs.

Additionally, Tabak, Yenel, Tabak, and Şahin (2020) studied prospective teachers' expectation and concerns regarding their future professions using Possible Selves Theory. The participants in this qualitative phenomenological study were 449 teacher candidates in their final year of study. The results showed that the most mentioned expectation of the participants concerning the teaching profession was being competent in the profession. Other than this, they also mentioned, among the other things, staying up to date, training morally good individuals, and communicating effectively. The participants also mentioned concerns regarding the profession, and the most mentioned concerns were losing motivation and being inadequate practitioners. In addition, the results also indicated that even if participants mentioned both concerns and expectations regarding the profession, their expectations outnumbered their concerns.

2.6. Studies on Novice English Language Teacher Identity

The identity development of novice English language teachers has attracted considerable attention in the literature. In one study, Scherff (2008) investigated two novice English language teachers' identity development and their reasons for leaving the profession. The study was designed as a case study. Interviews were conducted and e-mails were collected for 17 months, and they were analyzed qualitatively. The study concluded that workplace settings, and the relationships experienced there, had been the main factor that had affected the teachers' decisions to resign from their jobs. The school culture and difficult working conditions made teachers decide to leave the profession.

In another study, Lovett and Davey (2009) studied four novice secondary level English teachers' professional identity development in a case study. Analysis of semi-structured interviews showed that the novice English teachers experienced challenges

and needed professional help. The study results also revealed that one size does not fit all. Each of the participants had different professional needs and support requirements. Therefore, schools were seen as being responsible for providing novice teachers with mentoring and professional help.

A study by Lomi and Mbato (2010) studied the professional identity development of Indonesian novice EFL teachers. The study investigated the challenges that teachers faced in their first year and the strategies they employed to deal with them. The participants were three Indonesian EFL teachers who were in their first year of teaching after graduation. Interviews were conducted with the participants and were analyzed qualitatively through coding. The results indicated that the participants faced both internal and external struggles in their first year. In terms of internal struggles, the participants mentioned dealing with personal problems in teaching, maintaining self-efficacy, their language ability, and job dissatisfaction. For external struggles, they mentioned classroom management, a lack of teaching resources and facilities, problems with colleagues, and salary problems. The study also suggested that teacher education programs should prepare teacher candidates for the real-world teaching environment.

Moreover, Kanno and Stuart (2011) studied two novice English as a second language teachers' transition from being graduate students to teachers, and their professional identity development over a period of one academic year. The two cases were analyzed using both within case and cross case analysis. The study revealed that the transition from being students to teachers was not an easy task. It was a slow process. The teachers' professional identities also showed variation during the one year observation. They felt more like a teacher after one year of teaching practice.

Djoudir's (2019) doctoral thesis investigated novice EFL teachers' professional identity construction in an Algerian context. The participants in this qualitative study were fourteen EFL teachers in their first year of teaching. The main data collection tools were semi-structured interviews conducted with the participants, the participants' written reflections and the researcher's journal. The results of the study showed that professional identity was a complex phenomenon, and that it involves negotiation of

meaning among imagined, practiced, and future identities. In addition, the study also revealed that the support provided by the school administration and colleagues affected the teachers' professional identity development positively. The study indicated that the importance of communities of practices in shaping teacher professional identity.

Moreover, a study by Kennedy (2020) explored imagined and enacted teacher identities of novice English teachers via a longitudinal ethnographic study in South Korea. The participants in the study were ten novice English teachers who had not received prior formal teaching experience before the study was conducted. The data collection tools included interviews, small group conversations, monthly reflections, field notes and teaching artifacts. The study was designed with a three-piece dissertation by publication model. The first article investigated how a novice teacher's imagined identity collapsed. In the second article, a novice EFL teacher's doubts and insecurities were explored. Finally, the third article dealt with the power of community in shaping novice EFL teachers' identity.

In the Turkish context, Bulut Albaba (2017) conducted a study on EFL teachers' transition from being pre-service teachers to being novice teachers through a longitudinal case study. The study investigated teacher learning via social and cognitive changes. The participants were five novice EFL teachers. The participants were interviewed before they undertook their practicums, during their practicum, and in the initial year of their teaching careers. The results suggested that when novice teachers' teaching practices conflicted with the actual teaching practices and accepted values of teaching contexts, the novice teachers adapted to the conventional teaching practices of the schools in which they were teaching. The novice teachers' idealism declined, starting from the practicum experience. The situation of "legitimate participation" affected novice teachers' decisions. The results also indicated that teacher education programs should support teacher candidates with regard to how to resist reverting to conventional teaching practices in local contexts.

In addition, Kaya and Dikilitaş (2019) investigated the professional identity development of a novice English language teacher in a qualitative case study in a Turkish context. The participant in the study was one English language teacher. Data

were collected through interviews, observations, and narratives. The research findings indicated that the novice teacher was mostly under the influence of behaviorist perspective at first, but over time, the teacher developed a more socio constructivist teacher identity.

Another study by Toköz Göktepe and Kunt (2020) explored novice English language teacher's identity development through a longitudinal case study of a single, female participant in Turkey. The study reported on the teacher's imagined and imposed identity development. In terms of imagined identity, the teacher stated that, unlike a traditional teacher, she would use the target language as much as possible. In addition, she imagined becoming a teacher who was caring and loving, but also strict with regard to managing the classroom environment. The results also showed that the teacher's identity had been affected by her prior teachers. She stated that, like her university instructor, she emphasized being prepared for a lesson. In addition, the participant also emphasized professional development, and so she undertook research to improve herself.

2.7. Studies on Novice Teacher Identity and Possible Selves

The literature also contains a few studies investigating novice teachers' identity development through possible selves. A study by Hamman and Wood-Harp (2007) suggested that Possible Selves Theory could explain well why some teachers at the beginning of their careers were leaving the profession and some were not. Possible Selves Theory helped teachers to evaluate the current situation and plan their future actions. Teacher selves were dynamic and affected by environmental factors. Therefore, the possible selves of teacher should be realistic and related to teachers' actual working conditions.

In a longitudinal case study conducted with four novice Japanese teachers by Kumazawa (2011), what emerged was a close relationship between one's self concept and motivation, indicating the usefulness of Possible Selves Theory and teacher motivation. In 2013, Kumazawa conducted another study with four novice teachers to investigate how student teachers' self-concept changed during transition from being

student to being a teacher and how it affected their teaching motivation. The study indicated that there was a gap between student teachers' ideal and ought to selves, and this gap affected their motivation. The novice teachers struggled with the realities of teaching environment and their ideal language teacher selves. However, over time, the novice teachers reshaped their self-concepts, and this affected their motivation.

Moreover, Quinto, Kwon, and Gaerlan (2020) studied the future oriented identities of twenty Filipino novice language teachers in a qualitative study. The results showed that the participants had competent and incompetent language teacher visions. In respect of ideal language teacher selves, the participants desired to expand their competence in knowledge, teaching confidence, and behavior in teaching. For feared language teacher selves, the participants feared becoming incompetent concerning knowledge and teacher character.

2.8. Studies on Experienced English Language Teacher Identity

Most studies have investigated novice or student teacher identities, but few have investigated experienced teacher identities (White and Ding, 2009). However, studies have shown that experienced teachers also deserve to be studied with regard to the developmental aspect of teacher identity. Similar to other teacher groups, they suffer from teacher burn out and loss of teaching enthusiasm (Mercer, 2018). Moreover, their professional identities were still multiple, flexible and a site of struggle.

A study by Cowie (2011) explored experienced EFL teachers' emotional states and how it affected their professional identities. The participants in the study were nine experienced EFL teachers working in Tokyo. Interviews conducted with the participants suggested that the teachers mostly held positive emotions towards their students, but they held more negative emotions towards their colleagues and the institutions they worked in. The study also suggested that the emotional state of teachers had an effect in terms of shaping the teachers' identities.

Most recently, Xie and Dong (2020) studied experienced English teachers' identity development through narrative inquiry. The participants were three experienced

Chinese teachers of English. The study concluded that the teachers' identity development was affected by social factors, institutional factors, and personal factors. In addition, the results also indicated that in their mid-career years, the teachers faced identity crises. Therefore, the study's results suggested that mid-career teachers should be supported by relevant parties during their identity construction.

Moreover, a very recent study by Analisti (2021) investigated an experienced Indonesian English teacher's professional identity construction through a narrative inquiry. Interview analysis showed that the teacher's professional identity construction was affected by three factors. These were professional development activities, inspirational people and relationships with them, and institutional norms. Moreover, the study also concluded that the teacher constructed and reconstructed his identity over time, indicating that identity construction was dynamic.

2.9. Studies on Experienced Teacher Identity and Possible Selves

Possible Selves Theory was also used to understand the professional identity development of experienced language teachers. In a study, Kubanyiova (2009) developed a Possible Language Teacher Self that consists of ideal, ought to and feared self of language teachers. The study researched the effect of a 20-hour in-service teacher professional development course on in-service teachers' concept formation. The participants in the study were eight non-native English language teachers in Slovakia. The research was designed as a case study, and interviews and observations were the main data collection tools. The results suggested that the ideal language teacher self affected language teachers' motivation and passion towards the profession. In addition, contextual factors and ought to selves were also effective in the construction of the language teacher's feared selves.

In another study, White and Ding (2009) studied experienced language teacher identity and self towards e-language teaching. The participants were 23 language teachers from China, the UK, and New Zealand. Over a period of more than nine months, the participant teachers were engaged in an e-language learning project. The study

concluded that experienced language teachers' possible selves had an effect in terms of motivating teachers to engage in learning facilities during the project.

A study by Kubanyiova (2015) considered the relationship between language teachers' use of language and opportunities for language development. The participant in the study was one experienced EFL teacher working at a state university in Slovakia. Classroom observations, audio recordings and interviews showed that the language teacher's possible selves affected the teacher's classroom language use, practices, and the learning opportunities. The study also suggested the importance of professional development opportunities for teachers to foster teachers' possible selves. Moreover, a study by Holbert (2015) explored mid-career teachers' classroom community development across three seminars using Possible Selves Theory. The participants in this qualitative study were seven, midcareer teachers with more than five years of experience. The three seminars that they participated in were part of a Master's program and were intended to improve the teachers' teaching skills and strategies. The results suggested that mid-career teachers' classroom practices improved with the increase in classroom community. The participating teachers also found the seminars beneficial especially because of the effect of classroom community.

The study of Ordem (2017) investigated the relationship between teacher immunity, the term used by Hiver (2015) to describe the protective mechanism teachers use to protect themselves from negative teaching experiences, possible selves, and motivation. This qualitative study aimed to explore how a teacher developed such an immunity, and how the experiences shaped her possible selves and motivation. The participant in the study was one language teacher with 17 years of experience in the field. Data were collected through interviews, a teacher diary and students' views on the participant teacher. The results showed that, although the teacher reflected on her teaching practices continuously and mentioned her ideal possible selves, she also developed maladaptive behavior, even if she was aware that it was not long lasting. Moreover, she neglected students' needs. Thus, she became part of the maladaptive system.

Sahakyan, Lamb and Chambers (2018) also studied experienced language teachers' possible selves in order to understand their motivation to teach. The participants in the study had more than five years of teaching experience. Data were collected through interviews, observations, and journal writings. The study aimed to investigate how experienced language teachers formed their professional identities and how their teaching motivations were shaped. It was concluded that the participant teachers constructed feasible selves by mixing their ideal, ought to and feared selves. It was observed that teachers adapted their selves to their working contexts and social expectations so as to reach a more achievable teacher self.

Moreover, a study by Kapranov (2020) explored the ideal English teacher self of primary school teachers in a Norwegian context. The participants in the study were 32 experienced in-service primary school English teachers with an average of sixteen years of teaching experience. The data collected for the study were the participants' reflective essays about their ideal EFL teacher selves. The results of the study showed that participants framed their ideal EFL teacher with the aid of a fictional hero, a former English teacher, a role teacher, authority, classroom atmosphere, and subject knowledge.

A study by Stickler (2021) investigated experienced language teachers' ideals in the teaching profession which was believed to be related to their professional identities. The study was designed with a three-step method which included drawings and one to one interview with a voice centred relational method for analysis. The results indicated that teachers emphasized various qualities as their ideals for the language teaching profession. To exemplify, one of the participants emphasized use of technology, integration of ICT into lessons, and being reflective, or another teacher emphasized being knowledgeable, skillful, and motivating. The study also showed that teachers' ideals were affected from their past such as their prior teacher. Moreover, teachers felt close to their ideal language teacher selves.

2.10. Studies on the Comparison of English Language Teacher Identity across Various Teacher Groups

The literature also contains studies that have compared various language teacher groups across a career with regard to their professional identity development. A study by Nunan (1992) compared novice ESL teachers with experienced teachers rin terms of classroom decisions, and the study concluded that novice teachers tended to focus more on classroom management issues. In contrast, experienced teachers focused more on language issues, thus indicating different developmental processes of teacher professional identity formation.

In addition, Tsui (2003) studied the professional identity formation of ESL teachers at various stages in their career paths. The study compared one expert, two experienced and one novice teacher with respect to classroom decision makings. It was concluded that the expert teacher was better at using theoretical knowledge when having to take curricular decisions.

Moreover, a study by Tafazoli and Sadeghi (2018) compared professional identity perceptions of pre-service and current English language teachers in a descriptive study. The participants in the study were 440 Iranian pre-service and current English language teachers who were selected through convenience sampling. Data were collected through a survey and then analyzed using SPSS. The results suggest that there is a statistically significant difference between the pre-service and current teachers' perspectives on teacher professional identity, indicating that teachers have different professional identity perceptions throughout their careers.

In another recent study that was published lately, Parsi and Ashraf (2020) studied the relationship between critical thinking, professional identity, and teaching experience among EFL teachers. The participants were 120 EFL teachers who had various amounts of teaching experience ranging from 4 to 23 years. Data were collected through questionnaires. The results suggested that there is a significant positive relationship between professional identity and teaching experience. In addition, the

results also suggested that the teaching experience of the participants was a good predictor of teachers' professional identity.

A study by Florida and Mbato (2020) compared novice and experienced English teachers' professional identity formation in an Indonesian context. The study was designed in a qualitative manner. Data collection tools were teacher reflections and semi-structured interviews. The study aimed to reflect how they saw themselves as teachers, and what were their ideal language teacher vision, and what did they fear. The results indicated that both novice and experienced English teachers decided to become English teachers because of personal interests such as interests towards English or a desire to become a teacher. In addition, as an expected self, novice teachers emphasized professional competencies and language competence. Whereas experienced teachers mostly emphasized professional competencies such as teaching effectively. Regarding the feared self, novice English teachers feared students' becoming unsuccessful, but experienced teachers did not utter any fears in terms of teaching practices. The study also showed that novice teachers gave importance to professional development practices. Moreover, as a quality of a good teacher, novice teacher participants emphasized teaching in a simple and enjoyable way. Whereas experienced teachers mostly emphasized recognition.

Moreover, a very recent study by Han (2021) investigated professional identity development of a beginning and an experienced English teacher through collaboration of their teaching practices and thoughts concerning their teaching practices. The analysis of results showed that both beginning and experienced English teachers reconceptualized their professional identities in collaboration with each other, indicating that teachers being in contact with each other positively affected their identity construction.

In the Turkish context, Ertürk (2020) studied an EFL teacher's identity development via a longitudinal case study over a three year periods. The participant was a student teacher for the first two years of the study, and a novice teacher in the final year of the study. The results showed that the teacher's definition of teaching and understanding of the scope of teaching were not changed. In each year the teacher emphasized that

teaching should be shaped according to the needs of learners. However, the meaning of teaching changed over the study's duration. As student teacher, the participant stressed the mothering role of a teacher, but a novice teacher, she emphasized a more professional teacher role. In addition, the participant's definition of good teaching was the same over the three years. Teaching in an entertaining way was mentioned by the participant in each year. Moreover, as a student teacher, the participant mentioned classroom management as an objective. However, as a novice teacher, she cared more about the learners. Consequently, in the process of moving from being a student to becoming a novice teacher, her definition of what a good teacher is shifted from a focus on the subject matter to a focus on transferring knowledge to students.

2.11. Studies on the Comparisons of Teacher Identity across Various Teacher Groups and Possible Selves

Studies can also be found in the literature that have compared various language teacher groups' professional identity development throughout their careers using Possible Selves Theory. For example, a study by Hamman, Gosselina, Romano and Bunuan (2010) investigated the identity development of in-service teachers in their first year as teachers in comparison with student teachers using Possible Selves Theory. The participants were 221 student teachers and in-service teachers in the United States. Data were collected through an open-ended questionnaire, and the participants expressed their expected and feared possible selves. The results revealed that student teachers and the in-service teachers had different future possible selves regarding their profession. While student teachers showed a greater focus on task issues, the in-service teachers focused more on quality-oriented issues.

In another study, Hiver (2013) used a qualitative study to research how the notion of possible selves affects Korean English language teachers' professional development choices. The participants were seven in-service English teachers with various levels of experience. Data were collected through interviews, research journals and memos. A lack of language self- efficacy was seen to be related to a lack of teaching self-efficacy. The results showed that teachers' possible selves affected their professional development choices in two ways. They either enhanced their selves regarding their

language self-efficacy beliefs, or they chose to repair their self-perceived inadequacies regarding language.

Additionally, Mahmoudi-Gahrouei, Tavakoli and Hamman (2016) conducted a study investigating the professional identity development of student, new and experienced English teachers through Possible Selves Theory. The study aimed to understand teachers' future possible selves across their careers, together with their expectations and fears for their future professional work. The study was designed with mixed methods and data were collected by both questionnaires and follow up surveys. The participants were 120 teachers representing three teacher groups in Iran. The results indicate that the three teacher groups, who were at different places along their professional career paths had different future possible selves. Student teachers were mostly both task-focused and quality focused, while new teachers were mostly task focused. In addition, experienced teachers were mostly both task and quality focused, like the student teachers. The results reflected a U-shaped progress regarding the quality focused tasks of teachers' possible selves.

In the Turkish context, Demirezen and Özönder (2016) focused on non-native English teachers' professional teacher self as one type of possible self. The notion of the professional self is a recently introduced concept in the language teaching literature, and it took its roots from the possible selves of teachers. The participants were 43 experienced and novice English instructors with different educational backgrounds. Data were collected through a questionnaire. The results showed that the participants' professional teacher selves did not differ in respect of their experience years, but there was a significant difference among participants from different educational backgrounds.

Ölçer (2019) also investigated pre-service teachers' expected and feared possible selves regarding the teaching profession in a Turkish context. Data were collected through a questionnaire. The participants were 883 pre-service teachers studying in various departments, including English language teaching, at a state university. The results indicated that the expected possible selves of the participants were high. However, the participants' feared possible selves were moderate when compared to

their expected selves. In addition, there was a significant difference between male and female participants regarding the classroom management dimension of the scales. Moreover, there was also a significant difference in respect of the year of study of the pre-service teachers regarding expected possible selves. The expected selves of those in their first year of study were higher than those in their fourth year of study.

2.12. Studies on Teacher Identity in Response to Covid-19

In the literature, there were also studies regarding how Covid-19 had affected teachers' identities. For instance, Kim and Asbury (2020) investigated the effect of Covid-19 on teachers' teaching practices in England. The participants were 24 teachers with various amounts of teaching experience. Data were collected through online interviews. As a result of the study, six themes emerged that were identified as follows: uncertainty, finding a way, worry for the vulnerable, importance of relationships, teacher identity, and relationships. In addition, Kim, Leary, and Asbury (2020) also researched teachers and the partial reopening of the schools during Covid-19. The participants in the study were 24 teachers with various amounts of teaching experience. Analysis of the interviews also resulted in six themes: uncertainty, practical concerns, worry for pupils, importance of relationships, teacher identity, and reflections. The study concluded that teachers needed support to deal with the new circumstances in education that has arisen as a result of the effects of the Covid-19 pandemic.

A study by Donitsa-Schmidt and Ramot (2020) studied teacher education of Israel during the Covid-19 pandemic. It was observed that the teachers were unprepared for remote teaching, and they did not have enough knowledge to cope with the demands of the new situation. Moreover, most of their learners were absent during online teaching sessions. The study also indicated that Covid-19 had made teachers benefit more from teacher training programs designed to aid better remote teaching.

Additionally, Kaden (2020) studied the changes in the professional lives of teachers during the Covid-19 pandemic. The participant in this single case study was an experienced teacher with 12 years of teaching experience in America. The study results suggested that the teacher's workload has increased during the pandemic period. The

results also showed that teachers mostly spent time on planning for and giving feedback on the online lessons. Analysis of the interviews revealed that the most used key words were related to students and instruction-related activities. The participant teacher also stated that it was difficult to reach all students through remote teaching. Besides the challenges of remote teaching, the study also indicated that individualized assessments made learning fun and enjoyable.

A study by Nasr (2020) considered teachers as students during the Covid-19 pandemic with regard to their online teaching practices. Within the scope of the study, the researcher shared her own experiences of teaching remotely during the pandemic. The teacher researcher emphasized technology, academic integrity, and kindness. Regarding the technology, it was stated that the use of applications was necessary to in order to provide more effective online courses. With respect to academic integrity, the importance of using alternative assessments methods, such as group collaborations, video recordings, and photographs was mentioned. Finally, the teacher stated that being supportive and flexible were important during this pandemic period.

Sepulveda-Escobar and Morrison (2020) investigated the challenges and opportunities of teaching placement during the Covid-19 pandemic in Chile. The participants were 27 Chilean EFL teacher candidates. Both quantitative and qualitative data were collected. The results suggested that more than half of the participants considered this pandemic period to be an opportunity to learn how to use technology efficiently for teaching practices and to move outside their comfort zone. However, the participants also mentioned the challenges of this pandemic period, such as the lack of direct interaction with their students, possible distractions in their home, and the lack of technological equipment. Nearly half of the participant teacher candidates stated that their home environments were not suitable for conducting online lessons. Despite some opportunities mentioned by the teacher candidates, most participants preferred the face to face teaching placement under normal circumstances.

Moreover, a study by Kraft, Simon, and Lyon (2020) investigated teachers' sense of success and the effect of their working conditions during the Covid-19 Pandemic. The participants were 7,841 teachers working in the United States. The study results

showed that teachers had experienced a decrease in their sense of success during the pandemic. In addition, it was observed that working conditions had affected the teachers' sense of success. Furthermore, Dvir and Schatz-Oppenheimer (2020) studied novice teachers' identity formation during the Covid-19 pandemic in a qualitative study. The results indicated that the teachers experienced challenges and opportunities regarding technological, pedagogical, and educational system.

A very recent study by Chen (2021) has investigated a novice Japanese teacher's identity construction during the Covid-19 pandemic. The data from this qualitative study were collected via interviews and classroom observations. The study states that, during the Covid-19 pandemic, teachers had given their courses through online teaching, and this mode of delivery had affected their identities. The study's results revealed that the participant teacher emphasized authenticity and communication. In addition, the participant teacher also mentioned the pros and cons of online teaching. Finally, the various strategies that were used by the teacher were also mentioned.

The study of Subekti (2021) studied pre-service English teachers' beliefs and learning practices with the effect of Covid-19 pandemic in Indonesian context. Participants of this qualitative study were nine pre-service English teachers. The study found three factors that disrupted online learning. These were inadequate infrastructure and resources, teachers' lack of pedagogical skill to manage online learning, and lack of teacher-student relationship during learning process. In addition, the study also asserted that using both synchronous and asynchronous mode of teachings together and teachers' considering students' special circumstances contributed the effectiveness of teaching.

Moreover, Huang (2021) explored experienced EFL teachers' professional identity development with the effect of Covid-19 pandemic which required teachers to conduct online teaching instead of face to face teaching. Participants of this narrative inquiry were three experienced EFL teachers. Results showed that participants reconstructed their professional identities with respect to daily routines such as preparing lesson plans, knowledge, and skill. In addition, it was observed that their teaching beliefs either hindered or enabled teachers' adaptation to online teaching.

The study of MacIntyre, Gregersen, and Mercer (2020) investigated language teachers' coping strategies during Covid-19 pandemic. 600 language teachers completed a survey. The results showed that with the conversion to online teaching, multiple stressors were reported by teachers. Teachers either avoided or coped with stressors. Moreover, teachers avoided stressors more with the increase in stress level. Additionally, Moser, Wei, and Brenner (2021) studied language educators teaching practices during Covid-19 pandemic through a survey study. Participants were 377 language educators. Results suggested that few language educator participants had prior online teaching experience before pandemic. The study also showed that they adjusted their teachings accordingly as suitable to online teaching.

CHAPTER 3

METHODOLOGY

Within the scope of this chapter, the methodology of the study is given in depth. First, the theoretical framework of the study is outlined. After that, the research design, participants, data collection, data analysis, and the ethical issues are set out. Finally, the results of the pilot study and the construct validity of the scales are also provided.

3.1. Theoretical Framework

Markus and Nurius's (1986) Possible Selves Theory is used as a theoretical framework for this study. Markus and Nurius (1986) define possible selves as "individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming" (p. 954). Markus and Nurius (1986) state that future oriented perspective should not be ignored in such self- related studies.

Markus and Nurius first developed the Possible Selves Theory in the field of psychology in 1986. The theory has been used in various fields, such as adult aging, prison transition and counseling (Mahmoudi-Gahrouei, Tavakoli and Hamman, 2016). The theory reflects future thinking patterns related to self-relevant issues. The theory includes both positive and negative cognitive thoughts for the future self (Roshandel, 2012) and it represents who people want to be in the future and what they want to avoid becoming.

Possible selves are socially constructed. Therefore, the constructed self changes with time and exposure to different environments (Dunkel, 2000; Itoi, 2014). A person's self and other social factors shape and change the possible selves of people over time.

Some of these factors are future time perspective, personalities, age, experiences, sociocultural context, and gender. To exemplify this in the context of a teacher' self, a teacher's practicum experience, school environment, and the other teachers that he or she comes into contact with all affect a teacher's future possible self, and naturally they affect the teacher's professional identity, too (Itoi, 2014).

Higgins, Roney, Crowe, and Hymes (1994) mention three possible selves that affect an individual's future actions. These are ideal self, ought to self and feared self. The ideal self is related to individual desires and hopes for the future self. It acts as a motivational drive for future actions and plans. The ought to self is more related to individuals' beliefs regarding what should be regarding their beliefs about responsibilities and necessities. The feared self includes negative possible selves that a person potentially holds for future actions and situations.

Possible Selves Theory has only recently begun to be used in the field of teacher education in order to understand teachers' professional identity formation and their future possible selves (Hamman, Wang, and Burley, 2013; Hiver, 2013). The theory is appropriate and beneficial in terms of explaining teacher professional identity formation (Dunkel, 2000) because teacher professional identity development is a consequence of the attempts to reach the possible self or to refrain from them (Palmer, 2006). The theory reveals the significance of future oriented self-concepts in respect of the current state together with their effect and motivation for future actions and plans. Possible Selves Theory reflects what a teacher expects and fears for their future professional work (Hamman et. al., 2013).

Teacher identity has associations with teachers' current and future selves (Mahmoudi-Gahrouei, Tavakoli and Hamman, 2016). Teacher identity is concerned with the questions of who teachers are at the present moment and who they want to be in the future, indicating the dynamic and changing characteristic of teacher identity. The Possible Selves Theory developed by Markus and Nurius (1986) indicates the developmental aspect of teacher identity, and it is one of the self-related theories on teacher identity which aims to answer these questions.

Understanding the possible selves of teachers is especially important from two perspectives (Mahmoudi-Gahrouei et al., 2016). The first of these is related to the idea that teachers' self-relevant fears and expectations for the future are a reflection of the teachers' current selves. Teachers' future possible selves result from their previous experiences and social situations, and from their current experiences. Therefore, teachers' possible selves are important in understanding teachers' identity formation during their careers. Second, teachers' possible selves have a motivational drive on teachers' future work. Teachers could regulate their behaviors with regard to their expected possible selves, and they can avoid moving towards their feared possible selves. Hamman et al. (2010) also state that understanding teachers' possible selves is not only beneficial for understanding teachers' current teacher professional identities, but also for understanding their possible future identities.

The Possible Selves Theory also reflects the gap between the teachers' current and future selves when considering their present and future professional practices. With respect to the developmental aspect of teacher identity, Possible Selves Theory has an explanatory power in terms of explaining teacher professional identity formation during their careers.

3.2. Research Design

To achieve the above-mentioned purpose of the study, a mixed-methods research design was adopted. The mixed method research design originated at the beginning of the 1990s (Dörnyei, 2007). It is the third wave of research design after the quantitative and qualitative research paradigms. It has the strengths of both quantitative and qualitative research, and it minimizes the limitations of those methods (Teddlie and Tashakkori, 2003). Lazaraton (2000) and Dörnyei (2007) state that more research conducted with mixed method is desirable in the language teaching and learning domain.

Considering the purpose of the study, the main reason for using a mixed method research design is to triangulate both quantitative and qualitative data. A mixed method

study design can answer questions that quantitative or qualitative methods alone cannot answer (Teddlie and Tashakkori, 2003). Therefore, through a mixed method design, both quantitative and qualitative data were collected and analyzed in order to grasp the professional identity development of teachers at various career stages in their professions.

A mixed method research design requires careful consideration of the data collection, analysis, and interpretation (Creswell, 2003). First, the implementation of quantitative and qualitative methods can be concurrent (both methods occur simultaneously) or sequential (one method precedes the other). Second, a priority between the methods must be decided. For instance, both methods can be equal regarding the weighting of the data, or one of them can be given more weight than the other. Third, the integration of the methods could be at the data collection, analysis, or interpretation stage. Finally, the theoretical perspectives leading the study should guide the design. In the light of these possibilities of mixed method research design, more concrete designs are suggested by Dörnyei (2007).

One type of mixed method design mentioned by Dörnyei (2007), the explanatory sequential mixed method, was used for the present study (see Figure 1). In this specific design, the implementation of quantitative and qualitative methods was carried out sequentially. First, quantitative data were collected through the use of a questionnaire, and the data were then analyzed in order to understand the professional identity development of the student, novice and experienced EFL teachers using Possible Selves Theory. Then, for the qualitative data, interviews were conducted and analyzed so as to obtain a more in depth understanding of the quantitative data collected in the first phase of the study. In this instance and based on the scope of current study as outlined earlier, the qualitative data was weighted more than the quantitative data. The participants in the qualitative element of the study were selected from among the voluntary participants in the quantitative element. This selection was carried out according to pre-determined criteria. Finally, both quantitative and qualitative results were interpreted together, and this interpretation forms the discussion section below.
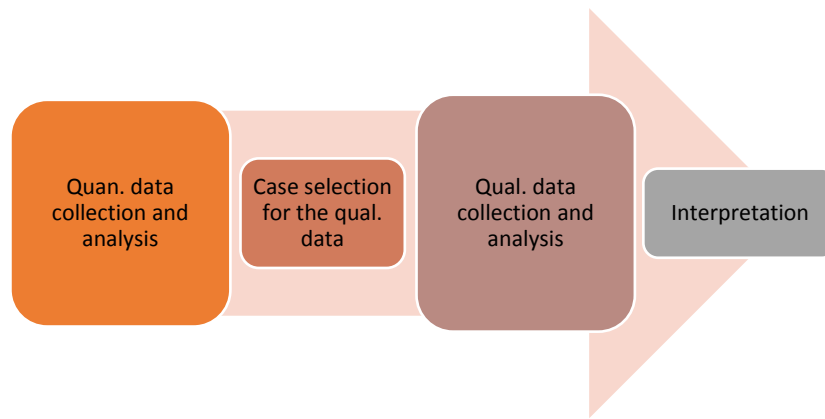
 Figure 1. *Sequential Explanatory Design of Mixed Method Research (Adapted from Creswell, 2013)*

Because they were considered suitable for the design of the study, both quantitative and qualitative data collection tools and data analysis methods were used to answer the research questions given below:

1. How do student, novice, and experienced EFL teachers define their ideal language teacher selves?
2. What do student, novice, and experienced EFL teachers fear becoming regarding their professional identity?
3. Is there a significant difference among student, novice, and experienced EFL teachers regarding their ideal and feared language teacher selves?
4. What are the main factors influencing student, novice, and experienced EFL teachers' ideal and feared possible selves?
5. How do student, novice and experienced EFL teachers perceive each other in terms of ideal and feared possible language teacher selves?
6. How has the Covid-19 pandemic affected student, novice and experienced EFL teachers' ideal and feared possible language teacher selves?

Related research questions of the study were planned to be answered through both quantitatively and qualitatively as can be seen in Table 1,. For the first and second research questions, the related data, which were collected through questionnaire and interviews, were analyzed with descriptive and content analysis. For the third research question, ANOVA was performed with the related questionnaire data. And, for the

fourth, fifth and sixth research questions, content analysis was performed with the interview data.

Table 1. Design of the Mixed Method Study

Research Questions	Design	Data Collection Tool	Data Analysis Method
Question 1	Quantitative+ Qualitative	Questionnaire+ Interview (Questions Part I :4,5,6,7,8,9)	Descriptive Analysis + Content Analysis
Question 2	Quantitative+ Qualitative	Questionnaire+ Interview (Questions Part I :11,12,13,14)	Descriptive Analysis + Content Analysis
Question 3	Quantitative	Questionnaire	Analysis of Variance (ANOVA)
Question 4	Qualitative	Interview (Questions Part I :1,2,3)	Content Analysis
Question 5	Qualitative	Interview (Questions Part II: 1,2,3,4)	Content Analysis
Question 6	Qualitative	Interview (Questions 10, 15)	Content Analysis

3.3. Participants

Because it is one of the most preferred sampling techniques for a mixed method research design, a sequential mixed method sampling was used as can be seen at the Figure 2 below (Teddlie and Yu, 2007). In this sampling, information taken from the first sample of the study was used for the selection of the second sample of the study (Kempler, Stringfield and Teddlie, 2003). The questionnaire participants formed the first sample for the study, and the interview participants were the second sample for the study.
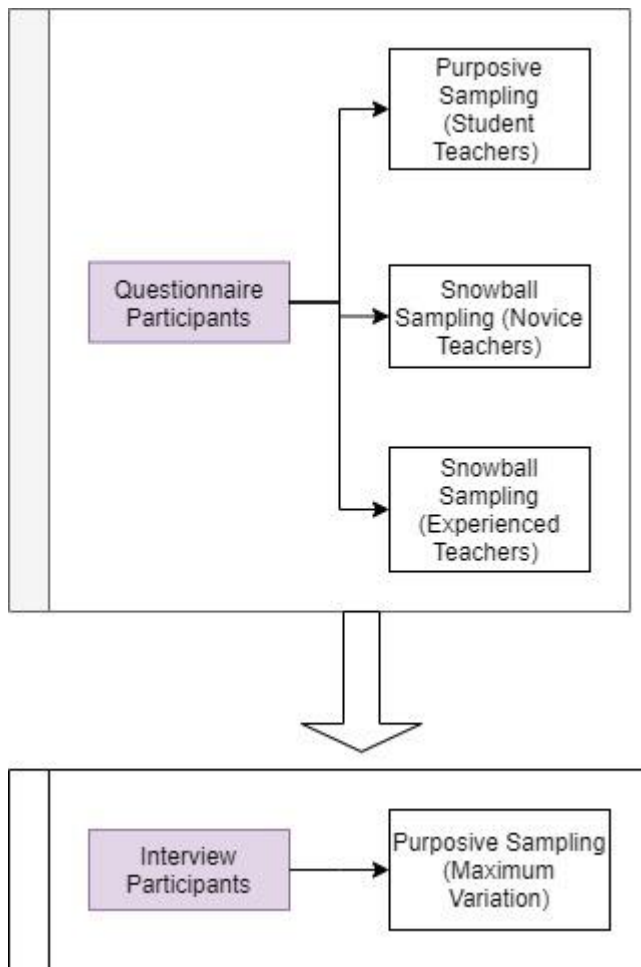
Figure 2. *Sampling Types for the Participants*

The questionnaire participants were selected through purposive and snowball sampling; and interview participants were selected among the voluntary participants of the questionnaire participants through maximum variation sampling as one type of purposive sampling.

3.3.1. Questionnaire Participants

The questionnaire participants in the study were 194 English language teachers (student, novice and experienced). Because of feasibility issues, the student teachers were selected through purposive sampling as one type of non-probability sampling (Dörnyei, 2007). According to the information provided by Council of Higher Education in Turkey, the Middle East Technical University (METU) was the second

top university in the county in terms of the university placement score of students who had chosen to study in the English Language Teaching department in 2019. However, Amasya University was moderately lower in the rankings. Thus, these two universities were chosen for the study because the range of student teacher participants would be able to represent a more diverse group overall. Consequently, the student teacher participants were all in the final year of a four-year undergraduate teacher training program at either the Middle East Technical University (METU) or Amasya University. During their final year of undergraduate study, student teachers in Turkey continue to take academic courses but, at the same time, they gain experience through undertaking teaching practicums at various schools. None of the participants had any teaching experience other than the time spent on the practicum.

The selection of novice and experienced English as a Foreign Language teacher participants for the study was achieved through snowball sampling (Creswell, 2013) due to the difficulty of reaching in-service teachers during the pandemic. The novice and experienced teacher participants in the study were all working as English language teachers in state schools in Turkey, and each had various amounts of teaching experience. Even if there is no consensus regarding how many years a novice teacher must work to be considered experienced, some researchers define novice teachers as being those teachers who are still within their first five years of working experience (Kim and Roth, 2011). Therefore, within the scope of this study, novice English teachers were classified as having 1-5 years of experience, and experienced English teachers were considered to be those who had more than 5 years of teaching experience.

In terms of the number of years of teaching experience the participants had, the demographic information for the participants given in Table 2 shows that 63 of the participants had no teaching experience other than for the practicum, 65 of the participants had one to five years of teaching experience, and 66 of the participants had more than five years of teaching experience. In terms of gender, 155 of the participants were female and 39 of them were male. With respect to level of academic qualifications held by the participants, 63 of the participants were still university

students, 92 of the participants had graduated with a Bachelor's degree, 31 of them had graduated with Master's degree, and 8 of them had obtained a Ph.D.

Table 2. Demographic Information of Participants in the Questionnaire Phase

		N	%
Years of teaching experience	0	63	32.5
	1-5	65	33.5
	More than 5	66	34
Gender	Male	39	20.1
	Female	155	79.9
Degree	University Student	63	32.5
	BA	92	47.4
	MA	31	16
	PhD	8	4.1
Department studied in/graduated from	ELT	182	93.8
	English Literature	8	4.1
	English Translation Studies	4	2.1
Level of teaching	Primary Level	23	11.9
	Secondary Level	78	40.2
	High School Level	65	33.5
	University Level	28	14.4
Total		**194**	**100**

In addition, 182 of the participants had either studied at, or graduated from, an English Language Teaching department, eight of them either studied at or graduated from, an English Literature department, and four of them had either studied at, or graduated from, an English Translation Studies department. With regard to the school year/grade of learners the participants were teaching, 23 of the participants were teaching at the primary level, 78 of them were teaching at the secondary level, 65 of them were teaching at the high school level, and 28 of them were teaching at the university level.

3.3.2. Interview Participants

The participants for the interviews were selected from among the voluntary participants in the first stage of the study. For this interview group, the participants were selected through a maximum variation sampling strategy as one type of purpose sampling (Creswell, 2013) in order to understand how different groups of English teachers developed their ideal and feared selves during the course of their careers. Voluntary interview participants' experience years and their teaching levels were used as a critea for the maximum variation.

Table 3. Demographic Information of Interview Participants

	Partici pants	Gender	Years of teachi ng exper ience	Teaching Level	Interview Time	Inter view Durat ionv (min.)
Student Teachers	1	Female	0	Practicum (High School)	04.06.2020	28
	2	Female	0	Practicum (High School)	05.06.2020	40
	3	Male	0	Practicum (Secondary)	04.06.2020	44
	4	Female	0	Practicum (Secondary)	09.06.2020	34
Novice Teachers	1	Female	1	Secondary	01.07.2020	42
	2	Female	4	University	05.06.2020	24
	3	Female	3	High School	05.06.2020	28
	4	Male	1	High School	11.06.2020	52
Experienced Teachers	1	Female	12	High School	22.06.2020	38
	2	Male	7	High School	10.06.2020	64
	3	Female	14	University	28.06.2020	59
	4	Female	6	Secondary	23.06.2020	33

The interview participants in the study were four student, four novice, and four experienced English teachers, as can be in Table 3. The participants had various

amounts of years of teaching experience and worked at different levels. Four of the participants worked at secondary level, six of the participants worked at high school level, and two of the participants worked at university level. The interviews were realized through telephone in June and July 2020, and voice recordings of the calls were made with the permission of the participants. Interview durations ranged from 24 to 64 minutes.

3.4. Data Collection Instruments

Data were collected in two phases through a questionnaire and interviews. For the first phase of the study, the cross-sectional survey design (McMillan, 2000) was used. Questionnaires are one of the most used data collection methods, largely due to feasibility (Dörnyei, 2007). A questionnaire developed by Karimi and Norouzi (2019) was used as the instrument for this first phase of the study after obtaining the necessary permission from the authors. This questionnaire consisted of two scales: "Ideal Language Teacher Selves" and "Feared Language Teacher Selves" (see appendix B). Moreover, one open ended question about the ideal language teacher self and one open ended question about the feared language teacher self were added to the questionnaire so as to learn more about participants' possible language teacher selves. In addition, a few multiple and open-ended questions were added to the questionnaire to gather demographic data and learn more about the participants generally (see Table 4).

The Ideal Language Teacher Selves Scale is a six-point Likert type scale (ranging from 'very untrue of me' to 'very true of me') with 15 items. The scale has four factors: "self as an expert language user (SELU)" (items 1, 2, 3), "self as a socially/professionally recognized teacher (SSPRT)" (items 4, 5, 6, 7), "self as a teacher interested in professional development (STIPD)" (items 8, 9, 10), and "self as an expert in pedagogy (SEP)" (items 11, 12, 13, 14, 15).

The Feared Language Teacher Selves Scale is a six-point Likert type scale (ranging from 'very untrue of me' to 'very true of me' with 13 items. The scale has three factors: "self as an inexpert/unknowledgeable teacher (SIUT)" (items 1, 2, 3), "self as an

uncaring/demotivated teacher (SUDT)" (items 4, 5, 6, 7, 8) and "self as a professionally fatigued teacher (SPFT)" (items 9, 10, 11, 12, 13).

Table 4. Parts of the questionnaire

Parts	Purpose	Question Type	Number of Items
Part I	Demographic information of participants	Multiple Choice	5
		Open-ended question	2
Part II	Ideal language teacher self	6 point Likert Item	15
		Open-ended question	1
Part III	Feared language teacher self	6 point Likert Item	13
		Open-ended question	1
Part IV	Voluntary interview participant information	Open-ended question	1

For the second phase of the study, semi-structured interviews were conducted with the selected voluntary participants from the first phase of the study. The preliminary interview questions were prepared before the collection and analysis of the questionnaire data and were considered as suitable both in relation to the theory of the study and the questionnaire items (see appendix C). There were two separate parts in the interviews. The first part of the interview included questions that were asked to all interview participants, and the second part included questions specific to each teacher group that participated in the interview (see Table 5). After the collection and analysis of the questionnaire data, interview questions were revised accordingly so that the interview questions were suitable to explain the results of the questionnaire data in a more detail.

