REPUBLIC OF TÜRKİYE

ÇANAKKALE ONSEKİZ MART UNIVERSITY

SCHOOL OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

ENGLISH LANGUAGE TEACHING PROGRAM

AN INVESTIGATION INTO EFL INSTRUCTORS' POSSIBLE LANGUAGE TEACHER SELVES

DOCTORAL THESIS

ÖZLEM KARAAĞAÇ TUNA

Supervisor

Prof. Dr. CEVDET YILMAZ

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Özlem KARAAĞAÇ TUNA tarafından Prof. Dr. Cevdet YILMAZ yönetiminde hazırlanan ve**25/08/2022** tarihinde aşağıdaki jüri karşısında sunulan "**An Investigation into EFL Instructors' Possible Language Teacher Selves**" başlıklı çalışma, Çanakkale Onsekiz Mart Üniversitesi Lisansüstü Eğitim Enstitüsü **İngiliz Dili Eğitimi Anabilim Dalı**'nda **DOKTORA TEZİ** olarak oy birliği/oy çokluğu ile kabul edilmiştir.

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Özlem KARAAĞAÇ TUNA
25/08/2022

ACKNOWLEDGEMENTS

To my son, Deniz…

ÖZET

YABANCI DİL OLARAK İNGİLİZCE ÖĞRETEN ÖĞRETİM GÖREVLİLERİNİN OLASI DİL ÖĞRETMEN BENLİKLERİNE YÖNELİK BİR ARAŞTIRMA

Özlem KARAAĞAÇ TUNA

Çanakkale Onsekiz Mart Üniversitesi

Lisansüstü Eğitim Enstitüsü

Yabancı Diller Eğitimi Anabilim Dalı Doktora Tezi

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Olası dil öğretmeni benlikleri kavramı, öğretmen motivasyonu ve dolayısıyla yabancı dil öğretme ve öğrenme üzerindeki rolü nedeniyle son yıllarda hassas bir konu olmuştur. Buradan hareketle bu tez, Türkiye'deki öğretim elemanlarının olası dil öğretmen benliklerini ortaya çıkarmayı amaçlamıştır. Bu tezin bir diğer odak noktası, öğretim elemanlarının hangi olası dil benliklerine daha yakın olduklarını ve her bir dil öğretmen benliğine yakın veya uzak olmanın onlar üzerindeki etkilerini bulmaktır. Buna ek olarak, çalışma, öğretim elemanlarının korkulan dil öğretmen benliklerinden uzaklaşırken ideal ve olması gereken dil öğretmen benliklerine yaklaşmalarını sağlayacak yolları aramayı amaçlamıştır. Bu amaçla çalışma yakınsayan paralel desende gerçekleştirilmiştir. Olası dil öğretmen benliklerini belirlemek amacıyla, verilerin nicel kısmını toplamak için dörtlü likert tipi bir ölçek geliştirilmiş ve uygulanmıştır. Diğer taraftan, nitel veri ise görüşmeler, yansıtıcı günlükler ve video ile uyarılmış hatırlamalar yoluyla toplanmıştır. Nicel veriler istatistiksel olarak analiz edilirken nitel veriler içerik analizine tabi tutulmuştur. Bulgular, öğretim elemanlarının olası dil öğretmen benliklerinin bileşenlerini ve bu benliklerinden herhangi birisine yakın veya uzak olduklarında hissettiklerini, öğretim elemanlarının ideal ve olması gereken dil öğretmen benliklerine yaklaşırken olmaktan korktukları dil öğretmen benliklerinden uzaklaşabilmeleri için kendilerinin ve kurumlarının yapabileceklerini ortaya koymuştur. Sonuçlar ve öneriler aracılığıyla, bu tez, öğretim elemanlarının gerçek öğretim deneyimleri ile ideal ve olması gereken dil öğretmeni benlikleri arasındaki uçurumu kapatmaları ve olmaktan korkulan dil öğretmen benliği ile aradaki farkı açmaları yönünde onlara ışık tutmaktadır.

Anahtar Kelimeler: Olası Benlikler, Olası Dil Öğretmen Benlikleri, Ideal Dil Öğretmen Benliği, Olması Gereken Dil Öğretmen Benliği, Olmaktan Korkulan Dil Öğretmen Benliği

ABSTRACT

AN INVESTIGATION INTO EFL INSTRUCTORS' POSSIBLE LANGUAGE TEACHER SELVES

Özlem KARAAĞAÇ TUNA

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The concept of possible language teacher selves has been a delicate concern during the last years due to the role it has on teacher motivation and therefore on teaching and learning a foreign language. Considering its importance, this dissertation aimed to find out the possible language teacher selves of the English Instructors in Turkey. Another focus of the present dissertation was to find out which possible language selves the instructors are closer to and the effects of being close to or distant from each language teacher self. In addition, the study intended to seek the ways that can enable instructors to get closer to their ideal and ought to language teacher selves while getting farther from their feared language teacher selves. For this purpose, the study was carried out in a convergent parallel design. With the purpose of identifying the possible language teacher selves, a four point likert type scale was developed and then administered to collect the quantitative part of the data. The qualitative part of the data, on the other hand, was collected through interviews, reflective journals and video stimulated recalls. While the quantitative data were analyzed statistically, qualitative data were subjected to content analysis. Findings revealed components of the possible language teacher selves of the instructors, their feelings when they are close to or far from their possible language teacher selves, and the things the instructors and their institutions can do in order to help them get closer to their ideal and ought to language teacher selves while helping them get farther from their feared language teacher selves. Through the results and implications, the present thesis sheds light on the path of the instructors and their institutions concerning the ways to help the instructors to close the gap between their actual teaching experiences and ideal & ought to language teacher selves and to open the gap between their actual teaching experiences and feared language teacher selves.

Keywords: Possible Selves, Possible Language Teacher Selves, Ideal Language Teacher Self, Ought To Language Teacher Self, Feared Language Teacher Self

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SYMBOLS AND ABBREVIATIONS

L2MSS	L2 Motivational Self System
PLTS	Possible Language Teacher Selves
PLTSS	Possible Language teacher Selves Scale
MoE	Ministry of Education
ELT	English Language Teaching
ELL	English Language and Literature
ACL	American Culture and Literature

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CHAPTER 1

INTRODUCTION

This chapter starts with a brief description of the background of the present study followed by the aim, the research questions, the significance, limitations and the key terminology of the study.

1.1. Background of the Study

The development of a language teacher starts with the learning of the theoretical background to learning and teaching at the English/Foreign Language Teaching departments. This is followed by school experience and teaching practice courses during which the student-teachers first observe teachers and then start teaching themselves by having feedback from their peers, their teachers at their faculties, and the supervising teachers at the schools they practice teaching. As a result of this process, and with all the learning experiences they already had, the student-teachers develop an idea of a teacher for themselves, and become real teachers on their own. This idea of a teacher, with other factors like the environment, leads to the student-teachers' possible language teacher selves.

The social conditions the teachers are in, their professional or personal lives, the experience they have either while learning or while teaching, and their beliefs affect each other and in a broader sense, these factors affect their sense of self or identity (Day et. al., 2006). If it is considered that "identity is a key influencing factor on teachers' sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness" (Day et. al., 2006: 601), it is important to look into the "factors which influence positively and negatively, the contexts in which these occur and the consequences for practice" (Day et. al., 2006: 601).

However, the possible language teacher selves are studied by few researchers although they have an effect on a variety of aspects of a teacher as mentioned above. The

studies carried out in the Turkish context is even less, and generally consider only one aspect of the selves.

The ideal, feared, and expected teaching selves (Hiver, 2013) are the main components of possible language teacher selves.

All in all, the present dissertation aims to bridge three different research gaps that are (a) studying all the possible language teacher selves at the same time, (b) looking into the effects of these selves on language instructors, (c) how these selves can be supported towards a positive direction.

As the importance of the possible selves of language teachers is clear for the teachers, students and the learning and teaching, it is of great importance to examine them. When the scarcity of the studies carried out on this topic especially in the Turkish context is considered, the subject of the present study which is to look into the different possible selves of language teachers in Turkey becomes essential. Firstly, a scale is going to be developed for this purpose. With the help of the scale, and follow up interviews, the ideal teacher self components, the ought to teacher self components, and the feared teacher self components of language teachers will be found out. In addition to these, the study will examine how getting close to or far from these selves affect the language instructors and the ways to help them get closer to their ideal and ought to language teacher selves while helping them get farther from their feared language teacher selves.

1.2. Aim of the Study and Research Questions

The teachers are not alone in their teaching experience, namely, they need to follow a pre-prepared syllabus, they need to follow the rules of the institutions they work for, and they need to adapt themselves into the environment. Thus, there might be some differences between their ideal language teacher selves, and their ought to language teacher selves and therefore the actual teaching experience they have. These differences might cause teachers to be demotivated, decrease their job satisfaction levels, and therefore affect the students and the quality of teaching. Therefore, one of the purposes of this dissertation is to find out the components of these language teacher selves and to compare them with the actual

teaching experience of the teachers to see if there are any differences. Another purpose is to find out the possible reasons and any possible negative effects of these differences and find out solutions for those effects, if there are any. As a result, the school administrations or the other related institutions can be informed about these problems so that they can have some precautions for them.

The following questions, which form the basis of this research, have been formulated.

1. What are the Ideal Language Teacher Self components for language teachers in Turkey?

2. What are the Feared Language Teacher Self components for language teachers in Turkey?

3. What are the Ought to Language Teacher Self components for language teachers in Turkey?

4. How do the language teachers perceive their Actual Language Teacher Selves?

5. How close the teachers perceive themselves to their Ideal Language Teacher Selves?

  o What are the effects of being close to or distant from the Ideal Language Teacher Self for the instructors?
  o What can be done in order to close the gap between the Ideal Language Teacher self and the Actual Teaching Experience?

6. How close the teachers perceive themselves to their Ought to Language Teacher Selves? How? Why?

  o What are the effects of being close to or distant from the Ought to Language Teacher Self for the instructors?
  o What can be done in order to close the gap between the Ought to Language Teacher self and the Actual Teaching Experience?

7. How close the teachers perceive themselves to their Feared Language Teacher Selves? How? Why?

o What are the effects of being close to or distant from the Feared Language Teacher Self for the instructors?

o What can be done in order to increase the divergence between the Feared Language Teacher self and the Actual Teaching Experience?

1.3. Significance of the Study

"Teachers affect eternity; no one can tell where their influence stops." says Henry Brooks Adams (Cited in Maniglia, 2017: 6). The importance of teachers in the education process and further in the learners' lives is obvious. They have the chance to encourage their students both academically and socially (Bronfenbrenner, 1979), and they are the ones that affect the path of education. There are numerous studies that support that the teachers have an important effect on the learning process and the students in many ways (e.g.: Blazar and Kraft, 2017; Darling-Hammond, 2000;Jimerson and Haddock, 2015;Jordan et. al., 1997; Rowan, et. al., 1997;Sanders and Rivers, 1996; Sanders et. al., 1997).

Keeping in mind how important a teacher is in the whole process of teaching and learning, the possible teacher selves they have is a significant area to be studied. The reason behind this is that these selves has an effect on many aspects of teaching like the motivation of the teachers, job satisfaction, teaching effectiveness, purposefulness, self efficacy and commitment of the teachers. Therefore, when the teaching selves are studied in a comprehensive way it will help the researchers to guide institutions and individual teachers into creating better teaching and learning environments.

There are few studies carried out within the context of possible language teacher selves. One of these studies is by Hiver (2013), in which he studied with seven Korean English teachers in order to find out the role of the possible language teacher selves in the professional development choices. The two research questions he investigated were: "1. What roles do the ideal, ought-to, and feared language teacher selves play in the CTD choices of in-service Korean English teachers in the public school sector?", and "2. Do any of these three (the ideal, ought-to, and feared) possible language teacher selves dominate the participants' working self-concept and their choices to seek out CTD? If so, what does

this indicate?" (Hiver, 2013: 213). At the end of the study, Hiver (2013) found out three main motives for the Korean English teachers. The first one of these motives was "repairing inadequacies of the self, a motive spurred primarily by avoid/prevention tendencies" (Hiver, 2013: 215) which is related to the feared language teacher self. The second motive was "enhancing the self, focused on approach/promotion tendencies" (Hiver, 2013: 215) and this motive was related to the ideal language teacher self. The third motive was "adhering to normative obligations, related to the need to approach consistencies or avoid discrepancies with external oughts" (Hiver, 2013: 215). As it can be clearly seen, this motive was a result of the ought to language teacher self.

Another study was carried out by Demirezen and Özönder on the Professional Teacher Self component. The purpose of their study was to find out the relation of teacher education with the professional selves of Turkish English instructors at Hacettepe University. 43 English instructors working at Hacettepe University answered a 40 item questionnaire developed by the researchers for the purposes of the study. Their first research question was "What is the rate of Turkish English teachers' professional self?" (Demirezen and Özönder, 2016: 453). They found out that the rate was as high as 81%. Their second research question was "What are the opinions of Turkish English teachers about "professional self" in terms of teacher preparedness in terms of knowledgeability, personal and professional development, applicability of already obtained knowledge, assessment and feedback?" (Demirezen and Özönder, 2016: 453). The results showed that the teachers had positive opinions about all of the domains with the highest means for personal and professional development. The third research question was "Do Turkish English teachers' views of their professional self change depending on their educational background?" (Demirezen and Özönder, 2016: 453). The researchers found out that there was a difference according to the educational background as the teachers with a Doctor of Philosophy degree had the highest mean scores, followed by the teachers with a Master of Arts Degree. The last research question of the researchers was "Does the teaching experience have an impact on Turkish English teachers' views of their professional self?" (Demirezen and Özönder, 2016: 453), and they found out that the teaching experience did not have a significant impact.

As can be seen in the literature, there are not many studies carried out on the possible teacher selves, and the available studies do not cover all components of it. The

present study is important because it will study all of the components of language teacher selves, namely ideal, ought to and feared language teacher selves, with a high number of participants in Turkey. Therefore, the negative effects of any possible gaps among the different language teacher selves, and also between the ideal teacher self and the actual teaching experience, which may cause some problems especially with teacher motivation, can be found out. The present study will also look into the possible reasons of these gaps from the eyes of the teachers. This is important because when the responsible people or the institutions find out these problems and their reasons, they can have some precautions. These precautions may be adopting their programs, having some training programs for the teachers, explaining the teachers why they are doing what they are doing. They might have some sessions with teachers to see what can be done to close the gap between their ideal teacher selves and the actual teaching experience they have. As a result, the problems mentioned above; demotivated teachers, low levels of job satisfaction, negatively affected learners and the quality of teaching can be prevented.

1.4. Limitations

Even though the necessary precautions were taken to minimize them, there are certain limitations of the present study. The limitations are as follows:

1. Since the participants of the qualitative part of the study have at least five years of experience, the results cannot be generalized for the novice teachers.

2. As the participants of the study were the instructors at preparatory classes at universities, the results cannot be generalized to Ministry of Education.

3. As the study was carried out with the instructors working at state universities, the results cannot be generalized to the private universities.

4. The results of the present study may not be generalized to other nationalities because of the cultural, institutional, and administrational differences.

5. Although the present study was designed to be a mixed research, there was only a scale as a quantitative data collection tool while there were three qualitative data collection tools.

6. Since the present study do not contain observations as part of the data collection methods, it trusts only the perceptions of the instructors and what they say about their language teacher selves and actual teaching experiences.

1.5. Key Terminology

Possible selves: 'Possible selves (PSs) are positive and negative images of the self already in a future state' (Oyserman, et. al., 2006: 188). It reflects 'individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming' (Markus and Nurius, 1986, p. 954).

Possible Language Teacher Selves: These selves are "language teachers' cognitive representations of their ideal, ought-to, and feared selves in relation to their work as language teachers" (Kubanyiova, 2009: 315).

Ideal self: This self is a positive implication of the actual self to the future. It is about what kind of an individual one ideally wishes to be in the future and tries to be so (Hiver, 2013).

Ideal language teacher self: This is who a language teacher wishes to become (Karimi & Norouzi, 2019).

Ought-to self: This self is the self that an individual thinks he or she should become concerning others' views (Hiver, 2013).

Ought-to language teacher self: This is the self that a language teacher thinks he or she should become according to the expectations of the significant others (Karimi & Norouzi, 2019).

Feared self: Feared self is the self that one is afraid of becoming. This is the opposite of the ideal self. It is a negative implication of the actual self to the future (Hiver, 2013).

Feared language teacher self: feared language teacher self is the self that a language teacher is afraid of becoming (Karimi & Norouzi, 2019).

1.6. Chapter Summary

Within this chapter, the background to the study was presented shortly. In addition, the purpose of the study was explained and the research questions were introduced followed by the explanation of the significance of the study. The chapter finishes with the limitations and the description of the key terminology.

CHAPTER 2
LITERATURE REVIEW

2.1. Introduction

This chapter introduces the theoretical background of the study focusing especially on the possible selves and the possible language teacher selves which are the actual focus of the present study.

2.2. Teaching-Learning

Teaching-learning is relatively related to the possible language teacher selves since these selves have a significant effect on the teachers' decision making, the teaching-learning approaches they choose, and the way they teach.Teaching-learning conceptions express the methods and techniques preferred by teachers in teaching-learning practices in the educational process (Chan & Elliott, 2004). It can be said that there are two different teaching-learning approaches with opposing characteristics in education. One of these two teaching-learning approaches in education is constructivist and the other is traditional teaching-learning approach (Aypay, 2011; Bıkmaz, 2011; Chen & Elliot, 2004; Oğuz, 2011Schunk, 2008; Şahin&Yılmaz, 2011).

2.2.1. Traditional Learning Approach

The traditional teaching-learning approach, which is based on behaviourist theory, argues that knowledge exists independently of the individual (Duff &Jonassen, 1991). According to the behavioural approach, it is more important that the behaviour is acquired, not how the knowledge is acquired (Saban, 2002). In behavioural learning, if students adapt the behaviour to their daily life and repeat it, permanence is ensured, otherwise it is forgotten (Özden, 2005). In the traditional teaching-learning approach, the only authority is

the teacher and students receive information without questioning (Brooks & Brooks, 1999). The traditional teaching-learning approach, which is teacher-centred, has a structure in which information is transferred directly to the student and the student usually works alone (Cheng, Chan, Tang, & Cheng, 2009; Trigwell, Prosser, & Waterhouse, 1999; Wildman, 2008). In traditional understanding, the learning process is not important; the important thing is the teaching process (Cırık, 2005). While teaching the content, the information is divided into small units according to the objectives. Even in order to learn a simple concept, the student has to bring all the pieces together (Deryakulu, 2001). In learning environments where the traditional approach is used, the teacher makes all the necessary preparations for teaching and presents the information directly; the only authority is the teacher. In order for learning to take place, the teacher; reward, punishment, repetition, etc. uses activities (Açıkgöz, 2003).

According to Brooks & Brooks (1999), the student is not expected to think to find the truth; the important thing is to give the "correct" answer. At school, students are expected to learn and adopt a fixed worldview. Constructing new knowledge is not given importance (as cited in Yurdakul, 2004). In the traditional teaching-learning approach, the student usually works alone. This prevents the establishment of student-student and student-teacher communication. Since there is no social interaction, when the student wants to express his/her opinion or ask something, he/she may not find anyone to listen to him/her (Açıkgöz, 2003). Therefore, it is argued that the traditional understanding is not sufficient to ensure the personal and social development of students (Tanel, 2006). Teacher-student relationships are stable. Classroom rules are determined by the teacher and are very strict. Since the rules are determined by the teacher, they are accepted as unchangeable truths and cannot be discussed. The traditional teaching-learning approach, which does not coincide with the characteristics of democratic life, is more accepted in societies where the teacher is accepted as the only source of authority. In classrooms where this understanding is dominant, accusation, judgment and punishment are dominant (Aydın, 1998; Deryakulu, 2001). In classrooms where the traditional teaching-learning approach is dominant, if the information conveyed by the teacher is known by heart by the student, it is considered successful (Yıldız&Ardıç, 1999). It is not what students learn, but what is taught to them that is measured and evaluated. For this reason, students usually memorize the information for the exam and forget it after the exam (Cırık, 2005).

Traditional assessment criteria are used and each student is expected to give the same answers (Deryakulu, 2001).

2.2.2. Constructivist Learning Approach

Constructivism is an understanding shaped by the work of scientists such as Piaget, Vygotsky, Asubel, Bruner and Von Glasersfeld in the second half of the 20th century (Açıkgöz, 2003). Although constructivism is a new understanding, when its philosophical foundations are examined, it is seen that it dates back to GiambatistaVico, who lived in the 18th century. GiambattistaVico actually defended constructivism by saying that people only learn what they construct on their own (Özden, 2005). Constructivist understanding, which was initially limited to the studies of Piaget and Vygotsky, and was developed with the support of contemporary biologists and cognitive scientists, in the teaching-learning process of teachers; had a significant impact on determining the target, content, strategy, method and evaluation methods they used (Akyıldız, 2016). Constructivism from the 18th century to the 1960s, in the West, to realism, which argues that everything in the universe is independent of the human mind, and that reality is one and unchanging; positivism, which argues that the only and reliable information is information that can be supported by facts; It is an approach that has been successful by ignoring the human mind and reacting to behaviorism, which explains the behavior of the organism with a stimulus-reaction bond (Yazıcı, et. al., 2009). Constructivism, which initially developed as a theory dealing with how knowledge is learned, has evolved over time into an approach dealing with how knowledge is structured in the mind (Demirel, 2010). Constructivism is a theory about knowledge and learning (Akyıldız, 2016). The theory reflected new views on how knowledge is formed into the teaching-learning process. Constructivism is basically an epistemological view of the nature of scientific knowledge (Ünder, 2010). According to the constructivist approach, knowledge is not independent from the learner and knowledge is learned as a result of one's own structuring (Özden, 2005). According to Açıkgöz (2003), the structures created by the individual are unique to the individual and it is not possible to transfer this structure to someone else. In constructivist learning theory, the student is at the forefront. The student is at the forefront in the perception, processing, interpretation

and reproduction of knowledge, briefly in the structuring of knowledge. The role of the teacher in this process is to help the student to construct the knowledge as a guide. Instead of presenting the information directly to the students, the teacher encourages the students to construct the information themselves and prepares appropriate environments (Glasersfeld, 2007). The teacher enables the student to construct the concepts in the learning environment. For this reason, it creates contradictions in the minds of the students by asking questions to the students, encourages them by developing their sense of curiosity, and most importantly, involves the students in the activities (Brooks & Brooks, 1999). Since it is accepted that knowledge is structured in the minds of students according to the constructivist approach, classroom environments should be arranged in such a way that the student can be more active and interact more. Approaches, methods and techniques that increase student-student and student-teacher interaction, in which students are more active, are used, especially cooperative learning and problem-solving approaches that make the student active (Brooks & Brooks, 1999; cited in Çalik, 2020).

2.3. Teacher Training

It has been observed that there have been significant changes in the teacher education systems of various countries for years under the name of innovation or reform studies. It is seen that the most important reasons underlying these changes are the increase in knowledge, economic development on the basis of the information society, developments in the field of technology and the diversification of the sources of access to information, the transition from teaching to learning, the difference between the intellectuals, the age of individuality, the transition from consumerism to productivity in educational materials. The transformations in the field of teacher education are closely related to the transformations in the economic, political and social fields. When considered in the context of education, it can be said that there is a close relationship between all these changes and the education paradigm.

The paradigm in teacher education is defined as the framework of beliefs and assumptions about the nature and purposes of school, teaching, teachers and teacher education (Popkewitz, Tabet. al., 1979). Gamze (2011) defines paradigm as a set of

concepts, assumptions and beliefs that guide our thoughts about a phenomenon. Spodek (1974), associating the concept of paradigm with teacher education, stated that teacher education reflects a kind of ideology, although it is not explicitly stated, each teacher education program reflects the ideology of the institution, and a teacher education without judgment, belief and values cannot be considered. Paradigms may not be clearly separated from each other and some dimensions may be intertwined. Nevertheless, paradigms help to analyze the principles, approaches and practices related to teacher education (Gamze, 2011).

2.4. Educational Psychology

Since education is the process of creating deliberate and permanent change in the behaviour of individuals through their own lives, the material on which education works is human. A teacher's goal is not to fully educate a student by simply imparting knowledge. In order for the teacher to introduce the students to the knowledge, it is necessary to get to know it first. Knowing the developmental characteristics and needs of students will enable students to make the right decisions. When the right decisions are made, the student can introduce information. In this context, educational psychology is the most beautiful, most important and most powerful tool to reach students (Terzi, 2013).

Questions such as how to train teachers in order to reach the highest level of efficiency in education, how to organize the curriculum in terms of both content and form, and how to evaluate the variables that affect the classroom environment are the subjects that school and educational psychology are interested in. Educational psychology is a field that examines learning and teaching and related factors. What we gain by knowing Educational Psychology is as follows (Özbay, 2009):

- Educational psychology helps us understand what changes students have from kindergarten to the end of the school year.

- It contributes to our understanding of how students mentally acquire, process and process information.

- It provides information on what information students can acquire at what age and in which environments this information can be used most efficiently.

- Behavioural, cognitive and social learning approaches covered within the scope of educational psychology provide comprehensive clues about the development of academic and social skills and learning processes.

- It questions the multidimensional idea of "teacher teaches, student learns".

- It teaches techniques that can measure what students know before and after learning.

The age we live in, namely the 21st century brought many changes along. What human beings can do has differentiated and expectations have increased. Undoubtedly, we can see the most important reflection of this in the field of education. Being able to keep up with the developments in this situation; it has brought with it that teachers have new attitudes and skills. Now, when teachers enter the classrooms, they are faced with smart boards, not blackboards. Therefore, the characteristics of a good teacher can be listed as follows (Topdemir&Unat, 2012):

- A good teacher must have knowledge of the field. A teacher's field knowledge and skills are very important in the teaching process. It will not be enough for a teacher who does not have sufficient field knowledge to transfer and share information to the student.

- A good teacher must have effective teaching skills. The connection between what teachers want their students to learn and what students actually learn is called teaching or pedagogy. It is important to know the principles of effective teaching and to be able to apply them.

- A good teacher should be realistic in her expectations from her student. The outputs that a good teacher expects from their students are predetermined. In this way, she can look at the student's output and evaluate the student. A constructive assessment and feedback helps the student achieve desired goals.

- A good teacher must use effective communication skills. S/he uses effective verbal and non-verbal communication skills in the classroom. A teacher should be a good listener. S/he understands and responds to his student with a genuinely empathetic attitude and tone. S/he motivates his student and is positive in his evaluation of the student. S/he

communicates effectively with his student with positive feedback. S/he creates a positive atmosphere by using effective communication skills in the classroom environment. The teacher is social and humane.

- The teacher is a good model. A good teacher should be a model for its students. It is a model for the student both with its knowledge and equipment and with its personal social skills.

- A good teacher must have a good knowledge of psychology. A good teacher wants to know her student, knows the developmental characteristics the students have, pays attention to individual differences. A good teacher knows the interests and abilities of her student, and introduces the students to success by focusing on the strengths that she can achieve, not focusing on the weak and unsuccessful aspects of the students (Terzi, 2013).

2.5. Professional Development

It is obvious that the continuing professional development of the teachers considerably changes and develops their language teacher selves, and reminds them their motivations in teaching. However, development should be seen as a process initiated by language teachers themselves (Mushayikwa&Lubben, 2009). This is a process that should be evaluated as an ongoing development throughout the teaching career in addition to the teacher education or pre-service preparation (Van Eekelen, et. al., 2006). Deeply emotional at times (Kalkan, 2020; Zembylas, 2004), it functions both as an enhancement to the development of the teacher's professional self and repairs the perceived inadequacies of the self (Clarke & Hollingsworth, 2002). Pedagogical development can include a range of processes such as language development (Kubanyiova, 2006), research, mentoring (Halai, 2006), and reflection and collaborative problem solving (Dunn & Shriner, 1999). These developments affect and are affected by two prominent concepts: self-sufficiency and the feelings of the teachers.

- **Self-sufficiency:** Self sufficiency of a teacher is a salient factor for teachers to decide on whether and what kind of professional development activities they will participate in. According to Bandura (1977), self-efficacy is a person's belief in one's

capacity to engage in a necessary action plan to achieve a particular end-state. Therefore, it appears to have a direct impact on the choice of activities and effort expenditure (p. 194). Teacher self-efficacy has been defined as a teacher's confidence or beliefs in their ability to influence student learning outcomes (Geving, 2007; Guskey, 1988; Hiver, 2013). A teacher's self-efficacy is an important source of motivation and commitment in all aspects of teaching and has been shown to have an important link with a wide variety of desired outcomes in educational settings (Eren, 2009; Kalkan, 2020; Woolfolk, Rosoff, & Hoy, 1990). While teachers' negative self-efficacy beliefs were assumed by some to be harmful to the continuation of teacher development (Guskey, 1988; Kubanyiova, 2006; Van Eekelen et al., 2006), others challenged this assumption by asserting teachers' self-efficacy beliefs (Moe et al., 2010; Kalkan, 2020).

- Feeling: Another common denominator in most research on teachers and teaching is that emotions permeate all aspects of the profession (Arslan, 2018; Kalaycı, 2019; Gostling, 2018; Skaalvik and Skaalvik, 2017). Given the predominant nature of emotions in the formation of a professional identity as a teacher, emotions can be seen as important catalysts that guide decisions to engage in continued teacher development (Zembylas, 2004).

Developmental processes that involve the self-concept and one's sense of personal or professional identity will span the subcomponents of that identity. It is clear that emotions constitute one of these fundamental aspects of the self. Affective states that intersect with self-concept observations in the psychology literature are inseparable from perceptions of abnormalities between the present and future self-environments and revisions within self-concept (Papi et al, 2019; Erikson, 2017).

2.6. Teacher Selves and Teacher Identity

The concept of teacher identity has attracted the attention of researchers as researchers in related fields such as psychology and education have expanded the understanding of identity to an internal, consistent and fixed, fragmented, socially mediated and multiple structured. Identity is formed as individuals claim their identity positions and as those around them assign identity characteristics to individuals (Reeves,

2018). One's self-positioning and others' positioning may define or contradict each other. Simultaneously with one's use of agency to claim positions of identity, external forces assign identity to the individual. When these two forces clash, an identity negotiation takes place. External others, such as individuals, institutions, and the media, may endorse an individual's identity positions (for example, a teacher's claim to be a legitimate language teacher). However, pressure can also be applied to change a position (for example, lower status of a non-native English language teacher).ID; social statuses, roles, positions, relationships, institutional and other community identities encompass a whole set of social personalities (Rapoport, 2020).

Identity work involves positioning oneself and positioning by others. Identity is plural, not singular. Multiple identity locations are constructed by an individual. For example, an identity position as a language teacher may coexist with additional identities such as parenting, friendship or chess referee. Just as the identity possessed is a multiplicity, there can be a multiplicity within any identity position. For instance, a language teacher may claim to be both a communicative language teacher and an advocate of grammar-based language teaching. Identities are not only multiple but sometimes contradictory. Identity is constantly under construction and identity continues throughout life. However, this does not mean that the individual does not have permanent identities. While many aspects of identity are open to change and negotiation, some identity characteristics of the individual (for example, gender) remain relatively stable. Identities have different degrees of durability, depending on the individual's willpower and environmental pressures. Low-resilience identities may change over time, while more resilient identities may remain largely unchanged for most or all of an individual's life (Reeves, 2018).

The development process of identity takes two forms: discourse and practice. It is a position that consists of discourse, language and social interaction in the identity development process. Strengthening identity through identity in practice, the behavior of the individual, and participation in particular communities becomes important. The perspectives of identity in discourse and identity in practice are integral. Teacher identity research often includes both perspectives (Han et al, 2020).

Characteristics and signs of the teacher or language teacher; what the teacher says and how he acts is in constant discussion not only between himself and his environment,

but also within himself. Teacher identity and teacher development are intricately linked. To teach is to embrace an identity as a teacher. The nature of identity is constantly negotiated between students, teachers, institutions and the media. Farrell (2011) found sixteen teacher identity roles in three categories of teacher identity position (teacher as manager, teacher as culture builder and professional). Farrell's identity roles were initially formed individually and developed into teacher roles in the process. In this context, the formation of teacher identity is largely a matter of choosing the identity position created by others (authoritarian teacher, entertaining teacher) or creating a new identity position (collaborative teacher, learning teacher). Farrell found that experienced teachers were more comfortable adopting and forming identity positions that fit their preferences within institutionally available boundaries.

The ease with which to adopt, change, and create identity positions that Farrell finds in experienced teachers contradicts the rigidity he found in Trent's (2010) study of pre-service teachers' identities. In the study, pre-service teachers exhibited inflexible views on the identity of teachers avoiding identities such as "areas of uncertainty". Accordingly, teachers with less seniority may experience identity crises more often in which they show fluctuations in their identity perceptions and quickly adopt and abandon their teacher roles.

Tsui (2007) discussed this potential for identity conflict during the appointment of new teachers as a factor that could facilitate or hinder teacher development, even teacher retention. "These conflicts can lead to new forms of participation in practice, new relationships with community members, and new ownership of meaning. Or they can lead to identities of marginality, separation and non-participation" (Tsui, 2007, p. 678). Accordingly, the formation of teacher identity is linked to the growth and development of teachers in an organized manner. Successful promotion of new teachers may depend on building a healthy, solid teacher identity. Flexibility and tolerance for the ambiguity and diversity encountered in identity formation can be beneficial for new teachers. Because it is socially mediated and discursive, teacher identity is tied to social, institutional and ideological power differences and inequalities. Studies on identity studies of native and non-native speakers have proven that native English speakers are more skilled in teaching (Golombek& Jordan, 2005; Tsui, 2007; Vasques, 2011).

2.7. The Interaction of Teacher Selves in Professional Development Preferences

As it has been mentioned before, the teacher selves lead the professional development preferences of the teachers and they are also affected throughout the process of professional development.Markus and Nurius (1986) and Higgins (1987), who were among the first to contribute to a believable "self" construction; they called these 'possible selves'. The possible selves of Markus and Nurius (1986) represent ideas of "individuals" about what they can be, what they want to be, and what they fear to be (p. 954). Teachers' "ideal", "feared" and "expected" selves (Carver, Reynolds, &Scheier, 1994) bridge the gap between cognition and motivation. It has been revealed that the orientation of possible selves as action agents is predictive of the future and affects experiences and behaviors that have not yet occurred (Bybee, 2002; Oyserman& Markus, 1990; Penland, Masten, Zelhart, Fournet, & Callahan, 2000).

Higgins, Roney, Crowe, and Hymes (1994) see three possible selves, the 'ideal self', the 'needed self' and the 'feared self', that are particularly important in motivating and directing behavior. The ideal self is the future positive reference of the real self. It is a positive vision of drawing on dreams and hopes, as well as an emotional experience of the desired future. This ideal self includes desirable traits. The necessary self, on the other hand, refers to mental and experiential surrender based on one's view of another's duties, obligations, and responsibilities (Higgins, 1987). The value to be is unique in that it represents both positive and negative reference points as opposed to the real self (Higgins, 1998). However, the basic distinction between ideal and supposed self is that the latter's supposed self is based on external expectations (Pizzolato, 2006). The opposite of the ideal self is the feared self, which serves as a negative future reference for the true self and represents undesirable aspects of the self in the future (Ogilvie, 1987). Feared self-images are images that the individual wishes to avoid, but is afraid to be (Carver, 2005).

The motivational functions of these three future self-guides derive from their ability to direct behaviour toward or away from the ideal, the feared self, and a necessity. The self-regulatory power of possible selves, and their incentive or avoidance functions, are assumed to be based on a person's proportional desire to reduce or increase the distance or

discrepancy between the real self and the ideal self (Hendrix &Hirt, 2009; Higgins, 1998). Self-concept to the extent that cognitive events are rarely devoid of emotion (Boldero& Francis, 1999; Karademas, 2006; Kobal&Musek, 2001; Taylor, Pham, Rivkin, & Armor, 1998) and emotional states are related to conflicts or inconsistencies (Higgins, 1987), negative or positive feeling about oneself is an inevitable component of possible selves (Markus &Nurius, 1986).

Possible selves are based on a vital aspect of agency rather than being limited to images. It includes experiences of one's agency in a future self-state (Erikson, 2007; Markus &Kitayama, 1991). It is possible, partly because they derive from and integrate schematic knowledge of past and present experienced situations (Oyserman, Ager, & Gant, 1995), and partly because emotion requires an experienced state to exist (Boyatzis&Akrivou, 2006). While the possible self model grew out of the study of self and motivation theory in mainstream psychology, they have now come to the fore in the literature of second language motivation (Dörnyei, 2005, 2009, 2010; Dörnyei&Ushioda, 2011) and even started to progress in the field of language teacher motivation (Kubanyiova, 2009).

2.8. The Self-discrepancy Theory

After the first construction of the possible selves, they have been improved based on the self-discrepancy theory. Namely, while possible selves were theorized by Markus and Nurius (1986), Higgins (1987) focused on the future elements of the self-concept and presented a complementary perspective to explain self-knowledge with the well-known theory of self-discrepancy (Higgins, 1987; Higgins, Klein, &Strauman, 1985). The theory was based upon the suspicion that the actual self cannot be the answer for every problem individuals have. The reason for this is that, different individuals might have different emotional problems and it is not possible to relate all of these problems to the actual self. Therefore, it can be concluded that the self-discrepancy theory is "a model of the relation between self and affect that goes beyond the actual self (Higgins, 1987: 94). With this theory, Higgins (1987) aimed to provide a systematic scope by dividing the self into three main areas to explain the interaction between various self states:

(1) Actual self (true self)

(2) Ideal self and

(3) Ought to self (the self that should be)

Based on this distinction, the actual self refers to the self-representation of traits or qualities that an individual believes s/he already has. The ideal self refers to the self-representation of the traits an individual would ideally wish to possess. In other words, the ideal self is about personal desires, aspirations and self-imagined goals. Finally, the ought to self expresses the self-representation of the traits an individual believes that he or she should have. This is closely related to the individual's sense of responsibility, duties and responsibilities. Referring to the ideal self in the literature as a situation originating from the individual's own desires and aspirations and leading to a personal vision, a great distinction is made between the ideal self and the ought to self, which is emphasized as the attributes that a person should have (Dörnyei, 2009). However, as various scholars have emphasized (for example, Boyatzis&Akrivou (2006); Dörnyei, 2009; Ryan &Irie, 2014), the incomprehensibility of the separation between ideal and ought-to selves is that we all belong to various social groups and in a way to social norms. From this point of view, it is inevitable to embody some social expectations or roles that represent the self-derived self to self-derived goals and desires that reflect the ideal self. Therefore, ideal and ought to selves can preserve overlapping and harmonious aspects; however, there may be conflicting elements as well. (Ryan &Irie, 2014)

Higgins (1987) views the actual self as an individual's self-concept and the remaining ideal and self-guidance of the future. Based on the taxonomy of self-states involving actual, ideal, and ought to, the self-discrepancy theory (Higgins, 1987, 1998) suggests that individuals compare their true selves with the final states they desire, i.e. their ideal and ought to selves. They are motivated by the harmony between self-concepts and these personally relevant self-guides, and the desire to reduce the discrepancies between their actual and ideal / ought to selves. Therefore, they see what is similarly ideal and should be as standards that need to be achieved and goals that need to be achieved. However, Higgins and colleagues (Higgins, 1998; Higgins, Roney, Crowe, and Hymes, 1994) draw a line of the ideal self and the necessary self in terms of aspects of self-

regulation. It emphasizes that the ideal self contains a focus on promotion associated with aspirations, wishes, hopes, and advances, while the ought to self exhibits a focus on prevention to avoid possible negative consequences and stay safe.

