HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Language Education

English Language Teaching Program

RELATIONSHIPS AMONG POSSIBLE SELVES, MOTIVATIONS AND SELF-EFFICACY BELIEFS OF SENIOR STUDENT TEACHERS OF ENGLISH

Funda ÖLMEZ ÇAĞLAR

Ph.D. Dissertation

Ankara, 2019

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DÖRDÜNCÜ SINIFTAKİ İNGİLİZCE ÖĞRETMENLİĞİ ÖĞRENCİLERİNİN OLASI BENLİKLERİ, MOTİVASYONLARI VE ÖZYETERLİK İNANÇLARI ARASINDAKİ İLİŞKİLER

Funda ÖLMEZ ÇAĞLAR

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Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation prepared by **FUNDA ÖLMEZ ÇAĞLAR** and entitled "Relationships among Possible Selves, Motivations and Self-efficacy Beliefs of Senior Student Teachers of English" has been approved as a dissertation for the Degree of **Ph.D.** in the **Program of English Language Teaching** in the **Department of Foreign Language Education** by the members of the Examining Committee.

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This is to certify that this dissertation has been approved by the aforementioned examining committee members on 18/06/2019 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language Teaching** by the Board of Directors of the Graduate School of Educational Sciences on ...../...../........

Prof. Dr. Ali Ekber ŞAHİN
Director of Graduate School of Educational Sciences

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Abstract

The purpose of the current study was twofold. The study primarily aimed to develop a possible language teacher selves scale (PLTSS) and a motivation for teaching English scale (MTES) for senior English as a foreign language (EFL) student teachers. It also aimed to explore the relationships among their possible language teacher selves, motivations for teaching English and self-efficacy beliefs. To do this, a multiphase mixed methods study was designed and conducted in a total of four phases with distinct samples of senior Turkish EFL student teachers studying at twelve different universities in Turkey. Data were collected through a composite survey form with scales on each matter of issue, written forms and interviews. While the quantitative data were analyzed statistically, qualitative data were subjected to content analysis. Findings revealed sound psychometric properties of the PLTSS and the MTES. Student teachers of English were found to have highly developed and clearly-structured ideal, ought-to and feared language teacher selves as well as high levels of autonomous motivation and self-efficacy, and a moderate level of controlled motivation for teaching English. A path analysis of these constructs highlighted that ideal and ought-to language teacher selves were strongly and positively associated with one another. Stronger ought-to selves predicted greater controlled motivation for teaching English, which predicted greater autonomous motivation in turn. In a similar vein, stronger ideal selves predicted greater autonomous motivation for teaching English, and increased autonomous motivation predicted higher levels of self-efficacy. Therefore, the results underscored the overarching impact of student teachers' possible selves.

Keywords: L2 teacher motivation, possible selves / possible language teacher selves, L2 teacher self-efficacy, student teachers of English.

Öz

Bu araştırmanın iki temel amacı vardır. Araştırmada öncelikle dördüncü sınıftaki İngilizce Öğretmenliği öğrencileri için bir dil öğretmeni olası benlikleri ölçeği (PLTSS) ve bir İngilizce öğretme motivasyonu ölçeğinin (MTES) geliştirilmesi amaçlanmıştır. Araştırmada ayrıca bu öğrencilerin dil öğretmeni olası benlikleri, İngilizce öğretmeye yönelik motivasyonları ve özyeterlik inançları arasındaki ilişkilerin incelenmesi amaçlanmıştır. Bu amaçla, çok aşamalı karma desenli bir araştırma tasarlanmıştır. Araştırma, Türkiye'deki on iki farklı üniversitede öğrenim gören dördüncü sınıftaki İngilizce Öğretmenliği öğrencilerinin oluşturduğu birbirinden farklı örneklemlerle toplam dört aşamada gerçekleştirilmiştir. İlgilenilen konulara ilişkin ölçeklerin bulunduğu bir bileşik tarama formu, yazılı formlar ve görüşmeler aracılığıyla veri toplanmıştır. Nicel veri istatistiksel olarak incelenmiş, nitel veri içerik analiziyle çözümlenmiştir. Elde edilen bulgular, PLTSS ve MTES'nin güçlü psikometrik niteliklere sahip olduğunu göstermiştir. İngilizce öğretmeni adaylarının dil öğretmeni ideal, zorunlu ve korkulan benliklerinin iyi gelişmiş ve belirgin yapılanmış; İngilizce öğretmeye yönelik özerk motivasyonlarının ve özyeterliklerinin yüksek düzeyde, kontrollü İngilizce öğretme motivasyonlarının ise orta düzeyde olduğu belirlenmiştir. Bu yapılara ilişkin yol analizi sonuçları, dil öğretmeni ideal ve zorunlu benliklerinin birbiriyle güçlü ve pozitif bir biçimde ilişkilendiğine işaret etmiştir. Daha güçlü zorunlu benlikler, daha yüksek düzeydeki kontrollü İngilizce öğretme motivasyonunu; daha yüksek kontrollü motivasyon ise daha yüksek özerk motivasyonu yordamıştır. Benzer bir biçimde, daha güçlü ideal benlikler, daha yüksek düzeydeki özerk İngilizce öğretme motivasyonunu ve artan özerk motivasyon daha yüksek düzeydeki özyeterliği yordamıştır. Bu nedenle, elde edilen sonuçlar öğrenmen adaylarının sahip olduğu olası benliklerin kapsamlı etkisini vurgulamıştır.

Anahtar sözcükler: ikinci / yabancı dil öğretmeni motivasyonu, olası benlikler / dil öğretmeni olası benlikleri, ikinci / yabancı dil öğretmeni özyeterliği, İngilizce öğretmeni adayları.

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Symbols and Abbreviations

A: Amotivation

AM: Autonomous Motivation

CFA: Confirmatory Factor Analysis

CM: Controlled Motivation

EFA: Exploratory Factor Analysis

EFL: English as a Foreign Language

ELT: English Language Teaching

FLTSS: Feared Language Teacher Self Scale

ID: Individual Differences

ILTSS: Ideal Language Teacher Self Scale

L2: Second / Foreign Language

L2MSS: L2 Motivational Self System

LTSE: Language Teachers' Self-Efficacy

MoNE: Ministry of National Education

MTES: Motivation for Teaching English Scale

OLTSS: Ought-to Language Teacher Self Scale

PLTSS: Possible Language Teacher Selves Scale

SDT: Self-Determination Theory

SEM: Structural Equation Modeling

SLA: Second Language Acquisition

Chapter 1
Introduction

This chapter initially elucidates the background of the current research study with a brief theoretical framework and builds on this conceptual framework with the statement of the problem. It then sheds light on the purpose of the study and specifies the research questions formulated accordingly. Owing to adopting a structural equation modeling approach, the chapter continues with a display of the proposed path model. This is followed by the significance of the study, assumptions and then limitations. Upon providing the definitions of major terms used throughout the dissertation, the chapter finally lays out the organization of the whole dissertation.

Background of the Study

Motivation has always been an issue of great importance for foreign language education, as it is in all educational contexts and areas. Particularly with its substantial impact on second / foreign language (L2) learning process as an individual learner difference, motivation has been researched extensively in L2 contexts. Insufficiency of motivation is underscored as a primary impediment for success in L2 learning (Dörnyei, 2010; Hadfield & Dörnyei, 2013), which makes it a precondition for language learning. Therefore, L2 motivation has been pointed out as an indispensable aspect of L2 learning process for decades. As pointed out by Dörnyei and Ryan (2015) recently, there have been a myriad of motivational publications over the past decade, and motivation has certainly been subject to an ever-growing body of research in second language acquisition (SLA).

Along with its prominent influence on the language learning process, the complex, dynamic and multifaceted construct of L2 motivation has been another important impetus for the constant interest in L2 motivation research. L2 motivation has therefore been elaborately defined and scrutinized within the scope of various models (e.g., Dörnyei, 2005, 2009a; Dörnyei & Ottó, 1998; Gardner, 1985; Williams & Burden, 1997). After originating as a social psychological concept, L2 motivation was then transformed greatly within the scope of cognitive-situated perspective and turned into a dynamic construct in line with the process-oriented approach later (Dörnyei, 2005; Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011; Ushioda, 2008).

L2 motivation is currently addressed from a socio-dynamic perspective, which focuses on the complex nature of L2 motivation process and its constant, dynamic interaction with diverse social, contextual and internal factors (Ushioda & Dörnyei, 2012). In line with this development, motivation to learn English as an L2 is now in a new phase of reconceptualization within the scope of the contemporary concepts of self and identity due to the current status of English as a global language and English language learners' endeavor for achieving a global identity in return (Ushioda & Dörnyei, 2009).

Based on the current socio-dynamic perspective towards L2 motivation, motivation of L2 learners interacts in complex ways with many factors, a prominent one of which is teacher motivation particularly in instructed L2 settings as teacher and student motivation are apparently two "inextricably linked" elements of the language class, and "the former is needed for the latter to blossom" (Dörnyei & Kubanyiova, 2014, p. 3). Referring to the socio-dynamic perspective to motivation, Dörnyei and Ushioda (2011) calls this critical link between student and teacher motivation a bi-directional relationship. Therefore, in view of the high level of language learning failure in a global extent (Dörnyei & Ryan, 2015), there is a certain need for more motivated language learners and teachers alike. This is because, from a complex dynamic systems perspective (see Larsen-Freeman, 2012; Larsen-Freeman & Cameron, 2008), learner and teacher motivation are two inseparable constructs within the complex systems of the classroom context where even a slight change in one component might lead to a subsequent change in the other. Due to the close and robust relationship between student and teacher motivation, teachers' enthusiasm and commitment to teaching are likely to influence student / learner motivation to a great extent (Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011). Dörnyei and Kubanyiova (2014) assert that a transformation pertaining to classroom practices is only possible by teacher efforts and especially by a teacher vision that is open to development and transformation. A motivated teacher can therefore be a leader and guide for this transformation.

Along with its crucial impact on student motivation, teacher motivation is also pointed out as an important construct due to the need for more motivated teachers who endeavor for the development of educational reforms, and the positive influence of teacher motivation on teachers' own satisfaction in their profession

(Jesus & Lens, 2005). Teacher motivation is touched upon by Sinclair (2008) as a concept that is inclined to determine what causes individuals to get engaged in teaching, the length of time they will study in the initial teacher education programs and remain in the profession after graduation, and how attentively they will focus on their courses and teaching in general. In this respect, teacher motivation research focuses on two major dimensions: initial motivation to teach or choose teaching as a career that characterizes pre-service teachers and in-service teachers' motivation to continue teaching and remain in the teaching profession (Han & Yin, 2016). Thus, teacher motivation concerns the whole career trajectories of teachers starting with pre-service teaching years and proceeding towards in-service teaching period and beyond.

The concept of 'teacher motivation', 'motivation to teach', 'teaching motivation' or 'motivation for teaching' in other words, has recently been occupying an important place in the research agenda within the fields of educational psychology and mainstream teacher education (Dörnyei & Ushioda, 2011) although once neglected compared to student motivation for a long time except for the teacher self-efficacy research dominating the little interest in teacher motivation research (Richardson & Watt, 2010; Richardson, Watt, & Karabenick, 2014). The field of teacher motivation research then started to be called a "burgeoning field" (Richardson et al., 2014, p. xiv) although it was still argued to be "in its infancy" compared to the research into learner motivation (Urdan, 2014, p. 228). Since then, the concept has been explored from multiple angles by means of various well-structured motivation theories such as self-determination theory (e.g., Fernet, Senécal, Guay, Marsh, & Dowson, 2008; Roth, Assor, Kanat-Maymon, & Kaplan, 2007), expectancy-value theory (e.g., Watt et al., 2012; Watt & Richardson, 2008), self-efficacy theory (e.g., Tschannen-Moran & Woolfolk Hoy, 2001, 2007), and achievement goal theory (e.g., Butler, 2007, 2012; Butler & Shibaz, 2014). However, this interest has not reflected enough on second and foreign language education research. As pointed out by multiple noteworthy researchers (e.g., Dörnyei, 2018; Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011; Kumazawa, 2013; Lamb, 2017; Mercer & Kostoulas, 2018), teacher motivation research is quite limited in the areas of L2 teaching and L2 teacher education.

While well-established theories of motivation offer remarkable insights into the nature of teacher motivation, the unique characteristics of the teacher motivation construct compared to other motivational aspects (Dörnyei & Ushioda, 2011) shed light on the fact that it might be difficult to explore and understand the concept via individual motivation theories (Urdan, 2014). The complexity of teacher motivation is more than a typical estimate, and motivation for teaching exerts important proximate and distant influences on both the teachers themselves and their students in turn (Richardson et al., 2014). For this reason, an exploration of the teacher motivation construct might make use of a harmonious integration of diverse complementary theories (Jesus & Lens, 2005). The calls for further theory-supported language teacher motivation research might therefore be more effectively responded to through a coherent integration of several theories.

A self-determination theory perspective to teacher motivation serves to be the major theory through which the current study explores language teacher motivation. From the perspective of self-determination theory (SDT; Deci & Ryan, 1985), it is essential to take into account three innate psychological needs to be able to explore human motivation: competence, autonomy and relatedness. The theory aims to explain both the level and quality of motivation for actions and accordingly divides motivation into different types based on the reasons or goals that lead to the action (Ryan & Deci, 2000a). Accordingly, along with the earlier generic distinction of intrinsic motivation (i.e., doing an action for its own sake due to finding it interesting or joyful) and extrinsic motivation (i.e., doing an action in order to get its external rewards and outcomes or to abstain from any punishment), SDT also posits a continuum involving different types of extrinsic motivation (i.e., external regulation, introjected regulation, identified regulation and integrated regulation) as well as a lack of motivation called amotivation. Therefore, what makes this perspective different from many other theories of motivation is that it does not only examine the amount of motivation but delineates the nature or quality of motivation as well. While doing so, it also broadly distinguishes between autonomous (self-determined) and controlled types of motivation; therefore, based on the degree of internalization and autonomy, the motivation continuum displays the aforementioned forms of motivation divided into autonomous and controlled forms by going beyond the earlier focus on the dichotomy of intrinsic and extrinsic motivation (Deci & Ryan, 2008).

SDT has so far provided a well-established framework for both work motivation research in general (e.g., Blais, Brière, Lachance, Riddle, & Vallerand, 1993; Gagné et al., 2010; Gagné et al., 2015) and teacher motivation research in particular (e.g., Fernet et al., 2008; Roth et al., 2007). However, there is still a "dearth of research" on autonomous motivations of teachers compared to the research interest in student motivations (Roth, 2014, p. 36). Departing from the advantage of a focus on both the quantity and quality of motivation (Ryan & Deci, 2000b), the current study set out to explore both autonomous and controlled motivations to teach.

While investigating motivation for teaching English by means of SDT, the present study also accompanies the theoretical framework with possible selves theory (Markus & Nurius, 1986). Although possible selves theory provides holistic and varied insights into the notion of teacher motivation, it has been adopted by fewer research attempts into motivation to teach compared to other motivation theories (Sahakyan, Lamb, & Chambers, 2018). Possible selves embody individuals' "cognitive manifestation of enduring goals, aspirations, motives, fears, and threats" (Markus & Nurius, 1986, p. 954). Correspondingly, possible selves theory delineates the way the individuals' future self-guides are deeply related to their motivation at present and for future action (Markus & Nurius, 1986). In a similar vein, Higgins (1987, 1998) highlights the way future self-guides affect our current behaviors with a comparison of current and future selves. A dissonance between current and desired selves triggers efforts to get rid of this discrepancy. Based on a possible selves perspective to teacher motivation, motivated behaviors of teachers are a kind of an execution of their future self-guides related to the teaching profession (Sahakyan et al., 2018). Operating as a complex, dynamic system along with current teacher selves, teachers' possible selves result in a motivational power that impacts teacher affect and behaviors (Richardson & Watt, 2010).

Drawing on possible selves theory (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987, 1998), Dörnyei (2005, 2009a) provided a further conceptualization of L2 motivation with his well-known model of the L2 motivational self system (L2MSS). Likewise, in accordance with possible selves theory, self-discrepancy theory and the L2MSS, Kubanyiova (2007, 2009) developed the conceptualization of possible language teacher selves in a tripartite distinction as ideal, ought-to and feared language teacher selves. Based on this

conceptualization, *ideal language teacher self* is related to identity goals and aspirations deeply and personally adopted by language teachers and reflects the cognitive representation of a language teacher they would ideally wish to achieve in the future; *ought-to language teacher self* is about teacher perceptions that are not personally internalized by teachers but result from expectations related to the profession like obligations and responsibilities; and lastly *feared language teacher self* is associated with the kind of teacher they fear becoming, which can materialize if they cannot reach their ideal or ought-to teacher selves. The discrepancy between the present and future selves of teachers serves as an impetus for their self-evaluation and improvement (Hamman, Gosselin, Romano, & Bunuan, 2010). Research suggests links between possible language teacher selves and motivation for teaching (Kumazawa, 2013; Smid, 2018) and teacher development (e.g., Hiver, 2013; Kubanyiova, 2009; White & Ding, 2009).

A self-efficacy perspective constitutes a third lens through which the current study scrutinizes motivation for teaching English along with SDT and possible selves theory. Based on Bandura's (1986) social cognitive theory, self-efficacy is defined as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments" (Bandura, 1997, p. 3). From this perspective, individuals' self-efficacy beliefs, which are argued to be rooted in four major sources (i.e., enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states), impact their future efforts and behaviors in turn (Bandura 1986, 1997). Individuals are seen as the real agents of their actions, and self-efficacy beliefs are extremely important in that these beliefs have a considerable impact on diverse issues such as the personal goals identified by the individuals, commitment to these goals, the effort individuals exert for achieving the goals and the coping strategies used during the process (Bandura, 2000).

The significant role of self-efficacy beliefs in human actions has therefore reflected well on the research interest into teacher education studies and language teacher education in particular. As pointed out by Wyatt (2018a), once prone to few research attempts, language teachers' self-efficacy (LTSE) beliefs have been all increasingly attracting researchers' attention especially in the last decade. Teacher self-efficacy, in its most generic terms, refers to teachers' beliefs in their own competence of getting students engaged in learning processes and supporting

positive learner outcomes (Tschannen-Moran & Woolfolk Hoy, 2001). Indeed, these beliefs are highlighted to be multidimensional and context-specific (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998; Tschannen-Moran & Woolfolk Hoy, 2001; Wyatt, 2010, 2013), which means that teachers might feel themselves more or less efficacious in different types of instructional tasks or various dimensions of teaching. In an attempt to see how self-efficacy beliefs of teachers relate to various factors such as their teaching behaviors, commitment to teaching, student beliefs and learning, to understand how these beliefs change over time during pre- and in-service teaching periods, and the ways they affect the teaching and learning process, a large number of studies have been conducted so far both in the realm of teacher educational aspects of educational psychology (e.g., Pas, Bradshaw, & Hershfeldt, 2012; Skaalvik & Skaalvik, 2007, 2010, 2016; Tschannen Moran & Woolfolk Hoy, 2001, 2007) and in the field of language teacher education in particular (for a recent review, see Wyatt 2018a, 2018b). Wyatt (2018a) underscores the relevance of self-efficacy to different kinds of self beliefs, and specifically conceives teachers' self-efficacy beliefs as a system that can be conceptualized under more generic motivational frameworks like SDT. Combined with the future-oriented nature of self-efficacy beliefs (Fives, Hamman, & Olivarez, 2007), which paves the way for the integration of the notion with possible selves of teachers, these frameworks appear to complement each other in elucidating the internal aspects of the language teacher motivation construct. To sum up, the current study is informed by an overarching theoretical framework to investigate the nature of student teachers' possible language teacher selves, motivations for teaching English and self-efficacy beliefs as well as the structural relationships among these constructs.

Statement of the Problem

Language learner motivation has long been a major concern for L2 researchers and practitioners alike. As a matter of fact, even in the case of learning English as an international language, which provides the learners with genuine purposes for learning English and attaches global significance to that concern, motivational issues still appear to be challenging for both students and teachers (Ushioda, 2013). Although L2 researchers have responded well to this challenge in

terms of learner motivation with a substantial body of research so far, language teacher motivation has largely been ignored along with many other dimensions of language teacher psychology (Dörnyei, 2018; Mercer & Kostoulas, 2018).

An important reason for such neglect of teacher issues in motivation research is pointed out to be the indirect relationship of language teacher motivation to student learning and achievement, which is the primary interest of motivation research (Dörnyei & Ryan, 2015). According to Mercer and Kostoulas (2018), the little attention paid to language teacher motivation and other teacher individual differences might be rooted in the dominance of learner-centered education that highlighted the role of individual learner differences. However, keeping in mind that learner motivation is among major determinants of the language learning process and that language teacher motivation is a prerequisite for language learner motivation due to their inextricable relationship (Dörnyei & Kubanyiova, 2014), motivation research certainly deserves due attention to the teachers' side with a focus on diverse aspects of language teacher motivation.

To complicate matters further, insufficient teacher motivation is a prevalent problem that is observed extensively in various educational contexts all around the world (e.g., Dinham & Scott, 2000; Kyriacou & Kunc, 2006; Zhang & Sapp, 2008). Therefore, inadequate motivation for teaching can be regarded as a universal problem. Bearing in mind the robust link between student and teacher motivation, an effective way of increasing student motivation can be boosting teacher motivation. Departing from the hypothesis that student teachers' possible language teacher selves, autonomous and controlled motivations to teach English, and self-efficacy beliefs will be in an interplay with one another, the current study seeks to guide and pave the way for future research in finding solutions for the widespread problem related to the lack or insufficiency of motivation for teaching. Given the fact that internal and individual motives are the factors that predominantly encourage individuals for teaching (Dörnyei & Ushioda, 2011), determining the way possible selves affect autonomous and controlled motivations for teaching, and identifying the interplay of these two types of motivation with self-efficacy beliefs can be leading for the research on the ways of increasing language teacher motivation.

Purpose of the Study

The purpose of the current study is twofold. The study, in the first place, aims to develop a possible language teacher selves scale and a motivation for teaching English scale for English as a Foreign Language (EFL) student teachers. Besides, the study most importantly aims to elucidate the relationships among senior EFL student teachers' possible language teacher selves, autonomous and controlled motivations for teaching English, and self-efficacy beliefs by making use of these scales and a teacher efficacy scale. While administering the scales to determine student teachers' future self-guides for the language teaching profession (ideal, ought-to and feared language teacher selves), autonomous and controlled motivations for teaching English and self-efficacy beliefs, the study also set out to triangulate the results with qualitative data gathered through interviews.

With these two overarching purposes in mind, the research process was divided into two major stages as (1) the preliminary study, and (2) the main study. The preliminary study was conducted with the senior student teachers enrolled in English Language Teaching departments of seven universities in Turkey: Gazi University, Sakarya University, Gaziantep University, Nevşehir Hacı Bektaş Veli University, Amasya University, Süleyman Demirel University and Mehmet Akif Ersoy University. As the main study set out both to further validate the scales through replication and to explore the relationships among the aforementioned factors, it involved an independent sample of student teachers. The main study was carried out with the senior student teachers studying at English Language Teaching departments of Hacettepe University, Akdeniz University, Çanakkale Onsekiz Mart University, Pamukkale University and Çukurova University in Turkey.

The preliminary study was designed to construct the Possible Language Teacher Selves Scale (PLTSS) and the Motivation for Teaching English Scale (MTES). Accordingly, all the essential stages of scale development (see for example, DeVellis, 2012) were followed step by step. Departing from Kubanyiova's (2007, 2009) conceptualization of possible language teacher selves involving a tripartite structure as ideal, ought-to and feared language teacher selves, the PLTSS was formed as a composite scale, or a scale set in other words, consisting of three scales to measure these three constructs. The MTES, on the other hand, was

grounded on the robust theoretical framework of the SDT (Deci & Ryan, 1985, 2000; Ryan & Deci, 2000b), and intended to measure student teachers' autonomous and controlled motivations for teaching English as well as their amotivation.

The main study both meant for a replication of the preliminary study in order to offer validity and reliability results of the scales with a different sample and primarily unearthed the interplay among possible selves, autonomous and controlled motivations, and self-efficacy beliefs of student teachers. As the study set out to test the structural relationships among these factors using structural equation modeling (SEM), a conceptual model was proposed based on a detailed review of literature in order to test the validity of this model. The proposed path diagram demonstrating the proposed causal relationships among the aforementioned variables are provided below after the research questions.

Research Questions

In line with the multiphase nature of the study guided by a dual purpose, two sets of research questions were formulated. The research questions were informed by the dual purpose of the research, which might be reiterated as to construct a possible language teacher selves scale (PLTSS) and a motivation for teaching English scale (MTES) for student teachers of English, and to unearth the relationships among senior student teachers' possible language teacher selves, autonomous and controlled motivations for teaching English, and self-efficacy beliefs. The following research questions were formulated to guide the scale development and exploration of the target constructs and relationships respectively.

Research questions pertaining to scale development

1. What is the underlying factor structure of the tripartite Possible Language Teacher Selves Scale (PLTSS)?

2. Is the factor structure of the tripartite PLTSS further verified?

3. What are the internal consistency estimates of the tripartite PLTSS?

4. What is the underlying factor structure of Motivation for Teaching English Scale (MTES)?

5. Is the factor structure of the MTES further verified?

6. What are the internal consistency estimates of the MTES?

Research questions pertaining to exploration of the target constructs and relationships

1. What are the perceived levels and characteristics of the student teachers' ideal, ought-to and feared language teacher selves?

2. What are the perceived levels and characteristics of the student teachers' motivations for teaching English?

3. What are the perceived levels and characteristics of the student teachers' self-efficacy?

4. What are the causal relationships among student teachers' ideal and ought-to language teacher selves, autonomous and controlled motivations for teaching English and self-efficacy?

While addressing the last research question, the study was guided by a path model to explore the causal relationships among the aforementioned variables. The hypothesized model is displayed in the next section.

Hypothesized Model

The interplay among possible selves, motivations and self-efficacy beliefs of senior student teachers of English was intended to be measured through structural equation modelling. Therefore, a detailed review of literature was conducted, and based on the relevant literature, a structural model was drawn to demonstrate the hypothesized relationships among five latent variables (i.e., ideal language teacher self, ought-to language teacher self, autonomous motivation for teaching English, controlled motivation for teaching English and self-efficacy).

While proposing the model, ideal and ought-to teacher selves were identified as the exogenous variables, and feared language teacher self was not included in the model. This is because feared self is usually underscored as a factor that balances the impact of desired selves (Oyserman & Markus, 1990); however, the very few studies on L2 teachers' future self-guides that theoretically departed from possible selves theory (e.g., Kumazawa, 2013; White & Ding, 2009) dominantly focused on ideal and ought-to selves of teacher, which led to a lack of sufficient

empirical findings regarding feared language teacher self for the present study. The absence of such a construct in Dörnyei's (2005, 2009a) L2MSS also prevented finding evidence for its relationship to the other future self-guides by means of empirical studies on the L2MSS. As for the motivational factors, autonomous and controlled motivations were proposed to be mediators between possible selves (the exogenous variables) and self-efficacy (the endogenous variable) in the hypothesized model. However, the model did not include amotivation as a latent variable like many other SDT-based motivational studies (e.g., Fernet, Trépanier, Austin, & Levesque-Côte, 2016; Li, Wang, You, & Gao, 2015; Gagné et al., 2010; Roth et al., 2007) due to focusing on the quality and active kinds of motivation rather than a lack of motivation in the proposed model. The specific interactions among all the aforementioned latent variables are displayed in Figure 1.
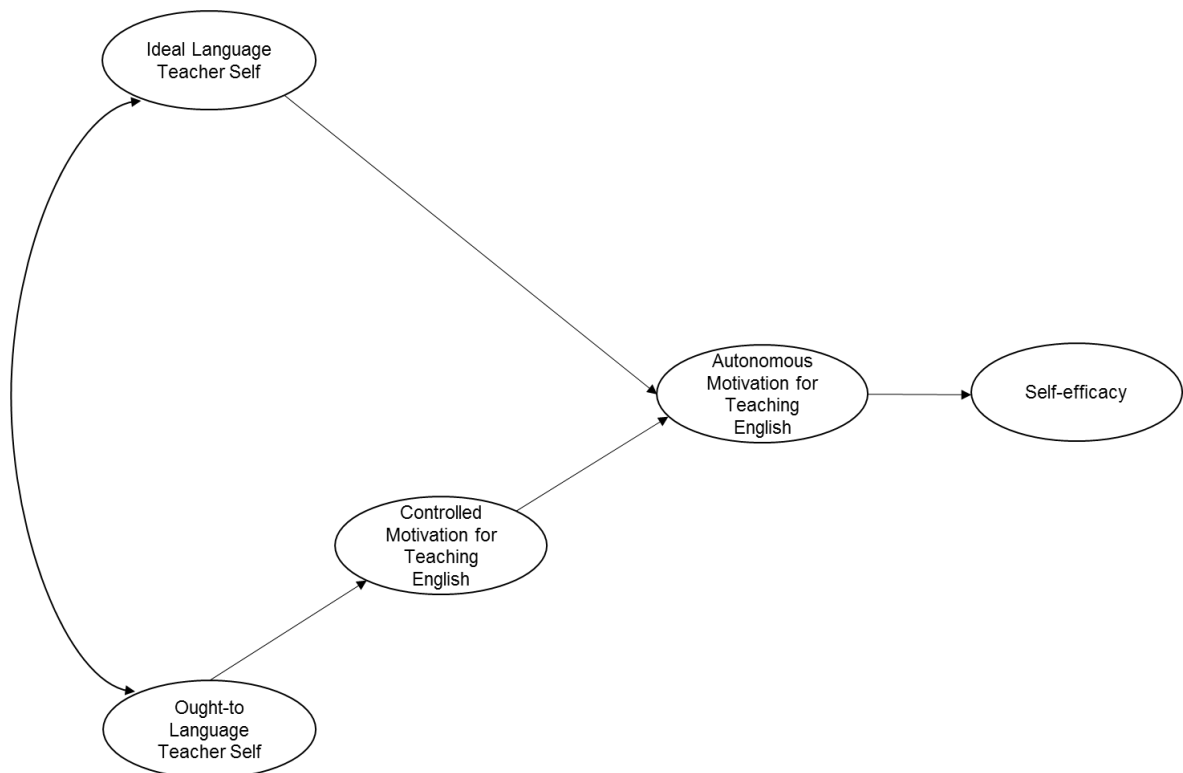
Figure 1. The hypothesized model

As shown in Figure 1, five major paths were predicted to exist among the latent variables. Self-efficacy was operationalized as the criterion measure. The double-headed arrow on the left-hand side of the model represents a correlational path whereas the remaining four single-headed arrows point to causal paths. The hypothetical model was formed based on the previous research. However, the

scarcity of L2 teacher motivation research necessitated backing up the model with theoretical frameworks and research findings from other related fields of study such as L2 (learner) motivation research, especially research into the L2MSS, teacher motivation research in general education, and motivation- and self-related research in psychology. The model at times benefited from work motivation research as well. The proposed model was supported by the following theoretical grounds and empirical evidence.

Ideal and ought-to language teacher selves, the two exogenous variables, were hypothesized to be positively associated with each other. The underlying idea was that the ideal language teacher self that reflects the personal wishes and aspirations related to language teaching profession might relate well with the ought-to language teacher self construct that represents the kind of language teacher the individual is expected to become due to other-driven obligations, expectations and responsibilities by means of an overlap between personal aspirations and others' expectations. This might take place through an internalization or integration of various aspects of ought-to self (Boyatzis & Akrivou, 2006; Dörnyei, 2009a) as in the case of a sufficient internalization of ought-to L2 self, which increases its motivational potential (Kim, 2009). It might also hold true for possible language teacher selves since an ought-to language teacher self might be internalized and transform into an ideal language teacher self (Kubanyiova, 2009).

While the limited possible language teacher selves research focused on the impact of ideal and ought-to language teacher selves on motivational aspects and language teacher development (Hiver, 2013; Kubanyiova, 2007, 2009; White & Ding, 2009), the relationship between these two variables has not been explored in detail so far. However, L2 motivation research offers evidence pertaining to the positive correlation of ideal and ought-to L2 self (e.g., Islam, Lamb, & Chambers, 2013; Khany & Amiri, 2018; Papi, 2010; Teimouri, 2017; Wong, 2018) or the positive influence of ought-to L2 self on ideal L2 self (e.g., Kormos, Kiddle, & Csizér, 2011) from the L2 learner's side. Since Dörnyei's (2005, 2009a) L2MSS is a major point of departure for Kubanyiova's (2007, 2009) conceptualization of possible language teacher selves, a similar correlation was hypothesized to exist between ideal and ought-to language teacher selves in the proposed model of the current study.

As illustrated in the schematic representation, ideal language teacher self was hypothesized to exert a positive influence on autonomous motivation for teaching English. The logical assumption behind this hypothesis was that both the ideal self construct in psychology (Higgins, 1987; Markus & Nurius, 1986) and ideal L2 self construct in the L2MSS (Dörnyei, 2005, 2009a) as well as the ideal language teacher self construct in Kubanyiova's (2007, 2009) conceptualization of possible language teacher selves constitute a more internalized type of self representing the individual's personal goals, aspirations and desires. Likewise, the internal basis of autonomous motivation that reflects self-determined types of motivation in SDT (Deci & Ryan, 2000, 2008) and teacher motivation research (e.g., Fernet et al., 2008; Roth et al., 2007) signified a logical path from ideal language teacher self to autonomous motivation for teaching English in the current study.

The scarcity of empirical findings related to L2 teacher motivation led to a quest for evidence from related fields of study. In this respect, research into the L2MSS (e.g., Csizér & Kormos, 2009; Kormos & Csizér, 2008; Papi, 2010; Papi & Teimouri, 2012; Taguchi, Magid, & Papi, 2009; Teimouri, 2017; Wong, 2018; You, Dörnyei, & Csizér, 2016) offers prolific evidence on the positive impact of ideal L2 self on motivated learning behavior or a similar conceptualization of intended learning effort. Further, previous research (e.g., Iwaniec & Ullakonoja, 2016; Yashima, 2009) also consolidates the relationship of ideal L2 self to intrinsic motivation and the more self-determined types of extrinsic motivation. Although there is a dearth of research on L2 teacher motivation and possible language teacher selves, research findings underline the positive influence of ideal language teacher selves on teachers' motivation for teaching (e.g., Kumazawa, 2013) and for self-development in their profession (e.g., Hiver, 2013; Kubanyiova, 2009; White & Ding, 2009).

In a similar vein, the model hypothesized that ought-to language teacher self will exert a positive influence on controlled motivation for teaching English. In line with the former hypothesis, the more extrinsically driven and less internalized nature of the ought self construct in psychology (Higgins, 1987, 1998), the ought-to L2 self construct in the L2MSS (Dörnyei, 2005, 2009a) and the ought-to language teacher self construct in the conceptualization of possible language teacher selves (Kubanyiova, 2007, 2009), which represent the individual's perceived duties,

responsibilities and obligations, was the initial trigger for this hypothesis. The external motivational potential of ought-to L2 self (Csizér & Kormos, 2009; Kormos et al., 2011) was supposed to hold true for the construct of ought-to language teacher self as well. As SDT posits controlled motivation as a construct that involves non-autonomous types of motivation with external roots of regulation (Deci & Ryan, 2000, 2008), this implies a logical path from ought-to language teacher self to controlled motivation for teaching English.

This logical assumption was also supported by a number of studies on the L2MSS that highlighted the positive impact of ought-to L2 self on motivated L2 learning behavior or intended learner effort (e.g., Khany & Amiri, 2018; Papi, 2010; Taguchi et al., 2009; Wong, 2018; You et al., 2016) or the significant link between these two constructs (e.g., Dörnyei & Chan, 2013; Islam et al., 2013). Although previous research into the influence of ought-to L2 self on motivated L2 learning behavior provided less conclusive results that point to a non-significant influence as well (e.g., Kormos et al., 2011; Papi & Teimouri, 2012), the possibility that ought-to L2 self would be more influential within the cultures where other-driven socio-cultural and socio-educational elements such as family influences have a dominant impact on learner efforts (Papi, 2010; Taguchi et al., 2009) is likely to operationalize in the context of the current study with ought-to language teacher selves of Turkish EFL student teachers. In addition, through a more elaborate exploration of the impact of ideal and ought-to language teacher selves on autonomous and controlled motivation for teaching English respectively, the current study might also respond well to the previous inconsistency of findings related to ought-to L2 self.

As for the evidence from language teacher motivation research, the limited research on possible language teacher selves highlighted the significant role of ought-to language teacher selves as a dimension of their possible selves on motivation for professional development and conceptual change (e.g., Hiver, 2013; Kubanyiova, 2009; White & Ding, 2009). However, Kubanyiova (2009) pointed out the more restricted impact of ought-to language teacher selves on teachers' motivation for conceptual change, which is quite in line with the superior positive impact of ideal L2 self on motivated L2 learning behavior compared to ought-to L2 self in numerous studies (e.g., Khany & Amiri, 2018; Papi, 2010; Taguchi et al., 2009).

The hypothetical model also proposed that controlled motivation for teaching English will exert a positive impact on autonomous motivation for teaching English. This might seem a bit contradictory to a conventional view of SDT at first sight inasmuch as the SDT grounds motivation along a continuum from intrinsic motivation to amotivation and underscores the advantages of autonomous motivation over controlled motivation (Deci & Ryan, 2000, 2008; Ryan & Deci, 2000a). Previous teacher motivation research also provides results that associate autonomous types of motivation with positive outcomes such as perceived self-efficacy or accomplishment while linking controlled motivation types with negative consequences like exhaustion or burnout (e.g., Fernet et al., 2008; Roth et al., 2007). However, recent studies focusing on various motivational profiles based on SDT in a number of fields of research such as teacher motivation (e.g., Van den Berghe et al., 2014), work motivation (e.g., Moran, Diefendorff, Kim, & Liu, 2012) and students' academic motivation (e.g., Ratelle, Guay, Vallerand, Larose, & Senécal, 2007; Vansteenkiste, Sierens, Soenens, Luyckx, & Lens, 2009) demonstrate that controlled motivation can also be auspicious as long as it is accompanied with autonomous motivation.

Even though a typical SDT-based approach to motivation is inclined to address autonomous and controlled motivations in a comparison, these two constructs might indeed co-exist (Moran et al., 2012). The co-occurrence and interplay of autonomous and controlled motivation, therefore, point to the complementary characteristics of these two constructs that balance each other. In addition, previous findings provide evidence for the positive correlation of autonomous and controlled motivation or the more generic intrinsic and extrinsic motivation in research into student motivation (e.g., Alci, 2015; Vansteenkiste et al., 2012), motivation to teach (e.g., Gorozidis & Papaioannou, 2014, albeit not at a significant level) and psychology (e.g., Gillet, Vallerand, Lafrenière, & Bureau, 2013).

Research also indicates the positive impact of some certain external rewards on intrinsic motivation particularly at work due most probably to a resulting feeling of personal competence and accomplishment (Fang & Gerhart, 2012). As a matter of fact, the SDT underlines that the basic psychological needs for autonomy, competence and relatedness pave the way for promoting autonomous motivation

(Deci & Ryan, 2008; Ryan & Deci, 2017). In a similar vein, Gagné and Deci (2005) assert that satisfaction of these needs both boosts intrinsic motivation at work and facilitates the internalization of extrinsic motivation. Especially in the work settings, the co-existence of intrinsic and extrinsic motives is quite reasonable due to a probable interdependence of competence, achievement and pay (Fang & Gerhart, 2012). For instance, an internalization of extrinsic motives such as quality working conditions might have a positive impact on teachers' intrinsic interest in teaching that is closely linked to their autonomous motivation. Therefore, the current study hypothesized that controlled motivation for teaching English that largely originates from external motives will impact autonomous motivation for teaching English positively.

The proposed model finally hypothesized that autonomous motivation for teaching English will exert a positive effect on student teachers' self-efficacy. The underlying logical assumption was that the internal motivational power presented through autonomous motivation for teaching was thought to positively impact student teachers' beliefs in themselves as teacher candidates. In line with major premises of SDT that link autonomous types of motivation with a better performance and persistence at work than controlled types of motivation (Deci, Olafsen, & Ryan, 2017), the study expects to verify a similar positive influence on self-efficacy beliefs. When someone is autonomously motivated for a certain action, s/he perceives himself or herself as the genuine source of such action (Roth, 2014). A successful completion of the action by means of autonomous motivation and a resulting feeling of accomplishment are likely to reflect positively on the person's self-efficacy beliefs, which represent the beliefs about his or her own capabilities to perform the relevant action (Klassen, Durksen, & Tze, 2014). In the case of teaching English, a high level of autonomous motivation for teaching would help the student teacher to feel more competent in teaching by way of positive experiences of teaching performance.

As pointed out earlier, based on the SDT, autonomous motivation is a consequence of the satisfaction of three fundamental psychological needs: autonomy, competence and relatedness (Deci et al., 2017; Deci & Ryan, 2008; Ryan & Deci, 2017). Research suggests that in the work settings, the occurrence of autonomous motivation via satisfaction of these needs is associated with various positive outcomes such as job satisfaction (e.g., Nie, Chua, Yeung, Ryan, & Chan,

2015; Richer, Blanchard, & Vallerand, 2002), work performance (e.g., Kuvaas, 2009) and occupational commitment (e.g., Fernet, Austin, & Vallerand, 2012; Fernet et al. 2016). In the current study, such positive consequence of autonomous motivation is expected to occur in relation to self-efficacy beliefs. This is supported by the research evidence demonstrating the positive association of autonomous motivation for teaching (either as a composite construct or as types of autonomous motivation) with self-efficacy beliefs (e.g., Fernet et al., 2008) or similarly with teachers' perceived accomplishment (e.g., Roth et al., 2007).

The theoretical background and research evidence underpinning the aforementioned relationships provide a sound basis for understanding the complex interactions among student teachers' ideal and ought-to language teacher selves, autonomous and controlled motivations to teach English and self-efficacy. Exploration of these relationships as well as the initial development of a possible language teacher selves scale and a motivation for teaching English scale are thought to be important for the field of SLA in terms of both theoretical and practical aspects. The next part intends to justify this significance.

Significance of the Study

The current study set out to attain a comprehensive picture of the complex construct of motivational dispositions of senior student teachers of English towards teaching English through an investigation from both a macro and micro perspective. The major motive behind this research attempt was to address the research gap in relation to L2 teacher motivation studies as highlighted earlier. While L2 motivation research has been subject to an extraordinary growth with a substantial increase in popularity especially in the last decade (Boo, Dörnyei, & Ryan, 2015; Dörnyei & Ryan, 2015), there still exists an oft-cited research gap pertaining to 'motivation for teaching' in the realm of L2 teaching and teacher education (Dörnyei, 2005; Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011; Kumazawa, 2013). Departing from the urgent need for research on motivation for teaching in L2 settings, this study seeks to contribute to this underdeveloped line of research.

Along with the importance of the research topic as a response to the aforementioned research gap, the study also aims to respond to a critical worldwide concern in educational settings: insufficient teacher motivation (Dinham & Scott,

2000; Dörnyei & Ushioda, 2011; Kiziltepe, 2006; Purcell, Wilton, Davies, & Elias, 2005; Struyven & Vanthournout, 2014). While doing so, the study expects to reach an understanding of the issue from the senior student teachers' side. The underlying idea is that revealing the current state of these motives in senior student teachers in the final practicum semester before graduation and especially the intricate relationships among their possible selves, autonomous and controlled motivations to teach and self-efficacy beliefs would contribute to our understanding of the complex nature of their motivational dispositions which affect and are affected by various factors. This is because student teachers' motivation for teaching at the final stage of the initial teacher education will be a prominent determining factor for their commitment to teaching when they start to work as teachers. Given that the beginning teachers in their initial years of teaching actually learn to teach and adapt to the profession in time (Liston, Whitcomb, & Borko, 2006), their initial motivation for teaching will influence their commitment to the profession especially at this formidable beginning stage. It is repeatedly highlighted in the literature that measures need to start to be taken for the problems related to demotivation of teachers towards teaching within the phase of initial teacher education while preparing teacher candidates for the profession (Alexander, 2008; Woolfolk Hoy, 2008). Therefore, by both attempting to conduct a comprehensive study employing not only a macro but a micro perspective as well, and by selecting senior student teachers that will start to work at schools in a short span of time as the research group, the current study aims to contribute to the limited research line regarding motivation for teaching in the area of L2 teacher education.

Furthermore, the present study drew on multiple theoretical frameworks to delineate senior student teachers' motivational dispositions. Dörnyei and Ushioda (2011) highlights the fact that no theory or researcher has been able to explain all dimensions of motivation with a single theory up to now, and that it would not be reasonable to expect it to happen in the future either. Therefore, while setting out to examine motivation for teaching English from an SDT perspective, the study also benefited from the contributions of self-efficacy theory and complemented those with the conceptualization of possible language teacher selves, which is based on possible selves theory, self-discrepancy theory and the L2MSS. The same trend is also followed in L2 motivation studies that benefit from various theoretical

frameworks in relation to L2 motivation (for an overview, see Boo et al., 2015). In this sense, the study expects to shed light on the complexity of the language teacher motivation construct by making use of the complementary nature of diverse theories of motivation for teaching and to contribute to the related body of research with multiple dimensions of these conceptual frameworks.

In addition, to the best of my knowledge, the current study is the first attempt to validate Kubanyiova's (2007, 2009) conceptualization of possible language teacher selves with a mixed methods research paradigm. The dominant methodology employed in the previous empirical research on L2 teacher motivation from the perspective of possible language teacher selves was qualitative in nature (e.g., Hiver, 2013; Kumazawa, 2013). However, this study utilized the robustness of structural equation modelling and complemented the findings with the results of qualitative data analysis. Including a macro-perspective with quantitative data collection as well as the micro-perspective of qualitative data, the present study set out to draw a broad and detailed picture of what kinds of possible selves senior student teachers of English have and in what ways these possible selves impact their motivation for teaching English and self-efficacy. After the conceptualization of the L2 self particularly with the manifestation of L2 motivational self system by Dörnyei (2005), it was established and consolidated with recurrent empirical studies pertaining to L2 motivation (e.g., Al-Shehri, 2009; Dörnyei & Chan, 2013; Henry, 2009; Papi, 2010; Taguchi et al., 2009; Yashima, 2009). In the same vein, the present study takes the initiative to validate the construct of possible language teacher selves.

Finally, the present study aims to contribute to the relevant research line by developing two scales: PLTSS and MTES. As underlined earlier, by constructing the PLTSS, the study intended to pave the way for research with quantitative and mixed methods research paradigms along with the qualitative studies conducted so far. As distinct from Hamman, Wang and Burley's (2013) New Teacher Possible Selves Questionnaire measuring the expected and feared teacher selves of teachers with different areas of specialization, the current study particularly measures the possible selves of student teachers of English, and differentiates between ideal and ought-to language teacher selves as well as feared language teacher selves in accordance with Kubanyiova's (2007, 2009) conceptualization. As for motivation for teaching

English, the primary motive behind developing MTES was not the lack of SDT-based teacher motivation scales. On the contrary, a review of literature suggests well-structured SDT-based scales measuring motivation for teaching (e.g., Fernet et al., 2008; Roth et al., 2007) and motivation for choosing teaching as a career (e.g., Watt & Richardson, 2007). However, the current study set out to assess senior student teachers' motivation for teaching English in particular as they have the opportunity to teach in the practicum schools albeit at a more restricted level, and their motivations for teaching are thought be in complex interactions with different factors as are those of the in-service teachers. In this sense, the current study might throw some light on particular characteristics of senior student teachers' autonomous and controlled motivations for teaching.

Assumptions

In the present study, the following assumptions were made:

- Student teachers' possible language teacher selves, motivations to teach English and self-efficacy beliefs can be measured by means of self-report instruments such as scales and interviews.

- All the data collection instruments including the scale set and semi-structured interviews measure the student teachers' real possible language teacher selves, motivations to teach English and self-efficacy beliefs.

- The participant student teachers respond to the scale items and interview questions honestly.

Limitations of the Study

The present study has certain limitations although the necessary precautions were taken to minimize them. Firstly, the study relies predominantly on self-report data. Correspondingly, it was assumed that the student teachers provided their real opinions, beliefs and aspirations during the data collection process. Therefore, all the results of the study need to be interpreted cautiously by taking into account the very characteristics of the particular research setting. In addition, the study benefited from data triangulation by means of the use of both quantitative and qualitative data,

which served the purpose of minimizing the impact of socially desirable responding and compensating for disadvantages of self-report data.

Secondly, although the current study set out to depict the motivational profiles of senior student teachers of English and especially the relations among the student teachers' future self guides, autonomous and controlled motivations to teach English and self-efficacy beliefs, the cross-sectional nature of the research impeded capturing the dynamic nature of their motivations for teaching and the fluctuations in their motivations. However, the study was able to reveal both the level and quality of student teachers' autonomous and controlled motivations for teaching English as well as their future self-guides and perceived efficacy just before starting to work as English teachers in real classes.

Lastly, the quantitative data collection was restricted with senior student teachers of English enrolled in the twelve universities (i.e., seven in the preliminary study and five in the main study) selected based on convenience sampling due to feasibility concerns. In a similar vein, in the preliminary study, the qualitative data collection was limited with fifteen student teachers identified through random sampling at Hacettepe University. Accordingly, the qualitative data collection of the main study was restricted with twenty one student teachers selected among the main study sample based on purposive sampling with maximum variation principle at Akdeniz University. As for the temporal limitations, the data collection process was limited with the spring semesters of 2016-2017 and 2017-2018 academic years, during which senior student teachers had the opportunity to practice teaching in the practicum schools.

Definitions

Possible selves: a future-oriented dimension of self-knowledge which is distinct from current selves and embodies opinions on the kind of person one would like to become, the kind of person s/he might become and the kind of person s/he fears becoming (Markus & Nurius, 1986).

Ideal self: a self-representation of the person one would like to become, the main source of which is personal wishes, aspirations and hopes (Higgins, 1987; Higgins, Bond, Klein, & Strauman, 1986).

Ideal language teacher self: a language teacher's self-representation of the kind of language teacher s/he would ideally like to become based on the identity goals and aspirations related to the language teaching profession (Kubanyiova, 2007, 2009, 2012).

Ought-to self: a self-representation of the person one should or ought to become, which is rooted in responsibilities, obligations and duties of the individual and named as ought self in the original works (Higgins, 1987; Higgins et al., 1986).

Ought-to language teacher self: a language teacher's self-representation of the kind of language teacher s/he should or ought to become, which is derived from the obligations, responsibilities and duties in relation to work (Kubanyiova, 2007, 2009, 2012).

Feared self: a self-conception of the kind of person one is afraid of becoming (Markus & Nurius, 1986).