Table 5. Parts of Semi-structured Interview Questions

Parts	Purpose	Number of Questions
Part I (Questions to all interview participants)	Influencing Factors of Possible Language Teacher Selves	3
	Ideal Language Teacher Selves	7
	Feared Language Teacher Selves	5
Part II (Questions specific to each teacher group)	Teachers' Thoughts about Other Teacher Groups' Possible Selves	12

3.5. Constructing and Piloting of Data Collection Tools

The data collection tools for the study were a questionnaire and follow up, semi-structured interviews conducted with the selected participants from among the questionnaire participants. To ensure the reliability and validity of the study results, the data collection tools were piloted before actual implementation of the tools in order to identify and revise any parts that might be unclear and/or obscure for the intended group of participants in the present study.

3.5.1. Questionnaire Piloting Phase

The quantitative data for the study were collected through a questionnaire. Piloting of the questionnaire evaluated the tool with respect to three crucial categories (Beckers, 1999). First, it ensured that the questionnaire was of the appropriate length and format. Dörnyei (2007) suggested that a questionnaire should be 4 or 5 pages at most. Second, it ensured that the questions were understandable and served the intended meaning of the questions. And finally, it ensured that the questionnaire was suitable for the data analysis procedure. In addition, piloting of the questionnaire indicated the optimum required time for participants to complete the questionnaire. Kasper and Dahl (1991) stated that completing a questionnaire should not take more than 45 minutes; otherwise, it could affect the reliability of the questionnaire.

3.5.1.1. Face Validity

Before the piloting of the questionnaire, expert opinions were obtained with regard to face validity. The questionnaire was shown to three experts in the field of language teaching and learning. They read the statements and evaluated whether the statements were clear, understandable, and reader friendly. Certain changes were made after the review by the experts to make the questionnaire more understandable and to avoid possible misunderstandings.

As a result, for one of the demographic questions, which asked about the participants' years of teaching experience, an additional statement was added to distinguish the practicum from in-service, full-time teaching experience. Within the scope of the study, student teachers' practicum experience was not considered to be the same as full-time teaching experience in order to differentiate student teachers from novice and experienced teachers. Second, for the demographic question that asked participants' university department they had studied in or graduated from, selecting more than one option was enabled on the basis that it was a possibility that they could have graduated from or studied in different departments during their careers.

In addition, a question that asked participants' institution type (state or private school/university) they worked in was also added to the questionnaire. Within the scope of the study, teachers working in state schools would participate in the study. However, during snowballing sampling, if teachers working in private schools completed the questionnaire, they would be excluded from the main study data. For the piloting phase of the study, participants working at private schools were also accepted.

Moreover, certain changes in the instructions of the questionnaire were also made to make it more understandable and clearer. Additionally, for some items on the questionnaire, synonyms for some of the words were also added in order to make it more reader friendly. To exemplify this, for the statement "I have a strong desire to have a perfect command (competence) of English vocabulary," and "I would like to

have a perfect command (competence) of English grammar," a synonymy for "command" was also added. In addition, for some statements, explanations were added to make it clearer for participants. For example, for the statement "I imagine myself as a teacher who has his/her own repertoire of supplementary teaching materials," to explain "supplementary materials," the explanation "other than coursebooks" was added.

3.5.1.2. Demographic Information of Participants in the Questionnaire Piloting Phase of the Study

The questionnaire was piloted with a representative group of 208 teachers that were similar in profile to the target participants (see Table 6). Dörnyei (2007) stated that "if you do not have participants for piloting, do not do the study. It diminishes the future probable problems. The participants for the piloting phase of the study were chosen through convenience sampling and snowball sampling methods. The participants were reached through e-mail.

Data for the questionnaire piloting were collected in November, 2019. Student teachers in the study were fourth year ELT students studying at nine different universities in Turkey (Gazi, Isparta, Sivas, Trabzon, Muğla Sıtkı Kocaman, Balıkesir, Yıldız Teknik, Hatay Mustafa Kemal, Osman Gazi University). They were reached through convenience sampling. The novice and experienced teachers were Turkish EFL teachers working in different regions of Turkey. They were reached through snowball sampling. The student and the novice English teachers sent the questionnaire to each other to reach more teachers for the piloting phase. Demographic information for the participants is listed below in Table 6. For the piloting, 96 student teachers, 48 novice teachers, and 64 experienced teachers were reached. Moreover, most participants were female and they were mostly from ELT department. Additionally, they worked at primary, secondary, high school, and university levels. The participants were mostly working at state schools.

Table 6. Demographic Information of Participants at the Questionnaire Piloting Phase

		N	%
Years of teaching experience (full time, excluding practicum)	0	96	46.2
	1-5	48	23.1
	6-10	17	8.2
	11-15	16	7.7
	16-20	18	8.7
	More than 20	13	6.3
Gender	Male	59	28.4
	Female	149	71.6
Degree	University Student	95	45.7
	BA	79	38.
	MA	26	12.5
	PhD	8	3.8
Department studied in/graduated from	ELT	178	85.6
	English Translation Studies	4	1.9
	English Literature	25	12.
	Others	1	.5
Level teaching in	Primary Level	49	23.6
	Secondary Level	72	34.6
	High School Level	55	26.4
	University Level	32	15.4
Institution type working/studying in:	State	178	85.6
	Private	30	14.4
Total		**208**	**100**

3.5.1.3. Reliability of Ideal and Feared Language Teacher Selves Scales

For a scale to be valid, it should also be reliable. Therefore, Cronbach's alpha values were measured for both the Ideal and Feared Language Teacher Selves scales. The scale is thought reliable if Cronbach's alpha is greater than 0.70 (Hair, Black, Babin & Anderson, 2010). As can be seen in Table 7, the Cronbach's alpha for all constructs was above the acceptable level. The Cronbach's alpha for the Ideal Language Teacher Selves scale was .96, and for the Feared Language Teacher Selves scale, the Cronbach's alpha was .94. In addition, the Cronbach's alpha for all factors of the two scales was above .70. Therefore, it can be said that the scales were reliable.

Table 7. Internal Consistency of Ideal and Feared Language Teacher Self Scales

Constructs	Cronbach's alpha
Ideal Language Teacher Selves (ILTS)	**.96**
Ideal 1 SELU	.88
Ideal 2 SSPRT	.94
Ideal 3 STIPD	.81
Ideal 4 SEP	.96
Feared Language Teacher Selves (FLTS)	**.94**
Feared 1 SIUT	.74
Feared 2 SUDT	.94
Feared 3 SPFT	.90

3.5.1.4. Construct Validity of the Scales

To examine the construct validity of the scales that were used in the study, confirmatory factor analysis (CFA) was performed for both the Ideal Language Teacher Selves and Feared Language Teacher Selves scales using Amos 21. Confirmatory factor analysis is a multivariate statistical analysis that is used to investigate how well the measured variables represent the number of constructs. It was stated that sample size should be a minimum of 200 in order to use multivariate statistical techniques (Tabachnick and Fidell, 2001). Therefore, for the validity of the scales, data obtained from 208 samples were analyzed.

CFA evaluated the model through fit indices and there were a variety of fit indices. In the literature, no rule is stipulated for the reporting of certain fit indices to confirm the model. However, reporting a variety of indices is advised (Schermelleh-Engel, Moosbrugger and Müller, 2003). It is also stated that the x^2 test statistic is affected by the sample size, and that for samples of more than 200, it did not give reliable results (Tabachnick and Fidell, 2001). Hence, the $\chi 2/df$ value was used on behalf of x^2 test statistic, because it was less affected by the sample size (Şimşek, 2007).

Therefore, to test the model's adequacy, the $\chi 2/df$ rate, RMSEA (Root Mean Square Error of Approximation), SRMR (Standardized Root Mean Square Residual), CFI (Comparative Fit Index), NFI (Normed Fit Index), IFI (Incremental Fit Index), and

RFI (Relative Fit Index) fit indices were reported. Table 8 below shows the acceptable and good fit indices accepted in the literature.

Table 8. Fit indices for Confirmatory Factor Analysis

Fit indices	Good fit	Acceptable fit
$\chi2/df$	$0{\leq}\chi2/df{\leq}3$	$3{\leq}\chi2/df{<}5$
RMSEA	$0{\leq}RMSEA{\leq}0.05$	$0.05{<}RMSEA{<}0.10$
SRMR	$0{\leq}SRMR{\leq}0.05$	$0.05{\leq}SRMR{\leq}0.10$
CFI	$0.97{\leq}CFI{\leq}1.00$	$0.95{\leq}CFI{\leq}0.97$
NFI	$0.95{\leq}NFI{\leq}1.00$	$0.90{\leq}NFI{\leq}0.95$
RFI	$0.90{<}RFI{<}1.00$	$0.85{<}RFI{<}0.90$
IFI	$0.95{\leq}IFI{\leq}1$	$0.90{\leq}IFI{\leq}0.96$

(Schermelleh-Engel, Moosbrugger and Müller, 2003; Munro, 2005; Şimşek, 2007)

3.5.1.5. Normality Analysis of the Ideal and Feared Language Teacher Selves Scales

Before the analysis of the data, the data were checked to ascertain whether there were any missing values. The analysis showed that there were no missing values. To check normality of the data obtained in the piloting phase of the study, descriptive statistics were used. Skewness and Kurtosis values were observed to check the normality of data. In the literature, it is stated that for psychometric purposes skewness and kurtosis values between -2 and +2 are acceptable (George and Mallery, 2010; Khan, 2015).

Normality analysis indicated that data were normally distributed for the study aims. Both Ideal Language Teacher Self and Feared Language Techer Self scales were approximately normmaly distributed. Moreover, factors of the both scales were also normally distributed for the study aims.

Table 9. Normality Analysis of the Questionnaire Piloting Data

	Skewness	Kurtosis
Ideal Language Teacher Self Scale	**-1.74**	**1.98**
Ideal 1 SELU	1.41	1.18
Ideal 2 SSPRT	-1.61	1.50
Ideal 3 STIPD	-.88	-.15
Ideal 4 SEP	-1.68	1.69
Feared Language Teacher Self Scale	**-.70**	**-.66**
Feared 1 SIUT	-.22	-.96
Feared 2 SUDT	-.69	-.92
Feared 3 SPFT	-.61	-.71

3.5.1.6. Data Suitability (Kaiser Meyer Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity)

To test the suitability of the data for confirmatory factor analysis, Kaiser Meyer Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity were used for both Ideal and Feared Language Teacher Self scales.

Table 10. Kaiser-Meyer-Olkin and Bartlett's Tests for Ideal Language Teacher Self Scale (ILTSS) and Feared Language Teacher Self Scale (FLTSS)

		ILTSS	FLTSS
Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.946	.931
Bartlett's Test of Sphericity	Approx. Chi-Square	3668.957	2411.499
	df	105	78
	p.	.000	.000

As shown in Table 10, the KMO Measure of Sampling Adequacy was .946 for the Ideal Language Teacher Self scale, and .931 for the Feared Language Teacher Self scale. Büyüköztürk (2018) has stated that the KMO needs to be 0.60 or beyond. In addition, Bartlett's Test of Sphericity was significant (p<.05) for both scales.

Therefore, the test results indicated that the data collected for the piloting phase of the study was suitable for CFA.

3.5.1.7. Confirmatory Factor Analysis of Ideal Language Teacher Selves Scale

For the construct validity of the Ideal Language Teacher Selves scale, CFA was performed with Amos 21. A maximum likelihood estimation was used, as the data was normally distributed. The CFA output indicated that the $\chi2$/df (3.68), SRMR (.04), RFI (.89), IFI (.93) and NFI (.91) fit indices were either good or acceptable fit values. However, the RMSEA (.11) and CFI (.93) fit indices were very close to acceptable fit indices values.

All standardized factor loads were observed to be significantly above 0.40. Tabachnick and Fidel (2001) state that factor loads which are 0.40 and above can be taken as "very good" while values equal to 0.70 or above can be considered as "excellent". Therefore, no variables dropped out. Hence, modification indices were examined to see whether it was possible to improve the model fit. It was seen that item pairs e5-e6 and e13-e14 showed high covariances. Both item pairs were the items of the same construct. Therefore, two modifications were undertaken between the items of the same constructs, and the CFA was run again (Figure 3).
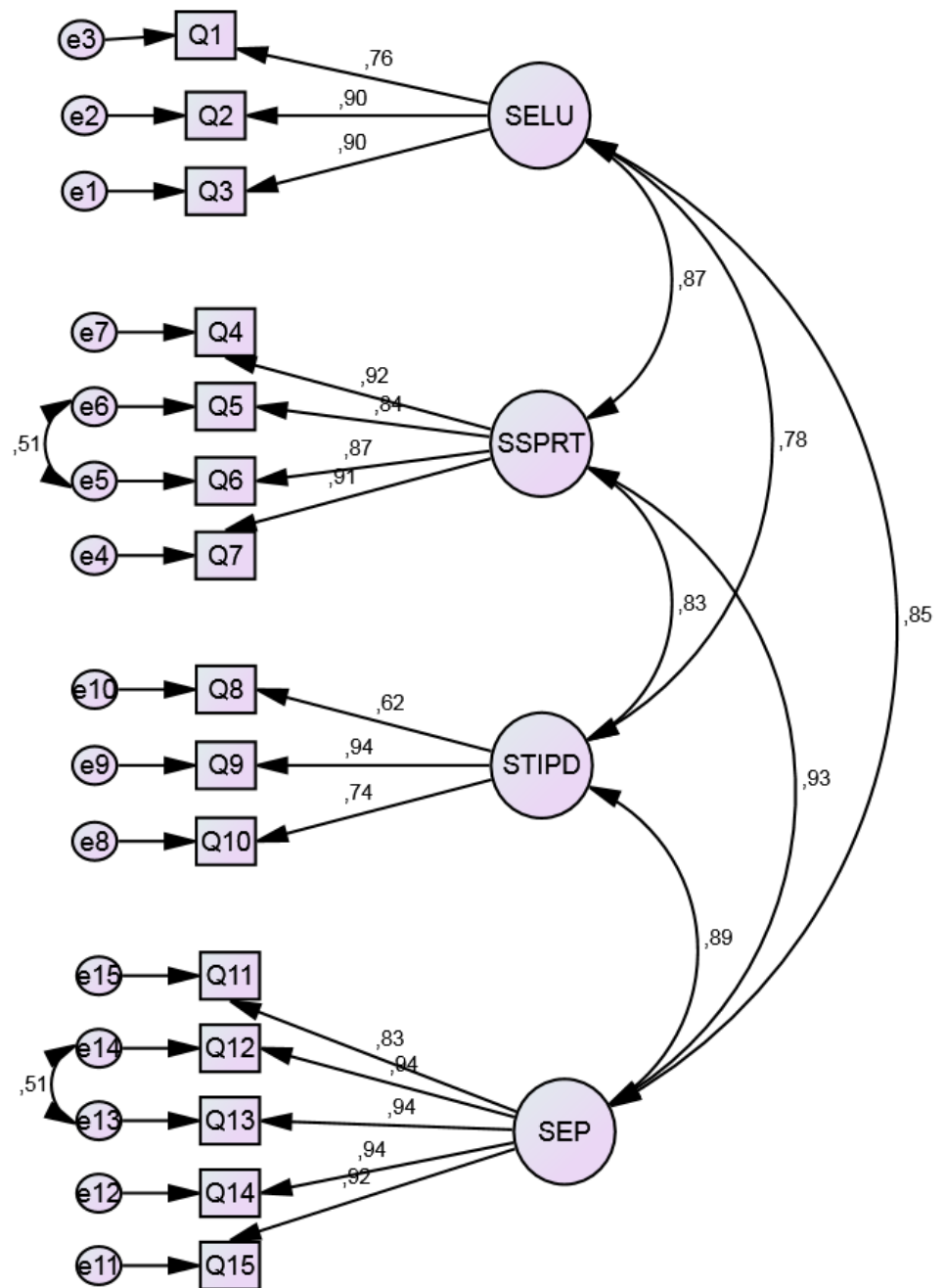
All coefficients are significant at p<.001, factor1= SELU, factor2= SSPRT, factor3= STIPD, factor4=SEP.

Figure 3. *Standardized Path Coefficients for Four-factor Model of Ideal Language Teacher Selves Scale*

The fit indices shown in Table 11 were proposed after the modifications. The results of the CFA indicated that all fit indices were either acceptable or a good fit value (χ2/df=2.89, RMSEA=.09, SRMR=.03, CFI=.95, NFI=.93, RFI=.91, IFI=.95). For this reason, it can be said that the factor structure of the Ideal Language Teacher Selves scale with four factors was confirmed by the CFA, and the scale was valid for the study purposes.

Table 11. Fit indices of Ideal Language Teacher Selves Scale

	χ2/df	RMSEA	SRMR	CFI	NFI	RFI	IFI
Ideal Language Teacher Selves Scale	2.89	.09	.03	.95	.93	.91	.95
	Good fit	Acceptable Fit	Good fit	Acceptable Fit	Acceptable Fit	Good fit	Good fit

3.5.1.8. Confirmatory Factor Analysis of the Feared Language Teacher Selves Scale

For the construct validity of the Feared Language Teacher Selves scale, CFA was performed with Amos 21. A maximum likelihood estimation was used, as the data was normally distributed. The CFA output indicated that the χ2/df (4), SRMR (.04), RFI (.87), IFI (.92) fit indices were either good or acceptable fit values. However, the RMSEA (.12), NFI (.89) and CFI (.92) fit indices were very close to acceptable fit indices values.

All standardized factor loads were observed to be significantly above 0.40. Tabachnick and Fidel (2001) state that the factor loads that are 0.40 and above can be taken as 'very good', while the values equal to 0.70 or above can be considered as 'excellent'. Therefore, no variables dropped out. Hence, modification indices were examined to see whether it was possible to improve the model fit. It was seen that item pairs e9-e10 and e4-e8 showed high covariances. Both item pairs were the items of the

same construct. Therefore, two modifications were made between the items of the same constructs, and the CFA was run again (see Figure 4).
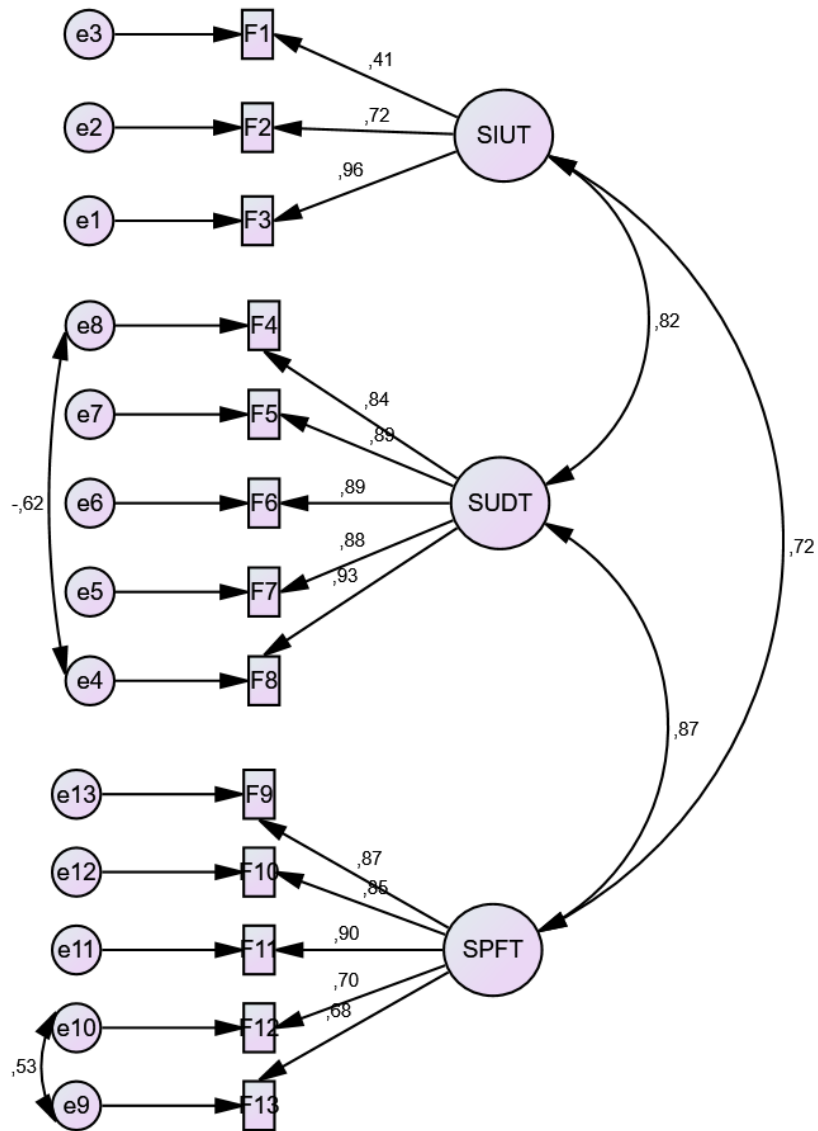
All coefficients are significant at p<.001, factor1= SIUT, factor2= SUDT, factor3= SPFT.

Figure 4. *Standardized Path Coefficients for Three-factor Model of Feared Language Teacher Selves Scale*

The fit indices shown in Table 12 were proposed. The fit indices were either an acceptable or a good fit ($\chi2/df$=2.45, RMSEA=.08, SRMR=.04, CFI=.96, NFI=.94, RFI=.92, IFI=.96). For this reason, it can be said that the factor structure of the Feared Language Teacher Selves scale with three factors was confirmed by the CFA, and so the scale was valid for the study purposes.

Table 12. Fit indices of Feared Language Teacher Selves Scale

	$\chi2/df$	RMSEA	SRMR	CFI	NFI	RFI	IFI
Feared Language Teacher Selves Scale	2.45	.08	.04	.96	.94	.92	.96
	Good fit	Acceptable Fit	Good fit	Acceptable Fit	Acceptable Fit	Good fit	Good fit

3.5.2. Interview Piloting Phase

Piloting interviews is crucially important for a qualitative study (Creswell, 2013). Unlike in quantitative research, the researcher is the key instrument in a qualitative study, and interview questions are at the heart of interviewing in a qualitative research. Therefore, piloting the interviews was necessary in order to ensure a valid study. The steps taken for the piloting interviews are shown in Figure 5.
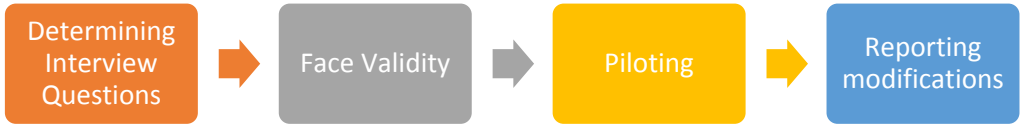
Figure 5. *Interview Piloting Steps*

3.5.2.1. Determining Interview Questions and Face Validity

First, the researcher prepared preliminary interview questions that were considered to be suitable for the framework and the study's research questions at the beginning of the study. At the second step, the interview questions were validated though a vetting process conducted by asking three experts in the field of language teaching. They were asked to read the questions and identify any misunderstandings, unclear statements, or unnecessary parts. After obtaining these, the questions were revised again by the researcher and minor modifications were realized.

For the first question, rather than just asking "what was your motivation", the statement "or your motivations" was added to the question. This was done on the basis that participants might have had more than one motivation. For the second question, an explanation "explain by giving examples from your experiences", was added in parentheses in order to direct participants to answer the question better. For the third question, example situations were given to help the participants understand the question better. In the same way, for the sixth research question, example situations were given in order to help participants understand the question better.

For the eighth question, considering that the word "recognized" might be unclear for participants, a synonym of that word was added. For the ninth, thirteenth and fourteenth questions, the wording of each question was changed so as to make the questions clearer. Additionally, for questions that included "student, novice or experienced teachers" additional information was added in parentheses to explain what was meant by these terms. For example, to explain student teacher, fourth year ELT student was added in parentheses.

3.5.2.2. Piloting Interviews

For the next step, the interview questions were piloted with two teachers from each teacher participant group (student, novice and experienced). Participants for the pilot interviews were selected from the voluntary participants in the questionnaire piloting since they were considered to be suitable for the actual study procedure. Semi-

structured telephone interviews were conducted with the selected participants (see Table 13).

The student teachers in the pilot study were studying at two different state universities in Turkey (Sivas Cumhuriyet and Süleyman Demirel University). They were fourth year ELT student teachers, and they had attended their practicums for one semester. The novice and experienced English teachers in the pilot study were English teachers at various state schools in Turkey. The interviews were realized in Turkish in order to make participants express themselves better. The interviews were recorded after obtaining permission from the participants.

Table 13. Participants for the Interview Piloting

	Years of teaching experience	**Teaching Level**	**Interview Time**	**Interview Duration**
Participant 1 (student)	0	Primary (Practicum)	17. 12.2019	25 min.
Participant 2 (student)	0	Secondary (Practicum)	19.12.2019	21 min.
Participant 3 (novice)	1	High School	23.12.2019	19 min.
Participant 4 (novice)	5	High School	27.12.2019	33 min.
Participant 5 (experienced)	13	University	18.12.2019	23 min.
Participant 6 (experienced)	15	High School	24.12.2019	33 min.

Through these piloting procedures, approximate interview durations and possible problems that might arise in the main study were observed. The interviews and analysis of the qualitative data showed that the research questions were clear and understandable. Therefore, no change was made to the research questions after the analysis of the qualitative data in the piloting phase. However, two additional interview questions were added concerning the Covid-19 Pandemic in order to learn about the effect of the pandemic on participants' ideal and feared English teacher selves.

3.6. Data Collection Procedures

The data collection procedures included both quantitative and qualitative methods. First, quantitative data were collected through a questionnaire and then analyzed. In the second stage, qualitative data were collected through interviews (see Figure 6). Required permission was taken from Institutional Review Board before the collection of both data sets (see Appendix A).

Figure 6. *Data Collection Procedure*

3.6.1. Quantitative Data Collection

The questionnaire for the study was prepared using google forms, and it was sent to participants through e-mails because of feasibility issues. The participants were also informed about the study's aims and procedures through email, and only those who volunteered to continue participated. Subsequently, the volunteer participants completed the questionnaire. The data from the questionnaire were collected in April and May, 2020. 194 student, novice, and experienced English teachers completed the questionnaire.

Because it was suggested that completion of a questionnaire should not exceed more than 30 minutes (Dörnyei, 2007), the questionnaire was constructed so that it took participants approximately 15-20 minutes to complete the questionnaire. In addition, the questionnaire was completed anonymously by the participants in order to protect the participants' privacy. Only participants who had volunteered for the follow up interviews wrote their e-mail or telephone number for later contact.

3.6.2. Qualitative Data Collection

From among the 194 questionnaire participants, 47 of them volunteered to participate in the semi-structured interview that would be realized as the second phase of the study. After analysis of the questionnaire data, 12 interview participants (4 student, 4 novice, and 4 experienced teachers) were selected from among the volunteer participants of the questionnaire through maximum variation sampling as one type of purpose sampling. The aim of choosing the participants through maximum variation was to reflect different perspectives (Creswell and Plano Clark, 2011). The volunteer participants for the interview wrote their e-mail or telephone number at the end of the questionnaire so that they could be contacted later. The criteria for maximizing the differences among the volunteers was the mean scores of the participants in the questionnaire.

The interviews were realized in June and July 2020, and they were conducted in Turkish in order to make the participants express themselves better. The participants for the interviews were contacted via e-mail or telephone so as to decide an appropriate time for the telephone interviews. Recordings of the interviews were taken with the permission of participants. Interview durations ranged from 24 to 64 minutes.

3.7. Data Analysis

As required for a mixed method research design, the quantitative data were analyzed using quantitative methods, and qualitative data were analyzed with qualitative methods (Creswell and Plano Clark, 2011). The analysis procedure also included integrating both quantitative and qualitative data. In line with the suggestions from Creswell and Plano Clark (2011) for quantitative and qualitative data analysis and the procedures for mixed method studies, the data from this study were analyzed in a six step process for both the qualitative and quantitative data (see Figure 7).
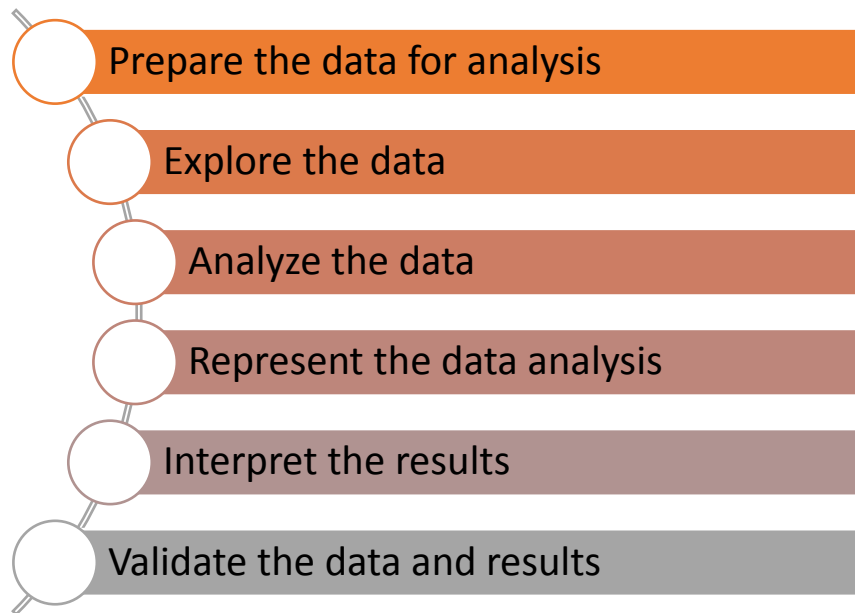
Figure 7. *Steps in Mixed Methods Data Analysis (Adapted from Creswell and Plano Clark, 2011)*

This study was designed with an explanatory sequential mixed method. Therefore, the data collection involved two separate phases. The quantitative data were collected using a questionnaire in the first phase. Then, the quantitative data were analyzed before the second phase of the study. Analysis of the first phase shaped the second phase of the study, which included interviews with the selected participants.

The participants for the interview phase were selected from the participants who had volunteered in the questionnaire phase. In addition, preliminary interview questions were also revised according to the results of the questionnaire. After conducting the interviews, they were analyzed qualitatively. In the final step, both the questionnaire and the interview results were interpreted together in order to understand better the professional identity formation of language teachers for the discussion section (Creswell & Plana Clark, 2011).

3.7.1. Quantitative Data Analysis

In accordance with the six step data analysis set out by Creswell and Plano Clark (2011), the first step was to prepare the quantitative data for analysis. For this purpose, numeric values were assigned to each data set, and the data sets were cleaned off entry errors. In addition, where necessary, new variables were formed by computing the existing variables. For the analysis, the Statistical Program used in Social Sciences (SPSS) was used for descriptive and inferential analysis. In the second step, the data were explored. Exploring the data included a descriptive analysis of the data to observe general trends in the data set. The descriptive analysis included computing means, standard deviation, and the ranges of the scores (APA, 2010). In addition, exploring the data included identifying whether the data were normally or non-normally distributed in order to choose the proper statistics for analysis. Finally, Cronbach's alpha was computed to check the reliability of the results.

Analyzing the data was the third step of the data analysis. The data were analyzed as to suitability to the study's research questions through appropriate statistical tests. Analysis of Variances (ANOVAs) were performed to see whether the student, novice, and experienced teacher groups were significantly different from each other with respect to ideal and feared language teacher selves.

Before conducting the ANOVA, all assumptions were ensured. First, the dependent variable was measured at the interval level, and the independent variable consisted of three categories, namely student, novice, and experienced teacher groups. In addition, independence of observations was ensured, indicating that there were different participants in each group. Additionally, no significant outliers were observed in the data set. Moreover, homogeneity of variances was ensured using Levene's test for both Ideal (significance value .146) and Feared (significance value .475). The Language Teacher Selves Scales were not significant (the value of significance is more than 0.05) indicating that the variances of the groups were the same.

Finally, the data were approximately normally distributed. To check the normality of the data, descriptive statistics were used. Skewness and kurtosis values were applied

to check the normality of the data. In the literature, it was stated that, for psychometric purposes, skewness and kurtosis values between -2 and +2 are acceptable (George and Mallery, 2010; Khan, 2015). As can be seen in Table 14, the skewness and kurtosis values of both the Ideal and Feared Language Teacher Selves scales were within the acceptable range indicating that the data was approximately normally distributed.

Table 14. Normality Analysis of Ideal and Feared Language Teacher Selves Scales

	Years of Teaching Experience	Skewness	Kurtosis
Ideal Language Teacher Selves Scale	0	-.937	.391
	1-5	-1.126	1.657
	More than 5	-.052	-1.217
Feared Language Teacher Selves Scale	0	-.946	.141
	1-5	-.662	-.563
	More than 5	-.389	-.777

Additionally, Cronbach's alpha values were measured for both the Ideal and Feared Language Teacher Selves scales. The scale is thought reliable if the Cronbach's alpha is greater than 0.70 (Hair, Black, Babin & Anderson, 2010). As can be seen in Table 15 below, the Cronbach's alphas of both scales were above the acceptable level. The Ideal Language Teacher Selves scale's Cronbach's alpha was .83, and the Feared Language Teacher Selves scale's Cronbach's alpha was .92.

Table 15. Internal Consistency of Ideal and Feared Language Teacher Selves Scales

Constructs	Cronbach's alpha
Ideal Language Teacher Selves (ILTS)	.83
Feared Language Teacher Selves (FLTS)	.92

In the fourth step, the data were represented in the form of statements, tables, and figures to make the data presentation clear, understandable, and reader friendly. Tables and figures reflect the results visually in a more organized way. In the fifth step, the results were interpreted. In the discussion part of the present study, the quantitative

data were interpreted together with the qualitative data in order to reflect the larger meaning of the results in comparison with the existing literature. And the final step of the quantitative data analysis was to validate the data and results. Validation is one of the important steps in a good research. The reliability and validity of the instrument were ensured at the beginning of the study. In addition, the results of the questionnaire were triangulated with the interview results to strengthen the validity and reliability of the quantitative results.

3.7.2. Qualitative Data Analysis

In line with the six step data analysis process proposed by Creswell and Plano Clark (2011), the first step was to prepare the qualitative data for analysis. To achieve this, interviews and the open-ended questions from the questionnaire were transcribed into word processing files. The interviews were transcribed in the original language of the interviews, which was Turkish. However, the Turkish data transcriptions were analyzed in English by the researcher. MAXQDA was used for the analysis of the transcribed data. MAXQDA is a qualitative data analysis software program, and it assists researchers in terms of data analysis and storage. Richards and Richards (1998) state that it was nearly impossible for researchers not to benefit from technology in doing research because, however technology is perceived, it has become a part of data collection and analysis.

Exploring the data was the second step of analyzing the qualitative data. The transcribed data were read several times to get an overall meaning, and short memos were written while reading. Written memos were guidance for the later coding process. After exploring the data, the next step was to analyze the data. Through content analysis, codes were extracted from the transcribed document using MAXQDA. Both conventional content analysis and directed content analysis were used (Hsieh and Shannon, 2005). In conventional data analysis, codes are defined during data analysis. However, in directed content analysis, codes are defined before and during data analysis. In this analysis, preliminary codes were derived from the relevant theory of the study.

For questions related to the Possible Language Teacher Selves Theory, and teachers' thoughts about other teacher groups' possible selves, directed content analysis was used. Therefore, analysis started with predefined codes, and any necessary new codes were added during the analysis. Thus, the theory could be enriched. However, for questions related to the influencing factors of Possible Language Teacher Selves, conventional content analysis was used. In addition, both in vivo coding (which included codes from the participants' exact words, and original coding by the researcher) were used. From the codes, themes were formulated by winnowing the data. These themes were suitable for answering the research questions.

The fourth step was to represent the data. The themes were interpreted so as to form a larger meaning of what was happening. Direct citations from interviews were given to explain the themes in depth. Patton (1990) states that direct citations uncover participants' thoughts, beliefs, and experiences. In addition, the data were represented in the form of texts, tables, and figures as a way to make the interpretations clear and reader friendly.

The fifth step in the qualitative data analysis was to interpret the results. The qualitative data were interpreted in the discussion part together with the quantitative data. In addition, the results were compared with the existing literature to give a larger meaning to the results. The last step of the qualitative analysis was to validate the data and results. To ensure validity, member checking was performed with three interview participants to ensure whether the interpretations of the researcher were consistent with the participants' implied meaning. In addition, qualitative results were triangulated with the questionnaire results. Moreover, intercoder agreement was performed for the codes by asking another expert in the language teaching profession to code a sample transcribed interview data for reliability.

3.8. Ethical Issues

In recent years ethical issues have received considerable attention, and any such issues that may arise during the study needed to be anticipated by researchers (Berg, 2001). As this study included data from people and data about people (Punch, 2005), ethical

considerations were important. Ethical issues can be described as occurring prior to the study, at the beginning, and during data collection and analysis, reporting and publishing (APA, 2010). Consequently, prior to the study, Institutional Review Board (IRB) approval was obtained together with local approvals. At the beginning of the study, participants were informed about the research procedures and aims, and only those who volunteered ones participated. In addition, in order to be more ethical, multiple perspectives of the participants were reported (Creswell, 2013). The names of the participants were not used in order to protect their privacy. The data were used just for one publication and stored for five years. Consequently, this study posed no serious ethical problems.

CHAPTER 4

RESULTS

Within the scope of this chapter, the results of the study are given in the order of the research questions of the study. The results are presented in the form of statements, tables, figures, and participant quotations so as to make the results more reader friendly.

4.1. How do Student, Novice, and Experienced EFL Teachers Define Their Ideal Language Teacher Selves?

To answer the first research question which was about the ideal language teacher selves of student, novice, and experienced teachers, both the questionnaire and the interview results were considered together. Descriptive statistics were performed for the Ideal Language Teacher Selves scale, which consisted of four factors. In addition, content analysis was performed for the interview questions concerning the ideal language teacher self. Overall, the results indicated that all three teacher groups gave importance to professional development, language competency, professional competencies, recognition, and personal qualities.

4.1.1. Descriptive Statistics of Participants' Ideal Language Teacher Selves

The Ideal Language Teacher Selves Scale included four factors: Self as an Expert Language User (SELU), Self as a Socially/Professionally Recognized Teacher (SSPRT), Self as a Teacher Interested in Professional Development (STIPD), and Self as an Expert in Pedagogy (SEP).

The Table 16, which is descriptive concerns the factor Self as an Expert Language User (SELU) on the Ideal Language Teacher Selves scale. It shows that all three teacher groups mostly agreed that having a native-like accent, perfect competence in English, and English grammar were important for them. The mean scores indicated that, with the increase in a teacher groups' years of teaching experience, more importance was given to being expert language users. Compared to teacher groups, experienced teachers gave more importance to being expert language user than novice teachers; and novice teachers gave more importance to being expert language user than student teachers.

Table 16. Descriptive Statistics of Factor SELU on the Ideal Language Teacher Selves Scale

N	Items	Student Teacher (N=63)		Novice Teacher (N=65)		Experienced Teacher (N=66)	
		M	**SD**	**M**	**SD**	**M**	**SD**
1	I wish to have a native-like accent because I think that English teachers must be role models for their students in accent/pronunciation	4.75	1.23	4.86	1.09	5.02	1.13
2	I have a strong desire to have a perfect command (competence) of English vocabulary	5.24	.92	5.26	.98	5.44	.63
3	I would like to have a perfect command (competence) of English grammar.	5.27	.93	5.20	1.04	5.24	.92
(1= very untrue of me, 2= untrue of me, 3= somewhat untrue of me, 4= somewhat true of me, 5= true of me, 6= very true of me)							

Table 17 shows the descriptive statistics of the Self as a Socially/Professionally Recognized Teacher (SSPRT) factor on the Ideal Language Teacher Selves Scale. It reflects the outcome that all three teacher groups in the study (student, novice, and experienced) gave importance to being a recognized teacher in the eyes of their students. The mean scores indicated that the three teacher groups emphasized being

admired, and being appreciated as punctual, patient, and energetic teachers by their students.

Table 17. Descriptive Statistics of SSPRT factor on the Ideal Language Teacher Selves Scale

		Student Teacher (N=63)		Novice Teacher (N=65)		Experienced Teacher (N=66)	
N	Items	M	SD	M	SD	M	SD
4	I would like to become a teacher who is admired by his/her students	5.59	.61	5.68	.68	5.53	.70
5	I would feel great if students appreciate me as a punctual teacher	5.30	.94	5.29	1.01	5.50	.61
6	I would feel great if students appreciate my patience	5.32	1.02	5.26	1.06	5.38	.79
7	I would feel great if students remember me as an energetic teacher	5.41	.92	5.58	.76	5.55	.63
(1= very untrue of me, 2= untrue of me, 3= somewhat untrue of me, 4= somewhat true of me, 5= true of me, 6= very true of me)							

Table 18 presents descriptive statistics for the Self as a Teacher Interested in Professional Development (STIPD) factor on the Ideal Language Teacher Selves Scale. The participants' answers to the questions showed that all three teacher groups, student, novice, and experienced, emphasized developing themselves professionally. Most of the participants had a desire to teach at more prestigious schools in the future. In addition, most of them were eager to participate in workshops and conferences on pedagogical issues, and to continue their studies to obtain higher academic degrees. The results indicated that all three participant teacher groups gave importance to professional development practices and improving themselves. Among the items related to professional development, participants mostly gave importance to keeping up with innovations in teaching and participating in workshops and conferences on pedagogical issues.

Table 18. Descriptive Statistics of STIPD factor on Ideal Language Teacher Selves Scale

N	Items	Student Teacher (N=63)		Novice Teacher (N=65)		Experienced Teacher (N=66)	
		M	SD	M	SD	M	SD
8	When I think about the future, I desire to teach at a more prestigious institute/school	4.83	1.37	5.06	1.23	4.79	1.35
9	To keep up with innovations in teaching, I would like to participate in workshops and conferences on pedagogical issues	5.32	.87	5.46	.68	5.45	.74
10	I would like to continue my studies and obtain higher academic degrees	5.06	1.20	5.05	1.09	4.97	1.17
(1= very untrue of me, 2= untrue of me, 3= somewhat untrue of me, 4= somewhat true of me, 5= true of me, 6= very true of me)							

Descriptive statistics regarding the Self as an Expert in Pedagogy (SEP) factor on the Ideal Language Teacher Selves Scale are given in Table 19. The participants' mean scores demonstrated that student, novice, and experienced teacher groups gave importance to being good at pedagogy. Most of the participants had a desire to develop themselves in terms of using technology more effectively, creating different learning opportunities, and adapting different strategies so as to teach better. Results also indicated that student teachers mostly emphasized considering students' learning styles and preferences; novice English teachers mostly emphasized using technology effectively and considering students' learning styles and preferences; and experienced English teachers mostly emphasized adopting various strategies to facilitate the learning process.