Even though self discrepancy theory and possible self-theory handle the issue of the self, different ways are used to reach similar results. These theories put forward complementary understanding about the motivational function of future self states in cases of possible selves or future self-guides. The intersection component of these frameworks is the motivational function of future-oriented self-representations since each of them possesses the potentiality to have intense motivational effects on "future, non-realized selves behaviour."(MacIntyre, MacKinnon and Clément, 2009: 47). This motivational role of future selves can be found in various field of studies, including the field of SLA.

Higgins (1987) also proposed a rational relationship between possible selves and motivation. The self-discrepancy theory (Higgins, 1987) claims that people are motivated to succeed in their future self-guides or find a situation in which their present or actual selves turn into their ideal selves.

Accordingly, motivation includes the desire to adapt between the actual self of the individual and the alleged behavioural standards of ideal self (Dörnyei&Ushioda, 2011). Self-guides to the future can provide the person with the necessary motivation and guidance to advance strategies to reduce the discrepancy between the actual and probable selves. Both ideal or ought to guides for the future seem to reflect a trend towards achieving certain goals in the future.

According to Higgins (1998), the future self-guiding trend is different from the others in nature. It focuses on avoiding and enduring negative consequences arising from the lack of success in getting closer to the ideal self that may occur in the stage of realizing more than one need in the future. The incentive for future hopes and desired successes is associated with ideal guides. The importance of the discrepancy between these selves is that people are inspired by the feeling of pleasure and avoiding discomfort (Higgins, 1998).

2.9. Teacher Motivation

In recent years, teacher motivation structure has attracted the attention of researchers (Richardson et al., 2014; Watt & Richardson, 2008). Language (L2) is a fairly new concept as a subject of research on learner motivation (Boo et al., 2015; Dörnyei& Ryan, 2015) and language teacher motivation research has recently been on the research agenda of L2 researchers (Dörnyei& Ryan, 2015; Mercer &Kostoulas, 2018). These studies are not limited to language teacher motivation research but also include other topics related to language teacher psychology. In this context, Mercer and Kostoulas (2018) highlight the clear imbalance between research on L2 learner and teacher psychology, as the former is rather rich while the latter is relatively scarce. Along with other concepts related to language teacher psychology, language teacher motivation constitutes one of the most important teacher-related structures that welcome the contributions of L2 researchers.

Language learners and teachers constitute two important stakeholders who build and shape the language learning and teaching process together. Therefore, good instincts can be developed first by regarding the motivation, then by the motivation for language learning and by the nature of language teacher motivation. This can be useful because of the close links between language learner and teacher motivation (Dörnyei&Kubanyiova, 2014; Dörnyei& Ryan, 2015; Dörnyei&Ushioda, 2011) and the potential guiding role of L2 learner motivation research for issues related to L2 teacher motivation. (Hiver, Kim & Kim, 2018).

Teacher motivation should be an important issue for education policy makers and researchers for at least three reasons. The first reason can be conceptualized as passion for teaching (Carbonneau et al., 2008), enthusiasm (Kunter et al., 2011), self-determination (Roth et al., 2007) or self-efficacy (Holzberger et al., 2013). It has been shown to affect teacher behavior, which in turn affects student motivation and success. Enthusiastic teachers can inspire students to love their subjects (Chambers, 1999; Lamb &Wedell, 2015), whereas teachers who lack enthusiasm or self-efficacy may cause their students lose motivation (Atkinson, 2000). Secondly, teacher motivation is important in terms of teachers' own job satisfaction, psychological well-being, and ultimately, their insistence on the profession (Watt & Richardson, 2008). Thirdly, motivated teachers are much more likely to support progressive education, as they are more likely to both constantly seek

ways to improve their practice and make the necessary effort to implement change (Jesus & Lens, 2005). As many commentators point out (for example, Jesus & Lens, 2005; Skaalvik&Skaalvik, 2011), despite the acknowledged importance of motivation, teachers worldwide are among the most challenged ones in terms of motivation (Bennell&Akyeampong, 2007). The discrepancy is particularly striking in societies under economic or political pressure, for example in developing countries where teachers lack basic resources to run their jobs (Bennell and Akyeampong, 2007) or in countries going through periods of political transition and social turmoil, since the curriculum content and objectives are changing and teacher status is weakening.

2.10. The Possible Selves Theory

The concept of possible selves was introduced by Markus and Nurius (1986), who argued that they embody the hopes, fantasies and fears of the individual based on their own sociocultural and historical context and experiences. Although they do not technically describe the various aspects of possible selves, it is suggested that possible selves can have several dimensions. These are; the self one would want to be, the self one feels s/he ought to be and the self one is afraid of being.

Developing the possible self-concept further, Higgins (1987) proposed a self-discrepancy theory in which he identified three basic components of the self. The self that represents the qualities a person believes to have is the actual self, the one that represents the qualities one would ideally wish to have is the ideal self, and the self that represents the traits one believes that s/he should have (obligation, responsibility, duty) is the ought to self. When there is a discrepancy between the person's actual self and the ideal or ought to selves, the person is motivated to take actions to reduce that inconsistency. Possible self theory can be criticized for being overly egocentric and neglecting the social nature of the selves (Erikson, 2007). However, it is important to emphasize that possible selves emerge from representations in a person's social environment and experiences. The reason behind this is that, people are "unlikely to engage in adopting, changing, maintaining or abandoning images in social isolation" (Marshall et al., 2006: 145). Possible selves develop based on a person's past successes and failures when evaluated by comparing them with the results of other individuals' actions. Since the values, ideals and desires of the individual

are shaped by social contexts, it has a social structure (Korthagen, 2004; Oyserman, 2001). While possible selves theory has been used more broadly to examine students' motivation (Islam et al., 2013; Lamb, 2011; Oyserman et al., 2006), only a few studies have adopted it to gain insight into teacher motivation (Cardelle-Elawar et al., 2007; Hamman et al., 2013; Hiver, 2013; Kubanyiova, 2012). Most of these studies focus on the ideal and feared (avoided) selves of novice or prospective teachers at various stages of teaching practice.

On the basis of his study with Slovakian English teachers, Kubanyiova (2012) stated that ideal teacher selves are related to the teaching motivation. He argued that their motivation to teach affected their methodology choices and their sensitivity to in service training. Similarly, Hiver (2013) found that Korean teachers' ideal and possible selves were driven by their intrinsic motivation of their willingness to professional development, especially in relation to their English skills. The most important factor in these studies is the complexity and dynamism of teachers' possible selves. Any teacher is likely to have multiple, often competing visions of themselves as a teacher. Teachers' visions will change throughout their careers.

Studies in psychology have given importance to the concepts of identity and self-concepts for years and the focal point has been on the emotional and motivational aspects of self processes (Leary, 2007). A remarkable contribution was added to the motivational aspects of the self by the introduction of the concept of possible selves by Markus and Nurius (1986). The notion of possible selves was consequence of a period when the self-concept was not regarded as stable and one-dimensional. In opposition to this, active and multifarious features of self-concept were arousing attention (Markus &Wurf, 1987; Oyserman& Markus, 1990).

Markus and Nurius (1986: 954) explained possible selves as "ideas of individuals about what they could be, what they wanted to be, and what they feared to be" within the scope of the theory of possible selves. While not fully naming each of these structures, they identified three main possible self-forms representing the ideal or promising selves people want to be, the expected selves that they could realistically be, and the feared selves they are afraid of being. Moreover, they provided an overview of a collection of self images and concepts of individuals that appeared in various forms such as good selves, bad selves, ideal selves, hopeful selves, and feared selves. For this reason, possible selves can be considered as future self-representations of individuals that emerge in multiple forms and

conceptually relate to cognition and motivation (Markus &Nurius, 1986). Possible selves initially provide an impetus for future behaviour and guide them through personal representations in the mind in the form of selves to approach or avoid. At the same time, possible selves provide a mental framework for interpreting current selves and behaviours in relation to possible future selves. These desired or unwanted self-states are supported by mental images. The important role of mental images as part of possible selves serves as a driving force for behavioural regulation and performance (Ruvolo& Markus, 1992).

Self-related mental images are an important component of possible selves (Markus, 2006) and they are what separate these possible selves from the goals that direct human behaviour (Dörnyei, 2009). In addition to containing long-term self (Miller & Brickman, 2004; Pizzolato, 2006), a guiding role consists of goals related to possible selves, concrete images and feelings (Dörnyei&Ushioda, 2011). Individuals can perceive their possible selves as a reality they live in (Dörnyei, 2009). Therefore, possible selves go beyond the abstract concepts in individuals' minds with their emotional and empirical aspects (Hiver, 2013). Ryan and Irie (2014) draw an analogy between these imaginary guides about the self and self stories we tell ourselves. In short, with the help of these visionary elements, possible selves are an important concept for exploring how individuals' self-representations guide them for future actions by approaching or avoiding the feared selves (Hoyle & Sherrill, 2006).

2.11. The L2 Motivational Self System (L2MSS)

Most of the studies carried out on L2 motivation are affected by Gardner's (1985) integrative motive framework as a part of the model of motivation named as socio-educational framework. This framework has been used as the best theory for describing motivational tendency of foreign language students for the last few decades. (Gardner and Lambert, 1972). The core of the groundwork designated that the socio-cultural situation affects students' behaviours to the target society, language and culture. This was considered as "integrativeness" that is described as having encouraging behaviours in the direction of the target society and endeavoring to integrate to this specific society. This

idea of motivation, nevertheless, was attacked by Dörnyei (2009) who pushed other scholars to reinterpret the definition of "integrativeness". He also showed that Gardner's L2 motivation theory cannot include students' motivational tendency who did not wish to integrate and absorb a specific society but wanted integration with the universal society instead of internalization with native speakers. Thus, the motivation studies moved to "situational" educational view and into direct class circumstances.

The concept of self with various related self structures in psychology (Leary, 2007; Leary and Tangney, 2012) has also been influential in the field of SLA, especially in the last decade (Csizér and Magid, 2014; Mercer, 2012, 2015; Mercer & Williams, 2014). In this sense, the L2MSS model introduced by Dörnyei (2005) to explain L2 learning motivation has had an overarching impact in the field. Dörnyei (2005) initiated a self-based perspective of L2 motivation, using the foundations of Markus and Nurius' (1986) theory of possible self and Higgins' (1987, 1998) theory of self discrepancy. A shift in the understanding of the integrity of Gardner (2013), along with the influence of possible selves as future self-guides, led to the understanding of the model.

The L2MSS model offers personal insights into how L2 learners' self-system, which includes future-oriented visions specific to L2 learning, activates L2 learning motivation (Ryan and Irie, 2014). However, Dörnyei (2009), based on past research on self-guidance, emphasizes that the motivational potential that possible selves have, arises not spontaneously but in some specific circumstances. Some special circumstances that stand out include:

* Presence of a detailed and vivid self-image of the future

* Perceived plausibility

* Harmony between the Ideal self and the expected self

* Activation / preparation required

* Accompanying procedural strategies

* balancing effect of a feared self (Dörnyei, 2009, p. 18).

Based on these conditions, it is clear that ideal self-conditions can be achieved, or that a self-formation that meets one's expectations may not exist for everyone (Higgins, 1987). Although imagery (Markus, 2006) constitutes a significant dimension of possible

selves, the vitality and level of the detail of mental images may differ (Oyserman and James, 2009). Therefore, existing possible selves need to be enriched in sufficient detail to be able to act as self-guidance for the future self. In order for an individual's self-guidance to be evaluated as possible and reasonable, they must be realistic (Ruvolo and Markus, 1992). Future self-guidelines must be compatible with each other (Dörnyei and Ushioda, 2011). It must be activated and incorporated into the concept of the working self (Hoyle and Sherrill, 2006). Beyond personal goals or desires, possible selves act as desirable possible selves through the visions, action plans and strategies that individuals set for their future selves (Markus and Nurius, 1986). Dörnyei and Ryan (2015: 98) summarizes the important role of action plans on the motivating influence of possible selves as follows: "… but future personal guides can be achieved through a set of concrete action plans, that is, a plan of paths that will lead to the goal. Finally, in order to benefit from the motivational potential of possible selves, desired possible selves, or future selves, a feared selve can be exploited that can balance all of this" (Oyserman and Markus, 1990).

Dörnyei's (2009) L2 Motivational Self System model changed the concept of innovative motivation. The representation of active possible self-system is thought as the primary aspect to recognize the model. Possible self conception refers to one's concepts that they mightadvance to, that they desire to become and that they do not want to become. In other words, possible selves predict an individual's self in the futurecircumstances.For example; theemotions, images,and opinions are the signs that show the individual's purpose and wishes. Markus and Ruvolo (1989) clarified that the importance of possible selvesdirectpeople to become "phenomenologically very close to the actual thoughts and feelings that individuals experience as they are in the process of motivated behavior and instrumental action". Moreover, Dörnyei (2009) claimed that possible selves collocate sight, purpose, freshness, and meaning to a person's desires and anxiety. A more effective motivation is possible by more blent and active possible selves.

Higgins (1987) showed that the educational sight of the possible selves might be performed as an "academic self-guide" thatis conceptualized as "ideal self". It touches on the individuality descriptions that one specifically wants to own. Besides this, there is another aspectwhich is named "ought-to self" and it is the presentation of actions that one should have and this may be independent from wishes.

Although the result that ideal and ought to selves unite in a lot of ways, they differ when motivation is related to estimations of the future. Ideal self has a central point of increasing based on improvement, process, wishes, success, and ambitions while ought-to self has an abstaining basis, directing one's behaviours and it is related to liability, engagements, and preservations (Higgins, 1998).

Duo to the scope and liveliness, Dörnyei's (2009) L2 Motivational Self System model inspired distinctive research lines in EFL cases. Taguchi et al (2009) took up Japanese, Iranian and Chinese EFL cases and approved the efficiency of the framework and additivelyofferedexactdivergences among cultures. One of the important cultural differences was based on the effect of "attitudes towards L2 culture and its community" in addition to "Instrumentality-promotion" in the issue of Ideal L2 Self. In the Chinese and Iranian information "attitudes towards L2 culture and its community" and "Instrumentality-promotion" on the "Ideal L2 Self" is around to be equal, however, in Japanese context the effect of "attitudes towards L2 culture and its community" is about twice as large as "Instrumentality-promotion". In Chinese context, "attitudes towards learning English" were less essential than in Japanese and Iranian contexts considering impacting students' volume of effort to learn English.

Shahbaz and Liu (2012) carried out a studyto find out the causes why Pakistani students want to learn English. The result of this study showed that there is not only one reason in deciding the motivation for studying a second language. Ideal L2 Self,worldwide orientation, language learning experience, and instrumentality all play essential roles in motivating learners in order to learn English as a second language. There are two highly important reasons for Pakistain learners motivation for learning English, which are: Pakistan isa former colony of the UK and English is a global language.

Takahashi (2013) conducted an interview research in order to obtain a comprehension of the improvement of ideal L2 selves in a Japanese context. The outcomes underlined that ideal L2 selves of interviewees altered on the topics of contents and specially emerged some kinds of ideal L2 selves that were not included in the research questionnaire. Some ideal L2 self types defined withroughlikert scale questions in many survey studies were also specified by the interviewers in this study. The specificity and vitality of the ideal L2 self defined by the interviewers varied, pointing to the need to help students further develop their ideal L2 selves for their motivation to learn L2. The ideal L2

selves of some of the interviewees seemed to focus on a variety of goals ranging from identity to "doing something" rather than "being someone".

Dörnyei (2010) proposed the L2 Motivational Self system with three components: 1. Ideal L2 Self, 2. Ought-to L2 Self, and 3. L2 Learning Experience.

2.11.1. Ideal L2 Self

The ideal L2 self-concept is based on the ideal-self concept that represents the desires and qualities that the individual wants to have. According to Dörnyei (2009), the ideal L2 self is related to the image that the L2 idol has. In this context, an idealized person's mastery of the target language becomes a motivating element of one's ideal self. In addition, the ideal self can positively affect the motivation of L2 learners because it is based on the "desire to reduce the discrepancy between their real and ideal selves"(Dörnyei, 2009, p. 29). In a broader sense, the ideal-self indicates "the promotion of a future self."(Macintyre, Mackinnon & Clement, 2009, p. 195). It also contains both "integrative and internalized instrumental motifs." (Dörnyei, 2009, p. 29). According to Higgins (1998), ideal selves play an important role in learners' academic roles. In this context, Dörnyei (2009) suggests that the concept of integrationism can be reviewed as "the L2-specific aspect of one's ideal self" (p. 27) and accordingly, Dörnyei's L2 motivational self-system as well. One of its key components is its integration into the ideal L2 core because it represents the ideal L2 core as a comprehensive component.

2.11.2. Ought-to L2 Self

Ought-to L2 self is what we should become. 'Ought-to L2 Self, which concerns the attributes that one believes one ought to possess to meet expectations and to avoid possible negative outcomes' (Dörnyei, 2010: 80). These are not generally related to what one actually wants to have or be but related to what others expect from him/her. Dörnyei (2009) has explained it as the tendency of the individual to develop some special skills in

order to avoid negative situations that may occur in the future. L2 motivation can be defined as the desire of the individual to learn the target language in order to avoid any negativity due to not knowing the target language in the future. In addition, it presents the influence on the self of the expectations of the people around the individual (parents, friends or employer) from the individual. In this sense, it "shows little resemblance to one's own wishes and desires"(Dörnyei, Csizer& Nemeth, 2006: 17). Dörnyei and Ushioda (2011) initially describe this type of motivation as extrinsic and controllable.

The difference between the ideal self and ought-to self can be defined as that ideal self is something desired and so it is wanted to be reached, approached whereas the ought to self is something others push on the individuals and its focus is more on avoidance. Namely, ideal self has a focus on promotion related to the hopes of individuals, their aspirations, advancements and so on while the ought to self has the focus on prevention, preventing the negative outcomes about safety, responsibilities and obligations. Ought to self is about avoiding an end state that is feared and ideal self is approaching an end state that is desired (Dörnyei, 2010).

As Delamater, Myers and Collett (2014: 137) states, 'when we evaluate ourselves, we typically use the ideal self or the ought to self as the reference point. When the actual self matches the ideal self, we feel satisfaction or pride'. On the contrary, 'when there is a self-discrepancy, a component of the actual self is the opposite of a component of the ideal self or the ought to self, we experience discomfort' (Delamater et. al, 2014: 137).

2.11.3. L2 Learning Experience

The third component of the L2 motivational self-system is the L2 learning experience. L2 learning experience, which concerns situated motives related to the immediate learning environment and experience (e.g. the impact of the teacher, the curriculum, the peer group, the experience of success) is the past L2 behavior. (Dörnyei, 2010: 80). Unlike other self-guides, it is about L2 students' attitudes towards "immediate learning environment and experience" (Dörnyei, 2009: 29). In fact, Dörnyei (2005) argues that the L2 learning experience component is similar to Ushioda's (2001: 107) concept of "everyday motivation", which argues that students' experiences affect their motivational

orientation. For this reason, Dörnyei and Ushioda (2011: 86) argue that "teacher, curriculum, peer group or achievement experience" are the main factors in L2 learning experience. According to Dörnyei (2009), motivated behaviour will increase positively if the student has a positive learning experience.

2.12. Possible Language Teacher Selves

Although the solid theoretical framework of possible selves has long been the subject of empirical research in psychology, the first attempts to use this framework in applied linguistics were made in the second half of the 2000s (Hiver 2013). In the pioneering studies of Markus and Nurius (1986) and Higgins (1987), the future aspect of the self-concept was emphasized. With the efforts of Dörnyei (2005), the L2 motivational self-system (L2MSS) model was effectively applied to the SLA field. Kubanyiova (2009) introduced the structure of possible language teacher selves to explain the foundations of language teacher development through the links between teacher cognition, motivation, and development, inspired by possible selves and vocal adaptations to the L2 learner motivational structure along L2MSS. In this sense, the conceptualization of possible language teacher selves is based on the theoretical foundations of possible self-concepts (Markus &Nurius, 1986; Higgins, 1987, 1998).

Understanding L2 motivation can be shown as an important part of the self of the language learner and teacher (Dörnyei, 2009) so it was an important change in relation to the dominant approach to L2 learner motivation. Likewise, L2 motivation was instrumental in the emergence of a self-based approach to teacher motivation. In other words, the idea of focusing on future self-guides involving future images or visions of L2 learners was significant in the development of a parallel self-system to explain L2 teacher motivation. In this sense, the structure of possible selves (Markus and Nurius, 1986; Oyserman and Markus, 1990), which conceptually correlates motivation with the concept of self, has been highly influential. This structure established the theoretical foundations of the theory of possible self (Markus and Nurius, 1986) and the theory of self-discrepancy (Higgins, 1987, 1998). Furthermore, Dörnyei's (2005, 2009) L2MSS model has been used as a well-established adaptation of these theories. Kubanyiova's (2009) pioneering work on

conceptual change and development of language teachers in order to understand L2 learner motivation drew attention to L2 teacher motivation as part of the self-system of L2 teachers. In his intervention work on the conceptual exchange of L2 teachers, he was able to explore the connections between teacher cognition, motivation, and development. To understand the conceptual change in language teachers, he positioned the possible selves of language teachers as a central component of L2 teacher cognition. In this context, the focus on the possible selves of L2 teachers demonstrates the inclusion of the future dimension in language teacher cognition (Kubanyiova, 2012), which is designed as an abstract cognitive component of teaching involving a mixture of teachers' thoughts, knowledge and beliefs. (Borg, 2006). The possible teacher self, along with its future orientation, includes another dimension in teacher identity and self-views (Hamman et al., 2010). The divergence of the construction of various selves between different self-structures is a result of its focus on the future (Dörnyei and Ushioda, 2011).

Based on Kubanyiova's (2009) conceptualization, possible language teacher selves with their central position in language teacher cognition embody cognitive representations of possible selves of L2 teachers in relation to the teaching profession. Parallel to the conceptualization of L2 motivation as L2MSS, the possible language teacher self model consists of three main components:

(1) Ideal language teacher self,

(2) Ought to language teacher self

(3) Feared language teacher self.

Within this triple conceptualism, the first one, ideal language teacher self is the goals and wishes and the vision of the future and the images that typically correspond to a language teacher that one ideally wants to be in the future. The model assumes that L2 teachers are motivated by a desire to reduce the discord between their real and ideal language teacher selves. In the second dimension, the ought to (mandatory) language teacher self is a cognitive reflection of externally driven but self-related tasks, responsibilities, and obligations related to the language teaching profession. The foundations of this self may be hidden in expectations in a variety of sources, such as normative pressures in the work environment in general or school rules and important

others, such as colleagues, families, and students in particular. The cognitive representation of related negative outcomes points to the third self-structure, called the feared language teacher self in the model, referring to the type of L2 teacher that is feared to become in the future. The model assumes that the feared self can be realized if L2 teachers fail to realize their ideals.

Kubanyiova (2009) places an emphasis on the feared self, although it is not explicitly established in Dörnyei's (2005, 2009) L2MSS and Higgins' self-discrepancy theory. This is because the motivational capacity of possible selves can increase if the desired selves of individuals are balanced with the corresponding compensatory feared selves (Dörnyei, 2005, 2009; Dörnyei and Ushioda, 2001; Kubanyiova, 2009; Oyserman and Markus, 1990). In addition, similar to the internalization of different elements of the self (Boyatzis and Akrivou, 2006; Dörnyei, 2009), the ought to language teacher self may evolve into more internalized future self-images of the ideal language teacher self. (Kubanyiova, 2007, 2009). In short, with the three main components mentioned above, possible language teacher selves are placed at the centre of language teacher cognition and exhibit a great motivational potential. However, in accordance with the conditions highlighted above for the motivational capacity of possible selves, the self-regulation effect and motivational capacity of possible language teacher selves depend on some specific conditions (Kubanyiova, 2007: 93-95): the image of the possible language teacher self must be attainable, detailed, central, reasonable, conceptually understood, balanced, and contextually tipped.

To sum up, possible language teacher selves are quite promising in terms of their motivational potential. However, realizing or mobilizing this potential appears to be an important initial step. Motivated with a vision to achieve predetermined goals, realizing them is only possible when the teachers and learners get involved in the language learning process with a structured way to achieve these goals and when there is an effective learning environment (Dornyei&Kubanyiova, 2014). In other words, beyond the application of new techniques or principles, teacher motivation appears to be a prerequisite for the positive transformation of classrooms. Another way to motivate language teachers is to inspire their vision (Kubanyiova, 2012, 2014). Visionary education, which focuses on teachers' future self-guidance, may work in motivating language teachers (Kubanyiova, 2014). In this case,

the possible selves of language teachers may be the real motivator for both teaching and professional development practices.

2.13. Teachers' Self-Efficacy Beliefs

The concept of self-efficacy was first used by Bandura in 1977 within the scope of "Cognitive and Behavioral Change". Bandura (1986: 30), the founder of Social Cognitive Theory, defined the concept of self-efficacy as follows: "It is the provisions on the ability of individuals to plan and apply behaviors that will enable them to reach a certain level of performance". These provisions include the individual's self-evaluation of the duties and responsibilities of the job (Bolat, Bolat and SeymenAytemiz, 2009: 215). Some researchers other than Bandura made definitions about self-efficacy. Luszczynska, Scholz, and Schwarzer (2005: 439) defined self-efficacy as self-belief in performing tasks that are difficult and uncertain and being successful in jobs that require special skills. Salas and Cannon-Bowers (2001: 479), on the other hand, defined it as the belief that one will overcome the duties and responsibilities given. Özerkan (2007) expresses self-efficacy as a social learning theory, which argues that individuals should be aware of these characteristics and believe them in order to be able to use their existing knowledge and abilities. Zimmerman (2000: 82) saw self-efficacy as the sum of the individual's personal judgments about performing and accomplishing the tasks. For Wood and Bandura (1989: 365) self-efficacy is the belief in the abilities that will emerge through the use of actions, cognitive resources and motivation that must be present in order to establish control over the events in the lives of individuals. In order for the individual to be successful in the responsibilities or duties assigned, s/he must have the skills required. In addition, the individual must have a high belief in his/her abilities. Common points included in the definitions regarding self-efficacy are as follows; individuals should be able to gather and organize certain abilities and behaviors in line with their goals, establish a connection with their previous experiences in solving current problems, thus overcoming different problems, making every effort to overcome the problems encountered, and being able to control their emotions at such times. According to Bandura (1997: 2), belief and competence perceptions are the main mechanisms that motivate people to do and to be

successful in a task. Individuals believe that they can fulfill the responsibilities and duties assigned to a task, the higher their perception of competence in fulfilling these duties and responsibilities is, the higher their success in that task will be. Self-efficacy is evaluated in three ways. The first of these is the perception of self-efficacy towards the task and therefore individuals use it to achieve the goals in their duties. However, since this is only one part of self-efficacy, it does not make much sense on its own. For example, a school principal may have a high perception of self-locality in managerial affairs but a low self-efficacy perception in relationships. The second part is the self-efficacy perception specific to the field. The more equipped the individual is in his/her field, the higher his self-efficacy will be and the rate of success will increase as a result. As the third and most efficient way of evaluating self efficacy, general self efficacy refers to an individual's self efficacy for all kinds of problems to be encountered. This has a more stable structure compared to other self-efficacy parts (Çetin, 2011: 74).

2.13.1. Sources of Self-Efficacy Beliefs

Considering the importance of self-efficacy, it becomes essential to find out where it is derived from. Bandura (1994:74-76) mentions four sources of self-efficacy belief in "Encyclopedia of Human Behaviors". These are; (1) complete and correct experiences (mastery experience), (2) indirect experiences (representational experience), (3) verbal persuasion, and (4) physical and emotional situations.

Complete and Accurate Experiences (Mastery Experience): Complete and accurate experiences, which are the sources of self-efficacy, consist of the abilities that the individual acquires through his / her life experiences. Abilities that are finalized by experience are the sum of the success and failure of individuals. These experiences offer different ways to achieve success in the tasks given or which are undertaken (Bandura, 1994: 73). Individuals will reuse the paths that lead to success in similar ways (Aksoy and Diken, 2009: 711). These paths to success are a source of motivation for individuals because the paths that lead to success create a reward effect on the individual (Yavuzer and

Koç, 2002: 38). The experiences of individuals in their lives improve their self-efficacy beliefs about how to overcome the problems they encounter. These self-efficacy beliefs that develop also bring behavioral changes (Bandura, 1997: 7). However, the belief in self-efficacy that is easily obtained leads to uncertainty in individuals in complex situations, and this easily gained belief can be easily lost. Self-efficacy belief which is obtained in difficult situations is the most permanent self-efficacy belief (Aksoy&Diken, 2009: 711). In this way, individuals take all possibilities into consideration when they encounter difficult or troubled situations and make rational plans to get rid of this situation strongly (Bandura, 1994: 73).

Indirect Experiences (Representative Experience): Indirect experiences, which are the second sources of self-efficacy, are the experiences learned as a result of the actions of the others. Individuals make comparisons by observing others and realize their own skills as a result of these comparisons (Pajares, 2003: 140). As they observe the success of others, their self-efficacy beliefs about achieving something increase (Bandura, 1994: 73). Therefore, successful behaviors need to be observed more in order for individuals to keep their self-efficacy beliefs at a high level. According to Bandura (1994: 73-74), when individuals observe the lives of others, the presence of the characteristic features in the person they observe plays an important role. When the individual has a common denominator with the person s/he observes, this causes him/her to better adopt the experiences s/he has acquired and to have a higher belief that s/he can achieve this success. In addition, as the individual understands that the people whom s/he feels similar to himself/herself constantly strive and achieve success as a result, s/he will also increase the belief that s/he will overcome obstacles and achieve success with effort. Individuals should also look for traits such as competence and professionalism in the people they take as an idol. The reason for this is that, individuals who have qualifications such as competence and professionalism can transfer their experiences to other people easier. In addition, they have the competence of finding out solutions to the problems they face, and supply others with effective solutions. When an individual chooses someone like this as an idol, it is possible for him/her to develop the self efficacy feeling.

Verbal Persuasion: According to Korkmaz (2009: 230), verbal persuasion is the encouragement and advice that an individual receives from the individuals around him/her about whether s/he can accomplish any task. These encouragements and advices positively affect the self-efficacy belief of the individual. Verbal persuasion can be expressed as feedback about the performance of the individual for any task, by the others around, believing that s/he will successfully perform the task undertaken (Coleman and Karraker, 1997: 54). If the feedback is positive, the self-efficacy of the individual will increase; however, if individuals still fail despite the positive feedback, the increase in self-efficacy will be temporary (Schunk, 1991: 96). In this context, it can be said that verbal persuasion has a limited effect on self-efficacy. The effect level of persuasion varies according to the reliability of the individuals and their expertise in that field. Individuals should pay attention to this situation in verbal persuasion (Bandura, 1977: 200). In addition, verbal persuasion to increase the self-efficacy of a primary school student may not be effective if it comes from friends. However, if this verbal persuasion comes from the teacher, its effect on the student's self-efficacy may be greater and permanent. Brophy (1983: 206) states that, for the feedback given to students to be effective, it should be specific, differ according to the events and support the positive behaviors of students.

Physical and Emotional States: The fourth source of self-efficacy is physical and emotional states. This is the effect of physical and emotional state on the self-efficacy of individuals in the face of events. What matters here is how individuals feel physically and emotionally in different occasions. For example; when a student takes the exam from a math class, his/her heart's beating rapidly and his/her hands' sweating is a physical condition and stress is an emotional cause. A student in such a physical and emotional state will have low self-efficacy and will fail the exam. However, if the sweating and fast heart beat is to catch up for the exam, this will not affect the student's self-efficacy (Bandura, 1997: 4).

While positive reactions of individuals to events increase their self-efficacy perceptions, negative reactions cause their self-efficacy perceptions to decrease (Aksoy and Diken, 2009: 711). Stress and anxiety are among the factors that determine the individual's self-efficacy perception. When individuals are mentally comfortable, their sense of self-efficacy will be high to be successful in the tasks they undertake. However, individuals

who are mentally hopeless and depressed will not be sure about achieving their duties, and this will cause a decrease in the sense of self-efficacy (Bıkmaz, 2002: 200). Individuals should observe themselves in order to change physical and emotional negativities and seek different solutions or learn how to get rid of the effect of indirect experiences.

2.13.2. Theoretical Underpinnings of Teachers' Self-Efficacy Beliefs

It is of great importance for the individuals to ensure that they can fully use their potential. This situation reveals the importance of teachers' self-efficacy beliefs (Kurt, 2012: 195-196). According to Tschannen-Moran, Woolfolk Hoy, and Hoy (1998: 220-222), teacher self-efficacy beliefs are the teacher's planning of the behaviours that can best reveal the task of analyzing a particular program and the belief that it can be carried out successfully. The first research on teacher self-efficacy beliefs was Gibson and Dembo's study of primary school teachers in 1984. In the study, it was stated that teachers who believe that they can teach good and who are self-confident are more successful (Özözgü, Bektaş, Arıkan, &Şimşek, 2017: 1062).

For high level of self-efficacy beliefs in teachers, teachers need to be more efficient, effective and curative. According to Goddard and Goddard (2001: 808), if the teachers' self-efficacy beliefs are high; it helps them to adopt a more humane attitude towards management, to follow changes in education and to increase their job satisfaction and make the parent-school relations better. As teachers' beliefs of efficacy decrease, their understanding of education is based more on traditional methods. In this condition, the teacher has an oppressive attitude to keep the control of the classroom. According to Atıcı (2001: 284-286), teachers with high teacher self-efficacy beliefs prefer a student-centered method, have effective time management, reinforce their students with their own behavior, have an efficient, safe, effective and optimistic personality along with rational solutions against negative groups. They can produce, motivate and persuade their students more easily. However, teachers with low self-efficacy beliefs prefer a teacher-centered method, have difficulties in time management, criticize, often face difficulties and troubles, and have disciplinary understanding in classroom management.

2.13.3. Sub-Dimensions of Teacher Self-Efficacy Beliefs

Çolak, Yorulmaz and Altınkurt (2017: 22) examined teachers' self-efficacy beliefs in four sub-dimensions. These are academic self-efficacy, professional self-efficacy, social self-efficacy and intellectual self-efficacy.

Academic Self-Efficacy Beliefs: Academic self-efficacy beliefs can be expressed as the teacher's ability to organize individual learning activities. In this context, in order for teachers to increase their beliefs in academic self-efficacy, they should closely follow the developments in the field, constantly update their knowledge, support their knowledge with in-service trainings, and produce projects related to their field (Çolak, Yorulmaz&Altınkurt, 2017: 23). In other words, academic self-efficacy beliefs are directly related to teachers' confidence in their knowledge of their field.

Professional Self-Efficacy Beliefs: Professional self-efficacy beliefs define the self-efficacy of the teacher's own professional level. In this context, teachers should use their time economically, organize the teaching environment in a way that students can better understand, effectively manage classrooms, keep students' motivation levels at the highest level, and exchange information with their colleagues (Çolak, Yorulmaz&Altınkurt, 2017: 23). Therefore, it can be said that teachers who have professional self-efficacy beliefs affect the classroom atmosphere positively (Bandura, 1994: 126).

Social Self-Efficacy Beliefs: Social self-efficacy beliefs can be expressed as the ability to establish positive relationships in the society where the teacher is present and express himself/herself easily in the environments s/he is in (Çolak, Yorulmaz, &Altınkurt, 2017: 23). According to Palancı (2004: 35), social self-efficacy beliefs serve as a kind of

social security for the individual because they create a social environment for teachers and this environment supports them in all matters.

Intellectual Self-Efficacy Beliefs: Intellectual self-efficacy beliefs are expressed as self-efficacy required for the teacher to interpret, adopt, synthesize and evaluate any event or a new knowledge by using cognitive processes. For example, teachers can make sense of how they can use new educational programs, interpret educational developments, synthesize emerging problems from a scientific perspective, and evaluate the results (Çolak, Yorulmaz&Altınkurt, 2017: 23).

2.14. Empirical Studies on Language Teacher Motivation

Although L2 teacher motivation is closely related to L2 learner motivation, it is not yet possible to say that it gets the attention it deserves. While there is an intensity of research on teacher motivation in the literature (Richardson et al., 2014), L2 teacher motivation is a fairly new area of research in SLA (Dörnyei& Ryan, 2015; Mercer &Kostoulas, 2018). Hiver et al. (2018) argues that studies on L2 teacher motivation are the thematic studies that further characterize the teacher motivation studies.

Even though research on L2 teacher motivation is very recent, the first attempts to explore L2 teacher motivation date back to earlier times. A number of studies were carried out by Pennington and his colleagues to investigate the motivation, job satisfaction and commitment of ESL teachers, and these studies were reported by Pennington (1995) in a monograph. One of these studies is the study carried out by Pennington and Riley (1991). In this study, they investigated teachers' satisfaction with various aspects of their job by conducting a questionnaire on the job satisfaction levels of ESL teachers. It was found that ESL teachers were most satisfied with the internal aspects of their work, and least satisfied with external factors or rewards. These studies have drawn attention to the need for teachers to take precautions against factors that they are not satisfied with.