Feared language teacher self: a language teacher's self-representation of the kind of language teacher s/he is afraid of becoming in the case that s/he cannot reach the desired ideals, self-perceived responsibilities and obligations (Kubanyiova, 2007, 2009, 2012).

Autonomous motivation: motivation for initiating a behavior or action of one's own volition or by personal choice, which includes self-determined forms of motivation, namely identified/integrated and intrinsic regulations (Deci & Ryan, 2008; Ryan & Deci, 2017).

Controlled motivation: motivation for initiating a behavior or action due to externally imposed obligations or pressure, which comprises non-autonomous forms of motivation, namely external and introjected regulations (Deci & Ryan, 2008; Ryan & Deci, 2017).

Amotivation: being neither intrinsically nor extrinsically motivated or having no reason for initiating a behavior or action (Deci & Ryan, 2008; Ryan & Deci, 2017).

Self-efficacy: a person's beliefs in his or her capabilities or competence pertaining to accomplishing a task or action in order to achieve some specific goals (Bandura 1986, 1997).

Teacher efficacy: a teacher's beliefs in his or her capabilities of executing teaching, getting students engaged in learning processes and supporting positive learner outcomes (Tschannen-Moran et al., 1998; Tschannen-Moran & Woolfolk Hoy, 2001).

Organization of the Dissertation

This dissertation comprises a total of five chapters: (1) introduction, (2) literature review, (3) methodology, (4) findings, and (5) discussion, conclusion and suggestions. Following the introduction chapter, the next chapter will address the theoretical framework behind the very purpose of the current study and enrich the theoretical background with previous research on different aspects of the research topic. The chapter of literature review is organized around four major sections, the first three of which are language teacher motivation, possible language teacher selves and teachers' self-efficacy beliefs. Accordingly, each of these sections will provide insights into the theoretical underpinnings of the relevant constructs. Following these three sections, a final section regarding the empirical studies on these issues will throw some light on the ways these constructs were explored in previous research and share an overview of empirical findings.

The third chapter will elucidate the methodology used to conduct the research. The chapter will start by explaining the specific research design adopted for the current study: multiphase mixed methods design. The chapter will then proceed with setting and participants. This will be followed by the instruments used for quantitative and qualitative data collection in Study 1 (preliminary study) and 2 (main study), and then the data collection procedures employed in each phase. Finally, the chapter will explicate the processes of data analysis in both studies.

The fourth chapter will provide the findings attained through data analysis. The chapter will be structured around the two groups of research questions. It will initially report the findings about the psychometric properties the two scales developed within the scope of the current study: PLTSS and MTES. Upon providing the results about the factor structure of the scales, evidence for their construct validity with an independent sample and internal consistency reliability as a response to the research questions about scale development, the chapter will continue with the findings about exploration of the target constructs and

relationships. In this section, findings pertaining to the perceived levels and characteristics of participant student teachers' possible selves, motivations for teaching English and self-efficacy will be offered in a structured manner by integrating the results of quantitative and qualitative data analysis. Lastly, the chapter will provide the findings about the validation of the hypothesized SEM model. This section will offer a detailed understanding of the causal relationships among senior student teachers' ideal and ought-to language teacher selves, autonomous and controlled motivations for teaching English and self-efficacy.

Finally, the fifth chapter will provide a discussion of the major research findings, conclusion and suggestions. Following a summary of the study, the findings will be discussed in line with the research questions and with reference to previous research findings. The chapter will point out the ways the current research might be interpreted in relation to earlier understandings. Conclusions will be drawn based on the findings and discussion. This will be followed by pedagogical implications so as to reveal in what ways the results of the current study might be interpreted by educational stakeholders especially in terms of foreign language teaching and teacher education. Finally, recommendations will be put forth for further research.

Chapter 2

Literature Review

The current study addresses language teacher motivation through the lens of SDT and integrates it coherently with the complementary perspectives of possible selves and self-efficacy. Accordingly, this chapter starts with theoretical grounds of language teacher motivation. It initially provides a general understanding of the concepts of motivation and learning, continues with the underpinnings of language learner motivation and a summary of the prolific history of and the advancements in L2 learner motivation research, and reveals the significant role of L2 teachers' motivation in the whole language learning and teaching process. In view of the inextricable connections between language learner and teacher motivation, the chapter underlines the links between the two. The chapter underscores the reason why there is an essential need to gain insights into the nature of L2 teacher motivation. Following an overview of the construct, the chapter focuses on an SDT perspective to teacher motivation and how it can be applied to L2 teacher motivation. It then proceeds with the concept of possible language teacher selves. After defining what possible selves are in support of the relevant theoretical framework, the chapter delineates how possible selves manifest themselves in the self-concepts of L2 teachers and uncovers the way possible language teacher selves can exert their motivational potential on teachers' motivation. Then, it offers insights into teachers' self-efficacy, its sources, theoretical grounds and current conceptualizations. It explains how language teachers' self-efficacy beliefs are enacted in the language classroom and linked with their motivations. The chapter then elaborates on the understanding of these constructs through a review of empirical studies on language teacher motivation, possible language teacher selves and language teacher efficacy, and finally provides a brief conclusion.

Language Teacher Motivation

While the teacher motivation construct has been subject to an ever-growing line of research in mainstream education especially over the last decade (Richardson et al., 2014; Watt & Richardson, 2008), language (L2) teacher motivation research appears to be a newly emerging field in SLA (Dörnyei & Ryan, 2015; Mercer & Kostoulas, 2018). Considering the prolific research attempts to

examine L2 learner motivation for years (Boo et al., 2015; Dörnyei & Ryan, 2015), it is quite surprising to see that language teacher motivation research has been in the research agenda of L2 researchers more recently. In fact, this reality is not restricted to language teacher motivation research but includes other issues concerning language teacher psychology. In this respect, Mercer and Kostoulas (2018) underscore the evident imbalance between research into L2 learner and teacher psychology since the former is quite rich while the latter is relatively scarce. By putting an emphasis on the well-established body of research into individual learner differences in SLA and the advancements in the area which resulted in a greater recognition of this research line as part of *psychology of language learning and teaching*, they highlight how promising this broader field of study is in embracing teacher related issues within the scope of language teacher psychology. In this vein, along with the other concepts concerning language teacher psychology, language teacher motivation constitutes one of the most important teacher-related constructs that welcome L2 researchers' contributions. The language learners and teacher constitute two important stakeholders of the language classroom that co-construct and shape the language learning and teaching process in tandem. Therefore, an initial understanding of the concepts of motivation and learning followed by language learning motivation might offer better insights into the nature of language teacher motivation. This might be useful due to both 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).

Conceptualizing motivation and learning. Motivation has such robust influences on every aspect of our lives that it is quite extensively used to explicate various actions, efforts, processes and behaviors in life. The origin of the word is traced back to the Latin verb 'movere' which means 'to move'. Therefore, departing from the meaning of the word, motivation can be simply described as anything that leads the individual to take action, make effort and persist in the relevant action. However, to be able to get a fuller understanding of motivation, one needs to take the complexity of the motivation construct into consideration. In that vein, on the basis of the complex, temporal, dynamic, multifaceted and process-oriented nature

of the construct, Dörnyei and Ottó (1998, p. 64) more specifically define motivation as "dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritised, operationalised, and (successfully or unsuccessfully) acted out".

Motivation is perhaps one of the most extensively discussed and researched concepts in mainstream psychology, education as well as in second and foreign language education. Especially in language learning, motivation is underscored even as the individual learner difference that attracts the researchers' attention the most (Ellis, 2008). One of the major reasons for the abundance of research on motivation can be outlined simply as the complexity of the notion itself. As pointed out by Dörnyei and Ushioda (2011), the complexity of the construct of motivation naturally impedes a comprehensive and all-inclusive understanding of motivation and leads researchers to focus selectively on different aspects of the construct. However, despite the existence of relatively varying views on the understanding of motivation and a wide variety of theoretical orientations to the notion, it is highly likely that researchers might have a consensus on three important constituents of the construct: choice, persistence and effort (Dörnyei & Ushioda, 2011). These three components of action that can be influenced by motivation are also named as direction, duration and intensity respectively (Locke & Latham, 2004). From this perspective, motivation is associated with both the direction and magnitude of behavior. To put it differently, motivation concerns the reason for deciding to make an action, the duration of willingly continuing the action, and the amount of effort to be put into it.

To contribute to the understanding of motivation, drawing on the multifaceted nature of motivation, Gardner (2013) illustrates some of the hallmarks of a motivated person as possessing a goal, having a desire and endeavoring to achieve that goal, persevering to reach it with a positive attitude and focusing on it steadily. In a similar vein, focusing specifically on the learning motivation, Ushioda (2014) highlights the fundamental role of motivation in human learning by noting that motivation is displayed with the goals and directions followed by an individual, the effort extended, the extent to which the individual is engaged in learning and the level of perseverance. Thus, while talking about a motivated behavior, action or cognitive

process, one needs to keep in mind that motivation is associated with all phases of it starting from beginning with a goal in mind, going forward within the whole execution process, ceasing it in the end as well as evaluation, and it can differ in magnitude from phase to phase.

Although once found highly controversial by motivation researchers, apparently there is almost no disagreement on the existence of a two-way interplay between motivation and learning, which Dörnyei and Ushioda (2011, p. 5) call as "a cyclical relationship" and explain that motivation is both a cause and effect of learning. From this perspective, a high level of motivation is likely to result in a high level of achievement, which triggers a high level of motivation in turn. In the opposite case, a low level of motivation leads to a low level of achievement, which accordingly causes a low level of motivation again. Yet, Dörnyei and Ushioda (2011) also include the important caveat that an exploration of the motivation construct needs to move beyond a sole and simple cause and effect relation between motivation and learning, take into account the complexity of the construct of motivation, which is prone to fluctuations within the process due to diverse effects of different internal and external factors, and focus on various phases of the motivation process as well as the specific sociocultural context with a coherent integration of cognitive and affective aspects of motivation.

Language learning motivation. Of all individual differences (ID), language learning (L2) motivation is among the ones that are most prone to extensive research in SLA. Within years of research, L2 motivation construct has therefore been exposed to a substantial conceptual transformation, as was the case with many other ID variables (Dörnyei & Ryan, 2015). Contrary to the previously held conception of ID factors which considered them as overly stable concepts, individual differences are no longer regarded as static variables that characterize the learners and do not appear only as traits internal to the learner as duly underlined by Dörnyei and Ryan (2015) below.

> … individual learner characteristics are not stable but show salient temporal and situational variation, and neither are they distinct and monolithic but involve, instead, complex constellations made up of different parts that interact with each other and the environment synchronically and diachronically. (p. 6).

The aforementioned conceptual change in ID factors and specifically in L2 motivation took years to occur. With the impetus to look for the sources of variance among language learners and what makes them more or less successful in language learning, many scholars conducting ID research in SLA have been taking the route of researching L2 motivation for decades. The path L2 motivation research followed during this time is briefly outlined below.

An overview of L2 motivation research. Bearing in mind the fact that L2 motivation research has been on the stage as a primary topic in the research agenda of L2 researchers for more than five decades (Ushioda & Dörnyei, 2012), as well as the diversity of the understandings of L2 motivation as stated earlier, it is not surprising to mention a colorful trajectory in a historical discussion of L2 motivation research. As outlined by Dörnyei (2005), the development of L2 motivation research is mainly divided into three phases as (a) *the social-psychological period* (1959-1990), (b) *the cognitive-situated period* (during the 1990s), and (c) *the process-oriented period* (starting with the turn of the century). In more recent overviews of L2 motivation research, however, the process-oriented period either develops into a novel period called *the socio-dynamic period* (e.g., Dörnyei & Ushioda, 2011; Ushioda & Dörnyei, 2012) or appears as a part of this broader phase (e.g., Dörnyei & Ryan, 2015). The trajectory of these three successive phases displays a somewhat independent inception of L2 motivation construct in SLA with an inclination of growing identification with mainstream motivation theories in time while keeping the uniqueness of the notion of L2 motivation as well (Dörnyei & Ushioda, 2011).

Within the social-psychological period of L2 motivation theory, Gardner and Lambert (1972), the two pioneers of the period, put an emphasis on the distinctive features of L2 motivation compared to other kinds of learning motivation, and asserted that in the case of L2 acquisition, L2 learners both try to acquire the new language system and endeavor to integrate with the target L2 community by relating to their language behaviors. Accordingly, they put forward two types of motivation for learning an L2: (1) *integrative motivation* which stood for the keen interest of the individual in the target language community and culture due to a positive disposition, and (2) *instrumental motivation* which represented the pragmatic value allocated to the act of L2 learning by the individual. The basic tenet underlying the social

psychological perspective to L2 motivation was that students' success in language learning is preeminently based on their attitudes towards the particular target language community (Gardner, 1985). The notion of integrativeness, an offspring of the oft-cited dichotomy of integrative and instrumental motivation that dominated L2 motivation research in those years, was then questioned by various scholars (e.g., Coetzee-Van Rooy, 2006; Dörnyei, 2009a; Dörnyei, Csizér, & Németh, 2006; Lamb, 2004; Oxford & Shearin, 1994; Yashima, 2000), and accordingly, the concept of integrativeness was reinterpreted and reconceptualized. With the rise of World Englishes and due to the absence of a particular language group to integrate with in the case of learning English as an international language, it turned out to be necessary to interpret integrativeness as an integration with a "globalized world-citizen identity", rather than an identification with a specific target language community (Dörnyei & Ryan, 2015, p. 79).

Towards the end of 1980s, it was apparent that the social-psychological perspective to L2 motivation, which dominated the L2 motivation research previously by explaining the construct from a second language social context where individuals have natural access to the language and culture, needed some complementary lenses that utilize the contextual characteristics through a situated exploration (Ushioda & Dörnyei, 2012). The phase characterized by situated investigation of L2 motivation which was informed by cognitive theories of motivation in mainstream psychology was named as cognitive-situated period by Dörnyei (2005). The cognitive-situated phase in L2 motivation is therefore referred to as "a realignment with mainstream educational psychology" by Dörnyei and Ryan (2015, pp. 83-84), and as an "interim 'catching up' phase" by Ushioda (2012, p. 61). A portray of the cognitive-situated period in L2 motivation needs to include the impact of two major orientations: (1) the inclination towards embracing the developments in motivational psychology, and (2) the tendency towards handling motivation with a micro-perspective through situated exploration of individuals' motivations rather than employing a macro-perspective via analyzing motivations of groups or communities that characterized the social psychological period (Dörnyei & Ryan, 2015). Along with a focus on situated analysis of motivation, this period particularly involved examining learner motivation in instructed SLA by benefiting from such notions as intrinsic and extrinsic motivation, attributions and self-efficacy in

mainstream education while making use of the views of social-psychological phase at the same time (Ushioda & Dörnyei, 2012).

After the cognitive-situated phase of L2 motivation, the temporal nature of the construct turned out to be more evident, which resulted in a tendency towards process-oriented perspectives to L2 motivation (Dörnyei & Ushioda, 2011). Focusing on the temporal construct of L2 motivation, such perspectives divided the motivational process into several stages or phases (e.g., Dörnyei & Ottó, 1998; Williams & Burden, 1997). Accordingly, motivation was no longer conceived as a static concept; therefore, along with the time when motivation is to be incited, all the remaining motivational process such as sustaining motivation during learning was included in the viewpoint towards L2 motivation. However, shortly after the suggestions of process-oriented conceptualizations, several problems with this perspective came to the fore. These problems included the fact that the boundaries of successive stages were not as certain and clear-cut as proposed (Dörnyei, 2005), and most importantly that the perspective was inefficient in truly reflecting the complexity of L2 motivation due to relying on linear cause and effect links (Dörnyei, 2009b).

However, owing to the rising prominence of the dynamicity of L2 motivation thanks to process-oriented perspectives, the relevant construct is currently addressed from a socio-dynamic perspective, which shines a light on the L2 motivational self system as a complex, dynamic system (see Larsen-Freeman, 2012; Larsen-Freeman & Cameron, 2008) that is under the impact of and in complex interactions with multiple internal/cognitive, social and contextual factors (Dörnyei & Ushioda, 2012). In an attempt to highlight the socio-dynamic aspects of L2 motivation, several frameworks were put forward and conceptualized L2 motivation keeping with the complexity and dynamicity of the relevant notion such as Ushioda's (2009) relational view of motivation, and Dörnyei's (2005, 2009a) oft-cited L2MSS (for further information, see the section of L2 Motivational Self System). The current socio-dynamic perspective has therefore refreshed the conceptualization of L2 motivation by means of the notions of self and identity (Ushioda & Dörnyei, 2009). From this perspective, L2 motivation is more likely to concern a move towards an imagined sense of self or a global identity in the case of learning English as a lingua franca. During the motivational process, L2 motivation displays various complex

interactions with a diverse range of variables, and one such variable that needs special attention from L2 researchers and practitioners alike is teacher motivation due to the close link between L2 learner and teacher motivation especially in the case of instructed SLA (Dörnyei & Kubanyiova, 2014).

Language (L2) teacher motivation. Today, the dominance of learner-centered education definitely highlights the way an individual learner makes sense of information in his or her own way and accordingly gets a unique understanding (Reigeluth, Myers, & Lee, 2017). The same is true for second and foreign language learning environments where individual language learners are of great importance for the whole language learning and teaching process. A natural result of learner-centered education paradigm in L2 learning settings was a focus on individual learners, how these learners differ from each other and the way these differences influence their language learning; however, this appeared to result in a probably unintentional neglect of teachers and related issues (Mercer & Kostoulas, 2018). From their school lives, everybody would agree that the teacher is one of the major determining factors that influence their learning. It is even among the most prominent influences on student learning; therefore, the neglect of research into teacher factors, teacher psychology and teacher motivation in particular cannot be justified in any case (Dörnyei, 2018; Mercer & Kostoulas, 2018).

Teacher motivation is most probably one of the most important teacher-related factors that can substantially influence the learning and teaching process. Jesus and Lens (2005) put forth several reasons for the importance of teacher motivation by underlying the fact that teacher motivation has a prominent impact on learner motivation, is a crucial step taken towards the advancement of educational reforms and offers teachers a feeling of satisfaction that helps them to persevere in the teaching profession. Among these reasons, the interrelated nature of learner and teacher motivation (Dörnyei & Kubanyiova, 2014; Dörnyei & Ushioda, 2011; Mercer & Kostoulas, 2018) stands out since the ultimate aim in all educational settings is to help students learn. But apart from that, teacher motivation matters for teachers' own well-being (Richardson et al., 2014). This is because psychological state and well-being of teachers matter a lot for the educational process in itself (Mercer & Kostoulas, 2018). The contribution of a high level of teacher motivation to a positive teacher psychology is of undoubted value. But most importantly,

through its effect on teacher behavior, teacher motivation appears to possess a great potential for an influence on student motivation and achievement as well (Sahakyan et al., 2018). The indirect link between teacher motivation and student learning (Dörnyei & Ryan, 2015) materializes in the classroom settings through the fact that teacher motivation is "integral to teachers' goals, beliefs, perceptions, aspirations, and behaviours, and thereby to student motivations and learning." (Richardson & Watt, 2010, p. 139). One such influence of teacher motivation on student motivation, for example, occurs through teachers' use of motivating strategies (Bernaus, Wilson, & Gardner, 2009).

Despite the centrality of teacher motivation for the whole teaching and learning process in the classroom, insufficient teacher motivation remains as an important problem in educational settings (Jesus & Lens, 2005; Sinclair, 2008). In a similar vein, language teachers appear to get demotivated by various factors (Aydin, 2012; Kim et al., 2014; Sugino, 2010). Keeping in mind the central place of teacher motivation in all educational contexts, one of the initial steps to gain an understanding into teacher motivation needs to be getting insights into the nature of the relevant construct.

Defining motivation for teaching. Like any other motivation construct, teacher motivation appears to have a complex and multidimensional structure (Dörnyei & Kubanyiova, 2014) that requires a comprehensive perspective for a correct understanding. Motivation for teaching concerns various phases of a teacher's career from the entry to the profession to the in-service years. It can be explained as to what extent a teacher is attracted to the teaching profession by various factors, how long s/he maintains this enthusiasm in pre- and in-service years and how attentively s/he focuses on the pre-service education and the subsequent in-service teaching; therefore, teacher motivation refers to various aspects of teaching like attraction, retention and concentration (Sinclair, 2008). To put it another way, teacher motivation refers to both what incites enthusiasm for teaching and what causes teachers to remain in the teaching profession (Dörnyei & Ushioda, 2011). Among these constituents, identification of individuals' reasons for choosing and entering the teaching profession is increasingly gaining importance in that there is a global need for high quality teachers which the policy-makers and educators have been trying to meet for decades (Richardson & Watt, 2016). Entry motivations

or initial motivation to choose teaching as a career are important and serve as an initial step towards the teaching profession; however, what also matters is to what extent these initial motivations are maintained, enhanced and transformed into commitment to teaching (Sinclair, 2008).

The complexity of teacher motivation is underscored with its diverse dimensions ranging from personal and experiential elements to contextual and affective aspects as well as its changing nature involving both stability and fluctuations (Hiver et al., 2018). Dörnyei and Ushioda (2011) identify four distinctive motivational aspects of teacher motivation based on literature review. They point out that teacher motivation consists of an important *intrinsic component* that refers to an intrinsic interest in teaching profession and constitutes one of the major dimensions of the construct; is inextricably related with *contextual factors* such as the constraints and demands imposed by the institution where a teacher works; has a lifelong *temporal axis* like any other profession; and is *fragile* and severely under the impact of multiple negative factors inherent in teaching. The contextual factors that influence teacher motivation are also called extrinsic or external influences. They are generally divided into two by Dinham and Scott (2000) as *school-based factors* and *systemic/societal-level factors*. While the former refers to the micro-level factors about the characteristics, constraints and demands of a specific school or other workplaces where teachers work as well as the particular features of the classroom, the latter refers to the influences originating from the system, curriculum, parents, politicians and other stakeholders. As for the intrinsic component of teacher motivation, Dörnyei and Ushioda (2011, p. 163) describe it as a dimension linked to the enjoyment of "pursuing a meaningful activity related to one's subject area of interest, in an autonomous manner, within a vivacious collegial community, with self-efficacy, instructional goals and performance feedback being critical factors in modifying the level of effort and persistence."

From a more generic view, teacher motivation appears to be a construct similar to other types of work motivation (Fernet et al., 2008; Maharjan, 2012). Therefore, various motivation theories are applied to the explorations of the teacher motivation construct. For instance, the teacher motivation construct has been explored based on the understandings of diverse motivation theories such as expectancy-value theory (e.g., Watt et al., 2012; Watt & Richardson, 2008),

achievement goal theory (e.g., Butler, 2007, 2012; Butler & Shibaz, 2014), self-determination theory (e.g., Fernet et al., 2008; Roth et al., 2007) and self-efficacy theory (e.g., Tschannen-Moran & Woolfolk Hoy, 2001, 2007). While expectancy-value theory postulates that the choice, persistence and performance in relation to an action depend on to what extent the individual expects being successful in the relevant activity and the value s/he assigns to it in quite simplistic terms (Wigfield, 1994; Wigfield & Cambria, 2010; Wigfield & Eccles, 2000), achievement goal theory typically explains human motivation in terms of the purposes individuals set for themselves, how attentively they persist in the goal-directed behaviors and how competent they consider themselves in the meantime (Elliot & McGregor, 2001; Maehr & Zusho, 2009). A self-efficacy perspective to human motivation focuses on individuals' beliefs in their capabilities for performing an action (Bandura, 1986; 1997). As for self-determination theory (SDT), it simply emphasizes to what extent a human behavior is self-motivated or self-determined, accounts for goal-directed behaviors based on satisfaction of three innate psychological needs (i.e., competence, autonomy and relatedness), and by this way explores both the level and quality of human motivation (Deci et al., 2017; Deci & Ryan, 2008; Ryan & Deci, 2000a). A further exploration of SDT and teacher motivation from an SDT perspective is provided in the next section.

Motivation for teaching from an SDT perspective. As a macro theory examining human motivation, SDT is utilized to explain motivation in a wide variety of domains such as education, sports, health care, psychotherapy and work (Ryan & Deci, 2017). The theory delves into individuals' *inherent growth tendencies* and *innate psychological needs*, which refer to needs for autonomy, competence and relatedness (Deci & Ryan, 1985, 2000; Ryan & Deci, 2000b). From this perspective, individuals get motivated to do the actions that provide them with the opportunity to satisfy these innate and universal needs. Among these psychological needs, as the name suggests, a need for autonomy concerns individuals' feeling in control of their actions or behaviors. In a similar vein, a need for competence refers to individuals' innate need to feel themselves capable. Finally, a need for relatedness is about feeling connected to other people meaningfully. Therefore, based on the SDT, individuals pursue these basic psychological needs, and satisfying these needs contributes to human growth, thriving and well-being (Sheldon & Filak, 2008). In this

regard, the social contexts (including both proximal and distal contexts) where the individual belongs to are also influential on the extent to which these needs are satisfied and accordingly on the form of the resulting motivation (Deci & Ryan, 2012).

One of the distinctive characteristics of SDT is that while most of the theories on human motivation focus on the extent or quantity of motivation as a unitary construct, SDT is concerned with both the level or quantity of motivation and its orientation or quality (Deci & Ryan, 2008; Ryan & Deci, 2000a). To put it differently, SDT emphasizes both the level of human motivation and the various types of these motivations. Depending on the reason for or the purpose of performing a specific action, conceptualizations of motivation from an SDT perspective differentiate two general types of motivation as intrinsic and extrinsic motivation (Deci & Ryan, 1985). While the former refers to performing an action for its own sake due to finding it interesting or enjoyable, the latter is about doing the action to get some extrinsic rewards or to abstain from negative consequences.

Going beyond the overall distinction of intrinsic and extrinsic motivation, SDT-based conceptualizations of motivation also suggest a self-determination continuum on which amotivation (i.e., lack of motivation) and intrinsic motivation constitute the two endpoints of the continuum and four distinct types of extrinsic motivation (i.e., external regulation, introjected regulation, identified regulation and integrated regulation) take place in between based on their level of autonomy (Ryan & Deci, 2000a, 2000b). In other words, based on the extent to which different types of motivations are self-determined, the SDT posits intrinsic motivation which arises from the inherent satisfaction of doing a specific action as the most self-determined type of motivation, and makes a distinction of four types of extrinsic motivation from the most self-determined or autonomous to the least in the following order (Deci & Ryan, 2008; Deci et al., 2017; Gagné et al., 2010; Meyer, 2014; Ryan & Deci, 2017): integrated regulation (i.e., performing an action due to fully integrating its value or meaning in the sense of self), identified regulation (i.e., performing an action due to identifying with its instrumental value or internalizing its meaning), introjected regulation (i.e., performing an action in a self-controlled manner due to ego-involvement to be able to preserve self-esteem, self-worth or for fear of emotions of

guilt) and external regulation (i.e., performing an action to get some rewards or to abstain from any punishments or negative consequences).

The distinctions of extrinsic motivation rely on the premise that externally regulated behaviors at an initial stage can in fact be internalized at various extents, and internalized extrinsic motivation might appear in three forms as introjection, identification and integration (Deci & Ryan, 2008). Together with the external regulation, these internalized types of extrinsic motivation take an important place in the self-determination continuum. As the most internalized type of extrinsic motivation, integrated regulation might hold similarities to intrinsic motivation since both are volitional; however, the major difference between the two is that while intrinsic motivation results from the interesting or enjoyable nature of a given task or action, integrated regulation refers to a full integration of the instrumental value of that action or task (Deci & Ryan, 2008; Gagné et al., 2010).

Along with the focus on internalization of extrinsic types of motivation and behavior regulation, the major generic distinction of intrinsic and extrinsic motivation was reshaped into a focus on *autonomous motivation* and *controlled motivation* (Deci & Ryan, 2008; Ryan & Deci, 2017). Based on this ultimate distinction, while identified, integrated and intrinsic regulations constitute the types of autonomous motivation, external and introjected regulations are types of controlled motivation. Along with autonomous and controlled motivation, amotivation appears as a third form and reflects the absence of any kind of motivation. Theoretical accounts of the SDT associate autonomous motivation and the constituent forms of motivation (both intrinsic motivation and well-internalized extrinsic motivation) with better outcomes such as greater achievement, performance or effectiveness compared to controlled motivation and its distinct forms (external regulation and introjected regulation) and emphasize the more advantageous nature of autonomous motivation (Deci & Ryan, 2000, 2008; Ryan & Deci, 2000a).

An SDT perspective to teacher motivation similarly addresses motivation for teaching in relation to the extent to which the target action, namely teaching, is self-determined or autonomous (Roth, 2014; Roth et al., 2007). Therefore, from the perspective of SDT, meeting the basic psychological needs by way of teaching is considered to be the source of teacher motivation (Roth, 2014). Departing from the self-determination continuum from amotivation and extrinsic types of motivation to

intrinsic motivation, the postulation that regulation for an action gets more internalized and integrated in the self and thereby proceeds from a passive submissiveness to an active personal engagement (Deci & Ryan, 2008; Ryan & Deci, 2000a) manifests itself in teacher motivation construct as well (Fernet et al., 2008; Roth et al., 2007). Based on the major tenets of the SDT, teachers with a strong autonomous motivation put efforts into teaching for an inherent satisfaction or enjoyment derived from teaching or due to the value they assign to enacting the teaching behavior while controlled motivation for teaching is related to putting efforts into teaching due to a feeling of pressure or compulsion or to get its rewards and avoid any negative consequences (Roth, 2014). These different forms of motivation are therefore inclined to affect teachers in distinct ways.

   Motivation for teaching an L2. Language teacher motivation appears to be a recently emerging field of research both empirically and theoretically despite its slow advancement compared to the affluent line of research into and substantial interest in L2 learning motivation (Mercer & Kostoulas, 2018). The limited research output in relation to language teacher motivation obviously indicates the neglect of issues concerning motivation for teaching an L2 as emphasized earlier (Dörnyei, 2018; Dörnyei & Ryan, 2015; Dörnyei & Ushioda, 2011). Yet, taking into consideration insufficient teacher motivation as an outstanding reality in educational settings (Jesus & Lens, 2005) and the challenging characteristics of the teaching profession (Alexander, 2008; Kieschke & Schaarschmidt, 2008; Pelletier, Séguin-Lévesque, & Legault, 2002), gaining a better understanding of teacher motivation is of crucial value for the field of SLA as well. Professional well-being of teachers needs to be one of the prior concerns in educational settings keeping in mind their central place and critical role in instructional environments for the successful enactment of learning and teaching processes (Mercer & Kostoulas, 2018; Mercer, Oberdorfer, & Saleem, 2016). This is because teacher motivation reflects on teachers' instructional performance and effort as well as their persistence in their job (Alexander, 2008). Moreover, language learners' motivational dispositions and learning achievement are certainly under the impact of teacher motivation; therefore, understanding the nature of language teacher motivation is extremely important for gaining insights into affective foundations of instructed SLA (Dörnyei, 2003).

As pointed out by Mercer and Kostoulas (2008), for an understanding of teacher motivation in SLA, the recently emerging research into L2 teacher motivation has been drawing on the contributions of teacher motivation studies in mainstream educational literature. In this sense, the sound theoretical framework of the SDT, for example, might scaffold the investigation of distinct characteristics of L2 teacher motivation as it did in mainstream teacher motivation research (Fernet et al., 2008; Roth et al., 2007). Hiver et al.'s (2018) call for the exploration of L2 teacher motivation under the guidance of well-established theories of motivation such as achievement goal theory or self-determination theory supports this. For example, within the field of SLA, the SDT was highly influential in exploring L2 motivation in noteworthy works of L2 researchers (e.g., Noels, 2003; Noels, Pelletier, Clément, & Vallerand, 2000). In a similar vein, the principal tenets of the SDT that allow the exploration of both the quantity and quality of motivation (Deci & Ryan, 2008) might provide the necessary theoretical support to understand L2 teacher motivation. Based on the SDT, in the work settings, autonomous types of motivation are more likely to predict better performance and persistence at work as well as well-being compared to controlled types of motivation (Deci et al., 2017). Especially, autonomous motivation appears to have a central role in motivated behaviors of teachers as teachers with an inherent interest in discovering new information and sharing their knowledge are likely to engage in teaching enthusiastically (Hiver et al., 2018), and this results in a feeling of personal accomplishment (Roth et al., 2007). The distinctive effects of different forms of motivation to teach might also be observed with L2 teacher motivation.

While recommending future L2 motivation research to make use of well-established motivation theories like SDT, Hiver et al. (2018) underscore that research into L2 teacher motivation also needs to acknowledge the well-structured foundations of L2 learner motivation research such as Dörnyei's (2005, 2009a) L2MSS. This was possible in Kubanyiova's (2007, 2009, 2012) noteworthy works in which L2 teacher motivation was explored under the guidance of a framework (i.e., possible language teacher selves) inspired substantially from the L2MSS and accordingly possible selves theory (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987, 1998). The use of complementary theoretical frameworks in tandem to explore such complex and multifaceted constructs as motivation is likely

to provide greater insights into its complex nature. As Dörnyei and Ushioda (2011, p. 10) duly sum up, "the challenge of capturing and integrating all the multiple complexities of the antecedents of human behavior within a comprehensive theory of motivation will undoubtedly remain elusive, and we shall probably never be able to grasp the whole picture". Like other motivational constructs, teacher motivation stands out with all its complexities. In line with the aforementioned distinctive aspects of teacher motivation underlined by Dörnyei and Ushioda (2011), Urdan (2014) argues that teacher motivation might be more complex and difficult to understand compared to other professions since teaching involves a principal concern for others' development, is usually enacted with groups of students not with individuals, comes under close scrutiny of the public, and comprises an in depth emotional investment in the work and susceptibility. Moreover, what distinguishes L2 teacher motivation from mainstream teacher motivation construct is that many L2 teachers are also language learners (Hiver et al., 2018). With these in mind, a *theory-integration approach* in which multiple complementary theories are utilized in concert and integrated to understand the nature of complex phenomena (Jesus & Lens, 2005) might contribute the understanding of L2 teacher motivation as well. The next section illustrates how this might hold true for L2 teacher motivation from the perspective of possible language teacher selves.

Possible Language Teacher Selves

Although the sound theoretical framework of possible selves has lent itself to empirical research in psychology for long, the initial attempts to make use of this framework in applied linguistics were made in the second half of 2000s as underlined by Hiver (2013). The well-established nature of the concept of possible selves in mainstream psychology with pioneering works of Markus and Nurius (1986) and Higgins (1987) giving weight to the future-oriented facet of the self-concept was effectively applied to the field of SLA with the efforts of Dörnyei (2005) through his model of L2 Motivational Self System (L2MSS). Inspired by the possible selves and their sound adaptation to L2 learner motivation construct through the L2MSS, Kubanyiova (2007, 2009) introduced the construct of possible language teacher selves in an attempt to explain the underpinnings of language teacher development by way of the links among teacher cognition, motivation and

development. In this sense, the conceptualization of possible language teacher selves is rooted in the theoretical grounds of the concepts of possible selves (Markus & Nurius, 1986) and self-discrepancy (Higgins, 1987, 1998).

The Possible Selves Theory. Issues related to identity and self have long been among major areas of interest in mainstream psychology, and a principal focus has been on the affective and motivational aspects of the self-processes (Leary, 2007). An outstanding contribution to the motivational aspects of the self was made by Markus and Nurius (1986) through introducing the concept of possible selves. The idea of possible selves was a product of a time when the self-concept was no longer thought of as static and unidimensional; in contrast, there was a heightened interest in the dynamic and multifaceted nature of the self-concept (Markus & Wurf, 1987; Oyserman & Markus, 1990).

Within the scope of *possible selves theory*, Markus and Nurius (1986, p. 954) referred to possible selves as "individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming". Although not exactly naming each of these constructs, they provided three major forms of possible selves that represent the *ideal* or *hoped-for selves* people would like to become, the *expected selves* they could realistically become and the *feared selves* they are afraid of becoming and therefore avoid. Moreover, they offered an overview of the collection of individuals' self-images and conceptions that occur in multiple forms such as the good selves, bad selves, ideal selves, ought selves, hoped-for selves and feared selves. Therefore, possible selves can be considered as individuals' future-oriented self-representations that come out in multiple forms and conceptually associate cognition and motivation (Markus & Nurius, 1986). The interface or conceptual link between self-concept and motivation was justified through cognitive representation of future-oriented aspects of self-concept (i.e., possible selves) which embody individuals' various self-relevant goals, desires, motives, anxieties and fears, and assign a meaning, form and direction to the repertoire of these dynamic possible future selves (Markus & Nurius, 1986; Oyserman & Markus, 1990). Therefore, it was underlined that the possible selves were beyond ordinary imagined states or roles; on the contrary, these were particular hopes, goals, desires and fears of the individuals that hold a significant personal meaning (Markus & Nurius, 1986).

Based on the possible selves theory, the possible selves serve two crucial functions that raise their prominence from a cognitive and motivational perspective (Hoyle & Sherrill, 2006; Markus & Nurius, 1986; Markus & Wurf, 1987; Oyserman & Markus, 1990): (1) They serve as incentives for individuals' future behavior, and (2) they offer a context for the evaluation and interpretation of current actual selves of individuals. In other words, possible selves initially provide an impetus for future behavior and guide it through personal representations in mind in the form of selves to approach or avoid. At the same time, possible selves also provide a mental framework for the interpretation of the current selves and behaviors in relation to possible future selves. These desired or undesired self states are supported by mental imagery. The crucial role of mental imagery as part of possible selves serve as a driving force for behavioral regulation and performance (Ruvolo & Markus, 1992).

Self-relevant mental imagery is a crucial component of possible selves (Markus, 2006), and this is what distinguishes possible selves from goals that guide human behavior (Dörnyei, 2009a). Besides involving long-term self-relevant goals with a guiding role (Miller & Brickman, 2004; Pizzolato, 2006), possible selves consist of "tangible *images* and *senses*" (Dörnyei & Ushioda, 2011, p. 81) which make individuals perceive them like a reality they experience (Dörnyei, 2009a). Therefore, possible selves get beyond abstract conceptions in individuals' minds with their emotional and experiential aspects (Hiver, 2013). For instance, Erikson (2007) underlines the notion of agency in relation to possible selves and individuals' conceptions about experiencing the future selves as the agents of the imaginary situation. Similarly, Ryan and Irie (2014) draw an analogy between these imaginary states in relation to possible selves and stories of the self which we tell ourselves. In brief, with the help of these visionary elements, possible selves constitute an important concept for the exploration of the way individuals' self-representations guide them for future action by approaching their *hoped-for* selves or avoiding their *feared selves* (Hoyle & Sherrill, 2006).

The Self-discrepancy Theory. During the time possible selves was theorized by Markus and Nurius (1986), a complementary perspective to explain self-knowledge with a focus on the future elements of the self-concept was introduced by Higgins and his associates (Higgins, 1987; Higgins, Klein, &

Strauman, 1985) with the well-known *self-discrepancy theory*. With this theory, Higgins (1987) aimed to provide a systematic scope to explain the interplay among various self-states and divided the self into three major domains: (1) the *actual self*, (2) the *ideal self*, and (3) the *ought self*. Based on this distinction, the actual self refers to the self-representation of the characteristics or attributes personally believed to be possessed at present. The ideal self stands for the self-representation of the characteristics an individual would ideally like to possess. In other words, the ideal self concerns the personal wishes, aspirations, desires and self-imagined goals. Lastly, the ought self in the taxonomy of self-states refers to an individual's self-representation of the characteristics s/he believes s/he ought to possess. This is closely related to the individual's sense of responsibilities, duties and obligations.

A major distinction is made between ideal and ought selves in the literature by referring to the ideal self as a state rooted in the individual's own desires and aspirations leading to a personal vision whereas the ought self is underlined as attributes one ought to possess that are derived from others' vision for the person (Dörnyei, 2009a). However, as emphasized by various scholars (e.g., Boyatzis & Akrivou; Dörnyei, 2009a; Ryan & Irie, 2014), the elusiveness of the divergence between the ideal and ought selves is maintained in that we all belong to diverse social groups and adapt to social norms in a way. From this perspective, it is inevitable to embody some social expectations or roles representing the ought self into the self-derived goals and desires reflecting the ideal self. Therefore, ideal and ought selves can maintain overlapping and harmonious aspects; however, they can also have conflicting elements (Ryan & Irie, 2014).

Higgins (1987) conceives of the actual self as an individual's *self-concept* and the remaining ideal and ought selves as future *self-guides.* Drawing on the taxonomy of self-states involving actual, ideal and ought selves, the self-discrepancy theory (Higgins, 1987, 1998) posits that individuals compare their actual selves with their desired end-states, namely the ideal and ought selves, seek for a harmony between their self-concepts and these personally relevant self-guides, and get motivated by the wish to reduce the discrepancies between their actual and ideal/ought selves. Therefore, they similarly view the ideal and ought selves as standards to be met and the goals to be reached. However, Higgins and his associates (Higgins, 1998; Higgins, Roney, Crowe, & Hymes, 1994) also draw a

line between the ideal self and the ought self in terms of their self-regulatory aspects. They highlight that the ideal self comprises a promotion focus in relation aspirations, wishes, hopes and advancements while the ought self displays a prevention focus to avoid any potential negative outcomes and to remain safe.

Apparently, self-discrepancy theory and possible selves theory approach the self and affect in similar but distinctive ways. These two social-psychological frameworks offer complementary understandings for motivational function of future-oriented self states either in the form of possible selves or future self-guides. The overlapping element in these frameworks is the motivational function of the future-oriented self-representations because both frameworks focus on that "future, as-yet-unrealised selves have the potential to be powerful motivational influences on behaviour." (MacIntyre, MacKinnon, & Clément, 2009, p. 47). This motivational function of future selves has been translated into many different disciplines, one of which is the field of SLA.

The L2 Motivational Self System (L2MSS). The self-concept with various related self constructs in psychology (Leary, 2007; Leary & Tangney, 2012) have also been influential in the field of SLA especially over the last decade (Csizér & Magid, 2014; Mercer, 2012, 2015; Mercer & Williams, 2014). In this sense, Dörnyei's (2005) model of the L2MSS, which was introduced to explain L2 learning motivation, has had an overarching impact in the field. Drawing on the underpinnings of Markus and Nurius's (1986) possible selves theory and Higgins's (1987, 1998) self-discrepancy theory, Dörnyei (2005) initiated a self-based perspective of L2 motivation. Along with the impact of possible selves as future self-guides, a reform in the understanding of Gardner's (2001) integrativeness guided the development of the model.

Based on this "reconceptualization of L2 motivation as part of the learner's self system" (Dörnyei, 2009a, p. 29), L2 learners' future visions of themselves is at the heart of the L2MSS which is comprised of three principal components: (1) the *ideal L2 self*, (2) the *ought-to L2 self*, and (3) the *L2 learning experience*. Among these dimensions, the ideal L2 self refers to the facet of the ideal self peculiar to the learning of the relevant L2 and represents the person one would ideally like to become such as someone who speaks the language fluently. Similar to the functioning of the ideal self in Higgins's (1987) self-discrepancy theory, the ideal L2

self serves as a strong motivator for future L2 learning behavior in response to the desire to reduce the mismatch between the actual and ideal selves (Dörnyei, 2005, 2009a). As the second component, the ought to L2 self refers to the L2-specific attributes or qualities an individual believes s/he ought to possess in an attempt to satisfy the expectations of some significant others and to abstain from any potential negative outcomes. In this respect, the ought-to L2 self is characterized by more externally-driven and less internalized aspects of L2 motivational self system. Along with these two dimensions that are quite in line with the notions of possible selves and future self-guides (Dunkel & Kerpelman, 2006; Higgins, 1987, 1998; Higgins et al., 1986; Higgins et al., 1994; Markus & Nurius, 1986; Markus & Wurf, 1987; Oyserman & Markus, 1990), the third facet of Dörnyei's (2005) L2MSS concerns L2 learning experience of an individual and stands for the immediate language learning environment that shapes language learning experience with such aspects as the curriculum, teacher and peers.

In brief, the model of L2MSS offers insights into the way L2 learners' self-system that embodies future-oriented visions specific to learning of an L2 energizes L2 learning motivation (Ryan & Irie, 2014). However, based on past research into self-guides, Dörnyei (2009a) reminds that the theorized motivational potential of possible selves is not enacted automatically but contingent on some specific conditions. As he states, the conditions of primary importance are:

- availability of an elaborate and vivid future self image

- perceived plausibility

- harmony between the ideal and ought selves

- necessary activation/priming

- accompanying procedural strategies

- the offsetting impact of a feared self (Dörnyei, 2009a, p. 18).

Based on these conditions, it is clear that well-structured ideal or ought selves may not be available to everyone (Higgins, 1987). Although imagination (Markus, 2006) constitutes a prominent dimension of possible selves, the extent of the vividness and elaborateness of the mental imagery can be divergent (Oyserman & James, 2009). Therefore, the available possible selves need to be enriched with

sufficient details to be able to act as genuine future self-guides. They need to be realistic so that the individual might conceive of the self-guides as possible and plausible (Ruvolo & Markus, 1992). The future self-guides need to be in line with one another (Dörnyei & Ushioda, 2011). They should be activated and included in the working self-concept (Hoyle & Sherrill, 2006). Beyond being personal goals or desires, possible selves act as individuals' visions of themselves reaching these goals and desired possible selves with particular action plans and strategies (Markus & Nurius, 1986). Dörnyei and Ryan (2015, p. 98) summarize the crucial role of action plans in the motivating impact of possible selves as follows: "Future self-guides are only productive if they are accompanied by a set of concrete action plans, that is, by a blueprint of concrete pathways that will lead to them." Lastly, to be able to benefit from the motivational potential of possible selves, the desired possible selves or the future-self guides, it is essential to offset them with a feared self as a balancing counterpart (Oyserman & Markus, 1990).

Possible language teacher selves and their motivational potential. The conception of L2 motivation as an important part of the language learner's self (Dörnyei, 2009a) was both a substantial shift in relation to the predominant approach to L2 learner motivation and also influential on the emergence of a self-based approach to L2 teacher motivation. To put it another way, the idea of focusing on L2 learners' future self-guides involving their future images or visions as L2 learners and users has been effective in the development of a parallel self system to explain L2 teacher motivation. In this sense, the construct of possible selves which conceptually relates self-concept and motivation (Markus & Nurius, 1986; Oyserman & Markus, 1990) was highly influential. Drawing on the theoretical grounds of possible selves theory (Markus & Nurius, 1986) and self-discrepancy theory (Higgins, 1987, 1998) as well as Dörnyei's (2005, 2009a) model of the L2MSS as a well-established adaptation of these theories to the understanding of L2 learner motivation, Kubanyiova's (2007, 2009) pioneering works on language teachers' conceptual change and development drew the attention to L2 teacher motivation as part of L2 teachers' self system. In her intervention study on L2 teachers' conceptual change, she was able to explore the links among teacher cognition, motivation and development. In an effort to understand the conceptual change in language teachers, she situated the possible selves of language teachers

as a central component of L2 teacher cognition. In this respect, a focus on L2 teachers' possible selves indicated inclusion of a future dimension in language teacher cognition (Kubanyiova, 2012), which is conceived of as an abstract cognitive component of teaching involving an amalgam of teachers' thoughts, knowledge and beliefs (Borg, 2003, 2006). Possible teacher self includes a further dimension in teacher identity and self-views with its future orientation (Hamman et al., 2010). The distinctiveness of the construct of possible selves among various self-constructs is a result of its focus on the future (Dörnyei & Ushioda, 2011).

Based on Kubanyiova's (2007, 2009) conceptualization, with their central place in language teacher cognition, the *possible language teacher selves* embody L2 teachers' cognitive representations of their possible selves (i.e., ideal, ought-to and feared selves) regarding the teaching profession. In parallel with the conceptualization of L2 motivation as the L2MSS, the model of possible language teacher selves comprises three principal components: (1) ideal language teacher self, (2) ought-to language teacher self and (3) feared language teacher self. Within this tripartite conceptualization, the *ideal language teacher self* corresponds to future images and visions of L2 teachers' identity goals and aspirations in relation to the language teaching profession, and typically reflects the kind of L2 teacher self one would ideally like to become in the future. The model postulates that L2 teachers get motivated by the desire to reduce the mismatch or incongruence between their actual and ideal language teacher selves. As the second dimension, the *ought-to language teacher self* is a cognitive reflection of extrinsically-driven but self-relevant duties, responsibilities and obligations regarding the language teaching profession, and simply refers to one's vision of the kind of L2 teacher s/he should become in the future. The underpinnings of this self-construct might rest in various sources such as normative pressures or school rules in the working environment in general and the latent expectations of significant others such as colleagues, families and students in particular. However, as distinct from the ideal language teacher self in the model, the motivational capacity of the ought to language teacher self in relation to the desire to reduce the mismatch between actual and ought-to language teacher selves is rooted in external incentives and particularly the mental representation of negative consequences. The cognitive representation of the relevant negative outcomes points to the third self-construct in the model labelled as the *feared*

language teacher self, which refers to the kind of L2 teacher one is afraid of becoming in the future. The model posits that the feared self might materialize in the case that L2 teachers do not accomplish their ideal or ought-to selves.

Kubanyiova (2009) lays an emphasis on this third constituent of the possible language teacher selves even though the feared self is not evidently established within Dörnyei's (2005, 2009a) L2MSS and Higgins's self-discrepancy theory. This is because the motivational capacity of possible selves might be heightened when they are balanced and particularly in the case that the desired selves of individuals are offset by relevant countervailing feared selves (Dörnyei, 2005, 2009a; Dörnyei & Ushioda, 2001; Kubanyiova, 2007; Oyserman & Markus, 1990). In addition, similar to the internalization of different elements of the ought-to self (Boyatzis & Akrivou, 2006; Dörnyei, 2009a), the ought-to language teacher self might transform into more internalized future self-images of the ideal language teacher self (Kubanyiova, 2007, 2009). In brief, with the aforementioned three major constituents, the possible language teacher selves are placed at the center of language teacher cognition and display a great motivational potential. However, in keeping with the conditions highlighted above for the motivational capacity of possible selves, the self-regulatory impact and motivational capacity of possible language teacher selves depend on some certain conditions (Kubanyiova, 2007, pp. 93-95): The possible language teacher selves need to be *available and accessible*, *elaborated and specific*, *central*, *plausible*, *conceptually grasped*, *balanced and contextually cued*.

To sum up, the possible language teacher selves are quite promising in terms of their motivational potential. However, the enactment or activation of this potential appears to be a prominent initial step. It is possible to engage learners in the language learning process and transform the learning setting into an effective language learning environment with motivated teachers who hold a vision of themselves achieving the pre-determined goals and a well-structured pathway to reach these targets (Dörnyei & Kubanyiova, 2014). In other words, beyond the implementation of novel techniques or principles, teacher motivation appears to be a prerequisite for the transformation of classrooms in a positive direction. One such way of motivating language teachers is inspiring their vision (Kubanyiova, 2012, 2014). Visionary training with a focus on the future self-guides of teachers might work well in motivating language teachers (for further information, see Dörnyei &

Kubanyiova, 2014). In that case, language teachers' possible selves might serve as real motivators for both their teaching and professional development practices.