Table 19. Descriptive Statistics of SEP factor on Ideal Language Teacher Selves Scale

N	Items	Student Teacher (N=63)		Novice Teacher (N=65)		Experienced Teacher (N=66)	
		M	SD	M	SD	M	SD
11	I can imagine myself as a teacher who can develop the ability to masterfully use technology in his/her classes	5.41	.71	5.48	.66	5.45	.70
12	I can imagine myself as a teacher who can create various learning opportunities in his/her classes	5.41	.85	5.38	.74	5.53	.58
13	I can imagine myself as a creative teacher who can adopt various strategies to facilitate the learning process	5.38	.86	5.43	.80	5.61	.60
14	I would like to become a teacher who considers students' learning styles and preferences	5.49	.78	5.48	.73	5.58	.63
15	I imagine myself as a teacher who has his/her own repertoire of supplementary teaching materials (other than course books)	5.38	.86	5.26	1.00	5.35	.85
(1=very untrue of me, 2= untrue of me, 3= somewhat untrue of me, 4= somewhat true of me, 5= true of me, 6= very true of me)							

In addition, they mostly wanted to become teachers who considered students' learning styles and preferences, and who had their own repertoire of supplementary teaching materials. Among the items, student EFL teachers mostly emphasized considering students' learning styles and preferences; novice EFL teachers mostly emphasized considering students' learning styles and preferences and developing their ability to masterfully use technology in their classes; and experienced EFL teachers mostly emphasized adopting various strategies to facilitate the learning process.

4.1.2. Results of Open-Ended Question on the Questionnaire Regarding Participants' Ideal English Language Teacher Selves

Analysis of open-ended question regarding the participant teachers' ideal English language teacher selves indicated that all three (student, novice, and experienced) teacher groups emphasized professional development, language competency, professional competency, personal qualities, and recognition as ideal English language teacher selves characteristics. Among the five themes, all three teacher groups mostly mentioned personal qualities and professional competency as ideal English language teacher possible selves.

4.1.2.1. Ideal English Language Teacher Selves of Student English Teachers (Results of Open-Ended Question of the Questionnaire)

Analysis of the open-ended questions of the questionnaire concerning the ideal English language teacher self of student teachers indicated that these participants emphasized professional development, language competency, professional competency, personal qualities, and recognition (see Table 20). Among these themes, they mostly mentioned professional competency and personal quality.

Regarding the "professional development" theme the student teachers thought that an ideal English teacher should improve their cultural knowledge and be up to date in the field. In addition, they also cared about teachers' having a native like accent. Moreover, student teachers were of the opinion that an ideal English teacher should have certain professional competencies. Professional competencies was the second most mentioned theme after personal qualities. Most of them mentioned professional competency as being about motivating students. It was the most mentioned competency among others. Besides, student teachers also emphasized considering their students' learning styles and preferences, teaching with enthusiasm, improving their students' speaking ability, and using methods effectively.

Personal qualities was the theme the student teachers mentioned in terms of the ideal English language teacher self. The results indicated that student teachers emphasized

personal qualities more than other qualities. To exemplify this, they stated that an ideal English teacher should be patient, flexible, energetic, disciplined, sympathetic, friendly, enjoyable, self-confident, and creative.

Table 20. Ideal English Language Teacher Selves of Student Teachers (Results of Open-ended Questions of the Questionnaire)

Themes and Codes	f
Professional Development	**5**
improving their cultural knowledge	3
being up to date in the field	2
Language Competency	**1**
having a native-like accent	1
Professional Competency	**20**
being able to motivate students	10
considering students' learning styles and preferences	5
teaching with enthusiasm	3
improving students' speaking ability	1
using methods effectively	1
Personal Qualities	**23**
being patient	4
being flexible	4
being energetic	3
being disciplined	3
being sympathetic	3
being friendly	2
being enjoyable	2
being self-confident	1
being creative	1
Recognition	**7**
admired by students	7

Among the qualities, student teachers mostly emphasized being patient and flexible. Moreover, student teachers also gave importance to being admired by students. It was one of the most mentioned quality of ideal language teachers by student English teachers.

4.1.2.2. Ideal English Language Teacher Selves of Novice English Teachers (Results of Open-Ended Question of the Questionnaire)

Analysis of the open-ended questions of the questionnaire concerning the ideal English language teacher selves of the novice teachers indicated that these participants emphasized professional development, language competency, professional competency, personal qualities, and recognition. Among these themes, they mostly mentioned professional competency and personal qualities.

The novice teachers were of the opinion that the professional development of teachers was important. They mostly mentioned the importance of teachers' being up to date, improving their cultural knowledge, and developing and/or joining projects. In addition, they also cared about language competency. Teachers indicated that teachers' having fluency and accuracy in English was important to be an ideal English teacher.

Professional competency was the second most mentioned theme by the novice English teachers. Most mentioned competency by the novice teachers was considering students' learning styles and preferences. They also emphasized teaching with enthusiasm and building a good relationship with students. Moreover, the novice English teachers also emphasized having classroom management skills, using methods effectively, using a variety of materials other than coursebooks, and being able to motivate students. Among the themes, personal qualities was the theme that novice teachers mentioned most. The results indicate that the novice teachers cared about the personal qualities of English teachers as ideal teacher selves more than other competencies and qualities.

As can be seen in Table 21, being energetic, creative, disciplined, patient, and flexible were the most mentioned codes by the novice teachers. Among the codes, being energetic was the most mentioned code among others. Results also showed that the novice English teachers cared recognition. They also listed being admired by students as one of the characteristics of ideal English language teacher.

Table 21. Ideal English Language Teacher Selves of Novice Teachers (Results of Open-ended Questions of the Questionnaire)

Themes and Codes	f
Professional Development	**8**
being up to date in the field	4
improving their cultural knowledge	2
developing and/or joining projects	2
Language Competency	**2**
having fluency and accuracy in English	2
Professional Competency	**24**
considering students' learning styles and preferences	8
teaching with enthusiasm	6
building a good relationship with students	5
having classroom management skills	2
using methods effectively	1
using a variety of materials other than coursebooks	1
being able to motivate students	1
Personal Qualities	**36**
being energetic	8
being creative	5
being disciplined	5
being patient	4
being flexible	4
being fair	3
having communication skills	3
having self-directed learning ability	2
being reflective	1
using technology effectively	1
Recognition	**3**
admired by students	3

4.1.2.3. Ideal English Language Teacher Selves of Experienced English Teachers (Results of Open-Ended Question of the Questionnaire)

As can be seen in Table 22 below, the experienced English teachers mentioned professional development, language competency, professional competency, personal

qualities, and recognition as ideal English language teacher self characteristics. Among the themes, they mostly referred to professional competencies and personal qualities.

Concerning professional development, the experienced teachers thought that improving their cultural knowledge, being up to date in the field, and developing and/or joining projects were important characteristics of an ideal English teacher. In addition, the experienced teachers also believed in the importance of having fluency in speaking and listening in English and having a perfect command of the English language.

Moreover, the experienced teacher participants mostly mentioned professional competencies as ideal English language teacher selves. The most mentioned codes were being able to motivate students, building a good relationship with students, and teaching with enthusiasm. Other competencies mentioned by the experienced teacher were considering students learning styles and preferences, being good at classroom management, being good at collegiality, using English in class rather than the native language, using methods effectively, stimulating learner autonomy, and being a role model for students.

Additionally, various personal qualities were noted from the experienced teacher participants' statements as ideal English language teacher quality. Most mentioned qualities were being creative and enjoyable. Other personal qualities were being patient, using technology effectively, having communication skill, being disciplined, being flexible, being energetic, having problem solving ability, and having 21st century skills.

Moreover, another theme mentioned by the experienced teachers as ideal language teacher selves was recognition. Teachers stated that being respected by students was one of the quality that an ideal English teacher should have.

Table 22. Ideal English Language Teacher Selves of Experienced Teachers (Results of Open-ended Questions of the Questionnaire)

Themes and Codes	f
Professional Development	**8**
improving their cultural knowledge	4
being up to date in the field	3
developing and/or joining projects	1
Language Competency	**2**
fluency in speaking and listening in English	1
having a perfect command of the English language	1
Professional Competency	**28**
being able to motivate students	7
building a good relationship with students	6
teaching with enthusiasm	5
considering students learning styles and preferences	2
being good at classroom management	2
being good at collegiality	2
using English in class rather than the native language	1
using methods effectively	1
stimulating learner autonomy	1
being a role model for students	1
Personal Qualities	**28**
being creative	6
being enjoyable	6
being patient	3
using technology effectively	2
having communication skill	2
being disciplined	2
being flexible	2
being energetic	2
having problem solving ability	2
having 21st century skills	1
Recognition	**1**
being respected by students	1

4.1.3. Interview Results Regarding the Ideal English Language Teacher Selves of Participant Teacher Groups

The interview results regarding Ideal English Language teacher selves of the participant teachers showed that the three teacher groups gave importance to professional development, language competency, professional competency, personal quality, and recognition as ideal English language teacher self characteristics. Among the themes, the student and experienced teachers mostly mentioned professional development, personal qualities, and professional competency, whereas the novice teachers mostly mentioned professional competency as ideal language teacher selves.

4.1.3.1. Ideal English Language Teacher Selves of Student English Teachers (Interview Results)

As can be seen in Table 23, the student English teachers mentioned professional development, language competency, professional competency, and personal qualities as ideal English language teacher selves. Among the four themes, they mostly mentioned professional development, professional competency and personal qualities.

One of the themes that was mentioned by the student English teachers as the ideal language teacher self was professional development. Concerning professional development, student teachers emphasized developing their general knowledge, following updates in the field, participating in conferences and/or in-service training, doing academic research, and making and/or joining projects as can be deduced from the example quotations below.

> *Ideal teachers should always read and develop themselves. It could be about health, technology, or games. In different domains, we need to develop ourselves. Thus, we could integrate them into our lesson. For example, there is an artificial intelligence page. On that page I learned an application and later I integrated that app. into my lesson. Via the application I draw a picture and students try to predict in English. We enjoyed it a lot. (S. T. 3)*

> *English teachers should always develop themselves. They need to follow the latest changes regarding the language. Not just the changes in their countries, but also the changes about the English language in the world. (S. T. 2)*

Table 23. Ideal English Language Teacher Selves of Student Teachers

Themes and Codes	f
Professional Development	**12**
developing their general knowledge	4
following updates in the field	3
participating in conferences and/or in-service training	2
making academic research	2
developing and/or joining projects	1
Language Competency	**9**
having perfect command of English	4
having good pronunciation in English	4
being fluent in speaking and listening in English	1
Professional Competency	**17**
emphasizing students' emotions	4
considering students' learning styles and preferences	3
having teaching ability	2
teaching with enthusiasm	2
making enjoyable lessons	2
having successful students	1
using a variety of materials other than coursebooks	1
being able to adapt their English to students' level	1
giving feedback to students	1
Personal Qualities	**14**
having communication skill	4
using technology effectively	3
being energetic	2
having good oratory skills	2
being tolerant towards other cultures	1
having problem solving ability	1
being versatile	1

Language competency was the least mentioned theme by student teachers as the ideal language teacher self. They were of the opinion that having a perfect command of English, having good pronunciation in English, and being fluent in speaking and listening in English were important language competencies that an ideal language

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teacher could have as can be deduced from the quotation below.

> *Being proficient in English is important for an English teacher, especially in the four language abilities of speaking, listening, writing and reading. In addition, they need to have vocabulary knowledge to teach effectively. I mean that they should be proficient English language users. (S. T. 3)*

The most mentioned theme by the student teachers as ideal English teacher selves was "professional competency". The results showed that the student teachers emphasized the professional competencies of an English teacher more than other characteristics. For example, they stated that caring about their students' emotions was crucial to teaching effectively. In addition, they also put an emphasis on considering students' learning styles and preferences, having teaching ability, teaching with enthusiasm, and giving enjoyable lessons. The excerpts below reflected the student teachers' thoughts on this topic.

> *Knowing how to approach a group of learners is an important characteristic of a skillful English teacher. You need to behave suitably towards your students. For example, if you work with children, you need to consider their energy. Or, if you work with high school students, you need to know their interest to attract their attention. (S.T.1)*

> *Ability to teach is something different. Sometimes, knowing a lot is not enough. How you transfer that knowledge to the other side is also important. As a teacher, you need to know how to teach. You need to know your style and way of teaching and improve yourself. (S.T.2)*

Personal qualities was the second most mentioned theme. Student English teachers also mentioned the personal qualities that an ideal English teacher should have. For instance, they stated that teachers' use of technology was important for teaching more effectively. In addition, they also emphasized that teachers' caring about their students' emotions was important as can be understood from the quotations below.

> *To make a more interactive lesson, rather than using a coursebook, integrating technology into the lesson could be more helpful. Even showing a video could attract students' attention regardless of their ages. We even enjoyed more of our presentations when a kind of technology was integrated. I believe that English teachers should use technology to teach more effectively. (S.T. 2)*

An English teacher should also be humanistic towards students. Just caring about the grades of students is not enough to be an effective teacher. You need to be aware of your students' feelings and emotions. They could affect their performances and motivation to learn English. (S.T.1)

Moreover, student teachers also mentioned other personal qualities such as teachers' having communication skills, being energetic, and having good oratorial skills. The excerpt below is an example concerning teachers having communication skills.

Personal characteristics of a teacher are important. For example, a teacher should know how to communicate with students. You could have students in your classroom with different world views. An ideal teacher should build a bridge among people just like building a bridge among languages. (S.T.3)

The quotation above indicated that communication skill of a teacher is important to be an effective teacher. An ideal teacher need to have an ability to bridge among different among different students with different worldviews.

4.1.3.2. Ideal English Language Teacher Selves of Novice English Teachers (Interview Results)

As can be seen in Table 24, the novice English teachers mentioned professional development, language competency, professional competency, personal qualities, and recognition as ideal English language teacher selves. Among the four themes, they mostly mentioned professional competency as ideal English language teacher self.

One of the themes regarding the ideal English Language teacher selves of the novice English teachers was professional development. The novice teachers stated that being up to date in the field and participating in conferences and/or in-service training were important, as can be deduced from the quotations below.

Firstly, an ideal English teacher should follow new methods in language teaching. They should be in contact with other teachers. In addition, they should take courses to follow the latest improvements and changes. For example, at university I did not take a technology-based course, but now, teaching with technology is common, and if I do not update myself regarding my technology knowledge, I cannot teach with technology effectively. (N.T. 2)

For example, during this distance education period, the Ministry of National Education opened online seminars. They were absolutely beneficial. They were about different approaches to English teaching, different methods, how we should give feedback to our students, the effectiveness of coursebooks. If we follow and participate in these kinds of seminars, we can increase our motivation to teach better, and we can improve our content knowledge. (N. T. 1)

Table 24. Ideal English Language Teacher Selves of Novice Teachers

Themes and Codes	f
Professional Development	**8**
being up to date in the field	4
participating in conferences and/or in-service training	4
Language Competency	**6**
having a perfect command of English	3
being fluent in speaking English	2
having a native-like accent	1
Professional Competency	**33**
being good at collegiality	5
using the target language in class rather than native language	4
being fair to students	4
being able to motivate students	4
teaching with enthusiasm	3
developing students' speaking ability in English	3
considering students' learning styles and preferences	3
having content knowledge	3
being good at classroom management	2
adapting their English to the students' level	2
Personal Qualities	**13**
using technology effectively	5
having communication skill	3
being flexible	2
being reflective	1
being creative	1
being punctual	1
Recognition	**2**
admired by students	2

In addition, the novice English teachers also mentioned language competencies that an ideal English teacher should have. They mostly stated that teachers having a perfect command of English, being fluent in speaking English, and having a native-like accent was important to be an ideal English teacher. The excerpt below shows how the novice English teachers emphasized being fluent in speaking English.

Fluency in English speaking is so crucial for me. Whether one can speak confidently and flexibly in an environment is important for being a good English teacher. (N.T. 2)

Professional competency was the most mentioned theme among themes by the novice English teachers as ideal English teacher selves. The results show that the novice teachers gave importance to certain professional competencies. For example, they stated that teachers' use of the target language, English, was important. In addition, they also considered that students should be able to speak the target language, and that the teacher should motivate students to use English. The quotations below reflect the novice English teachers' ideas on certain professional competencies that a teacher should have.

Unfortunately, some English teachers do not speak in English in class. I do not want to say they cannot speak in English. I think they do not have confidence to speak in English in class. It is easier for them to speak in Turkish. I think they need to overcome this to be a more effective English teacher. (N.T. 3)

I think an ideal English teacher should focus on improving students' speaking ability. Unfortunately, as teachers we mostly focus on written exams, and we neglect the speaking ability of students in English. However, when students realize that they can speak in English, both the teacher's and the students' motivation increase, and they get more pleasure from the lesson. (N.T. 3)

In addition, regarding professional competency, the novice teachers stated that teachers' getting in contact with other teachers was important. They believed that, in this way, they could learn from each other. Moreover, they also emphasized teachers having content knowledge to teach more effectively. They were in the opinion that an ideal teacher should satisfy students' curiosity regarding the language related areas. they also believed that being able to answer or not being able to answer students' questions affected teachers' motivation to teach. The quotations below demonstrate the novice teachers' thoughts on the subject.

I think the most important aspect of an ideal English teacher is his/her content knowledge because if students are a little bit curious, they ask so many different questions. For example, they ask the meaning of "the". If you do not have content knowledge you will be in a difficult situation in front of students, and it affects your motivation. (N. T. 1)

For example, we have a WhatsApp group with English teachers all around Turkey. I learn so many things from them. We share our sources, documents, or suggestions in that group. I absolutely think that we should not disconnect from other English teachers. They can also be our university friends. We learn a lot from each other. (N.T. 4)

The novice English teachers also shared certain personal qualities that an ideal English teacher should have. They were of the opinion that characteristics of a teacher are important for teaching more effectively and being an ideal English teacher. English teachers being fair and having communication skills were some of the personal qualities that the novice English teachers stated as can be deduced from the excerpts below.

Characteristics of a teacher are also so important. For example, students give importance to teachers' being fair among students more than you would expect. For example, a student can even complain about when you allow one student three times to come to the board, but you allow that student only two times. As a teacher, you need to be fair to all students. (N.T. 1)

For me, the thing that differentiates successful English teachers from all other teachers is their communication skill. You can teach mathematics on the board by solving problems, but to teach the English language you need to be good at communication with students. The students should have a desire to communicate with the teacher. Thus, students could develop their productive skills. (N.T. 2)

Another personal qualities that the novice teachers stated was the ability to be flexible. They were of the opinion that teachers should keep pace with changing situations and be flexible. As an example, they mentioned the effect of Covid-19 Pandemic and teaching practices which was performed through distance education with the effect of coronavirus disease. Additionally, teachers' use of technology was also emphasized by the novice teachers. The novice English teachers believed that when used effectively, technology fosters learning and motivates students. The quotations below reflect the novice teachers' thoughts about an ideal English language teacher self in terms of flexibility and using technology effectively.

Especially in these times, an English teacher should be flexible. We always have changing circumstances. Maybe, we will teach online totally. An ideal teacher should break with tradition. (N.T. 2)

I am of the opinion that technology affects language teaching positively when used effectively. When we use technology for speaking and listening activities, they become more attractive for our students. In addition, using songs especially for primary level students helps teachers to motivate students better. (N.T. 1)

The quotations above reflected that an ideal English language teacher should be flexible and use technology effectively. Thus, the teachers could make their lessons more efficiently.

4.1.3.3. Ideal English Language Teacher Selves of Experienced English Teachers (Interview Results)

As can be seen in Table 25, the experienced English teachers mentioned professional development, language competency, professional competency, and personal qualities as ideal English language teacher selves. Compared to other themes, language competency was the least mentioned theme by the experienced English teachers.

Regarding their ideal English Language teacher selves, the experienced English teachers gave importance to professional development. They were of the opinion that teachers should develop themselves, and that there were many ways forms of professional development practices. For example, they can be in contact with other teachers, join projects, or use technology, as can be understood from the excerpts below.

A teacher should never stop learning because you can always learn something new. For example, today, I talked with one of my colleagues and I learned something new about writing exam questions. In addition, I joined so many WhatsApp teacher groups and Facebook teacher groups, and I learn from these groups so much. Every day, something new happens in our field. A teacher should be willing to learning and improve himself/herself. (E.T.2)

There are a variety of different projects that a teacher could join like e-twinning or Erasmus plus. They enable participants to use the English language productively. For example, via an e-twinning project, we were in contact with a school from Malta and

a school from Romania. Their students and our students communicated using English. It was so motivating both for us and our students because our school is in the country, and the students do not have a chance to speak English with foreigners so much. (E.T.2)

Table 25. Ideal English Language Teacher Selves of Experienced Teachers

Themes and Codes	f
Professional Development	**13**
being up to date in the field	6
participating in conferences and/or in-service training	2
developing and/or joining projects	2
developing their general knowledge	2
doing research	1
Language Competency	**7**
being fluent in speaking English	4
having a perfect command of English	2
having good pronunciation in English	1
Professional Competency	**15**
considering students' learning styles and preferences	6
being able to motivate students	2
using the target language in class rather than native language	2
teaching with enthusiasm	1
having successful students	1
using methods effectively	1
being good at collegiality	1
being a role model for students	1
Personal Qualities	**17**
having communication skill	6
being creative	3
using technology effectively	3
having the ability of persuasion	1
being versatile	1
being hardworking	1
being a world citizen	1
being energetic	1

Experienced English teachers also believed that language competency was another competency that an ideal English teacher should have. They mostly indicated that being fluent in speaking English was important to be an ideal English teacher. It was the most mentioned code by the experienced teachers as one of the qualities of an ideal English teacher. In addition, they also mentioned having perfect command of English and having good pronunciation in English as ideal English teacher selves. They thought that teachers' language competence was related to students' motivation to learn the language. Example quotations are given below that reflect the experienced teachers' views on the topic.

> *For me, fluency in speaking English is an important characteristic of an ideal English teacher. A teacher could express himself/herself fluently in the target language. Otherwise, it could be difficult to motivate students to learn that language. (E.T.4)*

> *Language competence is so crucial for an English teacher. Even if you have a good relationship with students, when you make a mistake it could be discouraging. You need to make students feel your professional competence. (E.T.1)*

The experienced teachers also mentioned certain professional competencies that an ideal English teacher should have. Considering students' learning styles and preferences was the most mentioned code among professional competencies. The experienced teachers believed in the importance of conducting lessons that were relevant to students' interests and capabilities. One of the teachers stated that students' level was important in deciding and planning how to teach the content. In addition, they also mentioned other competencies, such as being able to motivate students, using the target language in class rather than native language, and teaching with enthusiasm. They especially mentioned the use of Turkish in class and its demotivating effect on students. Sample quotations are given below to reflect the experienced teachers' thoughts on the subject.

> *Planning your lesson according to your students' level and interests is so crucial. You need to consider your students' ages or personal development. For example, you cannot conduct the same lesson both with primary level and high school level students. Both student groups have Simple Present Tense in their curriculum, but you need to arrange different activities considering your students' preferences and learning styles. (E.T. 1)*

Of course, the four language skills of an English teacher are important, but for me, speaking in English during the lesson is more important. Especially at state schools, most teachers use Turkish during the lesson to teach English. It demotivates students about learning the language. (E.T. 1)

Personal qualities was the most mentioned theme in terms of the frequency of the codes. The results show that the experienced teachers gave importance to teachers having personal qualities as ideal teacher selves. For example, they cared about teachers' being good at communicating with students. Thus, they believed that they could motivate students and support their learning. In addition, they also attached importance to teachers' being versatile. By being versatile, the teachers meant that an ideal English teacher should have interests such as literature, technology, or a sport and the ideal teacher should integrate these personal interests to the lesson in some way to make the lessons more attractive and motivating in the eyes of students. Below are quotations about certain personal qualities that the experienced teachers emphasized.

Having a good relationship with students is also so important. For example, how a teacher gives feedback to students or how a teacher motivates students. The communication skills of a teacher affect the teachers' teaching practices so much. (E.T. 3)

I think, teachers should also be interested in different areas in addition to their own field. For example, I am interested in literature. Maybe, another teacher could be interested in technology, movies, or music. As teachers, we should integrate our interests into the lesson because language is also a vehicle for us to transmit knowledge to students. Thus, we can make our lessons more interesting and motivating for students. (E.T.2)

Moreover, experienced English teachers also gave importance to using technology effectively. They especially mentioned the pandemic period and the necessity to give their courses through distance education. The experienced teachers believed that using technology was important to make effective lessons.

In this pandemic time, we use technology a lot. Unfortunately, most traditional teachers did not keep pace with the changes while giving online courses. Most teachers give online courses in the same way that they would give at class. However, it was not effective. Teachers should benefit from Web 2 tools such as applications like Kahoot.

They should integrate technology into their lessons. Moreover, we need to make students use these applications to foster their learning. (E.T.4)

The quotation above was an indication that integrating technology into lessons was essential. The participant teacher especially emphazised that the pandemic period proved the fact that use of technology is important to be an ideal teacher.

4.2. Research Question 2: What do Student, Novice, and Experienced EFL Teachers Fear Becoming Regarding Their Professional Identity?

To answer the second research question which was about the feared language teacher selves of student, novice, and experienced teachers, both the questionnaire and the interview results were utilized. Descriptive statistics were performed for the Feared Language Teacher Selves scale, which consisted of three factors. Means and standard deviations were calculated for the items. In addition, content analysis was performed on the open-ended question in the survey and interview questions concerning the feared language teacher self. Overall, the results indicate that the teachers feared being incompetent in language, lack of professional development, having undesired professional development, having undesired personal qualities, and lack of recognition. Among their fears, having undesired professional dispositions was the most mentioned one by three teacher groups.

4.2.1. Descriptive Statistics of Participants' Feared Language Teacher Selves

The Feared Language Teacher Selves scale included three factors: Self as an Inexpert/Unknowledgeable Teacher (SIUT), Self as an Uncaring/Demotivated Teacher (SUDT), and Self as a Professionally Fatigued Teacher (SPFT).

Table 26 reflects descriptive statistics concerning the Self as an Inexpert/Unknowledgeable Teacher (SIUT) factor on the Feared Language Teacher Selves scale. The mean scores of the participants indicate that all three teacher groups in the study did not have a much concern regarding students having a greater command of English than the teacher. The experienced teachers in particular selected "untrue of me" for the statement "I do not like to become a teacher whose students have a greater

command of English than she/he does". However, student and novice English teachers selected "somewhat untrue of me" for the same statement.

In addition, the results also show that student and experienced teachers mostly thought that students making fun of their teachers' English accent worried them. However, compared to student and experienced teacher groups in the study, the novice teachers did not consider it a problem. Moreover, the mean scores for the third statement show that all three teacher groups gave importance to being admired by their students for their English proficiency.

Table 26. Descriptive Statistics of SIUT Factor on the Feared Language Teacher Selves Scale

		Student Teacher (N=63)		Novice Teacher (N=65)		Experienced Teacher (N=66)	
N	Items	M	SD	M	SD	M	SD
1	I do not like to become a teacher whose students have a greater command of English than she/he does	3.70	1.70	3.37	1.65	2.94	1.59
2	It worries me if I become a teacher whose students make fun of my English accent	4.35	1.60	3.65	1.57	4.27	1.57
3	I am afraid of becoming a teacher whose students do not admire my (English) proficiency	4.49	1.52	4.32	1.47	4.39	1.45
(1= very untrue of me, 2= untrue of me, 3= somewhat untrue of me, 4= somewhat true of me, 5= true of me, 6= very true of me)							

Descriptive statistics regarding the Self as an Uncaring/Demotivated Teacher (SUDT) factor on the Feared Language Teacher Selves scale demonstrate that all three teacher groups in the study had fears concerning being an uncaring/demotivated teacher (see Table 27). Student, novice, and experienced teachers' mean scores reflect the fact that they had concerns regarding giving a stressful class or having a class that their students did not enjoy. In addition, the participants had concerns regarding being a teacher who

were treating their students as objects, or who humiliated students and became an uncaring teacher.

Among the items, both student and experienced teachers feared most to be a teacher whose students do not enjoy their classrooms compared to others. However, novice English teachers' most mentioned fear regarding the SUDT factor was becoming an uncaring teacher.

Table 27. Descriptive Statistics of SUDT Factor on the Feared Language Teacher Selves Scale

N	Items	Student Teacher (N=63)		Novice Teacher (N=65)		Experienced Teacher (N=66)	
		M	SD	M	SD	M	SD
4	I am afraid of becoming a teacher whose classes are known as stressful	4.62	1.54	4.31	1.55	4.45	1.54
5	I am afraid of becoming a teacher whose students do not enjoy his/her classes	4.78	1.52	4.74	1.48	4.86	1.18
6	I am afraid of becoming a teacher who treats students as objects	4.44	1.76	4.68	1.59	4.52	1.68
7	It frightens me if I become a teacher who humiliates students	4.40	1.78	4.82	1.57	4.67	1.64
8	I am afraid of becoming an uncaring teacher	4.43	1.79	4.88	1.40	4.71	1.58
(1= very untrue of me, 2= untrue of me, 3= somewhat untrue of me, 4= somewhat true of me, 5= true of me, 6= very true of me)							

Table 28 below shows descriptive statistics concerning the Self as a Professionally Fatigued Teacher (SPFT) factor on the Feared Language Teacher Selves scale. The mean scores of the participants demonstrate that all three teacher groups had fears related to becoming a professionally fatigued teacher. For instance, the participants had fears about becoming a teacher who felt exhausted by the thought of another day at work, who was tired of preparing lesson plans for every class, who used the same

teaching methods in all classes, and who was afraid of new challenges (such as new courses).

Table 28. Descriptive Statistics of SPFT Factor on the Feared Language Teacher Selves Scale

N	Items	Student Teacher (N=63)		Novice Teacher (N=65)		Experienced Teacher (N=66)	
		M	SD	M	SD	M	SD
9	I am afraid of becoming a teacher who feels exhausted by the thought of another day at work	4.65	1.48	4.66	1.48	4.71	1.33
10	I am afraid of becoming a teacher who is tired of preparing lesson plans for every class	4.57	1.53	4.45	1.49	4.58	1.25
11	I fear becoming a teacher who uses the same teaching methods in all classes	4.46	1.58	4.45	1.49	4.64	1.32
12	I don't like to become a teacher who is afraid of new challenges (for example new courses)	4.65	1.56	4.80	1.27	4.64	1.61
13	I don't like to become a teacher who gets tired of learning	4.92	1.47	5.20	1.20	5.26	1.18
(1= very untrue of me, 2= untrue of me, 3= somewhat untrue of me, 4= somewhat true of me, 5= true of me, 6= very true of me)							

Moreover, the Table above also show that the teacher groups in the study, especially the novice and experienced English teachers, mostly had concerns regarding growing tired of learning.

4.2.2. Results of Open-Ended Question in the Questionnaire Regarding Participants' Feared English Language Teacher Selves

The analysis of the open-ended question regarding the feared English language teacher selves of the participant teachers indicate that the student, novice, and experienced

teachers have various fears. Five themes, identified as language incompetency, lack of professional development, undesired personal qualities, undesired professional dispositions, and lack of recognition were noted. Among these five themes, all three teacher groups mostly mentioned having undesired professional dispositions as their feared English language teacher selves.

4.2.2.1. Feared English Language Teacher Selves of Student English Teachers (Results of Open-Ended Question of the Questionnaire)

Results of open-ended question of the questionnaire concerning the student English teachers' feared language teacher selves showed that the student participant teachers had certain fears. As can be seen in Table 29, five themes emerged regarding student English teachers' feared language teacher selves: language incompetency, lack of professional development, undesired personal quality, undesired professional dispositions, and lack of recognition. Among these five themes, the participants mostly mentioned having undesired professional dispositions as their feared English language teacher selves.

Concerning their feared English teacher selves, the student teachers had various fears in terms of being incompetent in language such as not being able to speak fluently and making pronunciation mistakes. In addition, lack of professional development was another theme mentioned by the student teachers as their feared language teacher selves. Regarding that theme, the student teachers feared not being up to date. Moreover, having undesired personal qualities was another fear of the student teachers. They mentioned that being impatient and not being energetic were their fears regarding the teaching profession.

Additionally, the student teachers also feared lack of recognition. They indicated that not being respected by students and being labelled by students as problematic and/or unsuccessful were their fears about being an English teacher. However, their prime fear was about having undesired professional dispositions. They mostly feared losing the enthusiasm to teach and becoming an insufficient teacher.

Table 29. Feared English Language Teacher Selves of Student Teachers (Results of Open-ended Questions in the Questionnaire)

Themes and Codes	f
Language Incompetency	**2**
not being able to speak fluently	1
making pronunciation mistakes	1
Lack of Professional Development	**2**
not being up to date	2
Undesired Personal Qualities	**3**
being impatient	2
not being energetic	1
Undesired Professional Dispositions	**32**
losing the enthusiasm to teach	9
becoming an insufficient teacher	6
having classroom management problems	4
having problematic relationships with administration and colleagues	4
getting angry at students easily	3
being uncaring towards students	2
being unfair to students	2
not being able to motivate students	2
Lack of Recognition	**6**
not being respected by students	3
being labelled by students as problematic and/or unsuccessful	3

In addition, having classroom management problems and having problematic relationship with administration and colleagues were also frequently mentioned by the student teachers within the scope of having undesired professional dispositions. Other fears of the student teachers in terms of having undesired professional dispositions were getting angry at students easily, being uncaring towards students, being unfair to students, and not being able to motivate students.

4.2.2.2. Feared English Language Teacher Selves of Novice English Teachers (Results of Open-Ended Question in the Questionnaire)

As can be seen in Table 30, five themes emerged regarding the novice English teachers' feared language teacher selves: language incompetency, lack of professional development, undesired personal qualities, undesired professional dispositions, and lack of recognition. Among these five themes, the novice teachers mostly mentioned having undesired professional dispositions as their feared English language teacher selves.

Table 30. Feared English Language Teacher Selves of Novice Teachers (Results of Open-ended Questions of the Questionnaire)

Themes and Codes	f
Language Incompetency	**2**
losing language competence	2
Lack of Professional Development	**9**
not being up to date	9
Undesired Personal Qualities	**4**
being lazy	2
not using technology efficiently	1
not being energetic	1
Undesired Professional Dispositions	**33**
losing the enthusiasm to teach	8
being an inadequate teacher	7
having classroom management problems	5
not being able to motivate students	5
being uncaring towards students	4
getting angry at students easily	3
having communication problems with students	1
Lack of Recognition	**8**
not being admired by students	8

The results indicate that the novice teachers had various fears regarding their teacher selves. Regarding language incompetency, they mentioned losing language competence. Moreover, not being up to date was another novice teachers' fear

concerning lack of professional development. It was the most mentioned fear of the novice English teachers. The novice teachers also mentioned fears concerning having undesired personal qualities such as being lazy, not using technology efficiently, and not being energetic.

In addition, the novice teachers mostly focused on having unprofessional dispositions as their feared language teacher selves. It was the most mentioned theme by the novice teachers. The most mentioned fears of the novice teachers were losing the enthusiasm to teach, being an inadequate teacher, having classroom management problems, not being able to motivate students, and being uncaring towards students. Moreover, the novice teachers also gave importance to being recognized by students, and therefore they also feared not being admired by their students.

4.2.2.3. Feared English Language Teacher Selves of Experienced English Teachers (Results of Open-Ended Question in the Questionnaire)

As can be seen in Table 31, four themes emerged regarding experienced English teachers' feared language teacher selves. These were lack of professional development, undesired personal qualities, undesired professional disposition, and lack of recognition. Among these themes, the experienced teachers mostly mentioned having undesired professional disposition as their feared English language teacher selves.

Compared to other themes, it was clear from the frequencies that experienced English teachers' fears regarding the teaching profession was mostly related to professional practices. The results also show that They experienced English teachers mostly had fears concerning losing enthusiasm to teach. It was the most mentioned fear of the experienced teacher participants as can be understood from the frequencies. Other fears concerning having undesired professional disposition was being an inadequate teacher, not being able to motivate students, getting angry at students easily, having a stressful class, and being uncaring towards students.

Table 31. Feared English Language Teacher Selves of Experienced Teachers
(Results of Open-ended Questions in the Questionnaire)

Themes and Codes	f
Lack of Professional Development	**6**
not being up to date	6
Undesired Personal Qualities	**5**
not using technology effectively	3
not being energetic	2
Undesired Professional Dispositions	**34**
losing the enthusiasm to teach	20
being an inadequate teacher	7
not being able to motivate students	3
getting angry at students easily	2
having a stressful class	1
being uncaring towards students	1
Lack of Recognition	**4**
not being respected by students	4

The experienced teachers mentioned "not being up to date" as their fear about lack of professional development. In addition, they feared having undesired personal qualities such as not using technology effectively, and not being energetic. Additionally, they had also fears about not being respected by their students.

4.2.3. Interview Results Regarding Feared English Language Teacher Selves of the Participant Teacher Groups

Interview results regarding the feared English Language teacher selves of the student, novice, and experienced teachers showed that the participants had various fears. As a result of content analysis, five themes emerged: language incompetency, lack of professional development, undesired personal qualities, undesired professional dispositions, and lack of recognition. The most mentioned fears of the participants were related to having undesired professional dispositions.

4.2.3.1. Feared English Language Teacher Selves of Student English Teachers (Interview Results)

As can be seen in Table 32, the student English teachers feared lack of professional development, having undesired personal qualities, undesired professional dispositions, and lack of recognition. Among these themes, they mostly had fears regarding having undesired professional dispositions.

Table 32. Feared English Language Teacher Selves of Student Teachers

Themes and Codes	f
Lack of Professional Development	**3**
not being up to date	3
Undesired Personal Qualities	**3**
getting angry easily	2
not using technology effectively	1
Undesired Professional Dispositions	**16**
losing the enthusiasm to teach	6
teaching in an incorrect way	2
teaching without any preparation before lessons	2
being an inadequate teacher	1
not assessing what you teach	1
using native language in class rather than English	1
using only coursebooks as material	1
losing teaching ability	1
being uncaring towards students	1
Lack of Recognition	**1**
not being respected by students	1

Regarding their feared English Language teacher selves, the student English teachers mentioned lack of professional development. Their fears were about not being up to date. They were of the opinion that teachers should develop themselves to be an effective teacher as can be deduced from the interview excerpt below.

Sometimes, experience means a lot for a teacher, but if the experience and the years have not contributed to that teacher, it does not mean anything. Using old methods that do not motivate students and make learning easier can be an example of this situation. In addition, not doing any research in the field also makes the teacher ineffective over time. Following improvements in the field is crucial for teachers. (S.T.4)

In addition, the student teachers also had fears concerning having undesired personal qualities. They stated that they were afraid of becoming angry easily and not using technology effectively in the future, as can be understood from the quotation below.

I do not want to be a teacher that cannot stand students. This kind of teacher does not want any noise in the classroom. If there is some noise in the classroom, he/she gets angry with the students. Interaction among students is very limited even during activities. (S.T.3)

Having undesired professional dispositions was the theme most mentioned theme by the student teachers as their feared English language teacher selves. They had various fears concerning undesired professional dispositions, but they mostly had fears about losing the enthusiasm to teach. The quotation below reflects the student teacher participants' fears about losing the enthusiasm to teach.

Some teachers teach as if someone holds a gun against their head. It was so clear even from their gestures and facial expressions that they do not have any motivation to teach that lesson. Even a primary level student understands or feels that situation. (S.T.2)

Moreover, they had also other fears concerning undesired professional dispositions. To exemplify this, they mentioned teaching in an incorrect way, teaching without any preparation before lessons, being an inadequate teacher, and not assessing what they teach as their feared English teacher self. Below are quotations regarding what the student teachers feared becoming in the future.

These teachers also have problems in their English language knowledge. For example, during my practicum I observed a teacher. The teacher mentioned buildings and used the words tall and long. He used the word long when mentioning skyscrapers. I think, he did not know the difference between these two words. Therefore, he taught it wrong. I do not want to be a teacher like him. (S.T.3)

I certainly do not want to be the kind of teacher that does not do any preparation before the lesson. Other than this, I do not have any big fear. I need to plan the lesson

beforehand and consider some issues such as how much time will it take, or which
parts can students have difficulty with. (S.T.4)

The quotation above ragrding the feared self of student English teachers showed that they emphasize language competency. Thus, they feared being incompetent in language and also giving lessons without any preparation.

4.2.3.2. Feared English Language Teacher Selves of Novice English Teachers (Interview Results)

Table 33 shows the novice English teachers had fears about language incompetency, lack of professional development, having undesired personal qualities, and undesired professional disposition. Undesired professional dispositions was the most mentioned theme by the novice English teachers.

Table 33. Feared English Language Teacher Selves of Novice Teachers

Themes and Codes	f
Language Incompetency	**1**
losing language competence	1
Lack of Professional Development	**3**
not being up to date	3
Undesired Personal Qualities	**4**
complaining a lot	2
not using technology effectively	2
Undesired Professional Dispositions	**22**
losing the enthusiasm to teach	9
having a problematic relationship with students and/or colleagues	6
using only coursebooks as material	2
being an inadequate teacher	1
emphasizing paperwork more than actual teaching	1
using native language in class rather than English	1
being unhappy at work	1
being unfair to students	1

Regarding their feared English teacher selves, the novice English teachers mentioned language incompetency. They were afraid of losing language competency over time. In addition, regarding lack of professional development, their fears were about not being up to date. The quotations below reflect the novice teachers' thoughts on the topic.

I am afraid of losing my English language competence over time if I work with the same group of learners for a long time. Language is ungrateful. Therefore, we need to read a lot and keep our language knowledge alive. (N.T.3)

Or not adapting oneself. Teaching the same topics in the same manner for years. I am afraid of being like that. (N.T.3)

The novice English teachers also had fears concerning having undesired personal qualities. Their fears were about complaining a lot and not using technology effectively. Below are quotations concerning the novice teachers' fears about the topic.

Some teachers complain a lot. They also do not produce a solution. They do not make an effort, and they criticize everything. I do not want to be such a teacher. (N.T. 4)

For now, I can keep pace with technology, but in the future, maybe more advanced technological applications will be used. I am afraid that students will have a better command of technology than me in the future. (N.T.1)

Moreover, the novice teacher mostly feared having undesired professional dispositions. Among the codes for this theme, they primarily mentioned losing their enthusiasm to teach. One novice teacher said that, even if she was at the beginning her their teaching career, she feared losing enthusiasm to teach in the future because of unmotivated student behavior. In addition, another novice teacher stated that teachers' losing motivation to teach would affect their students' learning motivation. The quotations below reflect the novice teachers' ideas on the subject.