Doyle and Kim (1999) investigated the motivation and job satisfaction of ESL and EFL teachers in the US and Korea, respectively, based on the research of Pennington and colleagues. The results of the study are in line with the results of Pennington's (1995) study. Accordingly, the negative effects of external factors (such as insufficiency of promotion opportunities, low salary…) on teachers' intrinsic teaching motivation were revealed. On the motivations of both ESL and EFL teachers, compulsory curricula, low autonomy, and tests leading to changing socio-political beliefs were noted to have a negative impact.

L2 teachers' job satisfaction continued to be the subject of research in the following years. Kassabgy, Boraie, and Schmidt (2001) investigated the job satisfaction of 107 ESL / EFL teachers in Egypt and Hawaii through a survey. Researchers reported that participating teachers attach more importance to the values related to internal aspects of teaching (supporting student learning) than the rewards of external nature.

Karavas (2010) researched the motivation and job satisfaction of Greek EFL teachers with a survey study. In the study, it was determined that teachers were positively influenced by the internal aspects of the profession from student-teacher interaction. However, they found that they were least satisfied with issues related to school structure and policy-making, such as salaries and limited opportunities for professional development. Teachers stated that the internal aspects of the teaching profession were effective in their choice of this profession.

Rezaee, Khoshsima, Zare-Bahtash, and Sarani (2018) aimed to determine the relationship between the job satisfaction and performance of Iranian EFL teachers by using both qualitative and quantitative methods. A moderate relationship was found between job satisfaction and performance. It turned out that dimensions of job satisfaction such as wages, benefits, conditional rewards and working conditions have an effect on job performance.

Similarly, some previous research on the language teacher motivation, as well as language teachers outside the school and in the school context in Turkey have focused on factors that do not motivate or motivate (Aydin, 2012; Housing, Han and Yellow, 2018; Erkam in 2013; Khan &Mahzo's , 2017; İpek and Kanatlar, 2018; ÖlmezerÖztürk, 2015; Sözen, 2015) and are available in studies abroad with similar features (Dweik&Awajan,

2013; Fattash, 2013; Gheralis-Roussos, 2003; Hettiarachchi, 2013; Kim, Kim and Zhang, 2014; Oga-Baldwin &Praver, 2008; Shoaib, 2004; Sugino, 2010; Tsutsumi, 2014; Tziava, 2003; Yau, 2010; Zafar Khan, 2011).

Gheralis-Roussos (2003) examined the motivation of English teachers working in secondary schools in a qualitative study conducted in Greece. The study showed that teachers' motivation was generally low. In addition, it was found that as the time spent on duty increased, the intrinsic motivation levels of teachers decreased. It has been observed that both social and school-based factors have a negative effect on their motivation.

Another qualitative study (Zafar Khan, 2011) conducted with sixteen experienced English teachers in Oman found that teachers were motivated to teach by various internal and external factors such as the opportunity to interact with students and job security as well. However, it has been observed that some factors such as promotion and administrative regulations cause motivation to be lost. In Sri Lanka, Hettiarachchi (2013) conducted a qualitative research to investigate the motivation of English teachers working in public schools. On the motivation of teachers, factors such as students, the teaching process and the high social status of English teachers in Sri Lanka were found to have a positive effect. In addition to these, restrictions in school facilities, school and other curriculum-related issues have been found to cause a decrease in teachers' motivation.

Focusing on factors that decrease teachers' motivation, Sugino (2010) investigated the sources of motivation loss affecting Japanese teachers working at universities. Key findings showed that the most prominent sources of motivation loss were student attitudes. Kim et al. (2014) compared the factors that reduce the motivation of Chinese and Korean English teachers in a mixed method study. It was observed that the motivation of both Korean and Chinese teachers decreased according to class sizes. Parents' excessive intervention and excessive expectations seemed to be more motivating for Chinese teachers compared to Korean teachers. The most frustrating factors for Korean teachers were student indifference and excessive administrative tasks.

Aydın (2012) investigated the factors that led to the decrease in English teachers' motivation. As a result of the research, it was found that the low motivation of teachers was caused by various reasons such as problems related to the profession, working conditions, physical conditions, and problems with the curriculum. Erkaya (2013)

conducted unstructured interviews and examined the factors that motivate Turkish English teachers who teach at higher education level. As a result of the study, he determined the motivating effect of internal factors on external factors. It was determined that factors such as having qualified and supportive colleagues and appropriate working conditions positively affect the motivation of teachers.

In the context of Japanese EFL, Tsutsumi (2014) investigated the factors affecting the teaching motivation and motivation of university EFL teachers with the help of a survey study. It has been observed that teachers' motivation towards teaching English is supported by internal factors such as autonomy, self-development and student development in English lessons. In addition, it has been revealed that external factors as well as working conditions affect motivation significantly.

Similarly, İpek and Kanatlar (2018) investigated the factors affecting the motivation of one Turkish English teacher working at a university through a questionnaire consisting of two open-ended questions. The research results highlighted that teachers' motivation is both positively and negatively affected by various factors such as teaching environment, peer relationships, student-based, administrative, system-related and workload-related factors.

2.15. Empirical Studies on Possible Language Teacher Selves

The emergence of the possible language teacher selves dates back to recent years, however, studies in this area had and will have a huge importance when their effect on teaching motivation is considered.

As mentioned before, the studies of Kubanyiova (2007, 2009) have led the studies on the possible selves of L2 teachers (Dörnyei&Kubanyiova, 2014). Kubanyiova (2007) aimed to evaluate the conceptual development of eight Slovak EFL teachers in his thesis and the effectiveness of a teacher development course on the professional development of in-service teachers. According to the results of the study, the teacher development lesson had a reflection on teaching practices to some extent, but did not cause a conceptual

change in teachers. While explaining the possible reasons, he developed an integrated Language Teacher Conceptual Change (LTCC) model that defines different ways of approaching different participating teachers to the course. Possible language teacher, L2 teachers' ideal, to-do and feared language teacher self-structures constituted an important component of this model. In a later book chapter, which reports the important findings of the thesis on probable selves, Kubanyiova (2009) stated that the mismatch between the desired and true selves of teachers depends on teachers' learning and professional development.

Hiver (2013) investigated the effect of possible language teacher selves on the professional development preferences of seven in-service Korean English teachers. The study results showed that the participating teachers have well-structured real and probable language teacher selves. The participants were mainly motivated to correct their perceived inadequacy for teacher development or to develop their sense of self. Perceived disabilities are mostly related to language self-efficacy beliefs. Another perceived inadequacy was related to compliance with normative obligations.

Kumazawa (2013) investigated how possible selves of language teachers affect their professional motivation. As a result of the research, it was concluded that the big difference between the initial possible self and real selves of teachers who started the profession had a negative effect on their motivation. This inconsistency between their possible self and their real self has taken on a triggering task by causing teachers to think about themselves over time. As a result, teachers' motivation has increased gradually.

In the study conducted by Gao and Xu (2014), they investigated English teachers' teaching motivation and professional commitment. The study was conducted with 10 secondary school English teachers who taught in rural schools in China but left teaching for postgraduate studies. As a result of the study, it was revealed that participant teachers entered the teaching profession, which they did not like at the beginning, due to the combined effects of social mobility opportunities, English proficiency and ideal self-visions. Later, it shows that teachers are more committed to teaching and developing ideal teaching visions. It was concluded that when teachers' ideal visions of teaching and their connection to their English proficiency desire were constrained by the contextual realities of these rural schools, their engagement to teaching deteriorated.

Peiser and Jones (2014) aimed to examine the effects of teachers' interests, personalities and life experiences in intercultural language teaching in their study. This article reports on a study that explores teachers' perceptions of the importance of intercultural understanding (IU) in the modern foreign languages (MFL) curriculum. The research was conducted in 2007 following a National Curriculum revision in the UK, and for the first time IU was listed as one of the four key concepts underlying the study of languages in the Study Program. As a result of the research, it was determined that the importance attributed to IU was deeply influenced by the interests, personalities and life experiences of the individuals. This finding emerged from a qualitative study of semi-structured interviews with 18 teachers at 13 secondary schools in the Northwest of England between May 2008 and June 2009. It is suggested thatthe central influence of the teacher as an individual on intercultural language teaching, has important implications for MFL teacher training.

Kubanyiova (2015) researched the data of one of the teachers who attended a teacher development course. Regarding the way in which teacher-led discourse can help L2 learners gain opportunities for language development, the researcher analyzed how participating teacher's future self-guides might take place in their interactions as part of teacher-led discourse in an EFL classroom. As a result of the study, the significant effect of the teacher's possible selves on directing classroom interaction and creating language learning opportunities for students in the classroom was revealed.

In the study conducted by Yuan (2016) in China, the identity development of two pre-service English teachers who practice teaching was examined with reference to their interactions with both university supervisors and mentor teachers who guide them in internship schools. As a result of the study, it showed that the negative mentorship they received during the internship caused the prospective teachers to leave behind their initial ideals and the identities they feared that were promising to develop themselves as prospective teachers.

Kim and Kim (2016) examined the initial career motivation of English teachers working at different school levels in South Korea and the level of change in motivation over time. The order of the factors that are effective in teachers' starting their profession in order of importance is as follows; the expected intrinsic rewards are the ideal L2 self, the

ideal L2 teacher self, the pressure on career choice and monetary rewards. For this reason, it was determined that the ideal L2 selves of the teachers affect the initial motivation of the teachers. Factors that negatively affect their motivation were found to be a burden on teachers regarding administrative tasks and students' indifference.

Kalaja and Mäntylä (2018) conducted a study by asking 35 pre-service English teachers in Finland to envision teaching their ideal class in the near future, draw a picture and write what kind of explanations they have. According to the data obtained, the classroom environment has revealed some different characteristics of the future classrooms in terms of the activities used in the classroom and accordingly the teacher-student roles and the focus of language learning and teaching. It was concluded that teacher candidates' possible selves and both ideal and teacher selves were clearly compatible with each other in English lessons.

In the study conducted by Sahakyan et al. (2018), it was aimed to examine the effect of teachers' ideal and supposed selves on their teaching motivation. As a result of the study, it was found that at the beginning of their careers, the detailed ideal, what they should do and the feared self and especially the ideal self were affected by the teachers' past learning experiences, and sometimes by the teacher image they are familiar with. However, these first ideal selves are not internalized by teachers. As they gained experience, teachers seemed to have some kind of viable self that was a holistic blend of ideal, must-do, and feared self dimensions. In other words, it has been observed that teachers undergo changes in their future self-images with increasing experience. It has been determined that the ideal self formed in the first years of teaching is difficult to reach and because of its low applicability, new self-formations, which can be described as more applicable, have been established over time.

Sallı and Osam (2018) investigated the identity development of teacher candidates and the emergence of expected and feared teacher selves. This study, which is based on probable self theory, focuses on how prospective teachers' blog writing tasks affect the expected and feared selves. The results show how prospective English teachers are inspired by examples of both "good" teaching and how other teachers manage similar challenges. Feared teacher selves, expected teacher selves based on examples of "good" teaching were more limited in scope.

In the study conducted by Çağlar(2019), it is intended to develop a probable language teacher self-esteem scale (PLTSS) and a Motivation of Teaching English Scale (MTES) for students in English Language Teaching in fourth grade. The study also aimed to examine the relationships between these students' possible self-efficacy as a language teacher, their motivation for teaching English, and their self-efficacy beliefs. As a result of the study, it was determined that the English teacher candidates' ideal, compulsory and feared selves were well developed and clearly structured. In addition, it was observed that their autonomous motivation and self-efficacy for teaching English was high, and their motivation to teach controlled English was moderate. Path analysis results regarding these structures indicated that the ideal and compulsory selves of the language teacher were strongly and positively associated with each other. Stronger mandatory selves, higher motivation to teach English with control, higher controlled motivation predicted higher autonomous motivation. Similarly, stronger ideal selves, higher motivation to teach autonomous English, and increased autonomous motivation predicted higher levels of self-efficacy. For this reason, the results obtained highlighted the comprehensive effect of possible selves that prospective learners have.

As it can be seen in these studies investigated, the possible selves of language teachers appear to be important promising structures on their own because of their relationship with the motivation for language teacher development and teaching motivation. In other words, it is very important to gain insight into the working self-concepts of language teachers from a possible self-perspective.

2.16. Summary

This chapter reviewed the related literature for the basis of the study. It started with a short review of teaching and learning process, continuing with possible selves and then the detailed review of the possible language teacher selves. The chapter finishes with the examination of the related studies.

CHAPTER 3
METHODOLOGY

3.1. Introduction

The present chapter introduces the methodological approach that was carried out within this study including the rationale for choosing a mixed method research design. The chapter first starts by describing why mixed method design was chosen and then continues with the details of the research design of the study. Then, it continues with the development and piloting of the scale, interview questions, reflective journal and video stimulated recall forms developed for the purposes of the present research including their validity and reliability studies. Thereafter, this part talks about administering the scale and the qualitative data collection tools and the participants of the study.

3.2. Research Method

The purpose of the present study is to explore the possible language teacher selves of the English Instructors in Turkey and to find out which possible language selves they are closer to, the effects of being close to or distant from each language teacher self and the ways to make it better for the instructors.

The mixed method research design is described by Ivankova and Creswell (2009) as a design that helps us to get deeper and more comprehensive results by combining quantitative and qualitative data in a meaningful way. Mixed methods design is a method that includes collecting, analyzing and presenting both qualitative and quantitative data in an integrative way in one study therefore use a combined strength of both kinds of data (Creswell, 2014). Here, the word strength is used because, as it is stated by Creswell (2015), using only one data collection method, either quantitative or qualitative, might not be satisfactory because of the weaknesses of each method. Both methods have strong and weak points. While the quantitative method allows the researcher to reach more participants and therefore makes it easy to generalize the findings, the qualitative method enables access to an in depth examination of what the participants actually think and feel about the topic researched (Greene et. al., 2005).

Under its classic definition, "Mixed research is a synthesis that includes ideas from qualitative and quantitative research" (Johnson, et. al., 2007, p. 113). As it is stated by Creswell (2015), this leads the researcher to reach better results in three ways:

-a by obtaining two different viewpoints attained through quantitative and qualitative data collection,

- by getting more detailed and wider data compared to what can be gained through only quantitative or qualitative data collection methods and

- by adding the context of environment, setting and personal experiences to quantitative data.

Mixed method is effective in increasing the validity and reliability of the research findings and understanding a phenomenon more deeply and comprehensively (Greene, 2007). It helps the researcher to be able to reach a more thorough understanding of the research subject and verify the different sets of findings with each other (Sandelowski, 2003). In addition, it is more effective than other methods in coming up with strong inferences, presenting the diversity of different views, and finding answers to the research questions that other methods cannot explain (Tashakkori and Teddlie, 2003). Therefore, mixed method has been chosen as the research method of the present study.

3.3. Research Design

Mixed method was divided into two different categories by Creswell (2015) as basic and advanced designs. Basic mixed method designs are the core of all the mixed method designs and include convergent, explanatory, and exploratory designs while advanced designs are the extensions of the former and include intervention, social justice or transformative and multistage evaluation designs (Creswell, 2015).

In any mixed method study, it is possible to come across one of these main designs whether stated directly or indirectly (Creswell, 2015, p. 6) , and in the present study the mixed-method design employed is the convergent mixed method.

In convergent mixed methods design, the data collected through qualitative (QUAL) and quantitative(QUAN) methods are given equal importance.   Data collection starts and ends at about the same time but they are collected and analyzed separately, they are independent from each other until they are combined during the interpretation

(Creswell & Clark, 2011). As for the research questions they are developed for both strands before the study starts (McCoy, 2015).

As the present study has a convergent mixed methods design, both the QUAL and QUAN strands of the study have the same priority and they were carried out at about the same time but independently. The research questions were prepared before the study started, which were answered by QUAL data through interviews, stimulated recall practices, and reflective journals; and by QUAN data through the scale that was developed for the purposes of the present study. Data from the QUAN and QUAL strands were analyzed separately, as it is done in convergent parallel design, and were combined at the interpretation part of the study as it is shown in the following figure.
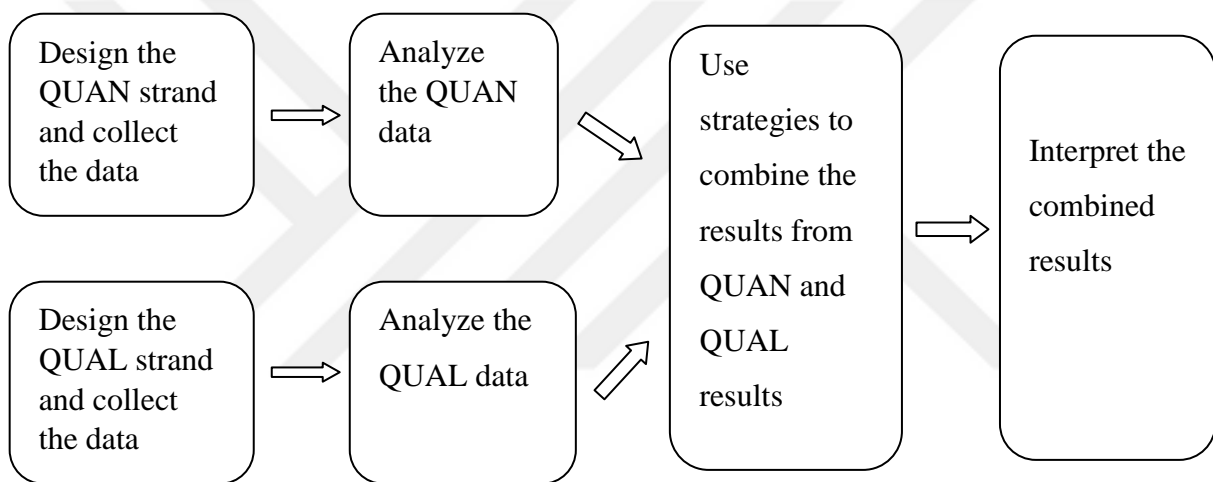
Figure 1. Convergent parallel design (Adopted from Creswell and Clark, 2011, p. 79)

3.4. Quantitative Data

The main characteristic of the quantitative data is that it consists of the information that is somehow measurable and can be put into numbers and processed through statistical methods. The main interest of this kind of data is how much or how many of the measured phenomena there is/are (Rasinger, 2013). Furthermore, quantitative methods can be defined as "any approach that uses systematic observations to account for and generalize about human behavior" (Allen et. al., 2008, p. 6). Within the present study, a scale was developed and used as the quantitative part of the methodology. The reason behind developing a scale was that there was not a scale in the literature that combined all three

language teacher selves along with the actual teaching experiences, and within the present study, they were all studied at the same time.

3.4.1. Developing and Piloting the Scale

This part presents the procedures followed while the scale was developed for the main study. As it is stated by Türkeç (2012), a scale needs to be valid and reliable in order for the research purposes to be fulfilled. Therefore, the necessary studies to ensure validity and reliability were carried out for the scale developed for the present study. For the development of the scale, the steps suggested by Dörnyei (2007) were followed. These steps are:

- Drawing up an item pool either through qualitative data or through previously published questionnaires.
- Initial piloting of the item pool by asking 3-4 colleagues or friends to provide feedback for the item pool so that the number of items can be decreased.
- Final piloting (dress rehearsal) in order to see how the items will work in the actual application.
- Item analysis is carried out by submitting the data gathered through the final piloting of the questionnaire to statistical analyses.
- Post hoc item analysis is carried out after the administration of the final version of the questionnaire to see if there was an item that did not work properly.

Step I. Drawing up an Item Pool:

In order to draw up the item pool, the steps in Figure 2 were followed.

Review of the related literature

⇩

Preparing an open ended questionnaire for gathering ideas from the teachers.

⇩

Getting experts' views on the open ended questionnaire

⇩

Piloting the open ended questionnaire

⇩

Administering the open ended questionnaire

⇩

Carrying out the content analysis of the open ended questionnaire.

⇩

Ensuring the reliability of the results through inter-rater reliability.

⇩

Final organization of the items before the initial piloting.

Figure 2. Steps followed in forming the item pool.

Firstly, the related literature on possible selves, L2 motivational self system, teacher identity, possible teacher selves and possible language teacher selves were reviewed and the theoretical frames related to these topics were analyzed. As a result of the review of the literature, the questions for the open ended questionnaire were written by considering research questions of the study (See Appendix 1). The questionnaire included four main

questions with following sub questions for each. After the questionnaire was prepared, two different experts' views were asked. As a result of the experts' views, the questionnaire was piloted. Two instructors were asked to answer the questions and also give feedback about it concerning the sentence structure and intelligibility of the questions as the piloting step. The instructors were asked to state if there was any necessary clarification, correction or change for the questions. After the piloting stage was completed, the questionnaire was administered.

Purposive sampling and snowball sampling strategies were used to determine the participants. Purposive sampling is choosing the participants according to the qualities they have, namely, the participants are chosen according to what extent they can provide information about the topic –they have the knowledge and experience- and also the extent to which they are willing to do this (Etikan et. al., 2016). Snowball sampling is reaching out different participants through others' references on their features that are of the research interest (Biernacki and Waldorf, 1981). The number of the participants was 21 and the number was decided to be enough considering the data saturation as it is suggested by Strauss and Corbin (1998). The descriptive information about the participants is presented in Table 1 below.

Table 1

Descriptive statistics of the participants in the open ended questionnaire.

	1-2	4
	3-5	2
Experience	6-10	13
	More than 10	2
	BA	10
	MA	4
Education	MA Student	2
	PhD	1
	PhD Student	4
Department	ELT	17
	ELL	4

The questionnaires were analyzed through content analysis 'whereby the pool of diverse responses is reduced to a handful of key issues in a reliable manner' (Dörnyei, 2003, p.117). In order to ensure reliability of the items, another researcher was asked to carry out a content analysis for the same questionnaires to check the inter-rater agreement. The reason behind this is that "when examining qualitative responses, more consistent and believable results will follow if two or more "expert" individuals are used to do the analysis" (Brown, 2001, p.232).

The items found out through the content analysis were analyzed in order to meet the criteria given by Dörnyei (2003, 2007). These criteria were "aim for short and simple items", "use simple and natural language", "avoid ambiguous or loaded words and sentences", "avoid negative constructions", "avoid double-barreled questions", "avoid items that are likely to be answered the same way by everybody" (Dörnyei, 2007, pp. 108-109). As a result of the content analysis 94 items were written for the scale.

Step II. Initial Piloting of the Item Pool:

Within this step, as it is suggested by Dörnyei (2003), a person who is actually not a specialist in language teaching was asked to give feedback on the first version of the scale. The main purpose of this was to find out if there was any unnecessary jargon used. After the feedback from this person, necessary changes were made and a form for the scale was prepared to get the feedback of experts for each item of the scale in order to ensure the content validity. Four experts' feedback was asked through this form which was asking them to chose among 'should stay', 'should be improved (please write your suggestion)' and 'should be removed (please indicate the reason)' for each item. The experts were asked to check the wording of the items, whether the meanings of the items were clear, whether there were any unnecessary items, if the items are suitable for a scale, if there were any ambiguous or double-barreled items, and if there was anything else that worth asking. As a result of the experts' views, the necessary changes were done.

Following this, the scale was delivered to teachers from different institutions in order to see if the items were understood correctly by the participants, if there were any problematic ones, and if the instructions were clear enough. After analyzing the answers and feedback from the participants, the necessary changes were done, some items were improved, some items needed to be deleted.

Step III. Final Piloting of the Scale:

The last version of the scale for the actual piloting was administered to the participants in different times and conditions. The data obtained were entered into SPSS 25 and AMOS 16 programs to conduct validity and reliability analysis of the measurement tool. Within the framework of statistical analyses, in order to determine the construct validity of the scale, first, KMO and Bartlett test analyses were performed on the data collected through the scale and the suitability of the data for factor analysis was assessed. Based on the values obtained, Exploratory and Confirmatory Factor Analyses were conducted on the data, the way separating the scale into factors was determined by principal component analysis, and factor loads were examined using the Varimax rotation

which is an orthogonal rotation technique. The analyses were repeated after discarding the items with factor loadings less than 0.30. In social sciences, it is considered as sufficient when the factor loadings of the items in the scale are higher than 0.30 and at least 40% of the general variance is explained (Balcı, 2009; Büyüköztürk, 2002; Kline, 1994). After the elimination process, the remaining 38 items' item discriminations, item-total correlations and the validity of the scale was determined through Pearson's r test.

Internal consistency coefficient calculation methods were utilised to determine the reliability of the scale. Cronbach alpha reliability coefficient, split-half reliability coefficient, Sperman-Brown and Guttmann split-half reliability methods were used to determine the internal consistency level.

Findings on the Validity of the Measurement Tool

Validity is a concept indicating the extent to which a measurement tool can measure the variable it wants to measure without dealing with other variables (Balcı, 2009). There are different types of validity such as Content, Criterion, Construct and Face. As it is stated above, expert opinion was taken to determine the content validity of "Possible Language Teacher Selves Scale" (PLTSS). For this purpose, three field experts and one measurement and evaluation expert were asked for their opinions. In order to ensure face validity, a title reflecting the purpose of the measurement tool was determined; an instruction was prepared using a clear and comprehensible language and the main concern of the measurement tool was stated. As for the construct validity of the instrument, exploratory and confirmatory factor analyses and item-factor and item-test correlations were calculated and the findings obtained are presented below.

Construct Validity

Exploratory Factor Analysis

In order to determine the construct validity of PLTSS, Kaiser-Meyer-Olkin (KMO) and Bartlett test analyses were performed on the data and for Kaiser-Meyer-Olkin (KMO) it was found as KMO = 0,878; and for Bartlett's test value, it was found as $\chi2 = 4608,480$; sd = 703 (p = 0,000). Since in social sciences the KMO value that is higher than 0.60 is

regarded as sufficient for factor analysis (Büyüköztük, 2002), it was decided that factor analysis could be performed on the 38-item scale.

The main criterion in evaluating the results of factor analysis is the factor loads obtained as a result of the correlation between the items and the factors in the measurement tool (Balcı, 2009). The fact that factor loads are close to 1 is accepted as an indicator that the item can be placed under the relevant factor (Büyüköztürk, 2002; Gorsuch, 1983).

In Exploratory Factor Analysis, "Principal Component Analysis" is a technique used in order to determine whether items of a scale can be reduced into fewer numbers of factors that exclude each other (Büyüköztürk, 2002).On the other hand, "Varimax Rotation" technique is used to explain the factors that the items form by coming together. As a result of the analyses, the items with factor loadings less than 0,30 and the items that are placed under more than one factor and whose factor loading difference in each factor they are placed is less than at least 0,100 need to be removed from the measurement tool (Balcı, 2009; Büyüköztürk, 2002).

In this context, first of all, in order to determine the suitability of the scale for factor analysis, Principal Components Analysis was performed. Varimax rotation technique was used to see if the scale separated into factors independent of each other and the factor loadings were examined. Accordingly, 8 items with item loadings less than 0,30 and that were placed under more than one factor were excluded from the scale; the analyses were repeated on the remaining items.

As a result of these procedures, it was determined that the remaining 30 items in the scale came under four factors. The KMO value of the 32-item scale was 0.860; Bartlett = 3069,924; SD = 435; p <0,000.While the unrotated factor loadings of the remaining 30 items in the scale varied between 0,498 and 0,939, these loadings were found to be between 0,603 and 0,969 after Varimax rotation technique was applied. On the other hand, it was determined that the items and factors included in the scale explained 68,216% of the total variance. As it is known, it is regarded as acceptable in social sciences when the factor loadings are not below 0,30 and the amount of variance explained is 40% (Büyüköztürk, 2002).

Figure 3 demonstrates that there is a dramatic fall in the first four factors; therefore, these four factors contribute significantly to variance; on the other hand, the decline in other factors is getting horizontal which means that their contribution to the general variance is not sufficient (Büyüköztürk, 2002).
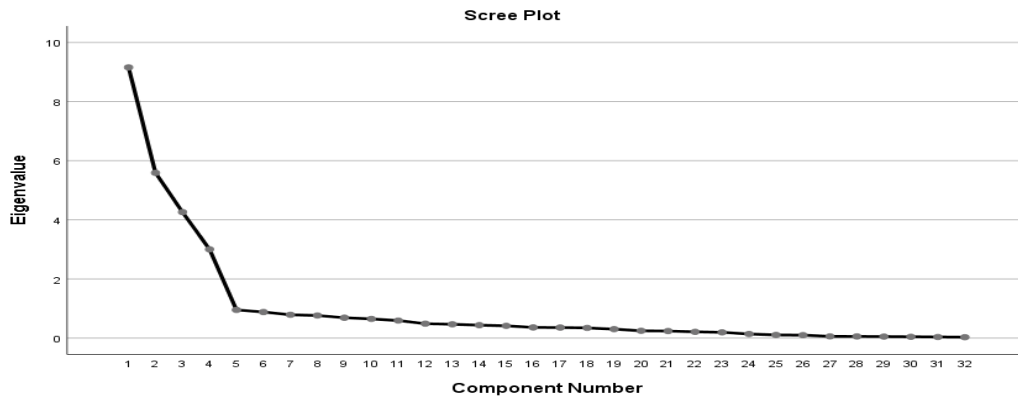
Figure 3.Eigenvalues by Factors

On the other hand, the contents of the items that came under three factors were examined and the factor names were given. 8 items were under the factor named "FEARED (F1); 7 items were under the factor called OUGHT TO (F2); 8 items were under the factor called IDEAL (F3) and 7 items were under the factor called ACTUAL (F4).

As a result of these processes, the findings regarding the item loadings of the 30 items remaining in the scale according to the factors, the eigenvalues of the factors and the amount of variance explained by the factors are presented in Table 2.

Table 2

PLTSS Common Variances, Item Factor Loadings, Variances Explained by Sub-Scales and Item Analysis Results

Items	F1	F2	F3	F4
FQ15	,963			
FQ2	,955			
FQ25	,953			
FQ14	,952			
FQ11	,951			
FQ60	,947			
FQ24	,943			
FQ52	,935			
OQ36		,873		
OQ44		,850		
OQ51		,842		
OQ59		,808		
OQ64		,802		
OQ32		,793		
OQ49		,770		
IQ50			,808	
IQ33			,781	
IQ42			,757	
IQ18			,749	

IQ23			,728	
IQ34			,701	
IQ47			,698	
IQ9			,674	
AQ55				,773
AQ57				,727
AQ38				,691
AQ17				,685
AQ65				,674
AQ16				,672
AQ30				,603
Eigenvalues	**7,438**	**4,492**	**4,473**	**3,563**
Variance Explained	**24,793**	**16,639**	**14,908**	**11,876**
Total Variance Explained		**68,216**		

As can be seen in Table 2, in the scale the factor called "FEARED (F1)"contains 8 items and the factor loadings vary between 0.935 and 0.963. The Eigen value of this factor in the overall scale is 7,438 and its contribution to the general variance is 24,793%. The factor called "OUGHT TO (F2)" contains 7 items and the loadings of the items vary between 0.770 and 0.873. The Eigen value of the factor in the overall scale is 4,482. The contribution of this factor to the general variance is 16,639%. The factor called "IDEAL (F3)" contains 8 items. The Factor loadings of the items vary between 0.674 and 0.808. The Eigen value of the factor in the overall scale is 4,473 and its contribution to the general variance is 14,908%. Finally, the factor called "ACTUAL (F4)" also contains 7 items and the factor loadings of the items vary between 0,603 and 0,773. The Eigen value of this factor in the overall scale is 3,563 and its contribution to the general variance is 11,879%.

When the four factors were examined in total, the overall variance of the measurement tool was found out to be 68.216%.

Confirmatory Factor Analysis

As a result of the exploratory factor analysis, it was aimed to confirm the existence of the dimensions of the PLTSS scale which was determined to consist of 4 factors. For this purpose, confirmatory factor analysis for PLTSS scale was performed. Confirmatory factor analysis is based on the principle that the relationships between the observed and unobserved variables are examined and tested as hypothesis (Pohlmann, 2004).

According to the confirmatory factor analysis results, $\chi2$ / sd ratio was calculated as 1,414 ($\chi2$ = 569,251, sd = 399, p = 0,000). $\chi2$ / sd ratio that is 5 or less is considered sufficient for model-data fit (Lomax &Schumacker, 2004; Wang, et. al., 2006). On the other hand, $\chi2$ / df ratio which is less than 3, indicates goodness of model-data fit (Lomax &Schumacker, 2004). The value $1,491\chi^2$ /sd obtained in this study is an important indicator that the measuring instrument has a four-dimensional structure. Another important indicator is that the RMR index was found to be 0.039.The RMR index should be between 0 and 1 (Golob, 2003). In order to evaluate the fit of the model, other goodness of fit indices were calculated and given in Table 3 below.

Table 3

Goodness of fit indices of the measurement model

Goodness of fit indices	Recommended Value	Obtained Value
χ^2 / sd	≤ 5,00	**1,414**
GFI (Goodness of Fit)	≥ 0,90	**0,761**
AGFI (Adjusted Goodness of fit)	≥ 0,90	**0,721**
NFI (Normed Fit Index)	≥ 0,90	**0,834**
RFI (Relative Fit Index)	≥ 0,90	**0,819**
CFI (Comparative Fit Index)	≥ 0,90	**0,944**
IFI (Incremental Fit Index)	≥ 0,90	**0,945**
TLI (Tucker – Lewis Index)	≤ 0,90	**0,939**
RMR (Root Mean Square Residual)	0 - 1	**0.039**
RMSEA (Root Mean Square Error of Approximation)	0.00 – 0.10	**0.060**

While it is generally recommended that these indices should be between 0.80 and 0.90; an index above 0.90 indicates a good fit (Yap &Khong, 2006; Wang, Lin, et al., 2006). RMSEA was determined as 0,060 at the end of the analysis. While the RMSEA index being less than 0.10 indicates that the model - data fit is acceptable, its being less than 0.05 is a sign of better fit (Bayram, 2013). Considering χ2 / sd, RMSEA and RMR values, it can be said that the measurement tool consists of four dimensions (F1 = FEARED, F2 = OUGHT TO, F3 = IDEAL, F4 = ACTUAL). The standardized Structural Equation Model parameter values of the results obtained are given in Figure 4.
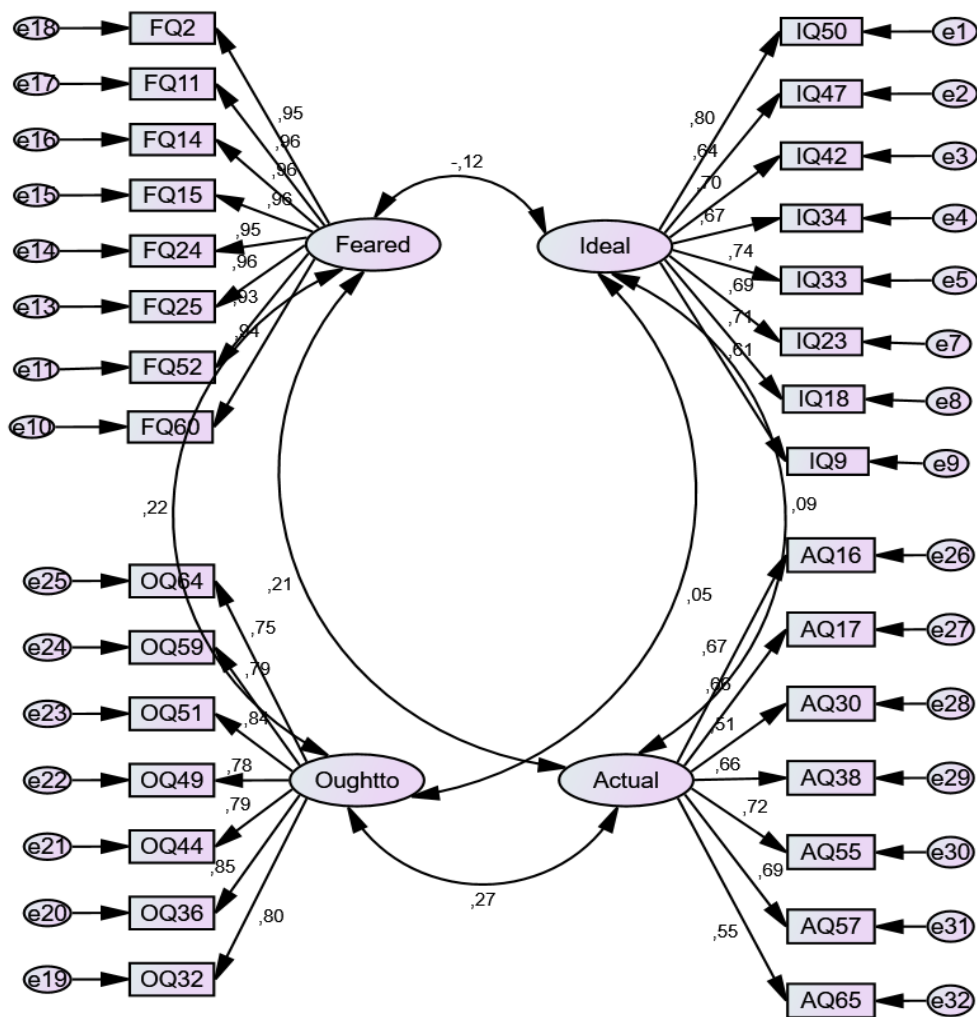
Figure 4.Confirmatory Factor Analysis results of the scale

Item Discrimination

Correlation coefficients between the scores obtained from each item in the scale and the scores obtained from the factors and the general scores of the test were calculated; and the level of discrimination was determined. As a result, to what extent each item in the scale together with the factor under which it is placed serves for the general purpose of the

scale was tried to be revealed (Balcı, 2009; Korkmaz&Yeşil, 2011). The item-factor and item-test correlation values obtained for each item are presented in Table 4.

Table 4

Item-Test Correlation Analysis Results

Items	Item-Subscale Correlation Values	Item– Test Correlation Values
FQ15	,953	,712
FQ2	,947	,730
FQ25	,955	,759
FQ14	,953	,765
FQ11	,954	,785
FQ60	,932	,683
FQ24	,942	,749
FQ52	,930	,757
OQ36	,808	,474
OQ44	,762	,350
OQ51	,796	,507
OQ59	,764	,441
OQ64	,715	,365
OQ32	,760	,542
OQ49	,749	,527
IQ50	,736	,310
IQ33	,696	,326

IQ42	,661	,307
IQ18	,670	,359
IQ23	,634	,382
IQ34	,601	,329
IQ47	,601	,305
IQ9	,581	,354
AQ55	,658	,358
AQ57	,613	,407
AQ38	,599	,359
AQ17	,583	,345
AQ65	,510	,392
AQ16	,581	,336
AQ30	,464	,343

Table 4 demonstrates that item-factor correlation coefficients were found to be between 0.930 and 0.955 for the first factor; between 0.715 and 0.808 for the second factor, 0.581 and 0.736 for the third factor, and 0.464 and 0.658 for the fourth factor. Each item had a significant and positive correlation with the overall scale ($p < 0.001$). When the item-test correlation values were examined, it was found that the lowest correlation value was 0,305 while the highest value was 0,785.