Teachers' Self-efficacy Beliefs

Another self construct that matters for an understanding of the concept of motivation is self-efficacy. An exploration of self-efficacy beliefs is invaluable in that it allows to gain insights into how individuals' beliefs about their capabilities might impact their aims, the way they endeavor to achieve those aims as well as their reactions to their successes and failures in the meantime (Maddux & Gosselin, 2012). This also holds true for teachers' self-efficacy beliefs that function like "cognitive filters" in examining their own experiences and accordingly configuring their cognitions and actions (Woolfolk Hoy, Hoy, & Davis, 2009, p. 627). The following sub-sections delineate what self-efficacy beliefs are, what origins they have, and how these beliefs apply to educational settings as part of teachers' beliefs in their capabilities. The section generally makes use of the theoretical grounds of teachers' self-efficacy (TSE) beliefs in educational literature as research into language teachers' self-efficacy (LTSE) beliefs largely benefits from the conceptualization of and research into TSE beliefs (Wyatt, 2018a).

Conceptualizing self-efficacy. The concept of self-efficacy has been maintaining its importance ever since it was introduced by Bandura (1977) as a prominent factor in human motivation. In general terms, self-efficacy refers to individuals' beliefs in their capacities and capabilities to perform any given action at the desired levels and to achieve the concerned attainments (Bandura, 1997). Therefore, these beliefs hold a critical potential for human motivation and action. The self-efficacy construct has a key role in Bandura's (1986) *social cognitive theory*, which focuses on human functioning.

Maddux and Gosselin (2012) underscore four major tenets of Bandura's (1986) social cognitive theory. The first is that individuals possess robust cognitive capabilities that provide an internal reflection of their experiences, and using this potential, they make an observation and evaluation of what they think, the way they act and feel, shape their future roadmaps for action, try to foresee the results, test what they predict, and convey their views and experiences to others. The second is that human functioning is a product of a reciprocal relationship among three factors:

personal, behavioral and environmental factors. In other words, the personal factors that consist of human cognition, affect and biological events are in a dynamic interaction with behavioral and environmental influences. According to Maddux and Gosselin (2012), the third important premise of social cognitive theory is the socially embedded nature of self and identity which means that they are not only brought to social interactions but shaped during and after these interactions. The fourth tenet is the capacity of self-reflection that paves the way for agency and self-reflection. From this perspective, beyond reacting to the environmental factors, individuals are the real agents in those environments, set goals for themselves and regulate their behaviors in response by means of the capacity to shape beliefs and expectancies for the future based on past experiences. As Schunk and Pajares (2009) point out, particularly its insights into the reciprocal links among personal, behavioral and environmental factors as the three principal indicators of human functioning make social cognitive theory eligible for translating its premises into education.

Self-efficacy beliefs, which constitute a prominent element among personal factors (Schunk & Pajares, 2009), have a central role in the exercise of human agency within the scope of social cognitive theory and exert substantial influences on thoughts, emotions, motivation and action (Bandura, 1991, 1997, 1999; Wood & Bandura, 1989). As a core construct at the heart of human agency, self-efficacy beliefs impact behaviors both directly and indirectly through their influence on other determining factors such as goals, desires, expectations of outcome and so on (Bandura, 2000). Self-efficacy beliefs have such a critical role in human functioning that it is these beliefs that determine individuals' motivations, emotional states and behaviors even more than the reality behind their beliefs (Bandura, 1997). These beliefs form the basis of human motivation, the state of well-being and the sense of accomplishment (Pajares, 2008).

Sources of self-efficacy. According to self-efficacy theory, people develop their self-efficacy beliefs based on four fundamental sources: enactive mastery experiences, vicarious experiences, verbal persuasion, and physiological and affective states (Bandura, 1986, 1997). Among these sources of information, *enactive mastery experiences* constitute the most powerful origin of efficacy beliefs and are also called performance accomplishments. Accordingly, individuals' personal experiences of success and failure impact their efficacy beliefs. While

experiences of success are likely to strengthen efficacy beliefs, those of failure are inclined to weaken self-efficacy. In other words, past authentic performances affect efficacy beliefs to a great extent. As the second source of efficacy beliefs, *vicarious experiences* refer to observing or hearing about another person's performance in a given task and doing a self-evaluation about one's own abilities in the same task based on that modeling. This happens through social comparison as people tend to compare themselves to the people performing a specific task and make inferences about whether they would accomplish it themselves. Therefore, vicarious experiences are argued to have a less salient impact on efficacy beliefs (Bandura, 1977, 1997). Thirdly, people also develop efficacy beliefs in response to *verbal persuasion* that they receive from their significant others. From this perspective, individuals' efficacy beliefs might be fostered as a result of the realistic verbal persuasion they get from people they trust and value the opinions of. Based on self-efficacy theory, this kind of verbal persuasion might help people in convincing and encouraging them that they are capable of the concerned task or activity. The last source of efficacy is *physiological and affective states*, which people take into consideration during the evaluation of their capabilities. Emotional arousals that come out in the form of anxiety, stress or fear might, for example, affect efficacy beliefs negatively. The efficacy beliefs that are constructed through the personal interpretation of these different sources might impact individuals' diverse motivational outcomes ranging from task choice to the effort expended and the level of persistence (Schunk & Pajares, 2009; Schunk & Usher, 2012). In other words, individuals' self-efficacy beliefs might influence which tasks they choose to pursue, how much effort they put into a specific task and how attentively they persevere to accomplish it.

Theoretical underpinnings of teachers' self-efficacy beliefs. One of the areas where self-efficacy beliefs are applied well is education including its various branches. The tenet that no matter what other influences guide and motivate a behavior, if people do not believe that they are able to accomplish a desired outcome through their actions, they may feel little incentive to take an attempt to achieve it or persist in their endeavor without having to do that (Bandura, 1997, 2010) is also extended to educational settings from the perspectives of both students and teachers. From the students' side, self-efficacy beliefs are underlined as a major

factor that influences students' motivation, learning and achievement (Linnenbrink & Pintrich, 2003; Multon, Brown, & Lent, 1991; Pajares, 2003, 2006). Besides students' self-efficacy beliefs, teachers' efficacy beliefs also matter a lot in educational settings. Teacher efficacy represents "a future-oriented, competency-based expectation a teacher holds in reference to his or her capacity to bring desired outcomes to fruition" (Reeve & Su, 2014, pp. 350-351). From this perspective, the outcomes teachers aspire to achieve in the educational contexts refer to the attainment of such aims as fostering learner engagement, encouraging student learning and promoting learner achievement.

Although the idea of self-judgement of personal capabilities to influence student engagement and positive learning outcomes appears to be simple (Tschannen-Moran & Woolfolk Hoy, 2001), the self-efficacy construct has been subject to a confusion in terms of its conceptualization and measurement for years (Fives, 2003; Henson, 2002; Klassen, Tze, Betts, & Gordon, 2011; Wheatley, 2005). Fives (2003) highlights that the inconsistencies in both the conceptualization and measurement of teacher efficacy date back to origins of the construct. The roots of the teacher efficacy construct were established by two different lines of research: the earlier one initiated by RAND researchers (Armor et al., 1976) who took Rotter's (1966) conception of locus of control as a reference point and the latter by Bandura's (1977) integrative theoretical model on expectations of personal efficacy.

The first strand of research on teacher efficacy was based on Rotter's (1954, 1982) social learning theory, and simply referred to teacher efficacy as to what extent teachers believe student learning is under their control and whether they possess the capabilities to produce desired effects on students. From this perspective, either the teacher or the environment controlled the reinforcement of actions (Tschannen-Moran et al., 1998). In other words, the underlying idea was that student learning was either internally controlled or externally controlled (Tschannen-Moran & Woolfolk Hoy, 2001). On the other hand, Bandura's (1977) understanding of teacher efficacy was distinct in that he conceived of teacher efficacy as a kind of self-efficacy and conceptualized it as teachers' beliefs in their capabilities to perform the concerned courses of action at a desired level. Bandura (1997) postulated that efficacy beliefs impact the extent of effort they put into teaching and their perseverance in the case of obstacles and coping with the

difficulties, which distinguished his understanding of efficacy from the first strand mentioned above. The two distinct approaches to teacher efficacy also reflected on the measurement of the construct as scholars developed diverse measures and explored TSE beliefs based on the different understandings into the concept (e.g., Gibson & Dembo, 1984; Guskey, 1981; Tschannen-Moran & Woolfolk Hoy, 2001). Therefore, in spite of the conceptual distinctions between these two understandings of teacher efficacy, both strands contributed to the insights into TSE beliefs. Earlier research into TSE beliefs distinguished between general teaching efficacy (GTE; i.e., the belief about teachers' capacity to contribute to student learning in general) and personal teaching efficacy (PTE; i.e., self-judgement of personal capacity to influence student learning) as two distinct dimensions of teacher efficacy (e.g., Gibson & Dembo, 1984). However, Bandura (1997) maintains that what matters for instructional efforts of teachers is their personal efficacy more than the beliefs about other teachers' capabilities.

Current conceptualizations of TSE beliefs. A more recent exploration of teachers' efficacy beliefs refers to the relevant concept as "beliefs in their abilities to support learning in various task and context-specific cognitive, metacognitive, affective and social ways" (Wyatt 2010, p. 603). The underlying idea of teacher efficacy as a task- and context-specific concept is directly in line with Bandura's (2006) understanding of self-efficacy beliefs, which highlights that these beliefs do not reflect a global quality but a distinct group of beliefs in relation to various areas of functioning. In line with this understanding of self-efficacy, it is repeatedly underscored in the literature that TSE beliefs have a multifaceted, and task-, domain- and context-specific nature (e.g., Phan & Locke, 2015; Skaalvik & Skaalvik, 2017; Tschannen-Moran et al., 1998; Tschannen-Moran & Woolfolk Hoy, 2001; Woolfolk Hoy et al., 2009; Wyatt, 2010, 2013, 2014). This means that teachers might hold diverse TSE beliefs in relation to particular dimensions and tasks of teaching in diverse instructional contexts. In other words, the extent to which teachers feel themselves efficacious might differ based on various factors such as the subjects they teach, the tasks they carry out in schools as teachers, the particular classroom context they are in and the specific student group they teach. A noteworthy initiative to explore the multidimensional, task- and context-specific construct of TSE was

taken by Tschannen-Moran et al. (1998), who explored the development of TSE beliefs using an outstanding cyclical model (see Figure 2).
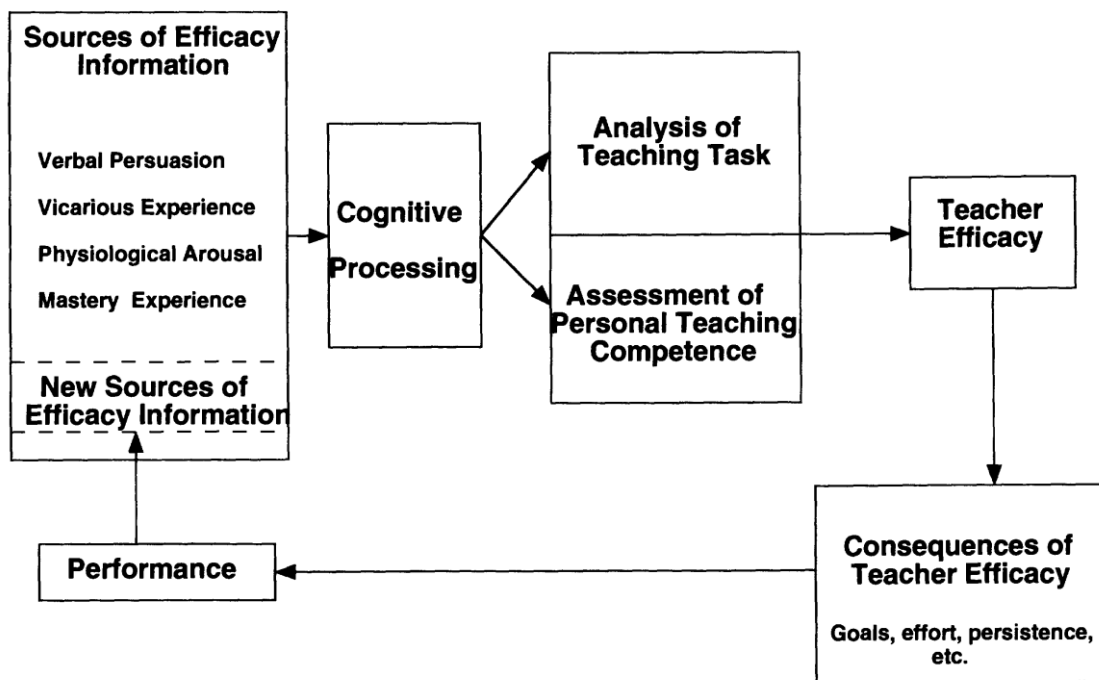
Figure 2. The cyclical nature of teacher efficacy (Tschannen-Moran et al., 1998, p. 228)

Based on Tschannen-Moran et al.'s (1998) integrated model of teacher efficacy, teachers' efficacy beliefs arise from four fundamental sources in line with Bandura's (1986, 1997) understanding. From this perspective, teachers' efficacy beliefs might be constructed on their mastery experiences (e.g., positive past experiences of teaching), vicarious experiences (e.g., observing other colleagues' instructional practices in problematic classes), verbal persuasion (e.g., constructive feedback received from school administrators or other teachers) and physiological arousal (e.g., teachers' feeling anxious while dealing with a difficult situation in the class). Tschannen-Moran et al. (1998) underscore that mastery experiences or performance accomplishment, in other words, hold the greatest potential for efficacy beliefs. Performance accomplishment might be especially important for teachers at the beginning of their careers since, as pointed out by Bandura (1997), early mastery experiences enhance self-efficacy beliefs while failure at early stages weakens self-efficacy. Tschannen-Moran et al.'s (1998) model suggests that the efficacy information received from these four sources are subjected to a process of cognitive processing, which leads to a self-evaluation of personal competence in the

light of a particular teaching task and its context. In this sense, teacher efficacy appears to be a product of an interaction between a teacher's individual interpretation of a teaching task in a particular context and self-appraisal of his or her teaching capacity or competence and task limitations. In a similar vein, Reeve and Su (2014) highlight that teacher efficacy arising from teachers' personal judgements of their teaching competence is rooted in an integrated self-evaluation of (1) their perceived capacity to implement specific instructional practices and (2) their perceptions on contextual demands, conditions, restrictions and difficulties in the educational setting. According to Tschannen Moran et al.'s (1998) model of teacher efficacy, the resulting efficacy beliefs impact on teachers' goals, efforts and persistence. The cyclical model proposes that a higher sense of self-efficacy would result in increased effort and persistence, and this would positively reflect on teacher performance. The model further posits that the resultant enhanced performance would result in increased teacher efficacy. Especially with its insights into the effects of particular teaching tasks and their contexts, this model contributes to the understanding of teachers' efficacy beliefs. As expected from the proposed cyclic nature of the development of teachers' self-efficacy beliefs, the sense of efficacy formed through a first cycle is likely to be modified and readjusted in a new cycle.

Individuals with strong self-efficacy beliefs seek and set tough goals to achieve, commit to those goals and persevere even when faced with challenges, are not discouraged by the obstacles and improve their perceived competence whereas those with a weak sense of efficacy tend to set simpler goals, do not put enough efforts into achieving goals, get easily disheartened by problems or give up (Schunk & Pajares, 2009; Schunk & Usher, 2012). Similarly, while teachers with strong efficacy beliefs are in the opinion that they can affect student learning positively no matter what difficulties they may encounter with students and that they can come through the difficulties encountered in teaching by way of effective instruction, those with a low level of teacher efficacy believe that their efforts are in vain unless students are motivated and that their impact on student learning is restricted with the contextual constraints in the educational environment (Bandura, 1997). Apart from their positive impact on student learning, teachers' self-efficacy beliefs are closely associated with some teacher-related factors. For instance, TSE beliefs were found to be closely related to teachers' instructional beliefs, behaviors,

commitment and job satisfaction (e.g., Caprara, Barbaranelli, Borgogni, & Steca, 2003; Coladarci, 2010; Skaalvik & Skaalvik, 2007; Tschannen Moran & Woolfolk Hoy, 2001; Ware & Kitsantas, 2007). Teachers' self-efficacy beliefs are especially of great importance for their motivation to impact students' learning positively (Klassen et al., 2014). This is because a close link appears to exist between teachers' self-efficacy beliefs and motivation for teaching (Tschannen-Moran et al., 1998). It is also essential to note that low levels of teacher efficacy might heighten teachers' demotivation (Skaalvik & Skaalvik, 2010).

The next section provides empirical evidence on how these self-efficacy beliefs operationalize in second and foreign language teaching settings with L2 teachers. The section initially reports previous research into L2 teacher motivation and proceeds with research evidence in relation to possible language teacher selves. Following those parts, the section lastly summarizes the related research into L2 teachers' efficacy. It provides an overview of the empirical research on both pre- and in-service L2 teachers' motivation, possible selves and self-efficacy beliefs. Based on the framework drawn thanks to previous research, it finally uncovers in what aspects the current research set out to contribute to the relevant research body in SLA.

Empirical Studies on Language Teacher Motivation, Possible Language Teacher Selves and Language Teacher Efficacy

Empirical studies on language teacher motivation. Despite the importance of L2 teacher motivation as a concept closely related to L2 learner motivation, the relevant field of research remains being in its infancy. While there has been an influx of research into teacher motivation in mainstream educational literature for years (Richardson et al., 2014), L2 teacher motivation is a recently emerging field of research in SLA (Dörnyei & Ryan, 2015; Mercer & Kostoulas, 2018). Hiver et al. (2018) argue that research on L2 teacher motivation is more of descriptive in nature and tends to benefit from thematic explorations as opposed to the sound underlying conceptual frameworks characterizing mainstream teacher motivation research. However, benefiting from the well-established research lines into teacher motivation in mainstream education, L2 teacher motivation researchers have recently been contributing to similar research lines.

Although the research on L2 teacher motivation is newly emerging, the initial attempts to explore L2 teacher motivation are not so recent. A pioneering initiative was taken by Pennington and her colleagues who took an early attempt to research motivation, work satisfaction and commitment of ESL teachers in a series of studies, and these studies were reported by Pennington (1995) in a monograph. Among these, two different studies conducted by Pennington and Riley in 1991 explored ESL teachers' satisfaction with various dimensions of their work as teachers by administering questionnaires on work satisfaction. The results of two studies were consistent in that both showed that ESL teachers were most satisfied with intrinsic aspects of their job while least satisfied with extrinsic elements or rewards of their jobs. Along with the remaining research, this series of studies drew the attention to the need for taking measures against the dimensions teachers were dissatisfied with. Building on Pennington and her colleagues' research, Doyle and Kim (1999) investigated the motivation and work satisfaction of ESL and EFL teachers in the U.S. and Korea respectively. The ESL setting in the U.S. involved a data collection process during which 99 teachers were surveyed and 5 of them were interviewed while 100 teachers were surveyed and 9 of them were interviewed in the Korean EFL context. Intrinsic motivation of the teachers appeared as a salient finding, which was in line with Pennington's (1995) results. In a similar vein, Doyle and Kim's (1999) research also underlined the adverse impact of external factors (e.g., low salary, insufficient opportunities for advancement, etc.) on their intrinsic motivation to teach. Through the lens of critical analysis, the study also found that compulsory curricula and tests leading to lack of autonomy and varying socio-political beliefs led to the dissatisfaction of both ESL and EFL teachers.

These initial studies on work satisfaction of L2 teachers were followed by some other L2 researchers in the coming years. For instance, Kassabgy, Boraie and Schmidt (2001) investigated the job satisfaction of 107 ESL/EFL teachers in Egypt and Hawai'i by means of a questionnaire. The researchers found that the participant teachers reported giving more importance to values related to internal aspects of teaching (e.g., helping student learning) than rewards of external nature. However, their results also revealed that the teachers' job and career satisfaction correlated with job rewards more than the values associated with teaching in contrast to the perceived importance of values over rewards. In a similar vein, Karavas (2010)

explored Greek EFL teachers' motivation and job satisfaction through a questionnaire. Her findings corroborated previous research findings in that the participant teachers were most satisfied with intrinsic aspects of teaching profession like student-teacher interaction but dissatisfied with matters concerning school structure and policy making like salaries and opportunities for promotion. Moreover, the teachers' major entry motives for the teaching profession were related to altruistic reasons and intrinsic aspects of the job. In a more recent mixed methods study in the Iranian EFL context (Rezaee, Khoshsima, Zare-Bahtash, & Sarani, 2018), the researchers explored the relationships between job satisfaction and performance by conducting a research study on 440 EFL teachers using questionnaires and interviewing some of these teachers to collect data. The study unveiled a moderate correlation between these two factors, and further revealed that among various dimensions of job satisfaction, such factors as pay and benefits, contingent rewards and work conditions turned out to be significant predictors of job performance.

Similarly, some previous research into language teacher motivation focused on the factors that motivate and/or demotivate language teachers inside and outside the school context both in Turkey (Aydin, 2012; Barın, Han, & Sarı, 2018; Erkaya, 2013; Han & Mahzoun, 2017; İpek & Kanatlar, 2018; Ölmezer Öztürk, 2015; Sözen, 2015) and in other language teaching contexts across the world (Dweik & Awajan, 2013; Fattash, 2013; Gheralis-Roussos, 2003; Hettiarachchi, 2013; Kim, Kim, & Zhang, 2014; Oga-Baldwin & Praver, 2008; Shoaib, 2004; Sugino, 2010; Tsutsumi, 2014; Tziava, 2003; Yau, 2010; Zafar Khan, 2011). For instance, a qualitative study carried out in Greece (Gheralis-Roussos, 2003) examined the motivation of teachers of English working in secondary schools by means of a series of interviews. The study demonstrated the prevalent demotivation among teachers of English in Greece. The study also emphasized the temporal nature of teacher motivation since it showed that teachers' initial motivation decreased in time due to the lack of internal motivating factors. Moreover, both macro-contextual (societal-level) and micro-contextual (school-based) factors appeared to undermine their motivation. Another qualitative study conducted in Oman with sixteen experienced teachers of English (Zafar Khan, 2011) indicated that teachers were motivated to teach by various intrinsic and extrinsic factors like the opportunity to interact with students and job

security but were demotivated by some factors such as challenges in relation to promotion and administrative regulations. In Sri Lanka, Hettiarachchi (2013) carried out a qualitative study to explore motivation of teachers of English working in public schools. The dominant motivators for teachers appeared to be their students, the process of teaching and the high social status of English teachers in Sri Lanka. Teachers appeared to get demotivated by restrictions in school facilities and other inefficient aspects in relation to school and curriculum.

In the Japanese EFL context, Tsutsumi (2014) investigated university-level EFL teachers' motivation to teach and the factors that influence their motivation through quantitative research by using questionnaires. The research pointed out that the participant teachers were motivated by intrinsic elements like autonomy, self-growth and student growth in English lessons that were associated with inner psychological needs. The study also revealed that extrinsic factors like working conditions substantially impact their motivation as well. Focusing on the factors that demotivate teachers, Sugino (2010) explored the sources of demotivation that impact Japanese language teachers working at universities. Data were collected from 97 teachers by means of a questionnaire. Key findings indicated that the most apparent sources of demotivation were about student attitudes. Kim et al. (2014) compared the factors that demotivate Chinese and Korean teachers of English through a mixed methods study. Analysis of quantitative data collected through a questionnaire from 94 Korean and 58 Chinese teachers of English and qualitative data gathered through follow-up interviews demonstrated that both Korean and Chinese teachers were demotivated by class size. Parents' extreme interference and excessive expectations appeared to be more demotivating for Chinese teachers compared to Korean teachers. The most demotivating factors for Korean teachers were student disinterest and excessive administrative tasks.

As highlighted earlier, the research line on factors affecting motivation and/or demotivation of teachers of English was followed in Turkey in several studies. For instance, Aydin (2012) explored the factors leading to EFL teacher demotivation by conducting a qualitative case study and found that teacher demotivation arose due to various reasons such as the problems associated with the profession, working conditions, physical conditions, issues related to curriculum, students, parents, colleagues as well as school administrators. Erkaya (2013) investigated the factors

which motivate Turkish EFL teachers teaching at the tertiary level by conducting unstructured interviews with her sample consisting of eight teachers. The study pinpointed the motivating impact of intrinsic factors over extrinsic ones. Based on the research results, the study concluded that teachers' motivation might be fostered by such factors as having qualified and supportive colleagues and favorable working conditions the most. In another qualitative study conducted in Turkey, İpek and Kanatlar (2018) similarly sought for the factors that impact the motivation of 117 Turkish EFL instructors working at a university through a questionnaire with two open-ended questions. Their research results underlined that teachers' motivation was both positively and negatively influenced by diverse factors such as teaching environment, collegial relations, student induced, administrative, system-related and workload-related factors.

Another research line within the scope of language teacher motivation appeared to be the research into motivation for choosing teaching as a career, which is also called initial or entry motivations, in various L2 contexts around the world (Hayes, 2008; Kim & Kim, 2015; Kyriacou, & Benmansour, 1999; Kyriacou & Kobori, 1998; Smid, 2018; Wong, Tang, & Cheng, 2014; Zhao, 2008) and in the Turkish EFL context (Erten, 2014, 2015; Salı, 2013; Zehir Topkaya & Uztosun, 2012). Providing an early example to this line of research from the Slovenian context, Kyriacou and Kobori (1998) set out to understand 226 students' motivations to learn English and 95 student teachers' motivation to choose teaching English as a career by means of questionnaires. In relation to student teachers' motivations, the study indicated that the two reasons to become teachers of English reported most frequently by student teachers were intrinsic reasons (i.e., enjoying English and finding it important) followed by a third altruistic reason (i.e., a desire for helping children to succeed). A year later, Kyriacou and Benmansour (1999) conducted a similar study on 83 student teachers of English in Morocco and 69 student teachers of French in the UK to understand their motivations to become teachers of foreign languages using questionnaire data. The results showed that student teachers generally had altruistic and intrinsic types of entry motivation rather than extrinsic kinds, which was quite in line with Kyriacou and Kobori's (1998) findings. Questionnaire-based research conducted in other contexts like Spain (Amengual-Pizarro & García-Laborda, 2017), Japan, Cambodia and the USA (Igawa, 2009),

Hong Kong (Wong et al., 2014) and Turkey (Zehir Topkaya & Uztosun, 2012) similarly pointed to intrinsic and altruistic reasons as the most dominant motives with regard to the motivation to become teachers of English rather than extrinsic motives.

The research trend concerning motivations for choosing teaching as a career in mainstream education displayed a peak particularly after the development of the FIT-Choice (Factors Influencing Teaching Choice) Scale (Watt & Richardson, 2007), which has been largely used in future research. The same trend reflected to some extent on research in SLA, which similarly made use of this measure to scrutinize pre- and in-service EFL teachers' motivations for choosing teaching as a career. For instance, Zehir Topkaya and Uztosun (2012) disclosed the entry motivations of pre-service Turkish EFL teachers using the FIT-Choice Scale and found that pre-service teachers were most dominantly motivated by social utility and intrinsic values in relation to teaching. Following a different route by using a survey instrument involving open-ended questions, Erten (2014) investigated pre-service Turkish EFL teachers' motivations to become English teachers. Content analysis of qualitative data revealed the prevailing impact of intrinsic motives over extrinsic ones. However, as opposed to previous research findings, altruistic reasons did not constitute a dominant motive for the participants and they were fewer than other motives. Taking these differing results of previous research as a reference point, Erten (2015) carried out another study with a different sample and explored entry motivations of pre-service Turkish EFL teachers using several instruments to collect both quantitative and qualitative data. While qualitative data underlined intrinsic reasons as the most dominant motives and altruistic reasons as the least, quantitative data gathered through the FIT-Choice Scale pointed to altruistic reasons as the most influential motive. The study, therefore, suggested cautious evaluation of quantitative data collected through such scales in relation to entry motivations since the results might be affected by a social desirability bias.

Some L2 researchers also investigated how language teacher motivation was linked with other teacher-related and/or student-related factors. Although not specifically researching the relations between student and teacher motivation, Jacques (2001) compared foreign language students' and teachers' preferences for instructional activities and their motivations by conducting a survey study. While teachers' most preferred activities included those aimed at students' language

practice and more challenging approaches, students preferred traditional teacher-led instructional activities more. Teachers appeared to have a dominant intrinsic orientation towards teaching in line with students' prevailing integrative orientation. The noteworthy research of Bernaus et al. (2009) conducted in Catalonia (Spain) specifically explored the way student motivation and achievement in English was associated with English language teachers' motivation and strategy use. The results were able to show the outstanding relationship between language teacher motivation and student motivation. The study found that teachers' motivation reflects on their use of motivational strategies, which relates to student motivation and achievement in turn. In another study into the relationship between student and teacher motivation conducted in Malta, Mifsud (2011) investigated this relationship through a mixed methods design. As a result, student and teacher motivation appeared to be related to each other by two major factors: a good student-teacher rapport and a high level of teacher efficacy. Therefore, the study demonstrated that participant English language teachers' and students' motivations are fostered by these two factors as well as the school type and students' attitude towards speakers of English in Malta.

Along with its relations to student-related factors, the relationship of language teacher motivation with different types of teacher-related factors was examined as well. For instance, Baleghizadeh and Gordani (2012) found a significant relationship between Iranian EFL teachers' motivation and quality of work life factors. Quite recently, Roohani and Dayeri (2019) carried out a mixed methods study to examine the relationship between EFL teachers' motivation and burnout again in Iran. Based on the results, the participant Iranian EFL teachers appeared to be autonomously motivated to teach and have a low level of burnout. The study further revealed the negative correlation between autonomous types of motivation and burnout. The autonomous types of motivation as well as external regulation appeared to predict burnout better. In the Turkish EFL context, Taşçı (2019) explored the relationships between Turkish EFL instructors' motivation and self-efficacy beliefs through a quantitative study very recently. Her results indicated that the EFL instructors displayed high levels of motivation (both intrinsic and extrinsic) and self-efficacy. The study further revealed the significant positive correlation of these two factors. It

also found that teachers' motivations (intrinsic and extrinsic) were predicted by different dimensions of their self-efficacy beliefs.

In their studies on language teacher motivation in recent years, some L2 researchers benefited from different well-established theoretical frameworks to get better insights into the nature of the construct. For example, Song and Kim (2016) addressed the motivational changes of two South Korean EFL teachers from the perspective of activity theory in a case study. The study provided evidence for the dynamic nature of L2 teacher motivation over time by way of the dynamic interactions between the teacher and other aspects of the system such as their teaching methods and the school community. Similarly, a complex dynamic systems perspective guided several studies on L2 teacher motivation (Hiver, 2015; Kimura, 2014; Sampson, 2016). For instance, Kimura (2014) conducted a longitudinal case study on two English language teachers' motivation in China. The study was able to show the way the teachers' motivation changed over time through the perspective of complex systems. In a similar vein, Sampson (2016) carried out a longitudinal situated analysis of EFL teacher motivation in his exploratory case study in the Japanese EFL context. The study utilized the perspective of complex systems theory. Through a person-in-context relational view of teacher motivation, the study revealed that EFL teacher motivation displays fluctuations, evolves over time and interacts with different internal and external influences.

Along with the aforementioned approaches, a possible selves perspective appears to guide a developing line of research into L2 teacher motivation especially in recent years. The relevant research body seems to have gained a momentum particularly with the development of the possible language teacher selves construct (Kubanyiova, 2007, 2009). However, the research into possible selves of L2 teachers is relatively scarce. An overview of the related empirical studies into pre- and in-service L2 teachers' possible selves is provided in the next section.

Empirical studies on possible language teacher selves. As pointed out earlier, research into possible selves of L2 teachers originated largely from the pioneering works of Kubanyiova (2007, 2009; see also Dörnyei & Kubanyiova, 2014). For her dissertation on the conceptual development of eight Slovakian EFL teachers, Kubanyiova (2007) conducted a longitudinal mixed methods intervention study and evaluated the effectiveness of a teacher development course on the

participant in-service teachers' professional development. According to the results, the teacher development course reflected to some extent on their teaching practices but was not able to lead to a conceptual change in teachers. While accounting for the possible reasons, she developed an integrated model of Language Teacher Conceptual Change (LTCC) that described the distinct ways different participant teachers approached the course. The possible language teacher selves construct involving ideal, ought-to and feared language teacher selves of L2 teachers formed a crucial component of this model. In a subsequent book chapter reporting major findings of her dissertation study in relation to possible selves, Kubanyiova (2009) underlined the role of teachers' possible selves in teacher development in that the mismatch between teachers' desired and actual selves serves as an impetus for the learning and professional development of teachers.

In a similar vein, White and Ding (2009) carried out a longitudinal qualitative study on the way language teacher identity and self operationalized in an e-language teaching project that aimed to familiarize experienced language teachers with technology-based language teaching practices. For this purpose, 23 language teachers at three different universities in China, UK and New Zealand participated in the project. During a period of more than nine months, they were engaged in this project and contributed to the data collection for the research through several means: individual and group interviews, discussions, reflective journals and blogs. The results revealed the crucial motivating role of teachers' possible selves as dynamic, evolving and socially constructed elements in guiding the teachers' engagement in the project and teacher development in more general terms.

Following this, Hiver (2013) carried out a qualitative study to investigate the interaction of possible language teacher selves (ideal, ought-to and feared language teacher selves) in seven in-service Korean EFL teachers' professional development choices. Analysis of qualitative data collected primarily through interviews and several other instruments complementing interview data suggested that the participant teachers had well-structured actual and possible language teacher selves. Participants were principally motivated for teacher development to fix their perceived incompetencies or to improve their sense of self. The perceived inadequacies were mostly about language self-efficacy beliefs. Another motive for

these participants was related to complying with the normative obligations, though this was less significant compared to the other two.

Following the aforementioned studies that highlighted the role of possible language teacher selves in motivation for teacher development, Kumazawa (2013) specifically focused on how language teachers' possible selves impact their occupational motivation in his qualitative study. For this purpose, data were collected from four novice EFL teachers in Japan by means of interviews and several complementary online sources. The narrative inquiry of the data demonstrated that the large discrepancy between the novice teachers' initial possible selves (ideal and ought-to) and actual selves left a negative impact on their motivation in the initial period of teaching. But the relevant mismatch served as a trigger for teachers' self-reflection in time, a resultant transformation of their self-concepts and increased motivation in turn.

Another qualitative study by Gao and Xu (2014) explored the English language teachers' motivation to teach and professional commitment with a focus on the teachers' self-representations and visions. The participants were 10 secondary school teachers of English who had taught in rural schools in China but left teaching for postgraduate studies. Data were collected from these participants through biographical interviews to gain insights into their experiences. The study unfolded that the participant teachers entered the teaching profession, which they did not like in the beginning, due to the combined effects the opportunities of social mobility, English competence and visions of their ideal self. Later, they got more committed to teaching and developed ideal visions of teaching. However, since their ideal visions with regard to teaching and its links with English competence desires were restricted by the contextual realities in those rural schools, this interestingly led to deterioration of their commitment to teaching. The study was able to show the fluctuations in the language teachers' commitment.

Drawing on a part of her larger longitudinal research (2007; see also Kubanyiova, 2006, 2012), Kubanyiova (2015) explored the data of one of the teachers that participated in the teacher development course. With reference to the way teacher-led discourse might help L2 learners to get the opportunity for language development, the researcher analyzed how the participant teacher's future-self guides might materialize in her interactions as part of the teacher-led discourse in

an EFL class. Data collected through audio recordings of lessons, interviews conducted before and after the lessons, field notes and ethnographic interviews revealed the prominent impact of the teacher's possible selves on the way she guided the classroom interaction and created language learning opportunities for students in the class.

One other study conducted in China by Yuan (2016) focused on the identity development of two senior student teachers of English doing their teaching practicum with reference to their interactions with both their supervisors at university and the mentor teachers that guide them in practicum schools. The data gathered through multiple instruments like field observation and interviews pointed to the gloomy aspects of mentoring for these pre-service language teachers. The study showed that the negative mentoring they got during their practicum led the pre-service teachers to leave behind their initial ideal and feared identities that were promising for their self-development as teacher candidates.

Although not specifically focusing on different possible language teacher selves, Kim and Kim (2016) examined initial career motives and demotivation of 153 in-service teachers of English working at different school levels in South Korea. The quantitative data collected through a group of questionnaires demonstrated that teachers entered this profession due to five major motives that were ordered from the most dominant to the least as follows: expected intrinsic rewards, ideal L2 self, ideal L2 teacher self, pressure on career choice and monetary rewards. Thus, teachers' ideal L2 teacher selves impacted their initial motivation. The most demotivating factors appeared to be the burden laid on the teachers concerning the administrative tasks and students' disinterest. An earlier study by Kim and Kim (2015) focusing similarly on 94 Korean EFL teachers' initial career motives and demotivation revealed ought-to selves of teachers among the four initial motives while the others were global orientation, job security and altruism.

Recently, Smid (2018) carried out a study on initial motivations of Hungarian pre-service teachers of English for choosing teaching as a career and focused on their possible selves in his evaluation. He attempted to explore the relationships among various motivational factors in relation to learning and teaching English, possible teacher selves and several other factors using a SEM model. For this purpose, he collected data from 51 Hungarian pre-service teachers of English. After

reporting the results about the questionnaire he developed for his study, he pointed out that the participants' motivations to become English teachers and to improve their English are both high. The results about the SEM model showed that only intrinsic motivation and ideal self appeared to directly predict motivated behavior factors related to language learning and teaching while feared self, language learning experience and macro-contextual extrinsic motivation predicted these variables indirectly.

In another recent study, Kalaja and Mäntylä (2018) investigated the ideal classes of 35 pre-service teachers of English in Finland by asking them to envision teaching in their ideal class in the near future, draw an image and write explanations about what kind of a foreign language class this is. The resultant multimodal data revealed some divergent features of the imagined future classes in terms of the classroom environment, the activities used in the class and accordingly the teacher and student roles and the focus of language learning and teaching. Regarding the possible selves of pre-service teachers, the study found that both their ideal and ought-to teacher selves were salient in the envisioned English classes and in line with each other.

Likewise, Sahakyan et al. (2018) conducted a qualitative study with six English language teachers in Armenia in order to explore the trajectory of their motivation to teach in relation to their ideal and ought-to selves during their teaching career. The study specifically set out to unfold the influence of teachers' ideal and ought-to selves on their motivation to teach. The study found that the participants had elaborate ideal, ought-to and feared selves at the beginning of their career, and particularly their ideal selves were rooted in the teachers' past learning experiences and sometimes the teacher image they were familiar with due to their own teachers. However, these initial ideal selves were left behind and transformed in time due to their uninternalized, unachievable and conflicting nature from the teachers' side. As they got experienced, teachers appeared to have a kind of feasible self which is a holistic amalgam of the dimensions of ideal, ought-to and feared selves. In brief, the results showed that teachers undergo changes in their future self-images with increasing experience, which can be summarized as a trajectory from more vivid self-images, especially detailed ideal selves that characterize early years of teaching, to more holistic and feasible selves later on.

As understood from these empirical studies, language teachers' possible selves appear to be important promising constructs by themselves and due to their relations with motivation for language teacher development and motivation for teaching. In other words, gaining insights into the working self-concepts of language teachers from a possible selves perspective is valuable. Another self construct benefited largely in SLA research is self-efficacy from both students' and teachers' side. The next section focuses on the empirical research in relation to L2 teachers' self-efficacy beliefs.

Empirical studies on language teacher efficacy. Teacher efficacy is highlighted as probably the most profoundly researched domain in relation to teacher motivation in mainstream educational literature (Urdan, 2014). A similar substantial research interest in language teachers' self-efficacy beliefs is evident from recent reviews of research into LTSE beliefs in which studies into efficacy beliefs of Turkish EFL teachers hold an important place (Wyatt, 2018a, 2018b). One point particularly underlined by Wyatt (2018b) is that research into LTSE beliefs is increasingly going beyond the boundaries of general education and embracing the domain-specific characteristics of L2 teachers' self-efficacy beliefs such as the influence of the linguistic competence of a teacher.

Teacher efficacy research in SLA might be acknowledged to be more recent compared to mainstream education; however, LTSE beliefs have been widely researched especially over the last decade (Wyatt, 2018a). Accordingly, research attempts into L2 teachers' self-efficacy beliefs were largely affected by mainstream education where efficacy beliefs of teachers was a major concern too. But besides those traces, earlier research into LTSE beliefs specially investigated L2 teachers' efficacy beliefs with a focus on their language proficiency as well. To illustrate, Shim (2001) gave an initial example for research into L2 teachers' efficacy beliefs by extending the teacher efficacy research to L2 settings. The study specifically researched the efficacy beliefs of 106 Korean teachers of English through a survey instrument. By dividing the teachers into three clusters based on their efficacy, the study sought for the differences among these groups. It found that the three groups of teachers with different levels of efficacy diverged from one another in terms of proficiency in listening and speaking, teaching satisfaction, classroom management, peer relationship, role preparedness and academic emphasis.

Adding a further dimension, Liaw (2004) investigated the efficacy beliefs of native and non-native L2 teachers working at a university in relation to their perceptions on language teaching. The study revealed that the teachers' perceived levels of efficacy and L2 teaching abilities positively correlated with each other. Teachers' teaching experience and students' proficiency in the language appeared to influence teacher efficacy as well. Native and non-native teachers differed from each other in terms of their efficacy beliefs. In another study, Chacón (2005) explored perceived efficacy of 100 EFL teachers in Venezuela through an adapted version of the Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001) as well as interviews carried out with a smaller sample. The study revealed the correlation of teachers' perceived efficacy with their English proficiency and use of instructional strategies. Among three different dimensions of teacher efficacy, teachers felt more efficacious for instructional strategies than classroom management and student engagement.

Following these initial studies, further research similarly explored the efficacy beliefs of language teachers in relation to their language proficiency and/or instructional strategies in various EFL contexts such as South Korea (Choi & Lee, 2016), Iran (Eslami & Fatahi, 2008; Sabokrouh & Barimani-Varandi, 2013), Malaysia (Ghasemboland & Hashim, 2013) and Turkey (Yilmaz, 2011). For instance, using a modified form of the TSES developed by Tschannen-Moran and Woolfolk Hoy (2001) to find out efficacy beliefs, Eslami and Fatahi (2008) investigated Iranian EFL teachers' sense of self-efficacy, proficiency in English and their use of instructional strategies. The data collected from 40 non-native teachers of English were subjected to a correlational analysis. The study found a positive correlation between the participant teachers' perceived efficacy and language proficiency. The study also indicated that as teachers get more efficacious, they get more inclined to employ communicative language teaching strategies in their classes. In another study conducted in Iran (Sabokrouh & Barimani-Varandi, 2013), 68 EFL teachers' efficacy beliefs, language proficiency and attitude towards the English language were found out through a survey form. Major results demonstrated that efficacy beliefs of EFL teachers were significantly predicted by their proficiency in English and attitude towards the English language.

Likewise, Ghasemboland and Hashim (2013) examined non-native EFL teachers' self-efficacy beliefs and English proficiency using survey data collected from 187 teachers of English. The study pointed to the positive correlation of EFL teachers' perceived efficacy with their language proficiency. Similarly, Choi and Lee (2016) sought for the relationship between 167 Korean EFL teachers' self-efficacy beliefs and language proficiency through self-report quantitative data. The results signified the interdependence of self-efficacy and language proficiency of EFL teachers above a minimum level of pedagogical competencies and language proficiency and their influence on teaching behavior. In the Turkish EFL context, Yilmaz (2011) similarly scrutinized the efficacy beliefs of 54 Turkish EFL teachers using survey data. The findings showed that teachers' efficacy beliefs and proficiency in English were positively correlated. The study further revealed that participant Turkish EFL teachers were more efficacious for instructional strategies than classroom management and student engagement.

Researchers also focused on the efficacy beliefs of pre- and in-service teachers of English in relation to various socio-demographic factors (Güven & Çakır, 2012; Tunç Yüksel, 2010; Ülkümen, 2013; Yavuz, 2007). For example, Güven and Çakır (2012) explored 266 primary school Turkish EFL teachers' efficacy beliefs in relation to their educational background including the department they graduated from, whether they took a course on teaching English to young learners, an in-service teacher training and their teaching experience. Analysis of data collected through a questionnaire revealed significant differences in efficacy beliefs based on the departments teachers graduated from. Results also showed that perceived efficacy of teachers who took a course on teaching English to young learners was significantly higher than those who did not take such a course. However, no significant difference was found in efficacy levels based on getting in-service training and participant teachers' teaching experience. Likewise, in her study on efficacy beliefs of 226 Turkish EFL teachers working in universities, Yavuz (2007) found that the variations in perceived efficacy of teachers were predicted by the professional interests of teachers referring to the professional activities they are engaged in, their average class size, the kind of institution they are working at, their working position and gender.

In another study, Tunç Yüksel (2010) examined the efficacy beliefs of 144 primary school teachers of English using questionnaire data and complemented the results by conducting semi-structured interviews with 11 of the participant teachers. The results underlined high overall efficacy beliefs of the teachers. Teachers were found to be more efficacious for instructional strategies and classroom management compared to student engagement. Interview findings highlighted three potential reasons for their lower efficacy for student engagement, which included the negative influence of standardized tests, prescribed instructional methods and curriculum on teachers; uncooperative nature of the school environment; and the students' characteristics. Like previous studies summarized above, findings also indicated the correlation between EFL teachers' efficacy and proficiency in English. However, no significant difference was found between teachers' efficacy levels based on their gender and teaching experience. Ülkümen (2013) investigated the predictors of the efficacy beliefs of 285 Turkish EFL instructors working at nine different universities. The results of hierarchical regression analyses revealed that the instructors' efficacy for instructional strategies was significantly predicted by their teaching experience, mastery experience, administration support and the type of university. All these predictors except for teaching experience were also the predictors of the instructors' efficacy for student engagement. Lastly, the English instructors' efficacy for classroom management appeared to be predicted by their teaching experience and mastery experience. Instructors' mastery experience appeared to the strongest predictor of their efficacy beliefs. However, no correlation was found between their levels of efficacy and undergraduate majors or the colleagues' support.

Research into LTSE beliefs also elucidated those beliefs in relation to contextual variables like school setting (Liaw, 2017; Siwatu, 2011) and cultural context (Phan & Locke, 2016). For instance, Liaw (2017) explored efficacy levels of Taiwanese EFL teachers teaching in urban and suburban schools by collecting data from 438 teachers using a scale for teacher efficacy. While teachers were found to be more efficacious for teaching students with low levels of motivation, they were less confident in terms of managing issues regarding the school and government. Yet, their efficacy levels were not influenced by the specific school settings. Similarly, Siwatu (2011) probed into American pre-service teachers' efficacy and preparedness for teaching in two different school settings, namely urban and

suburban schools, through collecting quantitative data by means of a questionnaire on their sense of preparedness and a scale to measure their efficacy for culturally responsive teaching. Major findings pointed out that the participant pre-service teachers were prepared and efficacious for teaching in suburban schools more compared to urban schools. Effects of cultural context on self-efficacy of teachers of English constituted another issue of interest for L2 researchers. For instance, in their study on Vietnamese EFL teachers' efficacy beliefs, Phan and Locke (2016) ascertained the way these efficacy beliefs are influenced by cultural context by means of qualitative data gathered through interviews conducted with eight EFL teachers working at a university in Vietnam, focus group discussions, weekly journals of the participant teachers and observations. The results displayed the way specific characteristics of the cultural context impacted the teachers' sense of efficacy. A distinctive finding was that the participant teachers' efficacy beliefs were principally based on efficacy-oriented information or feedback gathered from others instead of the individual teachers themselves. Their ideas about conforming to the authority in the institution was a key source of negative self-efficacy. But these were partially mediated by the notion of face and the teachers' place in the society in a high status.

Previous research also examined L2 teachers' efficacy beliefs in relation to various characteristics of teachers. For example, Zehir Topkaya and Yavuz (2011) investigated the democratic values and perceived self-efficacy of 294 Turkish pre-service teachers of English using survey data. The results underscored pre-service teachers' high level of democratic values and moderately high level of efficacy. The study also revealed that participant pre-service teachers' perceived efficacy and democratic values were correlated. Researchers explored LTSE beliefs in relation to teachers' emotional intelligence as well (Koçoğlu, 2011; Mashhady, 2013; Moafian & Ghanizadeh, 2009; Rastegar & Memarpour, 2009). For instance, Moafian and Ghanizadeh (2009) examined the way Iranian EFL teachers' perceived efficacy is linked with their emotional intelligence by collecting quantitative data from 89 teachers of English. As a result, a significant relationship was found between these two variables. Based on the results of regression analysis, three factors under emotional intelligences, namely interpersonal relationship, emotional self-awareness and problem solving, appeared to be good predictors of perceived

efficacy. In a similar vein, Rastegar and Memarpour (2009) investigated the relationship between EFL teachers' emotional intelligence and perceived efficacy by administering scales to 72 Iranian EFL teachers. Findings uncovered a significant positive correlation between emotional intelligence and self-efficacy of EFL teachers. In a similar study conducted with 71 Iranian EFL teachers, Mashhady (2013) reached the same results. In other words, EFL teachers' emotional intelligence and perceived efficacy were positively correlated with each other at a significant level. In the Turkish EFL context, Koçoğlu (2011) carried out a study with 90 Turkish pre-service teachers of English and delved into the link between their emotional intelligence and efficacy beliefs. A significant and positive correlation was found between these two. The study also ascertained pre-service teachers' differing levels of efficacy and emotional intelligence in various dimensions of these constructs.

Apart from emotional intelligence, previous studies also investigated LTSE beliefs in relation to types of multiple intelligences (Khosravi & Saidi, 2014) and big five personality traits (Navidnia, 2009). Khosravi and Saidi (2014) explored self-efficacy beliefs of 120 instructors teaching English for academic purposes and their links with the instructors' intrapersonal and interpersonal intelligences. According to the key findings of the study, the instructors' personal intelligences appeared to be positively correlated with their perceived efficacy. In another study, Navidnia (2009) scrutinized the relationship of EFL teachers' efficacy beliefs with their big five personality traits. Analysis of quantitative data gathered from 168 EFL teachers by means of the TSES to measure teachers' efficacy beliefs and an inventory to determine big five personality traits provided remarkable findings. Major results underlined that teachers' perceived efficacy was significantly predicted by conscientiousness and extroversion. While teachers' efficacy for classroom management was predicted most significantly by extroversion, their efficacy for instructional strategies and student engagement was predicted most significantly by conscientiousness.