In fact, one of my biggest fears in this profession is losing my motivation to teach. Even if this is my first year in the profession, I was affected when students said to me, "teacher, what we will do with English in this village, we do not want to learn that language". If I encounter these kinds of comments in the future, I am afraid of losing my enthusiasm to teach. (N.T.1)

If the teacher is not eager to teach, it is more difficult for students to be motivated to learn English. Students feel whether the teacher is motivated to teach or not. Therefore, it is important for teachers not to lose the motivation to teach. (N.T.2)

Additionally, the novice English teachers also had other fears about having undesired professional dispositions. For example, they feared having a problematic relationship with their students and/or colleagues. In addition, they also had fears concerning using only course books as teaching materials as can be understood from the interview excerpt below.

An English teacher should not just use coursebooks. At university, our professors always used to say that "a coursebook is not a bible". Sometimes a text in a book may not be suitable for the level of your students. You need to supply other materials to teach better. (N.T.4)

The example quotation which was uttered by a novice English teacher participants indicate that using various materials was important. For this reason, teachers had fears concerning havingundesired professional dispositions.

4.2.3.3. Feared English Language Teacher Selves of Experienced English Teachers (Interview Results)

As can be seen in Table 34, experienced English teachers mostly feared a lack of professional development, having undesired personal qualities, and undesired professional dispositions. Among these themes, their fears were mostly about having undesired professional dispositions.

Lack of professional development was one of the themes mentioned by the experienced English teachers regarding their feared English Language teacher selves. The experienced teachers stated that they feared becoming a teacher who was not up to date in the field, as can be deduced from the interview excerpt below.

Some teachers do not teach according to the students' level and interest, and as an excuse they mostly say that they do not know any other way. However, it is not an excuse for me. There is the Internet or Google, you can do research and learn. Unfortunately, there are teachers thinking that I graduated, and I became a teacher, that is all. They do not read and develop themselves. I think, they are lazy. (E.T.4)

Table 34. Feared English Language Teacher Selves of Experienced Teachers

Themes and Codes	f
Lack of Professional Development	**6**
not being up to date	6
Undesired Personal Quality	**4**
complaining a lot	3
being asocial	1
Undesired Professional Dispositions	**19**
losing the enthusiasm to teach	7
being uncaring towards students	4
having a problematic relationship with students	3
losing teaching ability	1
making effort but not getting expected results from students	1
teaching without any preparation before lesson	1
being a boring teacher	1
getting angry at students easily	1

The experienced English teachers also mentioned their fears concerning having undesired personal qualities such as complaining a lot and being asocial. In addition, they mostly feared having undesired professional dispositions. The most mentioned code was losing the enthusiasm to teach. Experienced teachers feared becoming a teacher who did not have enthusiasm to teach. In addition, they also feared of becoming a teacher who does not care about their students. Below are quotations concerning experienced English teachers' fears about these two most mentioned codes under the theme of undesired professional dispositions.

> *Some teachers do not have a motivation to teach. They feel aimless, and define themselves as "jack of all trades, master of none" because they start so many things, but they leave them unfinished. They do not have an interest in the teaching profession anymore. They are not happy with their profession. (E.T.3)*

> *The teaching profession requires being sincere. If a child in your classroom has some problems and you do not even realize it, do not do that job. You need to care about your students besides teaching. (E.T.4)*

Moreover, the experienced teachers also mentioned their fears concerning losing their teaching ability in the future. They thought that teaching was an ability and that, over time, they could lose that ability. Additionally, being a boring teacher was another of their fears. Example quotations are given below.

> *Some teachers only know a few words in English, but they teach in a way that you consider her/him as one of the best teachers in Turkey. However, there are also some teachers who know a lot, but he/she cannot transfer that knowledge to the target student group. Teaching is also an ability. I do not want to be the second kind of teacher. (E.T.1)*

> *I certainly do not want to be a boring teacher. Even thinking about it makes me stressed because I had so many boring teachers. I mean by "boring" that the teacher's being monotonous and teaching in the same way continuously. (E.T.4)*

Using the native language in class was another issue that the experienced teachers feared. They stated that they were afraid of becoming an English teacher who did not give importance to using the target language in class. Additionally, they also feared becoming an English teacher who made an effort but who does not get the expected results from their students. The interview excerpts below reflect the experienced English teachers' views on the topic.

> *I do not want to be an English teacher who uses her/his native language in class. Now, I do not use it as much as possible. However, I do not know how I will be in the future. I hope I do not lose my current vision in the future. (E.T.4)*

> *In one night, you prepare activities and give a few hours of yourself rather than being relaxed. You prepare good materials. However, the next day, when you use your materials, sometimes you do not get what you expected. It is demotivating for a teacher. (E.T.2)*

The quotations given above show that experienced English teachers had fears concerning not being competent in using target language. They were in the opinion that using target language was necessary rather than using native language in class.

4.3. Research Question 3: Is There a Significant Difference Among Student, Novice, and Experienced EFL Teachers Regarding Their Ideal and Feared Language Teacher Selves?

Within the scope of the study, differences between the student, novice, and experienced English teachers' ideal and feared possible selves were investigated. For this purpose, one-way ANOVAs were conducted to observe whether the experiences of the participant teacher groups influenced the possible selves of the three participant teacher groups.

4.3.1. Differences between Student, Novice, and Experienced Teacher Groups concerning the Ideal English Language Teacher Selves

One-way ANOVA was conducted to see whether there was a significant difference among student, novice and experienced teachers concerning the ideal English language teacher selves of the participants. Within the scope of this study, the student English teacher participants were fourth year ELT students, and they did not have any teaching experience except for the practicum experience. The novice English teachers had been working as English teachers for 1-5 years. The experienced English teachers had been working for more than 5 years.

Before conducting ANOVA, all assumptions were ensured. First, the dependent variable was measured at the interval level, and the independent variable consisted of three categories, namely student, novice, and experienced teacher groups. In addition, independence of observations was ensured indicating that there were different participants in each group. Additionally, no significant outliers were observed in the data set. Moreover, the data were approximately normally distributed. And finally, homogeneity of variances was ensured using Levene's test. Levene's test for the Ideal English Language Teacher Selves Scale (significance value .146) was not significant (the value of significance is more than 0.05) indicating that the variances of the groups were the same.

As shown in Table 35, the mean score of the student English teacher participants was 5.27 (N=63, s=.54), for the novice English teacher participants, the mean score was

5.31 (N=65, s=.54) and for the experienced English teacher group, the mean score was 5.31 (N=66, s=.49).

Table 35. Descriptive Statistics of Participants' Ideal Selves

Teacher Groups	Mean	Std. Deviation	N
Student	5.27	.54	63
Novice	5.31	.54	65
Experienced	5.35	.39	66
Total	5.31	.49	194

Table 36 below shows that, there was not a statistically significant difference between the groups as determined by one-way ANOVA ($F(2, 191) = .427$, p=.65). However, the mean scores of the participants showed that, with experience, the mean score of the participants' ideal selves increased to some extent.

Table 36. ANOVA Result of Participants' Ideal Selves

	df	F	Sig.
Between Groups	2	.427	.65
Within Groups	191		
Total	193		

The student English teachers had the lowest mean score compared to the other teacher groups, and the experienced English teachers had the highest mean score compared to the other teacher groups in the study.

4.3.2. Differences between Student, Novice, and Experienced Teacher Groups concerning their Feared English Language Teacher Selves

One-way ANOVA was conducted to see whether there was a significant difference among the student, novice, and experienced teachers concerning the feared English language teacher self of participants. Within the scope of the study, the student English

teacher participants were fourth year ELT students, and they had not had any teaching experience except for the practicum experience. The novice English teachers had been working as English teacher for 1-5 years. In addition, experienced English teachers were working for more than five years.

Before conducting ANOVA, all assumptions were ensured. First, the dependent variable was measured at the interval level, and the independent variable consisted of three categories, namely student, novice, and experienced teacher groups. In addition, independence of observations was ensured indicating that there were different participants in each group. Additionally, no significant outliers were observed in the data set. Moreover, the data were approximately normally distributed. And finally, homogeneity of variances was ensured using Levene's test. Levene's test for the Feared English Language Teacher Selves Scale (significance value .475) was not significant (the value of significance is more than 0.05) indicating that the variances of the groups were the same.

As shown in Table 37, the mean score of the student English teacher participants with no teaching experience except for the practicum was 4.49 (N=63, s=1.20), for the novice English teacher participant group, the mean score was 4.48 (N=65, s=1.08), and for the experienced English teacher group, the mean score was 4.51 (N=66, s=.99).

Table 37. Descriptive Statistics of Participants' Feared Selves

Teacher Groups	Mean	Std. Deviation	N
Student	4.49	1.20	63
Novice	4.48	1.08	65
Experienced	4.51	.99	66
Total	4.49	1.08	194

Table 38 shows that there was not a statistically significant difference between the three groups as determined by one-way ANOVA (F(2, 191) = .009, p=.99).

Table 38. ANOVA Result of Participants' Feared Selves

	df	F	Sig.
Between Groups	2	.009	.99
Within Groups	191		
Total	193		

However, the mean scores of the participants' feared selves showed that the experienced teachers had the highest mean score compared to the other groups. In addition, the student English teacher participants had higher mean score for feared selves compared to the novice English teacher participants.

4.4. Research Question 4: What are the Main Factors Influencing Student, Novice, and Experienced EFL Teachers' Ideal and Feared Possible Selves?

The participants were asked about the factors that affected their ideal and feared English language teacher selves. As a result of analysis of the participants' answers, two categories of factors emerged: internal and external factors. The results showed that the participants mostly mentioned external factors as compared to internal factors. Moreover, educational forces were the most mentioned external factor by all three teacher groups. The results indicate that internal factors generated teachers' possible selves, and external factors shaped teachers' possible selves.

4.4.1. Interview Results Regarding the Factors That Affect Student English Teachers' Ideal and Feared English Teacher Selves

Analysis of the interviews concerning the factors that affected the student English language teachers' ideal and feared selves indicated that the student English teachers' ideal and feared selves were affected by both internal and external factors (see Table 39). The student teachers mostly mentioned external factors compared to internal factors. In addition, the most mentioned external factor was "a former teacher", indicating that their ideal and feared English language teacher selves were affected from their experience of previous teachers.

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Table 39. Factors that Affect Student English Language Teachers' Ideal and Feared Teacher Selves

	Themes and Codes	f
Internal factors (f=4)	**Personal Qualities**	**4**
	interest towards English language	3
	interest towards teaching	1
External factors (f=16)	**Educational Forces**	**12**
	a former teacher	7
	practicum experience	3
	university courses	2
	Social Forces	**3**
	advantage of knowing a foreign language	3
	Professional Development Practices	**1**
	conferences	1

Among the factors that affected their ideal and feared selves, the student English teachers mentioned certain personal qualities such as interest towards the English language and interest towards teaching. One of the student teachers stated that "the English language attracted my attention when I was a child". The interview excerpts below also reflect the student teacher's interest towards English language.

> *Since I was 10 years old, I have wanted to learn English. At that time, I thought that it was so interesting to communicate with another language. I had the motivation to learn English. Having another language in our brains always attracted my attention and motivated me. (S. T. 4)*

> *I really liked English and when I studied, I got good results. When I studied other courses, I could not get what I expected. In the language classroom, I was so happy and successful. (S.T. 1)*

Moreover, student teachers also referred to various external factors that affected their ideal and feared selves such as educational forces, social forces, and professional development practices. Among these themes, educational forces were mentioned most by the participants. One of the codes of the theme educational forces, the effect of a former teacher was the most mentioned. The quotation below reflects one teacher's thoughts on the subject.

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My English teacher at primary school was so sweet. I really liked her. She was so good in her profession. She always prepared good activities for the lesson. In other lessons, we just followed course books, but English lessons were different. She gave too much effort to teach us, and it really affected my teaching philosophy. (S.T. 1)

The student teachers also mentioned the effect of their practicum experience in shaping their identities. During the practicum, they had a chance to observe other English teachers, and experience teaching practice.

For the practicum, in the first semester, I went to a secondary school. I observed that if you work at that level you need to prepare a lot of materials, and you need to attract their attention to teach effectively. In the second semester, I went to a high school. Compared to secondary school, I enjoyed it more at high school. I realized that working with high school students was more suitable for me. (S.T. 4)

I always thought that one language is one person, and two languages are two people. I mean that if you know a foreign language, you can be one step ahead in many areas. Therefore, I decided to become an English teacher and teach that language. (S.T. 2)

Additionally, social forces were effective in shaping the student English teachers' ideal and feared selves. The student teachers thought that knowing English was an advantage for them in many social areas. The quotations above reflect the teachers' ideas on the practicum experience and the advantage of knowing a foreign language.

4.4.2. Interview Results Regarding the Factors That Affect Novice English Teachers' Ideal and Feared English Teacher Selves

Analysis of the interviews concerning the factors that affected the novice English language teachers' ideal and feared selves indicated that the novice English teachers' ideal and feared selves were affected by both internal and external factors (see Table 40). The novice teachers mostly mentioned external factors compared to internal factors. In addition, the most mentioned external factor was "a former English teacher", indicating that their ideal and feared English language teacher selves were affected by their previous teachers.

Table 40. Factors that Affect Novice English Language Teachers' Ideal and Feared Teacher Selves

	Themes and Codes	f
Internal factors (f=6)	**Personal Qualities**	**6**
	interest towards English language	3
	interest towards teaching	3
External factors (f=14)	**Educational Forces**	**12**
	a former English teacher	6
	university courses	3
	practicum experience	3
	Institutional Forces	**1**
	working place	1
	Teaching Practices	**1**
	teaching experience	1

Concerning the factors that affected their ideal and feared teacher selves, the novice English language teachers mentioned certain personal qualities, such as interest towards the English language and interest towards teaching. The quotations below reflect the novice English teachers' thoughts on this topic.

> *I had an innate interest towards teaching. I liked teaching or telling someone something. I also liked speaking. Therefore, I wanted to become a teacher. (N. T. 2)*

> *I'd liked the English language since I was a child. Talking or hearing something in English made me happy. It was like a different world for me. I still like English in the same way. (N. T. 3)*

Among the external factors that affected the novice English teachers' ideal and feared selves, three themes emerged: educational forces, institutional forces, and teaching practices. The most mentioned theme was educational forces. The novice teachers mostly mentioned the effect of their previous English teachers as can be seen from the interview quotations below.

> *The ideal teacher in my life is absolutely my university instructor. He had a perfect teaching style. He was so fair, and he gave a classroom management course. I really emphasize being fair in my teaching. Therefore, I feel lucky for taking the course from him. I learned so much from him. (N. T. 4)*

My high school English teacher was a source of inspiration for me. She always motivated us to speak English and to have foreign friends. (N. T. 3)

Moreover, the novice English teachers were of the opinion that their university courses and practicum experience affected their ideal and feared language teacher selves as can be understood from the interview excerpts below.

In one of our university courses, we wrote a teaching philosophy. Writing that reported affected me so much. To write that report, I investigated and considered what kind of teacher I wanted to be. Then, I thought I could use communicative teaching and I emphasized group work. And now, I still think in the same way and I conduct so many communicative activities with group work. (N.T.2)

In the practicum, I observed a teacher. During a two-hour lesson, the teacher did not sit even for a minute. The teacher's motivation and her energy really affected me. I have been a teacher for nearly one year and, I also do not sit during lessons, and I try to be energetic. She became a good example for me. (N.T.1)

The quotations above which were uttered by novice English language teacher participants show the importance of practicum experience and university courses in shaping teachers' teaching identities.

4.4.3. Interview Results Regarding the Factors That Affect Experienced English Teachers' Ideal and Feared English Teacher Selves

Analysis of the interviews concerning the factors that affected the experienced English language teachers' ideal and feared selves indicated that the experienced English teachers' ideal and feared selves were affected by both internal and external factors (see Table 41).

The experienced teachers mostly mentioned external factors compared to internal factors. In addition, the most mentioned external factors were "teaching experience" and "a former English teacher", indicating that their ideal and feared English language teacher selves were affected by their teaching experiences and previous teachers.

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Table 41. Factors that Affect Experienced English Language Teachers' Ideal and Feared Teacher Selves

	Themes and Codes	f
Internal factors (f=6)	**Personal Qualities**	**6**
	interest towards the English language	3
	interest towards teaching	2
	beliefs about teaching a foreign language	1
External factors (f=11)	**Educational Forces**	**4**
	a former English teacher	4
	Teaching Practices	**4**
	teaching experience	4
	Institutional Forces	**3**
	working place	1
	students' attitudes	1
	colleagues	1

Regarding the factors that affected the experienced English language teachers' ideal and feared teacher selves, certain personal qualities were mentioned. The experienced teachers mentioned interest towards the English language, interest towards teaching, and beliefs about teaching a foreign language. The example quotations given below reflect the experienced teachers' thoughts on the topic.

> *My biggest motivation to become an English teacher was that I liked English language. I was really interested in learning English. I enjoyed English lessons, and I was successful. These all motivated me. Being able to speak a different language, learning a different language were all attractive. (E. T. 4)*

> *I thought that being an English teacher and sharing my knowledge with others could be pleasing. The taste that you got from teaching was something different. If I had a chance to go back to the past, once again I would be a teacher. (E. T. 2)*

Among the external factors, the experienced English teachers mostly mentioned the effect of educational forces on their ideal and feared selves. One of the educational forces that the experienced teachers mentioned was their previous English teachers. One experienced teacher stated that her university instructor had had an influence on her teacher identity as can be deduced from the interview quotation below.

One of my university instructors affected me so much regarding his approach to students. He still has an impact on me. He considered students as adults and, he often took the opinions of students. He was really professional in this profession. He could balance the relationship with students skillfully. (E. T. 3)

The experienced teachers also mentioned the effect of their teaching practices on their ideal and feared selves. They stated that their various teaching practices changed over time and place. The quotations below reflect how their teaching experiences had affected their teacher identities.

Teaching at different levels affected me so much. For example, at primary school, I got a different taste. At secondary school, my experiences were all different. All my teaching experiences contributed a lot regarding my teaching style and preferences. (E. T. 4)

When I started teaching, I was stricter towards students. Now, I am more relaxed. I started to see students' good sides when they were unsuccessful in English. For example, I now think that even if they cannot speak English perfectly, they deserve respect. (E. T. 2)

Institutional forces were another theme that was extracted from the analysis of the participants' utterances on the factors that affected their ideal and feared selves. The quotations below indicate the importance of institutional forces in shaping the identity of teachers.

At every school I worked at, I gained a different point of view. For me, there is not a fixed or stable way of teaching. You need to organize your teaching according to your students' special needs and preferences in every different class. Therefore, I improved myself over the years at different schools. (E. T. 1)

A message that comes from students after years, a smiling face of students, positive comments of students about the teacher. (E. T. 2)

Like institutional forces, the experienced teacher participants mentioned the effect of their work place, students' attitudes, and colleagues, as can be seen in the interview extracts above.

4.5. Research Question 5: How do Student, Novice and Experienced EFL Teachers Perceive Each Other in Terms of Ideal and Feared Possible Language Teacher Selves?

Analysis of the questions concerning the perspectives of the participant teacher groups regarding their thoughts on the other teacher groups' ideal and feared selves indicated that the teacher groups had various notions about each other's ideal and feared selves. However, the results indicate that three teacher groups mostly emphasized professional competencies as ideal language teacher selves for the other teacher groups. In addition, having undesired professional dispositions were mentioned for the three teacher groups as feared language teacher selves.

From the perspective of the student teachers, they felt that the novice teachers would emphasize having a good relationship with colleagues and administrations, and they would also have fears regarding this issue. In addition, both the student and novice teachers thought that the experienced teachers would emphasize being competent and practical in teaching as their ideal teacher characteristics. In addition, they felt that the experienced teachers' fears would mostly be about losing the enthusiasm to teach and not being up to date in the field. Moreover, both the novice and the experienced teachers thought that the student teachers would mostly emphasize being good at classroom management and teaching effectively, and they would mostly fear being inadequate and having classroom management problems.

4.5.1. Ideal and Feared Possible Selves of Novice and Experienced English Teachers from the Perspective of Student English Teachers

Analysis of the questions regarding the student English teachers' perspectives on the ideal and feared English language teacher selves of novice and experienced teachers showed that they thought that the novice and experienced teachers would emphasize different features as ideal and feared selves than the student teachers would. However, both the novice and experienced teacher emphasized professional competencies as ideal language teacher selves, as can be seen in Table 42.

Table 42. Ideal and Feared Possible Selves of Novice and Experienced English Teachers from the Perspective of Student English Teachers

Themes and Codes		f
Novice Teacher Ideal Self		**5**
Professional Competency (f=4)	having good relationships with colleagues and administration	2
	considering students' learning styles and preferences	1
	using methods and techniques effectively	1
Professional Development (f=1)	being up to date in the field	1
Novice Teacher Feared Self		**4**
Undesired Professional Dispositions(f=4)	having problems with families, administration and/or colleagues	3
	not being able to answer students' questions	1
Experienced Teacher Ideal Self		**8**
Language Competency (f=3)	having language competence	2
	being fluent in speaking and listening in English	1
Professional Competency (f=5)	having problem solving abilities	1
	having good relationships with colleagues and administration	1
	being good at classroom management	1
	having their own teaching methodology	1
	being able to teach without any preparation	1
Experienced Teacher Feared Self		**4**
Undesired Professional Dispositions (f=2)	losing the enthusiasm to teach	2
Lack of Professional Development (f=2)	not being up to date in the field	1
	not keeping up with changes	1

Analysis of the interviews showed that the student teachers thought that novice teachers would mostly emphasize professional competencies as their ideal English teacher possible selves. From the student teachers' perspective, they believed that

novice teachers gave importance to having good relationships with colleagues and the school administration. To illustrate this, one of the student teacher interviewee stated the following:

> *I think, novice teachers would mention the importance of having a good relationship with other teachers in the school and administration because they will be also in contact with them besides students. (S.T.4)*

Moreover, the student teachers thought that novice teachers would also mention considering students' learning styles and preferences, using methods and techniques effectively, and being up to date in the field as ideal English teacher characteristics. In terms of feared language teacher selves, the student teachers were of the opinion that the novice teachers would have fears concerning having problems with families, the school administration and/or colleagues, and with not being able to answer students' questions, as can be seen from the quotation below.

> *Sometimes, novice teachers start their profession with great motivation, but they might have fears about families of students or administration. For example, they want to do projects and go abroad with students, but the administration may not allow this. Or the families of students do not want it. Then, they can get desperate. (S.T.3)*

As ideal possible language teacher self characteristics, the student teachers thought that the experienced teachers would give importance to language and professional competencies. More specifically, they stated this as meaning having language competence, problem solving abilities, and good relationships with colleagues and administration. They also included being good at classroom management, being fluent in speaking and listening in English, having their own teaching methodology, and being able to teach without any preparation, as illustrated in the examples below.

> *Because, with experience, they are more aware of the importance of using the target language effectively, they would mention the importance of teachers' being proficient language users, especially in speaking and listening in English as ideal English language teacher characteristic. (S.T.2)*

> *How to have a good relationship with the administration is something that we do not learn at university, but it is important. I think, experienced teachers figure this out over the years. When they start their profession, they mostly have difficulty with this topic, but, over time, they learn how to manage these relationships. (S.T.3)*

Moreover, the student teachers mentioned the fears that they thought the experienced teachers might have. Among these fears, the student teachers mostly thought that the experienced teachers would have fears concerning losing the enthusiasm to teach.

> *I think, an experienced teacher should not have any fears. Maybe, their only fear might be not being able to adapt to changes easily. For example, during this pandemic period, some experienced teachers experienced difficulties especially with distance education and the use of technology. (S.T.2)*

Additionally, they felt that experienced teachers might also have fears regarding not being up to date in the field and not seeing any opportunities that might arise, as can be seen from the excerpt above.

4.5.2. Ideal and Feared Possible Selves of Student and Experienced English Teachers from the Perspective of the Novice English Teachers

Analysis of the interview questions regarding the possible ideal and feared English language teacher selves of student and experienced teachers from the perspectives of novice English teachers shows that the novice teachers thought the student and experienced teachers would mostly emphasize professional competencies as ideal selves, and that they would mostly have fears concerning having undesired professional dispositions. These views are set out in Table 43.

From the perspective of the novice teachers, student English teachers would be idealistic towards the profession, and therefore they would emphasize professional competencies and a desire to teach effectively. In addition, they would also give importance to being recognized and using technology effectively. An example quotation is given below to exemplify the perspectives of the novice teachers regarding the ideal English language teacher selves of student teachers.

> *Most student teachers are so enthusiastic and idealistic towards the profession. Therefore, they would say so many things as ideal teacher characteristics. Using methods effectively, making students speak in English, doing projects with students, and being an energetic teacher are some of these. They plan to do everything perfectly after graduation. (N.T.3)*

Table 43. Ideal and Feared Possible Selves of Student and Experienced English Teachers from the Perspective of Novice English Teachers

Themes and Codes		f
Student Teacher Ideal Self		**6**
Professional Competency (f=4)	being good at teaching	2
	being good at classroom management	1
	being able to teach according to students' level	1
Recognition (f=1)	being a sympathetic and smiling teacher	1
Personal Quality (f=1)	using technology effectively	1
Student Teacher Feared Self		**6**
Undesired Professional Dispositions (f=6)	not being able to answer students' questions	3
	having problems with administration, students and/or colleagues	2
	having classroom management problems	1
Experienced Teacher Ideal Self		**8**
Professional Competency (f=7)	having content knowledge	2
	being practical in teaching practices	2
	being disciplined and organized in teaching	1
	being good at classroom management	1
	being good at communication with students	1
Recognition (f=1)	being admired by students	1
Experienced Teacher Feared Self		**6**
Undesired Professional Dispositions (f=3)	losing enthusiasm to teach	3
Lack of Recognition (f=1)	not being respected and admired by students	1
Lack of Professional Development (f=1)	not being up to date in the field	1
Undesired Personal Quality (f=1)	not using technology effectively	1

Concerning the feared language teacher selves of student teachers in the eyes of the novice teachers, the belief was that the student teachers would fear having undesired professional dispositions. This is because, as student teachers, they had not experienced full time teaching practice, and they also had not experienced a close relationship with the administration, the school students, and their work colleagues. Therefore, the novice teachers felt that the student teachers' fears would mostly be about institutional factors that they had not yet experienced, as can be understood from the quotations below.

> *I think, student teachers mostly fear not being able to answer students' questions and making mistakes in front of students. I remember that at university, during the practicum, I also had the same fears. (N.T.4)*

> *They might have fears about whether they have will have adaptation problems when they start teaching in a school. Maybe, they will experience problems with the administration, other teachers, or students. The uncertainty waiting for them might be frightening. (N.T.2)*

The novice teachers felt that experienced teachers would mostly emphasize professional competencies as ideal language teacher characteristic. Because the experienced teachers had all had at least five years of teaching experience, the belief was that, besides the matter of having content knowledge, they would also give importance to practicality in teaching, as can be understood from the excerpt below.

> *I think, as ideal English teacher characteristics, experienced teachers might state having content knowledge and teaching practicality because over the years, they get how to teach more effectively right. Rather than doing something perfectly, they can give more importance to doing it more practically and effectively. (N.T.2)*

> *Maybe they have fears about experiencing occupational burnout. As far as I have observed, some teachers, especially experienced ones, do not have any desire to teach. Maybe teaching the same topics to the same level of students for years might have negatively affected their motivation to teach. (N.T.1)*

The novice teachers considered that the fact that the experienced teachers had years of teaching experiences might have caused them to experience occupational burnout over time. In the eyes of the novice teachers, the experienced teachers would also be likely to have fears about undesired professional dispositions, as can be seen from the quotation above.

4.5.3. Ideal and Feared Possible Selves of Student and Novice English Teachers from the Perspective of Experienced English Teachers

Analysis of the questions regarding the ideal and feared English language teacher selves of student and novice teachers from the perspectives of the experienced English teachers shows that they thought that the student and novice teachers would mostly emphasize professional competencies as their ideal selves. In addition, they felt that the student and novice teachers' fears would mostly be about having undesired professional dispositions and lack of recognition, as can be seen in Table 44.

Concerning the student English teachers' ideal selves, the experienced teachers thought that they would emphasize students and their emotions. In addition, they felt that the student teachers would be idealistic towards the profession, and that they would have a desire to touch the lives of students, as can be seen from the excerpt below.

> *They would most probably be so idealistic at that time. They could imagine working at schools that most teachers would not prefer and touching the lives of students at that school. (E.T.2)*

The experienced teachers also mentioned classroom management problems as the student teachers' feared language teacher selves. The experienced teachers were of the opinion that the student teachers would have fears of experiencing classroom management problems when they started their profession, as can understood from the quotation below.

> *When I was at university, I had fears regarding classroom management. Imagining many students looking at you was frightening. You need to manage students, and you had a limited time. When I start teaching, I still had similar fears, but over time, you learn how to manage the classroom. (E.T.4)*

Table 44. Ideal and Feared Possible Selves of Student and Novice English Teachers from the Perspective of Experienced English Teachers

Themes and Codes		f
Student Teacher Ideal Self		**8**
Professional Competency (f=4)	touching students' lives	3
	being good at teaching	1
Language Competency (f=2)	having language competence	2
Professional Development (f=2)	being up to date in the field	2
Student Teacher Feared Self		**6**
Undesired Professional Dispositions (f=5)	having classroom management problems	3
	not being able to answer students' questions	1
	teaching ineffectively	1
Lack of Recognition (f=1)	not being respected by students and/or colleagues	1
Novice Teacher Ideal Self		**8**
Professional Development (f=2)	participating in professional development practices	2
Professional Competency (f= 5)	emphasizing students' needs and preferences	2
	using the target language in class	1
	having rules	1
	emphasizing paperwork at school	1
Personal Quality (f=1)	using technology effectively	1
Novice Teacher Feared Self		**5**
Lack of Recognition (f=4)	not being admired by students	2
	not proving themselves regarding their teacher competences	2
Undesired Professional Dispositions (f=1)	losing the enthusiasm to teach	1

The experienced teachers considered that, in terms of the characteristics of an ideal language teacher self, the novice teachers would mention professional development practices, professional competencies, and personal qualities. The experienced teachers also considered that novice teachers would have more spare time for professional development practices, and that they would therefore give importance to developing themselves professionally. In addition, they felt that the novice teachers would emphasize students' special needs and preferences. The excerpts below reflect the experienced teachers' views on the ideal selves of the novice teachers.

> *I think, they could emphasize professional development practices, more especially in their first years, because they have both more energy and time. When I consider myself, I remember that I participated in so many professional development activities in my first years of teaching, but now I do not have time. (E.T.1)*

> *Novice teachers might give more importance to emphasizing students' special needs and preferences. They can be more humanistic towards students. They would most probably mention caring about students and their needs as an ideal language teacher characteristic. (E.T.3)*

Moreover, the experienced teachers also felt that, in terms of feared language teacher selves, the novice teacher would care about recognition in the eyes of their students. Because novice teachers were just at the beginning of their careers, the experienced teachers saw novice teachers as likely to emphasize being recognized as can be understood from the quotation below.

> *Novice teachers mostly fear whether they could show their competence or not. They emphasize being known as successful and effective teachers. (E.T.3)*

The quotation above which was uttered by an experienced teacher participant showed that novice teachers' fears would also be about not being competent in their teaching and not being recognized.

4.6. Research Question 6: How has the Covid-19 Pandemic Affected Student, Novice and Experienced EFL Teachers' Ideal and Feared Possible Language Teacher Selves?

The participant teacher groups were also asked about the effect of the Covid-19 pandemic on their ideal and feared English teacher selves. The results showed that the three teacher groups emphasized personal qualities and professional competencies as ideal language teacher selves, and their fears were about having undesired professional dispositions and undesired personal qualities. Concerning the effect of the Covid-19 pandemic on the three teacher groups' ideal selves, all teacher groups emphasized the importance of using technology effectively, not giving up easily, and having the ability to be adaptable. In addition, concerning the effects of the Covid-19 pandemic on the teacher groups' feared selves, all the teacher groups mentioned fears about not using technology effectively.

4.6.1. Interview Results Regarding the Effect of the Covid-19 Pandemic on Student English Teachers' Ideal and Feared Selves

The Covid-19 pandemic that has been experienced recently has also affected the ideal and feared selves of the student English teachers. As ideal language teacher selves, student English teachers mentioned certain personal qualities and professional competency. The student teachers mostly mentioned the importance of "using technology effectively" in this period. In addition, they also stressed the importance of "having the ability to adapt" as ideal English teacher characteristics (see Table 45).

Using technology effectively was the most mentioned characteristic of an ideal language teacher self for the student teachers given the effect of the Covid-19 pandemic. The student teachers mostly considered that to conduct effective lessons with students remotely, teachers should be able to use technology effectively. The quotation below reflects the student teachers' opinions on this topic.

During this pandemic period, the most prominent topic was the use of technology in distance education. This period showed that the use of technology was so important for a teacher to continue teaching effectively. Luckily, I am good at using technology. (S.T.4)

Table 45. Ideal and Feared English Teacher Selves of Student Teachers with the effect of the Covid-19 Pandemic

Themes and Codes		f
Ideal Self		**10**
Personal Qualities (f=8)	using technology effectively	4
	having ability to adapt	3
	not giving up easily	1
Professional Competency (f=2)	caring about students' special circumstances	1
	using alternative assessment techniques	1
Feared Self		**4**
Undesired Personal Qualities (f=1)	not using technology effectively	1
Undesired Professional Dispositions (f=3)	teaching ineffectively	1
	having communication problems with students at distance	1
	getting tough with students	1

Besides using technology effectively, the student teachers also mentioned other personal qualities and professional competencies that were considered important during the pandemic period. To exemplify this belief, the student teachers mentioned adaptability. They were of the opinion that teachers should be able to adapt themselves to unexpected situations. In addition, the student teachers referred to using alternative assessment techniques in this pandemic period as ideal language teacher selves, as can be understood from the excerpts below.

I certainly think that adaptability was so important. This period also proved that fact. For example, teachers who cannot adapt themselves to distance education were ineffective in this pandemic period. In the same way, even if I am in favor of using technology, I should also adapt myself to a teaching circumstance in which no technological equipment is present. I think, teachers with adaptability skills are ideal teachers. (S.T.4)

> *Teachers should also be able to know about and use alternative assessment methods. For example, during this pandemic period, rather than just giving exams at a distance, a teacher can assess students through a report, an online presentation, or a portfolio. (S.T.3)*

As feared language teacher selves during the Covid-19 pandemic, the student teachers mostly stressed their fears about having undesired professional dispositions, and undesired personal qualities. One of their fears was about not using technology effectively as can be seen in quotations below.

> *As we are still taking courses at university during this period, our professors gave their courses at distance. Some of our teachers were not good at using technology, and I was afraid about whether I would be such a teacher if I had to give my lessons at distance. Now, I am good at using technology, but in the future, I do not know how I will be. I hope, I can still use technology effectively in the future. (S.T.2)*

> *As I have experienced this period while I am still a university student, I observed that some teachers are tough with students. For example, even if a student does not have any opportunity to connect to the Internet, the teacher tells this student to send the homework by a certain date. Normally, I also used to think that we need to be tough with students, but now I am afraid of being too tough with students. I think we should also be humanistic if necessary. (S.T.3)*

In addition, they had other fears such as getting tough with students during this pandemic period as can be seen in quotations above. The participant teacher was in the opinion that being humanistic was also important to be an effective teacher.

4.6.2. Interview Results Regarding the Effect of the Covid-19 Pandemic on Novice English Teachers' Ideal and Feared Selves

The Covid-19 pandemic has also affected the ideal and feared selves of novice English teachers. This group mostly mentioned the importance of "using technology effectively" in this period. In addition, they also pointed to the importance of "not giving up easily" as ideal English teacher characteristics (see Table 46).

The novice English teachers mentioned the importance of having certain personal qualities and professional dispositions as ideal language teacher selves during the Covid-19 pandemic period. The most mentioned code was using technology effectively. The novice teachers stressed that, during this Pandemic period, teachers

who could use technology effectively were at an advantage, as can be seen in the example quotation below.

> *During this period, teachers who can use technology effectively were definitely one step ahead. Teachers who had difficulty in using technology experienced difficulties. I think the infrastructure of "Eba" was so good. We could give our lessons without any problems. However, some teachers even did not know how to log in to the system. (N.T.3)*

Table 46. Ideal and Feared English Teacher Selves of Novice Teachers with the effect of Covid-19 Pandemic

Themes and Codes		f
Ideal Self		**14**
Personal Qualities (f=8)	using technology effectively	4
	not giving up easily	3
	having ability to adapt	1
Professional Competency (f=6)	motivating students at distance	2
	having collegial relationships	2
	caring about students' special circumstances	2
Feared Self		**6**
Undesired Personal Qualities (f=3)	not using technology effectively	3
Undesired Professional Dispositions (f=3)	losing the enthusiasm to teach	2
	not being able to motivate students	1

Moreover, the novice English teachers also referred to other personal qualities as ideal language teacher selves during the pandemic period, such as not giving up easily and having the ability to adapt. Teaching remotely affected the teachers' teaching practices because, besides being prepared for the lesson, they also needed to be able to reach their students to teach them. The quotation below reflects a novice teacher's expressions regarding not giving up easily as an ideal language teacher self:

> *Unfortunately, it was so difficult for me to teach in this pandemic period. I could not reach most students. I could not even reach their families. Only a few of them were interested. However, I did not give up. I did my best to teach effectively in this period. (N.T.1)*

During this pandemic, I observed a few teachers who did not have good communication with students. They just did their exams. I was afraid that in the future maybe, I would be like them. I am afraid of losing my motivation to teach in the future. (N.T.2)

Additionally, the novice teachers also expressed their concerns during the Covid-19 pandemic. Their fears were mostly about not using technology effectively. In addition, they had also fears concerning losing the enthusiasm to teach, and not being able to motivate their students. The excerpt above reflects a novice teacher's fears for the teacher's future in the profession with the effect of the Covid-19 pandemic.

4.6.3. Interview Results Regarding the Effect of Covid-19 Pandemic on Experienced English Teachers' Ideal and Feared Selves

The Covid-19 pandemic has also affected the ideal and feared selves of the experienced English teachers (see Table 47). In terms of ideal language teacher selves, they mostly mentioned personal qualities rather than professional competencies. In addition, for feared language teacher selves, they mostly mentioned having undesired professional dispositions rather than having undesired personal qualities. They mostly mentioned the importance of using technology effectively in this period. In addition, they also mentioned fears about "having communication problems with student at distance".

Regarding their ideal selves and the effect of the Covid-19 pandemic, the experienced teachers mostly mentioned the importance of using technology effectively. With regard to professional competency, they referred to being able to communicate with students at distance. Moreover, for personal qualities, they mostly stressed the crucial role of Web 2.0 tools during their distance teaching practices. In addition, they also stressed the importance of having the ability to adapt during the pandemic. The quotation below reflects the experienced teachers' ideal language teacher selves during the pandemic period.

Using the web 2.0 tools that I mentioned before was important in this period. I also investigated these tools to make more effective lessons because I felt inadequate in using these tools. (E.T.4)

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During this period, the ability to adapt came into prominence. We adapted to the current situation very well, and we did not have any difficulty. Our university's infrastructure was also very good. (E.T.3)

Table 47. Ideal and Feared English Teacher Selves of Experienced Teachers with the effect of the Covid-19 Pandemic

Themes and Codes		f
Ideal Self		**8**
Professional Competency (f=2)	being able to communicate with students at distance	2
Personal Qualities (f=6)	using technology effectively	4
	ability to adapt	1
	not giving up easily	1
Feared Self		**7**
Undesired Professional Dispositions (f=6)	having communication problems with student at distance	2
	not being able to motivate students	1
	losing the enthusiasm to teach	1
	not being able to make students autonomous learners	1
	being unorganized in teaching	1
Undesired Personal Qualities (f=1)	not using technology effectively	1

The experienced teachers also mentioned their fears for the teaching profession in the future as a result of the effect of pandemic. Among their fears, they mostly stated having undesired professional dispositions. To exemplify this fear, one of the most mentioned fears of the experienced teachers was having communication problems with students at distance as can be seen below.

During this pandemic period, I said that, luckily, I am not the kind of teacher who does not have a good relationship with students because I not only taught but also motivated students to follow their lessons. They also needed psychological support from teachers. (E.T.4)

In this period, when I saw that participation in an online lesson was very low, I realized that my motivation to teach also decreased. It was like a supply and demand relationship. Then, I was a little bit afraid that in the future, my motivation to teach could decrease if I experience such situations. (E.T.1)

Other than this, not being able to motivate students, losing the enthusiasm to teach, not being able to make students autonomous learners, being unorganized in teaching, and not using technology effectively were mentioned by the experienced teachers. The excerpts above reflect some of the experienced teachers' concerns regarding their teacher identities in the future.

CHAPTER 5

DISCUSSION

Within the scope of the study, the results were interpreted taking into consideration the relevant studies in the field and following the order of the study's research questions. In addition, at the end of the discussion, a model regarding the identity development of English language teachers is suggested and explained.

5.1. Discussion in Relation to Research Question 1: How do Student, Novice, and Experienced EFL Teachers Define Their Ideal Language Teacher Selves?

In order to assess the ideal language teacher selves of the student, novice, and experienced English teachers, the questionnaire on ideal language teacher selves and the interviews were evaluated. The questionnaire included the Ideal Language Teacher Selves scale and one open-ended question. Descriptive statistics of the scale items indicate that the student, novice, and experienced English teachers all emphasized being an expert language user, a socially/professionally recognized teacher, a teacher interested in professional development, and an expert in pedagogy.

Consistent with the descriptive statistics, the analysis of the open-ended question on the questionnaire and the interviews showed that the three teacher groups gave importance to professional development, language competency, professional competencies, recognition, and personal qualities. Overall, the results demonstrate that, for their ideal language teacher selves, the student, novice, and experienced English teachers care about language competency, professional development practices, personal qualities, professional competencies, and being recognized by their students. Moreover, all three teacher groups mostly emphasize personal qualities and

professional competencies, more than others indicating that teacher groups' ideal teacher selves were similar to each other.

In contrast to the present study's findings, Nunan (1992) studied novice and experienced English teachers' classroom decisions and found that novice teachers tended to focus more on classroom management issues whereas, experienced teachers focused more on language issues, thus indicating the different developmental processes of teacher professional identity formation.

However, the present study's findings were consistent with the findings of Al-Khairi (2015), who investigated student English teachers' teacher qualities, and who stated that student English teachers mostly emphasized personality and professional qualities that could motivate and inspire their students. In the same vein, Sallı and Osam (2018) explored student English teachers' possible selves and found that they mentioned various expected possible selves regarding interpersonal relationships, professional techniques, and strategies. In addition, in a very recent paper, Sclafani (2021) states that teachers should consider that their students were also human beings an indication that emphasizing personal qualities is important in teaching. Moreover, the study by by Florida and Mbato (2020) showed that as ideal self, novice English teachers mostly emphasized professional competency such as teaching in a simple and enjoyable way, language competence, and recognition. However, experienced English teachers mostly mentioned professional competency such as teaching effectively and recognition by students.