These coefficients obtained are the validity coefficients of each item, and they indicate the consistency of the item with both the factor under which it is placed and the whole scale. In other words, they show the level of serving the general purpose of the scale (Baykul, 2000).

Findings on the Reliability of the Measurement Instrument

Reliability is a concept about whether a measurement tool produces measurement results in the same way each time it is used to measure a variable (Balcı, 2009; Baykul, 2000). As a result of Exploratory and Confirmatory Factor Analysis, it was determined that the PLTSS Scale consisted of 30 items and 4 factors as "FEARED", "OUGHT TO", "IDEAL", and "ACTUAL". In order to determine the degree of reliability of these factors related to internal consistency, Cronbach's alpha, split-half, Sperman-Brown and Guttmannsplit-half reliability coefficients were obtained. The reliability analysis values obtained for each factor are summarized in Table 5.

Table 5

The Results of Reliability Analysis of the overall Scale and its Factors

Factors	The number of Items	Cronbach Alpha	Split Half	Spearman – Brown	Guttman Split Half
F1	8	,987	,977	,988	,907
F2	7	,924	,851	,919	,877
F3	8	,877	,856	,922	,908
F4	7	,825	,724	,840	,795

According to Table 5., split half correlation values of the scale varied between 0,724 and 0,977; Sperman Brown reliability coefficients varied between 0.840 and 0.988; Guttmann Split-Half values varied between 0.795 and 0.908; Cronbach alpha reliability coefficients varied between 0.825 and 0.987.

The reliability coefficient ranges between 0.00 and + 1.00. The reliability of the measurement instrument increases as the coefficient approaches + 1.00 while the reliability of the measurement instrument decreases as it approaches 0. Cronbach Alpha reliability coefficients which are generally 0.60 and above are considered acceptable in Social

Sciences. On the other hand, the reliability coefficient used in the preparation and implementation of psychological tests is expected to be 0.70 and above (Büyüköztürk, 2002). According to the findings, it can be stated that internal consistency coefficients are high for the factors in the scale and as a result, the measurement tool is reliable.

3.4.2. Administering the Scale

For the actual administration of the scale (See Appendix 2), the necessary permissions were obtained, the consents of the participants were asked and the scale was applied through an online platform. The necessary information about the scale and how to fill it in was given at the beginning of the scale. A total of 147 participants teaching at 8 state universities (Akdeniz University, Alaaddin Keykubat University, Harran University, Pamukkale University, Süleyman Demirel University, Selçuk University, Tekirdağ Namık Kemal University, Trakya University) in Turkey answered the scale. The demographic information about the participants is as in table 6 below:

Table 6

Descriptive statistics of the participants of the scale

N=147		n	%
Gender	Male	34	23.1
	Female	113	76.9
Years of experience	1-5	48	32.7
	6-10	44	29.9
	11-15	33	22.4
	More than 15	22	15.0
BA Department	ELT	113	76.9
	ELL	22	15.0
	Linguistics	2	1.4
	ACL	4	2.7
	Translation	6	4.1
MA	Yes	60	40.8
	No	68	46.3
	In progress	19	12.9
PhD	Yes	36	24.5
	No	99	67.3
	In progress	12	8.2

When the table is analyzed, it is seen that 34 of the participants were male and 113 of them were females, 48 of them had 1-5 years, 44 of them had 6-10 years, 33 of them had 11-15 years, and 22 of them had more than 15 years of experience. 113 of the participants were graduates of ELT departments, 22 of them were ELL graduates, 2 of them were linguistics, 4 of them were ACL, and 6 of them were translation department graduates. 60 of the participants had an MA degree and 36 of them had a PhD degree.

3.5. Qualitative Data

Qualitative research focuses on the perspectives of the insiders on the phenomena studied, how they interpret the world around them, and how and why they do what they do (Guest et. al., 2013; Lapan et. al., 2011). Three of the qualitative data collection methods,

namely, interviews, video stimulated recall, and reflective journals were used in the present study.

In order to form the questions for the interview, the reflective journals and video stimulated recalls, literature was reviewed carefully. As a result of this review, the questions for each data collection tool were formed carefully. When the questions were prepared, they were analyzed by 6 professors in the ELT department and 3 instructors working at the school of foreign languages and holding a PhD degree in ELT to ensure the questions' face and content validity.

After the questions were edited in the light of the experts and an agreement was reached, they were piloted with 4 instructors who shared the same conditions with the real sampling of the study. The purpose of the pilot study was to foresee and take precautions for the problems that might emerge during the actual study. The instructors were also asked to comment on the sentence structure and the intelligibility of the questions. When the necessary editing was done, the interview, the reflective journal and the video stimulated recall questions were ready to administer. As a result of the pilot study and the discussions carried out with the participants of the pilot study, it was resolved that 5 weeks was enough for the reflective journals and 2 hours of video recordings for each skill they teach would be satisfactory for the data collection procedure of the actual study.

Before the qualitative data for the actual study was gathered, the participants were informed about what was expected from them in a detailed way, and their consent was asked through a consent form (See Appendix 3). The details of the study and the components of language teacher selves were explained to the participants in detail and the researcher was accessible all the time during the data collection procedure. As a result of the detailed explanation of the data collection procedure, and after the participant drop-outs during the data collection procedure, there were ten participants for the qualitative part of the present study. As Dörnyei (2007) states that a sample size of 6 to 10 is enough for a qualitative study, the sample size of the present study was found to be satisfactory.

The participants were instructors at schools of foreign languages in five different universities (Bursa Uludağ University, Kafkas University, Muğla Sıtkı Koçman University, Pamukkale University, Tekirdağ Namık Kemal University) in Turkey. Two of them were males and eight of them were females.

The data were gathered through written forms and they were analyzed through qualitative data analysis software.

When the results were reached and written, they were presented to the participants through an online meeting for the reliability purposes at a pre determined time. The results were discussed with the participants and they were asked if there was any misunderstanding, anything extra or missing and their approval was received.

3.5.1. Interviews

As the first step of the data collection, an open-ended interview was carried out with the participants of the qualitative part of the study.

The instructors were asked and a timetable was formed according to their availability for the interviews. They were informed about the topic and the language teacher selves before the interviews in order to ensure that they were familiar with the terminology. After the interviews, the data was transcribed and then analyzed through a qualitative data analysis software.

See appendix 4 for the interview questions.

3.5.2. Reflective Journals

"Reflective journaling means describing a recent experience and unpacking salient aspects (e.g., people, resources, activities) that affected learning, and doing so in an ongoing manner over time." (Lutz and Paretti, 2019, p.2). Moreover, as it is stated by Atak Damar (2019), keeping journals is a unique source for the researchers to find out what is actually experienced.

In order to capture their micro-level (i.e., day to day) experiences, thoughts and feelings, the participants of the present study were asked to answer the questions in the reflective journal questionnaire every day when they finished their classes for five weeks.

See appendix 5 for the reflective journal questionnaire.

3.5.3. Video Stimulated Recall

"Stimulated recall is a research method that allows the investigation of cognitive processes through inviting participants to recall their concurrent thinking during an event when prompted by a video sequence or some other form of visual recall." (Fox-Turnbull, 2009, p. 204). This data collection method requires video and audio recordings of the participants in action and then asking them to reflect on what went on during the action by using the recordings as a prompt to recall (Slough, 2001).

For the video stimulated recall process of the data collection procedure, the participants in the present study were asked to videotape their lessons and then they were asked to watch the videos and answer the video stimulated recall questions. They were explained that they were free to stop at any part or replay whenever they wanted as they were carrying out the procedure. This was carried out through written forms in order to let the participants take their time for recalling and watching the videos as much as they wanted without having the pressure of having somebody else with them. Moreover, they were ensured that no one would watch the videos except themselves before they started videotaping, therefore they would act themselves while teaching as they would not be stressed out with the thought of somebody else watching the videos. In addition, the participants were asked to carry out the recall procedure daily, as it is suggested in the literature (e.g.: Fox-Turnbull, 2009).

See appendix 6 for the video stimulated recall questionnaire.

3.6. Summary

The methodology of the present study was explained in detail within this chapter. The reasons for choosing a mixed methods design, details of the research design of the study, the development of the data collection tools, collecting and analyzing the data and the reliability and validity studies were explained in detail in this chapter.

CHAPTER 4
RESULTS

4.1. Introduction

This chapter presents insights into the findings of the present study, which set out to develop a possible language teacher selves scale (PLTSS) and to find out the possible language teacher selves of the instructors in Turkey, their feelings about being close or not to their possible language teacher selves, and possible solutions they offer to help them feel better about it through the scale developed and through interviews, reflective journals and video stimulated recalls. The findings obtained through the current study are presented below and are discussed in relation to the related literature under each research question after the results are presented in detail.

4.2. Results and Discussion for Research Question 1. 'What are the Ideal Language Teacher Self components for language teachers in Turkey?'

In order to obtain detailed findings for this research question, two different data collection methods were used. The first one of these was the scale and the latter was the interviews.

The results from the scale regarding this research question are as follows:

Table 7

The idea of an ideal language teacher for the instructors according to the scale results.

Ideal	N	M	S. D.	Min	Max	
provides sufficient samples	147	3,77	0,44	2	4	Always
sets achievable goals for the students	147	3,75	0,44	3	4	Always
evaluates fairly	147	3,91	0,35	1	4	Always
promotes creativity	147	3,82	0,41	2	4	Always
helps students feel secure	147	3,80	0,43	2	4	Always
makes concepts and principles simple and clear	147	3,76	0,49	1	4	Always
creates real life situations	147	3,71	0,52	2	4	Always
provides students with sufficient input	147	3,80	0,40	3	4	Always

The table above illustrates the perceptions of the English Instructors in Turkey related to the idea of an ideal language teacher self. When the table is analyzed, it is observed that all of the items in the scale for the sub theme are included in the participants' ideal language teacher perceptions which are actually the standards the instructors want to reach (Dörnyei, 2009). The item 'evaluates fairly' has the highest mean (M: 3,91); and the item 'creates real life situations' has the lowest mean (M: 3,71). This implies that the instructors think that all of the items are important characteristics for an ideal language teacher to have, putting the fair evaluation to the top which is interesting considering the other items in the table. However, it seems that the instructors believe being fair and treating students equally is essential for a teacher, and this was also supported by different studies previously carried out (e.g. Javid, 2014; Al-Khairi, 2015).

The item 'evaluates fairly' is followed by 'promotes creativity' with the mean of 3.82 which was also considered to be highly essential in a study by Walls et al. (2002). Engaging creativity was also emphasized as an ideal language teacher characteristic in Medina's (2019) doctoral dissertation study and Al-Khairi's (2015) study.

'Helps students feel secure' (M: 3,80) and 'provides students with sufficient input' come after creativity with the third highest mean (M: 3,80) which are followed by 'provides sufficient samples' (M: 3,77) and 'makes concepts and principles simple and clear' (M: 3,76). Considering the significance of feeling secure in the classroom

atmosphere for the learning to occur, it is obviously understandable why the instructors think providing this feeling as an important feature of an ideal language teacher. The importance of a safe and good classroom environment was also expressed in Külekçi's (2018) study. It is surprising to see that the items that are parts of actual teaching practice like providing sufficient input and samples, and making concepts simple and clear are not in the first three qualifications of an ideal language teacher which I would expect to see. To support this point, the superiority of these features was also mentioned in some of the previous studies. For example, one of the participants in Medina's (2019) study expressed the value she puts on input and exposure to the language while the importance of making explanations as much as the students need is highlighted in the study carried out by Al-Khairi (2015) and giving sufficient examples was highly rated in the studies by Javid (2014) and Külekçi (2018).

The subsequent item in the table is 'sets achievable goals for the students' with the mean of (M: 3,75) which is a bit higher than the item that has the lowest mean (M: 3,71) 'creates real life situations'. Even if these items have lower means than the previously mentioned ones, they are still in the 'always' category, which shows that they are as much important for the instructors as the aforementioned items. To support this, the topic of real life situations has the highest mean value among 65 items in Külekçi's (2018) study which shows how important it is for the participants in the research.

In line with the hard data, in order to get a more detailed insight into the ideal language teacher selves of the instructors in Turkey, an interview was carried out. The questions 'What is the idea of an ideal language teacher for you? What kind of a language teacher you would like to become?' was asked to the participants during the interview. The results are as follows:

Table 8

The idea of an ideal language teacher for the instructors according to the interview results.

Opinions	Participants	Number
Having the knowledge of field	T1,T2,T7,T8,T10	5
Choosing appropriate materials	T3,T8,T9,T10	4
Giving feedback	T3,T8,T9,T10	4
Being a role model	T4,T5,T10	3
Motivating	T3,T4,T6	3
Following the developments	T1,T7,T9	3
Being able to involve students in the lesson	T8,T10	2
Being able to communicate effectively	T8,T10	2
Encouraging critical thinking	T8,T10	2
Caring the students	T9,T10	2
Developing all skills of the students	T4,T9	2
Having interesting and fun lessons	T2	1
Being planned	T8	1
Speaking English correctly and fluently	T8	1
Not being dependent on the coursebook	T3	1
Having student-centered lessons	T3	1
Being patient	T3	1
Having a high motivation	T3	1

The table contains sub-themes reached for the idea of an ideal language teacher of the instructors. Among these, subthemes of "having the knowledge of field", "choosing appropriate materials", "giving feedback" came to the fore. Some of the participants' views on the sub-theme "having the knowledge of field" are as follows:

T1: "An ideal teacher should bear some distinctive qualities. First of all, he should have an effect that charms students during his class. This is possible through his knowledge on his field, which leads to students trust him and also makes him an adorable character in the eyes of his students…"

T2: "An ideal teacher is the one who can explain every question in students' mind…"

T7: "I think ideal language teacher is the one who is regarded as an expert in his field…I would like to become a teacher that can easily answer the questions of the students and I'd like to know what I am doing in the class. Also the students must be aware of this situation."

T10: "…has sufficient subject-matter knowledge…"

As it can be seen in the explanations of the teachers, it is really essential for them to have a good impression on the students and they believe that some of the conditions for this are to be able to impress the students, answer all the questions asked, be perceived as experts in their field and have enough knowledge. In a study carried out by Kubanyiova (2009), this feature is seen so essential that a participant cared this even more than the effective learning of the students. When the teachers believe in themselves and have the confidence of their knowledge, they will feel better, will not be afraid of students' questions and therefore their impressions in the eyes of the students will be better. Through this impression, the teachers can attract the attention of the students to the lesson, and the students will trust and admire the teacher, therefore they will be more motivated and learn better.

In line with the previous item, the notion that the teacher should have the ability to select and develop appropriate materials in order to transfer his knowledge to his students in the most effective way comes to the fore. Participant views on the subject are as follows:

T3: "Chose appropriate materials for their ages and levels. Support the lesson with visuals…"

T10: "…can choose and develop appropriate materials…"

T8: "I would like to become a teacher who uses authentic materials…"

T9: "s/he develops effective teaching materials except the course book, provides variety of different activities…"

It was remarked in the statements that the age and level of the students should be taken into consideration in choosing the appropriate materials. In addition, it was pointed out that the lessons should be supported with a variety of materials including visuals and

authentic materials. This is an important point since the variety in the materials will support the motivation of the students. When there are different materials and different ways of presenting these materials, the students will not get bored and participate in the lessons mire willingly. In addition, selecting the materials regarding the ages and language levels of the students is also highly important since too easy or too difficult materials will demotivate or discourage the students while the materials that are not suitable for the age groups of the students will not attract their attention.

In addition to the importance of choosing materials suitable, feedback given by teachers is considered essential by the participants since it can help students to gain awareness about their learning. Some of the participants' views on the subject are as follows:

T3: "…Giving sufficient feedback…"

T8: "I would like to become a teacher who…provides constructive feedback…"

T9: "…gives effective feedback…"

T10: "…can give effective feedback…"

When the importance of feedback on student learning is considered, it is highly understandable why the instructors in the study focused on it so much. They mostly focus on giving sufficient and effective feedback through which they can support learning. This item also related to the first one, since a teacher needs to have a good knowledge of the field while giving feedback. Therefore, aside from the remarkable importance of giving feedback itself, through feedback, it is also possible for the teachers to be able to show their knowledge of the field both to themselves and to the students.

Giving feedback is followed by being a role model for the students, motivating them and following the developments. Giving feedback is partly related to the latter two items as it is possible to motivate the students while giving feedback and when the students see the language proficiency of the teacher, they may admire them and perceive the teacher as a role model. Also, while giving feedback, the communication of the teachers with the students, the value they give to them may impress the students considering the humanitarian matters and the students may see the teachers as role models from that point, too. In addition to this, being a role model and motivating the students are somewhat

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related to each other as the students will be motivated both to learn the language and to be a person like the teachers when they see their teachers as role models.

Some of the participant views on the sub-themes of "being a role model" and "motivating" are as follows:

T5: "An ideal teacher should be able to help his/her students to be better people. He/she should be a role model that encourages them to improve themselves…"

T4: "…must be a role model…"

T10: "…is a good role-model."

T3: "…Encouraging the Sts…"

T4: "…motivator for her students to use language."

T8: "I would like to become a teacher who …is motivating…"

In the statements, it was said that the teacher should lead the students to be better people and to improve themselves. The best way of doing this is to be a good person and developing oneself. It is especially essential to be good towards the students and to behave them as grownups and value their ideas, likes and dislikes. When the students see this, they will desire to be so, they will want to be good people and behave well to others. On the other hand, when the teacher speaks the target language, as it is stated by one of the participants above, and if s/he could manage to be a role model for his/her students, they will be motivated to learn and speak the language as the teacher does. Thus, it can be said that for a teacher, being a role model in terms of both humanly perspectives and using the target language is important for the learners.

In addition to these items, following the current developments is also a feature the instructors believe an ideal teacher should possess. Some of the participants' views on this item are as follows:

T1: "…What is more, an ideal teacher should meet the needs of that time e.g.; he has to be into technology or internet TV series, which is necessary to catch the attention of his students."

T9: "…update herself/himself regularly,…"

It is stated by the participants that an ideal teacher should keep up with the requirements of the time. It has been found that it is necessary to follow the technology or series that may be of interest to the students. In other words, the teacher should be able to keep up with the requirements of the changing and developing world and therefore keep up with the students as well. When the teacher is not aware of what is going in the students' world, it will be difficult for him/her to understand or motivate the students, and it is very likely that the students will get bored and distracted from the lesson easily. This is also related to choosing materials related to students' ages. When the teacher is not aware of the new developments that are especially of interest to the students, it will not be possible to prepare suitable materials. On the other hand, it is also highly important for a teacher to improve himself/herself in terms of teaching and using the language.

In line with the previous item, the subthemes of "being able to involve students in the lesson", "being able to communicate effectively" and "encourage critical thinking" were reached. Some of the participants' views on these sub-themes are as follows:

T8: "I would like to become a teacher who…makes every learner involve in the activity…"

T10: "… can provide various effective activities and involve every student in the activity…"

T8: "I would like to become a teacher who…empathetic…"

T10: "A teacher who is good at communication…"

T8: "I would like to become a teacher who…improves critical thinking skills of learners…"

T10: "…promotes critical thinking…"

It is an undeniable fact that being able to involve the students in the lesson is a really critical item to be included on the ideal language teacher selves. Through this, it will be possible to reach the teaching goals of the lesson. Following the current developments and communicating effectively are closely related to involving the students into the lessons. The reason for this is that, when the teacher follows the current developments, s/he will be able to prepare lessons that attract the students, and therefore the students will be more eager to participate in the activities. When the teacher does not have problems with

communication with the students, they will not be discouraged, they will feel safe. Therefore, with good materials prepared and through a good communication, the involvement of the students to the lessons will increase, too.

Furthermore, it will be possible for the teacher to involve critical thinking in the lessons through the materials that attract the students; therefore the students will participate in these activities more willingly, too. This will be possible when the teacher follows the developments and communicates with the students effectively.

All of the items above are about considering the students and their learning, which are actually related to the ensuing subthemes, namely "caring students" and "developing all skills of the students". Some of the participants' views on these sub-themes are as follows:

T10: "…cares students' needs, psychology, background, thoughts and feelings…"

T9: "…cares individual differences, cares the interests of the students…"

T4: "I'd like to be a language teacher who improves her students in terms of all skills, especially speaking. Cause an ideal teacher should develop her students in terms of all skills…"

T9: "…guides students on how to study outside, encourages students to read/listen/speak/write in English for their daily needs…provides appropriate practice for each skill…"

In the statements, it was emphasized that for the ideal language teacher, the teacher should pay attention to the needs, psychology, background, thoughts and feelings of the students. It is also important to take individual differences into account. In addition, it was emphasized that an ideal teacher should aim to develop students in terms of all skills which is obviously important in language learning. The importance of the needs of the students in teaching and learning is an undeniable fact. Therefore, it can be said that in order to develop different language skills of the students, it is essential to carry out a comprehensive needs analysis which can cover every aspect related to a students' learning like the background, interests, learning styles and expectations.

Apart from these, the subthemes of "having interesting and fun lessons", "being planned" and "speaking English correctly and fluently" were reached. Participant views on these sub-themes are as follows:

T2: "…He shouldn't be boring. He should make the lesson interesting and enjoyable for the students. "

T8: "I would like to become a teacher who…planned…"

T8: "I would like to become a teacher who …speaks fluently and accurately with a good pronunciation level."

In the statements, it was stated that the ideal language teacher should be someone who can teach interesting and entertaining lessons, prepare for the lesson, and speak English correctly and fluently. These statements are also connected to the previous ones and are as important as them. For instance, when a teacher carries out a lesson which is enjoyable and fun, the students will be more eager to participate in and it will show that the teacher cares the students. In order to have these kinds of lessons, the teacher needs to be planned. Being planned is actually the core to almost everything related to teaching. When a teacher is planned, it will be easier for her/him to actualize the other sub themes reached about ideal language teacher selves. The subsequent item, which is speaking fluently and accurately and having a good pronunciation will help the teachers to be more self confident in the lessons and they will more likely to be admired by the students and therefore taken as role models.

Lastly, one of the participants drew attention to sub-themes such as not only adhering to the textbook, student-based lesson teaching, being patient, and being motivated. Participant views on these sub-themes are as follows:

T3: "…Not being depended on the course book…"

T3: "…Sts based…"

T3: "…Being motivated…"

T3: "..Patience.."

As the researcher, from my own perspective, the most important sub theme in this last group is "being motivated". The reason for this is that when a teacher is motivated, s/he will prepare extra materials, develop himself/herself, will care the students and therefore become student centered, will be patient because s/he will be doing something s/he desires to do, will plan good lessons and will be able to motivate and attract the

students attention with the energy and the aspiration s/he has. Therefore, it can be said that the base to an ideal language teacher is to be motivated.

When the studies in the literature are examined, it is seen that the results for this research question are compatible with the literature. For instance, in Javid's (2004) study with university students, the students pointed out that the ideal language teacher is a teacher who is an expert in his/her field, who is well-organized, who teaches regarding the level of students, answers students' questions correctly, and has clear instructions which are also mentioned by the participants in the present study. In Al-Khairi's (2015) study with undergraduate students at Taif University in Saudi Arabia, EFL English teachers are expected to do their best to help their students, be selfless and determined, exhibit an exemplary attitude, instruct according to students' level, and it is also recommended that they should follow the latest developments. It has been determined that EFL English teachers are loved when they have the ability to maximize students' language learning opportunities, motivate and inspire their students through their personalities and professional qualities.

In the study conducted by Al-Khairi (2015) with students learning English in Saudi Arabia, according to the learners' opinions, similar to the present study's results, the ideal language teacher is; ready to help students, willing to repeat the instructions, welcomes students' opinions and suggestions, is a role model, and treats students equally. In Gürcan's (2020) study with secondary school students, students stated that they would like to see features such as not getting angry, communicating well, being fair, tolerant, cheerful, witty, empathetic in ideal teacher. The students also drew attention to the expressions related to the teaching skills of the teachers, such as teaching the topics interestingly, doing activities inside and outside of the classroom, and using different materials. The students also remarked that the teachers should pay attention to their clothing.

In their study, Olaniyan-Shobowale, Sekinat & Mogaji (2021) revealed the characteristics that an effective language teacher should have for successful language teaching according to the opinions of undergraduate students. These characteristics are being experienced, caring, creative, friendly, keenly interested in the target language and eager to teach. Findings on professional characteristics reveal the characteristics that an effective language teacher should have. These are vocabulary and grammar knowledge,

reducing students' language anxiety and being able to benefit from technology and visual materials during teaching which are in line with the findings within the present study.

In addition, in Javid's (2014) study, students' perceptions of language teachers' personality components revealed that teachers, who include students in academic subjects, treat all students equally, explain properly, make learning fun and guide students after class are mostly stated. In Javid's (2014) study, different from the present study, using target language and ensuring mutual discussion among students remained as the least preferred personality components.

In the study of Al-Khairi (2015), the teacher characteristics for the ideal language teacher like being an expert in their subject, having up-to-date knowledge, explaining through a simple language, giving answers, giving clear instructions and asking questions correctly, always being well prepared and organized are the opinions that students least participate in.

Olaniyan-Shobowale, Sekinat & Mogaji (2021) stated in their study that the students agree the least among the qualifications that language teachers should have are; the teacher's ability to speak while lecturing instead of listening to the students; being authoritarian in the classroom and giving homework.

Holt (1964) explained that teachers with strong content knowledge, enthusiasm, and the ability to create a welcoming classroom environment can achieve enhanced learning, thereby igniting students' desire to learn and making them ready to absorb what is presented in the lesson. The same was emphasized, and the definition of "an effective teacher is someone who maximizes students' achievement in accordance with a clear set of principles that has order, coherence, and relevance in a given teaching context" has been proposed (Cole & Chan, 1986, p.64).

Gillett-Karam (1994) recommended a mix of personality and professional features. She stated that ideal teachers demonstrate their ability to involve their students in the learning process by instilling high learning expectations, incorporating learning, giving the necessary guidance and minimizing the obstacles students encounter. She stated that an ideal teacher with these characteristics can also achieve the goal of making his/her students life-long learners. It has been reported that teaching effectiveness mainly depends on the degree of achievement of learning goals such as improved academic skills, better grades

and better attitudes, whether they are determined by themselves or by others such as the management (Borich, 1996). It is not possible to achieve these goals simply by applying simple teaching methodologies. It is also extremely important that teachers understand their students' learning preferences and use appropriate teaching styles (Elliott et al., 2000). Research has provided valuable information that teachers' effectiveness mainly depends on their ability to positively influence their students to improve their learning opportunities. It has been reported that ideal teachers have a strong psychological impact on their students' learning and success (Stronge Tucker, P.D.,& Hindman, 2004). Faull (2008) discussed incorporating a new tendency of student-centered learning into the ideal teaching process. He spoke of "advances in interactive learning using information technology" as a concrete shift towards modern and new learning approaches implemented by ideal teachers.

Goold, Craig, and Coldwell (2007) reported that "advances in technology over the past decade have opened up new avenues for the provision of learning materials and teacher-student interaction" (p. 492). It has also been noticed that the effective use of information technology enables teachers to meet the individual needs of students through differentiated instruction (Anderson, 2007; Tomlinson, 2001) and differentiated assessment (Chapman & King, 2005; Skowron, 2001). These modern tendencies require ideal teachers to incorporate the individualized human aspects addressed by leveraging 'flexible pedagogies' (Rischin, 2002; Pillay & Albert, 2003; Weaver, 2003). It can be said that being an ideal teacher is a demanding job that requires teachers to have good professional and personal skills.

4.3. Results and Discussion for Research Question 2. 'What are the Feared Language Teacher Self components for language teachers in Turkey?'

To be able to answer this research question, a scale and an interview were used as data collection tools.

The results from the scale regarding this research question are as follows:

Table 9

The idea of a feared language teacher for the instructors according to the scale results.

Feared	N	Mean	S. Dev.	Min	Max	
uses visual materials	147	1,44	0,82	1	4	Never
is motivated	147	1,41	0,86	1	4	Never
is supportive	147	1,45	0,89	1	4	Never
is motivating	147	1,47	0,89	1	4	Never
provides positive reinforcement	147	1,44	0,83	1	4	Never
listens to the students carefully	147	1,42	0,82	1	4	Never
teaches essential/ key vocabulary	147	1,44	0,83	1	4	Never
builds background knowledge	147	1,46	0,81	1	4	Never

The foregoing table illustrates how the English Instructors in Turkey perceive the idea of feared language teacher selves. When the table is analyzed, it has been observed that all of the items in the scale for the sub theme are included in the participants' feared language teacher perceptions with the item 'is motivated' having the lowest mean (M: 1,41). This means that having a low motivation is the characteristic the instructors are the most afraid of owning. As mentioned before, a teacher's being motivated affects most of other features that a teacher has. When a teacher is motivated, s/he is more likely to get closer to the ideal and ought to language teacher self characteristics, while when s/he is not motivated, it is more likely for him/her to get closer to the feared language teacher self characteristics. Therefore, it can be said that the reason for the participants to give so much importance to a teacher's motivation is clear. To support this, the importance of motivation is also stressed by Karimi and Norouzi (2019). This result is also supported by the findings of the dissertation by Erdem Coşgun (2021), as all three groups of teachers in her study had fears concerning not being motivated. One of the participants in her study stated that when the teacher is not motivated, the students feel it and they are not motivated either. As it can be seen in the table, motivating students (M: 1,47) is also an important factor the instructors are afraid of not being able to realize. Therefore, since it is obvious that the teacher and student motivation affect each other, both are important for instructors to get farther from their feared language teacher selves.

'Listening the students carefully' follows the motivation with the mean 1.42. Since the importance of the students and their feelings is clear in the teaching and learning experience, it is understandable why the instructors think this item is essential to be good at the profession. Another item, 'being supportive' (M: 1,45) is also related to listening to the students, because through caring and listening to them, the instructors can support their students properly, and this illustrates the importance of the item. In addition, when the instructors do not listen and care the students, they will not have good relations with them. However, as mentioned by a participant in Coşgun's (2021) study, the relationship between the instructors and the students will affect the motivation of the students and therefore the instructors'. The importance of the teacher-learner relationship was also emphasized in Rahmati et. al. (2018)'s study as rapport building.

Similarly, the instructors are seen to be afraid of not using visual materials (M: 1,44). Use of visuals makes lessons more enjoyable and makes learning a lot easier. They can be used for different purposes such as building background knowledge which is also an important component of feared language teacher selves of the participant instructors of the present study (M: 1,46) and teaching the important words (M: 1,44) that is an item related to the feared language teacher selves of the instructors. When the background knowledge is built, the students learn better and also are more interested in the lessons and as stated above, using visuals is a good way of doing so. Furthermore, the students, especially at university level, focus a lot on learning vocabulary, and when an instructor teacher a lot of key words, the students believe that the instructor is very good at the profession, therefore, it is evident why the instructors put emphasis on this item as a feared language teacher self. Along with other materials and methods, visuals are a good way of teaching vocabulary. Thus, it can be said that it is clear why the instructors are afraid of not including visuals into their classes.

Having the same mean value with use of visuals, providing positive reinforcement (M: 1,44) is another item that the instructors that participated in the present study put emphasis on. When the role of positive reinforcement on ameliorating the learning behavior (Uddin, et. al., 2017) the reason why the instructors afraid of not being able to reinforce their students positively is clear.

In order to have more elaborative data to go along with the hard data concerning the feared language teacher selves of the instructors, an interview was performed. The question

'What is the idea of a feared language teacher for you? What kind of a language teacher you do not want to become/avoid becoming?' was asked to the participants during the interview. The results are as follows:

Table 10

The idea of a feared language teacher for the instructors according to the interview results.

Opinions	Participants	Number
Rude, boring and discouraging	T1,T8,T10	3
Not innovative and out of date	T7,T10	2
Having teacher-centered lessons	T3,T10	2
Unable to provide a safe and friendly environment	T9,T10	2
Having an insufficient field knowledge	T2,T5	2
Having a low motivation	T3,T8	2
Sticking just to the coursebook	T3,T8	2
Not being able to speak correct and fluent English	T5,T8	2
Not getting prepared for the lessons	T6,T8	2
Looking very strict	T1	1
Reflecting personal problems to the students	T3	1
Inability to communicate effectively	T2	1
Ignoring students and their learning	T6	1
Not respecting the self and the students	T10	1
Not being respected	T7	1
Not encouraging students to speak English	T4	1
Unfair when grading	T3	1
Not being punctual	T3	1

The table includes sub-themes determined regarding the feared language teacher self. Among these sub-themes, it is seen that the "rude, boring and discouraging" sub-theme comes to the fore. Participant opinion on this sub-theme is as follows:

T1: "…mostly sarcastic in his addressing to his students."

T8: "I avoid becoming a teacher who…makes lessons boring…"

T10: "…is rude, boring and discouraging…"

When the comments of the instructors are analyzed, it is seen that they do not want to be rude to the students and they do not want to have boring lessons, which shows that they actually care the students. This sub theme is in line with the hard data as it was discussed in the hard data results, the instructors care about the students' feelings as they believe reinforcing the students positively, listening to them carefully and therefore caring and encouraging them to learn. When they feel that they cannot do these, they get closer to their feared language teacher selves. These results are also in line with the findings of Coşgun's (2021) study, where the participants mentioned not caring the students or being boring in the lessons as feared language teacher selves.

This is followed by the sub-themes of "Not innovative and out of date", "having teacher-centered lessons", "unable to provide a safe and friendly environment" and "having insufficient field knowledge". Some of the participant views on these sub-themes are as follows:

T7: "A feared language teacher is the one who is thought as a useless and obsolete…"

T10: "…is not innovative and up-to-date…"

T3: "…Too much teacher talking time…"

T10: "…provides only teacher-centered lessons…"

T9: "…boring lesson (atmosphere)…"

T10: "…can't provide a safe and friendly atmosphere…"

T2: "A feared language teacher is unprepared and can't answer the questions the students ask..."

T5: "There are many language teachers in our country that do not even have speaking or listening skills. They just tell the rules in the books and pretend to be a teacher. These are the worst ones…"

For the feared language teacher self, expressions like not being innovative and being out of date are actually two important features for the instructors because they need to feel good and knowledgeable in front of the students. The importance of being up to date was also a concern for the participants in Yavuz Tabak, et. al. (2020)'s study. When an instructor does not have good field knowledge or update himself/herself regularly, the students always try to and can find a failure because of their ages and their positions in life. This will lower the motivation of the instructors. Sub-themes of not being able to provide a safe and friendly environment and teacher-centered teaching are related to the teaching process. When a safe and friendly environment is not created in the classroom, students will not be able to participate in the class and therefore the teaching learning practices cannot be realized to the highest level.

In line with the expressions of two participants, it was determined that the subthemes of "having a low motivation", "Sticking just to the coursebook", "Not being able to speak correct and fluent English" and "not getting prepared for the lesson" were among the characteristics of the feared language teacher self. Some of the participants' views on the subject are as follows.

T3: "…Not being motivated…"

T3: "Being depended on the coursebook…"

T8: "I avoid becoming a teacher who…is based on only the course book…"

T5: "…There are many language teachers in our country that do not even have speaking or listening skills…"

T8: "I avoid becoming a teacher who…does not speak fluently and accurately with a good pronunciation."

T6: "Entering classes unprepared and unaware of what to teach…"

T8: "I avoid becoming a teacher who…unplanned…is based on only the course book…"

The low motivation of the teacher shows that he is not enthusiastic for teaching and this, being unmotivated and demotivating the learners, was also an issue within the hard data. In addition, the teacher's adherence to the book suggests that he does not add anything to the learning process which is also mostly related to motivation. Another issue is the inability to speak English correctly and fluently. This item is really important for the instructors and most of them want to speak native-like English. This topic was also focused on by the participants in Hiver (2013)'s study, and one of the participants in that study also mentioned that s/he wanted to speak English as perfectly as the native speakers. The teacher's not being prepared for the lesson and not planning was also stated among the feared teacher self features both within the present study and in Coşgun (2021)'s study.

Participant views on the sub-themes of "looking very strict", "Reflecting personal problems to the students", "Inability to communicate effectively", "ignoring students and their learning", "Not respecting the self and the students", "Not being respected" are as follows:

T1: "A feared language teacher could be described as a teacher who looks very rigid in his attitudes…

T3: "…Reflecting personal issues to the classroom…"

T2: "I avoid not being prepared, insulting or embarrassing my students and not being equal to them."

T6: "Having done a lesson only / filling the lesson time / entering the classroom to keep up with the curriculum, not for teaching. To discourage students from learning. Not being able to motivate students. Ignoring the shortcomings and needs of students and just trying to train the curriculum"

T10: "…do not respect/ believe in herself and her students…"

T7: "…I avoid becoming a teacher that is not respected by the colleagues and the students."

It is seen that the sub-themes specified in all these expressions stem from the characteristics of the teacher. All these items demotivate the students and the instructors themselves. It is highly important for an instructor to respect and be respected by the students as it is also stated by one of the participants in the study carried out by Rahmati et. al. (2018).

Other sub-themes were identified as "Not encouraging students to speak English", "unfair when grading" and "not being punctual". Participant views on these sub-themes are as follows:

T4: "Who causes students' being afraid of the language, using it. I don't want to scare my students to talk in class in English."

T3: "…Not being fair while grading."

T3: "…Not being punctual…"

Being fair towards the students was also mentioned as a component of the ideal language teacher self, therefore, it seems to be really essential for the instructors that participated in the present study. Being punctual is also an important factor since it is a way of demonstrating the motivation and the value the instructor gives both to the students and to the profession itself.

When the previous studies are examined, it is seen that there are similar results to the present study. In the study of Sallı and Osam (2017), for instance, pre-service teachers stated that they are afraid of being a teacher who puts pressure on students and demonstrates dominance in the classroom. They also stated that they are afraid of being a teacher who uses the same (kind of) materials in the classroom, teaches monotonous lessons, does not keep themselves updated and does not take care of students. In addition, the item 'not being able to speak correct and fluent English' was salient as a feared language teacher self in different studies as well (Hiver, 2013; Reves&Medgyes, 1994; Sahakyan et al., 2018).