Researchers also investigated the relationship of LTSE beliefs with other teacher-related issues such as their reflective teaching practices (Baleghizadeh & Javidanmehr, 2014; Moradkhani, Raygan, & Moein, 2017), preparedness (Faez & Valeo, 2012; İnceçay & Dollar, 2012), teaching concerns (Yaylı & Ekizler, 2015), L2

teaching anxiety (Güngör & Yaylı, 2012; Merç, 2015) and L2 teacher identity (Karakaş, 2016). For instance, in their survey study on 120 EFL teachers' self-efficacy and reflectivity, Baleghizadeh and Javidanmehr (2014) collected data through questionnaires and subjected them to multiple regression analysis. Key findings showed that teachers' self-efficacy was predicted by their overall reflectivity and its dimensions. Likewise, Moradkhani et al. (2017) sought for the relationship between EFL teachers' self-efficacy and reflective practices. Analysis of quantitative and qualitative data collected by means of a survey form and interviews respectively pointed out the link between these two variables. All subscales of reflection except for critical reflection were found to be correlated positively with perceived efficacy. Multiple regression analysis demonstrated that teachers' sense of efficacy was predicted only by metacognitive reflection. Furthermore, the qualitative data were able to show the contributions of reflection subscales through different means such as mastery and vicarious experiences, physiological or emotional arousal and verbal persuasion.

Faez and Valeo (2012) examined efficacy beliefs and preparedness of novice teachers of English after their teacher education. Quantitative data collected from 115 teachers of English through a questionnaire were complemented with follow-up interviews conducted with eight teachers. Results indicated that classroom experience helped teachers to improve their preparedness. They appeared to have more task-oriented and situated efficacy beliefs. In the teacher induction programs, the practicum period and real experiences of teaching appeared to be the major contributions. Focusing on a specific aspect of self-efficacy, İnceçay and Dollar (2012) examined 36 senior Turkish EFL student teachers' efficacy for classroom management and its relationship with their readiness for classroom management. Findings showed the positive correlation between the two. However, the observation scores referring to student teachers' implementation of classroom management strategies were not linked with their levels of efficacy and readiness.

One other study by Yaylı and Ekizler (2015) explored Turkish pre- and in-service EFL teachers' perceived efficacy and teaching concerns. Data collected from 181 pre-service and 111 in-service teachers of English by means of the TSES and a checklist for teaching concerns indicated that a higher level of teaching concerns characterized the pre-service teachers whereas in-service teachers

appeared to be more efficacious for teaching. Another key finding was that the subscales of teaching concerns and teacher efficacy were negatively correlated at a moderate level. In another study, Güngör and Yaylı (2012) delved into the possible relationship between pre-service EFL teachers' sense of efficacy and L2 teaching anxiety. Statistical analysis of data collected through scales revealed a low negative correlation between these two variables. Merç (2015) conducted a parallel study on 117 pre-service Turkish EFL teachers' self-efficacy and L2 teaching anxiety. Both quantitative and qualitative data were collected for the study. Based on the results, participant pre-service teachers were highly efficacious and had a low level of anxiety for teaching. No gender or practicum school effects were observed on efficacy beliefs and anxiety levels. Some dimensions of L2 teaching anxiety and self-efficacy appeared to be correlated with each other. Along with teaching anxiety, teacher identity was also researched in relation to L2 teacher efficacy. For instance, Karakaş (2016) explored the development of pre-service Turkish EFL teachers' self-efficacy, teacher knowledge and emotional intelligence in an attempt to probe into the dimensions of teacher identity. The study made use of a mixed methods research design. Analysis of quantitative and qualitative data revealed the developmental characteristics of pre-service EFL teachers' self-efficacy, teacher knowledge and emotional intelligence, and improvement of these following the teaching practicum. L2 teacher identity appeared to be shaped through this process.

In addition, research into LTSE beliefs also examined the aspects of teaching for which English language teachers felt more or less efficacious (Uztosun, 2016) and the sources of their efficacy (Phan & Locke, 2015). In his study on pre- and in-service Turkish EFL teachers' efficacy for teaching in primary schools, Uztosun (2016) found that both pre- and in-service teachers of English were most efficacious for such aspects of teaching English as making use of visual materials, providing simple instructions in class and benefiting from gestures, body language and facial expressions. Major findings also showed that both groups were least efficacious for time management, making use of kinesthetic activities and the improvement of individual language skills. In another study, Phan and Locke (2015) investigated the sources of Vietnamese EFL teachers' self-efficacy. The study uncovered four fundamental sources, the most powerful of which appeared to be social persuasion

rather than mastery experiences. Other sources of efficacy were different vicarious experiences, cognitive mastery experiences and physiological/affective states.

Empirical research into L2 teacher efficacy also investigated its links with student achievement and performance (Saeidi & Kalantarypour, 2011; Swanson, 2014). For example, Saeidi and Kalantarypour (2011) examined how EFL teachers' self-efficacy might be linked with students' achievement in English. Findings underscored the positive correlation between the two. Likewise, Swanson (2014) explored the efficacy beliefs of Spanish teachers and the way they relate to students' performance on national exams. The results indicated that Spanish teacher efficacy was positively correlated with student performance. Therefore, they showed that as teachers' efficacy for teaching Spanish increased, student performance increased as well.

Researchers also scrutinized the impact of in-service professional development practices on L2 teachers' efficacy (Ortaçtepe & Akyel, 2015; Ravandpour, 2019; Wyatt, 2008; Wyatt & Dikilitaş, 2016). For instance, Wyatt (2008) conducted a longitudinal multi-case study in Oman with five teachers of English who participated in a three-year long in-service teacher education program. The program was guided by the researcher as the teacher educator with a focus on reflective teaching and in-depth learning. Data were collected through observations, interviews and reflective writing practices. As a result of the in-service teacher education program, the five teachers who were non-native speakers of English appeared to improve their practical knowledge and accordingly their self-efficacy. In a similar vein, Ortaçtepe and Akyel (2015) explored how Turkish EFL teachers' efficacy and classroom practices were influenced by a professional development program. For data collection, two questionnaires were administered to a total of 50 EFL teachers. Further data were gathered from 20 of these teachers through an observation scheme. The study revealed an improvement in teachers' practices of communicative language teaching as well as an increase in perceived teacher efficacy after the teacher education program. In another multi-case study conducted with three Turkish EFL teachers, Wyatt and Dikilitaş (2016) specifically focused on how EFL teachers' research engagement might contribute to their efficacy beliefs. The results demonstrated that the teachers who got engaged in action research in

continuing professional development sessions got more efficacious and gained more practical knowledge.

Another salient research line concerned the way L2 teacher efficacy developed in line with the pre-service teacher education program, the constituent teaching practicum period and the induction year of novice teachers (Atay, 2007; Swanson, 2013; Şahin & Atay, 2010; Yüksel, 2014). For instance, Atay (2007) explored the changes in efficacy beliefs of 78 Turkish pre-service teachers of English who practiced teaching as part of a year-long teaching practicum in their fourth year at university. Data were collected before, during and after the teaching practicum through the TSES and focus group discussions conducted with the participants. The results revealed a significant decrease in efficacy for instructional strategies, a significant increase in efficacy for student engagement and a nonsignificant increase in efficacy for classroom management after the practicum. Based on the qualitative data, it was found that efficacy beliefs of pre-service teachers were positively affected by different factors such as their competence regarding teaching, their beliefs concerning learning and teaching, the practicum school, mentor teachers and their classroom practices. Similarly, Yüksel (2014) explored the efficacy trajectory of 40 Turkish pre-service teachers of English during a year-long teaching practicum by collecting quantitative data through the TSES at three major time points: before school observation, after school observation and when the student teaching ended. Qualitative data were also gathered at the end of the practicum period by means of reflection papers. The results underscored significant changes in the pre-service teachers' efficacy levels during the practicum period. Higher efficacy beliefs at the start of the practicum appeared to decrease significantly after school observation but increased significantly again after student teaching period. Among sources of efficacy information, mastery experiences and social persuasion appeared to contribute to the participants' efficacy more than affective states and vicarious experiences.

By adding a further phase with a focus on the induction year as well, Şahin and Atay (2010) traced the way pre-service Turkish EFL teachers' efficacy changed at a time span from student teaching to the induction year. Although a significant increase in the overall degree of efficacy was found at the end of the student teaching period, no significant change in efficacy was revealed when the induction

year finished. Moreover, different sources of efficacy such as mastery experiences, vicarious experiences and social persuasion fostered the participants' efficacy beliefs. In a similar vein, Swanson (2013) determined the perceived efficacy of 47 pre-service foreign language teachers in the USA by focusing on two specific time points. Therefore, he probed into the efficacy levels of the participant teachers at the start of the teacher training program and a year after their completion of this program. Analysis of quantitative data gathered through two scales revealed an increase in their efficacy in terms of content knowledge and instructional strategies during this time. Yet, a decrease in efficacy beliefs was observed for aspects of classroom management. Their efficacy for other aspects of teaching like student engagement did not change much either. Therefore, results appeared to be mixed for different dimensions of L2 teaching.

Research also investigated the way pre-service L2 teachers' efficacy beliefs are influenced by peer coaching (Goker, 2006), peer feedback (İnce, 2016), mentor feedback (Pekkanlı Egel, 2009), classroom teaching and group discussions (Liaw, 2009). Findings were able to show their contribution to efficacy beliefs. For instance, through his intervention study on two groups of pre-service EFL teachers in North Cyprus, Goker (2006) uncovered the positive influence of peer coaching on the student teachers' perceived efficacy and instructional skills during their teaching practicum. In another study on pre-service EFL teachers again, Cabaroglu (2014) investigated the effects of an action research practice on the efficacy beliefs and showed that pre-service teachers' efficacy was enhanced through this practice. As is clear from this overview of empirical research into LTSE beliefs, researchers specialized in the field of SLA covered a substantial distance in terms of gaining insights into pre- and in-service L2 teachers' efficacy beliefs, the way these beliefs might change and relate to various other factors.

Conclusion

Throughout this chapter, it was underscored that it is invaluable to get a deeper understanding of language teachers' motivations for teaching as well as their possible selves and self-efficacy. As outlined earlier, L2 teacher motivation research is a recently developing line of research. Especially the possible selves perspective to motivation for teaching appears to be a promising approach judging from the very

limited research into pre- and in-service L2 teachers' possible selves and their links with motivation for teacher development and for teaching. Therefore, the current study intends to respond to the research gap regarding L2 teacher motivation and possible selves of L2 teachers with a focus on pre-service Turkish EFL teachers. Previous research into L2 teacher efficacy was able to explain the relevant construct from various perspectives; however, the current study intends to provide a further dimension to efficacy research as well especially by showing how efficacy beliefs are predicted by the student teachers' possible selves and motivations. The research methodology followed to achieve these goals is provided in the following chapter.

Chapter 3
Methodology

This chapter provides insights into the methodology used to conduct the current research. The chapter starts with the research design and proceeds with setting and participants. The instruments used for quantitative and qualitative data collection are then described, and the data collection procedures are explained in detail. Finally, the whole data analysis process is presented step by step.

Research Design

With the ultimate purpose of constructing a possible language teacher selves scale and a motivation for teaching English scale for senior EFL student teachers, and investigating the relationships among their possible selves, motivations to teach English and self-efficacy, the present study adopted a *mixed methods research design*. A mixed methods study employs a research design in which both quantitative and qualitative data are collected, analyzed, synthesized and interpreted in a single or multiphase study (Creswell, 2015; Creswell & Plano Clark, 2011). Standing out as one of the three fundamental research paradigms along with quantitative and qualitative research designs, the mixed methods research embraces the vigorous sides of both quantitative and qualitative research, offers multiple perspectives to research contexts, and provides more insightful, thorough and balanced understandings of the research problems (Johnson & Onwuegbuzie, 2004; Johnson, Onwuegbuzie, & Turner, 2007). It enables researchers to seek answers to research problems that are difficult to explain through other types of research, helps them make robust inferences and produce strong results (Teddlie & Tashakkori, 2003). Within the scope of the current study, the rationale for the use of mixed methods design was to achieve a more complete and detailed picture of the participants' possible selves, motivations and self-efficacy beliefs, and the complex relationships among these variables.

Due to being guided by a dual purpose, the current study involved several phases of data collection and analysis. Among the major types of mixed methods designs, the study specifically made use of a *multiphase design* in which a series of studies are conducted based on one overall goal guiding the research procedure (Creswell & Plano Clark, 2011). Multiphase design entails complex processes that

involve a synthesis of quantitative and qualitative studies in sequential or concurrent forms with multiple phases of data collection and analysis (Creswell, 2012). The particular characteristics of the multiphase design employed in the current study are illustrated below (Figure 3).
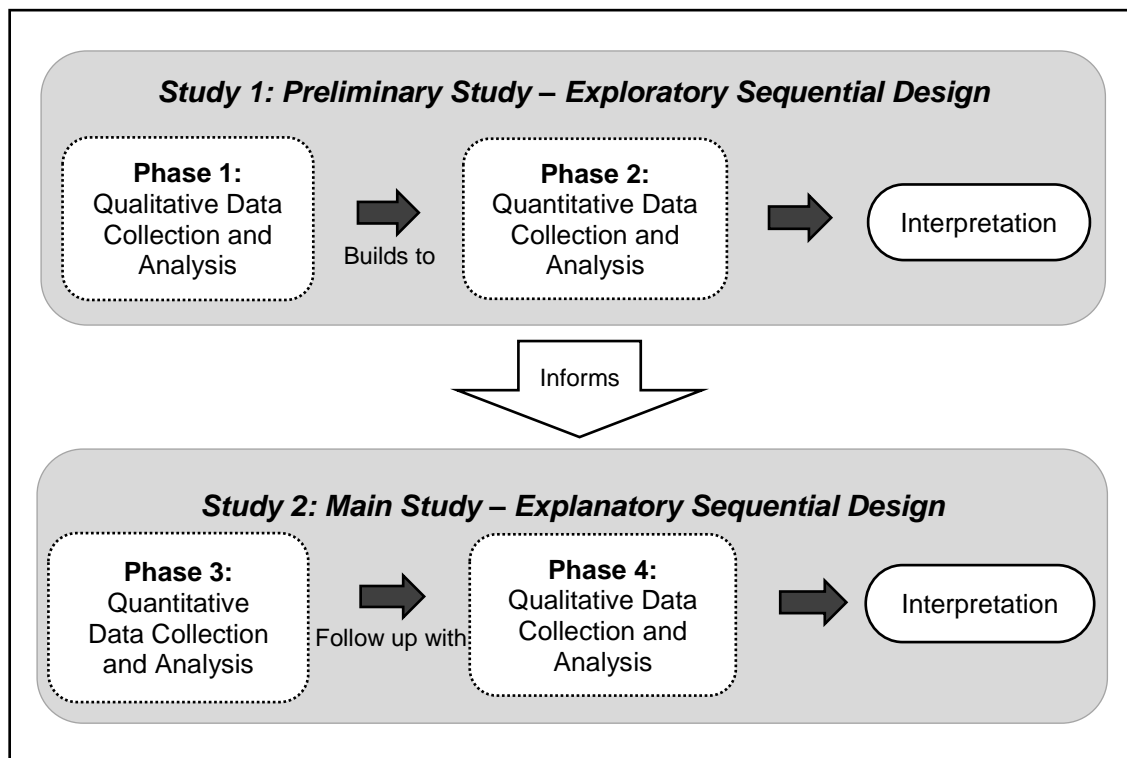
Figure 3. The multiphase design of the current study (adapted from Creswell, 2012, p. 541)

As can be understood from Figure 3, the present study started with a preliminary study that employed an exploratory sequential design. In this research design, researchers initially collect qualitative data to investigate some certain phenomena and build on the qualitative data through gathering and analyzing some further quantitative data (Creswell, 2012). With the objective of developing the Possible Language Teacher Selves Scale (PLTSS) and the Motivation for Teaching English Scale (MTES), the preliminary study consisted of a combination of qualitative and quantitative data collection and analysis respectively. The first phase of the study involved the collection of qualitative data for item generation process of scale development specifically for the PLTSS. The final forms of the scales (i.e., PLTSS and MTES) following the data analysis were included in the composite scale set comprising a self-efficacy scale as well for quantitative data collection in the second phase.

The main study made use of an explanatory sequential research design, which is also named as a two-phase model by Creswell and Plano Clark (2011) among mixed methods research designs. In this design, the researcher initially collects quantitative data, attains a general response to the research problem, and then deepens and elaborates on this general picture by means of the qualitative data that are collected in the second phase of the study (Creswell, 2012). The collection and analysis of quantitative and qualitative data respectively are followed by the interpretation of the gathered data as in Figure 2. In the current study, the main study started with the collection of quantitative data to explore student teachers' possible language teacher selves, motivations to teach English and self-efficacy beliefs individually and the causal links among these variables. The qualitative data gathered in the second step aimed to deepen the exploration of the aforementioned variables. The research setting in which all these data collection procedures were carried out and the participants that were included in these processes are presented in the next section.

Setting and Participants

The current study was conducted in two stages at a total of twelve state universities in Turkey. The participants were final year student teachers enrolled in English Language Teaching (ELT) departments of these universities. As part of the undergraduate ELT curriculum followed at the ELT departments of all universities in Turkey, one-year teaching practicum constitutes a major prerequisite for the student teachers of English after a three-year coursework at university. In their final year, senior student teachers continue taking some language teacher education courses at university and attend a teaching practicum at the same time. Within this one-year practicum, the first semester (fall) is allocated for senior student teachers' observation of in-service teachers of English teaching at schools under the Ministry of National Education (MoNE). During this time, student teachers have a chance to get exposed to the real classroom atmosphere for the first time as teacher candidates. The second semester (spring) is the time for the senior student teachers to get on the stage, and practice teaching under the supervision of both the classroom teachers (i.e., mentor teachers) in practicum schools and the academics (i.e., university supervisors) at university. Since the second semester of the teaching

practicum is the period when the student teachers start to get the first-hand experience in teaching, all the data collection procedures were carried out in the second semesters of the practicum periods in two academic years (for details, see the data collection section).

Due to adopting a multiphase mixed methods research design, the current study comprised two major stages that were named as the preliminary study (study 1) and the main study (study 2). The nature of the research which contained an initial scale development stage and a second stage concerned with the investigation of relationships among the specified variables required two separate samples for more robust results. Therefore, the preliminary study was conducted with senior student teachers at the ELT departments of Gazi University, Sakarya University, Gaziantep University, Nevşehir Hacı Bektaş Veli University, Amasya University, Süleyman Demirel University and Mehmet Akif Ersoy University in Turkey. Similarly, the main study was carried out with final year student teachers of ELT departments at Hacettepe University, Akdeniz University, Çanakkale Onsekiz Mart University, Pamukkale University and Çukurova University. As depicted in Figure 3, the study comprised four phases of data collection and analysis. The participants included in all these phases are provided below respectively.

Participants of phase 1. While identifying the participants for the first phase of the study which set out to generate the item pool for the PLTSS, convenience sampling was employed and a total of 48 final year student teachers of English (34 female, 14 male) studying at the ELT department of Hacettepe University were included in this phase. Qualitative data were collected from these volunteer student teachers by means of written forms with open-ended, essay type questions inquiring their possible language teacher selves. To deepen these understandings, this phase of the study also involved qualitative data collection from 15 senior student teachers (10 female, 5 male) from the same group via semi-structured interviews.

Participants of phase 2. For this phase of the study, quantitative data were collected from a total of 313 senior student teachers of English enrolled in the ELT departments of Gazi University, Sakarya University, Gaziantep University, Nevşehir Hacı Bektaş Veli University, Amasya University, Süleyman Demirel University and Mehmet Akif Ersoy University through a composite survey instrument (i.e., initial forms of PLTSS, MTES, and TSES); however, following the preliminary analysis of

data (i.e., data cleansing), a total of 296 student teachers of English were included in this phase for data analysis. Demographic characteristics of the participants of this phase are given in Table 1.

Table 1

Demographic Characteristics of Participants in Phase 2

Variable		f	%
Gender	Female	247	83.4
	Male	49	16.6
Age	21	50	16.9
	22	98	33.1
	23	96	32.4
	24	35	11.8
	25 and above	17	5.8
University	Gazi University	97	32.8
	Gaziantep University	65	22
	Sakarya University	38	12.8
	Süleyman Demirel University	33	11.1
	Nevşehir Hacı Bektaş Veli University	28	9.5
	Mehmet Akif Ersoy University	21	7.1
	Amasya University	14	4.7
High school background	Anatolian High School	192	64.9
	Anatolian Teacher Training High School	63	21.3
	General High School	18	6.1
	Other (e.g., vocational high school, science high school, etc.)	23	7.7
Teaching experience	No experience	120	40.5
	Less than 6 months	102	34.5
	6 months – 1 year	34	11.5
	1 – 2 years	25	8.4
	More than 2 years	15	5.1
Preference for the ELT program following the university entrance exam	First preference	265	89.5
	Secondary preference	31	10.5
Major motive for the preference of ELT as a career	Interest in the English language teaching profession	168	56.8
	Interest in the English language	51	17.2
	Convenience of the profession	29	9.8
	Appropriateness to personality	21	7.1
	Other reasons	27	9.1
Expected job	English teacher	266	89.9
	Other (academic staff, translator, etc.)	22	7.4
	Undecided	8	2.7
Expected work setting	State schools	197	66.6
	Universities	39	13.2
	Private schools	37	12.5
	Other	10	3.3
	Undecided	13	4.4

As Table 1 suggests, following a procedure of convenience sampling due to feasibility concerns, a total of 296 senior student teachers of English (247 female, 49 male) enrolled in the ELT departments of Gazi University (n = 97), Gaziantep University (n = 65), Sakarya University (n = 38), Süleyman Demirel University (n = 33), Nevşehir Hacı Bektaş Veli University (n = 28), Mehmet Akif Ersoy University (n = 21) and Amasya University (n = 14) voluntarily took part in the second phase of

Study 1. Participants, at the time of data collection, were aged between 21 and 40 (M = 22.78; SD = 2.04), and had diverse high school backgrounds ranging from Anatolian high school (n = 192) and Anatolian teacher training high school (n = 63) to general high school (n = 18) and other kinds of schools (n = 23) such as vocational high school, science high school, etc. While 40.5% of the participant student teachers (n = 120) had no previous experience of teaching, the others had differing periods of teaching experience: less than 6 months (n = 102), 6 months – 1 year (n = 34), 1 – 2 years (n = 25), and more than 2 years (n = 15). Most of the participants reported having gained some sort of teaching experience through private courses or language courses given in private institutions.

Further, ELT program was the first preference of the majority of the participants (n = 265) following the university entrance exam while it was a secondary choice for the rest of the group (n = 31). Major entry motivations of the student teachers for the ELT department and accordingly the profession of English language teaching were their interest in the profession (n = 168), interest in the English language (n = 51), convenience of the profession (n = 29), appropriateness of the profession to one's personality (n = 21) and other reasons (n = 27) such as families' or teachers' influence, personal ability, altruistic reasons, etc. While 89.9% of the participants expected to be English teachers (n = 266), 7.4% reported an intent to follow a somewhat different path such as pursuing academic career after graduation or working as a translator (n = 22). As for the work settings they would like to get in, 66.6% of the participants expected to work at state schools (n = 197), 13.2% wanted to work at universities (n = 39), and 12.5% of the sample reported private schools as their expected work settings (n = 37).

Participants of phase 3. This phase constituted the initial step of the main study and included quantitative data collection from a sample which is totally different from that of the preliminary study. The quantitative data were elicited by means of the final form of the composite scale set (i.e., final forms of PLTSS, MTES and TSES) after the data analysis in Study 1. For this phase of the study, quantitative data were collected from a total of 310 senior student teachers of English studying at the ELT departments of Hacettepe University, Akdeniz University, Çanakkale Onsekiz Mart University, Pamukkale University and Çukurova University. A data screening procedure yielded an elimination of some of

the participants' data, and a total of 274 senior student teachers of English formed the remaining sample that lent itself to further data analysis. Demographic characteristics of the sample are displayed in Table 2.

Table 2

Demographic Characteristics of Participants in Phase 3

Variable		f	%
Gender	Female	201	73.4
	Male	73	26.6
Age	20	1	.4
	21	53	19.3
	22	104	38
	23	78	28.5
	24	20	7.3
	25 and above	18	6.5
University	Akdeniz University	63	23
	Hacettepe University	61	22.3
	Çanakkale Onsekiz Mart University	59	21.5
	Pamukkale University	57	20.8
	Çukurova University	34	12.4
High school background	Anatolian High School	148	54
	Anatolian Teacher Training High School	93	33.9
	General High School	19	6.9
	Other (e.g., vocational high school, science high school, etc.)	14	5.2
Teaching experience	No experience	106	38.7
	Less than 6 months	83	30.3
	6 months – 1 year	28	10.2
	1 – 2 years	29	10.6
	More than 2 years	25	9.2
Preference for the ELT program following the university entrance exam	First preference	262	95.6
	Secondary preference	12	4.4
Major motive for the preference of ELT as a career	Interest in the English language teaching profession	149	54.4
	Interest in the English language	37	13.5
	Convenience of the profession	32	11.7
	Appropriateness to personality	19	6.9
	Other reasons	37	13.5
Expected job	English teacher	231	84.3
	Other (translator, academic staff, etc.)	37	13.5
	Undecided	6	2.2
Expected work setting	State schools	146	53.3
	Universities	50	18.2
	Private schools	38	13.9
	Other	20	7.3
	Undecided	20	7.3

As can be understood from Table 2, the participants of this phase, who were included in the main study by means of convenience sampling because of a similar concern pertaining to feasibility, included a total of 274 senior student teachers of English (201 female, 73 male) enrolled in the ELT departments of Akdeniz University (n = 63), Hacettepe University (n = 61), Çanakkale Onsekiz Mart University (n = 59), Pamukkale University (n = 57) and Çukurova University (n = 34). They were aged between 20 and 42 (*M* = 22.64; *SD* = 2.003). They reported having various high

school backgrounds including Anatolian high school (n =148), Anatolian teacher training high school (n = 93), general high school (n = 19) and other types high schools like vocational high school, open high school and so on (n = 14). 38.7% of the participants (n = 106) reported not having any kind of teaching experience while the rest indicated having teaching experience as follows: less than 6 months (n = 83), 6 months – 1 year (n = 28), 1 – 2 years (n = 29), and more than 2 years (n = 25). Such experiences included delivering private courses or working and teaching English at some private institutions.

The majority of the participants (n = 262) reported the ELT program as their first preference after the university entrance exam and constituted 95.6% of the whole group. The participants indicated the following as the major motives for their entry to the profession respectively: interest in the profession (n = 149), interest in the English language (n = 37), convenience of the profession (n = 32), its appropriateness to one's personality (n = 19) and other motives (n = 37) like altruistic reasons, the influence of family and teachers, perceived individual ability, etc. An analysis of the demographic information section displayed the expected occupation of 84.3% of the participants (n = 231) as English language teaching, 13.5% as other jobs including working as academic staff at universities and as translators (n = 37), and 2.2% reported being undecided (n = 6). As for their expected work settings, 53.3% of the participants indicated state schools (n = 146), 18.2% reported universities (n = 50), 13.9% noted private schools (n = 38) as the institutions they would like to work at. The rest of the participants either wanted to work at other institutions or companies (n = 20) or were undecided (n = 20). Since the main study was a two-phase study that was planned based on an explanatory sequential design, the third phase characterized by quantitative data collection and analysis was followed up by a fourth qualitative phase.

Participants of phase 4. This was the final phase during which a smaller sample was selected among the participants of phase 3 based on purposive sampling. Only the student teachers studying at Akdeniz University were included in this qualitative phase due to feasibility concerns. While selecting the qualitative research samples, researchers keep in mind participants' characteristics and seek to choose the ones that allow in-depth investigation of issues of interest (Ritchie, Lewis, & Elam, 2003). Based on maximum variation principle, the participants with

a higher, moderate and lower level of self-efficacy were specifically identified through cluster analysis and seven from each cluster were included in the qualitative data collection on a voluntary basis. In other words, the participants of phase 3 were divided into three cluster profiles based on their total self-efficacy scores (out of 216) on the TSES in phase 3: high-efficacy (HE) group, medium-efficacy (ME) group and low-efficacy (LE) group. By this way, a total of 21 student teachers (14 female, 7 male) were identified and then interviewed. To ensure participants' anonymity, interviewees were coded with the initials of "student teacher" and a corresponding number. Table 3 introduces the participants of this phase.

Table 3

An Overview of Participants in Phase 4

Interviewee	Gender	Age	Efficacy Score	Efficacy Group	Interview Date
ST1	Male	22	116	LE	21 May 2018
ST2	Female	23	184	HE	25 May 2018
ST3	Female	23	159	ME	25 May 2018
ST4	Male	25	186	HE	28 May 2018
ST5	Male	24	170	ME	28 May 2018
ST6	Female	21	137	LE	22 May 2018
ST7	Male	23	197	HE	30 May 2018
ST8	Female	22	119	LE	24 May 2018
ST9	Female	22	162	ME	21 May 2018
ST10	Female	21	139	LE	21 May 2018
ST11	Male	22	179	HE	30 May 2018
ST12	Female	24	161	ME	30 May 2018
ST13	Male	22	149	ME	22 May 2018
ST14	Female	21	119	LE	24 May 2018
ST15	Female	22	166	ME	24 May 2018
ST16	Female	24	187	HE	25 May 2018
ST17	Female	21	183	HE	1 June 2018
ST18	Female	21	175	HE	23 May 2018
ST19	Male	22	109	LE	23 May 2018
ST20	Female	22	117	LE	22 May 2018
ST21	Female	22	154	ME	22 May 2018

As seen in Table 3, based on purposive sampling and maximum variation principle, a smaller qualitative sample consisting of student teachers with varying characteristics was determined. The interviewees were aged between 21 and 25 (*M* = 22.33; *SD* = 1.15). In-depth qualitative data were collected through individual interviews conducted with three groups of student teachers based on their self-efficacy scores. While efficacy scores of the LE group ranged from 109 to 139, those of the ME group ranged between 149 and 170. Lastly, efficacy scores of HE groups were between 175 and 197. Seven student teachers from each group were interviewed by the researcher. The rationale behind this was to better reflect the richness of the data. However, the efficacy scores of interviewees were not taken as a basis during the analysis and interpretation of qualitative data. The instruments used throughout the four phases of data collection are provided in the following section.

Instruments

The multiphase mixed methods design of the present study required the use of several data collection instruments in tandem. Different measurement tools were utilized for both phases of quantitative (QUAN) and qualitative (QUAL) data collection in the preliminary and main studies. An overview of these instruments is presented in Table 4.

Table 4

Data Collection Instruments

Phases of Research	Instrument
Preliminary Study	
Phase 1 (QUAL)	A written form with open-ended questions A semi-structured interview guide
Phase 2 (QUAN)	Pilot form of a scale set involving initial forms of the PLTSS, MTES as well as TSES
Main Study	
Phase 3 (QUAN)	Final form of the scale set involving revised PLTSS, MTES as well as TSES
Phase 4 (QUAL)	A semi-structured interview guide

As indicated in Table 4, the preliminary study initially benefited from student teachers' qualitative reflections on their possible language teacher selves through

written forms with open-ended questions and individual interviews for item pooling in phase 1. The quantitative phase (phase 2) made use of (a) the PLTSS developed based on the qualitative data gathered in the first phase and theoretical background of the construct of possible language teacher selves, (b) the MTES constructed based on the robust theoretical framework of SDT in the current study again, and (c) the TSES developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted to Turkish culture by Capa, Cakiroglu and Sarikaya (2005). In the main study, the researcher initially administered the finalized version of the instrument set involving the PLTSS and MTES finalized after checking the psychometric properties meticulously along with the TSES. Finally, the qualitative phase of the main study (phase 4) consisted of a semi-structured interview form as the data collection instrument. Detailed information about each of these instruments can be found below.

Instruments for the preliminary study (scale development). As mentioned above, the preliminary study adopted an exploratory sequential design and included (1) qualitative and (2) quantitative data collection and analysis respectively. The preliminary study specifically employed a written form with open-ended questions on the participants' possible language teachers and a relevant semi-structured interview guide for the qualitative data collection in phase 1 while using the pilot form of the scale set involving the initial versions of the PLTSS, MTES along with the TSES for quantitative data collection in phase 2. Further information about these instruments is available below.

Written form with open-ended questions*.* Due to the purpose of developing a possible language teacher selves scale for student teachers of English, a written form with three open-ended questions (see Appendix-B) was used to explore the related phenomenon by means of the student teachers' reflections on their own possible language teacher selves (i.e., ideal, ought-to and feared language teacher selves) in an essay format. The written form comprised of three general questions for each of these three constructs were prepared by the researcher by means of a detailed review of literature, finalized after getting expert opinion on the questions and a subsequent pre-piloting stage. The form primarily intended to capture the diversity of the participants' possible selves. Correspondingly, a consent form (see Appendix-A) displaying the voluntary

participation of the student teachers was also prepared and filled out by the participants before the data collection.

Semi-structured interview guide. As the preliminary study intended to elicit in-depth qualitative data to be able to generate representative items for the constructs of PLTSS, a follow up data collection was deemed necessary. For this purpose, a semi-structured interview guide (see Appendix-D) was prepared by the researcher based on the theoretical background of the conceptualization of possible language teacher selves by means of a review of literature. The interview guide was prepared in Turkish in order for the interviewees to express themselves more comfortably using their native language. The guide consisted of three groups of questions for the constructs of ideal, ought-to and feared language teacher selves of the participants. The resulting form comprised a total of nine interview questions aiming at elaborating on the data gathered through the written forms previously. The questions prepared by the researcher were revised through expert opinion and finalized after pre-piloting. A similar consent form (see Appendix-C) was prepared for the interviews and used before conducting the interviews with the participants of phase 1 who were interviewed voluntarily.

Pilot form of the scale set. This was the initial version of the composite survey instrument administered for quantitative data collection in the second phase of the preliminary study (see Appendix-F) after getting the consent of the participants of the preliminary study using a consent form (see Appendix-E). The instrument contained a demographic information section at the beginning of the form to be able to introduce the demographic characteristics of the participants accurately. The next section was allocated to the items of the scale set involving three major sections: (A) the initial form of the Motivation for Teaching English Scale developed within the scope of the current study, (B) the initial form of the Possible Language Teacher Selves Scale developed during the current study, and (C) the Turkish version of Teachers' Sense of Efficacy Scale.

A. The initial form of the Motivation for Teaching English Scale. This scale was developed by the researcher for the current study to measure senior EFL student teachers' motivations for teaching English. The principles and major steps of scale development (see for example Carpenter, 2018; DeVellis, 2012; Hinkin, 2005) guided the entire process. The initial step was the conceptual development

carried out through specifying the purpose of the scale and exploring the target construct by means of a detailed review of literature. The item generation process of this scale was guided by a deductive approach referring to gaining an understanding of the concept through a comprehensive literature review, defining the target construct accordingly and generating the items based on the acquired conceptual background (Hinkin, 2005). The sound theoretical point of departure for this scale was self-determination theory (SDT; Deci & Ryan, 1985), a theory of motivation that aims to explain both the level and quality of motivation for actions, and with its multidimensional conceptualization, divides motivation into different types based on the reasons or goals that lead to the action. As mentioned in the previous chapter, along with the most generic distinction of intrinsic and extrinsic motivation, SDT also posits different types of extrinsic motivation (i.e., external regulation, introjected regulation, identified regulation and integrated regulation) as well as lack of motivation called amotivation (Ryan & Deci, 2000a). Among these types of motivation, integrated regulation was not included as a construct within the scope of scale development in the present study in line with previous studies of scale development including general work motivation scales (e.g., Blais et al., 1993; Gagné et al., 2010; Gagné et al., 2015), teacher motivation scales (e.g., Fernet et al., 2008; Roth et al., 2007) as well as language learning motivation scales (e.g., Noels et al., 2000) mainly due to the statistical difficulty in differentiating integrated regulation from identified regulation and intrinsic motivation. The remaining motivation types and working definitions of these motivations are provided below.

Intrinsic Motivation: Getting engaged in teaching for its own sake due to finding it interesting and enjoyable or because of the pleasure and satisfaction derived from teaching.

Identified Regulation: Getting engaged in teaching due to identifying with its instrumental value, accepting it as one's goal, internalizing its meaning willingly or finding it congruent with personal values and goals.

Introjected Regulation: Getting engaged in teaching due to internal representation of an external demand, pressure or compulsion such as teaching in order to preserve or enhance self-worth and self-esteem, or not to get ashamed, anxious or not to feel guilty or worthless, which results from ego involvement.

External Regulation: Getting engaged in teaching to get its rewards and positive outcomes, or to abstain from external pressures and negative consequences, which refers to a non-internalized act of teaching.

Amotivation: Getting neither intrinsically nor extrinsically motivated to teach or having no reason for teaching.

The scale under development intended to achieve both a five-factor solution based on the abovementioned SDT-based types of motivation and a three-factor solution comprised of autonomous motivation, controlled motivation and amotivation. This distinction was based on a second-order conceptualization of the types of motivation in SDT (Deci & Ryan, 2008). Accordingly, tentative items were written by the researcher in an attempt to reflect the three intended constructs with their constituent types of motivation: autonomous motivation (intrinsic motivation and introjected regulation), controlled motivation (introjected regulation and external regulation) and amotivation. Although amotivation was not planned to be used during the path analysis, the construct was included in the scale under development to be able to fully represent the multidimensional construct of the SDT-based motivation. Consequently, an item pool was generated, and a draft questionnaire was prepared using the tentative items and instructions preceding these items.

Following the item generation, the draft questionnaire was evaluated by five content experts with a PhD in English Language Teaching by means of a structured expert opinion form in order to ensure content validity. The expert reviewers were requested to independently evaluate the items in terms of their consistency with the constructs by means of a cover letter. The researcher provided the experts with a brief theoretical background of the relevant SDT-based framework of motivation for teaching English as well as the expert opinion form. In order to ensure content validity, Lawshe's (1975) content validity ratio (CVR) was going to be used to explicate the content experts' level of agreement on how essential each item is for the scale to be developed. Therefore, the ELT experts evaluated the draft questionnaire, rated each item based on a three-point scale, and wrote their comments for the items that were found improvable. For each item, the researcher then calculated Lawshe's (1975) CVR. Based on this ratio, the items on which the experts displayed a 100% agreement (CVR=1) or a similarly high level of agreement with a high positive CVR were preserved while the items with a low CVR were

eliminated. In addition, depending on the items' CVR and the experts' comments, several items were edited and modified.

Following the expert opinion received from content experts, one expert with a PhD in Measurement and Evaluation and one last expert with a PhD in Turkish Language Teaching were consulted so that the items could be evaluated in terms of their appropriateness based on the principles of measurement and evaluation as well as their appropriateness in terms of language use (i.e., Turkish). Several amendments were made on the form based on the experts' feedback and the draft motivation questionnaire was finalized. The emerging form was then administered to a group of student teachers in order to check the comprehensibility of items (see the details of pre-piloting in the section of data collection).

The scale under development made use of a 5-point Likert scale representing the extent to which the scale items reflect the respondents' motivations for teaching English (1 = Not at all true of me; 2 = Slightly true of me; 3 = Moderately true of me; 4 = Very true of me; 5 = Completely true of me). The scale items were constructed in Turkish in order to minimize possible negative effects of the length of the scale in its initial and final forms by using the native language of the participants. The fact that the scale was to be used with various cohorts of student teachers with different language levels from twelve different universities was another reason for deciding on Turkish as the scale language. The rationale was to make it suitable for all grade levels in language teaching departments from freshmen to seniors since it is evident that although the student teachers are enrolled in language teaching departments, their language levels might differ from each other. After the completion of all the aforementioned steps, the pilot form of the motivation for teaching English scale consisting of 32 items was finalized and made ready to be included in the initial scale set to be administered to the participants of phase 2 in the preliminary study.

B. The initial form of the Possible Language Teacher Selves Scale. Similar to the development of the MTES, the tripartite PLTSS was also developed by the researcher within the scope of the current study. The scale intended to measure the possible selves of senior student teachers of English: (I) ideal, (II) ought-to, and (III) feared language teacher selves. Departing from the principles and fundamental stages of scale development again, the first step for this scale was the conceptual development of these three major constructs. The theoretical basis of the scale was

Kubanyiova's (2007, 2009) framework of possible language teacher selves and tripartite distinction of ideal, ought-to and feared language teacher selves. As this conceptualization was grounded on sound underpinnings of possible selves theory (Markus & Nurius, 1986), self-discrepancy theory (Higgins, 1987, 1998) and Dörnyei's (2005, 2009a) L2MSS, the current study benefited from contributions of these theoretical frameworks as well. Previous research on possible language teacher selves (e.g., Hiver, 2013; Kumazawa, 2013; White & Ding, 2009) as well as the possible teacher selves research in general education (e.g., Hamman et al., 2010; Hamman et al., 2013) enriched the understanding of the target constructs. Based on Kubanyiova's (2007, 2009, 2012) conceptualizations, the three intended constructs were defined as follows:

Ideal language teacher self: language teachers' self-representation of the kind of language teacher they would ideally like to become based on their personal identity goals and aspirations pertaining to their profession.

Ought-to language teacher self: language teachers' self-representation of the kind of language teacher they should or ought to become, which is highly associated with their obligations, responsibilities and duties at work.

Feared language teacher self: language teachers' self-representation of the kind of language teacher they are afraid of becoming in case of not reaching the desired ideals, self-perceived responsibilities and obligations.

During the item generation process of the PLTSS, the researcher also made use of an inductive approach to scale development referring to constructing measures by means of individual items that are commonly generated through requesting a group of respondents to describe a target concept or phenomenon (Hinkin, 2005). Correspondingly, based on an in-depth review of literature, the researcher constructed the qualitative data collection tools used in phase 1 (i.e., written form with open-ended questions and semi-structured interview forms) and elicited student teachers' responses. After the qualitative data collection by means of these instruments (see the details in the section of data collection), the data were subjected to content analysis by the researcher using the qualitative data analysis software - NVivo 11. Following the deep examination of data, recurrent patterns were found, organized around themes and turned into individual tentative items.

Some tentative items were also written by the researcher based on the review of literature. The emerging items converged conceptually on various themes. This step was followed separately for the constructs of ideal, ought-to and feared language teacher selves.

The tentative items written to measure the construct of *ideal language teacher self* were structured around themes such as L2 teaching practices (use of instructional strategies), professional development, personal qualities, interpersonal relationships and classroom management. These were both based on the qualitative data analysis in the current study and supported with Hamman et al.'s (2010) findings pertaining to expected teacher selves to a large extent and Conway and Clark's (2003) overall distinction of teacher qualities and teaching tasks.

The qualitative data in relation to the construct of *feared language teacher self* converged mainly on ineffective language teaching practices and unfavorable teacher qualities. But in this phase of scale development, the current study followed a similar route with Hamman et al. (2010) who made use of the same categories for the analysis of their qualitative data about expected and feared teacher selves. Accordingly, in the current study, the components of ideal language teacher self were taken as a basis, and their counterparts were also generated for the feared language teacher self construct. Therefore, along with the items written to represent ineffective language teaching practices and unfavorable teacher qualities, items were also written to reflect inadequate professional development, weak interpersonal relationships and ineffective classroom management. These were considerably in line with Conway and Clark's (2003) distinction of teacher qualities and teaching tasks.

The items written for the *ought-to language teacher self* construct were initially data-driven, too. The qualitative data pertaining to this construct converged around L2 teaching practices, professional development, personal qualities, interpersonal relationships as well as general expectations and duties. The last theme was a distinctive feature of ought-to language teacher self and concerned the teacher characteristics specifically expected by significant others (sample item in the pilot form: I ought to deserve my salary.). All items were written in line with the qualitative data and were also backed up with the limited relevant research on ought-to language teacher selves (e.g., Kumazawa, 2013). In the current study, due

probably to the other-driven nature of the construct, ought-to language teacher self did not display aspects related to classroom management as distinct from the ideal language teacher self. The emerging items were in line with Conway and Clark's (2003) distinction of teacher qualities and teaching tasks. However, for all three constructs (i.e., ideal, ought-to and feared language teacher selves), it was also estimated that the administration of the scale would also yield some distinctive features in terms of the underlying components compared to the previous studies conducted in other research contexts.

The item pool generated through these processes was then turned into a draft instrument with the instructions preceding the items. The steps followed while getting expert opinion for the MTES were used in the same way during the expert evaluation of the PLTSS. Therefore, the resulting draft questionnaire consisting of the tentative items of PLTSS under development was then independently evaluated by five content experts with a PhD in English Language Teaching. As the content validity of the items were going to be computed by means of Lawshe's (1975) CVR demonstrating how essential each item is for measuring the relevant construct, the content experts were requested to rate the individual items based on a 3-point scale and add their comments for the improvable items. Departing from the content experts' ratings of items, the researcher calculated Lawshe's (1975) CVR for each item in this draft questionnaire as well. In a similar vein, the items reflecting a 100% agreement among the experts (CVR=1) or a relatively high level of agreement and CVR were maintained, and the ones with a low CVR were left out. After modifying several items based on the experts' comments, the researcher made the draft questionnaire ready for a second phase of expert evaluation.

In the second phase of expert evaluation, the draft instrument involving the tentative items was evaluated by a measurement and evaluation expert with a PhD in the relevant field of study in terms of the items' appropriateness based on the principles of measurement and evaluation. Another expert with a PhD in Turkish language teaching was also requested to evaluate the instrument and items in terms of the use of the Turkish language. These two experts' feedback helped to make the last amendments, and the instrument was finalized for pre-piloting. The resulting tripartite questionnaire was subjected to pre-piloting to check the comprehensibility

of items for potential respondents (see the details in the section of data collection). It was consequently included in the initial form of the scale set.

Similar to the MTES, the tripartite PLTSS was designed with a 5-point Likert scale to reflect the respondents' ideal, ought-to and feared language teacher selves (1 = Not at all true of me; 2 = Slightly true of me; 3 = Moderately true of me; 4 = Very true of me; 5 = Completely true of me). In line with the MTES and the entire scale set, the items of PLTSS were written in Turkish due to the aforementioned concerns about the language use in the MTES as well. The resulting pilot form of the PLTSS was designed as a tripartite scale involving the initial forms of (1) a 45-item Ideal Language Teacher Self Scale (ILTSS), (2) a 40-item Ought-to Language Teacher Self Scale (OLTSS) and (3) a 45-item Feared Language Teacher Self Scale (FLTSS). Although the number of the items were a bit large in the pilot form of the PLTSS, the scale was reorganized by means of item reduction through exploratory factor analysis (EFA) after the preliminary study (see also the details about the final form of the scale set used in the main study).

C. Teachers' Sense of Efficacy Scale. The TSES is the last scale included in the pilot form of the scale set used in the second phase of the preliminary study. The scale was developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted to Turkish by Capa et al. (2005). The researcher initially obtained permission for the use of the scale from the scale developers through e-mail. The researcher then got permission for the use of Turkish adaptation of the scale via e-mail as well. The TSES was implemented in the current study to measure perceived self-efficacy of senior student teachers of English. The scale employs a 9-point Likert scale ranging from 'a great deal' to 'nothing'. The 24-item scale (long form) has a three-factor structure. Although the scale has a short form with a total of 12 items as well, the long form of the scale involving 24 items was used in the present study. The factor structure of the scale is given in Table 5.

Table 5

Factor Structure of the Teachers' Sense of Efficacy Scale

Self-efficacy Beliefs
Efficacy for student engagement (8 items)
Efficacy for instructional strategies (8 items)
Efficacy for classroom management (8 items)

As shown in Table 5, along with the total score reflecting the general perceived efficacy of teachers and student teachers, the three subscales in the TSES represent their perceived efficacy in three areas: student engagement, instructional strategies and classroom management. In the long form of the original TSES, internal consistency estimates of the whole scale and the three subscales underlying the teacher efficacy construct were reported to be as follows: .94 for the whole scale; .91 for instructional strategies; .90 for classroom management; and .87 for student engagement (Tschannen-Moran & Woolfolk Hoy, 2001). The adapted scale for Turkish research context exerted the following internal consistency values: .82 for student engagement; .86 for instructional strategies; and .84 for classroom management (Capa et al., 2005). The whole scale displayed an internal consistency value of .93. Hence, both the original scale and the adapted scale had adequate internal consistency estimates.

In the current research, a reliability analysis was performed on both the preliminary and main study data by calculating Cronbach's alpha coefficient. Based on the preliminary study data, internal consistency coefficients were calculated as follows: .94 for the whole scale; .88 for classroom management; .85 for student engagement, and .85 for instructional strategies. As for the reliability analysis of the TSES in the main study data, the internal consistency coefficients of TSES in the main study data are reported in the next section. The current study made use of the total score gathered through the scale while testing the proposed model using SEM as Tschannen-Moran and Woolfolk Hoy (2001) recommend the use of the total score on the scale while administering it to pre-service teachers due to having a less evident factor structure with this group. However, the subscale scores were also taken into account along with the total score while exploring student teachers' perceived efficacy on its own.

To sum up, with its sound psychometric properties, the TSES constituted an important section of the pilot form of the scale set and was included as a last section in the form. After the quantitative data collection with this initial form of the composite instrument in the preliminary study and the analysis of data for item reduction through exploratory factor analysis of items of the scales under development (i.e., the MTES and the PLTSS), the scale set was revised and made ready for the main study.

Instruments for the main study (exploration of the target constructs and relationships. The explanatory sequential design of the main study entailed an initial quantitative data collection and analysis followed up with qualitative data collection and analysis. During the data collection process, the main study particularly benefited from the final form of the scale set involving the revised PLTSS, MTES as well as the TSES for quantitative data in phase 3. The qualitative data were gathered through a semi-structured interview guide in phase 4. Further information about these instruments is given below.

Final form of the scale set. This composite survey instrument is actually the revised form of the scale set used in the preliminary study. As the current study set out to develop the MTES and the PLTSS for senior student teachers of English and to investigate the relationships among their possible selves, motivations and self-efficacy beliefs, the multidimensional nature of the study paved the way for both constructing the scales in the preliminary study and validating the scales as well while testing the causal relationships among the specified variables in the main study. Following the reduction of the items of MTES and PLTSS through performing an EFA for both scales in the preliminary study, the final form of the scale set (see Appendix-H and Appendix-I) emerged as a composite instrument involving the revised MTES (19 items), the revised PLTSS (ILTSS: 16 items, OLTSS: 19 items, FLTSS: 17 items) along with the 24-item TSES. The scale set was administered to the participants after getting their consent about the voluntary participation through a consent form (see Appendix-G). The revised MTES and PLTSS used in the main study and their psychometric properties are presented in detail while reporting the findings about scale development as a response to the research questions in chapter 4.