Consistent with the present study's findings, in the Turkish context, are those by Külekçi (2018), who states that student English teachers give importance to professional development and professional competencies. In a similar vein, Ölmez Çağlar (2019) has explored student English teachers' possible selves and notes that the student teacher participants had strong ideal teacher selves.

Moreover, a very recent study by Tabak et al. (2020) has explored prospective teachers' expectation and concerns regarding their future professions using the Possible Selves Theory. They found that the prospective teachers put emphasis on

professional development, personal qualities, and professional competencies as expected teacher selves. Moreover, Shoyer and Leshem (2016) have studied trainee teachers' hopes and fears, and their results indicate that the trainee teachers emphasized recognition, professional competencies, and personal qualities such as being loved by students, reaching the hearts of students, and improving their achievements. In parallel to the findings, Stickler (2021) reported that as ideal selves, language teachers reported various qualities such as use of technology, integration of ICT into lessons, being reflective, knowledgeable, skillful, and motivating indicating that they emphasized professional and personal qualities as ideal language teacher selves. Moreover, results also reflected that participant teachers felt close to their ideals that they mentioned. Additionally, teachers' ideals changed from teacher to teacher with the effect of their pasts.

Consistent with the present study are the findings of Toköz Göktepe and Kunt (2020). They explored the imagined and imposed identity development of a novice English language teacher and found that the teacher stressed professional competencies, such as using the target language as much as possible, becoming a teacher who was caring and loving while also being strict with managing the classroom, and professional development practices, such as doing research to improve herself. In addition, White and Ding (2009), who studied experienced language teacher identity, have stated that teachers' possible selves were effective in motivating teachers to engage in learning practices.

Somewhat different from the present study's findings, Lamb and Chambers (2018) investigated experienced language teachers' possible selves and, found that the participant teachers constructed feasible selves by mixing their ideal, ought to and feared selves indicating that teachers adapted their selves to their working contexts and social expectations in order to reach a more achievable teacher self.

Additionally, in line with the present study's findings, a very recent study by Kapranov (2020) about the ideal English teacher selves of experienced teachers indicates that teachers mostly cared about professional competencies. In contrast, however, Ordem's (2017) study on an experienced teacher's possible selves and motivation found that

the teacher mentioned ideal teacher selves, even though she had become part of the maladaptive system. Moreover, Quinto et al. (2020) studied novice language teachers' ideal selves and found that they desired to expand their professional competences, such as competences in knowledge, teaching confidence, and behavior in teaching. Consistent with the present study's findings are those by Ertürk (2020), who explored student English teacher identity in a longitudinal study. Ertürk (2020) found that, when the participant student teacher became a novice teacher, the meaning of teaching did not change and, in each year, the participant specifically mentioned the value of teaching in an entertaining way.

5.2. Discussion in Relation to Research Question 2: What do Student, Novice, and Experienced EFL Teachers Fear Becoming Regarding Their Professional Identity?

With regard to the feared language teacher selves of student, novice, and experienced English teachers, the feared language teacher self questionnaire and interview data were evaluated. The questionnaire included the Feared Language Teacher Selves scale and one open-ended question. Descriptive statistics of the scale items indicated that the student, novice, and experienced English teachers feared becoming an inexpert/unknowledgeable teacher, an uncaring/demotivated teacher, and a professionally fatigued teacher.

Consistent with the descriptive statistics, analysis of the qualitative data showed that the student, novice, and experienced English teachers feared language incompetency, a lack of professional development, having undesired personal qualities, having undesired professional dispositions, and a lack of recognition. These results indicate that all three teacher groups had similar kinds of fears regarding the teaching profession in the future. However, the three teacher groups mostly feared having undesired professional dispositions, such as losing the enthusiasm to teach, becoming an insufficient teacher, having classroom management problems, having problematic relationship with students and/or colleagues, and being uncaring towards students more than other themes.

Consistent with these finding, a very recent study by Quinto et al. (2020) investigated novice language teachers' future-oriented identities and found that teachers had fears concerning becoming incompetent in terms of subject knowledge and teacher characteristics. Consistent with these findings, Sallı and Osam (2018) studied pre-service English language teachers' identity development in terms of expected and feared teacher possible selves in a Turkish context and found that the participants feared having difficulties in classroom management and in applying teaching strategies. However, unlike the present study's findings, Babanoğlu (2017) explored the possible selves of pre-service English teachers in a Turkish context and reported that the participant teachers, when they were still trainees, had no serious fears for the actual teaching that they would perform in the following year. Indeed, they mostly mentioned positive expectations regarding the profession.

Again, in line with the present study's findings, a study by Tabak et al. (2020), which investigated prospective teachers' expectation and concerns regarding their future professions, states that the participants mentioned concerns regarding the profession. the participants most mentioned concern was about losing motivation and being inadequate, which indicates that they feared having undesired professional dispositions. Moreover, also consistent with the present study's findings, a study by Lomi and Mbato (2010) on the professional identity development of Indonesian novice EFL teachers remarks that the participants faced both internal and external struggles in their first years of teaching. The internal struggles were mostly related to having undesired personal qualities and language incompetency. The external struggles were mostly concerned with having undesired professional dispositions, such as difficulty with classroom management, a lack of teaching resources and facilities, problems with colleagues, and salary problems. Consistently, the study by Florida and Mbato (2020) found that regarding the feared self, novice English teachers feared students' becoming unsuccessful, but as different from the current study's findings, experienced teachers did not utter any fears in terms of teaching practices.

Additionally, in another study, Kumazawa (2013) found that the novice teachers struggled with the realities of the teaching environment. The study indicates that there was a gap between the student teachers' ideal and ought to self, and this struggle

affected their motivation. Similarly, Shoyer and Leshem (2016), who studied student teachers' ideal and feared selves found that student teachers feared not teaching effectively, having problems with the staff at school and with their students, and not being able to use teaching strategies effectively.

5.3. Discussion in Relation to Research Question 3: Is There a Significant Difference Among Student, Novice, and Experienced EFL Teachers Regarding Their Ideal and Feared Language Teacher Selves?

Within the scope of the study, differences between the student, novice, and experienced English language teachers' ideal and feared selves were investigated. For this purpose, one-way ANOVAs were conducted. The results indicate that no significant difference was observed between the student, novice, and experienced English teachers regarding their ideal and feared language teacher selves. However, the mean scores of the participants show that, with experience, teachers' mean scores regarding ideal language teacher selves increased to some extent. The experienced English teachers had the highest mean score compared to the other two teacher groups, and the student English teachers had the lowest mean score compared to the other teacher groups, indicating that teachers' expectations and ideal selves regarding the teaching profession for the future increased over time.

Consistent with the present study's results is the outcome of a study by Dalioglu and Adıguzel (2016). Their study investigated pre-service teachers' possible selves before and after teaching practice, and they found that the expected possible selves of teachers did not change after their teaching practice. In line with the present study's results, Külekçi (2018) found no significant difference on the ideal language teacher perceptions among participants who had various amounts of teaching experience.

In addition, the results of the present study indicate that there is no significant difference between student, novice, and experienced English teachers regarding their feared language teacher selves. When the mean scores of the participants were examined, it was observed that the mean scores of the three participant teacher groups were close to each other. However, the experienced English teachers had the highest

mean score; and the novice teachers had the lowest mean score, indicating that the experienced teachers had more concerns and fears towards the teaching profession in the future, whereas the novice teachers had the least fears and concerns concerning the teaching profession in the future compared to the other teacher groups in the study.

In contrast to the present study's findings, Dalioglu and Adıguzel (2016) who investigated pre-service teachers' possible selves before and after their teaching practice (practicum), state that the teachers' feared selves showed variation after their teaching practice. In parallel to findings, a very recent study by Mirici and Sarı (2021), which investigated the feared selves of Turkish EFL instructors, found that no significant difference was observed among participants with different amounts of experience regarding their feared selves. However, a significant difference was observed between the participants' feared selves concerning their ages. It was observed that participants above 40 years had a lower feared self when compared to the other participants.

In another study consistent with the present study's results, Demirezen and Özönder (2016) researched non-native English teachers' professional teacher selves as one type of possible selves. They found that the professional teacher selves of the participants did not differ in respect of their years of teaching experience. Contrary to the present study's findings, the study by Tafazoli and Sadeghi (2018) showed that that there was a statistically significant difference between pre-service and current teachers' perspectives on teacher professional identity, indicating that teachers had different professional identity perceptions across their careers. In addition, Parsi and Ashraf (2020) who investigated the professional identity of teachers with various amounts of teaching experience, stated that there was a significant positive relationship between professional identity and teaching experience. This suggests that the amounts of teaching experience participants had accumulated was a good predictor of teachers' professional identities.

Another study whose findings contrast with those of the present study is a longitudinal study by Ertürk (2020) investigating the professional identity development of a student teacher over three years period until the participant teacher became a novice teacher.

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Ertürk found that the meaning of teaching for the participant changed over time. Additionally, a study by Hamman et al. (2010) showed that student teachers and in-service teachers had different future possible selves regarding their profession. the student teachers showed a greater focus on task issues, whereas the in-service teachers focused more on quality-oriented issues.

Mahmoudi-Gahrouei et al. (2016) also found that student, new and experienced English teachers had different future possible selves. The student teachers were mostly both task-focused and quality focused, while the new teachers were mostly task focused. In addition, the experienced teachers were mostly both task and quality focused, like the student teachers. The results reflected a U-shaped progress regarding the quality focused tasks of teachers' possible selves. In the same vein, Florida and Mbato (2020) found that novice and experienced English teachers emphasized different qualities as ideal and feared self. Novice English teachers mostly emphasized professional competencies, language competence, and professional development practices while experienced English teachers emphasized professional competencies and recognition.

5.4. Discussion in Relation to Research Question 4: What are the Main Factors Influencing Student, Novice, and Experienced EFL Teachers' Ideal and Feared Possible Selves?

Within the scope of the present study, the factors that affected the student, novice, and experienced English teachers' ideal and feared selves were investigated. The results show that two categories of factors, internal and external factors, affected the teachers' possible selves. Internal factors included personal qualities, regarding which, all three teacher groups mentioned an interest towards the English language and an interest towards teaching. The external factors included various themes, such as educational forces, institutional forces, teaching practices, institutional forces, social forces, and professional development practices. The results indicate that internal factors generated teachers' possible selves, and that external factors played a shaping role on teachers' possible selves. In support of the results, Analisti (2021) also states that teachers

constructed and reconstructed their professional identities in relation to the effect of external factors such as institutional realities.

Among the external factors, all three teacher groups mainly mentioned educational forces as the factor that affected their ideal and feared selves. As one of the most mentioned code of the external forces, "a former English teacher" was mentioned by all three teacher groups, indicating that former teachers play a large role in shaping teachers' professional identities. In addition, both the student and the novice English teachers mentioned the effect of their practicum experience and university courses. Yazan (2018) also states that teachers' cognition, which was closely related to teachers' identities was affected from teachers' previous language learning experiences and their practicum experience. Moreover, both the novice and the experienced English teachers mentioned the effect of their place of work and teaching experience. The results indicate that the teachers' identities were not flexible, but there was change over time because of the external factors that the teachers experienced throughout their teaching careers.

Consistent with the present study's findings are those from a very recent study by Xie and Dong (2020), which investigated three experienced English teachers' identity development. Xie and Dong (2020) state that the teachers' identities were affected by social factors, institutional factors, and personal factors. An exploration of experienced English teachers' identities by Cowie (2011), however, had different findings, suggesting that it was the emotional state of teachers that was effective in shaping the teachers' identities. Parallel to the findings, a very recent study by Analisti (2021) showed that an experienced English teacher's professional identity was affected by professional development practices, inspirational people and the relationships with them, and institutional realities, which is in line with the present study's findings. In the same vein, Stickler (2021) who studied experienced language teachers' ideals reported that teachers' ideals were affected from their past experiences such as prior teachers and personal qualities such as an interest towards foreign language and culture and being a teacher.

In line with the present study's findings were those of Salinas and Ayala (2018), who studied EFL student teachers' professional identity construction. They found that student teachers' professional identities were formed by both internal and external factors, such as their self-perception, the learning environment, and practicum experiences. In addition, their study reported that the student teachers' identities were unstable, multiple, and dynamic. Moreover, Nguyen (2019) also studied pre-service English teachers' identity formation and expressed that the pre-service teachers' identities were affected by their previous experiences, practicum school contexts, and mentor teachers.

Additionally, from a study conducted in Thailand, Prabjandee (2019, 2020) emphasized the importance of practicum experience in shaping teacher identity, which is a similar result to the present study's findings. Likewise, Itoi (2014) also observed that practicum experience was effective in changing teachers' possible selves, while their relationships with others (such as their mentor teacher), school environment, and parents affected their possible selves. Consistent with the present study's findings, are those from the longitudinal study by Özmen (2012), carried out in Turkey, which indicate that the practicum had a profound effect on the beliefs of student English teachers.

Moreover, in a Chinese context, Yuan (2016) also suggested that mentoring affected pre-service teachers' identity development. In Turkish context, Dalioglu and Adıguzel (2016) also observed that, after the practicum teaching experience, student teachers' feared selves showed variation. In addition, a recent study by Prabjandee (2020) states that the student teachers mentioned various motivations for entering the profession, such as family influence, a love of English, and enjoyment of teaching, which aligns with the present study's findings. In contrast, however, Hong and Greene's (2011) investigation of pre-service teachers' hopes and fears found that the participants' previous experiences were more effective than the teacher education program in shaping participants' hopes and fears.

Consistent with the present study's findings regarding novice English teachers' professional identities, Scherff (2008) mentions that workplace settings and the

relationships at school mostly affected teachers' identities. In addition, in another study that investigated novice English teachers' professional identities, Djoudir (2019) notes that support received from the administration and colleagues affected teachers' professional identities. Moreover, consistent with the study findings, Florida and Mbato's (2020) study on novice and experienced English teachers found that both novice and experienced English teachers decided to become English teachers because of personal interests such as interests towards English or a desire to become a teacher.

Similarly, Toköz Göktepe and Kunt (2020) explored a novice English language teacher's identity development and found that the participant teacher's identity was affected by her prior teachers. Hamman and Wood-Harp (2007) also state that teacher selves are dynamic and affected by environmental factors. In line with the present study's findings, Kubanyiova (2009) also points to contextual factors having an effect in the construction of feared language teacher selves.

Moreover, Kapranov (2020) mentions that previous English teachers had an effect in shaping teachers' ideal selves. In addition, a very recent study by Lin, Grudnoff, and Hill (2021) share the conclusion that personal and contextual factors have an effect in shaping teacher identity, which is consistent with the present study's findings. Lastly, in parallel to the findings, Daud's (2021) narrative inquiry about an English teacher's' reason to become an English teacher in Indonesian context states that both internal and external factors such as sociocultural influences, economic factors, political factors affected his decision to become an English teacher. The author concludes that even if external factors dominated his first years in teaching, he then realized that he had a great passion to become an English teacher.

5.5. Discussion in Relation to Research Question 5: How do Student, Novice and Experienced EFL Teachers Perceive Each Other in Terms of Ideal and Feared Possible Language Teacher Selves?

The present study also investigated the student, novice, and experienced English teachers' perceptions about each other with regard to ideal and feared possible selves. As with the findings concerning the perceptions of the three teacher groups regarding

their own ideal and feared language teacher selves, the results show that in terms of ideal language teacher selves, all three teacher groups mostly emphasized professional competencies for the other teacher groups. With regard to feared language teacher selves, all three teacher groups mostly emphasized having undesired professional dispositions as being the other teacher groups' fears for the teaching profession in the future. This finding indicates that all three teacher groups gave importance to professional competencies more than other competencies.

When considering the student teachers' ideal English language teacher selves, both the novice and the experienced teachers mostly stated that they believed that the student teachers would favor professional competencies, such as being good at teaching and touching students' lives. In addition, regarding the feared English language teacher selves of the student teachers, both the novice and the experienced teachers thought that the student English teachers would mostly fear not being able to answer students' questions, and having problems with the school's administration, students and/or colleagues. The results indicate that, from the perspective of novice and experienced teachers, the student English teachers would most probably like to be a competent teacher, and that they would mostly have fears about not being adequate in the teaching profession.

As with the findings of the present study, Al-Khairi's (2015) investigation of student English teachers' ideal selves found that student teachers mostly mentioned personal and professional qualities as their ideal teacher selves. Moreover, Sallı and Osam (2018) studied the expected and feared possible selves of English teachers and found that, for expected selves, the student teachers mentioned professional techniques and strategies. However, for feared selves, they found that the student teachers mostly feared having problems with classroom management and applying teaching strategies, which is a different finding from that of the present study. In line with the present study's findings, however, are the results of research by Shoyer and Leshem (2016), who also state that student teachers had fears concerning not being adequate, not teaching effectively, and having problems with the staff at school.

Regarding the other groups' perceptions of the novice teachers' ideal English language teacher selves, both the student and the experienced teachers mostly referred to professional competencies, such as having good relationships with colleagues and school administrations. In terms of the novice teachers' feared English language teacher selves, both the student and the experienced teachers thought that the novice English teachers would mostly fear having problems with families, administration and/or colleagues. These results indicate the belief by the student and experienced teachers that the novice English teachers would emphasize relationships in the workplace. This is compatible with the findings of Nunan (1992), who states that novice teachers tended to focus more on classroom management issues, indicating that they emphasized professional competencies.

Moreover, Quinto et al. (2020) investigated novice language teachers' future-oriented identities and found that they mostly desired to expand their competence in knowledge, teaching confidence, and behavior in teaching. With regard to their fears, they feared becoming incompetent in respect of knowledge and teacher character. Likewise, Lomi and Mbato (2010) also note that one type of external struggles that novice teachers experienced was, problems with colleagues, which is in line with the present study's findings.

On the matter of what they expected regarding the experienced teachers' ideal English language teacher selves, the student and the novice teachers mostly stated professional competencies, such as having content knowledge and being practical in teaching practices. These results indicate that, from the perspective of the trainee and the novice teachers, the experienced English teachers would most probably like to be a competent teacher, whereas they would mostly have fears about experiencing teacher burnout. In addition, regarding the experienced teachers' feared English language teacher selves both the student and the novice teachers thought that the experienced English teachers would mostly feared losing their enthusiasm to teach. A loss of enthusiasm is one of the reasons why teachers experienced burnout (Shukla and Trivedi, 2008).

Compatible with the present study's findings are those from Mahmoudi-Gahrouei et al. (2016), who found that experienced teachers were mostly both task and quality

focused. Xie and Dong (2020) also identified the fact that, in their mid-career years, teachers could face identity crises which might be one of the reasons for experienced teachers experiencing teacher burnout and losing the enthusiasm to teach.

5.6. Discussion in Relation to Research Question 6: How has the Covid-19 Pandemic Affected Student, Novice and Experienced EFL Teachers' Ideal and Feared Possible Language Teacher Selves?

The results of the present study indicate that the Covid-19 pandemic has affected the student, novice, and experienced English teachers' ideal and feared selves. Unexpectedly, they had to teach their students through distance education. Therefore, they regulated their teaching accordingly, and this coronavirus pandemic, as the study results indicate, has affected their professional identities.

First, all three teacher groups emphasized using technology effectively as ideal language teacher selves. In addition, all three teacher groups also mentioned the importance of the ability to be adaptable and not giving up easily. Moreover, both the student and the novice teachers believed in the importance of caring about their students' special circumstances during these difficult times. Additionally, as ideal language teacher selves, the student teachers mentioned using alternative assessment techniques, the novice teachers mentioned having collegial relationships, and motivating students at distance, and the experienced teachers mentioned being able to communicate at distance. Consistent with the present study's findings, those from a study in England by Kim and Asbury (2020) showed that the teachers mentioned the importance of relationships, a sense of worry for the vulnerable, and finding a way to overcome the effect of Covid-19 on teachers' teaching practices.

Consistent with the findings, Huang (2021) also stated that experienced EFL teachers reconstructed their professional identities with the effect of Covid-19 pandemic. They had to regulate their daily routines such as preparing lesson plan as suitable to online teaching. They also regulated their pedagogic and content knowledge to be more effective at distance teaching. Moreover, Nasr (2020) investigated teachers' teaching practices during the Covid-19 pandemic and found that teachers emphasized

technology, academic integrity, and kindness, which is in line with the present study's findings. In addition, they also mentioned the importance of using alternative assessment techniques, which is also consistent with the present study's results. Moreover, the participant teachers in Nasr's (2020) study also expressed the notion that teachers should be supportive and flexible, which is also in line with the present study's findings.

Similarly, Sepulveda-Escobar and Morrison (2020) investigated teacher candidates' challenges and their opportunities for teaching placement during Covid-19 in Chile. They also found that teachers emphasized using technology efficiently and getting out of comfort zone. In furtherance, Dvir and Schatz-Oppenheimer (2020) stated that teachers experienced technological and pedagogical challenges and opportunities during Covid-19 Pandemic.

Concerning the effect of the Covid-19 pandemic on the student, novice, and experienced English teachers' feared selves, all three teacher groups feared not being able to use technology effectively. As a complement to the present study's results, Savas (2019) has stated that teachers should be supported by specialists in order to allow teachers to make more effective use of Computer Assisted Language Learning (CALL). In addition, both the novice and the experienced teachers feared losing their enthusiasm to teach together with not being able to motivate their students. Moreover, the teachers also feared teaching ineffectively, having communication problems with their students, and being unorganized. Consistent with the present study's findings, Kim, Leary, and Asbury's (2020) research into teachers' responses to the reopening of schools during the Covid-19 pandemic found that teachers feared uncertainty. In addition, they had practical concerns, and worried about their students.

In line with the present study's findings, the results of a study by Donitsa-Schmidt and Ramot (2000) revealed that teachers in Israel were unprepared for remote teaching, and that not only did they have practical concerns, but they also had to deal with the problem that most of their students were absent during online teaching. Kaden (2020) also studied changes in the professional lives of teachers during the Covid- 19 pandemic and found that teachers experienced challenges with reaching their students

at distance. Moreover, the study of Subekti (2021) on pre-service English teachers' learning practices with the effect of Covid-19 pandemic showed that poor infrastructure and resources, teachers' lack of pedagogical skill, and difficulty of relationship between students and teachers affected the quality of online teaching. Moreover, consistent with the present study findings, caring students' special circumstances improved teaching practices.

However, unlike the present study's findings, the participant teachers in Kaden's (2020) study also expressed the idea that individualized assessment made learning fun and enjoyable during Covid-19. Consistent with the findings of the present study, Sclafani (2021) stated that flexibility in teaching was important and that, to be more effective in terms of teaching, a change in pedagogy was crucial during this pandemic time. In a similar way, Marek, Chew and Wu (2021) shared that teachers emphasized adaptability and good planning during Covid-19 Pandemic.

Moreover, Sepulveda-Escobar and Morrison (2020) also found that the teachers in the study mentioned the challenges of this pandemic period, particularly a lack of direct interaction with their students, possible distractions at home, and a lack of technological equipment. In addition, despite some opportunities mentioned by teacher candidates, such as being able to learn using technology effectively, most of the participants preferred the face to face teaching placement they would have experienced under normal circumstances. Additionally, Kraft, Simon, and Lyon (2020) investigated teachers' sense of success and the effect on their working conditions during the Covid-19 pandemic and found that teachers experienced a decrease in their sense of success during the pandemic.

Additionally, Chen's (2021) study shows that a novice teacher emphasized authenticity and communication as important for online teaching during the Covid-19 pandemic as different from the study findings. Moreover, the novice teacher stated more disadvantages than advantages for their online teaching experience. As one of the negative aspects, the participant teacher mentioned the technical problems faced during online teaching while, one of the advantages the teacher noted was sharing the link easily.

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5.7. A Suggested Data-Driven EFL Teacher Professional Identity Development Model

Considering the results of the present study, a data-driven EFL Teacher Professional Identity Development (TPID) model is suggested (see Figure 8). The model is derived from both the quantittaive results which are descriptive and inferential analysis of the questionnaire and qualitative results which are themes, codes, frequencies, and quotations of the interview analysis through content analysis. Moreover, the model also represents student, novice, and experienced EFL teachers' identity development in a holistic way. As one of the aims of the presents study, the three teacher groups' professional identity development is investigated as a development process which include their various career stages that they go through in their teaching profession. Therefore, the model given below represents the EFL teachers' professional identity as a developmental process including their ideals and fears regarding the teaching profession, and how their selves are affected from various factors during identity formation.

The model presents a detailed explanation on teacher professional identity development. The model shows the factors that affect EFL teachers' profesisonal identity formation and how these factors also affect each other. Moreover, the model also presents the selves that EFL teacher have regarding their tecahing identities, and how these selves also affect each other in shaping their selves. Additionally, the model also emphasizes the importance of specific factors in influencing the professional identity, and also the ideal and feared selves characteristics with their order of importance. By giving the factors, ideal and feared selves characteristics with their order of importance, the study aims to reflect a true picture of EFL teachers' identities in detail.
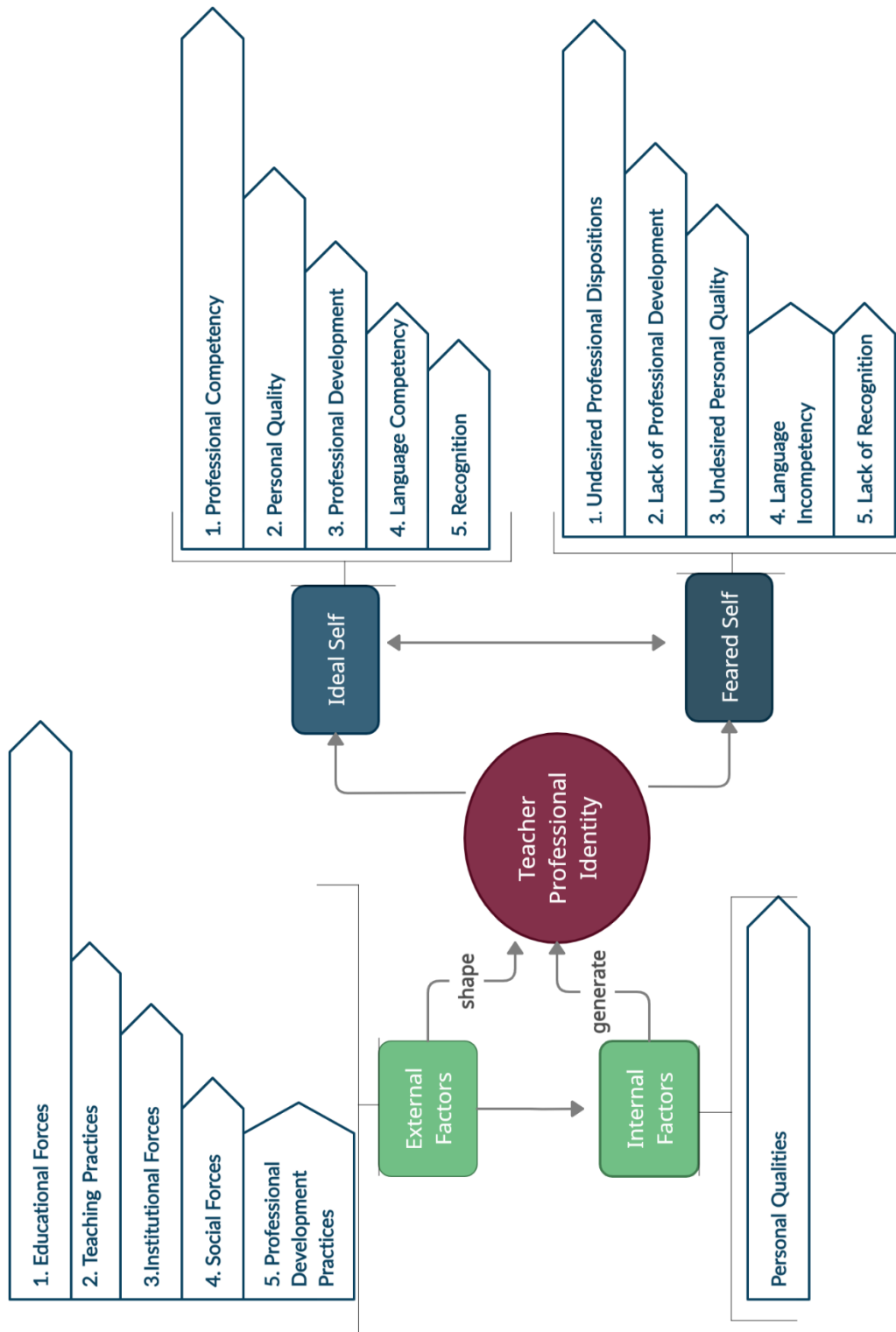
Figure 8. *A Data-Driven EFL Teacher Professional Identity Development (TPID) Model*

First, the model above shows that teacher professional identity is affected from both external and internal factors indicating that external and internal factors have an influence on teacher professional identity. Moreover, it is the internal factors that generate the professional identity of EFL teachers, whereas it is the external factors that shape the identity of EFL teachers. This was an indication that internal factors that EFL teachers experience play an initial role in developing the teaching identities of three EFL teacher groups, which are student, novice, and experienced teachers. However, it was the external factors that shape tecahers professional identities in time through external factors.

The model also clearly shows that external factors affect both teacher professional identity development and internal factors. Therefore, it is possible to say that external factors influence teacher professional identity development more than internal factors do in time. As the study investigates the professional identity of teachers as a developmental process, the model also reflect that in time teachers' professional identities change with the affect of both internal and external factors. EFL teachers shape and reshape their professional identities with the affect of different factors that they have experienced during their teaching careers.

In order of priority, external factors include educational forces (i.e., practicum experience), teaching practices (i.e., teaching experience), institutional forces (i.e., working place), social forces (i.e., advantage of knowing a foreign language), and professional development practices (i.e., conferences). Compared to other factors, educational forces influence teacher professional identity more than any other indicating the importance of a teacher's educational background on their identity formation. Educational forces includes the practicum experience that student tecahers perform at pre-service teacher education programs, a former teacher that they met during their previous education, and university courses that they took during pre-service teacher education. By reflecting the importamce of educational forces on the model, it is aimed to show the crucial role of EFL teachers' past experiences on their future teaching identities. Therefore, the model asserts that if we want to understand teachers' professional identity development, first of all, we need to have an

understanding on their past learning experiences. Moreover, teaching practices were the second most influencing factor affecting the identity of EFL teachers. It is a clear indication that teachers learn by practicing, and experience means a lot in shaping the identity of tecahers. Therefore, teachers' teaching experiences should be investigated to understand their identity development better.

Institutional forces also affect EFL teacher professional identity to great extent. Teachers' teaching envionments, the people that they interact at the teaching environment affect their identities. Social forces such as knowing a foreign language are another external factor that affect EFL teachers' professional identities. This factors show the importance of teachers' being versalite to develop their teaching identities. Besides their academic sides, it is essential for teachers to be social and develop themselves socially. Thus, they could reflect their identities to the teaching practices and teach more effectively. And lastly, professional development practices also affect teacher professional identity. Therefore, it is suggested for teachers to participate professional development practices at regular periods to foster their teaching identities.

Internal factors include personal qualities, such as interest towards the English language. The model clearly indicates that internal factors influence teacher professional identity and thus, the teachers' ideal and feared selves. Therefore, teachers' characteristics are crucially important in generating a teaching identity. It is also clear from the model representation that internal factors are not fixed. They can change with the affect of external factors. Therefore, to understand teachers' professional identity development better, a holistic view is essential which include both internal and external factors affecting the identity of teachers.

The model also shows that EFL teacher professional identity includes both an ideal and a feared selves. Teachers have both their ideal teacher vision and also a teacher vision that they fear becoming. These both selves also interact and affect each other. Therefore, the model indicates that supporting teachers to reach their ideal selves also contribute getting away from their feared selves. Thus, they develop their teaching identities better.

As can be seen at the model, in order of priority, the ideal self includes professional competency, personal qualities, professional development, language competency, and recognition. Among these, professional competency takes precedence over the others indicating that EFL teachers emphasize professional competencies such as teaching with enthusiasm, using methods effectively, considering students' learning styles and preferences more than other competencies. Therefore, it is possible to say that supporting teachers professional competencies through pre-service courses, practicum experience, and in-service professional development practices could help EFL teachers reach their ideal selves.

Moreover, personal qualities were the second most emphasized ideal selves characteristic that teachers mention indicating that teachers emphasize qualities such as being patient, versalite, entertaining, and using technology effectively. For this reason, the model suggest that besides professional competencies, teachers' personal qualities chould be given importance in developing their teaching identities. Professional development is also part of EFL teachers' ideal selves. Therefore, supporting teachers to participate professional development practices help EFL teachers reach their ideal self. Moreover, as part of their ideal self, EFL tecahers emphasize language competency and recognition. EFL teachers also emphasize using the target language appropriately. Therefore, EFL teachers' supporting their language competency would help them reach their ideal selves.

As can be seen at the model above, EFL teachers have also fears regarding the teaching profession. In order of priority, the feared self of EFL teacahers includes undesired professional dispositions, the lack of professional development, undesired personal qualities, language incompetency, and lack of recognition. Among these, undesired professional dispositions takes precedence over the others. EFL teachers have fears concerning certain professional dispositions such as losing the enthusiasm to teach, being unfair to students and having classroom management problems.. The model also indicates that teachers feared selves were closely related to their ideal selves. Thereofore, the model indicates that if we want EFL teachers to reach their ideal self and get away from their feared self, supporting teachers professionally is important.

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To exemplify, teachers who are supported and encouraged to join professional development practices would develop their ideal self concerning professional development practices and get away from their feared self regarding lack of professional development.

All in all, Teacher Professional Identity Development (TPID) model represents professional identity development of EFL teachers at various career stages of their teaching practices as being student, novice, and experienced teachers. It is indicated in the model that teachers' identities are affected from various external and internal factors and they are not fixed and stable. Moreover, EFL teachers' identities include ideal and feared selves which are related to and affect each other. Therefore, it is possible to say that if we want EFL teachers reach their ideal self and get away from their feared self, we need to support teachers professionally and personally, and also consider external and internal factors affecting their identities.

5.8. Implications of the Study

This study contributes to the literature on the professional identity formation of student, novice, and experienced English teachers through Possible Selves Theory. The study results reflect that student, novice and experienced English teachers' professional identity is affected from various external and internal factors, and professional identity of teachers includes ideal and feared selves. Considering the importance of teachers' identity formation on the teaching and learning practices, the results of the study have significant implications for both pre-service EFL teacher education and in-service EFL teacher education.

5.8.1. Implications for Pre-service EFL Teacher Education

When the results of the study are evaluated and interpreted, it is suggested that pre-service EFL teacher education may focus more on the following issues:

- Considering the results regarding the factors affecting EFL teachers' ideal and feared selves, trainee teachers' practicum experience should be given more

emphasis within the teacher education curriculum. There should be interaction and collaboration among trainees, mentors, and teacher educators. The trainee teachers should actively participate learning and teaching practices with the help and guidance of mentor teachers. In addition, the teachers educators could make trainees reflect on what they have observed during the practicum and learned from the practicum. Additionally the trainees could prepare an online portfolio in which they regulary write their experiences and observations during practicum and encourage them to read each others' reflections to learn more from each others experiences and thoughts.

- Besides pedagogic and content knowledge that teacher education faculties provide; an emphasis should also be given on why teacher candidates want to be English teachers to keep their interest alive. Starting from their first year, the teacher educators could encourage the student teachers to think about their reasons on why they want to be English teachers. Thus, the student teachers could be more enthusiastic and willing towards the teaching profession.

- In addition, given how important teacher identity development is, undergraduate courses might be offered on teacher identity, and these courses could include allowing student teachers to engage in more reflective practices so as to support their professional identity development. The course could include the research on why the teacher identity development is important, how the teachers could develop their teaching identities, and they could reach their ideal selves and be aware of their feared selves.

- Moreover, considering the results concerning the ideal and feared selves of the student, novice, and experienced teacher groups, more emphasis should be given by teacher educators and courses on the curriculum to the importance of professional development practices and language competence within the teaching and learning practices they offer. Possible professional development practices could be introduced to student teachers that they could perform. Moreover, suggestions such as using their target language actively though

international projects or collobarations could be given to student teachers to foster their language competence.

- Additionally, the growing need for using technology effectively and the recent Covid-19 pandemic, which required teachers to conduct their lessons remotely, imply that additional courses should be added to teacher education programs to enable teachers to use technology more efficiently for teaching and learning practices. The courses could include practical tools and applications that student teachers could use in teaching the target language. The student teachers could be encouraged to use teachnology in language teaching via this course. They could prepare presentations or micro-teachings with the help of technology.

- Covid-19 pandemic has shown that most teachers were stressed and puzzled when they had to conduct their lessons remotely, indicating the importance of adaptability skill for teachers. For this reason, teacher education programs can also support teacher candidates to have the ability to adapt easily and be ready for unexpected situations through undergraduate courses. For this purpose, the teacher educators could encourage student tecahers to think about unexpected situations such as lack of computers or electricity at some times. As a suggestion, they could make micro-teachings with different teaching circumstances so as to be ready for different teaching circumstances and environments.

- Lastly, teacher education programs should teach teacher candidates trauma-informed pedagogy (Downey, 2007) in which teachers plan their teachings considering the effect of the trauma that the students experience because traumas might have long term effects on students' psychology and also the educational practices. An additional course that includes pedagogical practices during a trauma that students might have experienced could be added to the curriculum.

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5.8.2. Implications for In-service EFL Teacher Training

The results of the study also have implications for the in-service EFL teacher training to help EFL teachers' professional identity development and make them more effective teachers.

- Considering the student, novice and experienced EFL teachers' fears regarding losing their enthusiasm to teach in the future, it is suggested that teachers be supported both professionally and personally through in-service training and counselling services. And, to increase tecahers' motivation to participate these kinds of practices, the teachers could be stimulated to participate though academic encouragement. As a suggestion, the MoE could plan an encouragement program in which a teacher who participate professional development practices would take a bonus payment for a year, or the teachers' service scores would increase to some extent.

- Online or face to face platforms could be set up by the Ministry of National Education to enable teachers interact with each other and share their thoughts, concerns, or problems. Teachers at all stages in their careers should also be encouraged to participate in online forums dedicated to EFL teaching issues. Thus, teachers could benefit more from each other's experiences.

- At regular periods, EFL teachers' thoughts should be taken though questionnaires or interviews regarding their professional development needs and, according to need, online or face to face seminars or workshops can be organized. Teachers could be encouraged to participate these kinds of organizations through encoragements such as an appreciation by the administration.

- At the beginning of each year, during in-service seminars, EFL teachers could be prompted to reflect on their ideal and feared teacher selves and discuss these together with colleagues. They could benefit from technological tools while they are reflecting their ideal and feared selves so as to share their reflections

with their colleagues. For example, they can open a blog and share their ideal and feared selves, and also their plans for the educational year to reach their ideal selves and get away from their feared selves. Moreover, they could also take support from their colleaguses in online environments. Thus, they could plan their teaching practices accordingly.

CHAPTER 6

CONCLUSION

Within the scope of this chapter, a summary of the present study, the implications of the study with respect to pre-service and in-service language teachers, the limitation of the study, and suggestions for further studies are given in order.

6.1. Summary of the Study

Teaching is not just about good preparation and better presentation; it is surely much more than that (Martel and Wang, 2014). Understanding teachers and knowing their identity are important in order to understand language teaching and learning. Norton and De Costa (2018) also state that language teaching is an identity work. However, the future oriented perspective has been neglected in the field of language teacher identity research. The Possible Selves Theory developed by Markus and Nurius (1986) examines teachers' expectations and fears together, presenting a more balanced view of teachers' identities. Thus, teachers could direct their future actions to achieve expected possible selves and avoid feared possible selves.

Within this context, the purpose of this study was to investigate the professional identity development of student, novice, and experienced English teachers through Possible Selves Theory. The study also aimed to discover whether the amount of teaching experience that teachers had was an influence on the teachers' professional identity development, together with the possible factors that influenced teachers' professional identity development. Moreover, the study inquired into the effect of the Covid-19 pandemic on teachers' ideal and feared possible selves. To achieve the purposes mentioned, an explanatory sequential mixed method design based on Creswell (2013) was used. In this specific design, quantitative data were collected and

analyzed first, following which the qualitative data were collected and analyzed. Then, both the quantitative and qualitative data were interpreted together. The participants were 194 student, novice, and experienced English teachers who were working or studying at state universities or state schools in Turkey. From among the questionnaire participants, twelve volunteers were selected for the interviews that were conducted after the collection and analysis of the questionnaire. The quantitative data were analyzed using SPSS by applying inferential and descriptive analysis. The qualitative data were analyzed through content analysis using MAXQDA.

The results suggest that no significant difference can be observed among the student, novice, and experienced English teachers regarding their ideal and feared selves. In addition, the three teacher groups mentioned similar features concerning ideal and feared English language teacher selves. From this perspective, it is possible to say that the quantitative and qualitative results support each other, and that they are compatible with each other. Regarding ideal language teacher selves, the participant teachers mostly emphasized professional competencies such as teaching effectively and personal qualities such as a desire to be a teacher. In addition, they also mentioned language competency, professional development, and recognition as characteristics of ideal language teacher selves.

Moreover, the participant teachers mostly feared having undesired professional dispositions such as losing enthusiasm to teach and becoming an insufficient teacher. They also feared having undesired personal qualities, a lack of professional development, language incompetency, and lack of recognition. Besides revealing these characteristics, the results also suggest factors affecting teachers' ideal and feared possible selves. Two categories of factors, internal and external, were noted. For internal factors, personal qualities (i.e., interest toward English language) were mentioned by the participants while, for external factors, various themes such as educational forces, institutional forces, and social forces were noted. Among educational forces, participants mostly mentioned the effect of educational forces such as a former teacher and practicum experience. The study also concludes that the external factors affected the internal factors, and therefore that external factors were more affective in shaping the professional identity of teachers.

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Within the scope of the present study, the participant teacher groups' perspectives on the other teacher groups' ideal and feared selves were revealed, and it was seen that for the other teacher groups, teachers mostly mentioned professional competencies (i.e., having good relationships with colleagues and administration) as ideal language teacher selves, and undesired professional dispositions (i.e., not being able to answer students' questions) as feared language teacher selves. Additionally, with the effect of the Covid-19 pandemic that affected teachers teaching and learning practices to a great extent, all three teacher groups emphasized professional competencies and personal qualities as ideal selves and undesired professional dispositions and undesired personal qualities as feared selves. They mostly mentioned the importance of using technology effectively, not giving up easily, and having the ability to adapt.

Additionally, a model for EFL teacher professional identity development was suggested to the related literature on the basis of the study results. The model indicates that EFL teachers' professional identity is affected from both internal and external factors. While internal factors generate teachers' professional identity; external factors have a shaping role. In addition, external factors affect internal factors. External factors are educational forces, teaching practices, institutional forces, social forces, and professional development practices. Internal factors are personal qualities such as a desire to become an English teacher. The model also shows that EFL teachers' professional identity includes both ideal and feared selves. Within the scope of ideal selves, professional competency, personal quality, professional development, language competency, and recognition are listed. Within the scope of feared selves, undesired professional dispositions, lack of professional development, undesired personal quality, language incompetency, and lack of recognition are listed. Moreover, ideal and feared selves of EFL teachers affect each other.