Ölmez Çağlar (2019) has also found out some similar results such as the unfavorable teacher qualities related to the students and the teachers' own, lack of content knowledge, the weaknesses in the relationships of the teachers and the students that cover

most of the items found out within the present study. As found out in the present study; not being proficient enough in speaking English, namely, lack of content knowledge for English teachers was a result in line with other previous studies (Hiver, 2013; Reves&Medgyes, 1994; Sahakyan et al., 2018). 'Lack of professional development' (p. 174) in Ölmez Çağlar's (2019) table for the feared language teacher self qualities can also be said to be similar to the item 'not innovative and out of date' in the table for the same topic of the present study.

On the other hand, there are different findings of the studies carried out related to the topic of the present study. In Sallı and Osam's (2017) study, one of the findings is that the pre service teachers are afraid of becoming teachers who constantly disciplines the classroom, which is not a finding of the present study. Moreover, in Javid's (2014) study, it was determined that the students do not like the teachers who spend the course time giving lectures and who frequently give quizzes. In Ölmez Çağlar's (2019) study, classroom management and lack of good language instruction was also mentioned for the feared language teacher self components, which was not mentioned by the participants within the present study for the same title but they were mentioned under different titles which shows that they are also important for the participants of the present study. Other different findings related to the feared language teacher selves in Ölmez Çağlar's (2019) study were not being liked by the students, negatively affecting the students' lives, not liking the teaching profession, and being insensitive towards the students.

4.4. Results and Discussion for Research Question 3. 'What are the Ought to Language Teacher Self components for language teachers in Turkey?'

A scale and an interview were used as data collection methods to get detailed results for this research question.

The results from the scale regarding this research question are as follows:

Table 11

The idea of an ought to language teacher for the instructors according to the scale results.

Ought to	N	Mean	S. Dev.	Min	Max	
increases students' self confidence	147	3,37	0,80	1	4	Frequently
makes lessons interactive	147	3,39	0,80	1	4	Frequently
increases student talk time	147	3,18	0,83	1	4	Frequently
encourages spontaneous speech	147	3,00	0,94	1	4	Frequently
creates effective learning opportunities	147	3,40	0,76	1	4	Frequently
integrates different skills	147	3,38	0,81	1	4	Frequently
makes lessons enjoyable	147	3,37	0,86	1	4	Frequently

When the "ought to language teacher" components of the instructors in Turkey are analyzed, it has been observed that all of the items in the scale for the sub theme are believed by the instructors that they should own at a moderate level with the item 'creates effective learning opportunities' having the highest mean (M: 3,40). This item is related to some of the items mentioned in the ideal and feared language teacher selves components of the instructors. For instance, the instructors need to improve themselves and be up to date to be able to do this. In addition, they need to develop materials and should not only stick to the coursebook, and be prepared for the lessons. These features are all mentioned as parts of the ideal and feared language teacher selves of the instructors in Turkey. As it is observed here, it is possible for the ought to and ideal language teacher selves to have common components (Ryan & Irie, 2014) because human beings are social and they adapt to the social norms, thus the ought to self elements might come out as the ideal self ones (Dörnyei, 2009), and therefore the feared self.

Making lessons interactive is the second most important item for the instructors concerning their ought to language teacher selves (M: 3,39) and is also found out to be essential by Yaşar (2020) in her dissertation study.

Integrating different skills (M: 3,38) follows having interactive lessons. It is not surprising to see integration of skills to have a high value for the instructors because if an instructor has the necessary field knowledge and keeps himself/herself up to date, it is inevitable to put emphasis on this item. Since it has been presented under the previous

research question, the instructors are afraid of lacking field knowledge and being out of date, it can be said that they know about skill integration, and therefore it has a high mean value here.

Following this, there are two items with the same mean values (M: 3,37), one of these is increasing the students self confidence, which is important especially in language classes to encourage the students to speak and participate, and the other item is making lessons enjoyable. Carrying out enjoyable lessons is significant since it affects the motivation of both the students and the instructors because when the lessons are enjoyable, the students are more interested in the lessons and as it is mentioned by Yaghoubinejad et. al. (2017), when the students lack the interest towards the lessons, the teachers are demotivated. Moreover learning occurs best when someone is actually spending enjoyable time. Thus, it is not wrong to say that having enjoyable lessons increases the quality of learning and teaching.,

The last but still important items concerning the views of the instructors are increasing the student talk time (M: 3,18) and encouraging spontaneous speech (M: 3,00). Encouraging the students to speak and increasing their talk time is an important factor and not being able to do so is one of the feared language teacher self components of the instructors in Turkey as discussed under the previous research question. Its importance is also stressed by Ölmez Çağlar (2019) and Coşgun (2021) in their studies.

In order to support the date gathered through the scale for this research question, an interview was also applied. The question 'What kind of a teacher you feel like you ought to become because of the ideas of others (like students, parents, school administration, government, etc)?' was asked to the participants during the interview. The results are as follows:

Table 12

The idea of an ought to language teacher for the instructors according to the interview results.

Opinions	Participants	Number
Adhering to the curriculum	T1,T3,T4,T9	4
Being a stricter teacher	T1,T3,T6	3
Communicating effectively	T7,T8	2
Giving more homework	T1	1
Fulfilling the responsibilities given by the management	T7	1
I have to do my best	T2	1
Involving the students into the lesson	T3	1
More flexible and kind	T10	1
Having a routine in the classroom	T10	1
Being more fun	T10	1
Having more realistic expectations	T10	1
Motivating	T8	1
Translating every word	T8	1
Integrating all skills	T9	1
Having a good level of field knowledge	T9	1

The table contains sub-themes derived from the participants' views on what kind of teacher one should be considering the opinions of others (students, parents, school administration, government, etc.). Among these, the sub-themes of "adhering to the curriculum", "being a stricter teacher" and "communicating effectively" came to the fore. Some of the participant views on these sub-themes are as follows:

T1: "…school administration wants him to stick to the program or syllabus without any exception, which sometimes makes the teaching process problematic since the syllabus is not able to meet the standards of current students or is sometimes so monotonous that students can easily lose their attention."

T3: "…Depended on the coursebook…"

T4: "Just the teacher who follows syllabus to finish the school."

T9: "…be strict with the syllabus."

T1: "Especially parents sometimes students want the language teacher to be stricter…"

T3: "…Being strict about absenteeism… Not letting Sts use their mobile phone during the lesson…"

T6: "A harsh, unsympathetic, punishing, authoritarian teacher."

T7: "…I feel like I ought to be a devoted one in the eyes of my students."

When the comments of the instructors about these sub-themes are analyzed, it is seen that the school administration has a big effect on their ought to language teacher selves. Since the participant instructors of the present study all work at the preparatory classes of the universities, it is understandable why the item related to sticking to the curriculum and the coursebook has the highest rank concerning their ought to language teacher selves. At the preparatory classes, the syllabi, the materials, and the exams are the same for all students at one level thus, the teachers generally rush to keep up with the syllabi and the coursebook, since the exams are related to these two, unfortunately, there is not enough time for them to carry out extra activities in their classes. When they cannot catch up with the syllabi and the coursebook, the students and especially the administration is disturbed by it. Thus, the instructors feel that they ought to be strict about them. However, in this situation, the elements of the instructors' ideal language teacher selves like promoting the creativity of the students, or creating real life situations, providing necessary input and samples, "Not being dependent on the coursebook" come to a full stop because of these obligations, which makes them get farther from their ideal and get closer to their feared language teacher selves. To give an example, one of the participants in Coşgun (2021)'s study expressed that it is good to be able to promote the topics in the syllabi through extra materials that are suitable for the specific students in the classes.

However, because of the time limitations, the instructors cannot do this most of the time. This is a disturbing situation for them.

Following these items, the participant views on the subthemes of "giving more homework"," fulfilling the responsibilities given by the management" and "I have to do my best" are as follows:

T1: "…the teacher who gives more assignments…"

T7: "I feel like I ought to become a teacher that fulfills his responsibilities by the administration…"

T2: "I should do my best to teach."

Among these items, the need the instructors feel about fulfilling the responsibilities given by the administration comes to the fore. In addition to teaching, on which the administrations also have a lot to say as it has been discussed previously, there are other responsibilities that the instructors should fulfill.

In addition, one of the participants stated that he ought to be more flexible and polite, he should have a routine in the classroom, and that he should be a person with more fun and real expectations. Participant views on these issues are as follows:

T10: " I am trying to be more flexible, polite and more 'expected'…"

T10: "…I ought to depend on my routines in the classroom more…"

T10: "…I should be more enjoyable…"

T10: "I should have more realistic expectations."

Being more enjoyable and carrying out enjoyable lessons was also mentioned under the feared language teacher self components of the instructors. Not being able to have enjoyable lessons is also mentioned in the study by Özsoy (2020) as part of the feared language teacher selves. Therefore, it can be said that this item helps the instructors to get farther from their feared and get closer to their ought to, and implicitly to their ideal language teacher selves.

One participant feels that he has to be the teacher who motivates students and translates every word. Participant views on these issues are as follows:

T8: "Students always want the teacher … be motivating…"

T8: "Students always want the teacher translate every word…"

Motivation is included in all three language teacher selves studied within the present study, thus, it can be said that it is one of the most important elements. However, translating every word in the class is something that an instructor or the administrator who has a good field knowledge would like to avoid. This is what some of the students ask for insistently and they sometimes cannot be convinced the opposite. These students also do not want the instructors to use the target language all the time in the classroom which is a feature the language instructors would like to own ideally.

The last but not the least sub-themes of ought to language teacher self are "integrating all skills" and "having a good level of field knowledge". Participant views on these sub-themes are as follows:

T9: "Always be creative, integrate all the skills."

T9: "I ought to be perfect; I should know all the vocabulary, pronunciation, their usage."

Integrating the skills and having the knowledge of the field are also important for the instructors as they were mentioned in the ideal and feared language teacher selves, therefore, it is good for them when these items overlap with their ought to language teacher selves, too.

When the previous studies are examined, similar results to the present study are seen. For instance, Sallı and Osam (2017) found out that the pre service teachers think that they ought to be flexible while teaching. Moreover, in Ölmez Çağlar's (2019) study, it was found out that the participants thought relationships with the students and the colleagues, families and the school staff is important concerning the ought to language teacher selves, which is mentioned by the participants within the present study as effective communication. Other similarities between Ölmez Çağlar's (2019) and the present studies

are the necessity of the fulfillment of the responsibilities related to the school and management, expertise in the field, some self and student related qualities like being fun or motivating. School related duties were also mentioned in Kumazawa's (2013) study. Expertise in the field that is found out in the present study is another result that is in line with other studies (Ölmez Çağlar, 2019; Sahakyan et al., 2018).

There are also some different findings of the studies carried out related to the topic of the present study. In the study of Sallı and Osam (2017), pre-service teachers stated that they are expected to be a tolerant teacher who can praise their students, establish good relations with their students, deal with students' problems, be cheerful, respected by students, communicate well with students inside and outside the classroom. Moreover, they also stated in the same study that they ought to become a teacher who uses different and interesting materials in their lessons, integrates technology into teaching, applies new approaches in teaching, conducts student-centered lessons, establishes and maintains discipline in the classroom, is hardworking, organized, and who serves the society. These findings of the researches are for the ought to language teacher self but they are more similar with the findings of the ideal language teacher self within the present study. This might be because Sallı and Osam (2017) studied with the pre service teachers, and the present study studied with the in service, experienced teachers. It can be said that as the teachers get more experienced, their perception of the language teacher selves change. This idea was supported by Conway and Clark (2003) who found out that as the teachers get experienced, their hopes and concerns about teaching change. The difference in the concerns of the teachers may also be the result of cultural differences as it was studied by Hamman et al, (2010) within a western and by Mahmoudi-Gahrouei et al. (2016) in an eastern context with different results related to the teacherly concerns.

4.5. Results and Discussion for Research Question 4. 'How do the language teachers perceive their Actual Language Teacher Selves?'

In order to reach detailed findings for this research question, two different data collection methods, a scale and interviews were used.

The results from the scale regarding this research question are as follows:

Table 13

How do the instructors see themselves while actually teaching according to the scale results.

Actual	N	Mean	sd	Min	Max	
takes psychological factors into consideration	147	3,22	0,74	1	4	Frequently
promotes critical thinking	147	3,08	0,75	1	4	Frequently
avoids expecting students always to produce correct sentences	147	3,22	0,74	1	4	Frequently
has engaging lessons	147	3,26	0,61	2	4	Frequently
teaches chunks	147	3,07	0,75	1	4	Frequently
teaches idioms	147	2,61	0,83	1	4	Frequently
mainly uses L2 in class	147	3,13	0,72	1	4	Frequently

When the "actual teaching experience" components of the instructors in Turkey are analyzed, it is found out that all the items are at the level of 'frequently with the item 'has engaging lessons' (M:3,26) having the highest and 'teaches idioms' (M: 2,61) having the lowest mean. Having engaging lessons is somehow included in all three language teacher selves features of the instructors and since it has the highest mean value for the actual teaching practice, it can be said that the instructors get closer to their ideal and ought to language teacher selves and get farther from their feared language teacher selves specific to this item.

Taking the psychological factors into consideration (M: 3,22) has the second highest mean when the instructors are asked about their actual teaching practices. Therefore, it is clear that they care about the students and try to communicate and build rapport with them, and this also shows that they are closing the gap between their ideal or ought to language teacher selves and their actual teaching experiences.

Similarly, the item 'avoiding expecting students always to produce correct sentences' (M: 3,22) has the same mean value and it is as much important since the instructors feel they should motivate the students speak the target language as much as possible. When they do not expect the students speak perfectly, the instructors can encourage their students to speak and participate more, and thus reach their ideals. In addition, as stated before, "Not encouraging students to speak English" is a feature that the

instructors avoid having, therefore, when they encourage the students by not expecting perfect results, they encourage students to speak, and get farther from their feared language teacher selves.

The items that follow are using L2 in the class (M: 3,13) and promoting critical thinking (M: 3.08) that were also considered important by the instructors as part of their ideal and ought to language teacher selves.

Lastly, teaching chunks (M: 3,07) and teaching idioms (M: 2,61) were not touched upon under any of the language teacher selves of the instructors, so, their having the lowest mean values concerning the actual teaching practice do not interfere with any of their language teacher selves.

Data was gathered through an interview in order to support the data from the scale given above. The question 'Considering yourself while teaching, what kind of a language teacher are you actually?' was asked to the participants during the interview. The results are as follows:

Table 14

How do the instructors see themselves while actually teaching according to the interview results.

Opinions	Participants	Number
I motivate the students	T1,T2,T4,T6,T8	5
I have interactive lessons	T1,T8,T9	3
I can communicate effectively in lessons	T6,T8	2
I can manage the time	T3,T8	2
I depend on the syllabus and the textbook	T3,T9	2
I have fun and interesting lessons	T1	1
I use different activities in lessons	T2	1
I focus on the speaking skill	T5	1
I care about the students and their learning	T6	1
I am planned	T8	1
I can involve the students into the lesson	T8	1
I am an idealist teacher	T10	1
I do not give sufficient feedback	T3	1
I am not prepared for the lessons	T3	1
I have shortcomings and do not fix them	T3	1
I do not give much homework	T5	1

In the table, sub-themes obtained from the opinions of the participants regarding how they actually see themselves as language instructors by considering their situation while teaching is given. It is seen that the opinions are more in the positive direction. It was determined that one of the positive opinions, the sub-theme of "I motivate the students" stands out. Some of the participant views regarding this sub-theme are as follows:

T1: "I mostly give the priority to motivation. It is of the biggest importance, I guess. So, I try to be encouraging as much as possible..."

T2: "I motivate my students."

T4: "I try to motivate my students all the time to talk in English. I talk about its benefits for their life and I try to do my best for them to use it. I'm a teacher who likes doing her job and teaching English, that's why, I want to make my students like it as well…"

T6: "Trying to motivate their students…"

T8: "I am actually a teacher who tries to motivate students…"

Motivation seemed to be one of the most important elements of language teacher selves of the instructors. It is not surprising to see this item to be underlined by them as part of their actual teaching practice. Having motivated students will help the instructors to get away from their feared language teacher selves while helping them to reach their ideal and ought to language teacher selves.

Other prominent sub-themes were determined as "I have interactive lessons", "I can communicate effectively in lessons" and "I can manage the time". Some of the participant views on these sub-themes are as follows:

T1: "…It is only possible to teach something when they are interested. I mostly choose trendy topics and ask interesting questions."

T9: "…I provide a relaxing environment. I make concepts and principles simple and clear…"

T6: "…Understanding/empathic…"

T8: "I am actually a teacher who … students interact…"

T8: "I am actually a teacher who… be good at time management…"

In the following statements, the participants drew attention to the positive aspects of having lessons. All these items are well built features for the instructors on their way to reach their ideal language teacher selves. For instance, having enjoyable lessons, caring the students' needs or being planned are the items that the instructors stated that they want to own as part of their language teacher selves. See the statements below:

T1: "…I try to make my class enjoyable and interesting. Taking their attention is vital. It is only possible to teach something when they are interested…"

T2: "…I try to do different activities that make students interested in the topic I'm going to teach…"

T5: "Most of my students say they like me as a teacher. I usually focus on speaking skills and force the students talk as much as possible…"

T6: "…Identifying the deficiencies / needs of students in the learning process and trying to eliminate these deficiencies with different resources. Trying to create a safe/peaceful learning environment."

T8: "I am actually a teacher who… be planned…"

T8: "I am actually a teacher who... make each learner enjoy my class and involve in the activities."

T10: "I think I have an honest approach in the class and I want to 'create' realistic but/and positive students. I dream them to be ambitious, hardworking, enthusiastic and motivated. I guess I am an organized, creative and fun teacher most of the time, but at the same time I am serious about doing tasks or teaching activities during the lesson."

In addition to these positive statements, there are also negative ones. The sub-theme of "I depend on the syllabus and the textbook" came to the fore. Opinions of the participants regarding this sub-theme are as follows:

T3: "…Depended on the coursebooks' I-tool… I don't develop different materials because I don't have enough time because of the curriculum…"

T9: "I am not flexible in syllabus…"

In fact, following the syllabus cannot be considered as a negative situation, but only sticking to it and the textbook and making the teaching process monotonous may negatively affect the learning process. However, this is mostly because the instructors have to stick to the syllabus as part of their ought to language teacher selves. They are expected

to do so by their administration and by most of the students because of the worries about the exams.

Apart from this, subthemes of "I do not give much homework", " I do not give sufficient feedback", " I am not prepared for the lessons", and "I have shortcomings and do not fix them" were reached. Participant views on these sub-themes are as follows:

T5: "…I rarely give home works or come to the class with pop quizzes…"

T3: "Not giving sufficient feedback"

T3: "…I am not prepared for the lessons…"

T3: "…I don't know pronunciation of some words and don't do anything about it…"

One participant stated that he rarely gave homework and quizzes. It is not known whether the participant rated this positively or negatively. However, given that homework supports learning as long as it is not excessive, and considering that the learning levels of students can be checked through quizzes, giving homework rarely and not giving quizzes can be considered as a negative situation. On the other hand, a participant stated that he did not give feedback, was not prepared for the lessons, was aware of his shortcomings and did not take any action to make up for them. These all negatively affect the instructors about closing the gap between their ideal or ought to language teacher selves and their actual practices. These features only bring them closer to their feared language teacher selves and that is not something wished for. Thus, some precautions should be taken for these, because most probably the instructors do so due to owning low motivation. However, this turns out to be a vicious circle as doing these lowers the instructors motivation, too.

As it can be seen in the views of the instructors concerning their actual teaching experience there are both positive and negative aspects some of which help them get closer to their ideal or ought to language teacher selves, while some make them get closer to their feared language teacher selves. For instance, the item related to communicating effectively helps the instructors get closer to their ideal language teacher selves both for themselves and for the students as it is stated to be a characteristic for an ideal teacher by previous studies (e.g. Feldmen, 1986; Basow, 2000).

Another one, 'I have fun and interesting lessons' is also an item that helps the instructors get closer to their ideal and ought to language teacher selves as humor is stated to be an ideal teacher's characteristic by the learners (Kumaravadivelu, 1992 cited in Açıkgoz, 2005; Barnes, 2010). In addition, the item 'I care about the students and their learning' is supported by Barnes (2010) as being considerate about and listening to the learners and their educational backgrounds. This item is also supported by other studies (e.g. Özsoy, 2020).

The study carried out by Barnes (2010) about the undergraduates at a Korean university also supports the idea of involving the students in the lessons.

There are also some items in the table like 'I motivate the students' or 'I have interactive lessons' that can be counted as the professional features that was worded by McBer (2001) as part of an ideal language teacher's features. Caring the students and their feelings is also put forward in different studies as a trait of an ideal language teacher (Javid, 2010; Desai, Damewood& Jones, 2001).

4.6. Results and Discussion for Research Question 5. 'How close the teachers perceive themselves to their Ideal Language Teacher Selves?'

In order to reach detailed findings for this research question, two different data collection methods were used. The first one of these was reflective journals and the second one was video stimulated recalls.

The results from the reflective journals are as follows:
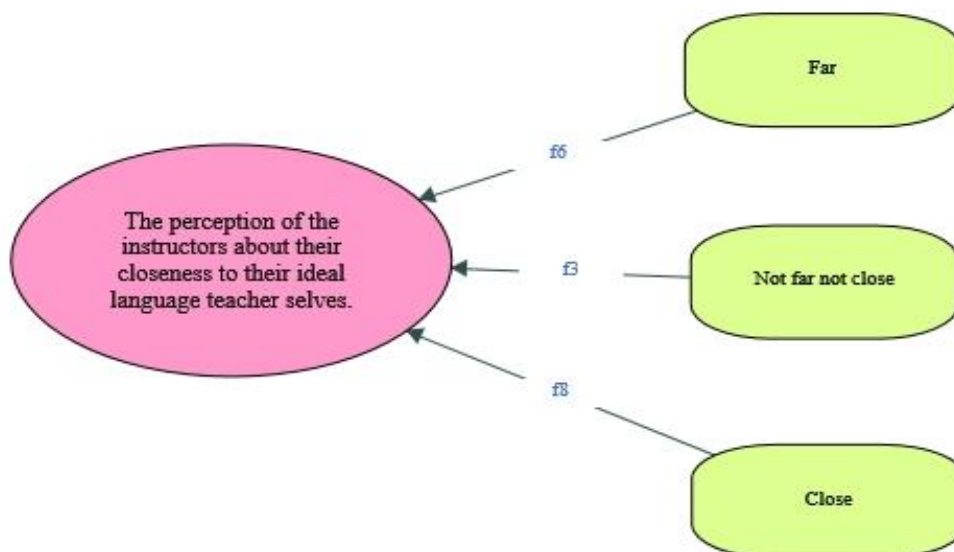
Figure 5.The perception of the instructors about their closeness to their ideal language teacher selves according to the reflective journal results.

In the table, the thoughts of the instructors regarding the level of closeness to their ideal teacher self is given. Three sub-themes related to the level of closeness of the instructors to the ideal teacher self were reached. These were "far", "not far not close", "close". It is seen that the majority of the instructors stated that they are close to their ideal teacher selves. Those who think they are close to their ideal teacher selves attributed this to various reasons. The highlights of these reasons are; "because I can carry out the lessons in English", "because I have enjoyable lessons", "because I have interactive lessons" and "because I can motivate my students". Some of the participants' statements regarding these reasons are as follows:

T2: "I was close to … and spoke in English."

T3: "I was close, I spoke English,...."

T5: "Even though it was core lesson I tried to use English and I succeeded."

T1: "…On the other hand it is quite funny for students because they can make fun of their friends."

T2: "I was very close to it because I could convey my messages in English and students had fun during this lesson."

T3: "I was close, … I was fun."

T2: "I was close to it as I followed my communicative language teaching ..."

T9: "I was close my ideal language teacher self. I was in a relaxing environment. We made the lessons interactive. "

T10: "…During my 6-hour class with the same classroom. (C2), there always was a student-teacher and student-student interaction…"

T4: "I was close to that cause I motivated my sts to talk, have role play etc., pair works, which are beneficial to improve their speaking skills."

The instructor's speaking English in the lesson will support learning as well as ensuring its permanence. Motivating students and making the lesson fun are also factors that support learning. In order to examine the justifications of the instructors about their closeness to their ideal language teacher selves in detail, other reasons included in the statements were also studied. Some instructors stated that they were close to their ideal teacher selves because they included different activities in the lesson, were motivated, punctual, sometimes behaved like a disciplined leader, sometimes like a chief, engaged in speaking activities and associated new topics with previous learning. Participant views on these sub-themes are as follows:

T10: "…being polite, and innovative- I have carried out some 'creative' activities- I have felt myself close to my ideal language teacher self…"

T3: "I was a little closer, cheerful and motivated. Tried to be friendly."

T3: "I was close, … I was punctual..."

T4: "I was close, I was self-confronted, sometimes like a leader disciplined, sometimes like a conductor, I knew what to do."

T8: "I was pretty close today. I started with warm up, remind them of the previous topic and let them repeat it. Thus, they moved from the known to the unknown. Continuing from a subject they achieved increased their self-efficacy."

One of the participants stated that she could be close to her ideal teacher self because her class was not crowded. When the classroom is crowded, it will be difficult to maintain control and to carry out activities in the classroom. Thus, the low class size will make it easier to teach interactively. The participant's opinion on the subject is as follows:

T10: "…They were looking sincere and happy. Actually today they were not crowded, so maybe because of this it was easy to be so close."

Those who stand out among the reasons for being far from the ideal teacher self are; "I had no idea what to do", "I tried to finish the topics" and "I could not involve the students". Some statements of the participants are as follows:

T2: "I felt very far from it because I had no idea what to do."

T7: "I was far from my ideal teacher self. There were moments at the lesson that I didn't know what to do…"

T2: "I feel far as it was a boring day. To finish the unit I just did mechanical exercises just like fill in the blanks."

T9: "I was far from my ideal language teacher self. I was dependent on the course book…"

T7: "I was far from ideal language teacher because I couldn't balance teacher and student talk time. I kept talking when they are reluctant to participate. "

T5: "I was expecting all my students participate the classes as they were speaking and listening but I couldn't be successful."

An instructor's not knowing what to do in the lesson suggests that she is not prepared for the lesson adequately. In such a case, the efficiency of the lesson will decrease. Another factor that reduces the efficiency of the course is students' not being included in the lesson. Both of these items are included as features of language teacher selves and therefore not having them gets an instructor far from the ideal language teacher self. Another issue is to try to finish the subjects in the syllabus. When focused on finishing

the topics, the learning of the learners can be ignored. However, this happens mostly because of the ought to language teacher selves of the instructors.

Apart from these, the reasons stated for being far from the ideal language teacher self are; "my motivation was low", "I did not try hard enough", "lack of necessary technological knowledge ", "not teaching by caring the students", "not finding authentic materials", "not practicing appropriately for each skill", "not teaching effectively" and "fatigue".

T3: "I was far far away from it. As I said I was demotivated during the whole day. I didn't want to speak, I didn't stand up or walk among students, I just opened the book and like do this do that now you are free"

T5: "Very far away. I just tried to end the lesson period without any problems and getting tired. "

T9: "I was very far from my ideal language teacher self….When the students were bored, I couldn't change the topic."

T9: "I was far from my ideal language teacher self. I should find authentic materials (but I didn't)"

T9: "I was far from my ideal language teacher self. I couldn't provide appropriate practice for each skill."

T10: "…I didn't translate too much till the last hour. But in the last hour, I was quite far from my ideal teacher self, I was tired, what is more, I got the feeling that students were bored…"

These stated reasons are in the nature of the instructor's self-criticism. Only the statement of the participant saying that he experienced a technological problem can be put aside. In addition, it was stated that the course materials were chosen by the management. This happens because there are many students and classes that need to follow the same syllabus and use the course materials. They need to have these in common since they get the same exam in the end. However, the fact that the materials to be used in the course are

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not chosen by the instructors may cause problems in the planning and implementation of the course and therefore the language teacher selves as it is seen here. Participant views on the subject are as follows:

T7: "I was away from the ideal self because I couldn't solve the PC problem alone and I couldn't use the projector. This affected the fluency of the lesson. "

T9: "I was very far from my ideal language teacher self. The materials were chosen by the administration…."

The causes the instructors express for them feeling neither close or far to their ideal language teacher selves are like "it would be better if students attended the lesson", "I taught the lesson very fast" and "I spoke Turkish in the lesson". Participant views on the issues are as follows:

T4: "Not close, not far. I believe if sts come to lessons, it'd be nice because I experienced that before."

T6: "I usually like communicative classes, I don't like rushing but today I had to rush a little bit so I was a little bit far from my ideal language teacher self."

T10: "…However, I have spoken in Turkish most of the time, which brings me far from my ideal teacher self. Still this has made students and me feel closer to each other..."

Some of the reasons given are actually two-folded. For instance, using the L2 in the classroom is actually what the instructors stated as part of their ought to language teacher selves and it is surely in their ideals, too as it is seen here because they stated that not using the target language in the class felt like they were getting farther from their ideal language teacher selves. However, the instructor felt that s/he could build better interaction and relationship with the students, which is also a part of language teacher selves mentioned within the present study, it was difficult for the instructor to decide if it was a positive or negative thing. Moreover, another instructor had to rush because of the ought to language teacher self components, however, this made him/her get farther from his/her ideal language teacher self. Therefore, it can be said that there are no clear cut lines considering the language teacher selves of the instructors. The point is to help them combine their ideal and ought to language teacher selves.

In order to support and triangulate the data gathered from the reflective journals, video stimulated recall study was also applied to collect data. The results from the video stimulated recall for the same research question are as follows:
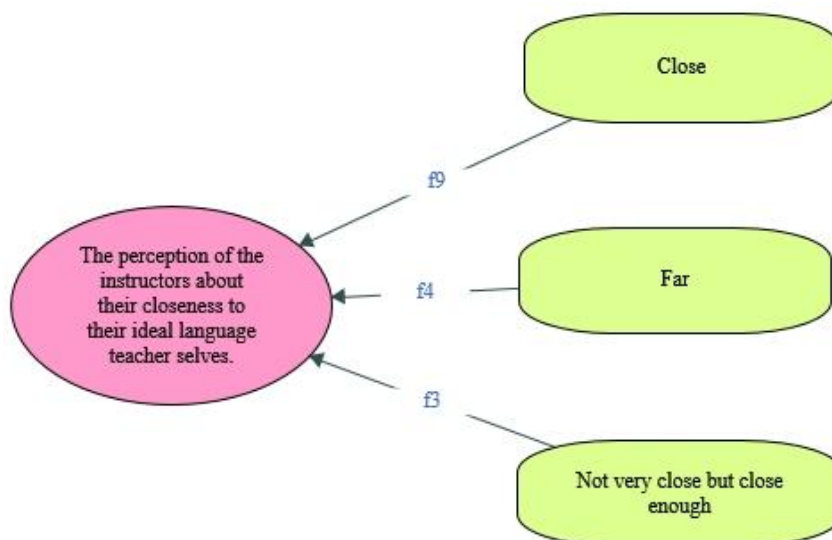
Figure 6.The perception of the instructors about their closeness to their ideal language teacher selves according to the video stimulated recall results.

In the table, there are sub-themes obtained from the opinions of the participants about how close they are to their ideal language teacher selves. Some of the participants' views on the subject are as follows:

T3: "Very close. They were ELT group and the lesson was L&S. I made them to work in groups or in pairs but I did not let them work on their own. I walked and asked some follow up questions with some jokes. It was a really fun lesson for me and the Ss."

T5: "I think I am very close. I asked many questions to students and tried to get a variety of answers by using different words and structures."

T6: "I felt very close to my ideal language teacher self because I saw that my students were feeling safe and comfortable and didn't hesitate to ask any question to me and to communicate with me and their friends, which enables them to trust themselves and take an active role in their learning."

T7: "I was close to my ideal teacher self. I carried out lead in activities successfully. I was able to keep the attention of the students for most of the time. I was careful enough to let every student to join the lesson and make them feel they are a part of the class. In return, this created a joyful and secure atmosphere. I communicated them carefully when they made a mistake and I made sure they learned the correct form of their mistake."

T8: "I wasn't too far from my ideal language teacher self. I used the book and made the students use the target language. I made the students answer the questions in the book. I gave enough time to answer the questions. I gave feedback when necessary. I followed the syllabus."

T9: "I was close. Because I wanted to create a fun, motivated atmosphere, and that's what I did."

Participants who think that they are close to the ideal language teacher self in their teaching generally gave the reason for this as being able to include students in the lesson and in general, it is about motivating the students. The instructors felt satisfied about their lessons because they could do good things and their students were motivated enough for the lessons, they participated well and they felt secure, and therefore their instructors felt close to their ideal language teacher selves. Thus, the importance of motivation for the instructors to get closer to their ideal language teacher selves that was explained under the previous research questions is supported here once more. There were also those who stated that they were close to the ideal language teacher self as they followed the syllabus, gave feedback when necessary, drew the student's attention to the lesson, and enabled students to use the target language.

Apart from these, four of the participants stated that they are far from their ideal language teacher selves. Some of the participants' views on the subject are as follows:

T2: "There may be more interesting activities to be done. As I didn't have time to do extra activities, we couldn't do anything different. Therefore I can say that I was not close to ideal teacher."

T4: "Not close unfortunately. It was just me who talked during classes, not different activities, speaking etc."

T10: "for two hours I was a lot farther from my ideal self. I wasn't having fun. The students weren't either."

Participants who think that they are far from the ideal language teacher self during the lesson gave reasons like not doing much activity, more teacher talk in the lesson and the lessons' not being fun. Among these, the one about not having enough time to do extra activities seems to be because of the ought to language teacher self. Since the instructors need to catch up with the syllabus of their institution and since they have some things in common with the rest of the school, they do not have any time left for other varieties. Thus, they feel far from their ideal because of their ought to language teacher selves.

Some participants stated that they are "not very close, but close enough" in terms of the distance from their ideal language teacher selves during their teaching practice. The opinions of the participants were analyzed. Attention was drawn on to issues such as the length of the teacher speaking time in the lessons and the inability to control the emotional state in the lessons. In addition, one participant stated that although he did his best, he could not get close to the ideal language teacher self. Participant views on the subject are as follows.

T3: "Not very close but close enough… I tried my best to be close to my ideal self."

T4: "Mostly close but sometimes I wasn't close. I was angry a bit when they didn't understand my questions to ask their friends, so it was clear from my voice while I was repeating continuously."

T7: "I was good but not as good as the ideal teacher self. Because I realized that the teacher talk time was too much. I should have balanced the teacher and the student talk time in favor of the students..."

4.6.1. What are the effects of being close to or distant from the Ideal Language Teacher Self for the instructors?

In order to come out with an answer for this sub question, two different data collection methods were used: reflective journals and video stimulated recalls.

The results from the reflective journals are as follows:

Table 15

The feelings of the instructors concerning their closeness to their ideal language teacher selves according to the reflective journal results.

Opinions	Participants	N
Good	T1,T2,T3,T4,T5,T6,T8,T10	8
Could be better	T4,T6	2
Stresses	T7,T10	2
Satisfied	T6,T9	2
Proud	T2	1
Bad	T1, T2,T5, T6, T7, T9	6
Anxious	T2	1
Bored	T2	1
Indecisive	T5	1

In the table, nine sub-themes are reached regarding the feelings of participants' closeness to their ideal language teacher self. These are; "I felt good", "I felt bad", "Could be better", "I felt stresses", "I was satisfied", "I was proud", "I felt anxious", "I was bored" and "I am indecisive". Just as those close to their ideal language teacher selves are in the majority, those who feel good are in the majority, too. Most of them just said that they felt good without stating why. The stated reasons are "to be a role model, to feel the motivation and energy of the students and to do what the teacher believes". Some of the participants' statements are as follows:

T8: "They and I both felt very good. Thanks to the feeling that they have achieved"

T8: "Feel good enough."

T10: "I felt happy, highly motivated, energetic and proud during the times when I was close to my ideal teacher self…"

T4: "It's nice, I felt happy with my job when I think I can be a role model for my sts."

T10: "I felt neutral, calm and peaceful to be this close. I felt the students' motivation and energy."

T4: "I feel contented with that. If I do what I believe, I feel happy and successful."

It is clearly seen that when the instructors got closer to their ideal language teacher selves, positive feelings emerged and the instructors felt more motivated. This is also supported by the literature, for instance, Kubanyiova (2020) stated that closing the gap between the ideal language teacher self and the actual teaching experience motivates the teachers.

While some of the participants who stated that they felt bad did not state why, some indicated that they were not prepared for the lesson, did not do enough speaking activities and were not satisfied with the lesson. Some of the participants' statements are as follows:

T1: "I felt bad and tried harder to catch the class, which made me restless during the class."

T5: "I don't feel well."

T7: "It felt absolutely bad…"

T6: "I felt unhappy because I couldn't do as many speaking activities as I could."

T9: "I was unhappy. I wasn't contented with the lesson. "

The stated reasons for feeling bad are in the nature of self-criticism. This shows that the instructors are aware of the source of the problem.

In addition to these, there are subthemes like "I feel anxious, could be better, I felt stressed; I am satisfied, proud and indecisive". Participant statements regarding these sub-themes are as follows:

T4: "Feeling…. It could be better."

T7: "It felt absolutely bad and all the lessons were stressful for me since I was far from the ideal self."

T10: "…On the other hand, it was stressful when I was far."

T9: "I was satisfied being close to my ideal language teacher self."

T2: "I felt very proud because it is really difficult to resist. Students desire to make you speak in Turkish. "

T5: "I am indecisive. I wasn't able to monitor my students if they understood or not."

As it is clear in the examples, it is difficult for instructors to have positive feelings about lessons and teaching when they are far from their ideal language teacher selves and this demotivates them. On the other hand, when they are close to this self, even their sentences where they wrote their comments turn into more positive ones. Therefore, it is surely evident that being close to their ideal language teacher selves is really important for the instructors to be motivated, to carry out better lessons and to be satisfied with their profession.

In addition to the reflective journals, video stimulated recall method was also used to collect data. The results from the video stimulated recall for the same sub question are as follows:

Table 16

The feelings of the instructors concerning their closeness to their ideal language teacher selves according to the video stimulated recall results.

Opinions	Participants	Number
Good	T1,T2,T3,T4,T5,T6,T7,T8,T10	9
Bad	T2,T3,T4,T5,T10	5
Happy	T5,T8,T9	3
Not so bad or perfect	T2,T4	2
Unsuccessful	T5	1
Enthusiastic and motivated	T6	1
Self confident	T7	1

The table includes sub-themes reached on how participants feel about their distance from their ideal language teacher selves. Almost all of the participants stated that they feel good. Some of the participants' views on the subject are as follows:

T3: "Very good because I had fun and I felt teaching."