The TSES was used exactly in the same way in the scale set in both the preliminary and main studies. Following the data screening process and assumption checks for CFA (see the details in data analysis section), the three-factor structure of the TSES was verified through performing a CFA based on the dataset of the main study sample (N = 274). The data gathered by means of the Turkish version of the TSES involving a total of 24 items were subjected to a CFA to test whether the three-factor structure comprised of efficacy for classroom management, student engagement and instructional strategies was evident in the current study. The results are presented in Figure 4.
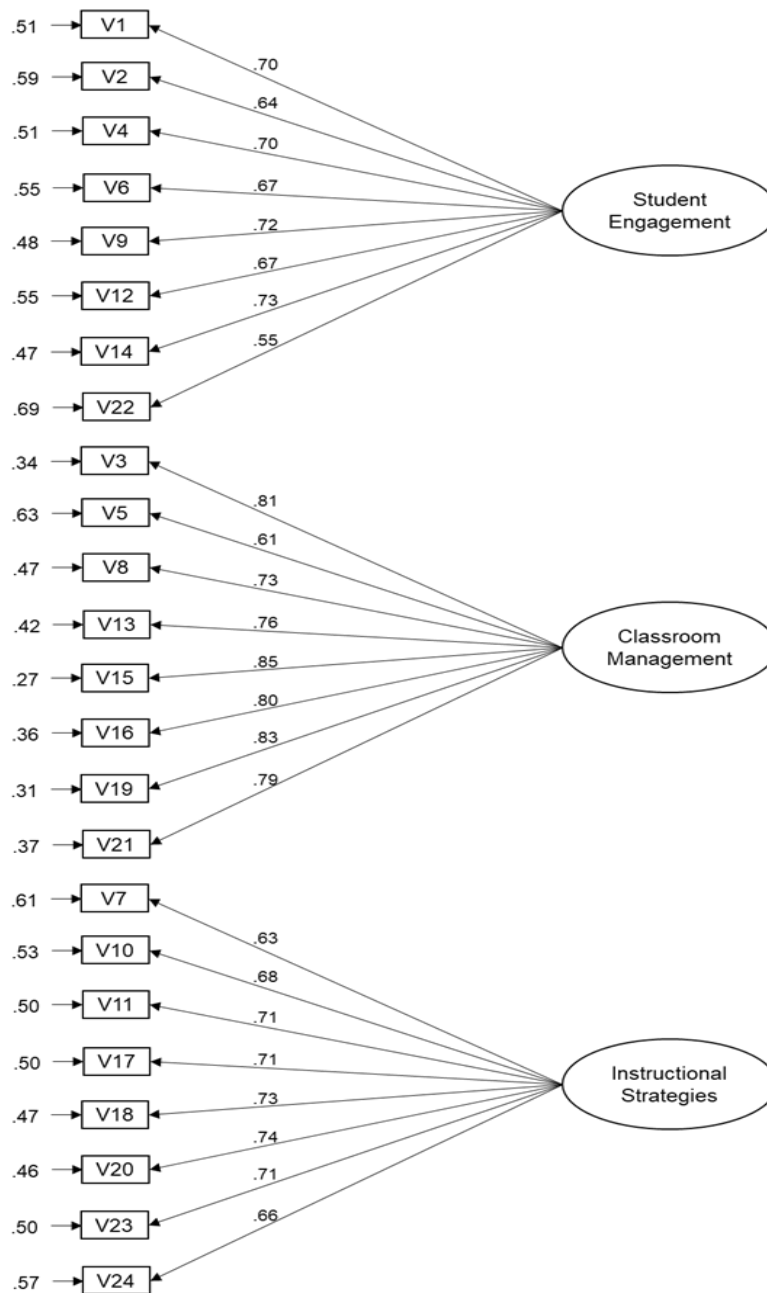
Figure 4. CFA results for the Teachers' Sense of Efficacy Scale (TSES)

As can be seen in Figure 4, the CFA provided standardized coefficients ranging from .55 to .85 while error variances ranged between .27 and .69 in the model. Besides, the model displayed significant *t*-values ranging from 9.58 to 17.31. After checking the modification suggestions, modifications were performed between V23 and V24 as these items were under the same factor and tended to converge on a separate factor. Following the modifications, the model fit was reevaluated by recomputing the fit indices and was found quite satisfactory, $\chi^2(248) = 636.83$, $p = .000$, $\chi^2/df = 2.57$, NNFI = .97, CFI = .98, SRMR = .054, RMSEA = .076. Therefore, these results pointed to the fit of the model to the sample of the current study.

A reliability analysis was performed on the main study data by calculating Cronbach's alpha coefficient for all the scales used in the composite survey instrument. The results for the PLTSS and the MTES are indicated in findings pertaining to scale development. As for the reliability analysis of the TSES in the main study, internal consistency coefficients were calculated as follows in the current research: .95 for the whole scale; .92 for classroom management; .87 for student engagement, and .88 for instructional strategies. These values pointed to quite satisfactory internal consistency reliability of the TSES for the present study.

Semi-structured interview guide. An interview guide (see Appendix-K and Appendix-L) and a corresponding consent form (see Appendix-J) were prepared by the researcher and used for collecting qualitative data through semi-structured interviews. As in the preparation of the interview guide used in the preliminary study, the one used in the main study was grounded on the theoretical background of the constructs to be further inquired through a detailed review of literature. The questions were written in Turkish so that the students would express themselves more comfortably using their native language. Following the preparation of the tentative interview questions, the interview guide was re-evaluated by getting expert opinion from three content experts and piloted before the main study in order to make sure that the expected in-depth exploration of the issues of interest in the research could be obtained.

The resulting interview guide had an introductory part for taking notes about the date, time, interviewer and interviewee. The layout of whole interview guide was also prepared in such a way that the researcher would be able to take notes for each question as well while recording the interview. Due to the semi-structured

nature of the interviews, the researcher did not write specific introductory questions but the interviews started with some sort of mundane conversation and a transition to the interview questions. The interview guide involved a total of five sections: questions on the participants' (1) ideal language teacher selves; (2) ought-to language teacher selves; (3) feared language teacher selves, (4) motivation for teaching English; and (5) self-efficacy beliefs. The guide consisted of three questions in each of these sections, and accordingly a total of fifteen interview questions. All these questions were constructed in line with the scales used in the third phase and intended to build on the related understandings by getting more comprehensive and in-depth responses from a smaller group of participants.

The general picture regarding the student teachers' possible selves, motivation for teaching and self-efficacy beliefs were drawn with the help of the quantitative phase using a composite survey instrument. However, even though questionnaires and scales provide the researcher with practicality in terms of reaching a large number of participants, the responses given by the participants are acknowledged as they are and cannot be clarified afterwards. Thus, in the present study, the researcher sought to refine the general picture attained at the initial stage by means of follow-up semi-structured interviews. As semi-structured interviews are quite advantageous in that they help the researchers to probe into the interviewees' responses with additional questions due to their flexible nature (Opie, 2004), the current study intended to elaborate on the findings reached through the scale set, and correspondingly made use of semi-structured interviews in phase 4. In an attempt to explicate the way all these instruments were used to elicit data from the participants, the following section summarizes the entire process of data collection from phase 1 to phase 4.

Data Collection Procedures

As underlined previously, the data collection procedures of the current study were carried out based on a multiphase design. The data collection for the current study was only possible in the final practicum semester of senior student teachers of English since the student teachers' motivation for teaching English during the teaching practicum was of primary importance for the research. Thus, all the phases of data collection were planned accordingly. Upon preparing the dissertation

proposal and instruments, the researcher applied for the approval of Hacettepe University Ethics Commission, and the study was ethically approved in March 2017 (see Appendix-M). Following the approval, the data collection procedures were implemented in four phases. Therefore, this section is organized under the two major stages of research (i.e., the preliminary and main studies) and the resulting four phases.

Data collection procedures in the preliminary study. Data collection started with the preliminary study consisting of two phases of data collection (QUAL+QUAN). These phases are as follows.

Phase 1. The data collection procedures of the current study started with the development of the PLTSS in order to explore the constructs of ideal, ought-to and feared language teacher selves. After the preparation of the written form with open-ended questions on possible language teacher selves based on the steps mentioned in the section of instruments, this form was administered by the researcher to the participants of phase 1, who were 48 final year student teachers of English (34 female, 14 male) enrolled in the ELT department of Hacettepe University, towards the end of the final practicum semester of the student teachers in May 2017. The form was administered during the class time and data collection lasted about 40 minutes. The researcher informed the participants about the purpose of the research and underlined the importance of voluntary participation and confidentiality of the data to be collected. The student teachers indicated their voluntary participation by filling out the given consent form. Then, the researcher delivered the forms, requested the participants to answer the essay type questions in the written format and made sure that the instructions were understood by all participants. This written form helped the researcher to probe into student teachers' future self-guides.

As a follow up method of data collection, 15 student teachers (10 female, 5 male) from the same group were individually interviewed by the researcher in the second half of May and the first half of June 2017 by means of the corresponding semi-structured interview form. The student teachers who volunteered to be interviewed were contacted by the researcher beforehand, and an interview date and time were allotted for each interviewee for individual interviews. The researcher arranged a meeting room at the faculty that was suitable and quite enough as a

place for the interviews in advance. Each interview started with some introductory conversation. The interviewer then reminded the participants of the purpose of the research, and highlighted that participation is voluntary and that the data gathered through the interviews are kept confidential. Then, the interviewees gave their consent for the interviews by filling out the consent forms. After getting their approval for recording the interviews using the voice recorder, the researcher started the interviews. The interview guide involving three questions for all three constructs, namely ideal, ought-to and feared language teacher selves, and accordingly a total of nine questions were asked and clarified at times in line with the semi-structured nature of the interviews. The mean time span of the fifteen interviews was approximately 16 minutes. The interviews helped to deepen the future self-guides of the participants. The student teachers who took part in phase 1 were excluded from the other phases of data collection. To conclude, the first phase of the data collection procedures was completed in the spring semester of 2016-2017 academic year.

Phase 2. This phase of data collection set out to administer the pilot form of the scale set involving the initial forms of the PLTSS and the MTES along with the TSES developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted to Turkish by Capa et al. (2005) so as to examine the factor structure and psychometric properties of the PLTSS and MTES in a preliminary study. As the main study was planned to further validate the two scales developed within the scope of the current study and to explore the causal relationships among the possible selves, motivations and self-efficacy beliefs of senior student teachers of English, two independent samples were chosen for the preliminary and main studies.

After the finalization of the initial forms of the scales, a separate pre-piloting procedure was implemented with a small group for both MTES (n = 32) and PLTSS (n = 34) in March 2018 in order to check the comprehensibility of the scale items and any potential problems that might come out during the scale administration. The participants of this pre-piloting stage were 3rd year students of ELT at Akdeniz University, who were excluded from all the other phases of data collection. The instruments were pre-piloted with this group since the senior student teachers at Akdeniz University were going to be included in the main study sample and administered the final form of the scale set in the same semester. In this pre-piloting

stage, the student teachers were administered the two scales under development, and requested to read the instructions carefully, fill in the scales and take notes for any place of ambiguity. Based on the feedback received through this pre-piloting stage, the researcher made some minor revisions on the layout of the scales and instructions. The two scales under development were finalized and included in the pilot form of the scale by this way.

Before the administration of the pilot form of the scale set, the researcher prepared a standard instructions sheet for the administration of scale set at seven different universities. As noted before, the sample for the second phase of the preliminary study was determined as the senior student teachers of English enrolled in the ELT departments of Gazi University, Sakarya University, Gaziantep University, Nevşehir Hacı Bektaş Veli University, Amasya University, Süleyman Demirel University and Mehmet Akif Ersoy University. The researcher administered the instrument herself at Mehmet Akif Ersoy University. Based on the guidance of standard instructions on the administration of the scale set, cooperating teaching staff at the ELT departments of the remaining six universities administered the scale set to the senior student teachers of English at the department during normal class time in April 2018. The period for the scale administration in both preliminary and main studies were decided based on the practicum period. The scale administrators at these universities initially informed the participants about the purpose of the study, importance of voluntary participation, confidentiality of the data to be collected, and requested the student teachers to fill in and sign the consent form if they volunteer to participate in the study. The participants were asked to read the instructions above the scale set carefully and administered the pilot form of the scale set. The scale administration in this phase lasted about 35-40 minutes. The entire data collection process of this phase in all seven universities took about two weeks. By this way, the data collection process of the preliminary study was completed, and the pilot form of the scale set was revised and finalized based on the analysis of data elicited in the second phase.

Data collection procedures in the main study. After the completion of the data collection and analysis in the preliminary study, data collection process proceeded with the main study similarly involving two phases (QUAN+QUAL). Each of these two phases are explained below.

Phase 3. Data collection procedures of the main study began with this phase. The pilot form of the scale set which consisted of the initial forms of the MTES and the PLTSS as well as the TSES were finalized following a set of data analysis steps. After the preliminary analysis and assumption checks, the data pertaining to the MTES and the PLTSS were independently analyzed through an EFA. The final form of the scale set revised through these analyses was made ready for a replication study with the main study sample. As reported previously, the sample of the third phase of the main study involved the senior student teachers of English studying at the ELT departments of five different universities in Turkey: Hacettepe University, Akdeniz University, Çanakkale Onsekiz Mart University, Pamukkale University and Çukurova University. As in the scale administration process of the preliminary study, the researcher initially prepared a standard guide for the instructions on the administration of the scale set since it was going to be administered at similar times by the teaching staff of these universities. The researcher administered it to the final year ELT students at Akdeniz University, where she works, while cooperating teaching staff were administering it at their own universities. All the scale administrators completed this data collection stage in May 2018, and the whole data collection process lasted about two weeks. The scale set was administered during normal class time again. The scale administrators started with introducing the purpose of the study and informed the students about the fact that participation is voluntary. The confidentiality of data and other important issues about the research were also reminded. The participants were requested to read the instructions and all the scale items meticulously. The data collection process lasted about 25-30 minutes. The procedures of the quantitative data collection in the main study were completed in May 2018.

Phase 4. As highlighted in the previous sections, the sample of phase 4 was identified based on a cluster analysis of the self-efficacy data elicited in the third phase of data collection. A group of twenty-one senior student teachers of English enrolled in the ELT department of Akdeniz University were determined through purposive sampling by means of maximum variation. Although the whole data collection process was carried out anonymously, a small sample identification part was added to the scale set administered at Akdeniz University to be able to determine an interview sample based on purposive sampling. Thus, only the student

teachers at Akdeniz University were requested to write their student numbers at the beginning of the scale set administered in phase 3 so that the researcher might identify the qualitative sample later on. The student teachers were also informed about the reason for the addition of this number part as a code.

The researcher initially piloted the interview form evaluated by the experts with three student teachers from the quantitative sample and excluded them from the forthcoming phase of qualitative data collection. This gave the researcher the chance to check the comprehensibility of the questions for the target sample and the whole process of interviews including the time each interview might take. Based on this piloting stage, the researcher made some minor revisions on the interview guide and made it ready for the actual interviews. The twenty-one interviewees determined after quantitative data collection and analysis were contacted by the researcher in order to organize the time slots for each interview.

These student teachers were interviewed by the researcher as a follow up study towards the end of May 2018 and at the beginning of June 2018. The completion of all the interviews took about two weeks. The researcher arranged a room at the faculty which is suitable for the interviews and made sure that the participants know the place and time for their interviews beforehand. As for the interviews, the researcher initially reminded the interviewees about the purpose of the research, and other important issues such as voluntary participation to the interviews and confidentiality of data to be collected. The participants were also asked for their consent on voice recording during the interviews. All the participants gave their consent by filling out and signing the consent forms for the interviews. The interviews proceeded based on the interview guide, involved three questions under each of the five major issues of interest (i.e., ideal, ought-to, feared language teacher selves; motivation for teaching English; and self-efficacy), but the researcher asked some clarification questions or questions for probing further into the issues of interest at times by benefiting from the semi-structured nature of the interviews. The average time span of the twenty-one interviews was approximately 20 minutes. With this follow up qualitative stage of the main study, the entire data collection process of the preliminary and main studies was completed in June 2018. The procedures of data analysis performed with the data elicited from all these four phases are explained in the next section.

Data Analysis

The present study employing multiphase mixed methods design included different procedures and tools for analyses of quantitative and qualitative data acquired in the preliminary and main studies. The stages of data analysis are summarized for each of the four phases in the following subsections.

Data analysis procedures in the preliminary study

Qualitative data analysis in phase 1. The qualitative data gathered through the written forms and interviews on student teachers' possible selves in phase 1 were subjected to content analysis in an attempt to generate items for the PLTSS under development. In this phase of data analysis, the qualitative data collected through the written forms were typed and the interview data were transcribed. The data were then transferred to NVivo 11 for content analysis. The student forms and interview transcripts were repeatedly read by the researcher and deeply examined. The researcher meticulously searched for the recurrent patterns in the data and organized these patterns and related data around some certain themes. This phase was also supported by the review of literature. In line with the identified themes, the researcher generated items for the PLTSS.

Quantitative data analysis in phase 2. The quantitative data collected through the pilot form of the scale set for the purpose of scale development were analyzed statistically using IBM SPSS (Statistical Package for the Social Sciences) version 21. A data screening procedure was implemented initially before going on with the actual data analysis process. The accuracy of the dataset was checked. The data were then screened for missing values and outliers, which have the potential to distort subsequent analysis. Following a missing value analysis and screening of dataset for both univariate outliers through computing z-scores based on a threshold of ±3.00 and multivariate outliers using the Mahalanobis distance, a total of 296 participants' data were retained for statistical analysis out of 313 participants. The missing data did not exceed 5% of the entire dataset and were therefore ignored and retained. In line with the purpose of scale development and accordingly the use of EFA, an initial test of assumptions was done for the PLTSS and MTES data separately. Although the recommendations for the minimum sample size for conducting a factor analysis vary greatly, with the data of 296 participants

ready for the analysis, the dataset appeared to meet a commonly used general rule of thumb suggesting a minimum person-to-item ratio of 5:1 (Hair, Black, Babin, & Anderson, 2014; Pallant, 2011). The number of participants was satisfactory for the series of EFA performed individually with the initial forms of the tripartite PLTSS involving ILTSS (45 items), OLTSS (40 items), FLTSS (45 items) as well as that of the MTES (32 items). The assumption of normal distribution of data was also checked through computing the measures of central tendency, coefficients of skewness and kurtosis as well as generating histograms and Q-Q plots. The results of tests of normality with the remaining sample of 296 student teachers are presented in Table 6.

Table 6

The Results of Tests of Normality in the Preliminary Study

Variable	Mean	Median	Mode	Skewness	Kurtosis
Motivation for teaching English	105.76	105.5	98	-.158	-.258
Ideal language teacher self	212.63	220	225	-1.226	.251
Ought-to language teacher self	182.75	187	188	-.953	.082
Feared language teacher self	175.94	186	225	-1.042	.150
Self-efficacy	166.94	167	162	-.150	.082

As can be seen in Table 6, the whole remaining dataset of the second phase of the preliminary study was subjected to tests of normality without excluding the self-efficacy data, which meant for a piloting of the main study as well. The results of tests of normality generally demonstrated similar values in terms of the measures of central tendency in each variable. As for the values of skewness and kurtosis, the data generally displayed normal distribution based on a threshold of ±1 which is regarded as excellent for normal distribution (George & Mallery, 2016). Although ideal and feared selves data displayed a little skewness based on this threshold, these values were tolerated due to not reaching extreme figures. In addition, the values were in line with the threshold of ±2 for acceptable skewness and kurtosis values for the interpretation of normal distribution in certain cases (George & Mallery, 2016). From this perspective, all coefficients of skewness and kurtosis seemed to be within these limits. Overall, the preliminary study data appeared to be normally distributed. Along with the assumption of normal distribution, the dataset

was also checked for the linearity assumption. Besides, the data were checked for multicollinearity and singularity through an inspection of inter-item correlations, and no multicollinearity or singularity problem was detected. Therefore, the dataset appeared to meet the assumptions of factor analysis.

Following the test of assumptions, the remaining quantitative data elicited through the pilot form of the scale set ($N = 296$) were initially subjected to an EFA for the MTES using SPSS. The factorability of the data was also evaluated using Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy (Kaiser, 1974) and Bartlett's Test of Sphericity (Bartlett, 1954). While identifying the underlying factor structure of the MTES, a preference was made for principal components analysis (PCA) as the factor extraction method; however, the term of factor analysis is used in a general sense while reporting the findings through following a common route (e.g., Pallant, 2011). Among orthogonal rotation methods, varimax rotation was used to have a minimum number of variables with high loadings on individual factors. After running an EFA, internal consistency of the scale and subscales were tested through reliability analysis by calculating Cronbach's Alpha (α) coefficients. The same procedures were implemented with the PLTSS data. The data were subjected to an EFA individually for the three sections of the scale: ideal, ought-to and feared language teacher selves. Upon revealing the factor structure of all three parts of the PLTSS, the researcher computed Cronbach's alpha coefficients for each scale and their constituent subscales.

Data analysis procedures in the main study

Quantitative data analysis in phase 3. The data analysis in the main study started with the statistical analysis of quantitative data acquired through the scale set in phase 3 using the programs of SPSS 21 and LISREL 8.70 (Linear Structural Relations). The main study set out both to offer further validation evidence through a replication of the scales developed in the current study (i.e., MTES and PLTSS) and to examine the causal relationships among the possible selves, motivations and self-efficacy beliefs of the participants through testing the hypothesized model using path analysis. In this regard, the current study followed the general recommendation about scale development and validation which postulates starting with an EFA and proceeding with a CFA using different samples (Costello & Osborne, 2005; Worthington & Whittaker, 2006). The data elicited from an independent group of

participants by means of the final form of the scale set in phase 3 were initially prepared for subsequent analysis. A data screening procedure started by looking for the accuracy of the dataset and continued with searching for missing values and outliers. The missing data appeared not to exceed 5% of the whole dataset. Accordingly, the missing values were imputed by replacing them with the average of related values. An outlier check was performed for univariate outliers by computing *z*-scores based on a threshold of ±3.00. However, in line with Mertler and Reinhart's (2017) suggestion about extending the *z*-score threshold to ±4.00 with large samples (n>100), a few cases with *z*-scores in excess of ±3.00 were retained as well (max. 3.39). Upon excluding the univariate outliers from the dataset, the data were also checked for multivariate outliers using the Mahalanobis distance. As a result of data screening, out of 310 participants in phase 3, the dataset of 274 participants was retained for subsequent data analysis. Upon completion of data screening, the suitability of the dataset for running a CFA, which is a particular kind of SEM (Ullman, 2006), and using SEM were tested through a series of assumption checks.

The assumptions of SEM are associated with the sample size, missing values, normal distribution of data, linearity, absence of multicollinearity and singularity, outliers and residuals (Çokluk, Şekercioğlu, & Büyüköztürk, 2012; Tabachnick & Fidell, 2013). The data were checked for all these assumptions. The sample size was found adequate for the subsequent analyses. Similar to factor analysis, SEM is actually called as "a large sample technique" (Tabachnick & Fidell, 2013, p. 688). Although there is not a consensus about the minimum sample size for SEM, the dataset of the main study met a common rule of thumb about the sample size in SEM referring to a sample of size of at least 200 cases (Kline, 2011). The normality assumption was also tested bearing in mind the fact that normal distribution of data is one of the main assumptions of SEM (Byrne, 2010). In this regard, Weston and Gore (2006) suggest looking for univariate normality prior to SEM analyses due to finding the assumption tests of multivariate normality impractical in SEM and point out that evidence for univariate normality can also provide information about multivariate normality. Therefore, based on the assumption of normal distribution, the dataset of the main study was also checked for univariate normality. For this purpose, the measures of central tendency,

coefficients of skewness and kurtosis were checked while generating histograms and Q-Q plots at the same time. The results about the distribution of data are provided in Table 7.

Table 7

The Results of Tests of Normality in the Main Study

Variable	Mean	Median	Mode	Skewness	Kurtosis
Motivation for teaching English	63.84	63.57	63	-.067	-.555
Ideal language teacher self	76.95	80	80	-1.669	1.802
Ought-to language teacher self	90.05	92	95	-1.209	.619
Feared language teacher self	68.8	73	85	-1.239	.788
Self-efficacy	170.25	172	172	-.433	-.102

As Table 7 suggests, the measures of central tendency generally displayed values close to one another. Although some of the values of skewness and kurtosis (especially those of ideal language teacher self) seemed to be beyond a range between -1 and +1, they were acknowledged to be within the acceptable limits of ±2 (George & Mallery, 2016), which corresponds to a near normal distribution. Moreover, Tabachnick and Fidell (2013) assert that in studies with large samples, skewness often does not result in a big difference in data analysis, and that the risk posed by kurtosis decreases with a large sample like a sample of +200. In addition, particularly for the constructs of ideal, ought-to and feared language teacher selves, some sort of negative skewness is not surprising to some extent. This is because these kinds of positive or negative skewness are not necessarily associated with the inferiority of the scale but result mostly from the nature of the target construct, and therefore reflect on numerous measures in social sciences (Pallant, 2011). In our case, the willingness of the student teachers enrolled in the English language teaching program typically appeared to reflect on their future self-guides positively.

Following the tests of normality, the linearity assumption was tested by examining some randomly chosen pairs of scatterplots as suggested by Tabachnick and Fidell (2013) since it was not practical to evaluate all. No violation of the linearity assumption was detected. The dataset was also found to meet the assumptions pertaining to the absence of multicollinearity and singularity since no related problem was identified. After the test of assumptions, the remaining quantitative

data gathered through the final form of the scale set ($N = 274$) were subjected to a CFA using LISREL for additional evidence of construct validity for each scale. Accordingly, the factor structure of all scales in the final scale set, namely the MTES, the tripartite PLTSS (ILTSS, OLTSS and FLTSS) and TSES, were verified with a replication sample through a series of CFA.

After the validation of the scales, the initial hypothesized model given in chapter 1 to depict the proposed structural relationships among the specified variables was tested through SEM using LISREL. The measurement models were initially tested for the five latent variables in the hypothesized model through performing a series of CFAs since it is suggested to validate the measurement models of the variables within the structural model in order to evaluate construct validity as an essential introductory stage before testing the full structural model (Hair et al., 2014). The full structural model was then tested using SEM by means of LISREL again.

While performing CFAs and using SEM, maximum likelihood (ML) estimation was employed to estimate the models. During the interpretation of the results, t-values greater than 1.96 were evaluated as significant at $p < .05$ while those greater than 2.56 were interpreted as significant at $p < .01$ (Tabachnick & Fidell, 2013). The study utilized various fit indices to evaluate the goodness of fit: Chi-square (χ^2) statistic, normed χ^2 (χ^2/df), the non-normed fit index (NNFI), the comparative fit index (CFI), the standardized root mean residual (SRMR) and the root mean square error of approximation (RMSEA). Within the process of SEM including both testing of measurement models and that of the structural model, Satorra-Bentler scaled chi-square (S-Bχ^2) was employed to reduce the possible impact of the kind of deviation from normal distribution that came out in the scores of some scales (especially ideal language teacher self scores).

Among the aforementioned fit indices, χ^2 statistic is relatively sensitive to sample size (Jöreskog, 1969; Jöreskog & Sörbom, 1993), and therefore might not serve the purpose of assessing the model fit accurately especially with large samples. This is because a significant χ^2 value might also appear at good-fitting models although a nonsignificant χ^2 statistic is expected (Tabachnick & Fidell, 2013).

Alternatively, in line with the suggestions of Jöreskog and Sörbom (1993), χ^2/df ratio is usually preferred to evaluate model fit along with other fit indices. Smaller values of χ^2/df signify better model fit (Schermelleh-Engel & Moosbrugger, 2003). As for the thresholds for fit indices, a ratio of 5 or less is generally regarded as an acceptable value for the χ^2/df ratio while values of 3 or less indicate a good fit with large samples (Çokluk et al., 2012). RMSEA values of .08 or less indicate a good fit (Hooper, Coughlan, & Mullen, 2008; Jöreskog & Sörbom, 1993) although more stringent RMSEA cut-off points like values of .6 or less also exist (Hu & Bentler, 1999). An SRMR value of .08 or below is regarded as an indicator of good fit (Brown, 2006; Hu & Bentler, 1999). For CFI, values of .90 and above point to good model fit while values of 95 and above indicate perfect fit (Byrne, 2006; Hu & Bentler, 1999). Finally, NNFI values of .95 and greater are generally recommended for a perfect model fit (Hu & Bentler, 1999).

Qualitative data analysis in phase 4. The qualitative data were analyzed using content analysis via NVivo 11. There was a total of 424 minutes of interviews conducted with a total of 21 interviewees, which pointed to about a 20-minute interview with each person. The recordings of these semi-structured interviews conducted in the main study were initially transcribed. The transcribed data were checked for any possible inaccuracies and finalized before the analysis. The data consisting of 139 pages of data in total were then subjected to content analysis. In qualitative content analysis, researchers deeply examine the data, look for recurrent patterns, organize them around certain themes and reach results (Miles, Huberman, & Saldaña, 2014; Yıldırım & Şimşek, 2013). It is therefore a cyclical process involving multiple phases in which the qualitative researchers review the data continually, categorize and organize the themes, synthesize the understandings of the data, and report those findings in a systematic manner (Gay, Mills, & Airasian, 2012). This procedure was carried out by the researcher for the whole transcribed data. Data- and theory-driven approaches to content analysis were employed in a complementary manner during the analysis.

As a measure for reliability concerns, about 30% of the transcribed data were also coded and analyzed by a second coder who is a PhD candidate in ELT. The resulting coding scheme was compared to reveal the intercoder reliability. As an

indicator of intercoder reliability, the researcher computed Cohen's kappa, which is the "coefficient of agreement" (Cohen, 1960, pp. 37-38). Cohen's kappa is a frequently used statistic to measure intercoder reliability. The main reason for the use of Cohen's kappa came out as a result of the possibility of getting a high level of agreement between coders or raters by chance by merely using percentages of agreement, which would result in a higher intercoder reliability value than the actual one (Cohen, 1960). In the current study, a kappa value of 0.83 was computed for the level of agreement between the two coders on the content analysis of interview data, and it was interpreted as almost perfect agreement with a value between 0.81 – 1.00 (Landis & Koch, 1977). Based on the second coder's analysis, coding of the whole data was revised by the researcher, and the resulting themes and sub-themes were finalized along with their frequencies.

The results of the content analysis of interviews are reported along with extracts from interviewees' responses within the findings. In other words, the results of content analysis in the form of categories are supported by employing verbatim quotations from the interviews. Although the interviews were conducted in Turkish for student teachers to express themselves more comfortably in their native language, interview transcripts were translated into English and in-text excerpts were provided in English for the purpose of comprehensibility. The transcripts were translated by the researcher and proofread by a teacher educator with a Ph.D. in ELT. As underlined previously, to maintain participants' confidentiality and anonymity while reporting the findings, each of the twenty one student teachers who were interviewed in phase 4 was coded with the initials of "student teacher" and the corresponding number like "ST1, ST2, … ST20, ST21". Each interview extract therefore belongs to a specific interviewee represented with these codes.

Summary of data analysis procedures based on research questions. The analysis procedures carried out to answer the research questions might be reiterated as follows:

The research questions about scale development were answered by means of running an EFA on the preliminary study data, conducting a CFA on the main study data and performing a reliability analysis through computing Cronbach's alpha estimates on both datasets. The main study data offered additional evidence on the

construct validity of the MTES and PLTSS since two different groups of participants were included in the preliminary and main studies.

As for the research questions pertaining to exploration of the target constructs and relationships, these were answered through the analysis of the main study data. The RQs from 1 to 3 asking the perceived levels and characteristics of student teachers' ideal, ought-to and feared language teacher selves, autonomous and controlled motivations for teaching English and self-efficacy beliefs were answered by means of descriptive statistics (mean scores and standard deviations) accompanied with the results of content analysis of qualitative data elicited through interviews. For RQ4 regarding the causal relationships among senior EFL student teachers' ideal and ought-to language teacher selves, autonomous and controlled motivations for teaching English and perceived self-efficacy, SEM was employed. In SEM, researchers start statistical analysis by proposing a model based on theoretical framework, clearly describe the relationships among the variables on this model, test whether the proposed model is verified by means of this confirmatory technique and have the opportunity to simultaneously examine the relationships among multiple variables (Byrne, 2010; Hair et al., 2014; Kline, 2011). It also allows researchers to modify their pre-defined models using modification indices (Schumacker & Lomax, 2004). Dörnyei and Ushioda (2011) point out that SEM is a quite robust technique for data analysis that ideally serves the purposes of L2 motivation research. Therefore, with its complex and multifaceted construct similar to L2 motivation, L2 teachers and student teachers' motivation for teaching also appeared to be appropriate for the use of SEM. The findings attained for each research question are reported in a structured manner in the following chapter.

Chapter 4

Findings

This chapter offers insights into the findings of the current study, which set out to develop a possible language teacher selves scale (PLTSS) and a motivation for teaching English scale (MTES) for student teachers of English, and to delineate the relationships among possible language teacher selves, motivations and self-efficacy beliefs of senior student teachers of English. With this ultimate purpose in mind, a multiphase mixed methods study was conducted in two stages as a preliminary and a main study, each of which also constituted two phases of data collection and analysis. The findings obtained for each research question as a result of data analysis are reported in this chapter in a systematic order. The chapter is generally divided into two as (1) findings pertaining to scale development and (2) findings pertaining to exploration of the target constructs and relationships. Accordingly, the first section reports the findings about the factor structure, further construct validity and internal consistency reliability of the two scales (i.e., PLTSS and MTES) developed in the current study. The chapter then provides the findings about the target constructs of possible language teacher selves, motivations and self-efficacy beliefs of senior student teachers of English. While responding to the relevant research questions about these constructs, the findings obtained through quantitative and qualitative data analysis are integrated. The chapter finally presents the findings about the verification of the SEM model proposed in the introduction chapter.

Findings Pertaining to Scale Development

This section reports the findings related to the psychometric properties of the two scales developed within the scope of the current study. The section starts with the factor structure of the PLTSS which involves three parts abbreviated as ILTSS (Ideal Language Teacher Self Scale), OLTSS (Ought-to Language Teacher Self Scale) and FLTSS (Feared Language Teacher Self Scale) in response to RQ1 among those pertaining to scale development. Following the aforementioned order, the section then provides further evidence for the construct validity of PLTSS by giving the findings of the CFA computed on an independent sample (i.e., main study sample) in response to RQ2. For RQ3, it lastly offers the results about the internal

consistency reliability of the scale and subscales by reporting the internal consistency coefficients. After the findings about the PLTSS, the psychometric properties of the MTES are also explored following the same order. Findings related to the factor structure of the scale (RQ4) are followed by further evidence for its construct validity through a CFA which was run on an independent sample (RQ5). The section ends with the internal consistency estimates of the scale (RQ6). It is crucial to note here that all the procedures of data analysis were performed on the data acquired through the *original scales in Turkish*; however, English translation of the scale items are provided in tables showing the results of analyses due to concerns about comprehensibility. The final form of the original scales in Turkish and the English translation of the items can be seen in Appendix-H and Appendix-I respectively.

Findings about psychometric properties of the Possible Language Teacher Selves Scale. Under the research questions pertaining to scale development, the first three intended to inquire the psychometric properties of the tripartite PLTSS involving individual sections about ideal, ought-to and feared language teacher selves. Accordingly, for the psychometric properties of the tripartite PLTSS, the findings are organized under the following three parts: (1) factor structure of the tripartite PLTSS, (2) further evidence for the construct validity of the PLTSS, and (3) evidence for the internal consistency reliability of the PLTSS.

Factor structure of the tripartite Possible Language Teacher Selves Scale. Among the research questions pertaining to scale development, the first one aimed to uncover the underlying factor structure of the PLTSS. In order to account for the factor structure of the PLTSS involving three parts (i.e., ILTSS, OLTSS and FLTSS), an exploratory factor analysis was performed with the dataset of the preliminary study ($N = 296$) for each of the three scales (sections of the PLTSS) one by one. The screened dataset that was prepared for further analysis met the assumptions of EFA for all three scales as indicated in the previous chapter. While accounting for the factor structure of the scales, principal components analysis (PCA) was employed as the factor extraction method, and varimax rotation was the method chosen among orthogonal rotation methods.

Factor structure of the Ideal Language Teacher Self Scale. An EFA was firstly run for the initial form of the ILTSS (45 items). The adequacy of the sample size for

factorability was verified by the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy with a KMO value of .913 which is quite above the minimum suggested value of .6 (Tabachnick & Fidell, 2013) for good factor analysis and might be named as marvelous with a value between 0.90 and 1.00 (Kaiser, 1974). Bartlett's Test of Sphericity (Bartlett, 1954) yielded a statistically significant value (p < .05), which corresponded to a support for the factorability of the correlation matrix. The EFA conducted with the preliminary dataset (*N* = 296) provided four major components with eigenvalues greater than 1. The items under these four factors were closely analyzed. In doing so, items with factor loadings above .40 were retained for the relevant factors as suggested by Field (2013). Table 8 demonstrates the results after the varimax rotation concerning the factor loadings of retained items under the factors, the variance explained by each factor and the total variance explained.

Table 8

EFA Results for the Ideal Language Teacher Self Scale (ILTSS)

ITEM Stem: The English teacher I imagine myself as…	Rotated factor loadings				h^2
	F1 L2TE	F2 PD	F3 IR	F4 CM	
…has a high level of competence in English.	**.813**	.168	.114	.205	.745
...speaks English accurately.	**.749**	.263	.237	.165	.713
...speaks English fluently.	**.734**	.217	.101	-.015	.596
...is a teacher with well-developed English communication skills.	**.720**	.181	.278	.319	.731
...improves students' English communication skills.	**.580**	.311	.276	.340	.625
…searches for new ideas about teaching English.	.256	**.742**	.280	.010	.694
…keeps his/her knowledge about teaching English up-to-date.	.321	**.721**	.239	.144	.700
…follows the developments about teaching English.	.267	**.710**	.167	.318	.704
…continues lifelong learning.	.053	**.658**	.099	.264	.515
…improves himself/herself in teaching English.	.420	**.610**	.160	.203	.615
…is respectful to students' ideas.	.121	.241	**.777**	.187	.711
…is good at human relations.	.231	.241	**.769**	.192	.739
…is a teacher who communicates well with students.	.264	.149	**.756**	.183	.696
…maintains classroom discipline.	.265	.161	.085	**.832**	.796
…creates an organized classroom environment by determining classroom rules.	.034	.313	.285	**.732**	.716
…solves possible discipline problems in class effectively.	.301	.198	.304	**.711**	.728
% of variance	*20.837*	*18.459*	*14.867*	*14.742*	
Total variance explained: 68.905%					

Note: Major loadings for the items are bolded. (L2TE: L2 teacher expertise, PD: professional development, IR: interpersonal relationships, CM: classroom management; h^2 = communality coefficient.)

As can be seen in Table 8, out of 45 items in the initial form of the ILTSS, a total of 16 items neatly loaded on four factors after varimax rotation. Communality coefficients of these items ranged between .515 and .796. The four factors with eigenvalues greater than 1 (factor 1: 3.334, factor 2: 2.953, factor 3: 2.379, factor 4: 2.359) accounted for 20.837%, 18.459%, 14.867% and 14.742% of the variance respectively. Five items that clustered on factor 1 referred to *L2 teacher expertise* (L2TE) of the ideal language teacher self while the five items in factor 2 represented *professional development* (PD) of this ideal self. While the three-item factor 3 was labelled as *interpersonal relationships* (IR), the remaining three items that loaded on factor 4 reflected aspects of *classroom management* (CM) characterizing the ideal language teacher self. The four-factor solution of the 16-item ILTSS accounted for a 68.905% of the total variance in combination.

Factor structure of the Ought-to Language Teacher Self Scale. In order to reveal the factor structure of the OLTSS, an EFA was run for the initial form of the scale (40 items). An initial analysis revealed a KMO value of .924, which was interpreted as marvelous (Kaiser, 1974) for the factorability of the data with an adequate sample size, and a statistically significant value ($p < .05$) as a result of the Bartlett's Test of Sphericity, which backed up the factorability of the correlation matrix. The EFA computed with the dataset obtained in the preliminary study, prepared for further analysis through data screening and assumption checks for EFA ($N = 296$) revealed a three-component solution with eigenvalues exceeding 1. Through a close inspection of the items, the ones with a factor loading below .40 were eliminated as in the factor analysis of ILTSS. Upon performing the varimax rotation, the results including the factor loadings of the retained items, the variance explained by individual factors and the total variance accounted for are displayed in Table 9.

Table 9

EFA Results for the Ought-to Language Teacher Self Scale (OLTSS)

ITEM	Rotated factor loadings			
Stem: Keeping in mind the expectations of the people around me and the society, my duties and responsibilities, in the future I ought to…	F1 L2TE	F2 IR	F3 PD	h^2
…use English accurately in lessons.	**.735**	.250	.243	.662
…have a large vocabulary in English.	**.719**	.055	.020	.521
…be at an advanced level in English.	**.689**	-.094	.335	.596
…speak English fluently.	**.657**	.215	.016	.478
…be an expert in my area.	**.630**	.203	.296	.526
…improve my English pronunciation skills.	**.600**	.213	.350	.528
…improve students' English speaking skills.	**.576**	.376	.418	.648
…encourage students to communicate in English.	**.569**	.388	.245	.535
…be competent in teaching English.	**.562**	.281	.424	.575
…build a good relationship with my students.	.299	**.773**	.098	.696
…be understanding of students.	.206	**.726**	.255	.635
…be a likeable English teacher to students.	.177	**.694**	-.016	.513
…know my students well.	.170	**.679**	.330	.598
…have a good relationship with students' parents.	.003	**.650**	.247	.483
…attend professional development activities (conferences, seminars, projects, etc.) after graduating from university.	.148	.013	**.764**	.606
…follow the developments in today's world.	.090	.277	**.732**	.621
…follow the developments in English language teaching.	.387	.173	**.694**	.662
…be a hardworking English teacher.	.264	.307	**.601**	.525
…improve myself in teaching English.	.392	.331	**.553**	.569
% of variance	*22.568*	*17.780*	*17.418*	
Total variance explained: 57.766%				

Note: Major loadings for the items are bolded. (L2TE: L2 teacher expertise, IR: interpersonal relationships, PD: professional development; h^2 = communality coefficient.)

As illustrated in Table 9, the EFA computed on the initial form of the OLTSS uncovered 19 items which precisely loaded on three factors. Communality coefficients of the items ranged from .478 to .696. All these three factors exhibited eigenvalues above 1 (factor 1: 4.288, factor 2: 3.378, and factor 3: 3.309) and accounted for 22.568%, 17.780% and 17.418% of the variance respectively. Among the three constituent factors, factor 1 involving nine items was labelled as *L2 teacher expertise* (L2TE), factor 2 that drew together five items was named as *interpersonal relationships* (IR), and factor 3 that grouped together five items was called *professional development* (PD). The three-factor solution of the 19-item OLTSS explained 57.766% of the total variance together.

Factor structure of the Feared Language Teacher Self Scale. In an attempt to account for the factor structure of the FLTSS, an EFA was computed on its 45-item initial form. A preliminary analysis showed a KMO value of .968 which can be

regarded as marvelous based on Kaiser's (1974) thresholds, and pointed to the adequacy of the sample size for factorability. A statistically significant value for Bartlett's Test of Sphericity (p < .05) supported the factorability of the correlation matrix. Through the EFA run on the dataset of the preliminary study that was prepared for further analysis through data screening and assumption checks for EFA (N = 296), a single factor solution came out for the FLTSS. A closer analysis was performed for the factor loadings based on the criteria of at least .40 as well as how well the items hang together in terms of their contents. Alternative multiple factor solutions were tested on the initial set of items with a varimax rotation, but the initial single-factor solution displayed the greatest conformity to the dataset and a meaningful cluster among the items. Table 10 shows the ultimate results of the EFA.

Table 10

EFA Results for the Feared Language Teacher Self Scale (FLTSS)

ITEM Stem: In the future, …	Factor loadings Single-factor	h^2
…I'm worried about being unable to ensure students' participation in the lesson.	.886	.785
…I'm afraid of being unable to speak English accurately in the lessons.	.879	.772
…it makes me anxious to be unable to follow students' individual development in learning English.	.876	.768
…it makes me worried to teach in a boring way.	.874	.764
…I'm worried about being an ordinary English teacher.	.857	.734
…I'm afraid of being unable to spare time for all language skills (reading, writing, listening, speaking) in the lessons.	.854	.730
…I'm worried about teaching English using teacher-centered traditional methods.	.853	.727
…it scares me to be an English teacher who works unwillingly.	.851	.725
…it makes me worried to be an English teacher who is uninterested in students.	.848	.719
…I'm afraid of being a disrespected English teacher.	.840	.706
…I'm worried about being unable to improve students' English communication skills.	.807	.651
…I'm afraid of being unable to speak English fluently in the lessons.	.801	.642
…it makes me anxious to be unable to use technology effectively in the lessons.	.798	.636
…I'm afraid of working as an English teacher since I have to work.	.780	.608
…it makes me worried to teach English only to prepare students for the exams.	.773	.597
…I'm afraid of teaching without preparation.	.750	.562
…I'm afraid of being an English teacher who doesn't like his/her job.	.647	.419
Total variance explained: 67.916%		

Note: h^2 = communality coefficient.

As demonstrated in Table 10, the EFA revealed a total of 17 items that nicely loaded on a single factor with an eigenvalue of 11.546. The items exhibited quite high factor loadings ranging from .647 to .886. Communality coefficients of the items ranged between .419 and .785. The single factor involving 17 items about a more general sense of feared self as a language teacher explained 67.916% of the total variance.

To sum up, for the tripartite Possible Language Teacher Selves Scale, a series of EFA was computed and the factor structures of each of the constituent scales, namely ILTSS, OLTSS and FLTSS were revealed through a process of item reduction. As a result, the ILTSS involved a total of 16 items that clustered on four factors labelled as L2 teacher expertise, professional development, interpersonal relationships and classroom management. The OLTSS consisted of a total of 19 items which converged on three factors named as L2 teacher expertise, interpersonal relationships and professional development. Finally, the FLTSS was comprised of a total of 17 items with a single-factor solution. Along with the results of EFA, further evidence for the construct validity of the tripartite PLTSS involving the constituent ILTSS, OLTSS and FLTSS is provided below through the results of CFA.

Further evidence for the construct validity of the Possible Language Teacher Selves Scale. The second research question among the ones associated with scale development intended to explore whether the factor structure of the tripartite PLTSS was further verified with an independent sample. To this end, a series of CFA was performed with each of the three parts of the PLTSS. The study aimed to attain further evidence for the construct validity of ILTSS, OLTSS and FLTSS by examining whether the factor structures of these scales revealed through a series of EFA on the preliminary study data (N = 296) fit the main study data collected from an independent sample (N = 274). As indicated in the previous chapter, the main study data were initially subjected to data screening through SPSS and assumption checks for running CFA. The retained dataset which met the relevant assumptions were transferred to LISREL for the CFA. While running the CFA, ML estimation was used to estimate the models. The results of the CFA that was performed based on the main study data gathered through the revised ILTSS, OLTSS and FLTSS are as follows.

Further evidence for the construct validity of the Ideal Language Teacher Self Scale. In order to obtain additional evidence for the construct validity of the ILTSS with an independent sample, a CFA was run on the retained main study data ($N = 274$) through the revised scale with 16 items using LISREL. The results of the CFA are given in Figure 5.
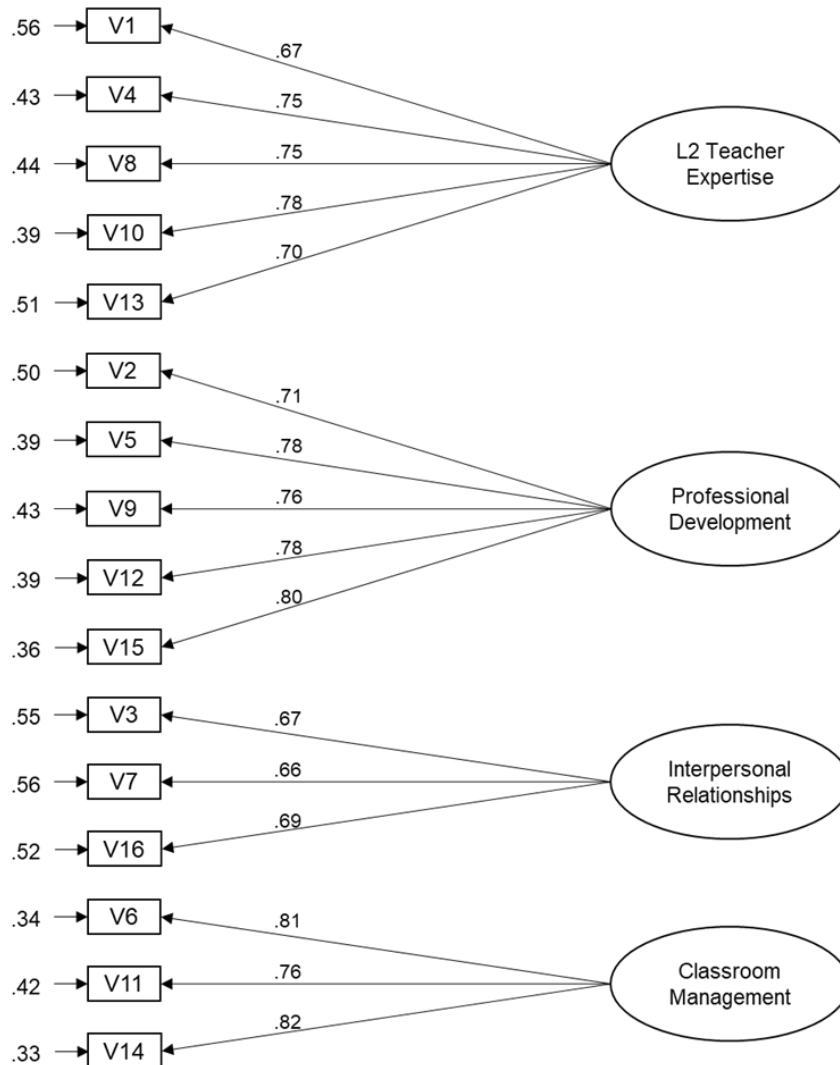
Figure 5. CFA results for the Ideal Language Teacher Self Scale (ILTSS)

As can be seen in Figure 5, standardized coefficients of the ILTSS ranged from .66 to .82, and the error variances ranged between .33 and .56 in the model. Besides, an inspection of *t*-values revealed significant results ranging between 11.77 and 15.66. Modification suggestions were examined and pointed to some similarities in statements between several item pairs. Therefore, modifications were performed between the following item pairs: V1 – V2, V2 – V3, V5 – V11, V3 – V13 and V13 – V15. Following the modifications, the fit indices were recalculated and

found satisfactory, $\chi^2(93) = 271.17$, $p = .000$, $\chi^2/df = 2.92$, NNFI = .97, CFI = .98, SRMR = .045, RMSEA = .084.