6.2. Limitations of the Study

Although this study was meticulously conducted with great endeavor at every step, it should be noted that it has some limitations. First, the novice and experienced EFL teacher participants in the study were selected through snowball sampling, while the

student teachers in the study were selected through purposive sampling. Ideally, however, probability sampling, in which every member of the population has an equal chance to be selected for the study could be more suitable to achieve more reliable and valid results. Unfortunately, for practicality issues, the participant selection was realized through non-probability sampling. Additionally, the interview particpants were selected among the voluntary participants of the questionnaire participants. However, the volunteer participants might not represent all the questionnaire participants as the volunteers might be more willing and idealistic teachers compared to nonvolunteers. It would be more ideal to select interview participants among the all questionnaire participants randomly. Moreover, the study used self-reported data in the form of a questionnaire and follow up interviews, which may not accurately reflect realities of EFL teachers' ideal and fears regarding the profession.

In addition, the interviews were conducted with the selected voluntary participants over the telephone. However, it would have been more appropriate to conduct the interviews on a face to face basis because, in that way, the, participant teachers' facial expressions, gestures and body language could have been interpreted in more detail. Additionally, the participants in the study were 194 student, novice, and experienced EFL teachers. However, considering the number of EFL teachers in Turkey, the results of the study cannot be generalized to the whole population. And lastly, the data for the study were collected through an online questionnaire and follow-up interviews. However, it would have been appropriate to use other data collection tools, too, such as teachers' classroom notes, reflective essays taken from teachers at regular intervals, or teacher diaries.

Additionally, the main data of the study were collected when the Covid-19 pandemic cases has newly started to be seen in Turkey. Just like everyone else, teachers were unprepared and puzzled for the effect of Covid-19 pandemic. Therefore, they participated to the study under the influence of this pandemic outbreak. However, under normal circumstances in which Covid-19 pandemic did not outbreak, participant teachers' opinions could be different. It is probable that their professional identities have been affected from this pandemic and they evaluated their ideal and feared selves accordingly. Nevertheless, the study still reflects teachers' professional identities

which includes their ideal and feared selves, and the factors that affect their possible selves.

Notwithstanding the limitations mentioned above, it is expected that the study contributes to the literature in terms of EFL teachers' professional identity development.

6.3. Suggestions for Further Research

The primary objective of this study was to investigate professional identity development of student, novice and experienced EFL teachers through Possible Selves theory of Markus and Nurius (1986) in Turkish context. Considering the limitations and the scope of the study, suggestions for further research can be mentioned. First, additional research can be conducted to validate the results of the present study. As mentioned above, the study had certain limitations. Therefore, more research conducted to understand the possible selves of EFL teacher in Turkey is welcome. Thus, teachers' professional identities, which include their ideals and fears regarding the teaching profession for the future, can be understood better.

In addition, longitudinal studies can be conducted to understand student, novice, and experienced EFL teachers' ideal and feared selves better to observe the changes in their professional selves over time. Longitudinal studies might reflect teachers' professional identities with changes over time, as teacher identity is considered to be multiple, flexible, dynamic, and multidimensional (Nguyen, 2019). Thus, more accurate view of EFL teacher professional identity can be obtained. Additionally, qualitative methods of inquiry which include teachers' classroom notes, reflective practices, observations of teachers during teaching can be conducted to understand EFL teachers' professional identity development better and not to miss an important aspect in specific cases.

Furthermore, longitudinal studies might also be carried out to investigate the long-term effects of the Covid-19 pandemic and its impact on teaching practices and the ideal and feared selves of teachers, at all stages in their careers, who experienced the

personal and teaching challenges that the pandemic brought with it. The related literature indicates that teachers feel confusion and stress because of sudden school closures and uncertainty about how long they will last, and this situation affects their professional identities (Kim and Asbury, 2020). Thus, more studies are needed in the literature to observe the long-term effects of Covid-19 pandemic on teachers' professional identities and their teaching and learning practices.

Moreover, the effectiveness of a training model can be observed in terms of whether it would have an effect on helping EFL teachers to reach their ideal selves and move away from their feared selves. The model could be planned in a way that teachers would reflect their current identities at a regular basis and thus, be aware of their ideal and feared selves. In this model, tools and activities with technology could be used. To exemplify, the student teachers could keep an electronic portfolio starting from their first year at the teacher education program. The students might also have a blog in which they interact with each other, discuss their ideal and feared self, and be aware of how various teachers deal with special circumstances that they face during teaching. Thus, they would plan their teachings in a way to get closer to their ideal selves and to move away from their feared selves.

Additionally, for future teacher professional identity research, the model, which is suggested at the end of the present study, can be used as a guide to understand teacher professional identity development better and to help EFL teachers regulate their teachings accordingly. The teachers could reflect the factors that affect their teaching identities and also they can mention their ideal and feared selves to be more aware of their identities. And lastly, considering that the cultural and political factors have an impact on the identity of language teachers (Varghese et al., 2005), research can be conducted to investigate the effect of social and political factors on the language teachers ideal and feared selves.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

21 KASIM 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Perihan SAVAŞ

Danışmanlığını yaptığınız **Gamze Erdem ÇOŞGUN**'un "İngilizce Öğretmen Adayı, Yeni Başlayan İngilizce Öğretmeni ve Tecrübeli İngilizce Öğretmenlerinin Mesleki Kimlik Gelişiminin İncelenmesi: Geleceğe Dair Korkuları ve Beklentileri" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **414 ODTU 2019** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Tülin GENÇÖZ

Başkan

Prof. Dr. Tolga CAN
Üye

Doç.Dr. Pınar KAYGAN
Üye

Dr. Öğr. Üyesi Ali Emre TURGUT
Üye

Dr. Öğr. Üyesi Şerife SEVİNÇ
Üye

Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye

Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL
Üye

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This questionnaire is a part of doctoral dissertation conducted by Gamze Erdem Coşgun under the supervision of Assoc. Prof. Dr. Perihan Savaş. The aim of this questionnaire is to investigate EFL teachers' possible selves across student, novice and experienced teachers. The study explores what different teacher groups' ideal language teacher selves, and what their feared language teacher selves are. It is expected that results will shed light on EFL teachers' professional identity development at different stages during their careers. Your response will only be used for survey purposes. In case you have any questions regarding the survey, please contact Gamze Erdem Coşgun at erdem.gamze@metu.edu.tr .

DEMOGRAPHIC INFORMATION

1) Years of teaching experience (full time excluding practicum)
   o 0
   o 1- 5
   o 6-10
   o 11-15
   o 16-20
   o More than 20

2) Gender: □ Male □ Female

3) Degree: □ University student   □ Undergraduate/ BA (Bachelor of Arts)
   □ MA(Master of Arts)   □ PhD (Doctor of Philosophy)

4) Department you study/graduated (you can choose more than one):
   □ English Language Teaching   □ English Translation Studies   □
   English Literature   □Non-English-related (please specify) _____
5) The level you teach:

□ Primary Level □ Secondary Level □ High School Level □ University Level

6) Institution type you work:

□ State □ Private

7) Name of the city/province in which you are currently working/studying: _____

8) (For student EFL teachers) In which university do you study _____

QUESTIONNAIRE

A. Ideal Language Teacher Self

Directions: There are 15 statements below related to language teachers' desires regarding their ideal language teacher selves. Read the statements carefully and describe how much it reflects you as a language teacher. The statements range from **very untrue of me** to **very true of me** for the future. There are no correct answers. Therefore, choose the one that is the best suitable for you.

		very untrue of me 1	untrue of me 2	somew hat untrue of me 3	some what true of me 4	true of me 5	very true of me 6
1	I wish to have a native-like accent because I think that English teachers must be role models for their students in accent/pronunciation	1	2	3	4	5	6
2	I have a strong desire to have a perfect command (competence) of English vocabulary	1	2	3	4	5	6
3	I would like to have a perfect command	1	2	3	4	5	6

	(competence) of English grammar.						
4	I would like to become a teacher who is admired by his/her students	1	2	3	4	5	6
5	I would feel great if students appreciate me as a punctual teacher.	1	2	3	4	5	6
6	I would feel great if students appreciate my patience.	1	2	3	4	5	6
7	I would feel great if students remember me as an energetic teacher	1	2	3	4	5	6
8	When I think about future, I desire to teach at more prestigious institutes/schools	1	2	3	4	5	6
9	To keep up with innovations in teaching, I would like to participate in workshops and conferences on pedagogical issues	1	2	3	4	5	6
10	I would like to continue my studies and obtain higher academic degrees	1	2	3	4	5	6
11	I can imagine myself as a teacher who can develop the ability to masterfully use technology in his/her classes	1	2	3	4	5	6
12	I can imagine myself as a teacher who can create various learning opportunities in his classes	1	2	3	4	5	6

13	I can imagine myself as a creative teacher who can adopt various strategies to facilitate the learning process	1	2	3	4	5	6
14	I would like to become a teacher who considers students' learning styles and preferences	1	2	3	4	5	6
15	I imagine myself as a teacher who has his own repertoire of supplementary teaching materials (other than course books)	1	2	3	4	5	6

1. Any other ideal language teacher characteristics that you wish to have:
………………………………………………………………………………………
……………………………………………………………………

B. Feared Language Teacher Self

Directions: There are 13 statements below related language teachers' possible fears about their profession. Read the statements carefully and choose the appropriate one that describes you as a language teacher. The statements range from **very untrue of me** to **very true of me** for the future. There are no correct answers. Therefore, choose the one that is the best suitable for you.

		very untrue of me 1	untrue of me 2	somewhat untrue of me 3	somewhat true of me 4	true of me 5	very true of me 6

1	I do not like to become a teacher whose students have a greater command of English than she/he does	1	2	3	4	5	6
2	It worries me if I become a teacher whose students make fun of his/her English accent	1	2	3	4	5	6
3	I am afraid of becoming a teacher whose students do not admire his/her (English) proficiency	1	2	3	4	5	6
4	I am afraid of becoming a teacher whose classes are known as stressful	1	2	3	4	5	6
5	I am afraid of becoming a teacher whose students do not enjoy his/her classes	1	2	3	4	5	6
6	I am afraid of becoming a teacher who treats students as objects	1	2	3	4	5	6
7	It frightens me if I become a teacher who humiliates students	1	2	3	4	5	6
8	I am afraid of becoming an uncaring teacher	1	2	3	4	5	6
9	I am afraid of becoming a teacher who feels exhausted by the thought of another day at work	1	2	3	4	5	6
10	I am afraid of becoming a teacher who is tired of preparing lesson plans for every class	1	2	3	4	5	6
11	I fear becoming a teacher who uses the same teaching methods in all classes	1	2	3	4	5	6
12	I don't like to become a teacher who is afraid of new challenges (for example new courses)	1	2	3	4	5	6

13	I don't like to become a teacher who gets tired of learning	1	2	3	4	5	6

1. Other than fears mentioned above, what do you fear of becoming in your language teaching profession?

…………………………………………………………………………………

………………………………………………………………….

***If you are volunteer to participate in the interview, which is the second phase of this study, please fill in the blanks below.

E-mail/ telephone number: ……………………………………….

Thank you very much for your time and suggestions.

C. LAST TURKISH VERSION OF SEMI-STRUCTURED INTERVIEW QUESTIONS

Kendiniz hakkında kısaca bilgi verir misiniz?

- Nerede çalışıyorsunuz ya da okuyorsunuz?
- Hangi seviyede sınıflara giriyorsunuz?
- Kaç yıldır İngilizce öğretmenisiniz?

1. Kısım: Bütün Katılımcılara Sorular	
Kategoriler	**Sorular**
Olası Dil Öğretmen Kimliğini Etkileyen Faktörler	1. İngilizce öğretmeni olmak için motivasyonunuz neydi ya da nelerdi? 2. Bu kararınızdan memnun musunuz yoksa memnun değil misiniz? Lütfen nedenini açıklayın (kendi deneyimlerinizden de örnekler vererek). 3. İngilizce Öğretmenliği kariyerinizde İngilizce öğretimi ve öğrenimi konusundaki görüşlerinizi etkileyen önemli dönüm noktaları nelerdir? (örnğ. Staj, çalıştığınız bir kurum, bir öğretmeniniz etc.)
İdeal Dil Öğretmen Kimliği	4. Sizce ideal bir İngilizce öğretmeni özellikleri nelerdir? 5. İngilizce öğretmenliğinde hangi özelliklerin daha fazla önceliği hak ettiğini düşünüyorsunuz? (dil becerisi, karakter, öğretme metotları vs.) 6. Bir İngilizce öğretmeninin uzman (çok iyi) bir dil kullanıcısı olduğunu düşündüren özellikler size göre nelerdir?

	7. Mesleki olarak alanda saygın/tanınmış bir İngilizce öğretmeninin nitelikleri nelerdir?
	8. Kendini mesleki anlamda geliştiren bir İngilizce öğretmeninin özellikleri nelerdir?
	9. Bir İngilizce öğretmeninin hangi nitelikleri size onun pedagoji/dil eğitimi alanında çok iyi/uzman olduğunu düşündürür?
	10. Covid 19 pandemisi sizin ideal İngilizce öğretmeni kimliğinizi nasıl etkiledi?
Korkulan Dil Öğretmen Kimliği	11. Nasıl bir İngilizce öğretmeni olmaktan korkuyorsunuz?
	12. Meslekte bilgili olmadığını düşündüğünüz bir İngilizce öğretmeninin özellikleri nelerdir?
	13. Meslekte motivasyonu olmadığını düşündüğünüz bir İngilizce öğretmeninin özellikleri nelerdir?
	14. Bir İngilizce öğretmeninin hangi özellikleri size mesleki anlamda tükenmiş/ yorgun bir öğretmen olduğunu düşündürmektedir?
	15. Covid 19 pandemisi sizin korkulan İngilizce öğretmeni kimliğinizi nasıl etkiledi?

2. Kısım: Her Katılımcı Grubuna Özel Sorular

İngilizce Öğretmen Adayları için Sorular	1. Sizce deneyimli (alanında 5 yıldan fazla çalışmış) bir İngilizce öğretmenine göre ideal bir İngilizce öğretmeni nasıl olmalıdır?
	2. Sizce deneyimli bir İngilizce öğretmeninin dil öğretimi mesleği ile ilgili korkuları nelerdir?

	3. Sizce mesleğe yeni başlayan (alanında 5 yıldan az çalışmış) bir İngilizce öğretmenine göre ideal bir İngilizce öğretmeni nasıl olmalıdır? 4. Sizce mesleğe yeni başlayan bir İngilizce öğretmeninin dil öğretimi mesleği ile ilgili korkuları nelerdir?
Mesleğe Yeni Başlayan İngilizce Öğretmenleri için Sorular	1. Sizce deneyimli (alanında 5 yıldan fazla çalışmış) bir İngilizce öğretmenine göre ideal bir İngilizce öğretmeni nasıl olmalıdır? 2. Sizce deneyimli bir İngilizce öğretmeninin dil öğretimi mesleği ile ilgili korkuları nelerdir? 3. Sizce bir İngilizce öğretmen adayına (4.sınıf İng. öğretmeni öğrencisi) göre ideal İngilizce öğretmeni nasıl olmalıdır? 4. Sizce bir İngilizce öğretmen adayının dil öğretimi mesleği ile ilgili korkuları nelerdir?
Tecrübeli İngilizce Öğretmenleri için Sorular	1. Sizce bir İngilizce öğretmen adayına (4.sınıf İng. öğretmeni öğrencisi) göre ideal İngilizce öğretmeni nasıl olmalıdır? 2. Sizce bir İngilizce öğretmen adayının dil öğretimi mesleği ile ilgili korkuları nelerdir? 3. Sizce mesleğe yeni başlayan (alanında 5 yıldan az çalışmış) bir İngilizce öğretmenine göre ideal bir İngilizce öğretmeni nasıl olmalıdır?

	4. Sizce mesleğe yeni başlayan bir İngilizce öğretmeninin dil öğretimi mesleği ile ilgili korkuları nelerdir?

D. LAST ENGLISH VERSION OF THE SEMI- STRUCTURED INTERVIEW QUESTIONS

Can you give some information about yourself?

- Where do you work or study?
- At which level do you teach?
- How many years of experience do you have as an English teacher?

Part I: Questions for All Participants	
Categories	**Questions**
Influencing Factors of Possible Language Teacher Selves	1. What was your motivation(s) to become an English language teacher? 2. Are you satisfied with your decision or not? Please explain why (By giving examples from your own experiences). 3. What are important turning points in your language teaching career that influenced your visions on language teaching and learning? (For example, practicum, an institution you worked, a teacher …)
Ideal Language Teacher Selves	4. What kind of teacher do you desire of being? 5. In language teaching profession, which aspect do you think deserves more priority? (language ability, character, teaching methods etc.)

	6. What qualities make you think that a language teacher is an expert language user?
	7. What are the qualities of professionally recognized language teacher?
	8. What are some ways you might think that a language teacher is interested in professional development?
	9. What qualities of a language teacher make you think that a language teacher is an expert in pedagogy?
	10. How did the Covid 19 Pandemic affect your ideal English language teacher self?
Feared Language Teacher Self	11. What kind of teacher do you fear of becoming?
	12. What are some ways you might think that a language teacher is unknowledgeable in the profession?
	13. What are some ways you might think that a language teacher is demotivated?
	14. What qualities of a language teacher make you think that he or she is professionally fatigued teacher?
	15. How did the Covid 19 Pandemic affect your feared English language teacher self?

Part II: Questions Specific to Each Participant Groups	
Questions for Student Teachers	1. For you, what are the ideal language teacher characteristics of an experienced language teacher (having more than 5 years of teaching experience)? 2. For you, what are the fears of an experienced language teacher regarding the language teaching profession? 3. For you, what are the ideal language teacher characteristics of a novice language teacher (having less than 5 years of teaching experience)? 4. For you, what are the fears of a novice language teacher regarding the language teaching profession?
Questions for Novice Teachers	1. For you, what are the ideal language teacher characteristics of an experienced language teacher? 2. For you, what are the fears of an experienced language teacher regarding the language teaching profession? 3. For you, what are the ideal language teacher characteristics of a student language teacher (4th grade Elt student)? 4. For you, what are the fears of a student language teacher regarding the language teaching profession?

Questions for Experienced Teachers	1.For you, what are the ideal language teacher characteristics of a student language teacher?
	2.For you, what are the fears of a student language teacher regarding the language teaching profession?
	3.For you, what are the ideal language teacher characteristics of a novice language teacher?
	4.For you, what are the fears of a novice language teacher regarding the language teaching profession?

E. INTERVIEW PILOTING RESULTS: TENTATIVE CATEGORIES AND CODES

Ideal English Language Teacher Self of Student Teachers

Themes	Codes	f
Expert language user (f=11)	having perfect command of English language skills	3
	being fluent in speaking English	2
	having perfect command of English grammar	2
	having native like accent	2
	being aware of target language culture	1
	having perfect command of English vocabulary	1
Recognized teacher(f=6)	being tolerant	2
	admired by students	2
	being determined	1
	being patient	1
Professional development(f=3)	following updates in the field	2
	participating conferences and workshops	1
Pedagogy(f=11)	using methods effectively	4
	considering students learning styles and preferences	3
	being good at classroom management	2
	having own repertoire of materials	1
	using technology effectively	1

Ideal English Language Teacher Self of Novice Teachers

Themes	Codes	f
Expert language user (f=4)	having native like accent	1
	emphasizing speaking and listening skills	1
	having perfect command of English vocabulary	1
	having perfect command of English grammar	1
Recognized teacher (f=4)	being patient	1
	being enjoyable	1
	admired by students	1
	being an energetic teacher	1
Professional development (f=6)	following updates in the field	4
	making projects	2
Pedagogy (f=7)	considering students learning styles and preferences	3
	using technology effectively	1
	being good at communication with students	1
	having teaching ability	1
	using methods effectively	1

Ideal English Language Teacher Self of Experienced Teachers

Themes	Codes	f
Expert language user (f=4)	having perfect command of language skills	2
	emphasizing speaking and listening skills	1
	having native like accent	1
Recognized teacher (f=8)	admired by students	4
	being an energetic teacher	2
	being a role model to students	1
	interested in students	1

	following updates in the field	5
Professional development (f=9)	making academic research	1
	participating conferences and workshops	1
	obtaining higher academic degrees	1
	making projects	1
Pedagogy (f=5)	using technology effectively	3
	considering students learning styles and preferences	1
	using methods effectively	1

Feared English Language Teacher Self of Student Teachers

Themes	Codes	f
Fatigued teacher (f=13)	getting tired of preparing lesson plans	3
	getting tired of learning	3
	using same teaching methods in all classes	2
	being afraid of new challenges	2
	just following a coursebook as material	1
	feeling exhausted by the thought of another day	1
	not using classroom time effectively	1
Unmotivated teacher (f=11)	treating students as object	4
	being an uncaring teacher	3
	having stressful class	2
	humiliating students	1
	students not enjoying class	1
Unknowledgeable teacher (f=4)	students having greater command of English than teacher	2
	students not admiring teacher's proficiency	1
	students making fun of teacher's English accent	1

Feared English Language Teacher Self of Novice Teachers

Themes	Codes	f
Fatigued teacher (f=4)	using same teaching methods in all classes	2
	using ready materials	1
	getting tired of learning	1
Unmotivated teacher (f=11)	being an uncaring teacher	4
	treating students as object	3
	students not enjoying class	2
	having stressful class	2
Unknowledgeable teacher (f=2)	students not admiring teacher's English proficiency	1
	students having greater command of English than teacher	1

Feared English Language Teacher Self of Experienced Teachers

Themes	Codes	f
Fatigued teacher (f=8)	getting tired of learning	3
	using same teaching methods in all classes	2
	just following a coursebook as material	1
	not using classroom time effectively	1
	being afraid of new challenges	1
Unmotivated teacher (f=11)	uncaring teacher	5
	losing enthusiasm to teach	3
	students not enjoying class	1
	having stressful class	1

	being closed to communication and interaction with other teachers	1

Factors that affect student English language teachers' possible selves

Themes	Codes	f
Internal factors (f=5)	interest towards learning English	2
	interest towards learning and teaching	2
	interest towards learning about other cultures	1
External factors (f=4)	a prior teacher	2
	practicum experience	2

Factors that affect novice English language teachers' possible selves

Themes	Codes	f
Internal factors (f=5)	interest towards learning English	3
	interest towards learning and teaching	2
External factors (f=7)	a prior teacher	5
	practicum experience	1
	students' prejudice towards English	1

Factors that affect experienced English language teachers' possible selves

Themes	Codes	f
Internal factors (f=3)	internal interest towards learning English	2
	interest towards learning about other cultures	1
External factors (f=5)	a prior teacher	3
	working place	2

Ideal and Feared Possible Selves of Novice and Experienced English Teachers from the Perspective of Student English Teachers

		Codes	f
Novice Teacher	**Ideal Self**	admired by students	1
		having perfect command of English	1
		being tolerant	1
		being patient	1
		teaching desire	1
		thinking creatively and critically	1
		following updates in the field	1
	Feared Self	stressful class	1
		uncaring teacher	1
		not using class time effectively	1
		students having greater command of English than teacher	1
		classroom management	1
Experienced Teacher	**Ideal Self**	following updates in the field	1
		thinking creatively and critically	1
		teaching desire	1

			Codes	f
	Feared Self		being inspected and observed by other teachers	1
			losing enthusiasm to teach	1

Ideal and Feared Possible Selves of Student and Experienced English Teachers from the Perspective of Novice English Teachers

		Codes	f
Student Teacher	**Ideal Self**	having perfect command of English	1
		using classroom time effectively	1
		considering students' learning styles and preferences	1
		classroom management	1
		following the updates in the field	1
		considering students' learning styles and preferences	1
		using methods effectively	1
	Feared Self	students having greater command of English than teacher	1
		inadequate school facilities	1
		students' prejudice towards English	1
Experienced Teacher	**Ideal Self**	considering students' learning styles and preferences	1
		using class time effectively	1
		having perfect command of English	1
	Feared Self	losing enthusiasm to teach	2

Ideal and Feared Possible Selves of Student and Novice English Teachers from the Perspective of Experienced English Teachers

		Codes	f
Student Teacher	**Ideal Self**	using technology effectively	2
		considering students' learning styles and preferences	1
		being energetic	1
		speaking English always in class	1
	Feared Self	students not enjoying class	1
		having good at classroom management	1
Novice Teacher	**Ideal Self**	following the updates in the field	1
		considering students' learning styles and preferences	1
		speaking English always in class	1
		being energetic	1
		using technology effectively	1
	Feared Self	students' having greater command of English than teacher	1
		not using classroom time effectively	1
		having difficulty in classroom management	1

F. SAMPLE QUOTATIONS FROM INTERVIEW PILOTING PHASE

Ideal Language Teacher Selves of Interview Participants

Student EFL Teacher	"Having a perfect command of English is so important for me. The students should say that I should be like Süleyman teacher. The teacher should encourage students to learn English and be a role model." (Participant 1) "First of all, an English teacher should use a variety of methods suitably. We learned at our courses that if we selected correct methods according to students' preferences and abilities it would also be easier to manage classroom. In addition, the students could learn better in an enjoyable way." (Participant 2)
Novice EFL Teacher	"Following students' interests and desires is important. For example, secondary level students like Marvel series. When you talk about films at class or give a reading related to films, you need to care about their interests. If you select correct readings, you will get more positive results." (Participant 4) "We have different projects like e-twinning or Erasmus regarding the use of English at a global scale. These projects include student groups from other countries. We have also projects which include students from other cities

	of Turkey. These kinds of projects enable us to follow the updates in the field and to be in contact with others learning English." (Participant 4)
Experienced EFL Teacher	"If you ask me, we need to make students like foreign language and us. The more sympathetic you are in the eyes of students, the easier you teach." (Participant 5) "Firstly, an English teacher should improve herself in the field because everything changes continuously. Teachers' use of technology is important because high school students use it too much. They even teach us when we have difficulty. In addition, following contemporary publications, I mean a journal or an internet page, are important. I care this too much. A teacher should struggle to improve herself." (Participant 6)

Feared Language Teacher Selves of Interview Participants

Student EFL Teacher	"Some teachers prepare lesson plans for a few years at the beginning of their careers and after a few years they stop. It means that they are fatigued. They just follow the coursebooks and try to follow the schedule. They did not care about students." (Participant 1) "I am afraid of being a routinised teacher. What I mean by routinised is that for example, the teacher at practicum just uses one method. He does not care about students' preferences and interests. The teacher talks about what he

	will teach and that is all. I really do not want to be such a teacher." (Participant 2)
Novice EFL Teacher	"I believe that language teaching environment should be enjoyable. I am in favor of teaching with enjoyable activities. I do not want to be a teacher who use grammar translation method. My English teacher at secondary school used to teach with GTM. I even did not like that method at that time. We always memorized grammar or vocabulary. It was too boring." (Participant 3) "Some teachers did not ask what they taught at class. They just find a ready exam and use that to evaluate students. They did not care about what they have taught. They also did not assess speaking or listening at exams. They just do a grammar exam." (Participant 4)
Experienced EFL Teacher	"Every year at the beginning of the term, I get excited. I think it is good to get excited as if it would be my first lesson. I am afraid of losing that excitement in years." (Participant 5) "I do not want to be a boring teacher that always teaches grammar on the board and talks in Turkish. Luckily, I am not like that now. Only after a few weeks I could just talk about a little bit of grammar to ask at the exam. Other than this, we mostly focus on vocabulary." (Participant 6)

Factors That Affect Participants' Ideal and Feared Selves

Student EFL Teacher	"For the practicum, I was expecting that I will observe classrooms with lots of activities, enjoyable games, and always talking English with students. However, at my state practicum school, everything was different with hardly ever use of English and using only coursebooks only as classroom materials. I was demotivated and affected from my practicum experience. I also started not to care about activities and talking English with students at practicum. By the way, this situation was similar with my other friends doing practicum." (Participant 1) "I had an English teacher at high school. I did not like him too much, but he was so good in his profession. He was always saying that "every time, be the best". At these times, I decided to be the best in my profession, and he affected me so much." (Participant 2)
Novice EFL Teacher	"I had a teacher at university. I wanted to be like her. She was giving methodology course. The methods that she used were so good. I liked her courses so much. I was always attending her courses. I wish I could be like her in my classes." (Participant 3) "I graduated from Anatolian teacher training high school. I already wanted to be a teacher. Then, I liked my English teacher so much, and I also liked English. So, I decided to become English teacher and I am still satisfied with my decision." (Participant 4)

Experienced EFL Teacher	"Until high school I could not speak English. At high school I had an English teacher and she affected me so much. We had 10 hours of English course at a week with that teacher. She did not speak Turkish with us at any time at class. She was giving penalties if we spoke Turkish at class. She increased my motivation. She was also among the best 50 teachers in Turkey at these years." (Participant 5) "Foreign cultures always attracted my attention. Understanding a foreign language was like solving a mathematical problem. I think learning a foreign language and mathematics was related to each other. My biggest motivation to become an English teacher was that." (Participant 6)

Participants' Perspectives for Other Teacher Groups' Ideal and Feared Selves

Student EFL Teacher	"I do not think that the ideal English language teacher definition of novice teachers will be different from student teachers. It seems to me that my ideal teacher self will be similar when I become a novice teacher." (Participant 1) "I don't think that experienced teachers' ideal self will be different from us. Improving themselves continuously in the field will be also important for them to be an ideal teacher. There is no end point for development." (Participant 2)

	"Firstly, classroom management. All of my friends are afraid of this. Secondly, if students ask a question that the teacher does not know. We all say that we do not have to know everything, and it is normal but in practice, I think it will be a problem for the teacher. Novice teachers are afraid of this. And lastly, managing the class time can be their fear. Balancing the time and classroom activities might be a problem at the beginning." (Participant 2) "I think, experienced teachers are afraid of being observed by others. They are uneasy when we observe these teachers at practicum, I think they feel that they are inspected." (Participant 1) "Firstly, classroom management. All of my friends are afraid of this. Secondly, if students ask a question that the teacher does not know. We all say that we do not have to know everything, and it is normal but in practice, I think it will be a problem for the teacher. Novice teachers are afraid of this. And lastly, managing the class time can be their fear. Balancing the time and classroom activities might be a problem at the beginning." (Participant 2)
Novice EFL Teacher	"A teacher who uses all methods effectively and considers students preferences and interests will be an ideal teacher for student teachers. In addition, they also emphasize being enjoyable at class." (Participant 3) "They are mostly afraid of the uncertainty that waits them. Which class they will teach or whether the students will have prejudice towards English. Or the school facilities.

	Some schools do not have required technological equipment." (Participant 3)
	"I do not think that ideal self of experienced teachers will be different from other teacher groups. It will be always related to improving themselves and being a better teacher." (Participant 4)
	"They could get bored of teaching after years of teaching experience. Now, I like my job and my students, but after years I hope it will be the same. I am also afraid of getting bored after years of teaching." (Participant 4)
Experienced EFL Teacher	"Most probably they will define an ideal teacher as a teacher who always speaks English in class, making drama with students, emphasizing speaking and listening activities. They will be really idealistic. In addition, using technology effectively will be important for them." (Participant 6)
	"They are afraid of classroom management. The books regarding classroom management cannot solve most of your problems. They will learn to manage the classroom by experiencing in time. For example, a teacher who work at Urfa will face different problems than a teacher who Works in Amasya." (Participant 6)
	"A teacher who improves himself or herself in the field will be an ideal teacher for novices. In addition, a teacher who manages classroom well will be important for them. If you cannot communicate with students, it will be difficult to teach." (Participant 5)

	"They are mostly afraid of students who have a greater command of English than the teacher and ask questions to teacher. Feeling in adequate before students will be their biggest fear." (Participant 5)

G. AN EXAMPLE OF COLOR CODING FROM DATA ANALYSIS

benim için dönüm noktası olmuşlardı. Eğitim hayatıma nasıl yön vermem gerektiğine onlar sayesinde karar verdim.

17   4.   Sizce ideal bir İngilizce öğretmeni özellikleri nelerdir?

18   Bir kere her öğretmende olması gereken şey iletişimi çok kuvvetli olmalı öğrencilerle. Seviyeye inebilmek çok çok önemli, öğrencilerin yaş gruplarına göre, eğitim hazır bulunuşçuluklarına göre, eğitim seviyelerine göre onlara hitap edebilmek çok önemli. Onun dışında iyi bir İngilizce öğretmeni ki benim çevremdeki bütün İngilizce öğretmenleri öyle, enerjik, hayat dolu, güler yüzlü bu tarz insanlar. Hani somurtgan İngilizce öğretmeni hiç görmedim. Bu bir özellik olmalı kesinlikle. Çünkü İngilizce oyunlarla, eğlenceyle öğretilebilecek bir ders, o yüzden kesinlikle bu enerjinin olması gerektiğini düşünüyorum. Onun dışında kesinlikle akademik olarak çok çok donanımlı olmak gerekiyor. Sürekli makale okumak gerekiyor bence. Kendisini her zaman güncel tutması lazım, takip etmek lazım gelişmeleri.

19   5.   İngilizce öğretmenliğinde hangi özelliklerin daha fazla önceliği hak ettiğini düşünüyorsunuz? (dil becerisi, karakter, öğretme metotları vs.)

20   Bana kalırsa kullanılan metot çok öncelikli olmalı. Yani şöyle söyleyim çok iyi bir insan olabilirsiniz, karakteriniz çok düzgün olabilir, iyi bir eğitmen de olabilirsiniz ama iyi bir eğitmen olmak için metot bilmeniz lazım. Metot bilmezseniz iyi bir eğitimci olamazsınız. O yüzden kesinlikle metot diyorum öncelikli olarak. Her öğretmenin kendine ait kullandığı metotu işte yaklaşımı olması gerekiyor, bir prensibi olması gerekiyor. Üniversitede öğrendiğimiz birsürü metotlarımız var gtm gibi audiolingual gibi. Bu tarz metotları kullanmak ve karşıdaki hedef kitleye uygun şeyi seçebilmek lazım. Yani her öğrenci grubuyla aynı şekilde ders işleyemiyorsunuz. Onu öğrencileri iyi tanıyıp onlara uygun metotu seçmek ve o şekilde ders işlemek lazım.

21   6.   Bir İngilizce öğretmeninin uzman (çok iyi) bir dil kullanıcısı olduğunu düşündüren özellikler size göre nelerdir?

22   Birkere çok iyi dili kullandığını düşünmem için o insanın telaffuzunun çok iyi olması gerektiğini düşünüyorum. Akıcılığının olması

H. SAMPLE INTERVIEW QUOTATIONS IN TURKISH

Sample Quotations Concerning Ideal Language Teacher Selves of Interview Participants

Student EFL Teacher	• Ama ek olarak, bilmek yetmiyor. Ben bunu üniversitede gördüm, bunu aktarma şekli, aktara bilme yeteneği, bir öğretmenlik yeteneği olması gerekiyor. Öğretebilmeyi bilmesi gerekiyor. Kendisi öğrencilere nasıl faydalı olabilirim, nasıl daha iyi öğretebilirim en iyi şekilde. Kendi yöntemini, metodunu kendisi bilmesi gerekiyor. • Telaffuzu bunu düşündürür. Ve code switching yapması gerektiği durumlarda ne kadar yapıyor ne kadar etkin. Dili ne kadar yedirmiş konuşmasına. Aynı şekilde pronunciation. • Öğrenciye öğrenci gibi değil de insan gibi davranması. Öğrencinin duygularının olduğunu ya da işte öğrencinin de bazen dersin merkezinde olabileceğini fark etmesi. Birazcık student centered a kayan bir eğitim öğretim anlayışı. Pedagoji benim aklıma öğrenciyi önemsemek gerektiğini getiriyor aklıma. • Farklı kültürlere açık olması çok önemli çünkü dil ve kültür birbirinin çok içinde olan bir şey. • Biraz problem çözme becerisi de çok önemli hatta belki de en önemlilerinden birisi. Problem çözmek benim ODTU de öğrendiğim önemli bir şey. Sorunları büyütmeden nasıl halledebiliriz nasıl

	çözebiliriz gibi bir yol aramak her zaman daha iyi oluyor. Onun için problem çözücü olmak aradığım bir özellik olabilir bir İngilizce öğretmeninde.
Novice EFL Teacher	• Mesela şu an Whatsapp grupları var sınava yönelik öğretmenlerin oluşturduğu. Ne biliyim bazı dil kaynakları oluyor işte bunların ortak yayınını kullanan hocalar bir araya geliyor. Onlardan çok şey öğreniyorum bu aralar. Farklı materyalleri var materyal paylaşıyoruz. Kesinlikle bence kendi alanıyla ilgili bağlar kesilmemeli, üniversite arkadaşları bile olabilir. Çünkü çok şey öğreniyoruz birbirimizden. Ben bunu bu şekilde yaptım diyerek. • Bence özellikle nasıl söyleyim, konuşma üzerine odaklanmalı diye düşünüyorum. Maalesef sistemde sınav odaklı gidiliyor. Bu kesinlikle öğretmenlerin suçu değil yani. Bende yeri geliyor sınava hazırlamam gerektiği öğrencilerim oldu. Ama speaking odaklı ne kadar gidersek o kadar öğrencinin de öğretmenin de derslerden keyif alacağını düşünüyorum. • Öncelikle yeni metotları takip ediyordur. Online webinarlara, seminerlere katılıyordur. Diğer öğretmenlerle yaptıklarını paylaşıyordur. Onların sınıflarını gözlemliyordur ya da kendi sınıfının gözlemlenmesine izin veriyordur. Öğrencilerinden feedback alıyordur. Reflective practiceleri vardır kendisiyle ilgili, neyi iyi neyi kötü yapıyor buna bakabiliyordur. Sertifikaları vardır, sertifikalar almaya çalışıyordur. Çıkan yöntemlerle ilgili kurlar alıyordur. Mesela ben üniversiteden mezun olalı çok şey değişti. Ben üniversitede teknoloji based bir ders almadım ELT de. Ama şu anda her şey ona odaklı

	gidiyor mesela. Eğer hiç öyle bir eğitim almazsam üniversiteden gelen bilgilerimle yapamam şu anda öğretmenliği. • Çok fluent olması konuşmada, yani grameri vs. si çok iyi olmayabilir ama kendisini özgüvenli bir şekilde açıklayabilmesi. Sorulan sorulara cevap verebiliyor olması. Öğrenciler sorular sorabiliyor dille alakalı. Yani böyle, iyi konuşabiliyor olması herhalde.
Experienced EFL Teacher	• Akıcılığının olması gerektiğini düşünüyorum. Bir insan bir dilde akıcı bir şekilde konuşabiliyorsa, kendini ifade edebiliyorsa, herhangi bir şekilde takılmadan, takılmadan kastım arada bir duraksamayı kastetmiyorum tabi. Ama nasıl söyleyeyim, kendini iyi bir şekilde ifade edebilmek onun iyi olduğunu gösterir diye düşünüyorum. • Öğrencileri ile olan ilişkileri öncelikle. Bunu da tabi nasıl görebiliriz. Saygı, sevgi tabi ki temel bir konu, ondan bahsetmek istemiyorum ama. Onun dışında mesela öğrenciye geri bildirim verme şekli, öğrenciye yeni bilgiyi sunma şekli, ona hatırlatma şekli, öğrenciyi motive etmesi, uyarması. Yani aslında kendi işini yaparken ki dil becerileri diyebilirim. Öğrenciyi yönlendirme belki öğrenciyle ilişki kurma şekilleri olabilir. • Hiçbir zaman oldum demeyecek. Kendim onu demeye çalışıyorum, çünkü durmadan bir şeyler öğreniyorum yani. Bugün bile arkadaşlarla konuştuk, soru yazıyoruz arkadaşlarla, ondan bir şey öğreniyorum, tanımadığım birileri aslında ama. Birçok whatsapp grubuna katıldım, facebook

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	grubuna katıldım. Her gün yeni bir şey görüyorum. Dilde sürekli yenilikler oluyor. Öğrenmeye sürekli açık olması, sinema, film kitap da buna yarıyor. Mesela bir kitap okurken bir yapı görebiliyorsunuz, ya da a böyle bir kelime mi varmış. Bazıları çok teknik kelimeler ama bilmenin bir zararı olmayacak. • Bir de proje üreten öğretmen arkadaşlar. E-twinning projeleri olsun ya da erasmus plus olsun, çünkü onlar tam olarak dilin nasıl kullanılması gerektiğine dönük pratik uygulamalar yapıyorlar. Nedir mesela e twinning yaptığınızda bizim Malta'dan ve Romanya'dan ortaklarımız vardı. Onlarla mesela bizim çocukların karşılıklı iletişime geçebilmeleri ve şeyi görebilmeleri, çünkü ilçedeyiz ve o çocukların dili kullanmaları söz konusu değil kendilerinden bir şey yapmadıktan sonra. Verdim ellerine telefonları ve gidip kullanabildiklerini gördüler. Bu beni mutlu eden bir şey. Ama bazı öğretmen arkadaşlar bunu daha da ileri seviyeye götürüp ka2 projeleri yoluyla çocukları doğrudan o yabancı dil ortamının içine sokabiliyor.

Sample Quotations Concerning Feared Language Teacher Selves of Interview Participants

Student EFL Teacher	• Kesinlikle var. Öncesinde derse hazırlanmadan gelmiş, hiç bakmamış derste ne anlatacağına, herhangi bir telaşa girmemiş, ön hazırlığını yapmamış bir öğretmen olmak istemem. Onun dışında çok büyük bir kaygım yok açıkçası. • Öğrenciye tahammülü kalmamış hoca. Özellikle aktivite yaparken çıt çıksın istemiyor sınıftan.

	Çünkü yıllardır o sınıf ortamında öğrencilerle beraber olmuş ve belli ki kazancından memnun değil motivasyonunu yok. Artık öğrenci çıt çıkarsa bağırıyor çağırıyor aşağılıyor hakaret ediyor. Sözleriyle öğrenciyi mahvediyor. • Tamimiyle hal ve tavırlarından, sanki arkasında biri var da silah dayamış o da anlatmak zorunda hissediyormuş gibi. Sanki bir şeyi yapmak için yapıyormuş gibi. Hani zaten oraya babasının hayrına gelmiyor ama nasıl deyim, o sınıfa girdiği andan itibaren jest ve mimikleri olsun yüz ifadesi olsun, ya da herhangi bir duruma ani yükselmeleri bile bugün de bu ayrı bir şey dedirtiyor.
Novice EFL Teacher	• İngilizce öğretmeni de kesinlikle kitaba bağlı olmamalı. Bize hep söylerlerdi kitap bir bible değil diye. Yani bütün etkinlikleri yaptıracağım işte müfredatı tam yetiştireceğım diye bir şey yok. Eksik varsa öğrencilerde kesinlikle tamamlamadan ay geçtik diye bir şey de olmamalı. Ve de şey, sürekli grammar based gitmek de bence mantıksız. Çünkü anlamını bilmeden sadece konuyu okutup ya da kitabın her yerini okutup gitmek öğrenciye bence bir şey vermiyor. • Bir de artık sürekli aynı gruplarla çalışarak İngilizcemin körelmesinden de çok korkuyorum. Hani dil yeterliliğimi de kaybedebilirim. Dil nankör bir şey sonuçta, kendimiz de bir şeyler okuyup izliyoruz sonuçta ama ne kadar çok interaktif olursak öğrencilerle konuşarak o kadar canlı kalır.