T5: "I feel good because I think I get closer to the students and made them have some good time during the course."

T7: "I felt great and I felt control of the whole lesson. This gives me self confidence and in addition I become eager to do my job."

T10: "so pleased."

When the instructors got closer to their ideal language teacher selves, they said they felt good and as one of them worded it, this made them get more eager to teach. When the other comments are checked, it is understood that this happened when the instructors and therefore the students had fun while teaching, when they have control of the lesson which is possible when the instructor is prepared for the class, has a good time management, communicates well with the students and cares the needs of the students, namely, the elements included in the different language teacher selves features of the instructors mentioned before.

On the other hand, half of the participants stated that they felt bad. This is when they are far from their ideal language teacher selves. Some of the participants' views on the subject are as follows:

T2: "Felt terrible"

T3: "Not very good, sometimes I gave up speaking English when I understood they didn't understand."

T5: "I don't feel well. I feel like I sometimes forget that my students are just students. I should remember that they are just trying to learn."

T10: "got stuck in the traffic. I felt like a squeezed lemon."

Three participants stated that they feel happy. Some of the participants' views on the subject are as follows:

T5: "I feel that I did what I should do. So I am happy about myself."

T8: "I felt satisfied."

T9: "Happy, satisfied."

It is understood that the participants feel happy because they think they are doing everything they need to do. Two participants stated that they did not feel very perfect or bad. Participant views on the subject are as follows:

T2: "Not so bad or perfect"

While one participant stated that he felt unsuccessful, one participant stated that he felt enthusiastic and motivated, and another stated that he felt self-confident. Participant statements regarding these sub-themes are as follows:

T5: "… On the other hand, I couldn't get the answers I expected and this makes me feel a little unsuccessful."

T6: "I felt myself enthusiastic and motivated to think what I could do more for them not only as a teacher at school but also as an older and experienced person to help them in their life outside the school during such a short time."

T7: "I felt confident; keeping the lesson and the classroom under control gave me self-confidence."

One participant stated that he felt unsuccessful because he could not get the answers he expected from the students. One participant stated that he felt enthusiastic and motivated not only as a teacher but also as a guide for students based on his years of experience. Another participant stated that he has self-confidence because he has control over the lesson and the classroom.

In similar studies, similar feelings of teachers and pre service teachers were found. For instance, the pre service teachers in Sallı and Osam's (2007) study also felt proud when they realized that they were doing well in the class and that they were close to their ideal language teacher selves when they exchanged ideas about their lessons with their peers. Hamman et al. (2010) stated that motivation is related to the self views of the teachers and this supports the instructors in the present study who said that they felt motivated as they got closer to their ideal language teacher selves.

As it is stated by the participants in the present study, when they are closer to their ideal language teacher selves, they feel more enthusiastic and motivated. Interestingly, in similar studies, enthusiasm is a characteristic of an ideal language teacher (Basow, 2000;

Walls et al.,2002). Therefore, it can be said that the feelings as a result of the closeness to the ideal language teacher self helps teachers get closer to it.

It is understood in the present study that being proficient and competent an important factor for teachers to be closer to their ideal language teacher selves. However, as Radmacher and Martin (2001) stated, and as it is supported by other studies (Basow, 2000; Raymond, 2008) this may be hard for them at times, especially when their students are language students, causing the teachers feel stressed and anxious. These are the feelings the participants of the present study have when they get farther from their ideal language teacher selves and under some circumstances this happens because of the instructors ought to language teacher selves, the things they have to do even if they are not in accordance with their ideal selves.

4.6.2. What can be done in order to close the gap between the Ideal Language Teacher self and the Actual Teaching Experience?

In order to come out with an answer for this sub question, two different data collection methods were used: reflective journals and video stimulated recalls.

The results from the reflective journals regarding what the instructors say they can do are as follows:

Table 17

The solutions the instructors think they can do to get closer to their ideal language teacher selves according to the reflective journal results.

Opinions	Participants	N
Should be prepared for the lesson	T1,T2,T3,T7,T8,T9,T10	7
I can prepare communicative activities	T2,T5,T6,T9	4
I can play games during the lesson	T1,T8	2
Can motivate students	T4,T9	2
Students may be given the opportunity to participate in the lesson.	T5,T7	2
I might not stick only to the syllabus	T6,T9	2
More activities can be carried out	T8,T10	2
Feedback can be given to students	T4,T7,T9	2
More emphasis can be placed on English listening and speaking exercises.	T2,T4	1
Better try not to reflect my personal problems in the classroom	T3	1
Don't let students' reluctance affect me	T3	1
Getting students to do more speaking activities	T4	1
I can get some ideas from my colleagues	T2	1
Authentic listening activities can be done	T9	1
Students' ideas can be asked	T10	1
Peer reviews can be made	T10	1

In the table, sub-themes obtained from the instructor expressions regarding what can be done to get closer the ideal language teacher self are given. The prominent ones among the subthemes are; "getting prepared for the lesson" and "preparing communicative activities". Some of the participant views on these sub-themes are as follows:

T1: "Getting prepared beforehand."

T2: "… I need to plan my lesson well. "

T8: "Be more planned…"

T5: "I should have prepared for another activity in case of such a condition."

T3: "I can go to class prepared and think about how to explain words in English that I think they might not know. I shouldn't let the unwillingness of the students get me down."

T3: "More preparation, more joy."

T4: "Getting my sts to do more speaking activities while giving them corrective feedback so that they can improve themselves."

T4: "Helping sts more, giving them confidence for their talking in Eng., motivating them."

T10: "…I think I have to plan my sixth hour in a more detailed way…"

T2: "I can prepare more communicative activities."

T6 "More communicative activities could be embedded to teaching activities."

T9: "to make lessons interactive…"

It was emphasized that the effectiveness of the lesson, in order to realize an ideal teaching, it is necessary to prepare for the lesson and the communicative activities should be prepared for the lessons. Since English is not an actively used language in our country, students cannot practice effectively outside the classroom. Therefore, using communicative activities in lessons will increase the permanence of learning and a good planning is necessary for this. Thus, it is obvious that when the instructors are well prepared and have a good plan for the lessons, they will get closer to their ideal language teacher selves easier.

The instructors also think that giving feedback will help them to get closer to their ideal language teacher selves.

T4: "Getting my sts to do more speaking activities while giving them corrective feedback so that they can improve themselves."

T7: "Observation and feedback."

T9: "…to give feedback"

With the feedback, students can see their shortcomings and their motivation can be increased with the positive feedback given. When the students are motivated, the instructors are also motivated and will be more satisfied with what they are doing.

Apart from these; sub-themes such as "games can be played in the lesson, students can be motivated, students can participate in the lesson, not only stick to the syllabus, more activities can be done". Some of the participant views on these sub-themes are as follows:

T8: "I can do more activities and play games."

T4: "…to motivate the students…"

T9: "…I should make the students motivated to learn."

T5: "I could give more opportunities to the students to participate the class."

T7: "Maybe I can give more time to students to reflect upon the given topic."

T6: "I can give up the idea of syllabus."

T9: "…The books are given from material office (administration) so I am not flexible."

T8: "I can do more activities and play games."

T8: "…try to find more enjoyable activities."

T10: "…I need to find some relaxing or energizing activities for emergency times."

When these samples are analyzed, it is seen that there is a necessity for flexibility in the lessons. There is a syllabus that is given to the instructors and the materials are also not

chosen by them but they still need more flexibility therefore they can add some more fun activities that will be suitable for the specific students in that specific classroom. Therefore, it may be a good idea for the instructors to be more planned so that they will have time for flexibility and the obligations.

Among the sub-themes reached, "Giving more importance to English listening and speaking exercises and listening to authentic audios" are also remarkable. Some of the participant views on these sub-themes are as follows:

T2: "I can assign student to listen more in English so it will be easier for them to keep up with the lesson"

T2: "Listening & speaking could be given much more importance through English learning process.

T4: "Helping sts more, giving them confidence for their talking in Eng., motivating them."

T9: "The students can listen to more authentic listening parts…"

In addition to these, one of the participants stated that in order to reach the ideal language teacher self, he should not reflect his personal problems to the classroom and students' reluctance should not affect him. The participant's opinion on the subject is as follows:

T3: "I had better try not to reflect my personal problems to the classroom"

T3: "… I shouldn't let the unwillingness of the students get me down."

Both of the statements here are actually related to the mood of the instructor. Especially in the second one, it can clearly be guessed that when the students are unwilling, the motivation of the instructor also decreases. When the instructor is not motivated, the students become demotivated and this becomes a vicious cycle. As a result, the instructor gets farther from the ideal language teacher self and does not have the desire and eagerness towards teaching. Therefore, it will be a good solution to find a way to stop this as the instructor proposed.

One participant stated that he could approach his ideal teacher self by getting some ideas from his colleagues, another by taking the opinions of the students, and another by peer assessment. Participant views on the subject are as follows:

T2: "I had some ideas from my colleagues and I tried to fill up the free time…"

10: "I can ask for their suggestions and ideas while choosing the type of the activity or the points to revise at the end of the lesson."

T10: "Peer-evaluation could be tried in this class. I was the one who checked and evaluated the written task. Although it was quite enjoyable to comment together afterwards, I still plan to hear their comments first, for the next time."

Instructors can exchange ideas with their colleagues and develop different perspectives to make the lessons more effective. Students can also be included in the process by getting their opinions. With peer evaluation, it can be ensured that students can evaluate both their own and their friends' learning. However, it is important to ensure that offensive expressions are avoided. The suggestions made by the instructor are really good ones to be done individually and it would also be good to do these institutionally as part of the professional development units.

In order to support and get more details on the same topic, video stimulated recall is also applied. The results from the video stimulated recall for the same sub question regarding what the instructors say they can do are as follows:

Table 18

The solutions the instructors think they can do to get closer to their ideal language teacher selves according to the video stimulated recall results.

Opinions	Participants	Number
Involving students into the lesson	T1,T7,T9	3
Using visual materials	T2,T5,T8	3
Being prepared for the lessons	T2,T3,T5	3
I'm doing my best	T4,T5,T6	3
Using materials effectively	T4,T5,T7	3
Increasing activities	T2,T4	2
Planning less tiring activities	T9,T10	2
Decreasing vocabulary teaching	T1	1
Improving reading skills and sub skills	T1	1
Being patient	T5	1
Being less dependent on the book	T7	1
Giving more examples for new words	T7	1
Attracting the students' attention	T8	1
Identifying the deficiencies of the students	T8	1
Trying to reach all students	T8	1
Focusing on the needs of the students.	T8	1
Teaching the cognitive skills	T8	1

In the table, there are sub-themes reached about what can be done to be close to the ideal language teacher self. One of the prominent of these sub-themes is the inclusion of students in the teaching process. Some of the participants' views on the subject are as follows:

T1: "I may reduce teacher talk time make students more engaged in teaching and learning process..."

T9: "To give students a purpose and to make them more active."

It is understood that the ideal language teacher self can be approached by supporting and ensuring student participation in lessons. It has been observed that the subthemes of using visual materials, being prepared for the lesson and using the materials effectively in order to be close to the ideal language teacher self are also prominent. These sub-themes are actually the ones that will help the instructors encourage students to participate in the lessons more, therefore, they are related to the previous item. Some of the participant views on these sub-themes are as follows:

T2: "I must be always prepared for the lesson"

T3: "More prepared for the lesson and be more energetic so that I could be funnier and engaged."

T5: "I can increase the variety of the videos. I can use some funny videos and interesting visuals."

T7: "Probably, I can make more authentic materials based on the students need. In this way, I become less dependent on the course book. It may give me a chance to become more creative."

Those who stated that in order to be closer to the ideal language teacher self, it is necessary to prepare for the lesson; they emphasized that the variety of videos they used in the classes could be increased and interesting visuals could be used. It has been stated that it is possible to move away from the textbook by creating more authentic materials. Moreover, when the results of the present study are examined, getting prepared for the lesson seems to be one of the key points to get closer to the ideal language teacher selves.

Other prominent sub-themes are "I am doing my best", "increase activities" and "plan less tiring activities". Some of the participant views on these sub-themes are as follows:

T4: "not much, I do whatever I can do under those conditions. Things are related to technology and system."

T6: "I think I do my best."

T2: "Maybe try to create time for that kind of activities"

T9: "I can plan activities that are less tiring, and I can plan fun lessons without tiring myself that much."

There are those who think that they are doing their best to approach the ideal language teacher self, as well as saying creating time for activities and preferring less strenuous activities is necessary and that the conditions actually push them away from their ideal selves.

One participant noted the reduction of vocabulary teaching and the improvement of reading skills and sub-skills is necessary. Statement of the participant on the subject is as follows:

T1: "…This can be possibly realized through reducing vocabulary teaching and creating more room for reading skills and sub-skills."

While one participant pointed out to be patient, another participant stated to be less dependent on the book and to give more examples for new words is necessary to get closer to the ideal language teacher self. Participant views on these sub-themes are as follows:

T7: "I can be less dependent on the book to become closer to my ideal self…In particular of this lesson, I think I should have given more examples of the new words by writing sentences on the board. The words would become catchier for the students."

For this to happen, the institutions should also let the instructors to be flexible.

One participant drew attention to the issues of attracting the students' attention, identifying the deficiencies of the students, trying to reach all students, focusing on the needs of the students and teaching the cognitive skills. The views of the participant are as follows:

T8: "I should focus on my students' needs. I can diagnose what the students lack. I should reach the shy silent students. I must be helpful about out of class tasks…Visual material can be used effectively. The students can be given integrated skills such as

listening and speaking. I can diagnose what the students lack. I can attract the students' attention."

This instructor actually is talking about a needs analysis for the students. It is surely a good idea to carry out a needs analysis either personally or as an institution, so that the teaching will be more focused and useful. This will increase both the students' and the instructors' motivation for lessons.

In addition to what the instructors can do themselves, they were also asked what their institutions can do for them to get closer to their ideal language teacher selves. This data was also gathered through two data collection methods. The results from the reflective journals regarding what the instructors say their institution can do are as follows:

Table 19

The solutions the instructors suggest doing to help them get closer to their ideal language teacher selves according to the reflective journal results.

Opinions	Participants	N
Different materials and games can be provided	T1, T2,T3,T9	4
Technical personnel and technology support should be provided	T3,T7	2
The syllabus should be flexible	T4,T9	2
Participation in the course may be compulsory	T4,T5	2
Students should have a sense of responsibility	T5,T8	2
Class hours per day may be less	T7,T10	2
Administrators should motivate teachers	T3	1
More communicative activities can be added to the syllabus	T6	1
Observation and feedback	T7	1
Textbooks should be suitable for student level	T8	1
There may be more breaks	T10	1
Classroom walls can be more colorful	T10	1

In the table, there are sub-themes regarding what can be done to help instructors get closer to their ideal language teacher selves. It is seen that the sub-theme of providing

different materials and games comes to the fore. Opinions of the participants regarding this sub-theme are as follows:

T1: "Students could be more motivated to join the online class. Otherwise the class becomes boring and is carried through monologue. "

T9: "sufficient material samples, integrated materials…"

T9: "More authentic, sufficient material can be supplied by material office…"

The use of different materials and games will be effective in increasing the effectiveness of the lesson and ensuring the permanence of learning. According to the expressions of the instructors, it is seen that they can approach their ideal teacher selves when they are provided with a variety of materials and games. This is because, as mentioned before, the instructors are given a syllabus and provided with the materials and are not expected to get out of what is planned. Thus, if they cannot get out of the plan or use different materials than what they are presented by the institution, it is a good idea for the institutions to provide them a variety of materials.

Other prominent sub-themes have been found out as "technical staff and technology support, flexibility of the syllabus, making participation compulsory, students' having a sense of responsibility, less daily class hours". Some of the participants' statements regarding these sub-themes are as follows:

T3: "Technology support. Without technology, I get depressed and I don't feel to teach."

T7: "In the case of a problem like mine, the administration can provide technical staff."

T4: "Giving teachers more flexible time about syllabus…

T9: "…flexibility."

T9: "…Flexible hours can be given to teacher…"

T4: "Sts could be joined to the classes, it could be compulsory."

T8: "Certainly, students should make the same effort and be conscious."

T5: "Students need to realize their responsibilities and seem to be more willing. "

T7: "I may have less lesson hours to teach, so I can have more time to focus and prepare for the next lesson."

T10: "Actually, I already did something after class. I suggested that the administration to allocate less hours to teachers …"

According to the expressions of the instructors, by providing technical and technological support, that is, by improving the technological possibilities, they can be brought closer to their ideal teacher selves. The materials prepared for the course are generally supported by technology. Any problems in this regard may adversely affect the process of the lessons.

Strict adherence to the syllabus may result in student qualifications being ignored. For this, the chance of flexibility can be provided for the instructors about the syllabus. Some instructors have suggested making participation compulsory. The reason for this is that, when there are few students in the classes, the motivation gets lower. Or when different students come to class in different days, the teaching practice is interrupted.

There are also statements that suggest students' having a sense of responsibility and instructors' having fewer classes. Some instructors think that students' having a sense of responsibility for their own learning will enable them to approach their ideal teacher self. However, the most important suggestion here is evidently having less class hours. In some institutions, the instructors have up to 38, even 42 classes and this makes them too tired to carry out ideal classes. In addition, to get closer to the ideal language teacher selves, being planned is mentioned several times before but when an instructor has 42 lessons, it seems not to be possible to plan and get prepared for the lessons. Therefore, it would be a good idea for the institutions to consider this.

One participant drew attention to the effect of administrators' motivating teachers in approaching the ideal teacher self. If the attitudes and behaviors of administrators within the organization are in a direction that motivates teachers, it can also have a positive effect on the learning process. The participant's opinion on the subject is as follows:

T3: "Motivating administration would be the best."

One of the participants drew attention to adding more communicative activities to the syllabus. If it is desired for teachers to adhere to the syllabus, it is important that the syllabus is at a level that will ensure effective learning. Another participant emphasized the

textbooks' being appropriate for the student level. A textbook that is suitable for the student level will make a positive contribution to the learning process and so to the motivation of the instructors. Some of the participants' statements on the subject are as follows:

T6: "Adapt more communicative activities syllabus for all lessons."

T6: "More communicative activities could be embedded to syllabus."

T8: "Not follow the same course book as a whole prep school with differing level of students"

One participant drew attention to the need of longer breaks, and to the need of colorful classroom walls. Participant views on the subject are as follows:

T10: "…Maybe longer breaks."

T10: "Perhaps I would like to see more colorful walls in the classroom."

The participant does not find the break time between the two lessons enough. For resting in between two classes, or discussing some topics with colleagues, refreshing oneself, psychologically getting ready for the following classes and many more needs might be the reason for the instructor to suggest this.

To support and get more details about what is discussed above, the results from the video stimulated recalls regarding what the instructors say their institutions can do are presented below:

Table 20

The solutions the instructors suggest doing to help them get closer to their ideal language teacher selves according to the video stimulated recall results.

Opinions	Participants	Number
Material supply	T2,T4,T5,T8	4
Changes in the curriculum	T2,T3,T10	3
Students must be active in class	T5,T9,T10	3
Letting teachers have some flexible time	T4, T5	2
In-service training	T3	1
Online contributions should be mandatory	T4	1
Student evaluation at the end of the semester.	T7	1
Peer observation	T7	1
Students can practice more	T8	1

In the table, sub-themes reached regarding what can be done to help teachers approach their ideal language teacher selves are given. It has been determined that the subthemes of "material supply", "changes in the curriculum" and "students must be active in class" stand out. Participant views on these sub-themes are as follows:

T4: "giving different materials, authentic materials…"

T5: "Material office may discuss the videos that the students may like so that we don't lose time for selection."

T8: "…More authentic and visual materials can be chosen by the material office."

T2: "There may be some changes in the syllabus, some parts can be omitted"

T10: "I need a more flexible schedule more time to speak and have fun."

T3: "The curriculum team would be nice so that we could see what was going to happen and we wouldn't prepare extra for the lesson."

T9: "When students actively and willingly participate in the lesson, it is more enjoyable."

It was stated that providing more authentic and visual materials and materials that appeal to students by the material office would allow teachers to approach their ideal language teacher selves more. It was stated that changes could be made in the syllabus and even some parts could be removed. It was also stated that the students could not grasp the subjects well by trying to teach all the subjects in the syllabus. The subject of syllabus and materials was touched upon several times during the previous discussions and it was claimed that the instructors find it difficult to catch up with the syllabus and they complain about not being able to add extra materials according to their students' needs because all the syllabi and the materials are pre-prepared institutionally. Thus, giving some space within the syllabus and giving alternatives of materials for the instructors to use concerning their classes' needs would be a good step to help them get closer to their ideal language teacher selves.

Two participants pointed out that the instructors should be left more flexible in terms of time. Participant views are as follows:

T5: "I was in a hurry and I tried to leave some time for the regular class work. May be the school can give us more space."

In addition, issues such as in-service training, mandatory online participation, student assessment at the end of the semester, peer assessment and more practice for students were also mentioned. Participant views on these sub-themes are as follows:

T7: "Peer observation, constructive feedback, training and student evaluation at the end of the semester."

T8: "More practice can be done by the students."

One participant stated that peer observation and student assessment at the end of the semester would enable teachers to approach their ideal language teacher selves. However, this should be done carefully because it might put extra stress and anxiety on the instructors. On the other hand, peer observation is a great way to improve teaching and also it is a good idea to understandhow the students see you to develop. The professional development units of the institutions should consider doing these without stressing the instructors.

The previously carried out studies in the literature also show some similar results. For example, in Sallı and Osman's (2017) study it was found out that the student teachers in their study think that being prepared for the lessons is a significant factor for them to be closer to their ideal language teacher selves. One of the participants of the study worded this as to be ''a wellprepared and organized'' (p.10) teacher. Another study that focused on the importance of being prepared is by Walls et al. (2002).

Different from what was found out within the present study, Sallı and Osam (2017) found out that it is necessary for teachers to improve their content knowledge and to feel sufficient in order to be closer to their ideal language teacher selves. Being knowledgeable is also stated as a characteristic of an ideal language teacher by different studies (e.g. Witcher, 2003, cited in Chen & Lin, 2009; Barnes, 2010; Beishuizen et al., 2001). In addition, in ÖlmezÇağlar's (2019) study, it is understood that the participants feel that getting more experienced will help them to get further from their feared selves and give them more self-esteem. This result related with experience and being an expert teacher was also supported by Hiver (2013).

In another study that was carried out by Janene (1987), being patient was important from the students' points of views, and this feature was worded by the present study's participants as one of the things that can be done to get further from their feared language teacher selves. Being polite and thoughtful were the other two characteristics that were found out in the same study, however, these were not worded by the instructors in the present study.

4.7. Results and Discussion for Research Question 6. 'How close the teachers perceive themselves to their Ought to Language Teacher Selves? How? Why?'

In order to reach detailed findings for this research question, two different data collection methods were used. The first one of these was reflective journals and the second one was video stimulated recalls.

The results from the reflective journals are as follows:
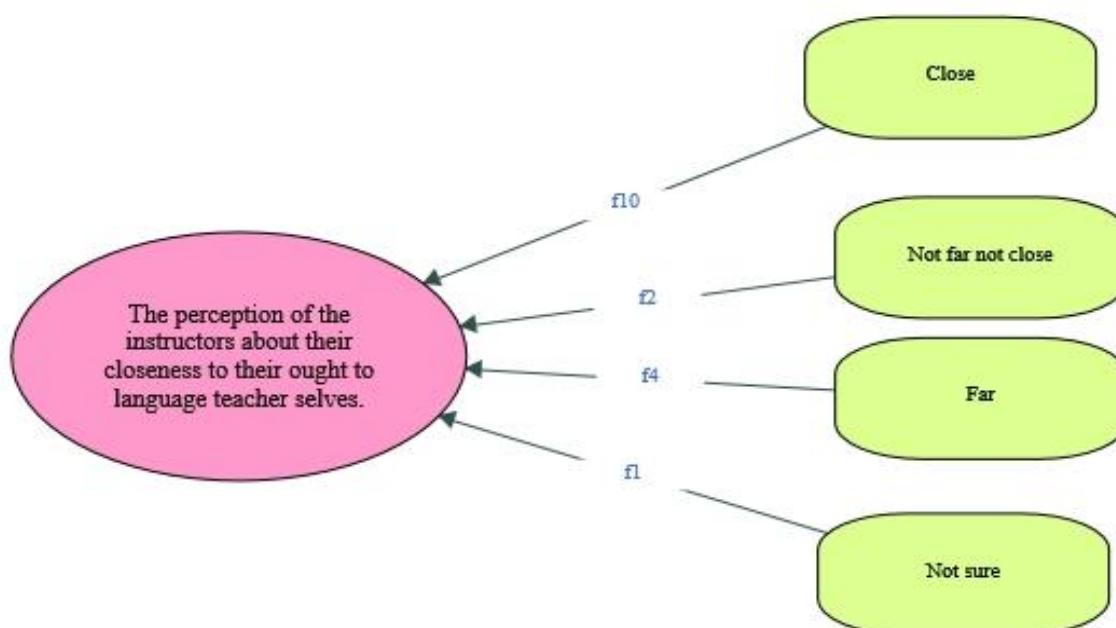
Figure 7.The perception of the instructors about their closeness to their ought to language teacher selves according to the reflective journal results.

In the table, there are sub-themes reached regarding the state of distance from the ought to language teacher self. According to the statements of the instructors, four sub-themes have been reached. These sub-themes were determined as "close", "far ", "not close not far" and "not sure". The most stated one among these was the "close" sub-theme. The sub-themes that stand out among the factors that have been indicated by the instructors as the reason for their closeness to their ought to language teacher selves are; "I have covered all topics", "I had the classes on time", "I covered the subject in accordance with the syllabus" and "I had an effective lesson". Some of the participant views on these sub-themes are as follows:

T1:"The university administration allows no options for students and teachers other than choosing distance education to teach / to learn English. I do not think the quality of instruction is being considered here, so I did what I was required to do by administration."

T2: "I was close to it because … covered the necessary topics in the syllabus."

T6: "I was close, I could cover the topics in the syllabus."

T2: "I was close to it because I went to the classes on time…"

T3: "Actually I was very close ironically. I was punctual...."

T7: "Regarding the expectations of administration I was close enough. I was careful about the lesson hours."

T3: "Actually I was very close ironically. … I did follow the course book and I did what I was supposed to be."

T9: "I was close to my ought to language teacher self. I was strict to the book (given by the school) I taught the students from the book. "

T8: "Today I was close to my ought to self. Because students want lesson and teacher that increase their motivation and are not boring."

T10: "I have felt myself closer to my ought to language teacher self when I have played a game with my students and when I have repeated some of my routines during the lesson such as playing Kahoot after teaching grammar and rewarding the best students…"

T4: "I feel close to that, I believe I do whatever I should do or am expected to."

T5: "Pretty close. I was able to complete the parts told me to be done."

T9: "I was close to my ought to language teacher self. Because I was dependent on the materials given by the administration."

Participants stated in their expressions that they fulfilled what was asked of them and covered all the subjects. Thus, they stated that they were close to their ought to teacher selves. However, the items related to the syllabus and following the book are the ones that were stated to cause the instructors get farther from their ideal language teacher selves. Therefore, it is seen that they either get close to their ideal or ought to language teacher selves concerning these topics. Since it comes from the administration, the instructors had to prefer their ought to language teacher selves. At this point, it is seen that, as it is also stated by Dörnyei (2005), the ought to self is actually externally driven, in the present case, by the administration, and not necessarily internalized, thus, the instructors in the present study have contrary opinions concerning their ideal and ought to language teacher selves.

Other sub-themes reached through the expressions of only one participant for each are "I gave feedback" and "I included the students in the lesson". Participant views on these sub-themes are as follows:

T7: "I believe I was close to my "ought to" self. I saved enough time for feedback for each of my students and I made them realize their mistakes and correct them."

T3: "I was close, they gave presentations, and I listened and scored…"

When these statements are analyzed, it is seen that these were items that do not contradict with the ideal language teacher selves of the instructors, and the number of the instructors who mentioned these was not as high as the previous ones as only two of the instructors mentioned these.

The sub-theme that stands out among the reasons given by the participants who stated that they were far from their ought to language teacher selves was "I could not follow the syllabus". Statements of the participants regarding the sub-theme are as follows:

T5: "I couldn't finish the subject. I couldn't follow the syllabus."

T9: "I was far from ought to language teacher self. I was flexible. I wasn't fixed to syllabus….

The syllabus must be followed in order to achieve the targeted objectives of the school successfully. As at the preparatory classes there are many students and many classes that need to follow a common syllabus and thus there seems to be a pressure on the instructors about this topic. As it is stated one of the instructors above, when they are flexible and do not strictly follow the syllabus, they feel like they are getting farther from their ought to language teacher selves while they are getting closer to their ideal language teacher selves.

In addition to these, the sub-themes stated by a less number of participants are "I did not provide information at the beginning of the lesson", "I made the lesson fun", "I included activities in the lesson" and "I had technical problems".

T7: "… Also, I couldn't provide enough information about start…"

T9: "I was far from ought to language teacher self…. I made the lesson enjoyable. I provided sufficient practice activities."

T10: "I think I was far from my ought to language teacher self today because I did not conduct any activities that students can compete, cooperate for a prize or play a game…"

T7: "I wasn't close to my ought to teacher self. Due to technical problems, I had to start some of the lessons late…"

Among these, the technical problems part was not actually directly related to the instructor himself/herself. Thus, it can be said that an external problem caused the instructor get farther from his/her ought to language teacher self which is also an externally driven one. There is an interesting item here, which is about making the lessons enjoyable and providing necessary practice activities. This item surely makes the instructors closer to ideal selves as it is also stated by Özsoy (2020), however, most probably because it was time consuming and prevented the instructor to cover all the necessary topics for that day, which were included in the syllabus, s/he said s/he was far from his/her ought to language teacher self.

Two of the participants stated that they were neither close not far from their ought to language teacher selves. Opinions of the participants regarding this sub-theme are as follows:

T2: "Not too far or too close. After 5 hours, everything is ok. The students wrote two paragraphs and each get feedback."

T8: "Not very far not very close."

In the statements, one participant simply stated that he is neither far nor close to his ought to language teacher self without giving any reason. According to the statement of the other participant, it can be deduced that the lesson was monotonous. It is understood that only the students do activities during the lesson, and the instructor gives feedback. Mostly because the instructor was able to stick to the syllabus, s/he was not really far, but since

s/he carried out a boring lesson, s/he was not satisfied, thus, said that s/he was neither close nor far from his/her ought to language teacher self.

One participant stated that he was not sure about his closeness to the ought to language teacher self. The statement of the participant is as follows:

T5: "I am not sure. I don't know that the students learned the grammar in detail."

According to this statement, it is understood that the participant does not have a clear idea about the course process. This indecision of the instructor can make him think that he does not have a command of the lesson process and objectives. Most probably s/he followed the syllabus and the materials provided, therefore satisfied the administration, but still could not be sure about the students' learning, thus s/he was not sure if the students were satisfied, so s/he felt uncomfortable.

The results from the video stimulated recall for the same sub question are as follows:
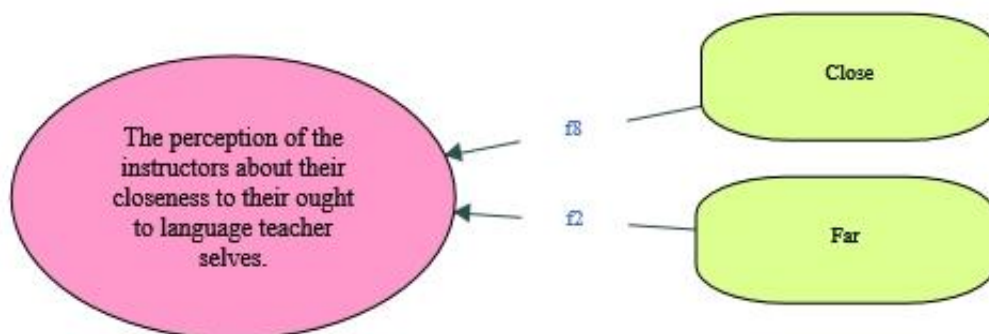
Figure 8.The perception of the instructors about their closeness to their ought to language teacher selves according to the video stimulated recall results.

In the table, there are sub-themes reached regarding the closeness to or distance from the ought to language teacher self. It was observed that the majority of the participants stated that they were close to their ought to language teacher selves. Some of the participants' views on the subject are as follows:

T1: "Ought to teacher self. …On the other hand I realized that I had been under the effect of ought to teacher self. The reason for that is the exams I suppose. I wanted to teach

as many words as I could so I can clearly say that vocabulary teaching is the dominant part of my teaching process since I have been anxious about the grades that they are going to get from the vocabulary section"

T3: "Close. I started and finished my lessons on time and I followed the curriculum."

T4: "I was close, I had the class online, talked in English etc."

T7: "I was close to my ought to self because I knew that I was following the syllabus and covering the necessary CEFR outcomes of the unit."

T8: "I was close to my ought to self. I was dependent on the coursebook and the workbook chosen by the material office. I followed the syllabus."

Similar to the results of the reflective journals, in the video stimulated recalls, it was also observed that the instructors felt close to the ought to language teacher self due to the good use of the lesson time, following the syllabus closely, adhering to the textbook and using the specified materials. In addition to these, attention was drawn to the topics of speaking English in the classes and having student centered lessons which are also features that the instructors want to own to get closer to their ideal language teacher selves.

Two participants stated that they were far away from their ought to language teacher selves. Participant views on the subject are as follows:

T5: "I was not very close, I didn't do anything about the coursebook and also I don't know whether this was what the students expected."

T6: "Very far because I was really understanding and kind towards my students. I tried to communicate with each of them and tried to motivate them. I tried to show them that their feelings, emotions, thoughts and their presence matter to me, which makes them feel that they are seen and heard. This helps the students feel motivated and enthusiastic."

While one participant stated that she could not adhere to the textbook sufficiently, which is an expectable result as it has been discussed several times before. However, another participant stated that she was teaching students-centered lessons and focusing on

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motivating them, and thus they stated that they were far from the ought to language teacher self which is really interesting. This instructor thinks that the administration is not supportive in terms of motivating and caring the students. There must be a misunderstanding because this would not be what the administration actually think, especially if the administrators are also graduates of faculties of education, which is the case in most institutions.

4.7.1. What are the effects of being close to or distant from the Ought to Language Teacher Self for the instructors?

In order to come out with an answer for this sub question, two different data collection methods were used. The first one of these was reflective journals and the second one was video stimulated recalls.

The results from the reflective journals are as follows:

Table 21

The feelings of the instructors concerning their closeness to their ought to language teacher selves according to the reflective journal results.

Opinions	Participants	N
Good	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10	10
Nothing	T8,T10	2
Bad	T1	1
Stressed	T5	1
Restricted	T7	1
Inexperienced	T7	1

In the table, there are sub-themes reached regarding the feelings of the instructors about the closeness / distance to the ought to language teacher self. Six sub-themes were reached: "I felt good", "I felt nothing", "I felt bad", "I felt stressed", "I felt restricted", "I felt inexperienced". It was determined that there was more participation in the "I felt good" sub-theme. Some of the participant views regarding the sub-theme are as follows:

T2: "Good."

T9: "I was happy to be close to my ought to language teacher self but I wasn't contented not to be flexible."

T9: "I felt happy and sufficient"

T9: "I was satisfied."

T3: "Apart from motivation I should feel good because I did my job"

T4: "Followed what I had to do, going on with the new pages of book."

T5: "Good because I did my job at least."

T10: "I felt good as I did what I should do"

When the expressions are analyzed; it is observed that the participants generally stated that they just felt good not because of self satisfaction but because satisfying especially the administration and doing what they are asked to do. For instance, the participant instructors said they did what they were expected to do like covering new pages in the book, most probably the ones included in the syllabus. Just covering those pages helped that instructor to get closer to his/her ought to language teacher self and thus s/he says s/he felt happy. Dramatically, one of the instructors said that s/he should feel good since s/he did the job, s/he believes that s/he should feel good not because of motivation, not because of job satisfaction or happiness, just because doing what is expected. The contrast between the ought to language teacher selves and the ideal language teacher selves that can easily be deduced from what has been discussed under this research question is interesting because in previous studies they are more close to each other and the ought to language teacher selves seem more positively driven(e.g. Ölmez Çağlar, 2020; Erdem Coşkun, 2021). However, within the present study, the instructors seem to feel a kind of discomfort and not fully contented about what they are doing. This might be because of discordance between the instructors and their administration, or may be because the institutions do not put necessary emphasis on informing the instructors about the reasons of what the instructors are asked to do.

In addition to these, some statements by the participants that specified that they did not feel anything, felt bad, stressed, restricted and inexperienced were as follows:

T8: "Feel nothing"

T10: "…When I felt close, I did not feel proud or anything. I was neutral."

T1: "I did not feel good for sure because there was no interaction."

T5: "I feel responsible for my institution so it stressed me out."

T7: "It made me feel restricted. I feel pressure and waste my energy by focusing on it."

T7: "I felt as if I am an inexperienced teacher; students might have thought the lessons of short stories were not prolific."

Looking at the statements, one participant stated that s/he felt bad because there was no interaction in the lesson, thus being close to the ought to self does not mean to this instructor that the lesson was good. To support what is discussed above, one of the instructors stated that when she focused on what needs to be done (curriculum), she felt pressure and wasted his energy and therefore felt restricted. Thus, most of the statements of the instructors emphasize that they are doing what they are doing just because they have to, not because they are eager to do.

The results from the video stimulated recalls for the same sub question are as follows;

Table 22

The feelings of the instructors concerning their closeness to their ought to language teacher selves according to the video stimulated recall results.

Opinions	Participants	Number
Good	T2,T3,T4,T5,T7,T8,T9,10	8
Happy	T6,T7,T8	3
Enlightened	T1	1
Safe and Peaceful	T7	1
Satisfied	T8	1

In the table, there are sub-themes reached regarding what is felt about being close or far to the ought to language teacher self. Almost all of the participants stated that they

feel good because they were close to their ought to language teacher selves. Some of the participants' views on the subject are as follows:

T3: "I don't care actually but I feel good about being punctual."

T4: "I was ok."

T8: "I felt happy."

Three participants stated that they were happy. Some of the participants' views on the subject are as follows:

T6: "I felt very happy and fulfilled."

T8: "I felt happy."

T9: "It's fine that both they and I feel good."