Further evidence for the construct validity of the Ought-to Language Teacher Self Scale. In an attempt to get further evidence for the construct validity of the OLTSS with an independent sample, a CFA was run on the retained main study data ($N = 274$) by means of the revised form of the scale with 19 items through LISREL. The results of the analysis are provided in Figure 6.
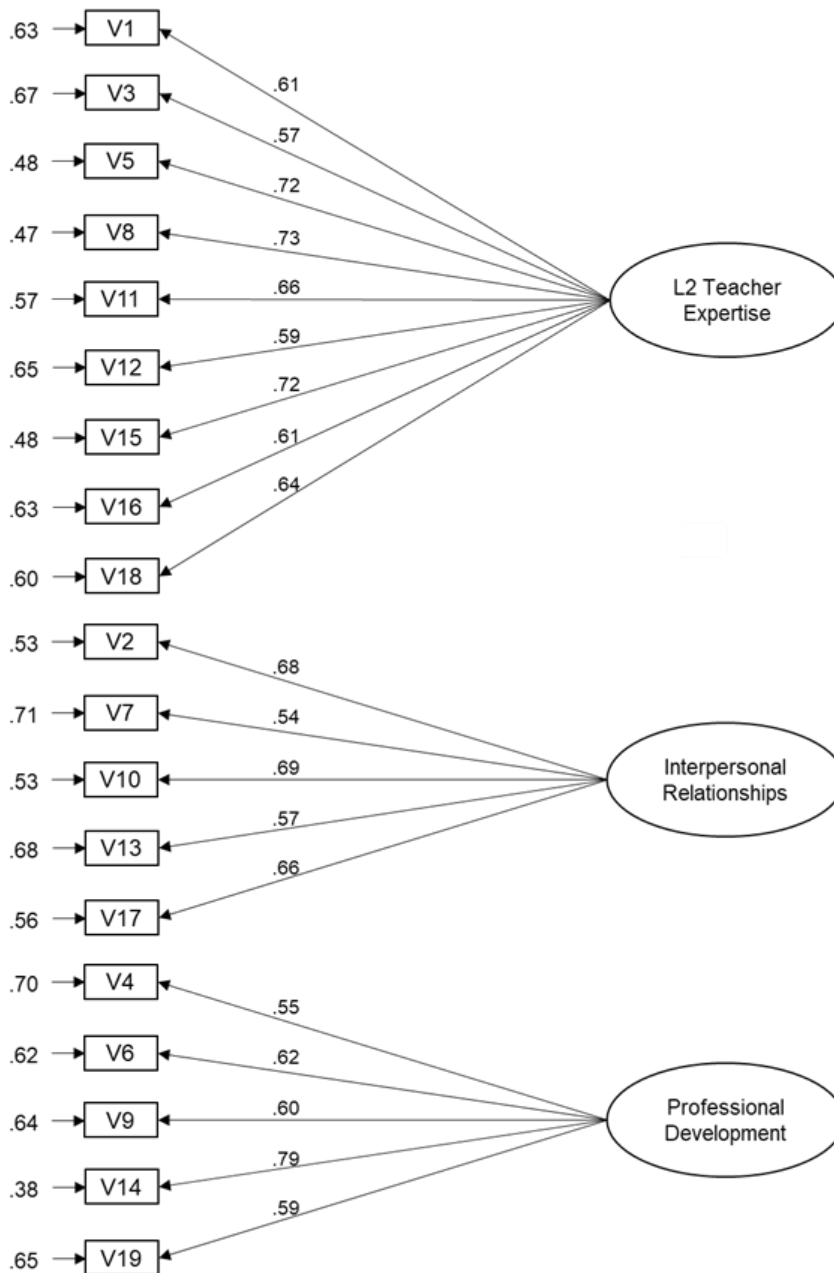
Figure 6. CFA results for the Ought-to Language Teacher Self Scale (OLTSS)

As Figure 6 suggests, standardized coefficients of the OLTSS displayed values between .54 and .79 while the error variances ranged from .38 to .71 in the model. In addition, *t*-values were closely examined, found significant and ranged between 8.80 and 14.99. In line with the modification suggestions that implied some similarities between the statements in item pairs, modifications were made between the following pairs of items: V5 – V6, V8 – V9, V8 – V10. After these modifications, the model fit was reevaluated, and fit indices were recalculated, $\chi^2(146) = 420.30$, $p = .000$, $\chi^2/df = 2.88$, NNFI = .95, CFI = .96, SRMR = .055, RMSEA = .083.

Further evidence for the construct validity of the Feared Language Teacher Self Scale. With the purpose of attaining additional evidence for the construct validity of the FLTSS, a CFA was computed on the retained main study data (*N* = 274) through the revised form of the scale with 17 items. The results of the CFA are shown in Figure 7.
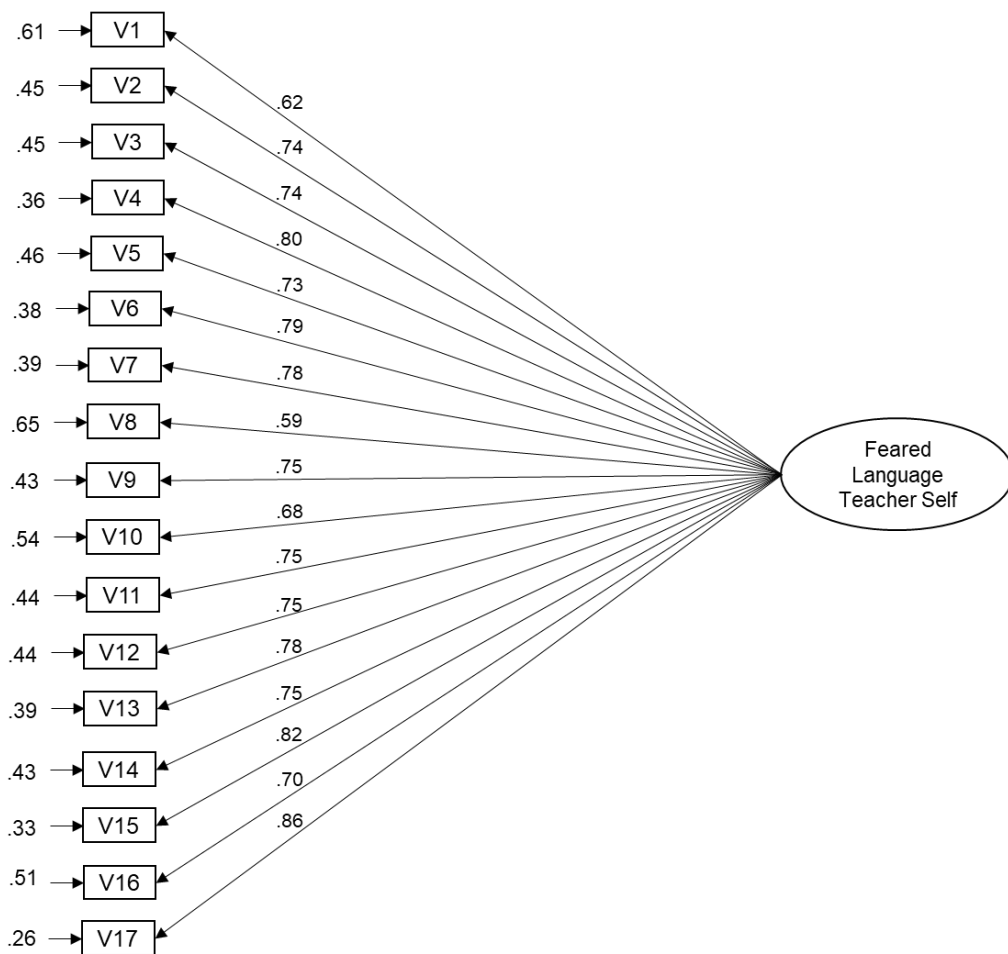
Figure 7. CFA results for the Feared Language Teacher Self Scale (FLTSS)

As demonstrated in Figure 7, the CFA run on the FLTSS uncovered standardized coefficients ranging from .59 to .86, and error variances ranging from .26 to .65. Moreover, an examination of *t*-values indicated significant values ranging from 10.50 to 17.71. Departing from the modification suggestions, modifications were performed between the following item pairs: V12 – V13, V5 – V6, V13 – V14, V8 – V9, V3 – V11. This is because these pairs of items seemed to be inclined to converge separately. Following the modifications, the model fit was reassessed through the fit indices, $\chi^2(114) = 337.91$, $p = .000$, $\chi^2/df = 2.96$, NNFI = .98, CFI = .98, SRMR = .040, RMSEA = .085.

Evidence for the internal consistency reliability of the tripartite Possible Language Teacher Selves Scale. Among the research questions concerning scale development, RQ3 aimed to inquire the internal consistency estimates of the tripartite PLTSS. Therefore, the coefficient alpha was used for the internal consistency estimates of the PLTSS and its parts: ILTSS, OLTSS and FLTSS. A series of internal consistency reliability analysis was initially performed on the preliminary and main study data based on the final form of the PLTSS using SPSS. For each of the three constituents of the PLTSS (i.e., ILTSS, OLTSS and FLTSS), the coefficient alpha was initially calculated for the whole scale. An overview of the results is provided in Table 11.

Table 11

Reliability Analysis Results for the Tripartite Possible Language Teacher Selves Scale (PLTSS)

Individual Parts	Cronbach's Alpha	
	Preliminary Study	Main Study
Ideal language teacher self (16 items)	.92	.93
Ought-to language teacher self (19 items)	.91	.91
Feared language teacher self (17 items)	.97	.96

As Table 11 suggests, the reliability analysis of the preliminary study data associated with possible language teacher selves yielded an overall alpha value of .92 for the ILTSS with a total of 16 items, .91 for the OLTSS with a total of 19 items, and .97 for the FLTSS with a total of 17 items. Reliability analysis of the main study data provided similar results by indicating an overall alpha value of .93 for the ILTSS with a total of 16 items, .91 for the OLTSS with a total of 19 items, and .96 for the

FLTSS with a total of 17 items. As pointed out earlier, an EFA performed on the preliminary study data and a subsequent CFA computed on the main study data provided a four-factor structure for the ILTSS, a three-factor structure for the OLTSS, and a single-factor structure for the FLTSS. Therefore, as well as the overall alpha values of the whole scales, the internal consistency coefficients of the subscales were also calculated. Internal consistency reliability of the ILTSS, OLTSS and FLTSS is explored in more detail in the following parts.

Internal consistency reliability of the Ideal Language Teacher Self Scale. In an attempt to reveal the internal consistency reliability of the ILTSS, a series of reliability analysis was performed on its four subscales. Coefficient alpha was computed as the measure of internal consistency reliability for the subscales of L2 teacher expertise, professional development, interpersonal relationships and classroom management. Cronbach's alpha coefficients of the subscales and the whole scale are demonstrated in Table 12.

Table 12

Reliability Analysis Results for the Ideal Language Teacher Self Scale (ILTSS)

Subscale	Cronbach's Alpha	
	Preliminary Study	Main Study
L2 teacher expertise	.86	.84
Professional development	.84	.87
Interpersonal relationships	.80	.70
Classroom management	.82	.83
Whole scale	.92	.93

As is clear from Table 12, a reliability analysis on the preliminary study data provided the following alpha values for the four subscales of the ILTSS: .86 for the subscale of L2 teacher expertise with five items, .84 for the subscale of professional development with five items, .80 for the subscale of interpersonal relationships with three items, and .82 for the subscale of classroom management with three items. As reported in the former part, the internal consistency coefficient of alpha was calculated as .92 for the 16-item ILTSS based on the preliminary study data. In a similar vein, a reliability analysis of the ILTSS with the main study data yielded the following alpha values: .84 for the five-item subscale of L2 teacher expertise, .87 for the five-item subscale of professional development, .70 for the three-item subscale

of interpersonal relationships, and .83 for the three-item subscale of classroom management. To reiterate, with the main study data, the overall coefficient alpha was calculated as .93 for the 16-item ILTSS.

Internal consistency reliability of the Ought-to Language Teacher Self Scale. In order to further evaluate the internal consistency of the OLTSS, a series of reliability analysis was conducted by calculating the alpha values for each of the three subscales as well as the overall alpha value of the whole scale. Table 13 illustrates the results of reliability analysis.

Table 13

Reliability Analysis Results for the Ought-to Language Teacher Self Scale (OLTSS)

Subscale	Cronbach's Alpha	
	Preliminary Study	Main Study
L2 teacher expertise	.88	.86
Interpersonal relationships	.78	.74
Professional development	.80	.74
Whole scale	.91	.91

As shown in Table 13, the following Cronbach's alpha coefficients were computed for the three subscales of the OLTSS with the preliminary study data: .88 for the subscale of L2 teacher expertise with nine items, .78 for the subscale of interpersonal relationships with five items, and .80 for the subscale of professional development with five items. Based on the preliminary study data again, the reliability analysis of the whole scale with a total of 19 items yielded an alpha value of .91. Subsequently, a reliability analysis of the OLTSS based on the main study data provided the following alpha values for the three subscales: .86 for the subscale of L2 teacher expertise with nine items, .74 for the subscale of interpersonal relationships with five items, and .74 for the subscale of professional development with five items. For the whole scale, Cronbach's alpha was calculated as .91 with the main study data as well.

Internal consistency reliability of the Feared Language Teacher Self Scale. A final reliability analysis was performed on both the preliminary and main study data so as to estimate the internal consistency of the FLTSS with a single factor structure.

Table 14 displays Cronbach's alpha coefficients computed for the FLTSS on both datasets.

Table 14

Reliability Analysis Results for the Feared Language Teacher Self Scale (FLTSS)

	Cronbach's Alpha	
	Preliminary Study	Main Study
Whole scale	.97	.96

As the table suggests, an inspection of the internal consistency of the single-factor FLTSS with a total of 17 items revealed an alpha value of .97 based on the preliminary study data. Similarly, a further analysis of the overall internal consistency of the scale depending on the main study data yielded an alpha value of .96.

To sum up, in this section, findings about psychometric properties of the tripartite PLTSS were reported in response to the first three research questions pertaining to scale development. These research questions intended to delve into the psychometric properties of the PLTSS involving three parts as ILTSS, OLTSS and FLTSS. Accordingly, factor structures of the three scales were initially explored through a series of EFA. Further evidence on the construct validity of the scales were provided by conducting a series of CFA on an independent sample. Finally, internal consistency reliability of the scales and subscales were reported. It is crucial to note here that the three parts of the PLTSS labelled as ILTSS, OLTSS and FLTSS also serve as individual scales that can be used independently or together based on the composite scale of PLTSS. As the first three RQs about the psychometric properties of the PLTSS have been answered, the next section reports the findings about the psychometric properties of the MTES.

Findings about psychometric properties of the Motivation for Teaching English Scale. Among the research questions pertaining to scale development, the ones from the 4th to the 6th question aimed to reveal the psychometric properties of the MTES, which was developed in the current study. As in the explanation of the psychometric properties of the PLTSS in the former section, this section reports the psychometric properties of the MTES by initially explaining its factor structure by means of the results of EFA computed on the preliminary study data, offering further evidence about its construct validity through the results of CFA run on the main

study data later on, and giving the results about reliability of the scale using internal consistency coefficients of subscales finally. Therefore, the findings about the MTES are structured based on three sections as (1) factor structure of the MTES, (2) further evidence for the construct validity of the MTES, and (3) evidence for the internal consistency reliability of the MTES.

Factor structure of the Motivation for Teaching English Scale. The fourth research question pertaining to scale development aimed to reveal the underlying factor structure of the MTES. The factor structure of the scale was ascertained by running an EFA on its initial form with 32 items. A preliminary analysis yielded a KMO value of .876, which was interpreted as meritorious based on Kaiser's (1974) index of factorial simplicity and therefore corresponded to the adequacy of the sample size for factorability. In a similar vein, Bartlett's Test of Sphericity provided a statistically significant value ($p < .05$), which referred to a support for the factorability of the correlation matrix. With the dataset obtained from the preliminary study that was prepared for further analysis through data screening and assumption checks ($N = 296$), the EFA revealed a three-factor solution with eigenvalues exceeding 1 for the MTES. A close analysis of the items was performed based on the criteria of a minimum factor loading of .40 as recommended by Field (2013). Following the varimax rotation, the factor loadings of each item, the variance explained by each factor and the total variance explained are shown in Table 15.

Table 15

EFA Results for the Motivation for Teaching English Scale (MTES)

ITEM	Rotated factor loadings			h^2
	F1 CM	F2 AM	F3 A	
I put efforts into teaching English not to feel embarrassed.	**.836**	.026	.053	.703
I put efforts into teaching English not to disappoint the people around me (family, academic staff, etc.).	**.790**	-.086	.055	.635
I put efforts into teaching English not to feel unsuccessful.	**.767**	.011	.013	.588
I put efforts into teaching English because I'd like to get appreciated for it.	**.756**	.172	.037	.603
I put efforts into teaching English to earn the respect of the people around me (family, academic staff, etc.).	**.745**	.004	.160	.580
I put efforts into teaching English not to feel bad.	**.738**	.014	.013	.545
I put efforts into teaching English to be able to get a good job in the future.	**.689**	.029	-.071	.480
I put efforts into teaching English to prove myself that I can teach English.	**.620**	.142	-.118	.418
I put efforts into teaching English since it is exciting.	.002	**.828**	-.234	.741

I put efforts into teaching English because it makes me happy.	-.005	**.786**	-.249	.679
I put efforts into teaching English because I have fun teaching English.	.030	**.747**	-.246	.619
I put efforts into teaching English since I find it compatible with my personal values.	.086	**.746**	.010	.564
I put efforts into teaching English because I personally assign a different meaning to it.	.035	**.711**	-.079	.514
I put efforts into teaching English since I value it.	.016	**.705**	-.412	.666
I put efforts into teaching English to achieve my professional goals.	.012	**.623**	-.114	.401
I put efforts into teaching English because I find it interesting.	.137	**.619**	.234	.458
I don't put efforts into teaching English because I find it meaningless.	-.050	-.070	**.761**	.586
I don't put efforts into teaching English because I think it is a waste of time.	-.048	-.251	**.745**	.620
I don't put efforts into teaching English since I don't find it that valuable.	.172	-.189	**.617**	.446
% of variance	*23.702*	*22.919*	*10.459*	

Total variance explained: 57.080%

Note: Major loadings for the items are bolded. (CM: controlled motivation, AM: autonomous motivation, A: amotivation; h^2 = communality coefficient.)

As is clear from Table 15, the EFA performed on the initial form of the MTES resulted in a total of 19 items that loaded on three factors. Communality coefficients of the items ranged between .401 and .741. The three factors with eigenvalues greater than 1 (factor 1: 4.503, factor 2: 4.355, factor 3: 1.987) accounted for 23.702%, 22.919% and 10.459% of the variance respectively. In line with the SDT, factor 1 involving eight items was labelled as *controlled motivation* (CM), factor 2 consisting of eight items was named as *autonomous motivation* (AM), and finally factor 3 comprised of three items was called *amotivation* (A) for teaching English. As a result of the EFA, the MTES was reduced to a final form of 19 items, and the three-factor solution of the finalized scale accounted for 57.080% of the total variance. Further evidence about the construct validity of MTES that was obtained through running a CFA is shared in the following section.

Further evidence for the construct validity of the Motivation for Teaching English Scale. The fifth research question regarding scale development set out to reveal whether the factor structure of the MTES was verified with an independent sample. Therefore, further evidence for the construct validity of the MTES was gathered through performing a CFA on an independent sample, namely the data collected from the main study sample ($N = 274$). The data collected through the finalized 19-item MTES with a three-factor structure was subjected to a CFA. The results of the analysis are delivered in Figure 8.
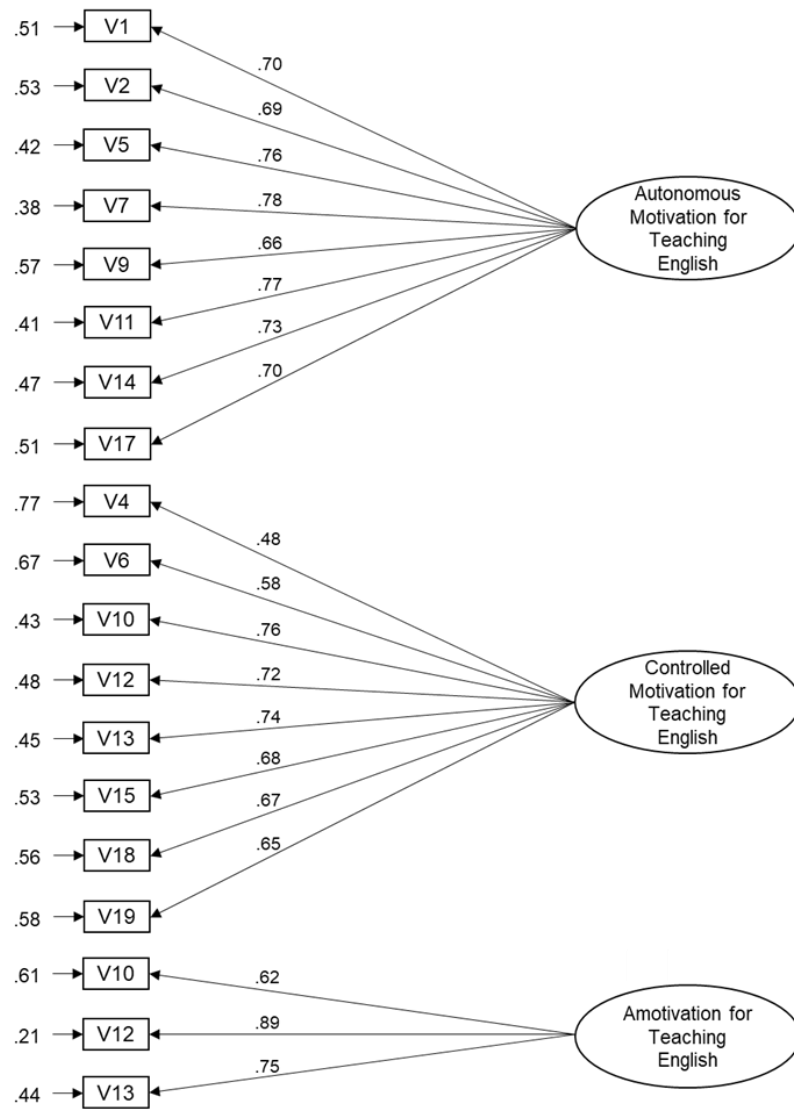
Figure 8. CFA results for the three-factor Motivation for Teaching English Scale (MTES)

As displayed in Figure 8, the CFA computed on the main study sample showed standardized coefficients ranging from .48 to .89, and error variances between .21 and .77 in the model. Furthermore, an inspection of *t*-values displayed significant values ranging between 7.84 and 16.27. An evaluation of the modification suggestions indicated that two pairs of items under the same factor were inclined to converge separately. Thus, modifications were performed between the following pairs of items: V15 – V19, V18 – V19. Upon making the modifications, model fit was evaluated by recalculating the fit indices, and the analysis provided acceptable values, $\chi^2(147) = 339.89$, $p = .000$, $\chi^2/df = 2.31$, NNFI = .96, CFI = .96, SRMR = .074, RMSEA = .069.

As pointed out earlier, autonomous and controlled motivation for teaching English were the two target constructs to be tested in the SEM model as two types of motivation. Accordingly, the EFA performed on the preliminary study data revealed an evident three-factor structure as autonomous motivation, controlled motivation and amotivation for teaching English. However, departing from the origin of SDT for the development of a motivation scale, the current research also aimed to test the first-order five-factor structure of the MTES that also represents a second-order three-factor structure with autonomous motivation, controlled motivation and amotivation. Table 16 shows the items of the MTES based conceptually on both the first-order five-factor structure and the second-order three-factor structure.

Table 16

Items of the MTES based on the First-Order Five-Factor and Second-Order Three-Factor Structure

ITEM	First-order structure	Second-order structure
2. I put efforts into teaching English because I find it interesting. 5. I put efforts into teaching English since it is exciting. 7. I put efforts into teaching English because it makes me happy. 11. I put efforts into teaching English because I have fun teaching English.	*Intrinsic motivation for teaching English*	*Autonomous motivation for teaching English*
1. I put efforts into teaching English to achieve my professional goals. 9. I put efforts into teaching English because I personally assign a different meaning to it. 14. I put efforts into teaching English since I value it. 17. I put efforts into teaching English since I find it compatible with my personal values.	*Identified regulation for teaching English*	
4. I put efforts into teaching English not to feel unsuccessful. 12. I put efforts into teaching English to prove myself that I can teach English. 15. I put efforts into teaching English not to feel bad. 19. I put efforts into teaching English not to feel embarrassed.	*Introjected regulation for teaching English*	*Controlled motivation for teaching English*
6. I put efforts into teaching English to be able to get a good job in the future. 10. I put efforts into teaching English because I'd like to get appreciated for it. 13. I put efforts into teaching English to earn the respect of the people around me (family, academic staff, etc.). 18. I put efforts into teaching English not to disappoint the people around me (family, academic staff, etc.).	*External regulation for teaching English*	
3. I don't put efforts into teaching English because I think it is a waste of time. 8. I don't put efforts into teaching English because I find it meaningless. 16. I don't put efforts into teaching English since I don't find it that valuable.	*Amotivation for teaching English*	*Amotivation for teaching English*

As can be understood from the table, the study intended to assess autonomous motivation through the pair of intrinsic motivation and identified regulation, and to evaluate controlled motivation through the pair of introjected and external regulation by following a similar route with previous SDT-based motivation research (e.g., Fernet et al., 2016; Gagné et al., 2010; Gagné et al., 2015; Vansteenkiste, Lens, De Witte, De Witte, & Deci, 2004). This was based on the premises of SDT which postulate that intrinsic motivation and identified regulation embody autonomous motivation, introjected and external regulation represent controlled motivation, amotivation remains on its own (Deci & Ryan, 2000). During the item generation process, items were written in line with both the first-order five factors (constructs) and the second-order structure consisting of three factors. As a result of EFA, the MTES was finalized as a 19-item scale involving three factors. However, among these three factors, the 8-item subscale of autonomous motivation for teaching was conceptually divided into two as intrinsic motivation (4 items) and identified regulation (4 items). In a similar vein, the 8-item subscale of controlled motivation for teaching English involved two groups of items for introjected regulation (4 items) and external regulation (4 items). The subscale of amotivation involved 3 items as reported earlier.

In the current study, the five-factor structure appeared to be elusive for EFA since the two types of autonomous motivation (i.e., intrinsic motivation and identified regulation) and those of controlled motivation (i.e., introjected regulation and external regulation) were difficult to differentiate most probably due to their conceptual similarity. However, to be able to investigate motivation for teaching English based on the aforementioned five underlying constructs in future research, the sound theoretical basis of the SDT was taken as the point of departure for performing a CFA. Based on the SDT, the aim was to achieve a first-order five-factor structure involving the subscales of intrinsic motivation, identified regulation, introjected regulation, external regulation and amotivation. In addition, the study also intended to attain a second-order structure with three factors in which intrinsic and identified regulation embody autonomous motivation, introjected and external regulation represent controlled motivation, and amotivation appears on its own again. Correspondingly, a CFA was run on the main study data ($N = 274$), and the results are provided in Figure 9.
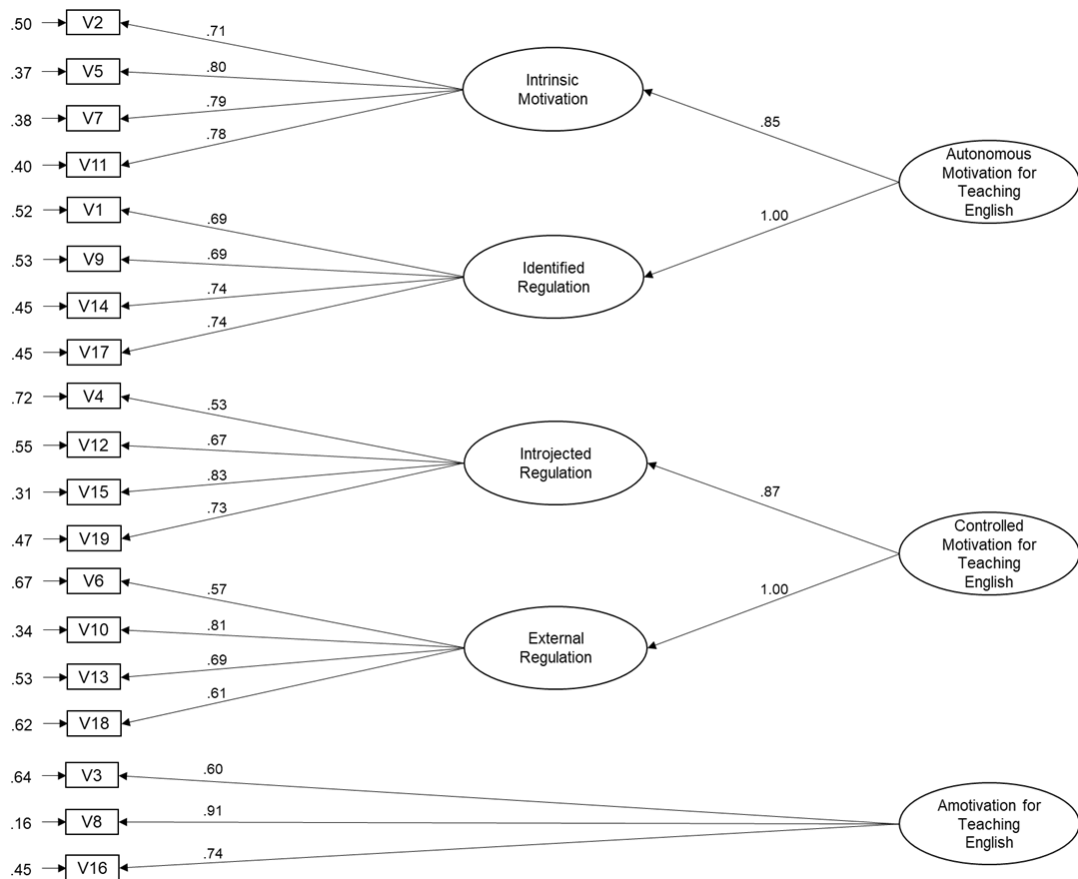
Figure 9. Second-order CFA results for the multi-level Motivation for Teaching English Scale (MTES)

According to Figure 9, in the first-order structure with five factors, standardized coefficients ranged from .53 to .91 while error variances ranged from .16 to .72 in the model. In addition, the second-order model with three factors demonstrated standardized coefficients ranging from .85 to 1.00. The model provided significant *t*-values for the first- and second-order model. The *t*-values ranged from 7.96 to 12.11 in the first-order model, and those of the second-order model ranged between 6.94 and 9.16. In order to enhance the model fit, modification suggestions were examined and indicated that three pairs of items that were all under the same second-order factor (i.e., controlled motivation for teaching English) tended to converge. Accordingly, modifications were performed between the following item pairs based on the modification suggestions: V18 – V19, V13 – V18, V10 – V15. The modifications contributed considerably to the model fit. The fit indices were reassessed following the modifications and found adequate, $\chi^2(144) =$ 372.43, *p* = .000, χ^2/df = 2.59, NNFI = .95, CFI = .96, SRMR = .14, RMSEA = .076.

Evidence for the internal consistency reliability of the Motivation for Teaching English Scale. Among the research questions in relation to scale development, RQ6 intended to probe into internal consistency estimates of the MTES. As the scale set out to measure different types of motivation and focused on its quality based on the SDT, subscale scores were to be used rather than an overall score. Hence, Cronbach's alpha coefficients were calculated for each of the three subscales of the MTES with a total of 19 items: autonomous motivation, controlled motivation and amotivation for teaching English. The results are shown in Table 17.

Table 17

Reliability Analysis Results for the Three-Factor Motivation for Teaching English Scale (MTES)

Subscale	Cronbach's Alpha	
	Preliminary Study	Main Study
Autonomous motivation for teaching English	.87	.89
Controlled motivation for teaching English	.89	.87
Amotivation for teaching English	.59	.77

As is clear from Table 17, reliability analysis of the MTES based on the preliminary study data indicated the following alpha values for the subscales: .87 for the subscale of autonomous motivation for teaching English with eight items, .89 for the subscale of controlled motivation for teaching English with eight items, and finally .59 for the subscale of amotivation for teaching English with three items. A further reliability analysis based on the main study data provided the alpha values of .89, .87 and .77 for the subscales of autonomous motivation, controlled motivation and amotivation for teaching English respectively.

As highlighted in the previous section, a second-order CFA also verified the first-order five-factor structure of the multi-level MTES involving the subscales of intrinsic motivation, identified regulation, introjected regulation, external regulation and amotivation, and a second-order structure with three factors in which intrinsic and identified regulation represent autonomous motivation, introjected and external regulation embody controlled motivation, and amotivation appears on its own. Thus, a reliability analysis was also run for these underlying five factors. Cronbach's alpha coefficients of the five subscales are illustrated in Table 18.

Table 18

Reliability Analysis Results for the Multi-level Motivation for Teaching English
Scale (MTES) with Five Underlying Constructs

Subscale	Cronbach's Alpha	
	Preliminary Study	Main Study
Intrinsic motivation for teaching English	.80	.85
Identified regulation for teaching English	.76	.79
Introjected regulation for teaching English	.81	.77
Extrinsic regulation for teaching English	.82	.79
Amotivation for teaching English	.59	.77

As the table suggests, based on the preliminary study data, the alpha values of the five subscales of the multi-level MTES were calculated as .80 for intrinsic motivation for teaching English with four items, .76 for identified regulation for teaching English with four items, .81 for introjected regulation for teaching English with four items, .82 for extrinsic regulation for teaching English with four items, and finally .59 for amotivation for teaching English with three items. Subsequently, a reliability analysis of the main study data on the MTES based on a five-factor structure yielded alpha values of .85, .79, .77, .79 and .77 for the subscales of intrinsic motivation, identified regulation, introjected regulation, extrinsic regulation and amotivation for teaching English respectively.

Findings Pertaining to Exploration of the Target Constructs and Relationships

Following the findings in relation to the psychometric properties of the PLTSS and the MTES in response to the research questions about scale development, this section reports the findings pertaining to the exploration of the target constructs and relationships gathered through the analysis of main study data. In this sense, it is essential to reiterate that the target constructs of possible language teacher selves, motivation for teaching English and self-efficacy were measured quantitatively by means of a composite survey instrument involving the final forms of the PLTSS and MTES developed in the current study, and the TSES developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted to Turkish by Capa et al. (2005). Subsequent to the collection and analysis of quantitative data, qualitative data were collected through semi-structured interviews conducted with a total of 21 student

teachers and subjected to content analysis. The findings attained through these procedures are reported in this section based on the order of the research questions. Accordingly, findings related to perceived levels and characteristics of the senior EFL student teachers' possible language teacher selves (i.e., ideal, ought-to and feared language teacher selves), motivation for teaching English and self-efficacy are reported in response to the RQ1, RQ2 and RQ3 respectively. For these research questions, the results of the descriptive statistics of main study data collected through the composite survey instrument are reported initially. The quantitative findings are followed by the results of content analysis of interviews. The interview findings are structured around the emergent themes and supported by extracts from interviewees' responses. Finally, in response to the RQ4, the results of path analysis are reported.

Perceived levels and characteristics of senior student teachers' ideal, ought-to and feared language teacher selves. The first research question aimed to find out the perceived levels and characteristics of the participant student teachers' ideal, ought-to and feared language teacher selves. Within the composite survey instrument, the PLTSS constituted the initial source of data to answer this research question, and the data gathered through this scale was analyzed statistically. For this purpose, descriptive statistics were separately calculated out of five for ideal, ought-to and feared language teacher selves of participant senior student teachers of English. Table 19 provides an overview of the participants' possible language teacher selves.

Table 19

Possible Language Teacher Selves Scores based on the PLTSS

Individual Parts	N	Mean	SD
Ideal language teacher self	274	4.81	.29
Ought-to language teacher self	274	4.74	.29
Feared language teacher self	274	4.05	.90

As demonstrated, descriptive statistics pointed out the obvious existence of highly developed ideal language teacher selves as future self-guides of the student teachers with a substantially high mean value out of five ($M = 4.81$; $SD = .29$), which reflected the vigor of the participants' visions of themselves as teachers of English.

Similarly, the student teachers appeared to have very well-developed ought-to language teacher selves judging from the high mean value (M = 4.74; SD = .29), which is slightly lower than that of the ideal language teacher self. An inspection of the figures belonging to the feared language teacher self indicated a high mean value as well (M = 4.05; SD = .90), but this value was somewhat lower than both the ideal and ought-to language teacher self scores. In short, the possible selves of the participant student teachers played an important role as the potential future-self guides.

Upon depicting an overall picture of the student teachers' possible language teacher selves with the overall mean values of ideal, ought-to and feared language teacher selves, the study also intended to offer deeper insights into each of these possible selves. For this purpose, descriptive statistics were computed for the subscales of the tripartite PLTSS. Subsequent to reaching findings through the analysis of quantitative data, these were accompanied with the results of content analysis of the interviews. The following subsections report these findings for ideal, ought-to and feared language teacher selves of the participants respectively.

Ideal language teacher selves of the participant student teachers. In an effort to probe into the ideal selves of the senior student teachers of English, both the scale and interview data were subjected to further analysis. This process commenced with an evaluation of the participants' ideal language teacher selves using the ILTSS, which is the first section of the PLTSS. Thus, along with the overall evaluation of the ideal self, descriptive statistics were calculated for its four components based on the PLTSS. Table 20 illustrates the descriptive statistics for these domains.

Table 20

Ideal Language Teacher Selves Scores based on the PLTSS

Dimensions	N	Mean	SD
Professional development	274	4.86	.30
Interpersonal relationships	274	4.84	.30
L2 teacher expertise	274	4.82	.31
Classroom management	274	4.67	.48
Overall	274	4.81	.29

Descriptive statistics associated with the four components of the ideal language teacher self revealed the highest level of development for this self-guide in professional development with a mean value pretty close to the maximum score (M = 4.86; SD = .30). Similarly, aspects of ideal language teacher self about interpersonal relationships achieved a considerably high mean value (M = 4.84; SD = .30). These were followed by issues concerned with L2 teacher expertise that represent the student teachers' ideal language teacher selves (M = 4.82; SD = .31). Finally, aspects of ideal language teacher self pertaining to classroom management yielded a quite high mean score (M = 4.67; SD = .48) though slightly lower than the aforementioned three components. All these figures belonging to the four components of the ideal language teacher self as well as the overall mean value (M = 4.81; SD = .29) indicated that the participant student teachers appeared to have highly developed ideal language teacher selves.

Making use of the mixed methods research design, the study complemented the aforementioned findings with the interview data and accordingly gained deeper insights into the student teachers' ideal language teacher self-images. Content analysis of the transcripts with a focus on the participant student teachers' ideal language teacher selves yielded five major aspects of this construct, which were quite in line with the quantitative findings. Figure 10 depicts an overview of the major emergent themes related to the ideal language teacher selves of the interviewees.
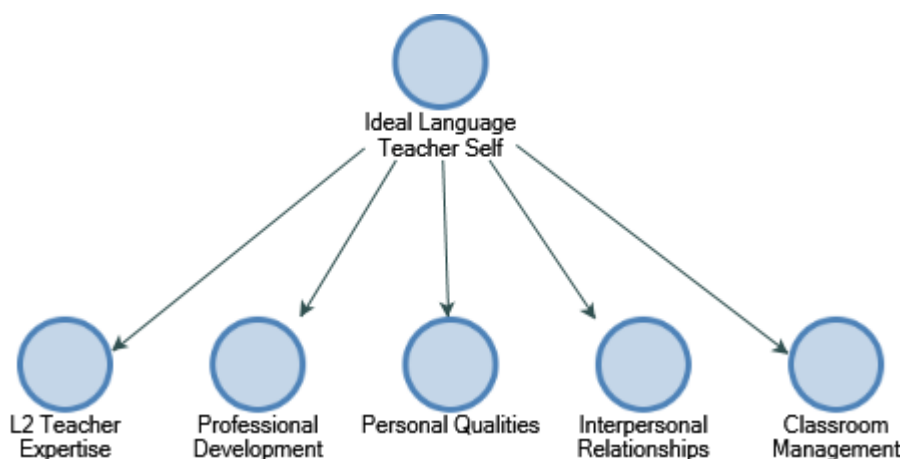
Figure 10. An overview of the participants' ideal language teacher selves based on the qualitative data

As illustrated in Figure 10, the participant senior student teachers of English reported having ideal language teacher selves with clearly-structured aspects such as L2 teacher expertise, professional development, personal qualities, interpersonal

relationships and classroom management. Content analysis was primarily performed with an inductive approach and benefited from data-driven themes, but these themes corroborated the findings related to the factors in ILTSS to a large extent. A theory-driven approach to content analysis complemented the qualitative findings. Among the five themes, *L2 teacher expertise* referred to personally expected domain-specific expertise of the EFL student teachers involving both the future teacher's subject-matter knowledge in relation to English as a foreign language and expertise in language instruction. *Professional development* corresponded to the student teachers' imagined selves that improve themselves continually and therefore seek for various teacher development choices. *Personal qualities* were about more general characteristics of the imagined language teacher selves related to both their future students and themselves. *Interpersonal relationships* involved those aspects of the ideal selves that concern student teachers' relationships to be built with future students and others like families, colleagues, etc. Lastly, *classroom management* concerned the interviewees' imagined classroom management procedures to be undertaken in their future classes. Along with these five themes, content analysis of interview transcripts also provided some sub-themes. Table 21 illustrates the themes and sub-themes underlying the participant senior EFL student teachers' ideal language teacher selves along with their frequency ('n' representing the number of interviewees that verbalized the relevant theme or sub-theme) in the interview data.

Table 21

Emergent Themes and Sub-themes Underlying the Participants' Ideal Language Teacher Selves

Themes and Sub-themes	n
L2 Teacher Expertise	21
Expertise in language instruction	20
Content expertise	11
Professional Development	20
Self-improvement through personal efforts	16
Pursuing further education	15
Gaining practical teaching experience	6
Personal Qualities	18
Self-related qualities	17
Student-related qualities	11

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Interpersonal Relationships	17
Relationships with students	17
Relationships with colleagues, other school staff and families	2
Classroom Management	5

Note: Numbers belonging to sub-themes may not total up to numbers belonging to themes since interviewees might have referred to more than one sub-theme under the same theme.

An inspection of the themes and sub-themes underlying the interviewees' ideal selves showed that the participant student teachers have clearly-constructed and elaborate ideal language teacher selves referring to various aspects of being an English teacher and teaching English. In line with the quantitative findings, L2 teacher expertise (n = 21), professional development (n = 20) and interpersonal relationships (n = 17) were reported by the majority of the participants' as major aspects of their ideal language teacher selves. Personal qualities did not come out as a single component of ideal selves in the quantitative phase of the main study since the relevant items of ILTSS in the preliminary study were either eliminated or included into the remaining factors based on their factor loadings. Nevertheless, personal qualities were retained as a theme in the qualitative data analysis to be able to reflect the richness of the data more elaborately. Like the aforementioned three aspects of ideal language teacher self, personal qualities were also reported by the majority of the interviewees (n = 18). Finally, classroom management appeared as a last theme verbalized by several interviewees (n = 5). The following parts deepen into these themes and sub-themes by means of relevant interview excerpts.

L2 teacher expertise. While describing their ideal language teacher selves, all interviewees referred to L2 teacher expertise (n = 21) as a salient characteristic of their ideal selves. This imagined self involved both "know-what" and "know-how" of teaching English as a foreign language. The majority of the interviewees (n = 20) focused on their ideal language teacher selves' *expertise in language instruction*. The interviewees expressed language teaching expertise of their ideal language teacher selves as follows:

> "What kind of an English teacher do I imagine myself as? Firstly, when we got accepted to this department, we were told especially during the Teaching Foreign Languages to Young Learners course that our goal is to help children like English and overcome their prejudices. We were told to teach English and help them reach a good level, and to eradicate their prejudices about the culture and language, and maybe their prejudices about going for other

foreign languages. This is the first thing I would like to do with young learners. And the next is to do my job in the best way, to equip them with communication skills in English because this is what we lack in Turkey. Everyone knows grammar and structures very well. But, when they go abroad for example, everyone has difficulty in communicating with other people. If I go abroad today, I will have the same difficulty. The way we teach this course is the reason to some extent. I believe that we, as teachers, can change this. Actually, I would like to change this in a way." (ST8, 24 May 2018)

"As I said, we have the advantages of the modern times. These are, for example, the materials to use specifically in language teaching. I'd like to be use materials effectively. For instance, today we only use slides as technological materials at schools. I'd like to go beyond this, implement interactive teaching with students not only in terms of technology use but in normal classroom procedures as well and include students… How can I say? I'd like to provide a kind of English language instruction that can include them [students] in the education system." (ST11, 30 May 2018)

"I'd definitely like to do something to help my students like English because today students are biased against English [language]. Most of them don't like it and are afraid of it. Unfortunately, most students learn it inadequately or can't learn it due to the education system. So, I think we are incompetent as a country. I would organize enjoyable activities that can arouse students' interest and familiarize them with English. So, I'd like to be a teacher like this. … Above all, I'd like to instill a love for learning English, language learning or a love for different cultures in children. I'd like to draw their attention to various cultures." (ST9, 21 May 2018)

"I'd like to be a teacher who particularly helps her students to learn speaking to be able to use English actively, rather than a teacher that adopts a more exam-oriented instructional system because this is a huge gap in our education system. Students really continue their lives without learning anything. When someone asks to what extent they know English or when there is communication problem, they either stop speaking because of their inadequate vocabulary knowledge or they really can't speak. I mean they experience one of these cases. Therefore, I imagine myself as a teacher that really focuses on communication." (ST2, 25 May 2018)

"Obviously, I aim to be a teacher who can use various methods, work for teaching English to children enjoyably by using different materials, … really teach what I want to teach. I mean I just don't want to make a sloppy effort. Also, I'd like to attach great importance to children's speaking because this is what we lack in Turkey. Well, I aim to raise students in a way that they would hopefully be able to both speak English and know its grammar and vocabulary." (ST20, 22 May 2018)

Selected representative excerpts from the student teachers' statements suggest that expertise in L2 instruction stands out as a distinctive characteristic of their ideal language teacher selves. Based on the interviews, it is clear that student teachers imagined themselves as teachers of English who are able to teach English effectively for communicative purposes. From their perspective, this was possible through many teacher-led processes including but not limited to helping students to adopt a positive attitude towards learning English, making use of diverse instructional materials and methods effectively in the lessons, focusing on the communicative aspects of the English language, and accordingly engaging students in lessons by appealing to their interests, providing them with the opportunity to use English actively and improving language skills.

Expertise in L2 instruction was a distinct sub-theme prevalently reported by the interviewees. Besides, another important aspect of L2 teacher expertise for the ideal language teacher selves of the student teachers was *content expertise.* About half of the interviewees (n = 11) reported content expertise as an important part of their ideal selves. Interviewees explained this aspect of their ideal selves as follows:

> "I imagine being an English teacher who is quite competent in her area. … I'd like to be a teacher that can answer almost all questions students ask about our area and be efficient for them. … For one thing, I definitely imagine being a teacher who speaks English very well. Unfortunately, this is hard to find in our country. Definitely, a teacher who is really competent in her area. For example, when a student asks something, of course we don't have to know everything. But especially in primary school, I had teachers who said 'I don't know.' even when I asked a very simple word. I saw teachers who couldn't engage in dialogue with the foreigners when they came for a project to our school. Above all, English is absolutely a language. An ideal English teacher needs to speak this language very well." (ST18, 23 May 2018)

> "I imagine being a teacher who has a comprehensive knowledge of what she teaches, the topic, a good content knowledge and her curriculum…" (ST14, 24 May 2018)

> "For me, an English teacher needs to speak English very well. How can I say? I mean he needs to produce that accent. I should feel like being in another country when he is in the class. I mean this is the kind of [teacher I imagine myself]. It is not just about opening the book and doing all the exercises. … He definitely needs to speak English well. This is important for me. And he needs to have a good knowledge of that culture. I mean he needs to have seen there. He needs to have seen and interacted with the people who speak English." (ST5, 28 May 2018)

"In terms of the area, [I need to have] extensive knowledge because language has no limits and I think language learning is arduous. For example, as I learn new things here, I realize that I've forgotten what I learned previously." (ST21, 22 May 2018)

As is clear from the excerpts above, many student teachers imagined themselves as experts in their area in the future. Their ideal language teacher selves represented teachers of English who have comprehensive subject-matter knowledge in relation to English as a foreign language, are competent in the specific field of ELT, and therefore have a well-developed knowledge base in this area in terms of the language and cultural aspects. In addition, they underlined that their ideal language teacher selves are competent users of English. Bearing in mind their negative past experiences with teachers of English who cannot speak English fluently, student teachers primarily dreamed of themselves as fluent speakers of English in the future. Although content expertise was an important component of their ideal language teacher selves, some students highlighted that content expertise is only valuable when the teacher makes use of it effectively while teaching English. The student teachers focused on the necessity of both content expertise and expertise in L2 instruction at the same time as follows:

"For me, the most important thing about a teacher is her content knowledge besides her pedagogical knowledge and ability to understand other people. This is because when you enter the class and a student asks something, you will not know it if you don't have comprehensive knowledge about what you are teaching. All right, we are all human and can't know everything. But even when you say 'I don't know this. Let me research it and tell.', you lose the student's trust." (ST8, 24 May 2018)

"Apart from that, it is not just important to know the content, but to be able to convey it as well. I think the second is even more important. You may know a lot but may not convey it at all. So, [the teacher] needs to know how to transfer that knowledge, I mean the method or the way to convey it." (ST21, 22 May 2018)

"[I imagine myself] as a teacher who is competent in her area. When students ask me something, I shouldn't ask them to research it as a homework or I should try to do it less. … For example, you may know English very well or know all grammar topics, but you can't teach them. Expression skills and communication are also of great importance. For example, we commonly experience it. A teacher may know something very well but may be poor at transferring it and cannot convey the knowledge to her students." (ST10, 21 May 2018)

Professional development. Along with L2 teacher expertise, professional development came out as a primary aspect of almost all student teachers' ideal language teacher selves in the interviews (n = 20). Such development was possible through diverse ways, one of which was *self-improvement through personal efforts* (n = 16). Student teachers imagined themselves as teachers of English who put efforts into self-improvement for both personal development and as an English teacher. The interviewees expressed this facet of their ideal selves as follows:

> "In terms of our field of study, I don't want to be a standard teacher and just teach grammar. I mean I'd like to improve myself constantly and be familiar with new techniques. I'd like to have something about our area to run after because, as I said before, I like it. Yeah, we learned something here at university, but the methods and techniques will change. I mean they won't remain the same. I'd like to run after these and always continue learning new techniques. Actually, I don't want to say 'University is over. I'm a teacher now and can remain the same.' after university." (ST4, 28 May 2018)

> "I'm planning to learn from the other English teachers everywhere I go. I've already learned many different things from our teacher during the practicum. I'm planning to improve myself by absorbing all these and through the feedback I get from the students. … For example, I noticed many points I'm still inefficient at. I aim to work on these points more by myself or by getting help from a knowledgeable person." (ST20, 22 May 2018)

> "An aspect I'm inefficient at is that I haven't reviewed many articles on pedagogical issues. While working, I can also read books about these issues or gather relevant information. By this way, I can both help children and improve myself." (ST13, 22 May 2018)

> "I imagine being an innovative English teacher. I'd like to become an English teacher who renews herself constantly, is open to new ideas, improves herself; who never says 'I am competent' but 'I am still inefficient'. And I really want to contribute to children's lives because I just don't want to take my book, write something on the board and get out of the class. … In my opinion, an English teacher has a different position compared to other departments and it must be this way. She needs to be open to new ideas. Other teachers should be too, but we need to be more open to novelty because language is different. It's just like a human. … About the characteristics of language, we learned that language is born, grows up and develops. I mean language also develops constantly. New words come out and disappear. But how do they develop? For example, someone invents something and gives a new name to it. If you don't follow these developments and learn these words, and when a child asks you something, you might have problems in your class in the future. There will be at least ten years of age difference between you and your students if you teach in a primary school,

for example. And this is a distinct generation. I mean you have differences. You need to improve yourself together with the students." (ST17, 1 June 2018)

Based on these excerpts, it is evident that student teachers were aware of an English teacher's need for continuous self-improvement. Interviewees underlined this need by the fact that the world is constantly changing, and that the dynamicity is also prevalent in their specific field of study – ELT. Going away from an avoided 'standard' teacher image showing no progress, they imagined themselves as teachers of English that aim for teacher development by keeping themselves up-to-date, following the developments in the world and specifically in their area of expertise, seeking for new ideas for language instruction, and accordingly improve themselves in teaching English through their personal efforts. Their ideal language teacher selves involved future English teacher images who read books and articles about English language teaching, cooperate and share ideas with future colleagues, and most importantly never stop learning.