	• Ya da kendimi yenileyememekten. Bu öğretmen de sürekli aynı şeyleri anlatıyor, aynı tarzlarda anlatıyor, bunlardan korkuyorum.
• Ya da çok emek vermişizdir ama öğrencilerde bunu görememişizdir. Ve herhalde ben yapamıyorum hissine kapılıp tükenmişlik şeysine kapılabiliriz. Ya da biz çok emek verip listening ve speaking üzerine alıştırma yapıyoruzdur ama öğrenciler girdikleri sınavlarda başarısız oluyordur ve idaremiz bize bunu yansıtıyordur. Kendimiz çok motivasyonu yüksek ve idealist bir öğretmenken bunlarla karşılaşarak tükenmişlik sendromuna yakalanabiliriz.
Experienced EFL Teacher	• İkincisi de derste anadili kullanan bir İngilizce öğretmeni olmak istemem. Yani şu anda kullanmıyorum, mümkün olduğu kadar hani input verebilmek adına çocuklara İngilizce konuşuyorum ama bunu ilerde bilmiyorum, yaşlanınca belki nasıl olurum ama, artık çocuklara şey yapıp. Bu vizyonu kaybetmek istemiyorum, dediğim gibi bu canlılığı kaybetmek istemiyorum. Amaçlarından sapmış şu anki gördüğü şeyleri göremeyen bir İngilizce öğretmeni olmak istemiyorum.
• Kesinlikle sıkıcı bir İngilizce öğretmeni olmak istemem. Bunu düşünmek bile çok fazla şey yapıyor beni. Çünkü zamanında çok fazla sıkıcı öğretmenimiz vardı. Sıkıcı derken kastımız şu, işte açın sayfayı sunu yazın gibi bir moda girmek istemem.
• Şahsen ilerde sadece derse girip çıkan konuşma Türkçe anlatıp üf neyse ödev veriyim geçsin ya da

	işte ödev verip takip etmeyim, ya da işte rutin kılıf öğretmen bu da işte derse giriyor çıkıyor sadece denen bir öğretmen olmaktan korkarım. O yüzden de sürekli işte gardımı almaya çalışıyorum. Kendimi geliştirmeye çalışarak.

Sample Quotations Concerning Factors That Affect Participants' Ideal and Feared Selves

Student EFL Teacher	• İlkokuldaki İngilizce öğretmenim böyle çok tatlı bir kadındı. Ben onu çok severdim. Çok güzel anlatıyordu ve bizim için bir sürü çok güzel etkinlikler hazırlardı. Normal diğer dersler sadece kitaptan işlenirken İngilizce dersleri çok daha farklı geçiyordu. Hani sınıflar ayrı ayrıydı her ders için. İngilizce sınıfı böyle çok renkli insanın içini açan bir sınıftı ve öğretmen çok iyiydi, çok üzerimize düşüyordu böyle bir şeyler öğretmek için. • Ve de tabi ek olarak hep şu düşüncedeydim bir dil bir insan iki dil iki insan, yani dil bilmenin ülkemizde olsun genel dünya da olsun çok farklı ve insanı bir adım daha öteye çıkaran bir özellik olduğunu düşündüğümden. • Hiç açıkçası değişmeyen 10 11 yaşından beri bir düşüncem oldu, bir motivasyonum. Dilin yapı olarak anlayış olarak insan beyninde olması ya da işte bizim 4. Sınıfta hocamızın İngilizce bize bir şeyler anlatıyor olması benim çok ilgimi çekmişti, çok farklı gelmişti. Farklı bir dille iletişim kurabiliyoruz bu nasıl oluyor çok garip diye

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	düşünmüştüm, merak etmiştim. O şekilde bir esinlendim. • İngilizceyi gerçekten seviyordum ve çalıştığımda gerçekten daha da iyi sonuçlar elde ediyordum. Diğer dersleri istediğim kadar çalışıyım istediğim verimi alamıyordum ama dil bölümüne geçtiğimde hem gayet mutluydum hem derslerdeki başarılarım da yüksekti.
Novice EFL Teacher	• Ama kesinlikle de idolüm olan üniversite hocamdır. Muhteşem bir öğretmenliği vardı, gerçekten çok adaletli biriydi ve sınıf yönetimi dersimize de o giriyordu. • Daha sonra gittiğim lisedeki öğretmenim benim için çok büyük bir ilham kaynağıydı. Kendisi sürekli bizi yabancı arkadaşlar edinmemiz konusunda olsun, İngilizce konuşmamız konusunda olsun bizi sürekli gazlardı, motive ederdi. • Özellikle teaching philosophy yazdığımız bir dersimiz vardı, sanırım o da practicum dersi, onu yazmak beni çok etkiledi. Orda araştırdım ben nasıl bir öğretmen olmayı isterim. Neler var ve communicative based olabileceğine ve öğrencilere çok fazla grup çalışması vs. yaptırmak isteyen bir öğretmen olacağımı düşündüm. Tasarladım ve şu anda da gerçekten sınıfta en çok yaptığım şey grup çalışması. Hani öğrencilere biraz topu atmak kendim daha az konuşmak isterim falan. Hani gene etkiledi onlar. • Öğretmenliğe zaten böyle doğuştan bir şeyim vardı, bir şeyleri anlatmak öğretmek sevdiğim de

	bir şeydi. Konuşmayı da sevdiğim için öğretmenliği seçmem o şekilde oldu.
Experienced EFL Teacher	• Üniversitedeyken kendi hocamdan etkilenip öğrencilere yaklaşım açısından örnek almıştım. Hala daha onun etkileri vardır bende. Yani öğrencileri yetişkin olarak görme, onlarla iletişim şekli. Daha kurumsal bir iletişim şekli vardı. Hani bilirsiniz ya bazı öğretmenler notla korkutur bazı öğretmenler çocuk gibi davranır. Dengeyi sağlayabiliyordu, hem de bilgi veren. • Hani dönüm noktası olarak her girdiğim kurumda farklı bakış açıları yakaladım aslında. Sabit şuydu benim dönüm noktam diyebileceğim bir şey yok ama her girdiğim okulda farklı bakış açılarına sahip olmama sebep olmuş olabilir. Yani bu imam hatip okulunda başka bir kafayla, meslek lisesinde başka bir kafayla, her girdiğim yerde başka şekilde öğretmem gerektiğini anlayıp ona göre kendimi şekillendirmeye çalıştım açıkçası. • Benim için motivasyon şuydu, özellikle dili çok seviyor olmam ve İngilizceye karşı bir alakam vardı. Ben İngilizce derslerinde çok eğleniyordum. Çok eğlenerek yaptığım başarabildiğim bir şeydi. Bu yüzden beni çok motive ediyordu bunlar. İşte ne biliyim konuşmak, başlı başına yeni yabancı bir dil öğreniyorsunuz. Ve bunu farklı bir şekilde yapıyorsunuz. O zaman karar vermiştim ben İngilizce okumalıyım bu şekilde devam etmeli diye. Çok zevk alarak yaptığım bir şey o yüzden tercih ettim.

Sample Quotations Concerning Participants' Perspectives for Other Teacher Groups' Ideal and Feared Selves

Student EFL Teacher	• Deneyimli bir İngilizce öğretmeninin korku yaşamaması lazım. Bence ayak uyduramama olur, gelecekteki yeni olacak şeylere. Tıpkı şu süreçte yaşadığımız durum gibi. Belki böyle bir duruma ayak uyduramama korkusu olabilir. Zaten her bakımdan donanımlı ve deneyimli bir öğretmenin çok bir korkuya düşeceğini düşünmüyorum. İşte böyle ani bir şey, şimdi virüs salgını, ilerde başka bir şey. • Şimdi şöyle, tabi ki 10 yıllık süreçte benim göreceğim, tecrübe edeceğim başka şeyler de olabilir. Ama bazı değişmeyen şeyler de var. Özellikle 2 önemli özelliğin hiçbir şekilde şaşmayacağını düşünüyorum. Bunlar konuşma ve dinleme becerisi. Bir durumda uzaktan eğitim çok farklı bir boyut alır, o zaman ben böyle bir duruma ayak uydurabilecek miyim acaba korkusu oluşabilir büyük ihtimal. Yeniliklere ayak uyduramamak olabilir. • Zamana ayak uyduramamak belki korkutabilir tecrübeli öğretmenleri. • Öğrencinin sorduğu bir soruya cevap verememe, onun da bana olan güvenini, ister istemez hani bu daha yeni atanmış daha benim sorduğum soruyu bilmiyor. Anında karalama şeyi var öğrencide. Ondan dolayı ondan çekinirdim, öğrenci karşısında mahcup olmaktan. • Şu anki korkularımdan farklı olarak benim kendimle alakalı korkularım dışında belki

	velilerden belki okulun diğer öğretmenlerinde kaynaklı sorunlar olabilir. Çünkü takip ettiğim sayfalar var velilerden çok fazla şikayetçi öğretmenler ya da yöneticilerinden. İş hayatının getirdiği beraber çalıştığın arkadaşlarınla ya da işte farklı kişilerle sorunlar olabilir korkularım bu seferde. Çünkü birkaç tanıştığım kişi de velilerle ya da işte meslektaşlarıyla sıkıntılar yaşıyorlar zaman zaman ve bu onları üzüyor.
Novice EFL Teacher	• Belki bir 10 15 yıldır çalışıyor olsaydım az önce konuştuğumuz tükenmişlik sendromuna yakalanmaktan korka bilirdim. Ya da sürekli aynı şeyleri aynı kademedeki öğrencilere anlatmaktan yorulmuş olabilirdim. Çünkü müfredatımız çok değişmiyor. Tabi ki küçük küçük değişiklikler var ama 10 yıl boyunca ben 2. Sınıftan 8. Sınıfa ya da 8'den 10'a kadar her yıl atıyorum eylülde aynı konu, seneye yine aynı konu. Sürekli aynı şeyleri anlatmaktan yorulmuş olabilirim. Ya da değişmediği için bir şeylerden sürekli şikâyet eden bir öğretmen de olabilirim. Sürekli aynı şeyleri anlatmak yıpratıcı olabilir. • Mesleğe yeni başlayan öğretmenin her şeyi bildiğini düşünmemesi. Ve genel olarak kendisini çok yormadan yapması gereken şeyleri en pratik şekilde yapan öğretmen ideal öğretmendir diyebilirdim mesela. Çünkü 15 sene sonra muhtemelen başka şeyler de çıkıyor. Tecrübeyle birlikte hayatta değişimler de var, 15 sene demek çocuk demek, belki büyüklerin hastalıkları demek, birçok şey ve aynı performansı göstermiyor olacak ideal öğretmen. İşini çok daha çabuk bitiren,

halleden etrafıyla iletişimi iyi olan üstleriyle ve astlarıyla ve öğrencilerini anlayan ve öğrencilerin derdini kısa sürede çözebilen hem dil açısından hem de daha başka sorunları açısından. Pratikleşen, yani daha iyi yapmaktan ziyade aslında ultimate, yani yapabileceği şeyi standart olarak yapabilen bir öğretmen ideal öğretmen olabilir.

- Bir şeyleri bilememekten, öğrencinin karşısında bilememekten, yanlış yapmaktan. Ama şu an sınıftayım ve korkmuyorum. Bana bu korkuyu verdirmeyen şey de hatalarıma benim de gülüyor olmam. Ya onu nasıl dedim. Mesela hızlı hızlı konuşurken birden saçma bir telaffuz yapıyorum. Ama mesela bazı sınıflar oluyor problem yaşıyorsanız daha gergin olursunuz bunu yapamazsınız. Sanırım bundan korkuyor olabilirler. Çünkü stajda bir liseye giderken korkmuştuk, hocam ya hata yaparsak diye. Ama korktuğumuz gibi de olmamıştı. Çünkü orada öğretmen olan sen olduğun için oyunun kuralını sen koyuyorsun. Ama burada öğretmenin rolü çok önemli.

- Girdiği kurumda yeterliliğini ispatlama korkusu olabilir aslında. Beni işe aldılar ama ben kendimi kanıtlamalıyım, doğru tercih yaptıklarını onlara göstermeliyim. Benden şüphe etmesinler. Çalışkan olduğunu göstermek isteyebilir, bilgili olduğunu göstermek isteyebilir, insan ilişkilerini iyi tutmaya çalışabilir. Onun hakkında iyi şeyler düşünmelerini isteyebilir. Belki onu sevmemeleri ya da beğenmemeleri olabilir. Meslekte yeni oldukları için kendilerini kabul ettirmek olabilir.

- Daha fazla kişisel gelişime maruz bırakabilirler kendilerini. Benim eskiden aldığım sertifika sayısı

Experienced EFL Teacher	şimdikiyle boy ölçüşemez. İlk 5 yılda gelişimlerini Nirvana'ya çıkarabilirler bence sonra da onu tecrübeyle birleştirerek muhteşem öğretmenler ortaya çıkarabilirler diye düşünüyorum.
	• Mesleğe yeni başlayanlar daha katı kuralları olabilir, mesela yazılıların ortalaması 40 ise kesinlikle değiştirmem kalır. Ama değiştiriyorsun zamanla. Farklı değerlendirme kriterleri ortaya çıkabiliyor.
	• Ve gene bağlantılı, bu iletişim yani. Büyük ihtimalle toz pembe görüyor olacaktım ben 4. Sınıfta. Ben bir öğrenciyle tanışacağım ve onun hayatını değiştireceğim. Bunun belki farkında değiliz yapıyoruz ama. Yada zorunlu hizmet döneminde bir çok insanın gitmek istemediği bir yere gideceğim ve onların hayatına dokunacağım.

Sample Quotations Concerning Participants' Ideal and Feared Selves with the Effect of Covid-19 Pandemic

	• Evet oldu kesinlikle, teknoloji konusu. Ben şimdi öncesinde zaten bilgisayarım yoktu. Sonra oldu, sonra o da bozuldu. Ve ben bu süreçte şunu anladım. Kesinlikle yani o hocaların da öncesine yönelik teknolojiyle alakaları kısıtlı düzeyde diye düşünüyorum. Bundan dolayı zaten kendilerini orda o kadar iyi ifade edemiyorlar. Ya da teknolojiyi o kadar iyi kullanamıyorlar. Bende dedim ki acaba benim de öğretmen olduğum dönemde şu süreçler yaşanırsa acaba bende böyle teknolojiyi kullanamayan birimi olacağım dedim.
Student EFL Teacher	

	• Evet hocam mesela düşünüyorum bizde derslerimizi uzem üzerinden alıyoruz ve bazı hocalarımızın eksiklik demeyim de nasıl deyim bazen onlar da sorun yaşıyordur elbette biz de anlamakta sorun yaşıyoruz. Ve hani bir öğrenciyle yüz yüze bakarak belki daha kolay hani o moda göre anlatımı değiştirmek anlatmak daha kolay. Ama ne öğretmen bizi görüyor ne biz öğretmeni görüyoruz yani bu sefer de şey oluyor internet üzerinde sadece anlatıyor. Karsısındaki kişiye ne kadar etkili oluyor gidiyor mu karşıya konu bunu anlaması çok zor. • Sanırım beni en çok zorlayacak olan şey iletişim. Ütün öğrencilerle olmasa bile birçok öğrenciyle iletişim kurabilmek beni korkuturdu. Çünkü öğrenciler biraz koptular yani ister istemez. Uzaktan verimli bir iletişim kuramamak beni biraz endişelendirdi açıkçası.
Novice EFL Teacher	• Bu dönemde kesinlikle dijital okuryazarlığı gelişmiş bir öğretmen bir adım önde oldu. Maalesef teknolojiyle arası iyi olmayan öğretmenler bu dönemde geri plana düştüler. O yüzden öğretmenlerin bu konuda kesinlikle kendilerini geliştirmeleri gerekiyor. Yoksa bu eba sistemi çok güzeldi bence. Çok güzel ders işleyebilirdik, hiçbir dersimize ket vurmazdı kesinlikle. Ben sistemi altyapıyı beğendim gerçekten. Ama bunu beceremeyen hocalarımız yok değil. Sisteme nasıl giriyoruz diye soruyorlar. • Çok zorlandım maalesef. Dediğim gibi telefonları bile yoktu bazılarının. Velilerine ulaşıyorum, velileri çok da ilgili değildi maalesef benim

	öğrencilerimin. 27 öğrencim varsa belki sadece 6 7 tanesinin velisi ilgiliydi. Diğerlerine bazen ulaşamadığım bile oldu. Eba şifresi alırken bile zorlandım. Şifre alıyorum olmuyor, yok hocam bu olmuyor, tekrar deniyorum yine olmuyor. • Şu günümüz itibariyle iyi bir öğretmen olmaktan bahsediyorsak bir kere online donanımı epeyce iyi olan biri olmalı. En azından teknolojiye açık olmalı, öğrenmeye açık olmalı. Çok flexible olması gerekiyor öğretmenin şu dönemde özellikle, bundan sonraki dönemde hatta. Sürekli değişen şartlarımız var, belki tamamen online a geçeceğiz. Ve alışılagelmiş şeylerin dışına çıkabilen biri olmalı.
Experienced EFL Teacher	• Onun dışında süreçle alakalı iletişim konusunda şöyle demiş olabilirim. İyi ki öğrencileri motive edebiliyorum. Çünkü sonuç olarak ben sadece ders yapmadım çocukları aynı zamanda motive de ettim. Hem onlar psikolojik olarak iyi değiller hem biz. Süreç içerisinde ben öğrencilerimle sürekli yazışmalarda bulundum. Sürekli ders değil işte farklı konularda da konuşmalarımız, yazışmalarımız oldu. İyi ki öğrencilerle iletişim kuramayan bir insan değilim. • Yani nasıl deyim, bazen ekrana baktığımda katılım sayısını çok gördüğümde müthiş bir heyecanla hani bir şeyler yapmaya çalışıyorsun. Sınıfın sayısı az olduğunda öğrenci gibi bizim de motivasyonumuz düşüyor aslında. Arz talep gibi. Biz o çocuklardaki o isteği gördüğümüz zaman daha fazla bir şeyler yapasımız geliyor. Onlardaki motivasyon eksikliği, Covid sebebiyle uzaktan

	eğitim bütün branşlar için maalesef aynı şeyi hissettirdi.
	• Az önce bahsettiğim bu web 2 araçları var ya kahoot gibi. Bu tarz ortamları çok daha araştırdım ben açık söyleyeyim. Çünkü o tarz konularda biraz eksik olduğumu düşündüm.
	• Tabi, adaptasyon becerisi ön plana geldi burada. Bu hani her türlü yoksunluk ve endişeye rağmen biz yine her şey çok normalmiş gibi uyum sağladık, yani hiç bırakmadık buradan devam ettik, platformumuz bu dedik buradan devam ettik. Öğrencilere ulaşmaya çalıştık. Burada tabi bizim yazılı becerilerimiz önemli oldu öğrencilere daha çok yazılı ulaştırdık mesajlarımızı. Derslerimizi de sözlü yaptık tabi ki internet üzerinden.

I. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Erdem Coşgun, Gamze

Nationality: Turkish (TC)

Date and Place of Birth: 29 September 1991, Kırşehir

Marital Status: Married

Phone: +90 546 402 41 22

Email: gamze.erdem1@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MS	METU English Language Teaching	2017
BS	BOUN Foreign Language Education	2013
High School	Kırşehir Anatolian High School	2009

WORK AND INTERNSHIP EXPERIENCE

Year	Place	Enrollment
2014-	Amasya University	Research Assistant
2013-2014	Comprehensive State School "Gio Pomodoro"	Comenius Language Assistant

FOREIGN LANGUAGES

English: Advanced Level
French: Intermediate Level
Italian: Pre-intermediate Level

COMPUTER SKILLS

Microsoft Office Programs (i.e., Word, Excel, PowerPoint)
SPSS (Statistical Package for the Social Sciences)
MAXQDA (Qualitative Data Analysis Software)

RESEARCH INTERESTS

Teacher Professional Development
Teacher Identity
Teachers' use of Information and Communication Technology (ICT)

PUBLICATIONS

JOURNAL ARTICLES

1. Erdem Cosgun, G., & Savaş, P. (2019). Use of Information and Communication Technology by In-Service English Teachers for Self-Directed Professional Development. *Electronic Journal of Foreign Language Teaching*, *16*(2).

2. Su Bergil, A., Erçevik A., Erdem, G. (2017). Elaborating Teaching English to Young Learners Courses with Creative Drama: Alternatives for Prospective Teachers. *International Journal of Research-Granthaalayah*, *5*(12), 232-245., Doi: 10.5281/zenodo.1134567

3. Su Bergil, A., Erdem G., Sarıçoban A. (2016). The Investigation of the Competences of English Language Teachers Working in Amasya Province via Self Assessment. *Electronic International Journal of Education, Arts, and Science (EIJEAS), 2*(4)

4. Eser, O., Saltan, F., Yangın Ersanlı, C., Erdem G. (2016). Developing Bilingual Skills for Translation through an Online Multimedia Supported Learning Environment. *Journal of Education and Pratice, 7*(23), 36-43.

5. Solak, E., & Erdem, G. (2015). A Content Analysis of Virtual Reality Studies in Foreign Language Education. *Participatory Educational Research*, *2*(5), 21-26.

CONFERENCE PRESENTATIONS

1. Erdem Coşgun, G., Gürbüz, N. (2018). Pre-service EFL Teachers' Views on the Impact of English. 2nd International Black Sea Conference on Language and Language Education, Sinop, Turkey.

2. Erçevik, A., Su Bergil, A., Erdem Coşgun, G. (2018). Çocuklara Yabancı Dil Öğretimi Sürecinde Öğretmen Adaylarının Yaratıcı Drama Tekniğine Karşı Tutumlarının İncelenmesi, 8th International Conference of Strategic Research on Scientific Studies and Education (Icoresse), Vienna, Austria.

3. Su Bergil, A., Erçevik, A., Erdem Coşgun, G. (2018). Impressions of Prospective Efl Teachers' Teaching Styles: How Will They Accomplish Their Professions?, 8th International Conference of Strategic Research on Scientific Studies and Education (Icoresse), Vienna, Austria.

4. Su Bergil A., Erdem Coşgun, G., Erçevik A. (2017). Conceptual Metaphors of Prospective EFL Teachers about Creative Drama and Teaching English to Young Learners. Translation and Language Teaching, Maribor, Slovenia.

5. Erdem Coşgun, G., Su Bergil A., Erçevik A. (2017). Prospective EFL Teachers' Perceptions Towards Creative Drama for Teaching English to Young Learners. Translartion and Language Teaching, Maribor, Slovenia.

6. Su Bergil A., Erçevik A., Erdem Coşgun, G. (2017). Prospective EFL Teachers' Attitudes Towards the Creative Drama for Teaching English to Young Learners. The Ninth International Congress of Educational Research, Ordu, Turkey.

7. Eser, O., Saltan, F., Solak, E., Erdem, G. (2017). Developing a 3D Virtual Reality Learning Environment by Using Wearable Technologies to Train Public Service Interpreters. International Academic Conference on Teaching, Learning and E-learning, Budapest, Hungary.

8. Su Bergil, A., Erdem, G., Sarıçoban, A. (2016). An Investigation of Methodological Sides of English Language Teachers' Reflections from EPOSTL. International Conference for Education

9. Solak, E., Erdem, G. (2016). An Analysis of the Methods and Techniques Used by the Teachers in English Lesson at Primary Schools in Turkey. III.

International Dynamic, Explorative and Active Learning (IDEAL) Conference, Samsun, Turkey.

10. Su Bergil, A., Erdem, G., Sarıçoban, A. (2016). The Application of Self Assessment Dimension of EPOSTL to the English Language Teachers in Amasya Province. III. International Dynamic, Explorative and Active Learning (IDEAL) Conference, Samsun, Turkey.

11. Solak, E., Erdem, G. (2015). A Content Analysis of Virtual Reality Studies in Foreign Language Education. II. International Dynamic, Explorative and Active Learning (IDEAL) Conference, Amasya, Turkey.

12. Eser, O., Saltan, F., Erdem, G., Yangın Ersanlı, C. (2015). Designing an Online Multimedia Supported Learning Environment Concerning Collocations in English as C Language in Translation. The 5th Multidisciplinary Academic Conference in Prague (The 5th MAC in Prague 2015), Doi: ISBN 978-80-88085-02-7, Prague, Czech Republic.

13. Erdem, G. (2015). Academic, Social, Personal, and Cognitive Advantages and Disadvantages of Bilingualism. IATEFL TTEd SIG INTERNATIONAL CONFERENCE, The Journey from Input to Interaction in English Language Learning, Gaziantep, Turkey.

BOOK CHAPTERS PUBLISHED

1. Solak, E., Erdem, G. (2016). Teaching Listening Skills In E. Solak (Ed.), *Teaching Language Skills For Prospective English Teachers* (pp. 29-45). Ankara, Turkey: Pelikan.

PROJECTS

1. Amasya Üniversitesi İngilizce Öğretmenliği Bölümü Öğrencilerine Çocuklara Yabancı Dil Öğretimi I Dersi Kapsamında Temel Yaratıcı Drama Tekniklerinin Verilmesi ve Ders Sürecine Katkılarının İncelenmesi, Scientific Research Project Supported by Higher Education Institutions, Project Manager: Su Bergil, A., Researchers: Erçevik, A., Erdem, G., 21/05/2016-21/11/2017 (National)

2. EPOSTL Ölçeğinin Öz Değerlendirme Boyutunun Amasya İlinde Görev Yapan İngilizce Öğretmenlerine Uygulanması ve Yansıtıcı Bir Öğretmen Eğitimi ile Desteklenmesi, Scientific Research Project Supported by Higher

Education Institutions, Project Manager: Su Bergil, A., Researcher: Erdem, G., 15/04/2016- 24/12/2016 (National)

3. Developing an Online Multimedia Supported Learning Environment through Collocations in English as C Language in Translation, Scientific Research Project Supported by Higher Education Institutions, Project Manager: Eser, O., Researchers: Eser, O., Saltan, F., Erdem, G., Yangın Ersanlı, C., 01/04/2015 - 07/03/2016 (National)

4. Giyilebilir Teknoloji ile Toplum Çevirmeni Eğitimi, Scientific Research Project Supported by Higher Education Institutions, Project Manager: Eser, O., Researchers: Saltan, F., Solak, E., Erdem, G., 01/06/2016- 12/10/2017 (National)

HONORS AND AWARDS

1. The top 7th student at National University Placement Exam in Turkey, 2009
2. Honors Certificate (Bachelor's Degree Course Performance), Bogaziçi University, 2013
3. Doctorate Course Performance Award, Middle East Technical University, 2019

J. TURKISH SUMMARY / TÜRKÇE ÖZET

Öğretmen olmak sadece teknik bilgileri öğrenip o bilgileri sınıfta uygulamaktan ibaret değildir. Aksine öğretmen olmak öğretmenin kimlik gelişimini de ele alan daha karışık bir süreçtir. Bu nedenle öğretmen kimliğini yeteri kadar anlayamamak öğretmen yetiştirme programlarının en büyük sorunlarından biridir. Tarihsel gelişimine bakıldığında öğretmen kimliği üzerine uzun yıllar boyunca çok fazla düşünülmemiştir. Fakat bilişsel teorilerden daha sosyo-kültürel teorilere doğru bir yönelimin başlamasıyla öğretmen kimliğinin de önemi anlaşılmaya başlanmıştır. Özellikle son yıllarda öğretmen kimliği konusundaki araştırmalarda artış görülmüştür. Çoğu çalışma öğretmen kimliğini anlamanın öğretmen gelişimi ve mesleki gelişimini anlamak için önemli olduğu sonucuna varmaktadır. Bu nedenle öğretmen kimliğini araştırmak öğretme ve öğrenme faaliyetlerini daha iyi hale getirebilmek için son derece önemlidir.

Literatüre baktığımızda öğretmen kimliğine ilişkin eğer öğretme ve öğrenme faaliyetlerini daha iyi anlamak istiyorsak öğretmenleri daha iyi anlamamız gerektiği ve eğer öğretmenleri daha iyi anlamak istiyorsak onların kim olduğu, onların mesleki, kültürel, siyasi kimliklerini anlamanın ne kadar önemli olduğundan bahsedilmektedir. Kimlik gelişimi hem bireysel hem de sosyal bir meseledir. Bu nedenle öğretmen kimliği hem içsel hem de dışsal faktörlerden etkilenir.

Öğretmenler farklı kariyer basamaklarından geçerler. Öncelikle öğretmen adayı olarak öğretmen yetiştirme programlarında mesleğe adım atarlar. Programa başladıklarında önceden edindikleri tecrübe ve bilgilerin etkisi altında öğretmen kimliklerini oluşturmaya başlamış olurlar. Yıllar içerisinde ise gerekli bilgi ve donanıma bu program aracılığıyla ulaşırlar. Ayrıca son yıllarında staj tecrübesi edinirler. Uygulama okullarında öğretmenliğe gözlem ile başlayarak programlarında aldıkları teorik bilgileri uygulama şansı bulurlar. Staj öğretmen adaylarının kimlik gelişimini önemli

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derecede etkilemektedir. Okul, ortam, öğrenciler ve danışman hocaları öğretmen adaylarının okul ve öğretmenlik konusundaki düşüncelerini etkilemektedir.

Mezuniyet sonrası ise öğretmenler yeni öğretmen olarak göreve başlarlar. Özellikle mesleğin ilk yıllarında çoğu öğretmen teorik bilgiler ve okul gerçekleri arasında zorluk geçerler. Araştırmalar gösteriyor ki birçok öğretmen mesleğinin ilk 5 yılında mesleklerini bırakıyorlar. Bu dönem onların kimliklerini son derece fazla etkilemektedir. Öğretmenlerin öğretmen kimliklerini ortama göre yeniden adapte edebilmeleri gerekmektedir.

Yıllar içerisinde ise öğretmene sağlanan destek azalır ve öğretmenler tecrübeli öğretmen olarak nitelendirilmeye başlanır. Özellikle bu dönemde mesleğe yeni başlayan öğretmenlere göre daha fazla ve çeşitli görevlere sahiptirler. Ayrıca mesleğe yeni başlayan bir öğretmene göre mesleğe karşı daha az bağlanmış durumda olurlar. Bu farklı kariyer dönemleri gösteriyor ki öğretmenler her kariyer döneminde farklı bir kimlik gelişimi süreci yaşarlar. Bu nedenle öğretmen kimliğini araştırırken öğretmenlerin farklı kariyer dönemleri göz önüne alınmalı ve gelişimsel bir süreç olarak değerlendirilmelidir. Her dönemin farklı özellikleri ve gereksinimleri olduğuna dikkat edilmeli ve öğretmen kimliğinin bu farklılıklardan etkileneceği düşünülmelidir.

Bu nedenle bu çalışmanın amacı öğrenci, mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenlerinin mesleki kimlik gelişimlerini Markus ve Nurius'in (1986) olası benlikler kuramıyla Türkiye bağlamında incelemektir. Bu çalışma kapsamında mesleki kimlik gelişimi gelişimsel olarak ele alınmaktadır. Bu çalışma ile mesleklerinin farklı dönemlerinde olan İngilizce öğretmenlerinin farklı ideal ve korkulan mesleki kimlikleri olup olmadığı ve bunları etkileyen faktörlerin araştırılması amaçlanmaktadır. Bu nedenlerden dolayı farklı kariyer dönemlerinde olan İngilizce öğretmenlerin ideal ve korkulan mesleki benliklerinin araştırılması onların gelişimsel mesleki kimlik gelişimini ortaya çıkarması beklenmektedir.

Bunlara ek olarak bu çalışma sadece farklı kariyer dönemlerinde olan İngilizce öğretmenlerinin şu anki mesleki kimliklerini ortaya çıkarmanın yanında onların geleceğe yönelik korku ve beklentilerini de ortaya çıkarmayı amaçlamaktadır.

Böylelikle daha kapsayıcı ve bütünsel bir kimlik gelişimi araştırılması sağlanacaktır. Ayrıca bu çalışma aracılığıyla öğrenci, mesleğe yeni başlayan ve tecrübeli öğretmenler hem kendilerinin hem de diğer öğretmen gruplarının mesleki kimlik gelişimlerinin daha iyi farkına varacaklardır. Öğretmenler her kariyer basamağında mesleki kimliklerini yeniden tanımlarlar. Bu nedenle farklı kariyer dönemlerindeki kimlik gelişimleri hakkında farkındalık kazandırarak onların mesleki kimlik gelişimini desteklemesi beklenmektedir. Bunlara ek olarak İngilizce öğretmeni mesleki gelişimi hakkında farkındalık kazandırmanın dil politikaları ve uygulamaları konusunda yol gösterici olması beklenmektedir.

Bu çalışma birçok farklı açıdan önem taşımaktadır. İlk olarak, öğrenci, mesleğe yeni başlayan ve tecrübeli öğretmenlerin geleceğe yönelik mesleki korku ve beklentileri daha iyi anlaşılacaktır. Geleceğe yönelik bakış açısı öğretmenlerin gelecek planlarını yapmalarında motive edici bir dürtü görevi görebilir. Buna ek olarak öğretmenler kendi öğretmen kimliklerinin farkına varırlar. Böylelikle mesleki kimliklerini daha iyi yönde geliştirebilirler ve daha etkili öğrenme ve öğretme faaliyeti gerçekleştirebilirler. Ayrıca öğretmenler diğer öğretmen gruplarının farklı beklenti ve korkularının daha iyi farkına varabilirler. Böylelikle öğretmen grupları arasındaki iletişim ve paylaşım daha etkili olabilir ve birbirlerini daha etkili destekleyebilirler. Bunlara ek olarak, çalışma sonuçları eğitim politikalarının karar verilmesinde ve uygulanmasında, öğretmen eğiticilerinin eğitimlerinde ve daha etkili ve verimli materyal tasarlanmasında katkı sağlayabilir.

Ayrıca bu çalışma İngilizce öğretmen kimliğini daha kapsayıcı ve bütünsel olarak ele alır. Öğretmenlerin öğrenci oldukları dönemden başlayarak, onların mesleğe yeni başladığı dönemler ve meslekte tecrübeli olduğu dönemleri de kapsayarak mesleki kimlik oluşumunu daha kapsayıcı olarak ele alır. Böylelikle Türkiye bağlamında İngilizce öğretmen mesleki kimlik gelişimini daha kapsayıcı ve bütünsel olarak ele alır.

Bu amaçlar doğrultusunda çalışma kapsamında altı araştırma sorusuna cevap bulunmaya çalışılmıştır. İlk olarak öğrenci, mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenlerinin ideal ve korkulan mesleki kimliklerini nasıl tanımladıklarına

bakılmıştır. Daha sonra bu üç farklı öğretmen gruplarının ideal ve korkulan kimlikleri arasında istatistik olarak bir fark olup olmadığı araştırılmıştır. Daha sonra bu öğretmen gruplarının ideal ve korkulan kimliklerinin oluşumunda etkili olan faktörler araştırılmıştır. Ayrıca, öğretmen gruplarının birbirlerinin ideal ve korkulan benlikleri hakkında ne düşündüklerini araştırılmıştır. Ve son olarak Covid-19 Pandemisinin bu üç farklı öğretmen gruplarının ideal ve korkulan kimliklere olan etkisi araştırılmıştır.

Olası benlikler teorisi ilk olarak Markus ve Nurius tarafından 1986'da bahsedilmiştir. Teori daha çok psikoloji alanında geliştirilmiş olup daha sonra birçok farklı alanda da kullanılmıştır. Teori benlikle ilgili konularda geleceğe yönelik bakış açılarını araştırmaya yöneliktir. Teori hem pozitif hem de negatif bakış açılarını araştırmayı içermektedir. Gelecekte olmak istediğin ya da gelecekte olmak istemediğin, kaçındığın benliği anlamaya yöneliktir.

Olası benlikler teorisi sosyal çevrede oluşur bu nedenle zaman içerisinde değişime açıktır. Teori özellikle son yıllarda öğretmen mesleki kimlik gelişimini araştırmak için kullanılmaya başlanmıştır. Teori aracılığıyla öğretmenlerin olmak istedikleri, yani ideal ve olmak istemedikleri yani kaçındıkları, yani korkulan kimliklerini araştırmak için kullanılmaktadır. Bu teori aracılığıyla öğretmenlerin mesleki kimlik gelişimleri daha bütünsel ve kapsayıcı olarak anlaşılması umulmaktadır. Çoğu teorinin aksine bu teori ile hem pozitif hem de negatif bakış açılarını araştırmaya yöneliktir. Ayrıca öğretmenlerin geleceğe yönelik beklenti ve korkuları hakkında farkındalık yaratmak onların kimlik gelişimini desteklemeye yardımcı olacaktır.

Araştırma amacına ulaşmak için karma araştırma metodu kullanılmıştır. Özellikle son yıllarda sıkça kullanılmaya başlanılan karma metot hem nitel hem de nicel veriler aracılığıyla her iki metottan fayda sağlarken, bu metotların eksikliklerini de kapatmaktadır. Bu nedenle çalışma kapsamında karma araştırma metodu kullanılarak İngilizce öğretmen kimliği gelişimi araştırılması amaçlanmıştır. Karma araştırma metodu çok dikkatli bir veri toplama, analiz etme ve yorumlama sürecini gerektirmektedir. Bu süreçlerdeki farklılıklara göre değişen farklı karma araştırma desenleri mevcuttur. Bu araştırma kapsamında açıklayıcı sıralı karma deseni kullanılmıştır. Bu desende nitel ve nicel metotlar sıralı olarak uygulanır.

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İlk olarak bir anket aracılığıyla nicel veriler toplanmıştır ve analiz edilmiştir. Daha sonra analiz edilen nicel verilerden de yola çıkılarak yarı yapılandırılmış görüşmeler aracılığıyla nitel veriler toplanmıştır ve analiz edilmiştir. Her iki verinin de toplanıp analiz edilmesinden sonra veriler beraber yorumlanmıştır. Nitel veriler için yapılan görüşmelerin katılımcıları nicel verilerin toplandığı katılımcılardan gönüllü olanlar arasından seçilmiştir. Karma desenin kullanıldığı araştırmalarda nitel ya da nicel verilerden birisi daha ağırlıklı olarak yorumlanabilir. Bu çalışma kapsamında nitel veriler daha ağırlıklı olarak yorumlanması amaçlanmıştır. Toplanan nicel verilerden nitel verileri daha kapsamlı ve detaylı açıklamak için faydalanılmıştır. Verilerin analiz edilmesinde hem nitel hem nicel analiz yöntemleri kullanılmıştır.

Çalışmanın katılımcıları, karma araştırma desenlerinde en yaygın olarak kullanılan sıralı karma örnekleme yöntemiyle seçilmiştir. Bu yöntemde çalışmanın ilk aşamasına katılan katılımcılar arasından çalışmanın ikinci aşaması için uygun olan katılımcılar belirlenir. Çalışmanın ilk aşaması için uygulanacak olan anket katılımcıları öğrenci, mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenleri olmuştur. Çalışma kapsamında 63 öğrenci, 65 mesleğe yeni başlayan ve 66 tecrübeli İngilizce öğretmeninin oluşturduğu toplamda 196 katılımcı İngilizce öğretmeni araştırmada yer almıştır. Bu katılımcılar Türkiye'de milli eğitime bağlı okullarda farklı seviyelerde görev yapan ya da İngilizce öğretmenliği 4. Sınıfta olan İngilizce öğretmen adaylarıdır. Mesleğe yeni başlayan ve tecrübeli öğretmenlere mail aracılığıyla kartopu yöntemiyle ulaşılmıştır. İngilizce öğretmenliği 4. Sınıfta okuyan katılımcılar ise uygun örneklem yoluyla ulaşılmıştır. Öğretmen adayları Türkiye'de bulunan iki farklı devlet üniversitelerinde (Orta Doğu Teknik Üniversitesi ve Amasya Üniversitesi) okuyan 4. Sınıf öğrenciler arasından seçilmiştir. Öğretmen adayları derslerine devam etmeleri yanında, uygulama okullarında staj faaliyetlerinde de bulunmaktalar.

Çalışmanın ikinci aşaması için görüşmeler yapılmıştır. Görüşmeler için katılımcılar ankete katılan katılımcılar arasından gönüllü olan öğretmenler arasından amaçlı örneklem yoluyla seçilmişlerdir. Amaçlı örneklem çeşitlerinden olan maksimum çeşitlilik örneklemesi ile seçilmişlerdir. Her öğretmen grubundan dört öğretmen seçilmiştir ve telefon aracılığı ile görüşmeler gerçekleştirilmiştir. Literatüre de uygun

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olarak bu çalışma kapsamında mesleğe yeni başlayan öğretmenler 1-5 yıl arası tecrübeye sahiptirler. Tecrübeli öğretmenler ise 5 yıldan fazla alanında tecrübeli İngilizce öğretmenleri olarak kabul edilmiştir.

Araştırma verileri anket ve görüşmeler aracılığıyla iki farklı aşamada toplanmıştır. İlk olarak anket aracılığıyla veriler toplanmıştır. Anket yöntemi sosyal bilimlerde en çok kullanılan araştırma yöntemlerinden biridir. Çalışmada kullanılan anket Karimi and Norouzi (2019) tarafından geliştirilmiştir ve çalışma öncesinde gerekli izinler anket sahibinden alınmıştır. Ankette iki farklı ölçek bulunmaktadır. İlki "ideal dil öğretmeni kimliği" ve ikincisi "korkulan dil öğretmeni kimliği"dir. Ankete ek olarak veri toplama sırasında katılımcılara iki adet açık uçlu soru da sorulmuştur. Sorular katılımcıların ideal ve korkulan dil öğretmen kimliğini daha iyi anlamaya yöneliktir. Bunlara ek olarak katılımcılar hakkında bilgi sahibi olmaya yönelik demografik sorular da eklenmiştir.

İdeal dil öğretmeni kimliği ölçeği 15 maddeden oluşan hiç doğru değilden çok doğruya doğruya uzanan altılı Likert ölçeğidir. Ölçekte dört faktör vardır. Bunlar: uzman dil kullanıcısı kimliği (maddeler: 1,2,3), sosyal/mesleki olarak tanınmış olma kimliği (maddeler: 4,5,6,7), mesleki gelişimle ilgili öğretmen kimliği (maddeler: 8,9,10) ve dil öğretiminde uzman öğretmen kimliğidir (maddeler: 11,12,13,14,15). Korkulan dil öğretmeni kimliği ölçeği ise 13 maddeden oluşan hiç doğru değilden çok doğruya doğru uzanan altılı Likert ölçeğidir. Ölçekte üç faktör bulunmaktadır. Bu faktörler: alanında yetersiz/bilgisiz öğretmen kimliği (maddeler: 1,2,3), mesleğinde motivasyonu olmayan öğretmen kimliği (maddeler: 4,5,6,7,8) ve mesleki olarak yorgun öğretmen kimliğidir (maddeler: 9,10,11,12,13).