In addition to these, there were also those who stated that they felt enlightened, peaceful and satisfied. Some of the participant views regarding these sub-themes are as follows:

T1: "I feel a certain kind of epiphany which makes me aware and revise my teaching..."

T7: "I felt secure and peaceful after I finished the lesson."

T8: "I felt satisfied."

When the video stimulated recall results for this research question were analyzed, it is found out that the participants generally expressed a positive opinion about the closeness and to the ought to language teacher self. When the instructors saw themselves as teaching, somehow they realized better about the process of their lessons and they felt more fulfillment and happiness about being close to their ought to language teacher selves contrary to their feelings during the reflective journals.

When the literature is examined, it is seen that in Ölmez Çağlar's (2019) study, motivation is the key term mentioned concerning the ought to language teacher self which is mentioned for the ideal language teacher self within the present study, but not for the ought to language teacher self. In the study by Ölmez Çağlar (2019), it is seen that

students' interest, success, willingness; the focus on the exams the problems caused by the students all affect the teachers' motivation.

The relationship between the ought to language teacher self and the exams was also mentioned in Yuan's (2016) study. This was explained in the study as, when the teachers focus on the exams, they become more traditional teachers. This is in line with the results of the present study as one the instructors in the present study said she practiced vocabulary a lot in her lessons because they are asked in the exams, so that she became closer to her ought to language teacher self. However, focusing on exams do not make the teachers feel good about their teaching as mentioned in previous studies (e.g.: Yuan, 2016; ÖlmezÇağlar, 2019).

In other aspects, it is mentioned that when the teachers are closer to their ought to language teacher selves and meet the expectations they feel more motivated and otherwise, they are demotivated. The relationship between the ought to language teacher selves and motivation can also be seen in numerous studies (e.g., Kubanyiova, 2009; White & Ding, 2009; Hiver, 2013; Kumazawa, 2013; Smid, 2018).

4.7.2. What can be done in order to close the gap between the Ought to Language Teacher self and the Actual Teaching Experience?

In order to come out with an answer for this sub question, two different data collection methods were used: reflective journals and video stimulated recalls.

The results from the reflective journals regarding what the instructors say they can do are as follows:

Table 23

The solutions the instructors think they can do to get closer to their ought to language teacher selves according to the reflective journal results.

Opinions	Participants	N
Nothing needs to be done (I can continue like this)	T1,T2,T6	3
Can be prepared for the lessons	T3,T5,T7	3
Syllabus can be followed	T4,T9	2
I can convey my concerns to the authorities	T1	1
More exercises	T2	1
Personal problems should not be reflected to the students	T3	1
I can be a more authoritative teacher	T3	1
Be motivated to the lesson	T3	1
Time can be managed more effectively	T4	1
Lessons can be more enjoyable	T8	1
Students should be let to have grammar exercises	T8	1
Colleagues can interact with each other	T5	1
Seating arrangement can be changed	T8	1
I can prioritize the demands of the administration and the students	T7	1
I can use the materials selected by the administration	T9	1

In the table, the sub-themes reached regarding what the instructors can do to get closer to the expected language teacher selves are given. The subthemes of "nothing needs to be done", "can be prepared for the lessons" and "syllabus can be followed" came to the fore. Some of the participant statements regarding these sub-themes are as follows:

T2: "Nothing more."

T3: "More preparation again…"

T7: "I must prepare myself for the short stories in a better way and visualize the lesson before I start."

T5: "I can plan lesson in advance."

T4: "Following syllabus, obeying the break times, lesson."

T9: "To be strict with the syllabus (chosen by administration). Follow the syllabus."

T9: "I follow the materials (book, workbook, worksheets). Being authoritative."

Participants used expressions such as "it should continue like this, nothing needs to be done". It is seen that these participants believe they are doing what needs to be done. They stated that preparing for the lesson and following the syllabus can bring them closer to their ought to language teacher selves. Being prepared for the lessons or using visuals are also a part of the ideal language teacher selves of the participants within the present study thus, it might be a good option for combining ideal and ought to teacher selves, and therefore being happy about getting close to the latter, too.

One participant stated that he could convey his concerns to the authorities. The statement of the participant is as follows:

T1: "I can have a meeting with my students and invite someone from university administration as well. I can tell authorities my concerns and students can express theirs so that the university administration can do something for change."

The participant stated that both instructors and students should be able to convey their concerns to the authorities. Thus, university officials also consider the opinions of the instructors and students in the arrangements that can be made. This seems to be a good opinion to be able to close the gap between the ideal and ought to language teacher selves of the instructors. When they talk with the administration, they can reach a common ground and thus feel more satisfied and happier while teaching.

They stated that by doing more exercises and allowing students to do grammar activities, the ought to language teacher self could be supported. Participant views on the subject are as follows:

T2: "Maybe one or two more exercise."

T8: "Let them do some grammar activities, (fill in the blanks) which they always want to do."

Carrying out more exercises, especially the grammar exercises are usually asked for by the students. Thus, the instructors above believe that if they do so, their students will be contented and thus the instructors will get closer to their ought to language teacher selves.

A participant stated that personal problems should not be reflected to the students, he should be a more authoritative teacher and should be motivated to the lesson. Statements of the participant are as follows:

T3: "Try not to reflect my own problems to the students."

T3: "I can be a little harder teacher, such as using the phone in class."

T3: "… I can be motivated"

It is understood from the statements of the participant that he made a self-criticism. The fact that the participant noticed some seemingly shortcomings can be considered as a step in forward to be able t approach the ought to teacher self.

Apart from these, the sub-themes of "effective use of time", "making the lesson fun", "communicating with colleagues", "changing the seating arrangement", "prioritizing the demands of managers and students" and "adhering to the materials to be given by the administration" were reached. Participant views on these sub-themes are as follows:

T4: "Using time more appropriately to teach things more, for practices."

T8: "Create a fun atmosphere."

T5: "I may have connections with my partner instructors ..."

T8: "Maybe changing seating arrangements. Often the unmotivated may choose to lump aside or not participate."

T7: "I can give priority to the demands of management and students."

T9: "I can obey the rules given by the school (material office)"

It was stated that effective use of the class time, making the lesson fun, changing the seating arrangement will enable teachers to approach their ought to language teacher selves. It is seen that these sub-themes are related to classroom atmosphere and they are in more positive direction. In other words, it was stated that the instructors can approach their ought to language teacher selves by emphasizing more on some issues that will also make them closer to their ideal teacher selves. However, the last two statements are more about satisfying others counter to the self.

The results from the video stimulated recalls regarding what the instructors say they can do are as follows:

Table 24

The solutions the instructors think they can do to get closer to their ought to language teacher selves according to the results of video stimulated recall results.

Opinions	Participants	Number
Having a student-centered practice	T1,T7,T9,T10	4
Using different materials	T4, T5	2
Preparing a lesson plan (be organized)	T5,T7	2
Speaking English in classes	T3	1
Getting to know the students closely	T5	1
Not being authoritarian and strict	T6	1
Getting feedback from students	T7	1
Following the textbook	T8	1
I did my best	T3	1

In the table, there are sub-themes reached for what the instructors can do to approach their ought to language teacher selves. It was observed that sub-themes such as having a student-centered practice, using different materials and preparing a lesson plan came to the fore. Some of the participant views on these sub-themes are as follows:

T9: "Their being active also ensures this."

T7: "Before the lessons, I should always check the syllabus and come to the lesson on time."

Being student centered is a feature where the ideal, feared and ought to language teacher selves of the instructors merge. It is included in all three language teacher selves and in this table it is the mostly mentioned one. Being planned is another item that is common in all three language teacher selves. Thus, being careful about these will help the instructors to get closer to their ideal and ought to language teacher selves while helping them get farther from their feared language teacher selves.

Along with these, attention was drawn to issues such as speaking English in the classroom, changing the materials, getting to know the students closely, not being authoritarian and strict, getting feedback from students and following the textbook. Some of the participant views regarding these sub-themes are as follows:

T3: "I shouldn't give up speaking English and get bored or at least I shouldn't have shown that I was bored."

T5: "I can ask what the students really want. I can learn what kind of topics would make them eager to talk."

T6: "In the past I used to think that I had to be authoritarian and strict and have lots of rules, but I then realized that being so keeps many students away from taking an active and voluntary role in their learning. I also saw that they were just pretending to learn because of fear."

T7: "I can also get feedback from the students sometimes or at least when I finish the module I can get an overall outlook from the students. Thus, I can become aware of my mistake from the students' perspective and get ready for the next module thinking about their comments on my teaching."

T8: "I can be strict to the course book chosen by the material office."

Use of the target language, not being strict and knowing the students closely are the items that overlap in the language teacher selves and doing these will be useful for the instructors in all three of the language teacher selves. Getting feedback from the students will also be useful since it will enable the instructors see what is going well and what is not working from the eyes of the students. This kind of feedback will help the instructors to get closer to their ought to teacher selves. The materials and use of the textbook is an issue the instructors often put forward. They feel obliged to use and stick to them as part of their

ought to language teacher selves, while their ideal and feared selves say they should not. Thus, this issue needs to be discussed with the administration or the material offices of the institutions in detail.

In addition to what the instructors can do individually, their institutions can also take some actions concerning this topic. Therefore, the instructors were asked about their opinions on what their institutions can do concerning this matter. The results from the reflective journals regarding what the instructors say their institutions can do are as follows:

Table 25

The solutions the instructors suggest doing to help them get closer to their ought to language teacher selves according to the reflective journal results.

Opinions	Participants	N
Nothing needs to be done	T2,T6	2
Material support can be provided	T4,T7	2
I do not know	T8,T10	2
Motivate	T3	1
Unity of attitude should be encouraged	T3	1
Technological support can be provided	T3	1
Students' and instructors opinions should be asked	T1	1
Syllabus can be revised	T4	1
The administration should let the teachers more free	T5	1
Students should participate more into the classes	T5	1
Positive feedback on my classes	T7	1
Communication with colleagues can be encouraged	T7	1
Some activities that will include all students can be organized	T8	1
I can use the materials chosen by the administration	T9	1
I should follow the syllabus	T9	1

The sub-themes reached regarding what can be done to get closer to the ought to language teacher self are presented in the table. When the statements of the instructors are examined, it is seen that the subthemes "nothing needs to be done" because they were

satisfied with the current situation, "material support can be provided" the problem that is often stated by the instructors, and "I don't know" come to the fore.

Apart from these, one participant stated that the instructors should be motivated, technology support can be provided and there should be a consensus concerning the rules. Participant's opinion on these issues is as follows:

T3: "Again, motivation."

T3: "There may be a unity of attitude, while one teacher does this, another teacher should not do this. Is the phone banned, should it be free for everyone?"

T3: "A technology-related help."

The fact that the instructor is talking about the consensus among the instructors is actually an important issue. The reason for this is that, if the instructors all have to follow a syllabus as mentioned by many of them previously, if they need to use the same materials to have a unity among the classes, the rules should also be the same and should be followed by everybody. When one follows them and one do not, the students might be disturbed by this and questions the instructors' being strict or not caring their students as much as the others, and this leads the instructors get farther from their ought to and even their ideal language teacher selves.

Another participant stated that the opinions of students and instructors should be taken. The participant's opinion is as follows:

T1: "Students' and instructors' voices should also be heard. Right now, we, as instructors are only doing what we are required to do by administration."

Considering the opinions of both students and instructors in the decisions to be taken in educational institutions will enable different ideas to emerge and the most appropriate decisions to be taken. At the same time, this will contribute to their motivation because they will know that they are also cared in the institution and applying the desired things will be easier for the instructors when their opinions are also cared.

One participant stated that the curriculum could be revised. Statement of the participant on the subject are as follows:

T4: "The program could be revised, time could be given more for practices. "

The participant mentioned that more practice activities can be included in the curriculum. Another participant mentioned that the administration should let the instructors free a little bit more and that the students participate more in the classes. The participant's opinion on the subject is as follows:

T5: "The administration can set us free a little bit… "

T5: "The students can ask questions about the subjects that they do not understand."

T5: "The students may contribute more especially while doing speaking sessions."

These two participants have drawn attention to the freedom to plan and implement the lesson process individually. This can be done at least partially. If the syllabus is revised and becomes more flexible as the instructors stated for many times, some of the issues can be solved easily.

One participant stated that receiving positive criticism with his lessons brought him closer to his ought to language teacher self. He also stated that by communicating with his colleagues, he can approach his ought to language teacher self. Participant views on the subject are as follows:

T7: "… their positive criticism about my lessons can bring me closer to my ought to teacher."

T7: "For the short stories, the outcomes should be stated clearly and there must be better communication between the teachers who have the same lesson."

What the participant wants to express may be to be recognized and appreciated by the administration and students about the work s/he does just as a participant does in the study carried out by Kubanyiova (2009). Such actions will increase the motivation of the instructors. Another issue that the participant draws attention to is communication with colleagues. Thus, ideas about the teaching and solutions for some problems can be exchanged and better teaching can be realized.

One participant expressed the need for organizing different that all students can participate. Participant views on the subject are as follows:

T8: "Activities that each would like to attend can be organized."

T8: "Games and activities that each would like to participate can be planned."

Here, attention is drawn to teaching by taking the students into consideration, planning appropriate activities for the students and implementing them. Each student differs in many ways. At this point, planning and applying the activities according to the needs of the students can contribute to getting effective results. When the instructors are not allowed for this flexibility, the institutions need to support them with these kind of activities to help them get closer to their ought to and ideal language teacher selves.

Another participant stated that the materials chosen by the administration should be used and the syllabus should be followed strictly in order to get closer to the ought to language teacher self. Participant views are as follows:

T9: "To teach students from the materials chosen by the administration."

T9: "I should follow the syllabus…"

T9: "To teach students from the books, chosen by administration. No case students' reads, just case syllabus."

According to the statements, it is seen that this participant thinks that he can get closer to his ought to language teacher self only by adhering to the curriculum and using the materials determined by the administration. From this instructors' statements, it may be concluded that the administration is really strict about these two topics. Therefore, it might be a good idea for the institutions to include the instructors to the syllabus design and material selection procedure, and giving them some extra time in class.

The results from the video stimulated recalls regarding what the instructors say their institutions can do are as follows:

Table 26

The solutions the instructors suggest doing to help them get closer to their ought to language teacher selves according to the video stimulated recall results.

Opinions	Participants	Number
Involving the students in the course	T5,T9,T10	3
Editing the syllabus	T3, T5	2
Supporting the development of the instructors	T7,T8	2
More students online	T4	1
Changing materials	T4	1
Letting teachers to be able to reward and punish	T5	1
Devices should be checked by technical personnel	T5	1
Students' feelings should be touched before their minds	T6	1
Receiving feedback from managers or colleagues	T7	1
Student evaluation at the end of the semester	T7	1
Using textbooks and workbooks in the classroom	T8	1
Students should learn different skills	T8	1

In the table, the sub-themes reached regarding what the institution should do in order to bring instructors closer to the ought to language teacher are given. It has been observed that the sub-themes of involving the students in the lesson, supporting the development of the instructors, and supporting teachers were emerged. Participant views for these sub-themes are as follows:

T9: "Their being active also ensures this."

T3: "A proper curriculum would be nice."

T7: "If the management gives opportunities more for increasing my knowledge about teaching, I can get closer to my ought to self."

In addition to these, some other opinions are as instructors should be allowed to reward and punish, devices should be controlled by technical personnel, and students' feelings should be touched before their minds. Participant views on these sub-themes are as follows:

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T5: "maybe the teachers have more tools to punish or reward the students. By this way the students would feel more professional about their current position."

One participant drew attention to the issues of getting feedback from managers and colleagues and getting feedback from the students at the end of the semester. Participant's views on the issues are as follows:

T7: "Praise from the administration and colleagues when I am doing a good job could be motivating… Peer observation, constructive feedback, training and student evaluation at the end of the semester."

Some positive thoughts from the administration and feedback to be obtained from the students are mentioned here for the second time and thus it can be said that these are important for the instructors to get, and this is not difficult for the institutions to realize. Giving the instructors more opportunities about the rewarding system would also be good according to one of the instructors. This can best be done through grading at this level. Thus, the instructors might be given some opportunities to be able to grade the students.

As solutions to the question, some of the instructors in the present study offered more interaction among themselves, getting more feedback from each other and the administration as well, in service trainings and developmental support for themselves. Trainings are found to be important by (Beishuizen et al., 2001), too. Moreover, all these items were also found out by Sallı and Osam (2017) in their study, however, different from the present study, they carried out a blogging method among their participants and their participants claimed that blogging helped them to interact with their peers, they could receive constructive feedback both from their peers and instructors, they could ask questions and get answers, suggested and got ideas and more importantly, they could engage in professional discourse through blogging.

In another study that was carried out by Ölmez Çağlar (2019), it was found out that the teachers want appreciation and positive feedback which was also mentioned as 'motivate' and 'positive feedback on my classes' in the present study.

Different from what was found out within the present study, in Ölmez and Çağlar's (2019) study, it is said that when the teachers try to meet the expectations, when the student enthusiasm and success increases they will be closer to their ought to language

teacher selves. The participants in the study also mentioned that the exam oriented system needs to be changed for them to feel closer to their ought to language teacher selves.

4.8. Results and Discussion for Research Question 7. 'How close the teachers perceive themselves to their Feared Language Teacher Selves? How? Why?'

In order to reach detailed findings for this research question, two different data collection methods were used. The first one of these was reflective journals and the second one was video stimulated recalls.

The results from the reflective journals are as follows:
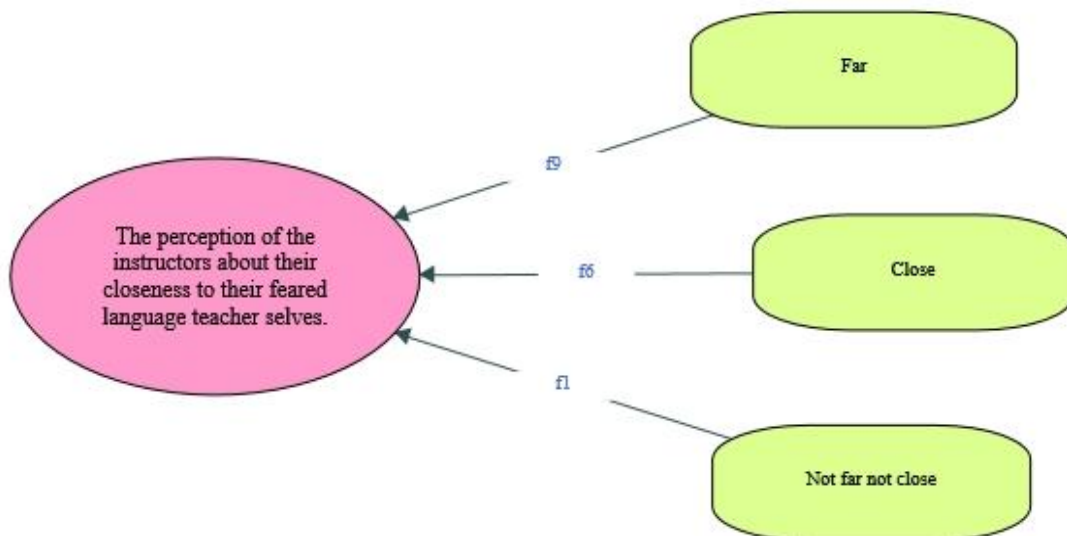
Figure 9.The perception of the instructors about their closeness to their feared language teacher selves according to the reflective journal results.

The table includes sub-themes derived from the participants' perceptions of their distance / proximity to their feared language teacher selves. Three sub-themes have been reached as "far", "close" and "not close not far". Most of the participants said that they were "far" from their feared language teacher selves. Among the reasons stated by the participants who stated that they were far from their feared language teacher self; it is seen

that the subthemes of "I motivated the students", "I had an interactive lesson" and "I had a good lesson" come to the fore. Participant views on these sub-themes are as follows:

T2: "I was quite far from my feared language teacher self because I tried hard to keep my students motivated..."

T4: "I wasn't close to feared language teacher self. I think, I felt students enjoyed the class, they were energetic and engaged."

T5: "I think I was far. I think I provided an environment that my students could express their feeling and thoughts about every subject."

T8: "I was away. I did not do anything that would hurt their emotions or reduce their motivation...."

T2: "I was quite far from my feared language teacher self because I tried hard to keep my students motivated and have an enjoyable class."

T9: "I was far from my feared language teacher self…. the lesson was interactive."

T10: "I provided a safe and friendly atmosphere and tried to show that I respected and believed in them. It was an interactive course...."

T8: "I was away. …At the end of the lesson, I enabled them to discover the little things they learned and achieved with the question of what's in your pocket."

T4: "I was far, there was nothing wrong in the class time."

Motivation and having enjoyable lessons are mentioned by the participants concerning the ideal and feared language teacher selves. Caring about students is also a part of the ideal language teacher selves of the instructors as mentioned before. Therefore, the instructors think that they are far from their feared language teacher selves as they were able to carry out classes with these features.

These sub-themes are followed by "I used the target language in the lessons" and "I did not use the grammar translation method".

T9: "I was far from my feared language teacher self…I used the target language effectively…"

T2: "I was quite far because I didn't use grammar translation method at all."

T10: "I do not translate the content all the time."

The importance of using the target language in the language classes is widely known and when the instructors got their education at the English Language Teaching departments, they were taught to use the target language and the grammar translation method were taught not to be used if possible. Translation while teaching a language was also taught to be a taboo. Therefore, the instructors must have internalized them and thus, when they can do what they have internalized, they feel far from their feared language teacher selves.

Two participants stated that they were far from the feared language teacher self because they were more energetic and motivated in the lesson. Statements of the participants on the subject are as follows:

T3: "Very close. I was demotivated from the beginning to the end. ..."

As it was mentioned before, the instructors' being motivated is an important factor for them to be happy because this also motivates the students and therefore makes the lessons more productive and learning to be achieved better. Therefore, when they are motivated, they feel farther from their feared language teacher selves.

One participant thinks that he is far from the feared teacher self because he behaves respectfully and kindly to the students. The statement of the participant is as follows:

T10: "Today I've behaved all of them in a friendly, respectful and polite way, which makes me feel far to my feared language teacher self. It is maybe because there were less than 17 students in the class today. So it was easier for and effective classroom management and communication. There were different opportunities for them to express their feelings and ideas. …"

Apart from these, the subthemes "I was able to manage the time", "I had an interactive lesson", "not teaching only the rules", "I used technology in the lesson" and "I taught planned and purposeful lessons" were reached. Some of the participant views on these sub-themes are as follows:

T2: "Far enough. No problem with time management and the unit."

T9: "I was far from my feared language teacher self. Students participated the classes (so students centered class)…"

T5: "I was far because I do not teach only the rules."

T7: "I was far from my feared language self. I used technology in all my lessons."

T8: "was away. …I was not unplanned or aimless"

Being planned and having a purpose in the classes works well to get farther from the feared language teacher selves of the instructors. When planned, it is easier for them to include technology or leading students to participate more in the lessons, managing the time will be a lot easier. Therefore, the base for all the items above is planning the lessons beforehand.

The subthemes "I did not teach, I just gave feedback" and "the lesson was not as I planned" came to the fore among the reasons of being close to the feared language teacher self. Some of the participant views on these sub-themes are as follows:

T10: "Sitting on the teaching table and checking their papers silently was the time when I felt so traditional and close to my feared language teacher self…"

T5: "Since the lesson did not start as planned I was very close."

When the expressions are examined, it is seen that the participants say they have the feared language teacher self because the lesson could not be implemented as it was planned and active teaching is not carried out. Thus, it can be said that even if the instructors are well planned and prepared for the lessons, they might still have some problems. Therefore, having an alternative plan is a good idea, but being aware that some things may not work sometimes will be helpful for the instructors.

Apart from these, subthemes of "I spoke Turkish", "I was dependent on the materials provided by the management", "the lesson was not fun", "I was not prepared for the lesson", "I was not student-centered" were reached. Some of the participant views on these sub-themes are as follows:

T3: "I was close in a lesson, because I spoke Turkish…"

T9: "I was close to my feared language teacher self. I was dependent on materials given by administration. I wasn't flexible to choose my materials to teach…."

T9: "…The lesson wasn't enjoyable..."

T7: "I was close to my feared teacher self. I started the lesson without knowing which unit I should start and I didn't know what to do at the beginning."

T3: "Very close. …Too much teacher talking time and I wasn't students centered."

In the statements, it is seen that the participants stated that they were away from the feared language teacher self due to the problems regarding their own shortcomings. This situation can be evaluated as a positive result as it shows that the problems can be solved by the individuals themselves. Only the one related to being flexible is related to the administration because as stated before by the instructors, if they do not stick to the syllabus and the materials, they will be far from their ought to language teacher selves, and they need to choose one of the sides.

Some participants drew attention to subthemes such as "technical problems" and "the book does not support the creativity of students". Participant views are as follows:

T7: "I was close to my feared self. In addition to technical problems, I lost control of what I was supposed to teach."

T9: "…The book doesn't support students' creativity. "

Factors such as the technical problems stated in the statements and the fact that the books do not support the creativity of the students are the problems that develop outside of the instructors. Technological tools should be used in the realization of an interactive lesson. In order to achieve this, technical regulations and facilities must be provided in the relevant educational institution.

The results from the video stimulated recall for the same research question are as follows:
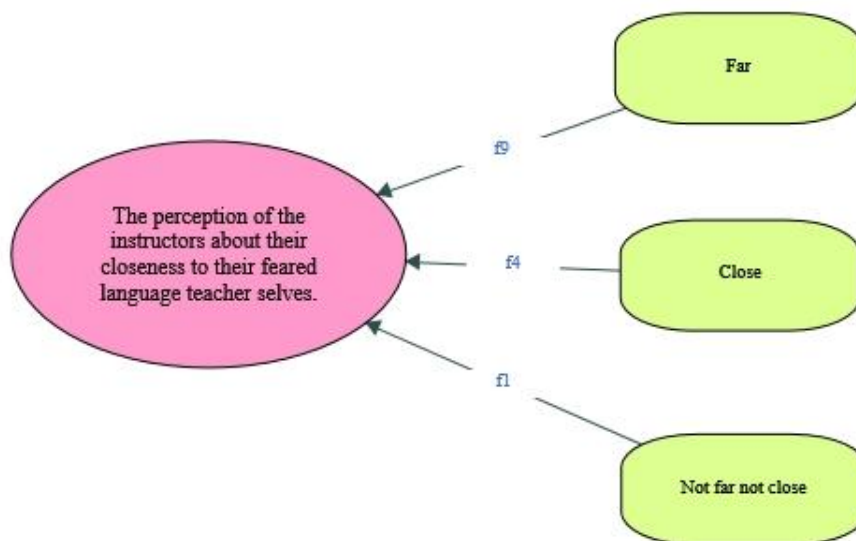
Figure 10.The perception of the instructors about their closeness to their feared language teacher selves according to the video stimulated recall results.

In the table, there are sub-themes reached regarding how far the instructors are from their feared teacher selves. Almost all of the participants stated that they are far from the feared language teacher self. Some of the participants' views on the subject are as follows:

T2: "I think far enough"

T3: "I was far because I was close to the ideal self."

T7: "I was far from my feared teacher self. I received the respect of my students and I was successful in creating an enjoyable and friendly classroom atmosphere. I was patient and motivated during the lesson."

T8: "I was far from my feared self. I didn't use L1 I used L2 in the class. I made concepts and principals simple and clear. I had realistic expectations."

T9: "I was away. Because it was an enjoyable lesson. I did not have such problems because I was afraid of boring, irritable, silent and unattended lessons."

T10: "I was totally far from my feared self. In the exam listening and speaking topics are not related to the syllabus, so we don't have to follow a strict syllabus so I become "real and enjoyable teacher" in the class."

As it is seen in the explanations of the instructors, when they had enjoyable lessons, they were motivated and used the target language they felt far from their feared language teacher selves. In addition to these, it is striking that they felt far from the feared language teacher self when they did not stick to the syllabus which actually is also mentioned before as an item that makes them far from their ought to language teacher selves.

In addition to these, four participants stated that they were close, while one participant stated that she was neither too far nor too close. Some of the participant views on these sub-themes are as follows:

T2: "Close, because I stopped for a while and had no idea about what to do during the lesson"

T4: "I couldn't be active, have students do different things but I did as much as I could do."

T5: "I don't think I was in such a position but as the lesson was not good, may be a little close to that."

T6: "A bit close because there were lots of topics to be covered in a limited time, which made me feel anxious and cover the pages in a hurry making the class a bit unorganized. "

According to the expressions of the participants, issues such as not being prepared for the lesson adequately, having too many subjects in the syllabus and not being able to attract the attention of the students caused them to be closer to their feared language teacher selves. These problems are mentioned under the ought to language teacher self, too. The instructors do not want to do these but they feel they have to because of their ought to language teacher selves.

One participant stated that it is neither far nor close. The participant's opinion is as follows:

T3: "I was not far away. I was not very close either. I have explained the words in Turkish in some places, I think about who will deal with it now and my gestures probably say it. But the students spoke more English."

The participant stated that he explained the words in Turkish in some instances which caused the instructor feel close and s/he also stated that the students spoke more English in the lesson which caused him/her to be far from the feared language teacher self.

4.8.1. What are the effects of being close to or distant from the Feared Language Teacher Self for the instructors?

In order to come out with an answer for this sub question, two different data collection methods were used: reflective journals and video stimulated recalls.

The results from the reflective journals are as follows:

Table 27

The perceptions of the instructors concerning their closeness to their feared language teacher selves according to the reflective journal results.

Opinions	Participants	N
Good	T2,T3,T4,T6,T8,T9,T10	7
Satisfied	T2,T5,T9,T10	4
Bad	T2,T3,T5	3
Worried	T2	1
Anxious	T7	1
Terrible	T3	1
Safe	T7	1
Stressed and embarrassed	T7	1
Dissatisfied	T9	1

In the table, sub-themes reached about how the instructors feel about the closeness and distance to the feared language teacher self are given. "I felt good", "I felt satisfied" and "I felt bad" subthemes came to the fore. Participant views on the subthemes "I felt good" and "I felt satisfied" are as follows:

T8: "Very good."

T2: "Feel great."

T3: "Apart from motivation I should feel good because I did my job"

T4: "It was ok for me. If they aren't bored, I am not bored in the class so it was enjoyable for all."

T9: "I felt happy to be far from my feared language teacher self."

T10: "Firstly, I felt compulsory to read their papers while sitting, and sometimes I called some of the students to my desk. Then I felt excited and satisfied when we all started to share our comments."

T2: "I was satisfied with myself."

T5: "I feel satisfied. The only thing I want to focus on was the communication."

T9: "I felt satisfied that I was far from my feared language teacher self."

T10: "I am contented to be this far…"

Opinions of the participants regarding the "I felt bad" sub-theme are as follows:

T3: "Too bad, I feel like the students' time is wasted."

T5: "I can say that I couldn't control the lesson well."

T5: "Not well. As an experienced instructor I should be prepared for all classes."

Looking at the expressions, it is understood that the participants felt bad because they could not control the lesson well and did not make sufficient preparation before the lessons.

Apart from these, the subthemes of "I felt anxious", "terrible", "I felt safe", "I felt stressed and embarrassed" and "I felt unsatisfied" were found out. Participant expressions regarding these sub-themes are as follows:

T2: "Feel bad and worried."

T3: "Terrible. I shouldn't have done those things I did."

T7: "This made me feel panicked to some extent and nervous definitely."

T7: "I felt stressed obviously and embarrassed, too. "

T9: "I felt unsatisfied."

As it is seen in the expressions of the instructors, when they are far from their feared language teacher selves, they have numerous positive feelings concerning their teaching and lessons, and on the contrary, when they are close to it, they have negative feelings.

The results from the video stimulated recalls for the same sub question are as follows:

Table 28

The feelings of the instructors concerning their closeness to their feared language teacher selves according to the video stimulated recall results.

Opinions	Participants	Number
Good	T2,T3,T4,T5,T6,T7,T8,T9,T10	9
Bad	T2,T3,T4,T5	4
Not so bad or perfect	T4,T5	2
Anxious	T4,T6	2
Angry	T4	1
Peaceful	T7	1
Satisfied	T8	1

The table shows the sub-themes reached regarding the feelings of teachers regarding the state of distance from the feared language teacher self. Almost all of the participants stated that they feel good. Some of the participants' views on the subject are as follows:

T7: "I felt good that I was not close to my feared self. Being aware of the things I do and having a purpose in what I do make me feel wonderful."

T10: "it was amazing"

Participants expressed that they felt good because they were far from their feared language teacher selves. Other prominent sub-themes about their feelings are "bad", "not so bad or perfect", and "anxious". Participant views on the subject are as follows:

T2: "Terrible"

T4: "not so well, not being how exactly I want to be."

T6: "I felt anxious."

T5: "If all the students contributed to the answer sessions, I would feel happier. I don't know what will make them really talk."

Apart from these, there were also those who stated that they felt angry, peaceful and satisfied. Participant views on these issues are as follows:

T7: "I felt comfortable knowing that I am far from feared self."

T8: "I felt satisfied."

The participants who said that they were close to their feared language teacher selves stated that they had the negative feelings like feeling bad, anxious or angry. It was observed that the participants who thought they were far from their feared language teacher selves expressed positive thoughts such as feeling peaceful and satisfied.

Similar to the present study, Sallı and Osam (2017) also found out that the pre-service teachers in their study felt embarrassed and dissatisfied when they were close to their feared language teacher selves. This happened because they felt insufficient when they were not able to answer the students' questions. Therefore they decided that it is necessary to have enough content knowledge in order to avoid this embarrassment especially when they are in front of the students. The importance of the content knowledge is also supported by the study carried out by Sahakyan et al. (2018).

Sallı and Osam's (2007) participants in their study also stated that they felt shy which was not a feeling worded by the instructors within the present study. This may be because the pre service teachers did not have enough experience in front of the students and when they got closer to their feared selves, they started to feel shy. In ÖlmezÇağlar's

(2019) study, when the teachers are incompetent and somehow fail in something, they feel demotivated, which was not mentioned by the participants in the present study.

4.8.2. What can be done in order to increase the divergence between the Feared Language Teacher self and the Actual Teaching Experience?

Adressing this sub question, two different data collection methods were used: reflective journals and video stimulated recalls.

The results from the reflective journals regarding what the instructors say they can do are as follows:

Table 29

The solutions the instructors think they can do to get farther from their feared language teacher selves according to the reflective journal results.

Opinions	Participants	N
I can get prepared well before the classes	T2,T5,T7,T8,T10	5
Communicative activities can be done	T1,T2,T9	3
I can start the lessons in an energetic and motivated way	T3,T4	2
I do not know	T5,T6	2
Being in communication with the colleagues	T7,T10	2
Material support can be provided	T8,T9	2
Activities can be prepared	T2	1
I should improve myself in technology	T3	1
The students' feelings should be cared	T4	1
Visual materials can be used	T5	1
The learning levels of the students can be checked	T7	1
Pronunciation can be focused	T8	1
Participation can be supported	T9	1
Students should be motivated	T9	1
The students' creativity should be supported	T9	1
We can get to know the students better	T10	1
Homework can be checked faster	T10	1

In the table, there are sub-themes reached regarding what can be done to get away from the feared language teacher self. It is seen that the sub-theme "I can get prepared well before the classes" comes to the fore. Participant views on the sub-theme are as follows:

T2: "Get prepared for the lesson."

T7: "… Maybe spend more time for getting prepared."

T7: "At least I should save myself 10 minutes before the lesson to take look at the syllabus and the book to understand what I am going to do."

T8: "Be more planned…"

T8: "It's helpful to be prepared"

T10: "…I can be more prepared."

Preparing well before the lesson and preparing a plan will make it easier to have better lessons. Instructors think that they can move away from the feared language teacher self in this way. Being prepared and planned is mentioned under each language teacher self, thus it can be said that it is one of the most important features.

Other prominent sub-themes were found out as "communicative activities can be done", "I can start the lessons in an energetic and motivated way", "I don't know", "Being in communication with the colleagues" and "material support can be provided". Some of the participant views on these sub-themes are as follows:

T2: "Get prepared for the lesson."

T9: "I can make the students speak the target language more…"

T3: "Try to do my best to be motivated no matter what happens."

T4: "Being motivated, doing whatever I want to."

T6: "Nothing."

T7: "Keep in touch with my colleagues; share some ideas about conducting the lesson."

T10: "I can exchange/ask for some ideas with the colleagues who are teaching the same course…"

T9: "… I should either choose or the materials should be chosen more effectively. The materials should attract the attention of the students ..."

According to the statements, participants think that by conducting communicative activities, carrying out the lesson energetically and motivated, they can get away from the feared language teacher self. In addition, it is stated that the exchange of ideas with colleagues and material support will contribute to them to stay away from the feared language teacher self. These are stated by the instructors as factors that will enable them to get closer to their ought to and ideal language teacher selves, thus they seem to be important for them.

One participant stated that by preparing activities and another by improving himself technologically, the feared language teacher self could be avoided. Participant views on the subject are as follows:

T2: "Prepare activities."

T3: "I have to improve myself with technology. I shouldn't let this demotivate me."

Other sub-themes reached with the expressions of one participant each are; "The students' feelings should be cared", "The learning levels of the students can be checked", "pronunciations can be focused". Participant statements on the subject are as follows:

T4: "Giving importance to the feelings of sts not forcing them etc."

T7: "I should have checked whether the students understood by a small quiz. ..."

T8: "…focus on their pronunciation"

Looking at the expressions, it is seen that by paying attention to the learning levels and feelings of the students, it is possible to move away from the feared language teacher self. In addition, attention was drawn to the need to focus on pronunciation in lessons. Two of the items, focusing on pronunciation of the students and their learners are mentioned for the first time here, related to feared language teacher selves, and it was mentioned for a specific situation the instructor experienced.

One participant drew attention to the issues of supporting participation in the lesson, motivating students, and supporting the creativity of students. Some of the participant views are as follows:

T9: "…Student centered classes should be achieved. I can motivate the students talk more in the class."

T9: "I can motivate the students to participate the class. (Student centered class)."

T9: "…They should be motivated to learn. "

T9: "I should respect students' creativity…."

The participant emphasized the need to teach student-centered lessons in order to get away from the feared language teacher self. Other sub-themes reached are, "We can get

to know the students better", "homework can be checked faster" and "visual materials can be used". Some of the participant views on these sub-themes are as follows:

T10: "I can try to know my students better."

T10: "I can be faster and more focused while reading the papers. And next time, I could use some more colorful pencils to stand for different aims."