Another salient sub-theme about professional development was *pursuing further education* (n = 15). For the student teachers, apart from personal efforts, pursuing further education related to English language teaching was an important characteristic of their ideal selves. The interviewees explicated how they imagine themselves as follows:

"Actually, I'm planning for doing an MA. What else can I do? I mean I don't want to be just a teacher. For me, English language teaching as a profession is a lot more than that. For example, I can work on linguistics or design materials for our field of study. For me, this job is not just related to passing the KPSS exam (Public Personnel Selection Examination) and getting appointed [in state schools]. … I can improve myself more in this job. I mean it shouldn't stop here. I need to improve myself academically as well. I like researching and seeking for information. For example, I prefer asking questions like 'What is the underlying reason for that?' more. That's the reason." (ST2, 25 May 2018)

"Definitely I'd like to have a CELTA certificate because in the schools I worked previously I observed that the teachers with this certificate make a difference. I mean they make a positive difference compared to other teachers. In addition, one of my teachers who had this certificate worked both inside and outside Turkey thanks to this certificate. … First of all, I'd definitely like to improve myself and get better in my area because I know that if I have a CELTA certificate, I will have deeper insights into teaching methods, working with diverse age groups, creating materials, and everything. I learned them very well here as well. But

I'm sure I will gain deeper insights into them. I believe I'll contribute a lot more to both my language abilities and my teacher or educator self by this way." (ST18, 23 May 2018)

"About my job, first of all I'd like to do an MA and a PhD. But this has nothing to do with a desire for being an academician. I don't want to be involved in a full speed competition. I'd go on making progress just for self-improvement. … I certainly want to improve myself. I can say that." (ST5, 28 May 2018)

"I'd like to attend seminars. Actually I already follow the seminars. I'd like to attend other training activities if possible. I'd like to improve myself constantly because even now I feel myself inefficacious. I mean I'd like to attend seminars constantly. I'd like to improve myself continually." (ST12, 30 May 2018)

"To be honest, I'd like to be an individual who uses contemporary methods and techniques as much as I can because methods are changing. It wouldn't be fruitful to use very old ones. Therefore, I'd like to get modernized. This is my goal. … But I can consider it later when I get appointed as a teacher. I mean I can do it through such activities as in-service training." (ST10, 21 May 2018)

Many interviewees wanted to pursue a master's degree after graduating from university in order to improve themselves more. Some also reported their aspiration for pursuing a doctoral degree. They also stated that they would like to attend various professional development activities for teacher development. Seminars, conferences and other in-service teacher development activities were other ways of professional development for them. The underlying reason for this desire was their wish to progress in language teaching.

One last sub-theme for professional development of the student teachers' ideal language teacher selves was *gaining practical teaching experience* (n = 6). The interviewees highlighted their need for practical teaching experience and imagined themselves as more experienced in the future. They reported that they would like to gain more teaching experience through getting on the stage as a teacher and teaching in real schools (e.g., private schools) or private tutoring. Representative excerpts for this aspect of their ideal selves are given below:

"My primary goal is to have first-hand teaching experience at schools for now and then go back to academy. … Actually, to be able to achieve these goals, first of all I need to experience it [teaching] myself. I mean I'll see how language teaching is carried out in primary and secondary schools." (ST11, 30 May 2018)

"I'd like to make progress in the future, too. To tell the truth, I'm undecided about whether to adhere to MoNE or not [as a teacher]. In fact, I'll take the KPSS exam, but I don't exactly know what will happen. I have very different plans about the future. For example, I'd like to improve myself in terms of tutoring. I also want to work in my own institution if I can." (ST17, 1 June 2018)

"I aim to overcome my novice student teacher self after graduation, gain some experience in private schools and experience the difficulties of teaching. Then, I aspire to study for an MA and improve myself in this area. … I'd like to work in private schools as a means of getting rid of my immaturity and gaining experience and to clarify my thoughts thoroughly. This is my first goal." (ST21, 22 May 2018)

Personal qualities. Content analysis of interview data related to the participant student teachers' ideal language teacher selves yielded a theme labelled as *personal qualities* as well (n = 18). This theme represented the personal characteristics of the interviewees as future teachers of English. Personal qualities consisted of both self- and student-related qualities. *Self-related qualities* were uttered by the interviewees quite extensively during the description of their ideal language teacher selves (n = 17). These were more about the selves or traits that characterize the student teachers' future images. Relevant sample excerpts from the interviews can be seen below:

"My ideal language teacher self is a dynamic and energetic teacher that leaves his sorrows and problems outside the class." (ST13, 22 May 2018)

"The most important quality [of my ideal teacher self] is creativity. A teacher needs to love his job as well because you can't really teach without loving your job. You can't do this job with the thought of working as a public officer and having job guarantee. You can do it, but can't be productive. You can't be a real teacher that way. Therefore, a teacher needs to love his job and be creative." (ST1, 21 May 2018)

"I imagine myself as teacher who is professional at work. … As I said, my primary goal about my job is to be a good teacher. … I'd like to be a teacher practicing his profession well and working professionally. I mean I'd like to get beyond a standard teacher." (ST4, 28 May 2018)

"First of all, it is very important [for my ideal English teacher self] to be cultured. It's particularly important for a teacher to have a worldview and to take an interest in what's going around." (ST15, 24 May 2018)

"I imagine myself being dedicated to my profession." (ST11, 30 May 2018)

"I want to be successful [as a teacher]. I mean I don't want to be called a teacher who idly comes and goes. I'd like to be successful. … [An English teacher] needs to be cultured too." (ST17, 1 June 2018)

These quotations indicate that student teachers imagine themselves as teachers of English dedicated to the teaching profession. Apart from having a passion for teaching, their ideal language teacher selves included good, creative, knowledgeable, professional, successful English teacher images by getting beyond a standard or ordinary EFL teacher in their words and doing more than the usual procedural teaching activities. Self-related personal qualities of positive language teacher images were structured around the positive past learning experiences for many of them.

In addition to the self-related qualities, a second angle of personal qualities was *student-related qualities* that were described as part of their ideal language teacher selves by many interviewees (n = 11). As distinct from self-related qualities, student-related qualities of the student teachers' ideal language teacher selves pertained to the teacher qualities in relation students. Subsequent excerpts from the interviews show what kinds of student-related qualities reflected these ideal language teacher selves:

"I imagine myself as an English teacher who is able to endear himself to students and serve as a role model for them." (ST13, 22 May 2018)

"[I imagine myself] as a teacher who is loved by his students. … An English teacher should not only teach English. Yes, we are teachers. Our field of study is English; we are not primary school teachers. We may not take an interest in everything about the students. But we need to do something about this 'teaching' aspect apart from English. Yes, we're going to teach English. But at the end of the day, we're all teachers. We need to set a good example." (ST4, 28 May 2018)

"My ideal is to be an English teacher who retains his idealistic view, struggles for his students, is beneficial for the society –I mean, for his class as the smallest unit of the society and for the education system in the country in a wider sense– and also an English teacher who aims to improve that. I aspire to be a teacher … who loves his students and teaching … and is student-centered. Of course, it's absolutely important to keep a balance, too. But I'm planning to be student-centered." (ST11, 30 May 2018)

"Especially if children are interested in English… They are already very interested in foreign languages at early ages and take [their teacher] as a role model. So, the most important characteristic is being a good teacher in every aspect." (ST21, 22 May 2018)

"I'd like to be a teacher who inspires her students … and is loved by children." (ST18, 23 May 2018)

These excerpts demonstrate that student teachers imagined becoming lovable English teachers and being liked by their future students, serving as role models for them as a person as well, being student-centered and by this way leaving a positive impact on their future students' lives. Their ideal self-images involved inspiring English teachers who hold an idealistic perspective towards teaching. Their ideal teacher selves aimed to work for the benefit of students not just as an expert of English as a foreign language but as a teacher in more general terms as well.

Interpersonal relationships. Another hallmark of the student teachers' ideal language teacher selves pertained to their interpersonal relationships because most of the interviewees (n = 17) focused on the relationships they would like to establish in the future as teachers of English. All these student teachers (n = 17) thought of *relationships with students* as a vivid characteristic of their ideal language teacher selves. Student teachers voiced their desire for building good relationships with their future students as follows:

"The teacher I imagine myself as can communicate well with students, … is approachable – I mean a teacher whom students are not afraid of and easily ask questions to– and is also able to maintain her authority in the class well while being this kind of a teacher." (ST14, 24 May 2018)

"I was inspired by one of my teachers in high school and therefore decided to be an English teacher. … He used to share a lot with us, and we weren't afraid of him. I mean it [English] was not like a course for us. He turned English into an entertaining course. So, my ideal teacher self is similarly a teacher who communicates well with children." (ST7, 30 May 2018)

"The English language teacher profile I imagine having is a teacher who helps her students in every aspect. … I mean a teacher who is immensely helpful to her students, prepares them constantly for the future and treats everyone equally." (ST16, 25 May 2018)

"Above all, [my ideal teacher self] needs to have a love bond with her students. I mean she needs to treat students like her own children. She should take a close interest in their problems. I mean this way she should personally establish a bond with students and reach

them. She shouldn't keep away from students and should be able to gain students' love." (ST9, 21 May 2018)

"I'll be a teacher who has a strong communication with children." (ST12, 30 May 2018)

"It's essential to be close to students as a teacher. But it's also necessary to maintain a boundary with students in terms of teacher-student relationships. A student should be able to share any of his or her problems or requests for help with the teacher. I mean we need to be this kind of a teacher who might provide this help. This is at least my opinion." (ST5, 28 May 2018)

These statements underline the student teachers' wish to establish a good teacher-student rapport with their future students by way of communicating well with students, developing strong bonds with them, being helpful and dealing with their problems. Beyond the regular work of teaching English, their ideal teacher self-images involved approachable teachers who both build good relationships with students and are at the teacher's position and maintain the teacher authority at the same time.

In addition to the relationships to be built with future students, a few student teachers' (n = 2) ideal language teacher selves also included teacher self-images that focus on interrelationships with colleagues, other school staff and families. These student teachers imagined themselves as teachers who are in cooperation with their colleagues and other school staff as well as the families of students. One student teacher described how her ideal teacher self-image manages these relationships as follows:

"I can cooperate and communicate with a best friend. … [My ideal teacher self] can show empathy to others. I believe this is the most important thing because using an 'I' language rather than saying 'You did it' is crucial. And there should be a good rapport, which is quite difficult to establish. I'm not sure if I can do it, but it is a must. Students need to trust you. Relationships with families, school and other people around you can also be included." (ST10, 21 May 2018)

Classroom management. Based on the interview data, one last feature of the participant student teachers' ideal language teacher selves appeared to be classroom management. Some student teachers (n = 5) underlined the importance of classroom management for their ideal language teacher self-images. Student teachers' following statements express this facet of their ideal selves:

"I imagine being a teacher who is able to maintain order in the classroom. … I need to work on classroom management. The teacher I imagine myself as is a teacher who is able to maintain her authority in the class." (ST14, 24 May 2018)

"The teacher I imagine being in the future is a teacher who manages the class well, … and is very good at classroom management; I mean more of a kind but firm teacher." (ST16, 25 May 2018)

"When I turn my back and write something on the board while teaching, students behind me will be interested in what I write on the board. They won't talk to each other or how can I say? The lesson should always be the only center of attention. When students lose their attention, a good teacher needs to get student attention back again." (ST3, 25 May 2018)

As exemplified by the statements above, student teachers also imagined themselves as EFL teachers who are successful in classroom management, control their classes effectively and have organized classrooms. Besides establishing close relationships with their students, they aimed for preserving their authority in front of the students as well. As shown in the last excerpt, a student teacher even imagined being the center of attention all the time while teaching and having students who never chit chat and focus on the lesson uninterruptedly.

To put it simply, the current study found that senior EFL student teachers have highly developed and multifaceted ideal language teacher selves based on the quantitative data. The qualitative data built on these findings and revealed the clearly constructed nature of their ideal language teacher selves with various aspects like L2 teacher expertise, professional development, personal qualities, interpersonal relationships and classroom management.

Ought-to language teacher selves of the participant student teachers. In an attempt to gain deeper insights into ought-to selves of the participant student teachers, the quantitative data were further analyzed first. To this end, along with the overall mean score of ought-to language teacher self, descriptive statistics were calculated for each of the three factors of the OLTSS. The results are presented in Table 22.

Table 22

Ought-to Language Teacher Selves Scores based on the PLTSS

Dimensions	N	Mean	SD
L2 teacher expertise	274	4.77	.31
Professional development	274	4.74	.34
Interpersonal relationships	274	4.69	.34
Overall	274	4.74	.29

As can be understood from Table 22, student teachers appeared to have the highest mean value in aspects of ought-to language teacher self associated with L2 teacher expertise (*M* = 4.77; *SD* = .31). This was followed by aspects of professional development (*M* = 4.74; *SD* = .34) and those of interpersonal relationships (*M* = 4.69; *SD* = .34). The overall mean value associated with the ought-to language teacher selves (*M* = 4.74; *SD* = .29) as well as those of the three underlying domains which are quite close to 5 underscored that the participant student teachers also have highly developed ought-to language teacher selves.

In an effort to elaborate on the quantitative findings, the study also sought to explore the ought-to language teacher selves of the student teachers with the help of qualitative data acquired through interviews. For this purpose, the interview transcripts of 21 interviewees were subjected to content analysis, and as a result, five themes explaining these ought-to language teacher self-images emerged in data analysis. Figure 11 displays these emergent themes:

Figure 11. An overview of the participants' ought-to language teacher selves based on the qualitative data

As illustrated, the interviewees' ought-to language teacher selves converged on five major themes: L2 teacher expertise, personal qualities, general duties, responsibilities and expectations, interpersonal relationships and professional development. These features showed a substantial overlap with the ideal language teacher selves. Similar to the ideal language teacher selves, student teachers' ought-to language teacher selves were found to be very well-developed in various aspects. The content analysis was primarily conducted in an inductive fashion, but a deductive approach complemented it at times. The emerging themes were quite in line with the components of OLTSS as well due mainly to the process of scale development in PLTSS that benefited from qualitative data during item production. The EFA of the items of OLTSS in the preliminary study yielded a three-factor solution. The items written for personal qualities and general duties, responsibilities and expectations were either eliminated or emerged in the other factors based on their factor loadings. But these themes emerged again in qualitative data in the fourth phase of the study.

Among the five themes that came out in content analysis of qualitative data, *L2 teacher expertise* referred to student teachers' self-representations of other-driven expectations about their domain-specific expertise in terms of both content expertise and expertise in teaching English. *Personal qualities* were related to others' expectations about more general characteristics of the future teacher self-images that were self- and student-oriented as in findings about ideal language teacher selves. As distinct from ideal language teacher selves, student teachers' ought-to language teacher selves constituted a dimension labelled as *general duties, responsibilities and expectations*, which referred to self-representation of future activities related to general obligatory works, job requirements, other-driven expectations and responsibilities student teachers perceive as 'ought-to' acts for them as teachers of English. *Interpersonal relationships* concerned the features of the relationships student teachers felt that they should build with students and other people such as colleagues and other staff at school and families in the future. Finally, *professional development* was labelled for self-representations of the kind of EFL teachers they ought to become in the future in terms of aspects of professional development. In addition to these themes, analysis of interview data in relation to student teachers' ought-to language teacher selves revealed some sub-

themes under the aforementioned five themes. Table 23 shows the recurrent themes and sub-themes pertaining to the student teachers' ought-to language teacher selves and their frequency ('n' representing the number of interviewees that verbalized the relevant theme or sub-theme) in the qualitative data.

Table 23

Emergent Themes and Sub-themes Underlying the Participants' Ought-to Language Teacher Selves

Themes and Sub-themes	n
L2 Teacher Expertise	21
Expertise in language instruction	21
Content expertise	6
Personal Qualities	13
Self-related qualities	9
Student-related qualities	8
General Duties, Responsibilities and Expectations	13
Teaching values and real-life skills	8
Having favorable working conditions	6
Fulfilling school-related duties	2
Interpersonal Relationships	11
Relationships with students	10
Relationships with colleagues, other school staff and families	3
Professional Development	6

Note: Numbers belonging to sub-themes may not total up to numbers belonging to themes since interviewees might have referred to more than one sub-theme under the same theme.

An evaluation of the emergent themes and sub-themes above indicate that student teachers also have elaborate ought-to language teacher selves that embody a diverse range of aspects broadly grouped under five themes. L2 teacher expertise appeared to be the most vivid aspect of the student teachers' ought-to language teacher self-images (n = 21), which corroborated the quantitative findings. This was followed by personal qualities (n = 13) and general duties, responsibilities and expectations (n = 13) since more than half of the interviewees expressed these aspects as salient characteristics of their ought-to language teacher selves. These aspects of ought-to selves somewhat differed from the components of ought-to language teacher self in quantitative findings as stated before. However, in qualitative data, they were retained as independent themes to be able to elaborate on these features as well. Besides, about half of the interviewees (n = 11) voiced

their ought-to self-images' interpersonal relationships. Lastly, a final aspect of the ought-to language teacher selves was revealed to be professional development, which was reported as a characteristic of their ought-to selves by some interviewees (n = 6). The following parts provide more detailed information about these themes and sub-themes with the help of excerpts from the interviews.

L2 teacher expertise. In a similar vein with the quantitative findings, the most apparent aspect of the participants' ought-to language teacher selves was L2 teacher expertise that was reported by all the interviewees (n = 21). L2 teacher expertise manifested itself as a dual theme in the interview data, and accordingly two sub-themes were formed as in the ideal language teacher selves data. The first one of these was *expertise in language instruction* that was voiced as a characteristic of their ought-to self-images by all interviewees (*n* = 21). This sub-theme referred to the self-representation of the way student teachers thought they should teach English in their classes based on the expectations of significant others such as students' parents, school administrators and the society in more general terms. All interviewees reported that they ought to teach English through a *proficiency orientation* (n = 21), and especially with a focus on speaking skills as exemplified below:

> "Turkish society expects their children to speak English. Many people can understand English. They can understand the things they hear in English or comprehend what a tourist says, but can't speak. This is a common problem faced by everyone. Therefore, I believe that they [the society] expect their children to speak English at least at a level that allows them to make themselves understood. They ought to be able to speak. … In terms of teaching it [English] as a course, again I ought to do my best and help children both to comprehend English and produce the language." (ST9, 21 May 2018)

> "People expect to see a teacher who mostly implements language teaching with a focus on speaking skills and practice, and really teaches the language. Even if children don't exactly know the grammar, they ought to be able to speak some broken English by using some words and respond to me in the class. They shouldn't be afraid. … When you go out and ask people if they speak English, why they don't or why their English is poor, everyone says 'The education is system is poor in Turkey' or 'No practice is done.' and they add 'We don't have courses that focus on speaking skills' too." (ST19, 23 May 2018)

> "I believe the society expects to see a teacher who gets beyond ordinary language teaching and teaches English in different ways. For example, I mean a teacher who regards language

teaching as much more than a set of rules or just grammar and focuses on practical aspects of English. … I mean [my duties and responsibilities] are to help students have a high level of competence in English. Of course, this depends on their language levels. For example, if I'm teaching in a foreign language class, I ought to be able to help them reach the highest language level as much as possible. To do this, I ought to adapt my teaching if necessary or if the students want to learn a different way, I ought to be able to guide this process." (ST3, 25 May 2018)

"The first thing people would say is 'You teach English. Yes, you do something but the child doesn't speak.' That's for sure. I mean for me, this is the expectation. Also, we learn this through experience. … Of course, people also expect [their children] to use it [English] in their social lives. I mean they expect to see the feedback, not just learning something in theory. I mean I'm planning to expend efforts on this as well." (ST6, 22 May 2018)

"Particularly from the society's perspective, an English teacher ought to teach English to students even if he or she has two hours in a week for the English course. This is the society's perspective. But nobody ponders on it, reasons it out or considers whether two hours a week are enough for this. Nobody considers that these students don't have an English course except for the two hours in the week. They don't consider what a teacher can do in this case or whether a teacher should crack open students' skulls and pour information. I mean if you are an English teacher, you ought to teach this course. Your students should speak English fluently. But nobody takes into account individual differences or reasons whether the given opportunities and time slot [for teaching English] are enough or not. I mean this is the English teacher profile from the society's perspective." (ST4, 28 May 2018)

"The society expects to see that children speak English fluently in a class of thirty students as a result of two or three hours of class time allocated in a week. They think you ought to teach them English even in that case. Therefore, in my opinion, the society's expectations of English teachers are usually extremely high, and I don't find them realistic. … In any circumstances, everyone expects the best for their children, and they are also right from their own perspective. But as I said, since they don't consider the other side, the biggest problem for me is that most parents are not realistic." (ST18, 23 May 2018)

As is clear from the excerpts, student teachers remarked that language instruction with a proficiency orientation is certainly what is expected of them in the future, and that they ought to help students get proficient in English in return. Voicing the common expectations of families in the Turkish EFL context, they reported that they ought to teach English in such a way that students would be able to speak English fluently. In essence, paying special attention to speaking skills was thought to be important by most interviewees due to these expectations. Yet, as illustrated

in the last two excerpts above, some interviewees found these expectations unrealistic due to the constraints they experience as teachers such as limited class hours for English at schools and crowded classes.

Although proficiency in English and especially well-developed speaking skills were highlighted as outstanding aspects of ought-to language teacher selves in relation to language instruction, a seemingly contradictory ought-to self-image involved a focus on exam-oriented language teaching. *Exam orientation* was an important aspect of their ought-to language teacher selves for many interviewees (n = 12). Student teachers elaborated on their ought-to language teacher selves' focus on exam-oriented L2 instruction as follows:

"Actually, we have a problem. Since our education system is mostly exam-oriented, I've observed two or three problems about the schools. For example, I think we should speak English in the class in order for children to acquire the language. … The current view in our society is that the major goal for the children is to pass the exams. In my opinion, English should be spoken in the class. But when this is the case, you don't have an exam-oriented system for studying. You only carry out instructional practices based on getting across English language and its culture. But when you do that, the child cannot get successful in the exams to a certain extent. This is because the exam is based on memorization and mainly grammatical structures. I think the expectation of the society now is just a kind of successful education that aims to help students pass the exams. This is my opinion." (ST7, 30 May 2018)

"The society expects me to prepare students for the exam system, encourage students to get in a competitive mood, to force them and give them homework. That's it. I mean this is the families' perspective. The more you give homework, the better you are as an English teacher or as a Maths teacher. It doesn't matter." (ST2, 25 May 2018).

"The society's expectations of me are to prepare children for exams, prepare them well for the LYS (the Undergraduate Placement Test) or the High School Entrance Exam. I mean this is the reaction I usually get from the parents at school, I mean the practicum school, or in daily life: The child ought to be successful in the exam. … I came across a student's parents, and they said 'As a pilot program, intensive English program is implemented with the fifth graders at some schools.' 'What will our children do in the exam?' they asked, and added 'Those children take English courses for long hours. What would our children do?' I mean they want their children to be successful in the exam. They are not concerned about the improvement of their children's English. Most probably, parents would expect me to prepare the children well for the exams." (ST15, 24 May 2018)

"The society expects me to perfectly teach English. Apart from that they expect me to complete the curriculum in time. What else can I say? Especially the expectations of parents in Turkey are concerned with grades. In fact, parents are not guilty in this respect either. This is more about the education and exam systems. If the child's grade is low in the end or if his or her test results are low, parents immediately call the teacher, child or school unsuccessful. Parents put the blame on these. I mean they don't take into account the conditions. I don't really think that they consider the conditions under which we teach or try to develop empathy. Of course there can be some conscious parents as well, but I saw it myself during the practicum. … So, in my opinion, parents think that they send their children to school, spend their time and expend energy on their children. They might think that sometimes they provide financial support to schools through different means such as parent-teacher associations. I mean they expect something in return. But while expecting it, I think it is also necessary to consider the conditions under which we teach. This is because these expectations come out as if we have extremely comfortable, colorful and large classrooms, and unlimited sources but don't teach the way they expect on purpose. I think parents should also understand us to some extent." (ST8, 24 May 2018)

As can be understood from the excerpts, student teachers held the idea that they ought to adapt their language instruction to the exam-oriented system based on the parents' expectations. Departing from the significant place of examinations in the Turkish education system, student teachers reported that they will be expected of preparing students well for the English exams in the future even if this might not coincide with their own priorities in language instruction. Interviewees underlined that in the Turkish EFL context, families expect an English teacher to facilitate student success in the exams by creating a competitive learning environment and giving homework. As seen in the last excerpt, some also emphasized that although families have too high expectations about teachers of English, the education system and the constituent exams are other sources of these expectations. From the student teachers' side, they were expected to be 'perfect' teachers of English by the society as if everything was 'perfect'.

In addition to expertise in L2 instruction, *content expertise* appeared to be another aspect of some student teachers' ought to language teacher selves (n = 6) and constituted a second sub-theme under L2 teacher expertise. As distinct from the expertise in L2 instruction, this sub-theme referred to the kind of English teacher student teachers ought to be in terms of their personal domain-specific knowledge

and skills. This was more about others' expectations about the student teachers' own proficiency in English as shown below:

> "The society absolutely expects me to speak English very well. You know there is an English teacher profile. For example, we used to talk about it in high school. I mean this kind of a cool profile. … Probably, they might expect to see an English teacher who has been abroad and stayed in a country where English is spoken at least for a while because while teaching the language, we will not only focus on the language structure but inform students about the relevant culture as well. I mean they would expect me to have been there and seen that culture, and to interpret it accordingly." (ST16, 25 May 2018)

> "People treat us as if we know everything about English. But at the end of the day, language is a living entity that develops constantly. … I mean they don't consider these. For example, when they encounter a foreign word, they immediately ask its meaning just because it's a foreign word even without knowing if it's English or not. By doing so, they treat us as if we know or have to know everything. That's another thing. In my opinion, this is just insensibility." (ST4, 28 May 2018)

> "Probably, my family would like me to be well-equipped in English. I mean they are concerned with whether I really speak English like a native speaker. For them, my speaking ability is the only important thing. … Also, my friends similarly ask questions like 'What is this?' or 'What does this mean?' When my answers are not enough for them, they sometimes say 'But you're studying English.' That's the case." (ST10, 21 May 2018)

> "The society, I mean they similarly expect me to speak English fluently." (ST12, 30 May 2018)

Keeping in mind the expectations of significant others such as families, friends, colleagues, students' parents and the society in more general terms, student teachers underlined that they ought to be competent users of English as future EFL teachers. According to interviewees, they would be particularly expected to be fluent speakers of English in the future. This was part of being a 'cool' English teacher in a student teacher's own words as can be seen in the first excerpt above. According to this student teacher, going abroad and being acquainted with the foreign culture would be other related expectations. But a prevalent ought-to language teacher self-image for the participant student teachers was an English teacher image who speaks English fluently and uses it quite competently because they highlighted that they are even expected to know every single word in English.

Personal qualities. Similar to ideal language teacher selves, many student teachers' ought-to language teacher selves (n = 13) manifested more general teacher qualities as well and were similarly labelled as personal qualities, but these qualities were based on other-driven responsibilities and expectations this time. These qualities appeared in two forms, the first of which was *self-related qualities*. About half of the interviewees (n = 9) reported that they ought to have some certain teacher qualities as illustrated below:

> "They [My family and people around me] expect me to be a good teacher. But what they mean with 'a good teacher' is a teacher who is successful in her job." (ST17, 1 June 2018)

> "When it comes to my family and friends, their opinions are a bit different because they can't have the awareness we have here. They may have it to the extent that we reflect them. They expect to see a person who has got a job, and does that job properly, really deserves the teaching profession, and what else… I mean they expect to see a teacher who enjoys teaching." (ST11, 30 May 2018)

> "Probably, my family thinks I ought to be an English teacher who succeeds in her job too." (ST16, 25 May 2018)

> "Above all, my family expects me to love my job. I mean they would like me to do my job willingly and to do the job I'm happy with." (ST9, 21 May 2018)

> "As I said in the beginning, I'm responsible for duly performing my duty. And this is only possible through really loving teaching. If I love teaching and perform my duties accordingly, children would both learn something from me and enjoy the lesson. I mean, in that sense, this is what comes to my mind about my first responsibility." (ST20, 22 May 2018)

> "They [My friends and colleagues] would like me to be a really well-disciplined teacher." (ST2, 25 May 2018)

In short, student teachers thought that they should be good teachers of English who might be called successful teachers. They believed that they ought to be the kind of English teachers who love their jobs, willingly work as teachers of English and deserve this profession by fulfilling the responsibilities about their profession. Besides these qualities concerning the teachers themselves, some *student-related qualities* were also revealed through content analysis of interview data. Some interviewees (n = 8) mentioned these qualities while elucidating their

ought-to language teacher selves. The following excerpts exhibit what kinds of qualities these are:

> "What I ought to do as a teacher is to be an exemplary teacher. As I said before many times, there is no gain without pain. I shouldn't say anything like 'I can teach the lesson and go out. I don't care what the students do.' I shouldn't be this kind of a teacher. I mean, bearing in mind the way a teacher should set an example [for students], I ought to be an exemplary teacher. … I can't say I'm an English teacher and I don't have to set an example for the students. I can't litter here and there. I shouldn't ignore these. I think a teacher should keep these in mind from the students' perspective and act accordingly." (ST4, 28 May 2018)

> "My family would probably like me to be a teacher whom students love and respect, and a teacher who is able to teach well." (ST14, 24 May 2018)

> "I mean a child doesn't have to love you as a teacher. But when the children see someone, they should know that they should respect everyone, not just me. They should also be aware that they need to try to have a good communication with everyone. And as a teacher, I ought to set an example for the children." (ST8, 24 May 2018)

> "Since the students imitate us in any case even during our normal interaction with them and take us as role models, we are going to observe its consequences and reflections on students. This is a very big responsibility. You get the feedback about the way you reflect yourself from the students." (ST6, 22 May 2018)

As illustrated above, student teachers' ought-to language teacher selves consisted of EFL teacher images who are role models for their students. According to the interviewees, being a role model was more about their actions and personality as well, which was reported to be an important responsibility of a teacher. In addition, they remarked that they ought to be loveable and respected teachers from their future students' perspective. These kinds of positive personal qualities were thought to be a part of the student teachers' ought-to self-images as future teachers of English.

General duties, responsibilities and expectations. A third theme that was revealed through an inspection of the participant student teachers' ought to language teacher selves was general duties, responsibilities and expectations because these were uttered by more than half of the interviewees (n =13) during the description of their ought-to self-images. One such responsibility or expectation

concerned *teaching values and real-life skills* for some student teachers (n = 8). Sample excerpts that document relevant data are provided below:

> "First of all, we ought to educate our students well. This is not concerned with their learning English but their being beneficial to the society. The fact that we are English teachers doesn't mean we can't do it [educate students]." (ST5, 28 May 2018)

> "My initial duty or responsibility is to effectively teach what I need to teach. But apart from that, I believe I ought to raise good people, good individuals. In fact, a child can learn English in any part of his or her life. But he or she may learn a good behavior, not to hurt his or her friend and how to become a better citizen only from you, I mean from you, people around him or her, and his or her family. This is what I think." (ST18, 23 May 2018)

> "I take into account all areas about teaching. I can say that my duty is to prepare children for real life to some extent. How can I say? Nothing comes to my mind for now, but I think I ought to teach more than just the theoretical information. I mean I ought to teach students the things they can use in daily life as well." (ST15, 24 May 2018)

> "As a teacher, of course I'm initially responsible to the students, I mean not just for teaching a course. In addition, I think we are responsible for their communication skills and social lives as well." (ST6, 22 May 2018)

As is clear from the excerpts, the ought-to language teacher self-images of the student teachers involved a lot more than effective language instruction, which will actually be their area of expertise in the future. More importantly, they felt themselves responsible for teaching values and real-life skills to students even if their main duty is to teach English as EFL teachers. Their ought-to selves constituted self-images that reflect the characteristics of an 'educator' by raising the students' awareness of being a good person or citizen who is beneficial to the society. As shown in the second excerpt above, one student teacher even claimed that students can learn English anywhere, but teaching them values is a big responsibility for teachers. Likewise, preparing the students for real life was among the student teachers' perceived responsibilities as future teachers of English. They remarked that they ought to equip students with real-life skills by, for example, focusing on communication skills and other aspects of social life. Along with these responsibilities, some student teachers (n = 6) also reported that they are expected of *having favorable working conditions*. These expectations were mostly rooted in the opinions of student teachers' families:

"If I take my family's expectations into consideration, I should be a teacher who is appointed after passing the KPSS exam and works in a state school. I don't think they are concerned with my qualities because they let me free about these. I mean they think I'm qualified in this sense. But as I said before, in terms of the working position, they mostly expect me to work in a state school as a teacher. … This is because they think it's a more stable position. I mean they believe that working in a state school is always much better, and therefore I wouldn't have poor working conditions in that case. This is because they believe I would have poor conditions in private schools. They see the people around and observe that the working conditions of state schools are better than those of the private schools. So, they would like me to work in a state school." (ST15, 24 May 2018)

"In my opinion, most people think I ought to get appointed in a state school and at least have job guarantee. Apart from that, they might even think that I should teach young learners, work in a primary school for example, and by this way, have more free time for me." (ST18, 23 May 2018)

"I think my family or friends wouldn't mind the kind of teacher I should be because the society usually considers being a teacher is good, and teaching is a good job for women. I mean they believe that if I'm a teacher, I can do my job, receive my salary, and have holidays and spare time for myself. I mean probably they are not really concerned with my qualities. I think so." (ST16, 25 May 2018)

Based on these quotations, it is obvious that especially student teachers' families expected them to work at schools with favorable working conditions. Student teachers underlined the general belief among their families and in society that state schools are more comfortable workplaces compared to private schools. This is mainly due to the opportunity of job guarantee at state schools in Turkey that allows teachers to work permanently at state schools under MoNE while private schools generally hire contract teachers in Turkey. Therefore, based on the significant others' expectations, some student teachers highlighted that they need to be successful in public personnel selection examination in order to get appointed in state schools. This was the way they would attain favorable working conditions as EFL teachers in Turkey. In addition to these ought-to self-images, one last aspect of the student teachers' ought-to language teacher selves in relation to general duties, responsibilities and expectations appeared to be *fulfilling school-related duties* that was reported as part of a few student teachers' ought-to self-images (n = 2). Relevant parts of the excerpts from these student teachers' interviews are given below:

"We also have some responsibilities in relation to school administrators; for example, our duties in school such as the sentry duty in its simplest form. I mean these kinds of duties. I mean duties like evaluating exam papers, preparing materials for children and helping them to learn in the best way." (ST8, 24 May 2018)

"The first thing that comes to my mind is that… I don't know if I consider it from a different perspective, but I think I won't be able to sleep. I mean I'll have so many responsibilities such as evaluating test results and I'll be aware of all these responsibilities. This is what comes to my mind first. For example, I'll have responsibilities like checking homework, evaluating exam papers, attending parent-teacher meetings on issues related to students and keeping reports on these. These are the responsibilities that come to my mind first; I mean performing all these duties on a regular basis." (ST18, 23 May 2018)

These quotations suggest that school-related duties played a role in student teachers' ought-to language teacher self-images as well. Based on the excerpts above, these duties included the obligatory work such as doing the sentry duty in the break times at school, checking students' homework, evaluating exam papers and other paper work, attending parent meetings and keeping student reports. These duties were not directly related to their area of expertise, which is teaching English, but were expected of all teachers at schools.

Interpersonal relationships. Ought-to language teacher selves of some student teachers (n = 11) also involved characteristics about interpersonal relationships. Similar to their ideal selves, most of these 'ought-to' relationships were to be built with the future students. Almost half of the interviewees (n = 10) regarded *relationships with students* as a vivid aspect of their ought-to language teacher selves. The following quotations display the way they expressed their ought-to self-images in relation to these relationships:

"First of all, we need to know the students and their responsibilities well. We should have a good time in the class. These are important responsibilities. I mean we ought to contribute to the children's development and follow their development meticulously. If we have less crowded classes, we should even follow the children's development together with their families, if necessary. These are my responsibilities, the important ones." (ST7, 30 May 2018)

"I ought to have a strong communication with children." (ST12, 30 May 2018)

"When it comes to my family, similarly they would like me to have a strong bond with the children." (ST9, 21 May 2018)

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"People would expect me not to disincline students from learning English because this is a common problem. They would like me to be a teacher who is good at communication and respects her students." (ST15, 24 May 2018)

"I mean I ought to care for children continuously." (ST4, 28 May 2018)

Based on these quotations, it is evident that establishing a positive teacher-student rapport is a clearly structured component of the student teachers' ought-to selves. Therefore, they underlined that they need to communicate well with their future students and build solid relationships with them. While elaborating on her ought-to language teacher self, one student teacher similarly focused on the relationships she ought to build with her future students by making reference to her negative experience with her teacher in primary school as an 11-year-old child. She told how upset she felt when her teacher did not show any interest in her:

"They [My family] wouldn't expect me to be a teacher who only teaches English, helps children reach the C1 level in English immediately or gets them speak and write in English. They wouldn't like me to have students who don't have any good memories with me – their teacher. First of all, my family would expect me to show my love and respect to children and to teach them life lessons. For example, I learned a lot from my professors here. Even a memory they told us in the class came to my mind during my teaching practicum. Therefore, I thought they [professors] did it this way, and if I do the same, I can solve the problem. So, I think there should be an emotional unity between the student and the teacher to some extent. For example, following the child's improvement… For instance, we learned that we can do this through portfolios. I think following the child's improvement is my biggest responsibility. It includes the level of development the child had at the beginning, at what level s/he is in the middle of the semester and at what level s/he will be when s/he graduates from school. This is because s/he is my student. That's true but classrooms are too crowded. So, it's really hard to do this for each student. But I'll try my best to do this because in that case the child will feel worthy too. The child will think 'My teacher is aware of my presence in the class, values and follows me.' When I was in primary school, I studied in a class of 60 students. But I don't put the blame on my teacher. How can you control a class of 60 students? I even have difficulty in the teaching practicum with 35 students. But when I was a child, I used to say 'I'm here or not. It doesn't matter for my teacher. She is not aware of me at all.' When I said these, I was eleven years old. I was in a period in which I needed to improve myself. I used to think that my teacher did not care me, and this made me upset. I wouldn't want children to feel these emotions." (ST8, 24 May 2018)

In addition to relationships with students, a couple of student teachers (n = 3) focused on *relationships with colleagues, other school staff and families* as well

while talking about their ought-to self-images. Student teachers thought they should build strong relationships with especially their future students' parents and communicate well with them, too. For instance, earning the trust of parents was thought to affect the relationships with students. In a similar vein, these ought-to self-images also comprised establishing good relationships with colleagues, and accordingly working in a collaborative manner. Related excerpts can be seen below:

> "My duties and responsibilities… As I said before, I ought to have a strong communication with parents." (ST12, 30 May 2018)

> "The child should believe that I'm working for his/her benefits as much as his/her parents and trust me. Therefore, parents should trust me first so that I can make students believe in me. I have some responsibilities to the parents. … I ought to build good relationships with parents and follow the child's development at the same time." (ST8, 24 May 2018)

> "My colleagues would like me to be an English teacher who helps them and takes responsibility together with them too. I guess my friends would think similarly because I'm in the same department with most of them. I mean they would like me to be in a constant cooperation with them and exchange ideas. I guess they would expect me to be this kind of a teacher." (ST16, 25 May 2018)

Professional development. One last theme that was revealed through the analysis of the ought-to language teacher selves was professional development (n = 6). Student teachers emphasized the role of professional development in their ought-to language teacher selves by underlining that they are responsible for improving themselves as teachers of English. The dynamic nature of language was one important reason for this need according to student teachers. Student teachers expressed this aspect of their ought-to self-images as follows:

> "As teachers, we ought to improve ourselves constantly because language is not stable either. It doesn't stand still but continuously develops. New constituents are constantly included in the language. Therefore, I think we ought to improve ourselves continuously." (ST7, 30 May 2018)

> "My friends and colleagues would similarly think that I ought to be a teacher who constantly improves herself, enlightens those around her and equips students with different viewpoints." (ST3, 25 May 2018)

"I aim to focus on continuous development, make progress and for example keep the use of technology at maximum level. I mean I consider these as my responsibilities and duties." (ST16, 25 May 2018)

"A second responsibility of mine is to continue improving myself in my area or at least not to forget what I know. Even if I can't improve myself, I shouldn't forget what I know and I should be informed about current events. Also, I ought to be familiar with the words currently used in English." (ST4, 28 May 2018)

To conclude, similar to their ideal selves, student teachers' ought-to language teacher selves were found to be highly developed and multidimensional based on the quantitative data. Qualitative data appeared to underline and elaborate on these findings by pointing to various aspects of these ought-to selves such as L2 teacher expertise, personal qualities, general duties, responsibilities and expectations, interpersonal relationships and professional development. In this sense, there appeared to a substantial overlap between ideal and ought-to language teacher selves of student teachers although there were also some discrepancies between the two.

Feared language teacher selves of the participant student teachers. Following a further inspection of the ideal and ought-to language teacher selves of the participants, it is now time to get a better understanding of their feared language teacher selves. As in the examination of the ideal and ought-to selves, feared selves were investigated through the survey instrument involving a section (i.e., FLTSS) for the feared language teacher selves in the PLTSS and the semi-structured interviews. The data collected through the scale was analyzed statistically by means of descriptive statistics. The results, which were reported with the other possible selves earlier while providing an overview of the relevant findings, are presented on their own in Table 24.

Table 24

Feared Language Teacher Selves Scores based on the PLTSS

	N	Mean	SD
Overall feared self	274	4.05	.90

Descriptive statistics calculated for the feared language teacher selves of the participants based on the single-factor FLTSS pointed to a lower mean score

compared to those of the ideal and ought-to language teacher selves (M = 4.05; SD = .90). However, an independent exploration of this value appears to be around the anchor labelled as 'very true of me', which highlights that the participant student teachers appeared to possess strong feared language teacher selves as well.

In an attempt to make a more elaborate evaluation of the student teachers' feared language teacher self-images, the interview data were subjected to content analysis. The analysis provided five major themes. Figure 12 presents the emergent themes:
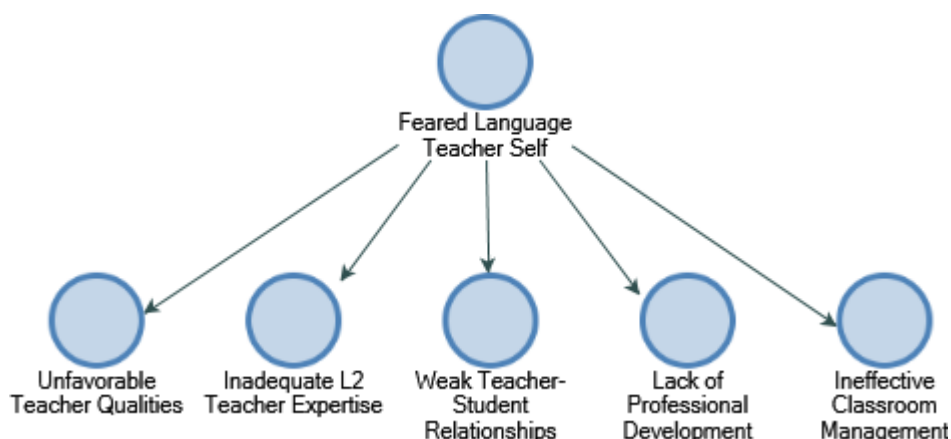
Figure 12. An overview of the participants' feared language teacher selves based on the qualitative data

As can be seen in Figure 12, content analysis of interview data yielded clearly-structured feared language teacher selves that were in parallel with findings in relation to ideal and ought-to selves. The findings underlined five emergent themes: unfavorable teacher qualities, inadequate L2 teacher expertise, weak teacher-student relationships, lack of professional development and ineffective classroom management. As in the previous phases, content analysis primary relied on an inductive approach, but benefited from the relevant theory-driven aspects as well.

Among the five themes, *unfavorable teacher qualities* referred to the specific characteristics student teachers are afraid of having in the future as teachers of English. *Inadequate L2 teacher expertise* was labelled for the domain-specific incompetencies student teachers fear having in the future in terms of both the content knowledge in ELT and implementing language instruction. These two were the most commonly referred aspects of student teachers' feared selves. These aspects were quite in line with the findings related to FLTSS in the composite survey

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instrument. The scale development process for FLTSS revealed that student teachers' 'feared' selves were less detailed compared their ideal and ought-to language teacher selves. Although the FLSTS was a single-factor measurement tool, the constituent items were more about the feared personal qualities and language teaching practices of student teachers. Similar themes appeared as evident aspects of student teachers' feared selves in the interview data as well. The other three themes revealed through content analysis of interview data, namely weak teacher-student relationships, lack of professional development and ineffective classroom management were less salient themes that were mentioned by a few students (see Table 25 for details). Among these themes, *weak teacher-student relationships* corresponded to the student teachers' feared failure of building good relationships with their future students. *Lack of professional development* was about the undesired future teacher selves that do not improve themselves as EFL teachers. Lastly, *ineffective classroom management* referred to the avoided teacher self-images who cannot manage their classrooms while teaching. Table 25 displays all these themes and constituent sub-themes underlying the senior EFL student teachers' feared language teacher selves as well as their frequency ('n' representing the number of interviewees that verbalized the relevant theme or sub-theme) in the interview data:

Table 25

Emergent Themes and Sub-themes Underlying the Participants' Feared Language Teacher Selves

Themes and Sub-themes	n
Unfavorable Teacher Qualities	19
Student-related feared qualities	16
Self-related feared qualities	14
Inadequate L2 Teacher Expertise	19
Ineffective language instruction	16
Inadequate content knowledge	6
Weak Teacher-Student Relationships	6
Lack of Professional Development	4
Ineffective Classroom Management	3

Note: Numbers belonging to sub-themes may not total up to numbers belonging to themes since interviewees might have referred to more than one sub-theme under the same theme.

As can be seen in Table 25, senior EFL student teachers appeared to have clearly constructed feared language teacher selves involving various aspects. Among these aspects, unfavorable teacher qualities (n = 19) appeared as the most evident aspect of the student teachers' feared language teacher selves. A similarly vivid aspect of their feared selves was inadequate L2 teacher expertise that was pointed out by most of the interviewees (n = 19) as an undesired self-image. Various avoided self-images in relation to these two themes were prevalent in the scale data as well. Besides these common themes, three more themes remarked by a few student teachers came out in the interview data: weak teacher-student relationships (n = 6), lack of professional development (n = 4) and ineffective classroom management (n = 3). Comprehensive reports of these themes and sub-themes are provided in the following sub-sections along with relevant interview excerpts.