Çalışmanın ikinci aşamasında veriler yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Görüşmeler çalışmanın ilk aşaması olan ankete katılan katılımcılardan gönüllü olanlar arasından amaçlı örneklem aracılığıyla seçilmiştir. Görüşme soruları çalışma teorisine ve amacına uygun olarak araştırmacı tarafından önceden hazırlanmıştır. Görüşme sorularında iki kısım vardır. İlk kısımda bütün katılımcılara sorulan ortak sorular yer almıştır. Bu soruların amacı öğretmen grupların ideal ve korkulan öğretmen benliklerini daha iyi anlamaktır. Görüşme sorularının ikinci

kısmında her katılımcı öğretmen grubu için özel hazırlanan sorular bulunmaktadır. Bu bölümün asıl amacı ise öğretmen gruplarının diğer öğretmen gruplarının ideal ve korkulan öğretmen kimlikleri hakkındaki görüş ve düşüncelerini öğrenmektir.

Çalışma kapsamında veri toplamaya başlamadan önce veri toplama araçlarının pilot çalışmaları yapılmıştır. Pilot çalışma yapmak çalışmanın ileriki zamanlarında ortaya çıkabilecek olası problemlerin önüne geçer. Bu nedenle veri toplama araçlarının asıl veri toplama öncesinde pilot çalışması yapılmıştır. İlk olarak anketin görünüş geçerliliği için alandan üç farklı uzmana danışılmıştır. Uzmanlar anket maddelerine bakarak hedef katılımcılar için maddelerin açık ve anlaşılır olup olmadıklarını incelediler ve önerilerini dile getirdiler. Önerileri kapsamında anket maddelerinde anlaşılırlığı kolaylaştırmak için birkaç küçük değişiklikler yapılmıştır. Bu değişiklikler daha çok kelimelerin daha anlaşılır olması için eş anlamlısının yazılması ya da açıklama eklenmesi gibi değişikliklerdir.

 Daha sonra anketin yapı geçerliliği için doğrulayıcı faktör analizi yapılmıştır. Doğrulayıcı faktör analizi için hedef katılımcılarla benzer özellik gösteren 208 katılımcıya anket uygulanmıştır. Doğrulayıcı faktör analizi ölçeğin kültürel alarak uygun olup olmadığını değerlendirir. Analiz sonucunda ideal ve korkulan dil öğretmeni kimliği ölçeklerinin kültürel olarak da uygun olduğu görülmüştür. Ayrıca ölçeğin güvenilirliği için Croanbach Alpha değerine de bakılmıştır ve ölçeğin geçerli olmasının yanında yarıca güvenilir de olduğu sonucuna varılmıştır.

İkinci veri toplama aracı olan görüşmeler de ana çalışma öncesinde pilot çalışması yapılmıştır. İlk olarak çalışma amaç ve teorisine uygun olarak görüşme soruları araştırmacı tarafından hazırlanmıştır. Daha sonra görüşme soruları dil öğretimi ve öğrenimi alanında uzman olan 3 araştırmacıya gösterilmiştir. Uzmanlar soruların açık ve anlaşılır olup olmadığını değerlendirip görüşlerini araştırmacıyla paylaşmışlardır. Uzman değerlendirmelerinden yola çıkılarak görüşme soruları tekrar düzenlenmiş ve pilot çalışma için uygun hale getirilmiştir. Daha sonra pilot çalışma için çalışmanın ilk aşamasına katılan katılımcılardan gönüllü olan altı katılımcıya ulaşılmıştır. Katılımcılar her öğretmen grubundan iki öğretmen olacak şekilde seçilmişlerdir. Görüşmeler telefon aracılığıyla katılımcıların anadillerinde yapılmıştır ve

katılımcıların da izinlerin alınmasıyla se kayıtları alınmıştır. Daha sonra analiz için ses kayıtları transkript edilmiştir ve içerik analizi yöntemiyle analiz edilip kodlar ve temalara ayrılmıştır.

Görüşme pilot çalışma sonuçlarına göre İngilizce öğretmen adayları ideal dil öğretmeni özelliği olarak özellikle uzman bir dil kullanıcısı olmayı ve pedagojiyi vurgulamışlardır. Mesleğe yeni başlayan İngilizce öğretmenleri ise ideal dil öğretmeni özelliği olarak daha çok pedagoji ve mesleki gelişimi vurgulamışlardır. Alanında tecrübeli İngilizce öğretmenleri ise ideal dil öğretmeni özelliği olarak özellikle mesleki gelişim ve tanınmış bir İngilizce öğretmeni olmayı önemsemişlerdir. Korkulan öğretmen kimliğine bakıldığında ise İngilizce öğretmen adaylarının daha çok yorgun ve motivasyonunu kaybetmiş bir öğretmen olmaktan korktukları; mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenlerinin ise motivasyonunu kaybetmiş bir öğretmen olmaktan korktukları görülmüştür. Ayrıca kod frekanslarına bakıldığında öğretmen adaylarının mesleğe dair mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenlerine göre daha çeşitli ve çok endişelerinin olduğu da görülmüştür.

Öğretmen gruplarının ideal ve korkulan öğretmen kimliklerini etkileyen faktörlere bakıldığında ise bütün öğretmenlerin en az bir tane daha önceki yıllarda karşılaştığı bir öğretmenlerinden etkilendiklerinden bahsettikleri görülmüştür. Ayrıca öğretmen adayları ve mesleğe yeni başlayan İngilizce öğretmenleri staj tecrübelerinden bahsederken, tecrübeli İngilizce öğretmenleri daha çok çalışma ortamlarından bahsetmişlerdir. Bunlara ek olarak öğretmen grupları diğer öğretmen gruplarının ideal ve korkulan kimlikleri hakkındaki fikirlerini paylaşmışlardır. Öğretmen grupları ideal öğretmen kimliklerinin her öğretmen grubu için benzer olacağına vurgu yapmışlardır. Korkulan öğretmen kimliğine ilişkin ise öğretmen adaylarının ve mesleğe yeni başlayan İngilizce öğretmenlerinin daha çok sınıf yönetimi konusunda korkularının olabileceğini, meslekte tecrübeli olan İngilizce öğretmenlerinin ise daha çok öğretme heyecanını kaybetme korkuları olabileceğini belirtmişlerdir.

Bu çalışmanın verilerinin toplanması iki farklı aşamada gerçekleşmiştir. İlk olarak anket aracılığıyla nicel veriler toplanmış ve analiz edilmiştir. Daha sonra nitel veriler toplanmış ve analiz edilmiştir. Daha sonraki aşamada ise nicel ve nitel veri sonuçlar

tartışma kısmında beraber yorumlanmıştır. Anket hedeflenen katılımcılara farklı şekillerde uygulanmıştır. Öğretmen adaylarını Türkiye'deki iki farklı devlet üniversitesi olan Odtü ve Amasya Üniversitelerinde İngilizce öğretmenliği bölümü son sınıf öğrencileri arasından gönüllü olanlar oluşturmuştur. Anket bu katılımcılara online olarak ulaştırılmıştır ve gönüllü olan öğrenciler anketi doldurmuşlardır.

Mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenlerine ise mail aracılığıyla ulaşılmıştır. Türkiye'nin farklı bölge ve seviyelerinde görev yapan bu öğretmen grubuna ulaşmak için kartopu yöntemi kullanılmıştır. Öğretmenler anketi kendi aralarında da paylaşmışlardır ve daha geniş öğretmen kitlesine ulaşılmıştır. Katılımcılar anketi gönüllü olarak ve isim yazmadan doldurmuşlardır. Anket sonunda çalışmanın bir sonraki aşaması olan görüşmeler için gönüllü olan katılımcılardan isteklerine bağlı olarak telefon ya da mail adresi yazmaları talep edilmiştir.

Çalışmanın ikinci aşamasında veriler yarı yapılandırılmış görüşmeler aracılığıyla toplanmıştır. Anket dolduran katılımcılardan gönüllü olanlar arasından her öğretmen grubundan üç farklı öğretmen seçilmiştir. Katılımcılar amaçlı örneklem türü olan çok çeşitlilik yöntemine göre seçilmişlerdir. Görüşmeler telefon aracılığıyla yaklaşık 30 dakika sürecek şekilde planlanmıştır. Katılımcıların gönüllü olarak görüşmeye katılması sağlanmıştır ve istedikleri zaman çalışmadan çekilebilecekleri bilgisine sahiptirler. Görüşmeler katılımcıların kendilerini daha iyi ifade etmelerini kolaylaştırmak için ana dilleri olan Türkçe dilinde yapılmıştır.

Çalışma verileri analizi için farklı yöntemler kullanılmıştır. Çalışmanın nicel verileri nicel yöntemlerle, nitel verileri nitel yöntemlerle analiz edilmiştir. Daha sonra analiz edilen bu veriler beraber değerlendirilip yorumlanmıştır. Çalışma verileri Creswell ve Plano Clark'ın (2011) karma araştırma yöntemleri için önerdiği altı aşamadan oluşan yöntemle analiz edilmiştir. İlk olarak veriler analiz için hazırlanmışlardır. Daha sonra veriler incelenmiştir. Bir sonraki aşamada veriler verinin doğasına uygun yöntemler kullanılarak analiz edilmişlerdir. Daha sonra analiz edilen veriler uygun şekillerde tablolar ve grafikler aracılığıyla sunulmuştur. Bir sonraki aşamada verilerden çıkan sonuçlar açıklanmıştır. Son aşamada ise verilerin geçerliliği verilere uygun yöntemlerle sağlanmıştır.

İlk olarak nicel verilerin analizi için veriler istatistik hesaplamalar için uygun hale getirilmiştir. İstatistik hesaplamalar için SPSS veri programı kullanılmıştır. Daha sonra veriler araştırmacı tarafından eksik ya da hatalı veri olup olmadığını kontrol etmek için incelenmiştir. Verilerin analiz için uygun olduğuna karar verildikten sonra araştırma sorularına uygun olarak SPSS aracılığıyla istatistik testler yapılmıştır. Daha sonra analiz sonuçları anlaşılır bir biçimde tablolar ve grafikler aracılığıyla ifade edilmiştir. Bir sonraki aşamada tablo ve grafikler yorumlanmış ve açıklanmıştır. Ayrıca verilerin güvenilirlikleri ve geçerlilikleri nicel araştırma yöntemine uygun olarak sağlanmıştır.

Çalışmanın ikinci aşaması olan nitel verilerin analizi için ilk olarak görüşme kayıtları araştırmacı tarafından transkript edilmiştir. Ayrıca anket içerisinde yer alan iki adet açık uçlu soruya verilen cevaplar da bir belgede toplanmış ve analiz için hazır edilmiştir. Daha sonra nitel veriler gözden geçirilip analiz için uygun olduklarına karar verilmiştir. Nitel verilerin analizi için MAXQDA nitel veri analiz programı kullanılmıştır. Görüşme verileri veri kaybını önlemek için katılımcıların ana dilinde transkript edilmiştir ancak analizler İngilizce olarak yapılmıştır. Nitel veriler kodlar ve temalar aracılığı ile analiz edilmiştir. Sonuçların daha anlaşılır olmasını sağlamak amacıyla analiz sonuçları tablolar halinde kodlar, frekanslar ve temalar olarak hazırlanmıştır. Daha sonraki aşamada ise tablolar açıklanmıştır. Ayrıca katılımcıların kendi ifadelerinden de kesitler de verilerek sonuçlar daha detaylı yorumlanmıştır. Son aşama olarak da veriler doğasına uygun bir şekilde doğrulanmış ve güvenilirliği sağlanmıştır.

Ayrıca bu çalışma etik konular dikkate alınarak gerçekleştirilmiştir. Etik konulara özellikle son yıllarda çalışmalarda daha fazla önem verilmeye başlanmıştır. Çalışma öncesinde etik kurulundan gerekli izinler alınmıştır. Buna ek olarak katılımcı gizliliğini korumak için çalışmada katılımcıların gerçek isimleri kullanılmamıştır. Çalışma verileri sadece bu çalışma için kullanılmış olup veriler 5 yıl boyunca saklanacaktır.

Araştırma sonuçları araştırma soruları göz önüne alınarak birer birer değerlendirilmiştir. İlk olarak öğrenci, mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenlerin ideal İngilizce öğretmeni kimliklerini anlamaya yönelik veriler analiz edilmiştir. Çalışma kapsamında bu amaçla anket ve görüşme verileri analiz edilmiştir. Anket içeriğini Likert maddelerden oluşan 4 boyutlu İdeal dil öğretmeni kimliği ölçeği ve katılımcıların görüşlerini daha ayrıntılı incelemek için bir adet açık uçlu soru oluşturmuştur. Ölçek sonuçları açıklayıcı olarak değerlendirilmiştir ve ortalama ve standart sapmalar hesaplanmıştır her bir madde için. Analiz sonuçlarına bakıldığında katılımcı öğretmen gruplarının ideal öğretmen kimliklerinin oldukça yüksek olduğu görülmüştür. Ölçekte yer alan uzman dil kullanıcısı olmak, sosyal/profesyonel olarak tanınmış olmak, mesleki gelişimle ilgili olmak ve pedagojik olarak uzman olmak alt boyutlarına katılımcı gruplarının her birinin yüksek oranda önemsediği görülmüştür.

Ayrıca ankete yer alan açık uçlu sorunun analizleri de katılımcı öğretmen gruplarının ideal öğretmen kimliklerinin yüksek olduğunu desteklemiştir. Açık uçlu soruların içerik analizi aracılığıyla değerlendirilmesi sonucunda beş farklı tema ortaya çıkmıştır. Bunlar mesleki gelişim, dil yeterliliği, mesleki yeterlilik, kişisel özellik ve tanınmadır. Katılımcı öğretmen grupları bu temalar arasından özellikle mesleki yeterlilik ve kişisel özellik üzerinde durmuşlardır. Bu sonuçlara ek olarak katılımcıların ideal İngilizce öğretmeni kimliğini anlamak için belirlenen öğretmenler ile görüşmeler yapılmış ve bu görüşmeler analiz edilmiştir. Analiz sonucunda benzer şekilde mesleki gelişim, dil yeterliliği, mesleki yeterlilik, kişisel özellik ve tanınma olarak beş tema ortaya çıkmıştır. Sonuçlar değerlendirildiğinde ise üç öğretmen grubunun benzer şekilde ideal öğretmen kimliklerinin yüksek olduğu gözlemlenmiştir.

Çalışma kapsamında sonuçları daha iyi değerlendirmek ve anlamak açısından öğretmenlerin ifadelerinden alıntılarda yapılmıştır. Örneğin, öğrenci öğretmen olan bir katılımcı mesleki gelişimle alakalı olarak şu ifadeleri kullanmıştır:

> *"İngilizce öğretmenleri kendilerini sürekli geliştirmelidir. Dil ile alakalı son gelişmeleri takip etmelidir. Sadece kendi ülkesindeki değil dünyadaki İngiliz diliyle ilgili değişiklikleri takip etmelidir."*

Buna ek olarak mesleğe yeni başlayan bir İngilizce öğretmeni derste İngilizce kullanımına yönelik ideal öğretmen beklentisini şöyle ifade etmiştir:

> *"Ne yazık ki bazı İngilizce öğretmenleri sınıfta İngilizce konuşmuyorlar. Onlar İngilizce konuşamıyorlar demek istemiyorum. Bence onların sınıfta İngilizce konuşmak için özgüvenleri yok. Türkçe konuşmak onlar için daha kolay. Bence daha etkili bir öğretmen olmak için bu durumun üstesinden gelmeleri gerekir."*

Ayrıca tecrübeli bir İngilizce öğretmeni kişisel özellik arasında yer alan iyi iletişim becerisine sahip olmak ile alakalı şu ifadeleri kullanmıştır:

> *"Öğrencilerle iyi bir ilişkiye sahip olmak çok önemlidir. Örneğin, bir öğretmen öğrenciye nasıl geri dönüt verir ya da nasıl motive eder. Öğretmenin iletişim becerisi öğretmenin öğretim faaliyetlerini çok etkiler."*

Araştırmanın ikinci sorusu kapsamında öğrenci, mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenlerinin korkulan öğretmen kimliği araştırılmıştır. Çalışma kapsamında bu amaçla anket ve görüşme verileri analiz edilmiştir. Anket içeriğini Likert maddelerden oluşan 3 boyutlu Korkulan dil öğretmeni kimliği ölçeği ve katılımcıların görüşlerini daha ayrıntılı incelemek için bir adet açık uçlu soru oluşturmuştur. Ölçek sonuçları açıklayıcı olarak değerlendirilmiştir ve ortalama ve standart sapmalar hesaplanmıştır her bir madde için. Analiz sonuçlarına bakıldığında katılımcı öğretmen gruplarının korkulan öğretmen kimliklerinin oldukça yüksek olduğu görülmüştür. Ölçekte yer alan üç boyuta bakıldığında katılımcı öğretmen gruplarının benzer şekilde alanında uzman olmayan/bilgisiz, önemsemeyen/motivasyonu olmayan ve mesleki olarak yorgun öğretmen olmaya yönelik korkularının olduğu görülmüştür.

Ayrıca ankete yer alan açık uçlu sorunun analizleri de katılımcı öğretmen gruplarının korkulan öğretmen kimliklerinin yüksek olduğunu desteklemiştir. Açık uçlu soruların içerik analizi aracılığıyla değerlendirilmesi sonucunda beş farklı tema ortaya çıkmıştır. Bunlar mesleki gelişim eksikliği, dil yetersizliği, istenmeyen mesleki eğilim, istenmeyen kişisel özellik ve tanınma eksikliği. Katılımcı öğretmen grupları bu temalar arasından istenmeyen mesleki eğilim üzerinde durmuşlardır. Bu sonuçlara ek olarak katılımcıların korkulan İngilizce öğretmeni kimliğini anlamak için belirlenen öğretmenler ile görüşmeler yapılmış ve bu görüşmeler analiz edilmiştir. Analiz

sonucunda benzer şekilde mesleki gelişim eksikliği, dil yetersizliği, istenmeyen mesleki eğilim, istenmeyen kişisel özellik ve tanınma eksikliği olarak beş tema ortaya çıkmıştır.

Çalışma kapsamında sonuçları daha iyi değerlendirmek ve anlamak açısından öğretmenlerin ifadelerinden alıntılarda yapılmıştır. Örneğin, öğrenci öğretmen olan bir katılımcı kolay sinirlenmek ile ilgili korkusuyla alakalı şu ifadeleri kullanmıştır:

"Öğrencilere tahammül edemeyen bir öğretmen olmak istemem. Bu tür bir öğretmen sınıfta ses istemez. Eğer sınıfta ses oluşa kolaylıkla sinirlenir. Aktivitelerde bile öğrenciler arası etkileşim çok sınırlıdır".

Ayrıca mesleğe yeni başlayan bir öğretmen öğretmeye karşı motivasyonunun azalmasıyla ilgili korkusuyla alakalı olarak şu ifadeleri kullanmıştır:

"Aslında benim en büyük korkularımdan bir tanesi öğretmeye karşı motivasyonunun azalmasıdır. Mesleğimin ilk yılımda olmama rağmen öğrencilerimin bana bu dili öğrenmek istemiyoruz, köyde İngilizce ile ne yapacağız demeleri beni etkiledi. Eğer bu tür ifadelerle ilerde daha çok karşılaşırsam mesleğe dair motivasyonumum kaybolmasından korkuyorum."

Bunlara ek olarak, sınıfta İngilizce kullanılmamasına dair korkularıyla alakalı olarak tecrübeli bir İngilizce öğretmeni şu ifadeleri kullanmıştır:

"Sınıfta anadilini kullanan bir İngilizce öğretmeni olmak istemem. Şimdi mümkün olduğu kadar kullanmıyorum. Ama ilerde nasıl olurum bilmiyorum. Umarım şimdiki öğretmen vizyonumu ilerde kaybetmem".

Araştırmanın üçüncü sorusu kapsamında öğrenci, mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenlerinin ideal ve korkulan kimlikleri arasında fark olup olmadığı araştırılmıştır. Bu amaçla tek yönlü varyans analizleri uygulanmıştır. İlk olarak tek yönlü varyans analizi için gerekli olan varsayımlar sağlanmıştır. Katılımcı öğretmen gruplarının ideal dil öğretmeni kimliği arasındaki farka bakıldığında anlamlı bir fark olmadığı görülmüştür. Ancak betimleyici istatistiklere bakıldığında katılımcıların ideal öğretmen kimliği ortalama değerleri arasında ufak da olsa fark olduğu görülmüştür. Ortalama değerlere bakıldığında en yüksek ortama değere deneyimli İngilizce öğretmeni gruplarının sahip olduğu görülmüştür. İkinci olarak ise mesleğe

yeni başlayan İngilizce öğretmenlerinin ortalama değeri yüksektir. Ve son olarak öğretmen grupları arasında ideal öğretmen kimliğinde ortalama değeri en az olan öğretmen grubu öğrenci öğretmenlerdir. Bu sonuçlara bakıldığında ideal öğretmen kimliğinin öğretmenlerin tecrübesi ile arttığı sonucunu çıkarmak mümkündür.

Ayrıca, katılımcı öğretmen gruplarının korkulan dil öğretmeni kimliği arasındaki farka bakıldığında anlamlı bir fark olmadığı görülmüştür. Ancak betimleyici istatistiklere bakıldığında katılımcıların korkulan öğretmen kimliği ortalama değerleri arasında ufak da olsa fark olduğu görülmüştür. Ortalama değerler açıcından değerlendirildiğinde korkulan öğretmen kimliği en yüksek öğretmen grubu tecrübeli öğretmenler olmuştur; en düşük ise tecrübesiz öğretmenler oluşturmuştur. Ancak ortalama değerler birbirlerine çok yakın olduğu için öğretmen gruplarının korkulan öğretmen kimlikleri arasında fark olmadığı da düşünülebilir.

Araştırmanın dördüncü sorusu kapsamında öğrenci, mesleğe yeni başlayan ve tecrübeli İngilizce gruplarının ideal ve korkulan kimliklerini etkileyen faktörler nitel yöntemlerle araştırılmıştır. Bu amaçla seçilen öğretmen gruplarıyla görüşmeler yapılmıştır ve bu görüşmeler içerik analizi yoluyla değerlendirilmiştir. Sonuçlara bakıldığında ise tüm öğretmen grupları için iç ve dış faktörler olarak iki kategori dahilinde farklı temalar ortaya çıkmıştır. Sonuçlara bakıldığında katılımcıların içsel faktörlerden daha çok dışsal faktörlerden bahsettikleri görülmüştür. İç faktörler kapsamında tüm öğretmen grupları için kişisel özellikler teması ortaya çıkmıştır. Bu tema kapsamında öğretmen grupları dile karşı ve öğretmeye karşı ilgilerinden bahsetmişlerdir. Örneğin öğrenci öğretmen katılımcılardan bir tanesi kişisel özelikle alakalı olarak şu ifadeyi kullanmıştır:

> "On yaşımdan beri İngilizce öğrenmek istiyordum. O zamanlar bile İngilizce konuşarak iletişim kurmanın ilginç olduğunu düşünmüştüm. İngilizce öğrenmek için motivasyonum vardı. Beynimizde başka bir dilin varlığı ilgimi çekti ve beni motive etti".

Ayrıca bu temayla ilgili mesleğe yeni başlayan bir öğretmen şu ifadeyi kullanmıştır:

> "Öğretmeye karşı içten gelen bir motivasyonum var. Öğretmeyi ve birine bir şeyler anlatmayı severdim. Konuşmayı da severdim. Bu nedenle öğretmen olmak istedim".

Öğretmen gruplarının ideal ve korkulan öğretmen kimliklerini etkileyen dış faktörler olarak öğretmen grupları eğitim etkileri, çalışılan kuruma ait etkiler, öğretme tecrübeleri, sosyal etkiler ve mesleki gelişim faaliyetleri gibi sebeplerden bahsetmişlerdir. Bu temalar arasında üç katılımcı öğretmen grubu ortak olarak en çok eğitim etkilerinden bahsetmişlerdir. Eğitim etkileri dahilinde benzer şekilde üç öğretmen grubu da daha önceki bir öğretmenlerinin onların olası öğretmen benlikleri üzerine olan etkilerinden bahsetmişlerdir. Ayrıca, öğrenci öğretmenler özellikle staj tecrübelerinden, tecrübeli öğretmenler ise iş yeri ile alakalı faktörlerin etkisinden bahsetmişlerdir. Mesleğe yeni başlayan İngilizce öğretmenleri ise hem staj tecrübesinden hem de iş yeri ile alakalı faktörlerin etkisinden bahsetmişlerdir. Bu sonuçları daha iyi açıklamak adına bir öğrenci öğretmen katılımcı şu ifadeleri kullanmıştır:

> *"Staj için ilk dönem bir ortaokula gittim. Gözlemlediğim kadarıyla bu seviyede çalışıyorsanız öğrencilerin ilgilerini çekmek için çok fazla materyal hazırlamanız gerekiyor. İkinci dönem ise staj kapsamında bir liseye gittim. Ve orta okulla karşılaştırdığımda lisede daha çok eğlendiğimi fark ettim. Lisede çalışmanın benim için daha uygun olacağına kara verdim".*

Tecrübeli bir öğretmen katılımcı ise öğretmen kimliğini etkileyen faktörlerle alakalı şu ifadeleri kullanmıştır:

> *"Farklı seviyelerde öğretmenlik yapmak beni çok etkiledi. Örneğin ilkokulda çalışırken farklı bir tat aldım. Orta okulda ise farklı bir tecrübe edindim. Bütün öğretmenlik tecrübelerim öğretme sitili ve tercihlerimin oluşmasında bana çok katkı sağlamıştır".*

Araştırmanın beşinci sorusu kapsamında katılımcı öğretmen gruplarının birbirlerinin ideal ve korkulan öğretmen kimlikleri hakkındaki görüşleri araştırılmıştır. Bu kapsamda görüşme soruları analiz edilmiştir ve ilgili kod ve tamalar oluşturulmuştur. Sonuçlara bakıldığında ise ideal öğretmen kimliğiyle alakalı üç öğretmen grubunun da birbirleri için mesleki becerileri daha çok önemseyeceği sonucu ortaya çıkmıştır.

Korkulan öğretmen kimliğiyle alakalı ise üç öğretmen grubu da diğer öğretmen gruplarının daha çok istenilmeyen mesleki eğilimlere yönelik korkuları olabileceğini belirtmişlerdir. Ayrıca öğrenci ve mesleğe yeni başlayan İngilizce öğretmenlerinin gözünden tecrübeli İngilizce öğretmenlerinin ideal öğretmen olarak daha çok öğretmede etkili ve pratik olma; korkulan öğretmen kimliği olarak da öğretme motivasyonunu kaybetme bahsedilmiştir. Ayrıca mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenlerinin gözünden öğrenci öğretmenlerin ideal öğretmen özeliği olarak daha çok sınıf yönetiminde iyi olma ve etkili öğretebilme; korkulan öğretmen kimliği olarak ise sınıf yönetimiyle ilgili problemler yaşamak bahsedilmiştir. Ayrıca öğrenci öğretmenlerin gözünden mesleğe yeni başlayan İngilizce öğretmenlerinin daha çok okuldakilerle iletimi önemsedikleri düşünülmüştür.

Öğretmenlerin diğer öğretmen gruplarının ideal ve korkulan kimlikleriyle ilgili görüşlerini daha iyi açıklamak adına öğrenci öğretmen bir katılımcı şu ifadeleri kullanmıştır:

> "*Bence tecrübeli bir İngilizce öğretmeninin mesleğe dair korkuları olmamalıdır. Belki onların korkuları sadece zamana ayak uyduramamak olabilir. Mesela bu pandemi döneminde bazı tecrübeli öğretmenler uzaktan eğitim ve teknoloji kullanımı konularında sıkıntı yaşadılar*".

Ayrıca mesleğe yeni başlayan bir İngilizce öğretmeni öğrenci öğretmenlerin korkulan öğretmen kimlikleriyle alakalı şu ifadeleri kullanmıştır:

> "*Bence öğrenci öğretmenler daha çok öğrencilerin sorularına cevap verememekten ve sınıfta hata yapmaktan korkarlar. Staj tecrübemde aynı tür korkulara sahip olduğumu hatırlıyorum*".

Bunlara ek olarak tecrübeli bir İngilizce öğretmeni mesleğe yeni başlayan İngilizce öğretmenlerinin ideal İngilizce öğretmeni kimlikleriyle alakalı şu ifadeleri kullanmıştır:

> "*Mesleğe yeni başlayan İngilizce öğretmenleri daha çok öğrencilerin özel ilgi ve tercihlerini daha çok önemseyebilirler. Öğrencilere karşı daha insancıl olabilirler. İdeal öğretmen özelliği olarak onlar muhtemelen öğrencinin özel ilgi ve ihtiyaçlarını önemsemekten bahsedeceklerdir*".

Araştırmanın son sorusu dahilinde ise son dönemlerde tüm dünyayı ve haliyle ülkemizi de etkileyen Covid-19 Pandemisi'nin öğrenci, mesleğe yeni başlayan ve tecrübeli öğretmen gruplarının ideal ve korkulan öğretmen kimliklerine olan etkisi araştırılmıştır. Bu amaçla görüşme soruları katılımcılara yöneltilmiş ve daha sonra içerik analizi yoluyla analiz edilmiştir. Sonuçlara bakıldığında pandemi etkisiyle, ideal öğretmen özelliği olarak üç öğretmen grubunun da daha çok kişisel özellikler ve mesleki yeterlilikleri daha çok önemsedikleri görüşmüştür. Ayrıca üç öğretmen grubu da teknolojiyi etkili bir biçimde kullanma, kolay pes etmeme ve adaptasyon yeteneği olmasını ideal öğretmen kimliği kapsamınındı belirtmişlerdir.

Pandeminin korkulan öğretmen kimliğine etkisi kapsamında ise öğretmen grupları benzer şekilde teknolojiyi etkili bir biçimde kullanamaya dair korkularından bahsetmişlerdir. Örneğin öğrenci bir öğretmen katılımcı alternatif ölçeme değerlendirme teknikeri kullanmayla alakalı şu cümleleri kurmuştur:

> *"Öğretmenler alternatif değerlendirme yöntemlerini bilmelidir ve kullanmalıdır. Örneğin pandemi döneminde sınavları uzaktan yapmak yerine öğretmen öğrencileri bir raporla, sunumla veya port folyo aracılığı ile değerlendirebilir".*

Pandemi döneminde yaşadığı zorluklar alakalı mesleğe yeni başlayan bir İngilizce öğretmeni ise şu ifadeleri kullanmıştır:

> *"Ne yazık ki pandemi döneminde öğretmek benim için çok zordu. Çoğu öğrenciye ulaşamadım. Çoğu aileye bile bulaşamadım. Sadece birkaçı ilgiliydi. Buna rağmen pes etmedim ve elimden geleni yaptım".*

Ayrıca tecrübeli bir İngilizce öğretmeni pandemic döneminde teknoloji kullanımıyla ilgili şöyle söylemiştir:

> *"Bu dönemde daha önce bahsettiğim web 2 araçlarını kullanmak çok önemliydi. Derslerimi daha etkili yapmak için bu araçları ben de araştırdım çünkü bu araçları kullanma konusunda kendimi yetersiz hissediyordum".*

Bunlara ek olarak çalışma sonuçları tartışma bölümünde yorumlanmıştır ve alandaki benzer diğer çalışmalarla karşılaştırılmıştır. Katılımcı öğretmen grupların ideal kimliklerine bakıldığında nitel ve nicel verilerin birbirleriyle tutarlı bir biçimde benzer

nitelikler üzerinde durdukları görülmüştür. Katılımcı üç öğretmen grubu da ideal öğretmen kimliği olarak mesleki ve dil yeterliliğini, mesleki anlamda kendilerini geliştirmeyi, kişisel bazı özelliklere sahip olmayı ve öğrencileri tarafından tanınmayı önemsemiştir. Alandaki diğer çalışmalara bakıldığında ise benzer sonuçları öğrenci öğretmen grubu için Shoyer ve Leshem (2016), mesleğe yeni başlayan öğretmen grubu için Toköz Göktepe ve Kunt (2020) ve tecrübeli öğretmen grubu için ise Kapranov (2020) bulmuştur. Ayrıca Nunan (1992) ve Ordem'in (2017) çalışmaları bu çalışma sonuçlarından farklı çıkmıştır.

Katılımcı öğretmen gruplarının korkulan İngilizce öğretmeni profilini bakıldığında ise benzer şekilde nicel ve nitel veriler birbirlerini destekler niteliktedir. Üç öğretmen grubunun da korkulan öğretmen kimlikleri birbirlerine benzerdir. Öğretmen grupları daha çok istenilmeyen mesleki eğilimlere ve istenilmeyen kişisel özelliklere sahip olmaktan korktuklarını belirtmişlerdir. Ayrıca, mesleki anlamda kendilerini geliştirememekten, öğrenciler tarafından tanınmamaktan ve dil becerisini kaybetmekten korktuklarını belirtmişlerdir. Literatürdeki benzer çalışmalara bakıldığında Babanoğlu (2017), Lomi ve Mbato (2010) ve Shoyer ve Leshem (2016) benzer sonuçlar bulmuşlardır.

Öğretmen gruplarının ideal ve korkulan İngilizce öğreteni kimliklerini etkileyen faktörlere bakıldığında ise katılımcıların içsel ve dışsal faktörler altında farklı faktörlerden bahsetmişlerdir. İçsel faktörler daha çok öğretmenlerin kişisel özellikleriyle bağlantılı iken dışsal faktörler çevresel etkilerle alakalıdır. Bu nedenle içsel faktörlerin öğretmenlerin olası benliklerini şekillendirdiği ve dışsal faktörlerin ise var olan benliklerini yeniden şekillendirdiği düşünülebilir.

Dışsal faktör olarak katılımcı gruplar en çok daha önceki bir öğretmenleri, staj tecrübesi gibi eğitim etkilerinden bahsetmişlerdir. Alandaki diğer çalışmalara bakıldığında ise çalışma sonuçlarıyla uyumlu olarak Xie ve Dong (2020), Salinas ve Ayala (2018), Itoi (2014) ve Prabjandee (2020) benzer sonuçlar paylaşmışlardır.

Ayrıca çalışma kapsamında Covid-19 Pandemisinin öğretmen gruplarının ideal ve korkulan öğretmen kimliklerine olan etkisine bakıldığında uzaktan eğitiminde

etkisiyle öğretmen grupları daha çok teknolojik yeterliliğin önemi, adaptasyon becerisi ve kolay pes etmeme gibi özelliklere vurgu yapmışlardır. Alandaki diğer çalışmalara bakıldığında ise of Kim ve Asbury (2020), Nasr (2020), Kaden (2020) ve Sepulveda-Escobar ve Morrison (2020) benzer sonuçlar bulmuşlardır.

Çalışma sonuçları genel olarak değerlendirildiğinde öğrenci, öğretmen ve tecrübeli İngilizce öğretmenlerinin ideal ve korkulan öğretmen kimliklerinin birbirlerine yakın olduğu görülmüştür. Ayrıca öğretmen gruplarının olası benliklerini etkileyen içsel ve dışsal faktörler ön plana çıkmıştır. Dışsal faktör olarak özellikle eğitim güçlerinin etkisi sıklıkla bahsedilmiştir. Bunlara ek olarak, son dönemde tüm dünyayı ve haliyle ülkemizi ve eğitim faaliyetlerini etkileyen Covid-19 pandemisinin öğretmenlerin olası benliklerini etkilediği de görülmüştür.

Çalışma sonuçları göz önüne alındığında ilgili kurum ve kuruluşların öğretmenlerin kimlik oluşumunda ne kadar etkili oldukları ve özellikle öğretmen eğitiminin ne kadar önemli bir katkısının olduğu fark edilmiştir. Bu nedenle öğretmenlerin mesleğe adım atmadan öğretmen eğitimi yolu ile ve mesleğe başladıklarında ise farklı hizmet içi faaliyetler aracılığı ile öğretmenlerin ideal kimliklerine ulaşmalarına katkı sağlanmalı ve olmak istemedikleri öğretmen profilinden uzaklaşmaları desteklenmelidir.

Çalışma sonuçlarından yola çıkılarak literatüre veri güdümlü bir öğretmen profesyonel kimlik gelişimi modeli önerilmiştir. Model öğretmen kimlik gelişimini etkileyen içsel ve dışsal faktörler ile öğretmen ideal ve korkulan kimlikleri üzerine yoğunlaşmıştır. Modele göre içsel ve dışsal faktörler öğretmen kimlik gelişimini etkilemektedir. İçsel faktörler öğretmen kimliğini oluştururken dışsal faktörlerin öretmen kimliğini şekillendirmektedir. Ayrıca dışsal faktörlerin içsel faktörleri etkilediği de göz önünü alındığında dışsal faktörlerin öğretmen meslek gelişimi için daha önemli bir yere sahip olduğu belirtilmiştir. Dışsal faktörler kapsamında öğretmen kimliğini en fazla etkileyen faktör eğitimle ilgili güçlerdir. Diğer faktörler ise kurumsal güçler, sosyal güçler ve mesleki gelişim etkinlikleridir. İçsel faktörler ise öğretmenin dile karşı özel ilgisi gibi özelliklerin yer aldığı kişisel niteliklerdir.

Ayrıca model kapsamında öğretmen mesleki kimliği ideal ve korkulan benlikten oluşmaktadır. Bu iki benliğin birbirlerini etkilediği görülmüştür. İdeal kimlik kapsamında mesleki yeterlilik, kişisel özellik, mesleki gelişim, dil yeterliliği ve tanınma yer almaktadır. Bu özellikler arasında mesleki yeterlilik diğerlerine kıyasla daha önemli bir yere sahiptir. Korkulan kimlik ise istenilmeyen mesleki eğilimler, mesleki gelişim eksikliği, istenilmeyen kişisel özellikler, dil yetersizliği ve tanınmama bulunmaktadır. Bu özellikler arasında öğretmenlerin daha çok istenilmeyen mesleki eğilimlere karşı korkularının olduğu görülmüştür.

Çalışma sonuçları öğretmen meslek gelişimi açısından önemi göz önüne alındığında meslek öncesi öğretmen eğitimi ve hizmet içi öğretmen gelişimi açısından önerilere verilmiştir. İlk olarak, meslek öncesi öğretmen eğitimi kapsamında öğretmenlerin mesleki kimlik gelişimini etkileyen faktörlerin önemi göz önüne alındığında, özellikle staj tecrübesine daha fazla önem verilmesi gerektiği görüşmüştür. Ayrıca öğretmen mesleki kimlik gelişiminin önemi göz önüne alındığında öğretmen adaylarının kimlik gelişimini olumlu yönde etkileyecek lisans dersleri açılması önerilmektedir. Böylece öğretmen adayları daha yansıtıcı etkinliklerde bulunabilir ve kimlik gelişimlerini daha etkin bir biçimde gerçekleştirebilirler. Ayrıca ideal ve korkulan öğretmen kimliklerine ilişkin sonuçlar göz önüne alındığında öğretmen eğitimcilerinin hizmet öncesi için öğretmen adaylarına mesleki gelişim ve dil yeterliliğinin önemini kavramalarına yardımcı olacak etkinliklerde bulunmaları önerilmektedir. Son olarak, özellikle son yıllarda teknoloji kullanımının önemi göz önüne alındığında öğretmen adaylarının teknolojiyi daha etkili ve verimli kullanmaları için yeni lisans dersleri açılması önerilmektedir.

Çalışma sonuçları kapsamında hizmet içi öğretmenlere yönelik öneriler de verilmiştir. İlk olarak, öğrenci, mesleğe yeni başlayan ve tecrübeli öğretmenlerin öğretmeye karşı hevesinin kalmaması korkuları düşünüldüğünde öğretmenlerin rehberlik servisleri ya ve hizmet içi eğitimler yoluyla mesleki ve kişisel olarak desteklenmesi önerilmektedir. Ayrıca, Millî Eğitim Bakanlığı tarafından online ya da yüz yüze platformlar kurularak farklı seviye ve tecrübedeki öğretmenlerin katılımının teşvik edilmesi ve böylece onların iletişim halinde olarak birbirlerinin tecrübelerinden faydalanmaları önerilmektedir. Bunlara ek olarak düzenli aralıklarla öğretmenlerin mesleki gelişim

ihtiyaçlarına yönelik görüşleri öğrenilmeli ve bu doğrultuda online ya da yüz yüze seminer ve çalıştalar düzenlenmelidir.

Diğer bir öneri ise, her dönem başında hizmet içi seminerler sırasında öğretmenlerin ideal ve korkulan kimlikleri üzerinde düşünmeye yönlendirilmeli ve meslektaşlarıyla bu konu üzerine konuşmaları önerilmektedir böylece öğretmenler öğretme etkinliklerini bu doğrultuda planlayabilirler. Ve son olarak Milli Eğitim Bakanlığı tarafından bir danışma programı kurulabilir ve bu program kapsamında öğrenci İngilizce öğretmenleri mesleğe yeni başlayan İngilizce öğretmenleri tarafından, mesleğe yeni başlayan İngilizce öğretmenleri tecrübeli İngilizce öğretmeni tarafından ve tecrübeli İngilizce öğretmenleri öğretmen eğitimcileri tarafından desteklenebilir.

Her ne kadar çalışma özverili ve titizlikle gerçekleştirilmiş olsa da çalışmanın bazı sınırlılıkları olduğu göz önüne alınmalıdır. İlk olarak çalışmanın mesleğe yeni başlayan ve tecrübeli İngilizce öğretmenleri kartopu örnekleme yöntemiyle seçilmiştir. Öğrenci İngilizce öğretmenleri ise amaçlı örneklem yoluyla seçilmiştir. Ancak ideal olarak katılımcıların olasılıklı örnekleme yoluyla seçilmesi daha uygun olurdu. Ne yazık ki uygulanabilirlik açısından çalışma tesadüfü olmayan örneklem yoluyla gerçekleştirilmiştir. Ayrıca görüşmeler telefon aracılığı ile gerçekleştirilmiştir. Ancak görüşmelerin yüz yüze gerçekleşmesi katılımcıların jest ve mimiklerini gözlemlemek açısından daha uygun olabilirdi. Bunlara ek olarak çalışma katılımcılarını 194 öğrenci, mesleğe yeni başlayan ve tecrübeli İngilizce öğretmeni oluşturmuştur. Ancak Türkiye'deki toplam İngilizce öğretmeni sayısı göz önüne alındığında bu sayı çalışma sonuçlarını genellemek için yetersiz kalmaktadır. Ve son olarak çalışma verileri anket ve görüşmeler aracılığı ile toplanmıştır. Ancak ideal olarak diğer veri toplama araçlarından olan öğretmenlerin sınıf notları, reflektif notları ya da öğretmen günlükleri de kullanılabilirdi.

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