T5: "I can use the visual materials. "

By getting to know students better, it may be possible to plan the lesson in a way that attracts the interest of them and this item is also stated in the ideal language teacher self just like using visuals. About checking the homework, the instructor is focusing on a specific situation experienced and finding out solutions to prevent it next time.

The results from the video stimulated recalls regarding what the instructors say they can do are as follows:

Table 30

The solutions the instructors think they can do to get farther from their feared language teacher selves according to the video stimulated recall results.

Opinions	Participants	Number
Being prepared for the lessons	T2,T3,T5,T6,T7,T10	6
Planning activities	T9,T10	2
Not being very dependent on the system	T4	1
Controlling own feelings	T4	1
Being patient	T4	1
Rewarding the students that participate in the lessons	T5	1
Asking students to prepare for the lesson	T5	1
Being prepared for changes	T5	1
Planning the duration of the lesson well	T6	1
Using visual materials	T7	1
Improving myself	T7	1
Meeting the administration's expectations	T7	1
Getting constructive feedback	T7	1
Using the target language	T8	1
Increasing my students' use of the target language in class	T8	1

In the table, there are sub-themes reached regarding the things to do to get away from the feared language teacher self. It is seen that the sub-theme of being prepared for the lesson stands out. Some of the participant views regarding this sub-theme are as follows:

T2: "Be prepared for the lesson"

T3: "I had better be prepared for the lesson and leave the personal issues outside of the classroom."

T7: "Try to be prepared for the lesson and visualize it before starting the lesson."

Two participants stated that activities should be planned for the course. Participant views on the subject are as follows:

T9: "Game based or to plan activities for students to participate in."

According to the expressions, it can be said that it is necessary to be prepared for the lesson and to plan activities for the lesson in order to be away from the feared language teacher self.

One participant drew attention to the issues of rewarding the students that participate in the lessons, asking students to prepare for the lesson and being prepared for changes. Participant views on these issues are as follows:

T5: "I can ask the students to watch the videos before coming to the lesson. By this way, they may have more time to think about the possible answers…. I can reward the ones who participated. Maybe this can create a motivation for the rest of the class… I should be prepared for all scenarios. In Turkey, the lessons are usually random and don't usually go with the plan. I should reverse the lesson easily."

At this level the students can be motivated by rewarding. Therefore the instructor thinks that by rewarding the students, especially by grades, there will be better lessons. In addition to this, the participant thinks that the students' being prepared for the lesson and the instructors' being prepared for the changes will help the instructors get away from their feared language teacher selves.

One participant mentioned planning the duration of the lesson well; another participant mentioned using visual materials, teachers' improving themselves, meeting the expectations of the administration and receiving constructive feedback. Participant views on these sub-themes are as follows:

T6: "I can plan my lessons in a more careful way taking duration into consideration."

T7: "…visualize it before starting the lesson… I should also follow the results of academic researches to keep myself up to date. I should increase my knowledge of the subject matter… As long as I can meet my students and administration expectations, I can

be away from my feared self to great extent… I can give more positive feedback to encourage my students. Also, I can be guide to my students outside the class."

In order to achieve the objectives at the appropriate time, the teacher should be able to plan the lesson well. Depending on the changing and developing conditions, teachers' mastery of the lesson will improve as they improve themselves. Using visual materials increases the effectiveness of the lesson. The participant also emphasized the importance of communication with the administration on getting farther from the feared language teacher self by drawing attention to the issues of meeting the expectations of the administration and receiving constructive feedback.

In addition, a participant drew attention to the fact that instructors and the students should use the target language in the lesson. Participant views on the subject are as follows:

T8: "I must use the target language in the class and also make the students use it in the class. I shouldn't translate the words and sentences in the book. I should avoid telling the meaning of every unknown word."

As it is well known, the use of the target language by both students and teachers will increase the effectiveness of the lesson. It will also support the permanence of learning. Therefore, this feature is a part of all three language teacher selves.

The results from the reflective journals regarding what the instructors say their institutions can do are as follows:

Table 31

The solutions the instructors suggest doing to help them get farther from their feared language teacher selves according to the reflective journal results.

Opinions	Participants	N
Students' involvement in the lesson	T8,T9	2
Instructors should be motivated	T3,T5	2
Technological support can be provided	T3,T7	2
Communicative activities can be done	T6,T8	2
Communicative books and materials can be chosen	T9	1
Distance education can be optional	T1	1
More activities and games can be provided	T2	1
Managers can communicate constructively	T3	1
There shouldn't be pressure on teachers	T4	1
Students can have a sense of responsibility	T5	1
A teacher's book can be used as a guide for the writing lesson	T7	1
Syllabus should be given to the teachers earlier	T7	1
The course outcomes should be more explanatory	T7	1
Students should be motivated	T8	1
The target language should be used on the classes	T9	1
The skills should be integrated	T9	1
I can get to know the students better	T10	1
Class size may be less	T10	1
Colleagues can exchange ideas	T10	1

In the table the sub-themes obtained from the answers given to the question " What can be done to help you to get farther from your feared language teacher self?" are given. Among these sub-themes, the prominent ones were determined as "Students' involvement in the lesson", "instructors should be motivated", "technological support can be provided" and "communicative activities can be done". Some of the participant views on these sub-themes are as follows:

T8: "Both the students' willingness and conscious coming to the lesson…"

T9: "…Students must be put in center…"

T6: "Adapt communicative activities."

It was stated that with the participation of the students in the lesson and the student centered lessons, the instructors could move away from their feared language teacher selves. In addition, more interactive lessons can be taught by providing technological support. Moreover, it has been determined that adapting communicative activities to the syllabus will contribute to the distancing of the teachers from the feared language teacher selves. Among these, technological support and adaptation of the syllabus seem to be items that can be solved easily since they are more tangible. For the student participation, some motivational factors can be decided like grading, or integrating more activities and games or having effective materials can be considered as the instructor states below, thus the students will be more motivated to participate.

T2: "Different games & activities can be integrated to the playtime."

T2: "Activities can be provided / worksheets can be given."

T9: "The books (the materials) should be chosen more effectively."

According to the statements of the instructors, it is understood that providing more games and activities and providing communicative books and materials would be effective for the instructors in moving away from the feared language teacher self and this is because these will help them have better lessons.

Two participants mentioned that administrators can establish constructive communication and that they should not put pressure on the instructors. Participant views on related issues are as follows:

T3: "Administrator should motivate and try to not yell or be angry in an unfair way."

T4: "Not putting pressure on teachers!"

It is observed that the attitudes and behaviors of the administrators have an effect on the instructors getting closer or farther from their feared language teacher selves. The statement here is a really striking one because it is really disconcerting to see that the

administrator is claimed to be yelling and getting angry with the instructors, which are generally the colleagues of the administrators as well. This is totally unacceptable.

In line with the statements of one participant, subthemes of "a teacher's book can be taken as a guide for the writing lesson", "the syllabus should be given to teachers earlier", "the course outcomes should be more explanatory" were determined. Participant views on these sub-themes are as follows:

T7: "Maybe a teacher's book for the writing lesson could work for me. Yet, I still need to save some time before the lesson to check it."

T7: "It was the first time I was teaching short stories. The syllabus should have been given long before the term started…"

T7: "… Also, the necessary outcomes should be clearly stated to teachers. "

The participant stated that there should be a guide book for the writing course and the curriculum should be given to the instructors long before the lessons start, so that the instructors can prepare better for the lessons. He also argued that the course outcomes should be more descriptive.

In line with the statements of another participant, the subthemes of "class size may be less", "we can get to know the students better" and "colleagues can exchange ideas" were reached. Participant views on these sub-themes are as follows:

T10: "Maybe less student population in a class may help… "

T10: "I need more detailed information about their background, their life, visions, etc. A survey can be conducted."

T10: "Some of my colleagues can share their comments about my lesson or share their experiences in the same lesson with their classes."

The participant thinks that the small number of the students in classes and getting to know the students better will contribute to him/her for distancing from the feared language teacher self. In fact, these two sub-themes seem to be related. Because when the class size is small, the time that the teacher will allocate to each student will increase so the instructor will be able to know the students better. In addition to these, it was stated that it would be

possible to get away from the feared language teacher self by exchanging ideas with colleagues.

Participant views on the sub-themes of "motivate students", "target language should be spoken in the classroom", "skills should be integrated" are as follows:

T8: "The students need to be motivated more."

T9: "I should make the students speak more the target language whether they have mistakes or not."

T9: "Target language must be used by the students…."

T9: "…Skills (listening, speaking, writing, reading) must be integrated. "

The institutions can look for the ways to encourage the students to use the target language like preparing some competitions, some events like foreign languages day or bringing some foreigners into the school to talk to the students. Skill integration can be considered while the syllabus is prepared.

Finally, the participants' views on the subthemes "distance education may be optional" and "students can have a sense of responsibility" are as follows:."

T5: "Students can act like adults."

T5: "If students do their basic job properly, nobody will have a problem."

As the participant states, when students have more responsibility for their own learning, it would support the instructors to move away from the feared language teacher selves.

The results from the video stimulated recalls regarding what the instructors say their institutions can do are as follows:

Table 32

The solutions the instructors suggest doing to help them get farther from their feared language teacher selves according to the video stimulated recall results.

Opinions	Participants	Number
Editing the syllabus	T3,T4,T6,T9,T10	4
Changing materials	T4,T5	2
Finding out methods to motivate students	T4,T8	2
Increasing the students' participation in the lesson	T5	1
Standardizing the speaking sessions	T5	1
Keeping up with the technology	T7	1
Exchanging information among colleagues	T7	1
Identifying the target clearly	T7	1
Having a positive communication within the institution	T3	1

In the table, sub-themes determined for what the institutions can do to help the instructors get away from their feared language teacher selves are given. It is seen that the issues of organizing the syllabus, using different materials and finding methods to motivate students came to the fore. Participant views on these issues are as follows:

T3: "As I said a proper curriculum team would be the best for the school, Ts and Ss."

T4 "changing system, activities, materials to make us have more interaction with students… Giving more online sts, changing materials and system."

T6: "We as a school can reorganize our syllabus and reduce the number of topics to be covered in the class."

T8: "Learners should be provided with useful practice activities."

T10: "The system needs to be changed but I don't know how."

It was stated that issues such as making arrangements in the syllabus and reducing the subjects would be effective in supporting the instructors move away from the feared

language self. It was also stated that developing and finding different materials and methods for syllabus arrangements would be effective.

One participant drew attention to the involvement of the students in the lesson and the standardization of the speaking sessions. Participant views on these issues are as follows:

T5: "The students should force themselves to talk more. The only thing I don't want them to do is to keep them silent. They shouldn't do it… The material office may standardize the speaking sessions about the questions which the lecturers ask."

It is interesting to see this statement because until this one, all the comments related to this topic was related to supplying the instructors with more flexibility, giving them more space in their teaching, not asking them to stick to the syllabus and the materials while this one is advising something that will limit the instructors a lot more.

One participant stated that keeping up with technology, exchanging ideas among colleagues, and setting clear goals are important for him/her to be able to get farther from his/her feared language teacher self. Participant views on these sub-themes are as follows:

T7: "Keeping up with the technology. Training and feedback would be useful to keep me away from the feared teacher self… My experienced colleagues who have a Phd in education can suggest me some articles and I can have a chat with them about the recent academic developments in my field… Establishing clear goals by administration and being provided necessary materials can be done to be away from feared self."

Technological developments are very effective in the field of education as in many other fields. Especially for students that grew up within the technology, teachers should improve themselves in this field and discover ways to use technology effectively in education. New methods and techniques can be developed by exchanging ideas with colleagues or through different trainings organized by the institutions.

In the study by Sallı and Osam (2017), it was found out that by watching each other's video recorded lessons and through blogging, the participants were able to get feedback, exchange ideas and information, and they could improve themselves therefore they could move away from their feared language teacher selves. These items were also mentioned by the participants of the present study. Therefore, it can be said that

videorecording the lessons of the instructors for feedback from colleagues, using blogging or lesson observations would work for what they wanted to get farther from their feared language teacher selves. The participants of Sallı and Osam's (2017) study also put forward that they could get ideas from their colleagues' lessons, they noticed good things, and also they noticed that they were not alone with some problems which gave them a relief through the blogging and video recorded lessons.

In addition, the same study by Sallı and Osam (2017) also found out that the pre-service teachers were afraid of being boring and they suggested solutions like not using the same kinds of materials and methodologies which was also suggested by the instructors in the present study. In order to avoid having boring classes, the participants of the present study also offered to have 'more activities and games' for the students and they suggested that the students should be motivated. In addition to these, the participants in Sallı and Osam's (2017) study suggested not using the same tone of voice and the teachers' being enthusiastic themselves to avoid being boring and therefore being distant from their feared language teacher selves.

Feldman (1988) carried out a review study and found out that motivating the students was an important factor for teachers to get closer to their ideal language teacher selves and therefore be farther from their feared language teacher selves which is a suggestion made by the instructors within the present study to get away from the feared language teacher self. The teachers' being available when needed, being helpful, and working hard to make their students life-long learners are other things suggested in the same study for teachers to be close to their ideal, and far away from their feared language teacher selves. These items can be possible when the class size is smaller as it is suggested by the participants of the present study.

4.9. Summary

This chapter presented the findings of the data gathered through the PLTSS, interviews, reflective journals and video stimulated recalls along with the discussion of the findings in the light of the previous research. The findings and the discussions were presented by answering each research question in order.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

5.1. Introduction

This chapter is the last chapter of the thesis. It starts with the conclusions of the current study. Then it continues with the implications for the instructors and the institutions regarding the results of the study. Lastly, recommendations for further research are given before the chapter finishes.

5.2. Conclusions

The present study aimed to find out the language teacher self components of the instructors working at the schools of foreign languages in Turkey. In addition to these components, this research targeted to discover how close the instructors feel to their different language teacher selves, how this closeness makes them feel and what they think they and their institutions can do in order to help them get closer to their ideal and ought to language teacher selves while getting farther from their feared language teacher selves.

For the purposes of the study, a convergent parallel design, which is a sub category of mixed method research design, was carried out. As part of the research design, a scale on language teacher selves was developed and applied by the researcher. In addition to the scale, an interview, reflective journals and video stimulated recalls were applied and analyzed in detail. The scale was used to gather data from eight different state universities in Turkey, while the qualitative data collection tools were applied in five different state universities in Turkey. Both quantitative and qualitative data was gathered and analyzed at the same time but separately as suggested by the convergent parallel design.

When the results of the study are examined, it can be seen that there are some common points among the three different language teacher selves. It is found out that the instructors wish to be able to choose and develop materials for their lessons, be innovative

and follow the developments in the field, be student centered, to be close to their ideal and ought to language teacher selves while getting farther from their feared language teacher selves. The reason why the instructors want to choose and develop materials for their own classes seem to be because their institutions generally have material offices where the office members choose and develop the materials to be used during the teaching at the whole school of foreign languagages. The material offices also prepare the syllabus for the school year and the instructors need to follow those syllabus. This is done because the students at the school of foreign languages generally have a common exam to pass the class and the institutions wish to have a common teaching program for the whole school to prevent inequalities among students. However, the instructors believe that they do not have enough flexibility in the syllabus to support the slow learners, or to add some extra curricular activities in order to have more fun classes. They claim that they are usually in a hurry to catch up with the syllabus, thus, they sometimes even cannot check the understanding of the students. In addition, sometimes, as it is stated by the instructors, the materials chosen by the material office staff do not satisfy them and they want to either change or support these materials themselves, but they do not have the permission to do so. When the instructors cannot make the changes that they think to be necessary, they say that they cannot be innovative or student centered, therefore they get farther from their ideal and ough to language teacher selves and unfortunately, they get closer to their feared language teacher selves.

The mostly mentioned features are being prepared for the lessons, having a good knowledge of the field,motivate and be motivated. These items seem to help the instructors close the gap between their ideal and ought to language teacher selves with their actual teaching experiences as the participants of the present study gave not being prepared and planned for the lessons as a reason for their being far away from these selves.The reason behind this is that, when they are not prepared for the lessons, they cannot have the necessary command of the lesson, sometimes they are lost during the lessons and therefore they feel bad and the students can sense this. However, it is understandable for them not to be able to get prepared for every lesson because they have too much work load. Namely, they have too many classes to teach and getting prepared for each lesson means giving a lot from their social lives and family time; they have other responsibilities than teaching such as preparing exams, arranging some in service teacher training activities, dealing with students, and even taking photocopies of the exams under different units. These are all time

consuming and tiring for them, both physically and mentally, thus, they do not always have the time and energy to get prepared for their classes.

Having a good knowledge of the field is also really essential for the instructors since as teachers of English, they believe that they need to know a lot about the language and since they teach at university level, the people around them and their students also have the impression that the instructors know everthing in English. This puts a lot of pressure on the instructors. Some of them say that when they are not able to answer the questions asked either by their students or some significant others, they feel humiliated and insufficient. In addition, it is clearly stated by the instructors that some of the students actually wish to humiliate their teachers by asking some pre-prepared questions. Therefore, the instructors put forward that when they can answer the questions, or when they believe in their knowledge, they are more self confident.

Motivating the students and staying motivated are also significant for the instructors concerning their language teacher selves. When they are motivated, they are able to teach better and stay more positive and therefore they can motivate their students. It can be said that these two items affect each other a lot. These are also related to the items mentioned above such as being prepared for the lessons. If the instructor is prepared for the lesson, s/he is more motivated to teach and has the control of the class and teaching a lot more. In addition, if the instructor believes that s/he knows quite a good deal of the language, s/he will be more motivated to go into the classes and teach, because they will have the self confidence and therefore the motivation. In this way, they will be able to motivate their students, too.

When the instructors were asked about their feelings concerning their closeness to their ideal, ought to, and feared language teacher selves, their answers show that when they are close to their ideal and ought to language teacher selves and distant from their feared language teacher selves, they have the positive feelings like being satisfied, proud, safe, happy, enlightened, peaceful, self confident, enthusiastic and motivated. The vice versa of the situation raises the negative feelings such as being stressed, angry, dissatisfied, embarrassed, terrible, worried, inexperienced, unsuccessful, bored and anxious. It is seen that when the instructors get closer to their ideal and ought to language teacher selves, they have more positive feelings while they have more negative feelings as they get closer to their feared language teacher selves. Being satisfied, proud, peaceful are more likely to be

related to the instructors' being close to their ideal language teacher selves as these feelings are more related to the inner selves of them. Being safe and motivated are mentioned to be more related to the ought to language teacher selves by the instructors. They said that they feel safer when they are closer to their ough to language teacher selveson both from the administration's and the students' points of views. In addition, they say that when they have positive feedback from the administration, when their endeavor is realized and reinforced by the administration, and when the students say that they like the way their instructors teach, the instructors claim they are more motivated.

On the other hand, the negative feelings that are mentioned by the instructors to rise when they get closer to their feared language teacher selves are quiete expected as the name of the language teacher self also suggests. They feel stressed because getting closer to their feared language teacher selves means that they are getting farther from their ought to language teacher selves and it is rather predictable that they feel stressed because of the reaction of their administration, their colleagues and their students. Another point is that, when the instructors start to have these feelings, they will hve the possibility of getting closer to their feared language teacher selves as with such negative feelings it will be difficult for them to gather strength to be better in their teaching. Therefore, it can be said that the negative feelings and the feared language teacher selves of the instructors are interactive with each other just like the positive feelings' being in interaction with the ideal language teacher selves.

In general, the idal and ought to language teacher selves of the instructors are at a parallel line with each other. However, there are some situations when the instructors do not feel good about when they are close to their ought to language teacher selves. These are generally about the syllabus and the materials. Since the schools of foreign languages follow a common syllabus and have common exams, their materials are chosen either by the administration or the material offices of the schools, the instructors feel pressure concerning these topics. They claim that they have to cover too much in a limited time and they have to use the materials given by the school, they are not able to carry out different activities, they cannot focus on the personal differences of their students, they do not have time to cover the topics the students are not strong enough or they cannot give more examples because of this strictness. They say these problems force them either to get closer to their ought to and feared or ideal language teacher selves. Namely, if they follow the

syllabus and the materials provided by the school, they get closer to their ought to and feared, and farther from their ideal language teacher selves. On the other hand, if they add some extra activities, visuals, some fun into their lessons, care about the pace of their students, they fall behind the syllabus and thus get farther from their ought to language teacher selves. As it can be understood, the ought to and the ideal language teacher selves are not always in line with each other. They contradict at some points and it is difficult for the instructors to be able to get closer to both selves at those points. For instance, they want to motivate their students in the lessons by having more fun, student centered classes and by listening to the needs of the students. However, by doing so, they fall behind the syllabus and the instructors state that if they cannot catch up with the syllabus, either the administration is ready to warn them or the students show some dissatisfaction as they believe that they will not be able to succeed at the exams.

One of the instructors specifically stated that sometimes the lessons become really grammar centered, and that they are disturbed by this as it is not what they believe to be a good thing while teaching languages. However, s/he said that they have to do so because that is what the syllabus says and the students ask for. The students sometimes ask only for grammar rules and exercises, and they want the instructors to translate everything in reading or even in listening classes, and the instructor says s/he sometimes feel s/he has to do so even if it is not what is ideal to her/him. Therefore, even if s/he gets closer to her/his ought to language teacher self, she gets closer to the feared language teacher self too while getting farther from the ideal language teacher self.

In order for the instructors to get closer to their ideal and ought to language teacher selves and farther from their feared language teacher selves, suggestions are given under the following titles.

5.3.Implications

The present study has implications for helping the instructors feel closer to their ideal and ought to language teacher selves while getting farther from their feared selves. There are two different dimensions of these implications: implications for instructors and implications for the institutions.

5.3.1. Implications for the Instructors

The results of the present study guides the instructors for getting closer to their ideal and ought to language teacher selves and for getting farther from their feared language teacher selves. These suggestions are as follows.

Being prepared for the lessons is the mostly suggested thing to do for the instructors to get closer to their ideal language teacher selves. Preparing communicative activities and carrying out more activities, using visual materials, involving students in the teaching process, giving necessary feedback to the students and using materials effectively are some other suggestions for the instructors to be closer to their ideal language teacher selves.

Preparing a lesson plan, being organized and prepared for the lessons are also suggested for instructors to get closer to their ought to language teacher selves. Some other suggested things to do for this are using different materials, following the syllabus, and having a student centered practice.

In order for the instructors to get farther from their feared language teacher selves, some suggestions are, carrying out some communicative activities, starting the lessons in an energetic and motivated way, being in communication with the colleagues, planning activities, and similar to what is suggested to get closer to the ideal and ought to language teacher selves, being prepared for the classes is also suggested to get farther from the feared language teacher self.

Actually, most of these items are related to being prepared for the lessons, which is seen to be the most effective way to close the gap between their ideal and ought to language teacher selves and actual teaching experiences. Therefore, it is suggested for the instructors to spare time to get prepared well for their lessons to have better lessons and be close to their ideal/ought to and far from their feared language teacher selves, therefore, feel motivated and satisfied with their job.

Another suggestion for the instructors is to share their ideas and feelings with their colleagues and administration. They should express the discrepancies between their ought

to and ideal language teacher selves and the reasons behind them. They need to talk these so that the administration will be aware and thus they can look for solutions together.

5.3.2. Implications for the Institutions

The results of the present study give some suggestions to the institutions for helping the instructors get closer to their ideal and ought to language teacher selves and get farther from their feared language teacher selves. These suggestions are as follows.

In order for the instructors to be able to get closer to their ideal language teacher selves, the institutions are suggested to provide them with various materials and games to be used in classes, the necessary technical personnel and technology support, a flexible syllabus, less teaching hours. In addition, some institutions seem to be in need of having some changes in their syllabi.

It can also be suggested to the institutions to provide more materials, edit and improve their syllabi, and support the development of the instructors in order to help them get closer to their ought to language teacher selves.

The extra materials support, changes in the syllabi, motivating students and the technical support is also suggested to the institutions to help the instructors get farther from their feared language teacher self. Moreover, motivating the instructors, supporting a positive atmosphere and communication in the institution and the constructive support of the managers are the additional suggestions that can be given to the institutions for the same purpose.

Therefore, it can be said that the material offices of the institutions should be more active and supporting the instructors more, and there should be a focus on in-service trainings so that the instructors can close the gap between their ideal and ought to language teacher selves with their actual teaching experiences while they are opening the gap between their feared language teacher selves and their actual teaching experiences. It also seems that the students need to be more motivated and participate more in the classes, so it would be a good idea for the institutions to organize some games, competitions and other activities to motivate the students to learn English.

In addition to these, getting prepared for the lessons is found out to be important for the instructors concerning all three language teacher selves but the lesson hours seem to be overwhelming for them. Thus, it would be a good step to trying to assign less lessons, and so providing more time and energy for preparation.

It is also suggested to give some flexibility to the instructors in the syllabi so that they can act in the class at the pace of their students and they can care their specific students' needs. Within this concern, the instructors or the institution can carry out a needs analysis study, too.

The most important of all, the institutions should pay attention to listen to the instructors and try to find out solutions to their school related problems. It can be done through regular meetings, focus groups, or in written forms where the names of the instructors are not asked. This is important in order to regulate the ought to language teacher selves of the instructors. Talking to them about the materials chosen or the syllabi, including the instructors into the decision making process, explaining them what is done why would be useful for the instructors to internalize the process at the schools and therefore feel better about their ought to language teacher selves and close the gap between their ought to and ideal language teacher selves. In addition to these, the instructors need to be appreciated and recognized by the administration, thus, these meetings can also be used for this purpose.

5.4. Suggestions for Further Research

As the present study investigated the possible language teacher selves of the instructors at the state universities, their closeness to or distance from these selves and the possible solutions to make it better for these instructors in detail, it would be a good idea to study with the instructors at private universities, teachers working for the ministry of education at state and private schools and for instructors teaching through distance education by applying a similar methodology with the current thesis.

It would also be a good idea to study with the institutions and administrators about the suggestions on what can be done to help the instructors or teachers to get closer to their

ideal and ought to language teacher selves while getting farther from their feared language teacher selves.

In addition, through the applications of some of the suggestions of the present study, longitudinal studies can be carried out in order to find out how the language teacher selves of the teachers develop and change in time with the effect of the implications suggested hereby.

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APPENDIX 1:

THE OPEN ENDED QUESTIONNAIRE TO FORM AN ITEM POOL FOR THE

SCALE

Dear colleague,

Following are the questions prepared in order to form an item pool for a scale that is aimed to be developed on language teacher selves as part of my PhD thesis. It is vitally important that you answer the following questions carefully and give as much details as possible for each answer. Thank you in advance for your effort and time.

Özlem KARAAĞAÇ TUNA, PhD Candidate

1. What is the idea of an ideal teacher you would like to become in teaching different language skills? What are the characteristics of the ideal teacher in teaching following skills?

    a. In writing:

    _____
    _____
    _____
    _____
    _____
    _____
    _____.

    b. In listening:

    _____
    _____
    _____
    _____
    _____
    _____.

    c. In speaking:

    _____
    _____
    _____
    _____

_____
_____.

    d. In reading:

      _____
_____
_____
_____
_____
_____.

2. What are the language teacher features you think you ought to have in teaching different language skills based on others' (administration, students, colleagues, parents, school environment, school rules and norms, etc.) view of your duties, obligations, and responsibilities? (The extrinsic expectations that are other derived). What kind of a teacher others want you to be in teaching following skills?

    a. In writing:

      _____
_____
_____
_____
_____
_____
_____
_____.

    b. In listening:

      _____
_____
_____
_____
_____
_____.

    c. In speaking:

      _____
_____
_____
_____
_____
_____.

    d. In reading:

_____
_____
_____
_____
_____
_____
_____.

3. What are the language teacher features you want to avoid and fear of having in teaching different language skills? What kind of a teacher are you afraid of becoming in teaching following skills?

   a. In writing:

_____
_____
_____
_____
_____
_____
_____
_____.

   b. In listening:

_____
_____
_____
_____
_____
_____.

   c. In speaking:

_____
_____
_____
_____
_____
_____.

   d. In reading:

_____
_____
_____
_____

_____
_____.

4. What kind of a teacher you actually are while teaching different language skills? What are your actual characteristics in teaching following skills?

   a. In writing:

   _____
   _____
   _____
   _____
   _____
   _____
   _____.

   b. In listening:

   _____
   _____
   _____
   _____
   _____
   _____.

   c. In speaking:

   _____
   _____
   _____
   _____
   _____
   _____.

   d. In reading:

   _____
   _____
   _____
   _____
   _____
   _____.

The end of the questionnaire, thanks.

POSSIBLE LANGUAGE TEACHER SELVES SCALE

Dear colleague,

Following are the questions prepared in order to gather data for my PhD thesis on "possible language teacher selves" (Ideal Language Teacher Self: the possible language teacher self that a teacher ideally wants to become , Feared Language Teacher Self: the possible language teacher self that a teacher fears to become, avoids becoming , Ought to Language Teacher Self: the possible language teacher self that others – students, parents, school administration, government, etc - want a teacher to become, Actual Language Teacher Self: the language teacher self a teacher actually has). Your participation is vitally important for the progression of my thesis. You are expected to read each item carefully and mark the suitable likert depending on your perception for each.

Thank you in advance for your effort and time.

Özlem KARAAĞAÇ TUNA, PhD Candidate

I voluntarily participate in this study. ☐ **Yes** ☐ **No**

Part A: Demographic Information

Gender: ☐ Male ☐ Female

Years of experience: ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ More than 15

The level you are teaching: A1 A2 B1 B1+ B2 C1

BA Department: ☐ English (Foreign) Language Teaching ☐ English Language and Literature ☐ Linguistics ☐ American Culture and Literature ☐ Translation and Interpretation

MA: ☐ Yes ☐ No ☐ In process

MA Department: ☐ English (Foreign) Language Teaching ☐ English Language and Literature ☐ Linguistics ☐ American Culture and Literature ☐ Translation and Interpretation ☐ None

PhD: ☐ Yes ☐ No ☐ In process

PhD Department: ☐ English (Foreign) Language Teaching ☐ English Language and Literature ☐ Linguistics ☐ American Culture and Literature ☐ Translation and Interpretation ☐ None

In service trainings attended each year: ☐ Less than 2 ☐ 2-5 ☐ More than 5

Institution: ☐ PAU ☐ COMU ☐ Harran University ☐ SDU ☐ Other, please indicate …….

I am satisfied with my job: ☐ Yes ☐ No ☐ Not sure

Part B: Please write the most suitable number to you concerning your perceptions for each language teacher self below.

The language teacher I:

Want to become (My ideal language teacher self)	Never	Seldom	Frequently	Always
1. provides sufficient samples				
2. sets achievable goals for the students				
3. evaluates fairly				
4. promotes creativity				
5. helps students feel secure				
6. makes concepts and principles simple and clear				
7. creates real life situations				
8. provides students with sufficient input				
Am afraid of /avoid becoming (Feared Language teacher Self)	**Never**	**Seldom**	**Frequently**	**Always**
9. uses visual materials				
10. is motivated				
11. is supportive				
12. is motivating				
13. provides positive reinforcement				
14. listens to the students carefully				
15. teaches essential/ key vocabulary				
16. builds background knowledge				
Have to become considering other's views (Ought to language teacher self)	**Never**	**Seldom**	**Frequently**	**Always**
17. increases students' self confidence				
18. makes lessons interactive				
19. increases student talk time				
20. encourages spontaneous speech				
21. creates effective learning opportunities				
22. integrates different skills				
23. makes lessons enjoyable				
Am right now (Actual Language Teacher Self)	**Never**	**Seldom**	**Frequently**	**Always**
24. avoids expecting students always to produce correct sentences				
25. has engaging lessons				
26. teaches chunks				
27. teaches idioms				
28. mainly uses L2 in class				
29. takes psychological factors into consideration				
30. promotes critical thinking				

GÖNÜLLÜ ONAM FORMU

Bu formun amacı katılmanız rica edilen araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

1. Bu kapsamda "An Investigation into EFL Instructors' Possible Language Teacher Selves (Yabancı Dil Olarak İngilizce Öğreten Öğretim Görevlilerinin Olası Dil Öğretmen Benliklerine Yönelik Bir Araştırma)" başlıklı araştırma "Özlem KARAAĞAÇ TUNA" tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz.** Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmayla İlgili Bilgiler:

Araştırmanın Amacı: Bu projeyi yürütmedeki temel amaç İngilizceyi yabancı dil olarak öğreten eğitmenlerin dil öğretmen benliklerini bulmak ve bu benliklerin farklı değişkenlerle ilişkisini incelemektir. Bir diğer hedef ise, dil öğretmen benliğinin alt boyutlarının birbiriyle olan ilişkisini incelemektir. Bu ilişkilerin incelenmesi doğrultusunda eğitmenlerin ideal dil öğretmen benlikleri ile olması beklenen, olmaktan korktukları ve sınıf içindeki asıl dil öğretme tecrübeleri arasındaki benzerlik ve farklılıklar araştırılacaktır. Böylece üniversitelerin İngilizce hazırlık sınıflarında görev yapmakta olan eğitmenlerin motivasyonlarını ve bu okullardaki eğitim kalitesini arttırmaya yönelik tavsiyelerde bulunmak hedeflenmektedir.

Araştırmanın Nedeni: Doktora tez çalışması

Süresi: Nitel verinin toplanması için planlanan toplam süre 5 aydır.

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışma ile ilgili belirtilen bilgileri okudum. Çalışma ile ilgili ayrıntılı açıklamalar sözlü olarak araştırmacı tarafından yapıldı. Bu çalışma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim ve gönüllü olarak çalışma süresince üzerime düşen sorumlulukları anladım.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile)

Adı-Soyadı:
İmzası:

Araştırmacının

Adı-Soyadı: Özlem KARAAĞAÇ TUNA
e-posta:

İmzası:

APPENDIX 4:

INTERVIEW QUESTIONS ON POSSIBLE LANGUAGE TEACHER SELVES

Dear colleague, this questionnaire is a part of the reflective journals you agreed to write concerning your possible language teacher selves for my PhD thesis. Please indicate your idea for each item below before starting the reflective journals.

Thank you in advance for your participation and sincere answers.

Özlem KARAAĞAÇ TUNA, PhD Candidate

1. What is the idea of an ideal language teacher for you? What kind of a language teacher you would like to become?

_____
_____
_____
_____
_____.

2. What is the idea of a feared language teacher for you? What kind of a language teacher you do not want to become/avoid becoming?

_____
_____
_____
_____
_____.

3. What kind of a teacher you feel like you ought to become because of the ideas of others (like students, parents, school administration, government, etc)?

_____
_____
_____
_____
_____.

4. Considering yourself while teaching, what kind of a language teacher are you actually?

_____
_____
_____
_____
_____.

REFLECTIVE JOURNAL QUESTIONNAIRE

Dear colleague, this questionnaire is a part of my PhD thesis study on Possible Language Teacher Selves. Please answer the questions below after you finish teaching every day for five weeks.

Thank you in advance for your participation and sincere answers.

Özlem KARAAĞAÇ TUNA, PhD Candidate

1. Which language teacher self or selves you have had the biggest effect on your teaching practice today? How? Why?

_____
_____
_____
_____
_____
_____.

2. How far/close were you from your ideal language teacher self? How? Why?

_____
_____
_____
_____
_____.

    a. How did you feel?

_____
_____
_____
_____
_____.

    b. What can/do you do to get closer to your ideal language teacher self?

_____
_____
_____
_____
_____.

    c. What can be done to help you to get closer to your ideal language teacher self?

_____
_____
_____
_____
_____.

3. How far/close were you from your ought to language teacher self? How? Why?

_____
_____
_____
_____
_____
_____.

     a. How did you feel?

_____
_____
_____
_____
_____
_____.

     b. What can/do you do to get closer to your ought to language teacher self?

_____
_____
_____
_____.

     c. What can be done to help you to get closer to your ought to language teacher self?

_____
_____
_____
_____.

4. How far/close were you from your feared language teacher self? How? Why?

_____
_____
_____
_____.

     a. How did you feel?

_____
_____
_____
_____.

     b. What can/do you do to get farther from your feared language teacher self?

_____
_____
_____.

     c. What can be done to help you to get farther from your feared language teacher self?

_____
_____
_____

VIDEO STIMULATED RECALL QUESTIONNAIRE

Dear colleague, this questionnaire is a part of my PhD thesis study on Possible Language Teacher Selves. Please answer the questions below as you are watching the video recordings of your own lessons. Feel free to take your time, stop the video or rewind it.

Thank you in advance for your participation and sincere answers.

Özlem KARAAĞAÇ TUNA, PhD Candidate

1. Which language teacher self or selves you have had the biggest effect on your teaching practice today? How? Why?

_____
_____
_____
_____
_____.

2. How far/close were you from your ideal language teacher self? How? Why?

_____
_____
_____
_____
_____.

a. How did you feel?

_____
_____
_____
_____
_____.

b. What can/do you do to get closer to your ideal language teacher self?

_____
_____
_____
_____
_____.

c. What can be done to help you to get closer to your ideal language teacher self?

_____
_____
_____
_____
_____.

3. How far/close were you from your ought to language teacher self? How? Why?

_____
_____
_____
_____.

      a. How did you feel?

_____
_____
_____
_____.

      b. What can/do you do to get closer to your ought to language teacher self?

_____
_____
_____
_____
_____.

      c. What can be done to help you to get closer to your ought to language teacher self?

_____
_____
_____
_____.

4. How far/close were you from your feared language teacher self? How? Why?

_____
_____
_____
_____.

      a. How did you feel?

_____
_____
_____
_____.

      b. What can/do you do to get farther from your feared language teacher self?

_____
_____
_____
_____.

      c. What can be done to help you to get farther from your feared language teacher self?

_____
_____
_____.

APPENDIX 7:

ETHICS COMMITTEE APPROVAL

APPENDIX 8:

PERMISSIONS FROM THE UNIVERSITIES

CURRICULUM VITAE

KİŞİSEL BİLGİLER

İsim SOYİSİM   :
Doğum Yeri   :
Doğum Tarihi   :

EĞİTİM DURUMU

Lisans Öğrenimi   :
Yüksek Lisans Öğrenimi   :
Doktora Öğrenimi   :
Bildiği Yabancı Diller   :

BİLİMSEL FAALİYETLERİ

a) Yayınlar
1) SCI

2) Diğer

b) Bildiriler
1) Uluslararası

2) Ulusal
c) Katıldığı Projeler

İŞ DENEYİMİ

Çalıştığı Kurumlar ve Yıl:

İLETİŞİM

E-posta Adresi   :

ORCID   :