Unfavorable teacher qualities. An inspection of student teachers' feared language teacher selves yielded unfavorable teacher qualities as a vivid component of most of the interviewees' feared self-images (n = 19). These unfavorable qualities had two distinct forms, one of which was *student-related feared qualities* (n = 16). These referred to the avoided teacher characteristics that are concerned with the interviewees' future students as exemplified below through interview excerpts:

> "[I'm afraid of being] disliked or unwanted. I also experienced it when I was a primary school student. I mean I'm fearful about being this kind of a teacher." (ST21, 22 May 2018)

> "I don't want to be a teacher disliked by his students. … When students don't like the teacher, they don't respect him or her either. This is unavoidable. Of course, there are also teachers whom students like but don't respect. But a teacher experiences it more if s/he is disliked. I mean s/he experiences disrespectful behaviors more often. These can be the physical reactions the teacher can experience. But another reaction can concern students' comprehension of the lesson. As a teacher, if students don't like you, they don't understand your lessons either. You know this is a well-known case in Turkey. People usually say 'I didn't like my Maths teacher. That's why I don't like Maths.' or 'I didn't like my English teacher at all. That's why I don't like English at all.' I mean if students don't like me as a teacher, they won't like my lessons either and I will lose my students. I don't want this to happen." (ST4, 28 May 2018)

> "You know there are some disliked teachers at schools. I don't want to be one of those teachers, for example, or one of those teachers whose lessons are not liked by students." (ST1, 21 May 2018)

"I wouldn't like to be a disliked teacher. I wouldn't like to be a disrespected teacher. … For one thing, [this kind of a teacher] would have many problems while teaching. Since students don't like or respect the teacher, they wouldn't show any interest in the lesson either and so the teacher would lose the children. S/he would just enter and leave the class only to receive a salary or since s/he has to. Due to being careless, s/he wouldn't be informed about what the students learned and what they did not. S/he would be uninterested. Therefore, in my opinion, she would neither raise good individuals nor make a country-wide contribution to English language teaching." (ST9, 21 May 2018)

"Apart from that, it's really important to be fair. Sometimes you may have a favorite student like all teachers do. While evaluating the exam papers or giving grades, I need to be fair to all children. But when you have a favorite student, you may want to give him or her a higher grade. This is not right either. I'm afraid of this. I mean I should treat him/her and the other students equally. … When you are not fair, students easily understand it. And in that case, their ideas about the course would totally change. I mean they would think the teacher likes a student more than the others, and that whatever they do, that student would get a higher score. So, they lose their interest in the course and totally lose their liking for it. Maybe this can lead to a change in the children's perspective towards English in the long run." (ST13, 22 May 2018)

"[I'm afraid of being] ill-tempered. Yes, you may get angry at something for example. But if you are a teacher, you can't because you need to keep in mind your characteristics while choosing this job, I mean teaching in particular. Or you can choose this job if you think you may adapt yourself. For instance, I was very impatient in the past. I'm still impatient in some respects in my personal life, but not in my profession. I get impatient when I ask something to a child. But while having this inner impatience, I can still smile and wait." (ST21, 22 May 2018)

Student teachers' feared language teacher self-images commonly manifested a fear of being disliked by the future students. Student teachers remarked that students who do not like their teachers can lose their interest in the class too. Being disrespected by the future students was another undesired quality for the interviewees. Other student-related feared qualities included being an ill-tempered and impatient teacher that easily gets angry with the students, being too strict with the students and especially leaving a negative impact on students' lives by being this kind of a teacher. One student teacher explained the last by making a reference to her past experiences as a student as follows:

"I have really bad memories about my teachers in general. That's why I wouldn't like any of my students to have these kinds of memories about me throughout my teaching career. I

wouldn't like them to say something such as 'The reason for my failure or disinterest in English is my teacher. She treated me that way.' I don't want this to happen." (ST8, 24 May 2018)

This kind of a negative impact on future students was revealed to be a common fear of different interviewees. Student teachers' negative past experiences with their own teachers seemed to affect them in such a way that they reported being afraid of doing the same to their future students due to having these kinds of negative qualities. While describing his feared student-related qualities, another student teacher focused on the importance of teachers' influence on students and explained how these feared qualities might affect students' lives as follows:

"I attach great importance to that… I told it many times and I'll tell that again most probably. I attach great importance to human relations and the influence of people on others. If we are talking about children in particular, I may influence the building blocks of children's development. If they are teenagers, I can substantially affect the rise and fall of their lives. Therefore, I'm scared of making such a detrimental impact on their lives. For example, I give private courses and teach in study groups. I sometimes fear and get worried about my behaviors and about if I did something wrong or if I will. This is because a human is not a machine. It's very dangerous like a grenade. Wrong moves and misguidance can lead to unexpected and unintended consequences. I wouldn't like these to happen." (ST11, 30 May 2018)

He also added:

"Teaching is something that creates a butterfly effect. It's something like reflecting what you're exposed to. In this sense, if I leave a negative impact on my student, the reaction I'll get will be far worse. This can be an obstacle I can encounter." (ST11, 30 May 2018)

Besides the student-related feared qualities, a second type of unfavorable teacher qualities appeared to be *self-related feared qualities* (n = 14). These concerned the undesired teacher qualities that were more self-oriented as illustrated in the following excerpts:

"[I'm afraid of being] unsuccessful. I guess 'success' is a very important word for me. I mean I'm really afraid of being an unsuccessful teacher. During the break time, children… or how can I say? For example, during my lesson if I see that children are uninterested and unhappy, sleep, and deal with something irrelevant to the lesson, I get really upset. I wouldn't like to be this kind of a teacher. … You get unhappy in this case, and I get too. If I become that kind

of a teacher, I mean if I become an unsuccessful teacher, I get unhappy." (ST17, 1 June 2018)

"I'm really afraid of being one of those ordinary teachers." (ST18, 23 May 2018)

"[I'm afraid of] being fed up with my own job. I'm really afraid of that. This is an undesired quality [for a teacher]." (ST20, 22 May 2018)

"[I'm afraid of being a teacher] who doesn't like her job. [In that case], maybe I would murmur in each lesson 'A lesson again! I will teach and leave those students again.' In that way, teaching and seeing the students would be like a torture to me. Feeling those emotions is already a reason for feeling disinclined to live and work." (ST3, 25 May 2018)

"The characteristics I would never like to have… Let me think about the previous example I gave. I mean [I fear becoming] carefree." (ST19, 23 May 2018)

"I guess [I would never like to be] obsessive. I mean these [qualities] are not related to being an English teacher, but being a teacher in general. Actually, I wouldn't like students to regard me as an obsessive or annoying teacher or to say something like 'She doesn't listen to or understand us.'" (ST15, 24 May 2018)

Based on these quotations, it is obvious that student teachers also have some self-related feared qualities such as being an unsuccessful, ordinary and carefree teacher who remains obdurate and gets closed to any different idea. Other self-related feared qualities reported by student teachers included a dislike for the teaching profession and being fed up with it. Some interviewees reported aggressive and undisciplined teacher self-images as part of their feared language teacher selves.

Inadequate L2 teacher expertise. Another evident aspect of the student teachers' feared language teacher selves was inadequate L2 teacher expertise that was mentioned by most of the interviewees (n = 19). The interview data revealed L2 teacher expertise as a dual construct. The first type was named as *ineffective language instruction* (n = 16) as a counterpart of the relevant constructs in ideal and ought-to language teacher selves (i.e., expertise in language instruction). Accordingly, this aspect of feared self-images consisted of the language teaching practices student teachers were afraid of implementing in their future classes. Examples are provided in the following quotations:

"I'm absolutely afraid of being a teacher who focuses on rote-learning. I shouldn't ask students to memorize anything, discourage students from going for the knowledge or give that knowledge myself. Students should learn something themselves. They need to build on the knowledge we give in a way. … [In that case], students certainly get good scores or do well in the exams. But this doesn't mean that they will be able to speak English. I'm just talking about my department. There are big differences between knowing English well on paper and communicating well in English. Therefore, students need to know English well in both ways rather than just on paper." (ST5, 28 May 2018)

"Well, similarly I'm definitely afraid of teaching [English] the way we were taught, I mean without games and materials. I fear being a teacher who only writes grammatical structures on the board, doesn't care if students understand, just teaches her lesson and goes out, and only cares her salary." (ST9, 21 May 2018)

"I fear being a teacher who treats students as if they were parrots that rote learn grammar rules. … I wouldn't like to directly use grammar translation method and teach grammar rather than implementing the novel techniques and other stuff [in language teaching]." (ST10, 21 May 2018)

"For one thing, we all know grammar translation method. I don't to want to use it at all because it's very easy. Since it's easy, teachers prefer it right away. Why? That's because the easiest way is to communicate in the native language. In particular… Let me give an example. I'm personally concerned about being able to communicate with students. Students are also concerned about understanding you. If an English teacher is especially concerned about these in his or her social relationships too and give importance to these issues, what happens is that s/he may consider whether the students will understand him/her and prefer more concrete but problematic [instructional] methods. If the teacher does all these problematic practices, I mean asks students to translate and memorize words, just focuses on the coursebook and administers tests, s/he gets into that group of teachers I mentioned earlier. I'm afraid of being this kind of a teacher. On the contrary, I would like to be an English teacher who is familiar with the current schools of thought and applies them to his teaching." (ST11, 30 May 2018)

"As a teacher in general, [I fear] having an attitude of mind that doesn't care the lessons much and being someone who just teaches and goes away, and leaves the students who don't understand alone to study on their own. As an English teacher [in particular], I'm afraid of just teaching grammar and going out." (ST19, 23 May 2018)

"In fact, I'm afraid of being a teacher who teaches English just through the use of translation because this doesn't contribute to students much. They just memorize, memorize and memorize. I mean it doesn't contribute to their English in terms of language skills. So, I fear being a teacher who teaches just by using Turkish-English translation." (ST15, 24 May 2018)

"I'm really afraid of being a teacher who teaches monotonously or in a boring manner and for whose lessons students say 'Oh my god. Again this lesson!' To be honest, I'm also afraid of getting students to do exercises just for the exams because the system pushes us into this. Based on my observations, in fact I fear becoming a part of this system." (ST20, 22 May 2018)

As shown in the excerpts above, student teachers remarked being afraid of relying heavily on the coursebook, memorization exercises, grammar translation and exam-based teaching activities and spoonfeeding their future students instead of helping them discover what they need. Such activities were reported to be easy but ineffective in language teaching by the student teachers. But as highlighted by some interviewees, exam-based education system in the Turkish EFL context was also a trigger for teachers' use of these kinds of language teaching procedures.

Similar to the findings about ideal and ought-to language teacher self-images, a second dimension of inadequate L2 teacher expertise appeared to be *inadequate content expertise* for some interviewees (n = 6). This aspect of their feared selves concerned both their content knowledge about ELT and their own proficiency in English as shown below:

"I'm afraid of being uninformed. I mean I fear being a teacher who doesn't know well the topic she teaches or whose English is not good although she teaches English. I fear forgetting something or not knowing something a student asks. I mean this is the thing I'm worried about the most." (ST14, 24 May 2018)

"I definitely fear being a teacher who is incompetent and unappreciated in her area." (ST18, 23 May 2018)

"I wouldn't like to be incompetent in the eyes of students. If I'm teaching this course, I should be the one who knows the topic best in the eyes of students or they should be able to say 'This is our teacher!' Apart from that, I wouldn't like to be incompetent in my area of expertise. I wouldn't like to be a teacher who is unable to meet students' expectations. … [Otherwise], what happens is that students do not care the teacher. How can I say? I had those kinds of teachers too. I mean students don't care the teacher or they say 'Never mind. She doesn't do anything.' or 'Forget about her. Let her shout and go. Somehow she'll go.' Students directly develop a negative reaction toward the course." (ST6, 22 May 2018)

"My biggest fear in relation to teaching English is… I keep on saying that, but I experienced it myself and I was taught incorrect pronunciations. I often heard my professors pronouncing some words here and was taken aback to learn them. I often asked 'Aha! Is this the correct

pronunciation?' or 'Is it used this way?' I experienced similar things about the structures as well. Of course, nobody here directly taught the grammar, but I saw their usage in the exams and the sample homework given to me. I saw that [what I knew] was wrong. If you learn something incorrectly, you teach it incorrectly too. I wouldn't like to teach anything incorrect because they are not corrected later. I mean when it comes to our specific area of expertise, I fear being incompetent in my area." (ST8, 24 May 2018)

"I'm so afraid of being a teacher whose English is bad. I'd never like to be that kind of a teacher." (ST10, 21 May 2018)

As is clear from the excerpts, student teachers also reported being afraid of a lack content expertise in ELT and being unable to use English effectively. What made them afraid was also losing their future students' trust by being this kind of an 'incompetent' teacher. Making reference to their past learning experiences, interviewees reported that they also had teachers without content expertise and experienced how students ignore these teachers. For a student teacher, having an incompetent EFL teacher resulted in long-term negative consequences such as mispronunciations in language use. These negative experiences possibly led student teachers to embody inadequate content expertise in their feared self-images.

Weak teacher-student relationships. One other aspect of student teachers' feared language teacher selves concerned weak student-teacher relationships (n = 6). Student teachers feared failing to build good relationships with their future students. They reported that weak teacher-student relationships and resultant ineffective communication in-between lead to the deterioration of the educational environment as well. Although they also highlighted the need for a boundary between the teacher and students in these relationships, they implied that it should be kept at a reasonable level. For instance, a teacher image students were afraid of was an obvious aspect of a couple of interviewees' feared language teacher selves. As interviewees explained:

"I'm afraid of being a teacher who is not close to her students. I fear being a teacher who is completely independent of her class and students. This is a very bad case. That's what I mean." (ST2, 25 May 2018)

"I wouldn't like to be a teacher who extremely distances herself from the students. … In that case, it is of course impossible to have effective communication. I mean the students can

disregard the teacher. Similarly, the teacher can disregard the students. This is quite possible. I think in this case even the students that follow the lessons and want to learn might stop following the lesson, listening to the teacher or may disregard their teacher. This can be an obstacle for communication." (ST3, 25 May 2018)

"To be honest, I wouldn't like children to be afraid of me. If they get afraid of me, they get afraid of the course too and get disinclined. So, I wouldn't like to be in this kind of a fearful atmosphere. … [In that case, the teacher] would most probably have a communication gap with the students. And in my opinion, education cannot occur in a place with communication gap. This is true for all courses, but more probable for language teaching because in a language class, it is a lot more important to communicate well with students. For example, we don't teach using formulas, but through our relationships with students. So, this might probably lead to a communication gap." (ST15, 24 May 2018)

"I wouldn't like a child to keep away from me. I mean in the end I don't intimidate him/her. I'm teaching him/her something. In fact, this is very important because… I experienced it during my childhood too. I heard my teacher saying for example 'I'm the teacher.' This is wrong. Yes, a boundary should always be retained between the teacher and students. But why do we need to set a sharp boundary with a very little child? Yes, s/he needs to know that you're the teacher from time to time. But s/he shouldn't refrain from or get afraid of you either. I mean we need respect. It's crucial to retain mutual respect. But if you approach a child by saying 'I'm the teacher. You have to listen to me.' that child will of course not listen to you or will do in fear. I would never like to be this kind of a teacher." (ST21, 22 May 2018)

Lack of professional development. For several interviewees (n = 4), professional development appeared to be a component of their feared language teacher selves. In general, these student teachers remarked that they fear becoming teachers who stop learning, do not do anything to improve themselves or to keep pace with the obvious dynamicity in the world. According to the interviewees, a big generation gap between teachers and students was a possible outcome in this case, and they reported being afraid of such a teacher image that makes no progress. This was an 'ordinary' teacher self-image for the interviewees. Student teachers expressed their ideas as follows:

"I'm afraid of being a teacher who is unable to improve herself. In fact, I really fear being one of those ordinary teachers who don't make any progress or contribute to their self-development." (ST18, 23 May 2018)

"I wouldn't like to be a teacher who can't keep pace with the developing world because I'll get old too, and I even have great differences from the current generation now in terms of

the attitude of mind. I think I'll have much more in the future. I mean I wouldn't like this difference to come out." (ST15, 24 May 2018)

"I'm afraid of being an English teacher who makes no progress. … I mean I fear being like many English teachers I've seen because they don't improve themselves." (ST7, 30 May 2018)

"Actually I think I would make no headway if I work [in a state school] under the MoNE. I am fearful about going into a certain routine and not finding an opportunity to improve myself. That's true. … I wouldn't like to be a person who makes no progress. I mean even if you work under the MoNE, there is always a higher position for you [to try to reach]. I mean there are also higher positions [in state schools] under the MoNE." (ST4, 28 May 2018)

Ineffective classroom management. One last aspect of a few student teachers' feared language teacher selves was ineffective classroom management (n = 3). Ineffective classroom management for them was maintaining the authority in class improperly by spreading fear among future students, putting pressure on students or threatening them. Being such a teacher and having a chaotic classroom environment in turn were what made them fear. Student teachers elucidated this aspect of their feared teacher self-images as follows:

"I wouldn't like to maintain my authority or to discipline the students through fear of [poor] grades." (ST3, 25 May 2018)

"[I fear] pulling children into a fearful and oppressive environment. I wouldn't like a child to get nervous and say 'An English lesson again!" when s/he enters the class. Maybe I'm personally sensitive, but for example during the practicum, I had to turn back and warn students every five minutes. I said I didn't like warning them and got nervous too. I mean I wouldn't like to do this again [in the future]. This a really bad feeling. I wouldn't like to teach English in such a chaotic environment where I need to say 'Please be quiet and listen to me. Please help me.' every five minutes in a 40-minute lesson. Therefore, I think I need to overcome my classroom management problems quickly as there only remains two weeks before my graduation." (ST8, 24 May 2018)

"[I'm afraid of being a teacher] who is unable to control the class." (ST16, 25 May 2018)

All in all, quantitative findings showed that student teachers' feared language teacher selves were quite strong albeit less robust and detailed compared to their ideal and ought-to language teacher selves. Based on the qualitative findings, these feared selves appeared to concern different avoided self-images in terms of

unfavorable teacher qualities, inadequate L2 teacher expertise, weak teacher-student relationships, lack of professional development and ineffective classroom management.

Perceived levels and characteristics of senior student teachers' motivations for teaching English. Among the research questions pertaining to exploration of the target constructs and relationships, the second one intended to scrutinize the perceived levels and characteristics of the participant student teachers' motivations for teaching English. To this end, the quantitative data gathered through the MTES in the main study were analyzed statistically. Descriptive statistics were initially employed to explore the student teachers' autonomous motivation, controlled motivation and amotivation for teaching English from an SDT perspective. Along with the examination of the levels of these three types of motivation, the study deepened into the perceived levels of the five underlying constructs generating autonomous motivation, controlled motivation and amotivation for teaching English. Hence, descriptive statistics were computed for the student teachers' perceived levels of intrinsic motivation, identified regulation, introjected regulation, external regulation as well as amotivation for teaching English. The results are presented in Table 26.

Table 26

Motivation Scores based on the MTES

	N	Mean	SD
Autonomous motivation for teaching English	274	4.28	.64
Intrinsic motivation for teaching English	274	4.30	.70
Identified regulation for teaching English	274	4.26	.68
Controlled motivation for teaching English	274	3.26	.91
Introjected regulation for teaching English	274	3.27	1.01
External regulation for teaching English	274	3.24	.97
Amotivation for teaching English	274	1.18	.41

Descriptive statistics demonstrated that participant student teachers dominantly had a relatively high level of autonomous motivation for teaching English (*M* = 4.28; *SD* = .64). Besides the prevailing autonomous motivation for teaching English, participants showed an obvious manifestation of controlled motivation for

teaching English as well, though to a considerably lesser extent (M = 3.26; SD = .91). A final evaluation of the perceived level of amotivation indicated that the student teachers reported a substantially low level of amotivation (M = 1.18; SD = .41).

A further evaluation of autonomous motivation based on the underlying constructs of intrinsic motivation and identified regulation pointed to a higher level of intrinsic motivation (M = 4.30; SD = .70) which was followed by a considerably high level of identified regulation (M = 4.26; SD = .68). The dominant manifestation of the autonomous types of motivation, namely intrinsic motivation and identified regulation was accompanied with the types of controlled motivation reflecting slightly more than a moderate degree. Of the two types of controlled motivation, participants reported having a slightly higher level of introjected regulation (M = 3.27; SD = 1.01) than their perceived level of external regulation for teaching English (M = 3.24; SD = .97). The participants' relatively low level of amotivation for teaching English (M = 1.18; SD = .41) was quite apparent in comparison to the types of autonomous and controlled motivation as well.

Along with the findings obtained through the analysis of quantitative data, qualitative data collected through the semi-structured interviews helped to explore the student teachers' motivations for teaching English. As underlined earlier, the interview transcripts of 21 student teachers constituting the qualitative sample in the second phase of the main study were subjected to content analysis. The parts of the interview transcripts that concern student teachers' motivation for teaching English were analyzed in response to RQ2. As result of the content analysis, findings were organized around four major themes that are illustrated in Figure 13.
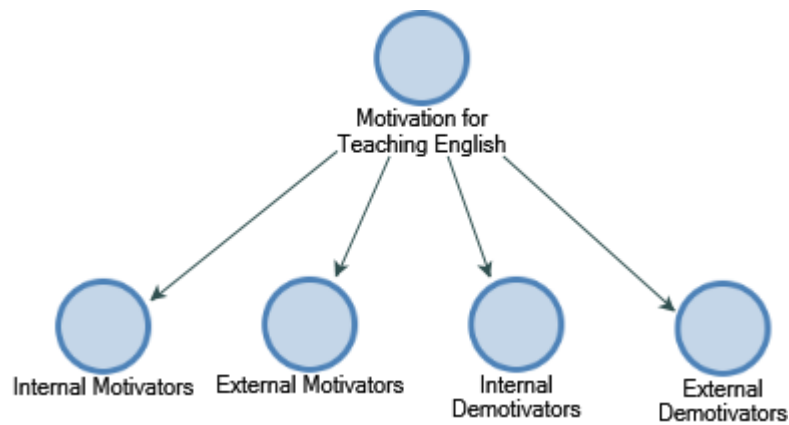
Figure 13. An overview of the participants' motivation for teaching English based on the qualitative data

As Figure 13 suggests, motivation-related interview data converged on the themes of internal motivators, external motivators, internal demotivators and external demotivators. These themes were formed by means of a detailed content analysis that was both data- and theory- driven. The themes were quite in line with an SDT perspective to motivation for teaching English. The previous quantitative phase of study revealed student teachers' perceived levels of motivation for teaching English (i.e., autonomous motivation, controlled motivation and amotivation for teaching English as well as the constituent types of autonomous and controlled motivation). Herein, the qualitative phase helped to scrutinize the internal and external sources that motivate and demotivate student teachers for teaching English. Among the emergent themes in the interview data, *internal motivators* were labelled for the motivational sources that come from within the student teachers. Based on an SDT perspective, both sources of intrinsic motivation (e.g., enjoying teaching or finding it interesting) and those of identified regulation (e.g., finding teaching congruent with personal values or goals) were included in this theme. On the other hand, *external motivators* corresponded to the motivational sources that are related to external factors independent of the teachers themselves (e.g., students' success) or internal representation of these external factors (e.g., need for getting appreciated by others). As for the demotivators, *internal demotivators* concerned the sources of demotivation that come from within while *external demotivators* were more about the sources of demotivation in relation to external factors or internal representation of such external factors (e.g., negative feelings resulting from constraints about work setting). Table 27 presents recurrent themes and sub-themes in relation to motivation for teaching and their frequency ('n'

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representing the number of interviewees that verbalized the relevant theme or sub-theme) in the interview data:

Table 27

Emergent Themes and Sub-themes Underlying the Participants' Motivation for Teaching English

Themes and Sub-themes	n
Internal Motivators	20
Positive attitude towards English as the content	11
Inherent joy of teaching	11
Sense of responsibility	9
Feeling of success	8
External Motivators	20
Student willingness and interest	13
Teacher's desire for appreciation	6
Student success	5
Teacher's desire for meeting the expectations	4
External Demotivators	17
Student-related problems	13
Negative working conditions	7
Exam-oriented system	5
Negative impressions about practicum schools	4
Internal Demotivators	8
Feeling of incompetence	6
Feeling of failure	3

Note: Numbers belonging to sub-themes may not total up to numbers belonging to themes since interviewees might have referred to more than one sub-theme under the same theme.

As can be seen in Table 27, student teachers reported various internal and external factors that motivate and demotivate them for teaching English. Most of the interviewees (n = 20) remarked having diverse internal motivators and external motivators. An evaluation of demotivators suggested the important role of external demotivators in decreasing many student teachers' motivation for teaching English (n = 17). Some student teachers (n = 8) also referred to internal demotivators while talking about the factors that decrease their motivation for teaching English. Internal and external motivators appeared to be more common than demotivators in the data. A particular look at demotivators suggested that external factors were underlined by more student teachers compared to internal demotivators. The

following sub-sections provide more detailed information about the results in relation to these themes and sub-themes.

Internal motivators. While elucidating the factors that motivate them while teaching English, student teachers put an emphasis on internal motivators (n = 20), a salient component of which was *positive attitude towards English as the content* (n = 11). Student teachers' positive attitude towards English reflected positively on their motivation for teaching English as illustrated below:

"I'm willing [to teach English] since the very beginning because I really like English. My liking for English makes me more willing." (ST10, 21 May 2018)

"The major reason for [my putting efforts into teaching English] is that I actually like being attached to a language because this happens everywhere. In general, you communicate thanks to languages. Generally I like languages and doing something using the language. For example, I don't usually do research in Turkish. I always do it in English because our resources in Turkish are quite limited. But I'm able easily find everything on the internet, and I'd actually like my students to be able to do the same or to communicate with people [in English]." (ST15, 24 May 2018)

"I like English myself too, and I have foreign friends as well. Since it is an international language, I would like everyone to learn and make use of it. Therefore, teaching it makes me happy. I guess there is nothing about English language teaching which doesn't motivate me." (ST16, 25 May 2018)

"What motivates me [to teach English] is that… How can I say? English as a course is enjoyable, not boring. What motivates me is the abundance of activities and the variety of topics. In fact, these motivate me and help me to think I can teach." (ST20, 22 May 2018)

"I'm really willing to teach English. … In fact, I like English so much. This is the first reason." (ST4, 28 May 2018)

"I feel myself quite willing to teach English because I like speaking English." (ST7, 30 May 2018)

As can be seen in the quotations, their content area, namely English as a foreign language was one of the important factors that increased their motivation for teaching English. Interviewees reported that they love the English language and using English in their lives as a lingua franca. They remarked enjoying what they teach in English lessons and the variety of subjects in their lessons. Thus, this was a major reason for their willingness to teach English.

As a second internal motivator, *inherent joy of teaching* was emphasized by many interviewees (n = 11). Interviewees explicated how the act of teaching motivated them as follows:

"To what extent do I feel myself willing [to teach English]? In fact I feel so willing because while doing it [teaching English], I really enjoy myself. You know you try your best when you do something you like. That's the reason. I like it." (ST6, 22 May 2018)

"I feel myself happy. Really. I mean when I pour myself into something, I get happy. While dealing with that or focusing solely on it, I'm able to ignore the other problems. What does that mean? For example, you teach English for an hour, and then you're in a trance for an hour. You are away from everything, for example from your problems. You're heading for something you love and focusing on it. You see that people learn something from you. You just feel happy for an hour, and nothing else. So, I mean I like [teaching English] for that reason." (ST4, 28 May 2018)

"I like conveying some knowledge to other people too, and I enjoy sharing something with them in that language more. I can do that with my students too because I can get their ideas and adapt myself based on their views. I mean I can realize my weaknesses. Therefore, I like teaching English so much." (ST7, 30 May 2018)

"I think I'm quite willing to teach English because I like teaching. I mean I like transmitting some knowledge to people. Since I like English too, I think my willingness [to teach English] increases more. … What makes me more willing is that if I didn't like my job, probably I wouldn't be that willing. I guess the most important criterion is the fact that I like my job." (ST13, 22 May 2018)

"I feel myself so willing [to teach English] because I like it. In general, I like teaching something. I mean if I know something, I really like conveying that knowledge to others. But this shouldn't be understood as arrogance. I would never get involved in something without knowing it." (ST21, 22 May 2018)

Based on these quotations from the interviews, it is evident that student teachers enjoyed the act of teaching, and the pleasure they take in teaching fostered their motivation for teaching English. The joy of teaching did not necessarily concern the specific content area – English. In addition to the love for English as the content, student teachers reported being happy with the teaching act itself as well. Their love for the teaching profession therefore served as an internal motivator for them in English language teaching.

A third internal motivator for student teachers (n = 9) was revealed to be their *sense of responsibility.* In other words, another internal factor that boosted student teachers' motivation for teaching English turned out to be the fact that they felt themselves responsible for putting efforts into English. The following excerpts demonstrate how the interviewees expressed their feelings:

"On the other hand, even if we are not real teachers but teacher candidates right now, we are in control of the class and the lesson throughout an hour when we go there [to practicum school]. I'm also responsible for that because I don't want to waste an hour of people, I mean the thirty students there. I'd like to spend this time fruitfully." (ST1, 21 May 2018)

"Since this [teaching English] is my responsibility, I feel the need to put efforts into it. Therefore, I put efforts. … I mean if a person wants to learn something and comes to me willingly, I need to teach him/her something." (ST17, 1 June 2018)

"Yes, I absolutely think I put efforts [into teaching English] because we prepare activities with our friends one week or several days before the practicum lesson. We prepare games children would like. We try to help them like learning English by using animal figures, stickers, rewards and the methods we learned earlier in the faculty of education because as I said before, they have fifteen hours of English course [per week]. Otherwise, it would be boring for them, and we see that it actually is. We try to engage students in the class through games and activities so that they wouldn't be detached from the lesson or disinclined from English. … Since we learned English with a sole focus on grammar in the past, we had to improve ourselves in speaking on our own. We tried to do it by speaking to ourselves or getting foreign friends. But I wouldn't like the current students to experience the same things. I mean the more effectively we teach, the better they would understand. Students' levels of English would get a lot better all around the country. Therefore, this is the main trigger for me. I wasn't taught this way. So, I would like to change something about it." (ST9, 21 May 2018)

As clearly seen in the interview excerpts, teaching was beyond an ordinary profession for the students. Although it was their job and was going to take up a certain part of their time every day in the future as expected, they expressed their determination for making most of this time by putting more efforts into teaching English. Otherwise, this would be a waste of time according to student teachers. Their internalized negative past experiences as learners of English seemed to affect their lives in such a way that they felt themselves responsible for making a difference in their students' lives by teaching them effectively.

One last internal motivator for some student teachers (n = 8) appeared to be *feeling of success*. This sub-theme came out of the data showing that being successful in teaching English made student teachers happy, and therefore they tried to put more efforts into teaching. Sample interview excerpts regarding this sub-theme are provided below:

"I feel myself so willing because I saw in the practicum that when I prepared well, I was able to contribute to the students' knowledge. Before the teaching practicum, I was so afraid and used to think whether I would be successful or not in teaching. But now I think I would be successful if I have the appropriate conditions. So, I'm willing." (ST18, 23 May 2018)

"When you see that students really learn and get answers to your questions, you say 'I can do' and get motivated." (ST10, 21 May 2018)

"While speaking and teaching English, I see that students learn and I really get happy. I mean in fact I feel myself competent. I say to myself 'Look, I can do. I can teach something.' You know I get happy." (ST4, 28 May 2018)

"I also have some personal reasons [for putting efforts into teaching English] because I certainly like seeing that I can teach and children love me." (ST1, 21 May 2018)

"I noticed [in the teaching practicum] that… Yes I really got tired, but I never asked myself 'Why did I go to practicum today? Why am I here?' and never felt unwilling to be there. I was very tired while leaving, but I was happy during the time I spent with children. This is because you do something useful. You feel that you are beneficial to humankind in the grand scheme of things. And this is a great feeling. It's great to feel 'I served a useful purpose today'. That's the reason. I mean I love it." (ST8, 24 May 2018)

As is clear from the excerpts, when the student teachers got on the stage in the class and were at the teacher's position, seeing that they are really able to teach English increased their motivation for teaching. Some pointed out that they were really doubtful and afraid about their efficacy beforehand, yet being successful in teaching especially during the teaching practicum gave them the feeling that they really can teach. This feeling of success was a major internal motivator for different student teachers.

To sum up, student teachers reported having various internal motivational sources for teaching during the interviews. These internal motivators were directly related to the student teachers and consisted of their positive attitude towards English as the content, inherent joy of teaching, sense of responsibility and feeling

of success. Apart from these internal motivators, the interview data also pointed to some external sources for student teachers' motivation for teaching English. These external motivators are explained in the detail in the following part.

External motivators. Along with the aforementioned internal motivators, student teachers (n = 20) also highlighted some external motivators that exerted a positive impact on the efforts they put into teaching English. One such source of motivation for the interviewees was revealed to be *student willingness and interest* as more than half of the interviewees (n = 13) mentioned it as a motivator for their teaching. Student teachers reported that seeing eager learners who are really interested in what they teach positively affect their willingness to teach as well. They underlined how student willingness and interest motivate them as follows:

> "I guess children's willingness [motivates me]. I mean when I enter the class and start the lesson, and children look at me excitedly and with willing eyes, I get more motivated. I guess yes, I experienced these during the practicum. Therefore, I try to make my lessons more enjoyable and interesting so that both the students might learn and I might get more motivated, teach more effectively and be successful." (ST1, 21 May 2018)

> "Students' interest [motivates me]. When students are really interested, a teacher gets more willing. … I worked as an English teacher in a kindergarten. They are already quite willing. They wait for your teaching excitedly. These motivated me." (ST2, 25 May 2018)

> "What increases my motivation is students' willingness. I mean when I observe children's willingness and hunger for learning both in the institution I work and in the teaching practicum, this boosts my motivation." (ST7, 30 May 2018)

> "Children are willing to learn and help you while you're teaching something. I mean they get caught up in the lesson, participate in activities and want to play games. So, these increase our motivation." (ST9, 21 May 2018)

> "One thing that motivates me is students themselves. I mean if students are willing, I get so motivated." (ST13, 22 May 2018)

> "While teaching English, the class is a little important; I mean student's interest is important. If they appear to be willing, I get so willing to teach as well." (ST16, 25 May 2018)

> "[I get motivated] when I see really willing children in the class. There really were many willing children in the practicum school I went to. In a class with thirty students, about ten of them appeared to have learned well the things taught in the class and looked at my eyes willingly as if they were saying 'Teach me something.' When I see these kinds of children, I get very

motivated, too. Even if I go there in a tired and sleepy mood, my mood can change suddenly." (ST18, 23 May 2018)

In addition to student willingness and interest, *teacher's desire for appreciation* served as an external motivator for some student teachers (n = 6). Interviewees focused on the way they get motivated by receiving positive feedback from others in relation to their teaching and especially by getting appreciated for their teaching skills. Being called 'a good teacher' appeared to promote their motivation. As they explained:

> "What motivates me in general concerns moral aspects rather than money. These include such things as students' positive reactions, the good relationships I build with parents and being called a good teacher. These motivate me." (ST8, 24 May 2018)

> "When they [students] go to their parents and say something in English, we receive this feedback and get happy. For example, I worked in a language school, and students' parents came and told how great it is [to see their children speaking English]. It was a pleasure for me. This motivates me." (ST5, 28 May 2018)

> "The society's respect, which I would get when I become a good teacher, motivates me." (ST14, 24 May 2018)

Another sub-theme under external motivators was revealed to be *student success*. As all their teaching practices were aimed for helping students learn, student success was emphasized by several interviewees (n = 5) as a factor that boosts their motivation for teaching. Seeing that the efforts they put into teaching English yield fruitful results and that students learn what they teach appeared to foster the student teachers' motivation. Sample excerpts in relation to this external motivator are given below:

> "Seeing that they [students] learn motivates me. For example, I did my teaching practicum and taught 5th graders. Getting that feedback really motivates me to a great extent." (ST21, 22 May 2018)

> "What motivates me is that… You see that students are learning something new, and in the end, this is a totally different language and a completely different perspective. Even when they watch a movie and hear a word, they can say 'I learned this'. Feeling this emotion is great." (ST3, 25 May 2018)

> "My students' success motivates me." (ST14, 24 May 2018)

"What motivates me is seeing students learn. In that case, I really get more motivated and would like to teach more." (ST4, 28 May 2018)

In addition to the aforementioned three factors, *teacher's desire for meeting the expectations* turned out to be a final external motivator for a couple of student teachers (n = 4). While talking about this source of motivation, student teachers generally focused on the period of teaching practicum and reported that meeting the expectations as trainee English teachers motivate them during their teaching practices. Their reasons for putting efforts into English included the desire for meeting the expectations of supervisors or school administrators as exemplified below:

"Actually, I put a lot of efforts because our supervisor at university was going to come and observe us at the end of the year. Therefore, we tried to prepare students till that day and worked for preparing a utopia-like classroom." (ST5, 28 May 2018)

"We put efforts [into teaching English], and we have to because our practicum depends on this. We cannot say 'Anyway forget it. Let it be so today.' We can't do that. The principal might come. The vice principal might come. When they come, the trainee teacher might get into trouble." (ST4, 28 May 2018)

To conclude, a diverse range of factors such as student willingness and interest, teacher's desire for appreciation, student success and teacher's desire for meeting the expectations appeared to function as external motivators for student teachers. However, in addition to these motivating factors, various external demotivators were also mentioned by the student teachers during the interviews. These external demotivators are explained in detail and supported with interview excerpts in the following part.

External demotivators. Besides the internal and external motivators, student teachers also mentioned some demotivating factors for the efforts they put into teaching English. External demotivators, which were mentioned by most of the interviewees (n = 17), constituted the first group of demotivators.

In the interview data, *student-related problems* turned out to be the most vivid kind of external motivator for the student teachers (n = 13). The student-related problems that demotivate the student teachers involved student disinterest (n = 12), student misbehavior (n = 5) and problems in teacher-student relationships (n = 1).

Student teachers verbalized the way *student disinterest* demotivates them as follows:

> "It demotivates me to see that students don't listen to me, are engaged in other things and deal with something unrelated to the lesson. Thinking that I'm not listened to during that time, I get demotivated." (ST14, 24 May 2018)

> "Students' reactions are extremely important. I really understand our teachers now. I mean I can understand why they got so angry with us when we didn't study or do our homework in the past. This is because you make an effort for the students, and when you cannot get something in return again and again, you lose your willingness. I mean when I can't get something back from the students, this actually reduces my motivation." (ST15, 24 May 2018)

> "As for the things that decrease my motivation, even while communicating with a person, seeing that s/he is bored reduces my motivation. Similarly, if I cannot feel his or her willingness or something else, my motivation decreases. In fact, I should not reveal it [my demotivation], and so I do something to hide it. But students' negative attitudes reduce my motivation." (ST6, 22 May 2018)

> "My motivation depends on the students. In fact, students' [motivation] depends on me in return. Everything is contingent on me because if the teacher fosters students' interest, they get interested in the lesson. But for example, if students are disinterested during the lesson, my motivation might also decrease a bit." (ST17, 1 June 2018)

As is clear from the quotations, seeing that students are not interested in what they teach and do other things during the lesson instead of participating in activities was an important demotivator for the student teachers. Interviewees reported that getting the feeling that students are bored and disinterested in what they teach decreases their motivation for teaching. Yet, one student teacher also underlined that teacher and student interest have a bi-directional relationship, and therefore the solution to this kind of a problem is the teacher himself/herself.

Besides student disinterest, student teachers also mentioned that *student misbehavior* decreases their motivation for teaching as well. Interviewees highlighted that students' disrespect for them when they are in the teacher's position and disregard for what they teach reduce their motivation for teaching as shown in the following quotations:

"[What demotivates me] is students' being disrespectful to their teacher. Even if they don't like the course, it is good to see that they are not engaged in other things, do not make noise or disturb the class. Even if they don't participate actively in the lesson, their keeping quiet might be something motivating for me." (ST9, 21 May 2018)

"Students' naughtiness and other age-related problems can be a little bit [demotivating]. Sometimes, your motivation might be reduced for that reason. Then, you sometimes think whether you will really be able to manage the classroom during the practicum." (ST17, 1 June 2018)

Regarding student-related problems, one interviewee also pointed out that *problems in teacher-student relationships* decrease his motivation for teaching, too. He emphasized the importance he attached to these relationships, and reported that his motivation for teaching is reduced if he encounters problems with respect to these relationships:

"In my opinion, relationships with student, I mean the teacher-student rapport is really very important. If that relationship weakens or is lost, … Even the fear of that is enough to decrease my motivation." (ST11, 30 May 2018)

Another external demotivator was found to be *negative working conditions* for some student teachers (n = 7). These negative conditions included limited resources (n = 4), crowded classrooms (n = 4) and excessive school demands and expectations (n = 1). Interview excerpts are provided below to unfold the way student teachers are demotivated by each of these conditions respectively:

"I had never encountered a blackboard with chalks throughout my primary education, not even once. I'm going to a [practicum] school in the heart of Antalya, but there is nothing in the school. I'm not just talking about speakers or smartboard. I mean there was nothing. Believe me, the teacher asked us to write all the exercises on the board with a piece of chalk instead of having them photocopied." (ST6, 22 May 2018)

"Absolutely the classroom conditions decrease my motivation. When I enter a class and see so many children… I know this is about my classroom management. There is nothing impossible. But there is a great difference between teaching ten students and teaching forty. Even if it doesn't decrease my motivation, I don't think I would be sufficiently productive. You know it's also about my age. I'm 21 years old and still a trainee. When I enter the class, I see that children don't take me seriously. Because of that, for example, a crowded class scares me more. To be honest, this reduces my motivation more." (ST18, 23 May 2018)

"For instance, the people I work with and behaviors of the school principal or the [mentor] teacher responsible for us can reduce my motivation. Our conditions… You know they shove some teachers around in private schools and make impositions. These kinds of things can reduce one's motivation." (ST15, 24 May 2018)

As illustrated, having such unfavorable working conditions appeared to reduce student teachers' motivation for teaching. While dreaming of well-equipped classes for effective language instruction, having to teach in classes with limited resources seemed to disappoint the student teachers. Similarly, crowded classes appeared to incite fear in these trainee teachers and led to a decrease in their motivation for teaching. Excessive demands in schools were also reported to be a demotivator for student teachers.

Content analysis of interview data pointed to a third external demotivator for some student teachers (n = 5): *exam-oriented system*. Departing from the crucial place of examination system in Turkey in terms of educational practices, student teachers reported that the exam-oriented system makes teachers shoulder the responsibility for preparing students for these exams and structure their language teaching practices accordingly. According to the interviewees, due to this exam-oriented system, various educational stakeholders such as school administrators and parents expect teachers to focus on student success in the exams. However, having to work primarily for preparing students for exams appeared to be demotivating for the student teachers. This is because student teachers wanted to focus more on communicative language teaching practices and implement the instructional strategies they learned during their pre-service education. Student teachers expressed their feelings as follows:

"One of the first things that decrease my motivation is the examination system. It causes students and teachers to memorize anything." (ST5, 28 May 2018)

"For example, if I get a job in a study center now, both the school administrators and parents will expect me to prepare the child or student for exams. This will certainly affect my instructional techniques. Suppose that I make them play a game. Then, the parents will come and say '[My child] didn't do any tests today, and you're responsible for this.' This would demotivate me." (ST11, 30 May 2018)

"Our mentor teacher usually gave us worksheets and asked to teach the lesson based on those worksheets. So, we weren't able to reflect our own ideas and instructional techniques

because as far as I'm concerned, families reacted to it. You know they complained about why trainee teachers taught the course. Therefore, they didn't lay too much burden on us. Since parent' priorities were the exams, we usually used worksheets. Of course, I was willing to teach. However, if I had prepared my own materials and went [to the practicum school], I could have taught more willingly." (ST13, 22 May 2018)

Based on the interview data, a final external demotivator for several student teachers (n = 4) appeared to be their *negative impressions about practicum schools.* Student teachers elucidated the way their negative impressions about practicum schools demotivated them as follows:

"Previously, in my childhood, I used to take my toys and try to teach them something. But the practicum really demoralized me and reduced my motivation because it was not like my expectations at all. … I imagined a far more fruitful teaching and learning environment." (ST14, 24 May 2018)

"In fact, there weren't many things that reduced my motivation. However, what I see in schools reduce my motivation. The ways teachers teach their courses and behave students disinclined me from teaching in general; it's not just about teaching English. This is because they have very strict teaching styles. I think the way they teach is so bad. Their styles are not like what we learned here [at university] or the lessons we [micro-]teach here. These reduce my motivation, but do not discourage me at all. … Due to this exam-based system, I see that children are just given some worksheets and asked to rewrite what they see on the paper again and again. In fact, this isn't so bad, but you can't reach anywhere by just doing the same thing constantly. They make no progress. I see some novice teachers as well. I mean I also saw some teachers with three to five years of teaching experience. And I learned that they began with great enthusiasm but lost it. When they wanted to do something [different], other teachers interfered and said 'You can't do it that way.' I mean when I saw that even new and idealist teachers lost their willingness, this just reduced my motivation a little bit." (ST7, 30 May 2018)

As seen, student teachers reported that they started their teaching practicum in a positive mood, were quite willing for teaching, but their observations about the practicum schools disappointed them and reduced their motivation. The gap between what they expected to see in the practicum schools based on what they learned during their pre-service education in relation to the characteristics of a language class and the actual language teaching practices at schools was a major source of disappointment for the student teachers. Seeing that even novice teachers

with an idealist perspective towards teaching lost their motivation in time left a negative impact on student teachers' motivation as well.

All in all, a variety of factors such as student-related problems, negative working conditions, exam-oriented system and negative impressions about practicum schools appeared to serve as external demotivators for the student teachers. Along with these external factors, student teachers also reported some internal demotivators. These are provided in detail in the following part.

Internal demotivators. The interview data contained relatively less instances of internal demotivators compared to the external ones. One third of the interviewees (n = 8) appeared to have some internal demotivators in relation to teaching English. Their self-evaluations in relation to practicum experiences had an important role in their demotivation.

Two major factors appeared to function as internal demotivators for these student teachers. The first one was their *feeling of incompetence* because some interviewees (n = 6) underlined that they feel themselves incompetent from time to time as trainee English teachers and this feeling demotivates them. The following excerpts reveal how the feeling of incompetence demotivates these student teachers:

> "What reduces my motivation? Sometimes, I can't remember a word for a moment. For example, I can't find the right word while making a sentence. Then, I get stressed and think, in a panic, whether I am incompetent or whether I should improve myself more. This decreases my motivation a little bit. I mean I get anxious and ask myself what if a student of mine asks me something during the lesson and I don't know the answer. I'm also afraid of being unable to explain a grammar rule a student asks me. These somewhat reduce my motivation." (ST12, 30 May 2018)

> "What decreases my motivation is… You know English is not our native language. For example, sometimes when I see new vocabulary, I may have difficulty in pronunciation. I think everybody would have this difficulty. Because of that, I seem to get demotivated sometimes." (ST3, 25 May 2018)

> "What reduces my motivation is, for example, that I can't simplify my language for students. They don't understand me. I mean they find my instructions too difficult because I can't simplify them. I can't decide which ones they would understand. It can also be about my excitement. I mean I can't convey what I know. I have this difficulty and it undermines my motivation." (ST10, 21 May 2018)

As understood from the excerpts, during their limited teaching practices that were mostly guided in nature within the scope of teaching practicum, student teachers experienced moments of difficulties in vocabulary recall, provision of instructions, language simplification and so on. Most probably, all teachers are familiar with these cases from their own teaching experiences. However, these difficulties were enough for some student teachers to feel themselves inadequate in teaching and demotivated them.

Similarly, a few student teachers (n = 3) pointed out that their *feeling of failure* demotivates them as well. Student teachers defined these failures in different ways. While a student teacher named his use of more simple language teaching methods in language instruction as a failure, another student teacher called her students' poor exam results as her failure as a teacher. The feeling that they fail to be the teachers they expect to be demotivated these student teachers. Interviewees expressed their feelings as follows:

> "Let me talk about what demotivates me first. Well, what demotivates me can be my failures related to teaching. As I said before, we sometimes take the easy way out and use simple teaching methods. We take the easy way out and use conventional methods when things get difficult, when we don't have enough time or when people have expectations of us." (ST11, 30 May 2018)

> "What reduces my motivation is… You know, problems in the classroom make me sad. For example, when I look at exam papers, if most of the children got poor scores and couldn't learn what I taught, this makes me sad. Then, I try to figure out what I did wrong and what I should improve. I think this is an essential attitude for all teachers. In my opinion, teachers should consider an exam as something that mirrors themselves, and by this way, they should think about what they did wrong. I mean they shouldn't recognize it as something children couldn't get. They should think about what they couldn't transfer. These demotivate me in the class at least for now." (ST8, 24 May 2018)

In brief, student teachers were demotivated by two major internal factors. These internal demotivators were feeling of incompetence and feeling of failure. Along with the external demotivators explained in the previous part, these internal demotivators left a negative impact on student teachers.

To conclude, based on the quantitative data, the study found that senior EFL student teachers have a high level of autonomous motivation for teaching accompanied by a moderate level of controlled motivation. The low level of

amotivation supported these results. Qualitative data indicated that their motivation for teaching is characterized by the positive and negative influences of various internal and external factors. In other words, a diverse range of motivators and demotivators appeared to affect their willingness to teach English.

Perceived levels and characteristics of senior student teachers' self-efficacy. The third research question among those related to exploration of the target constructs and relationships aimed to uncover the perceived levels and characteristics of senior student teachers' self-efficacy. The quantitative data collected through the composite survey instrument consisting of a section for the TSES provided a general understanding of these efficacy beliefs. The qualitative phase of the study offered deeper insights into the results. Within the quantitative phase of the study, the TSES helped to scrutinize the participant student teachers' efficacy beliefs across three domains of teaching: instructional strategies, student engagement and classroom management. The study employed descriptive statistics computed with the main study data to reveal the participants' overall level of perceived efficacy and levels of efficacy in the aforementioned three dimensions of teaching. The results are given in Table 28.

Table 28

Self-efficacy Scores based on the TSES

Dimensions	N	Mean	SD
Efficacy for instructional strategies	274	7.29	.95
Efficacy for student engagement	274	7.03	.96
Efficacy for classroom management	274	6.96	1.18
Overall	274	7.09	.95

As displayed in Table 28, participant student teachers appeared to have developed positive self-efficacy beliefs judging from the overall mean value about efficacy beliefs out of 9 ($M = 7.09$; $SD = .95$). The overall mean score appeared to be around the anchor 7 labelled as 'quite a bit' in the 9-point Likert scale. As for the perceived efficacy beliefs with regard to the three dimensions of teaching, participant student teachers reported feeling most efficacious for instructional strategies ($M = 7.29$; $SD = .95$). Efficacy for instructional strategies was followed by efficacy for student engagement ($M = 7.03$; $SD = .96$). Among these three

dimensions of teaching, classroom management was the domain for which the participants felt themselves least efficacious (M = 6.96; SD = 1.18); however, an independent inspection of the mean value belonging to this domain also pointed to positive efficacy beliefs.

Upon scrutinizing the student teachers' self-efficacy through the composite survey instrument, the study also elaborated on the characteristics of the student teachers' self-efficacy beliefs by means of the interviews. Content analysis of interview transcripts yielded two major themes as shown in Figure 14.
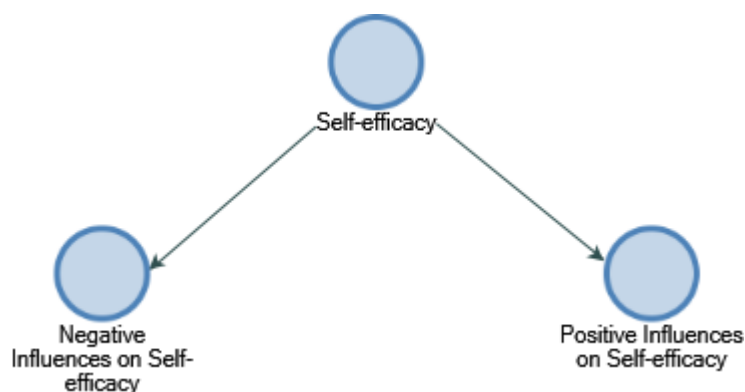
Figure 14. An overview of the participants' self-efficacy beliefs based on the qualitative data

The qualitative data showed that student teachers' self-efficacy beliefs are affected positively and negatively by some factors. Therefore, the content analysis provided two major themes as positive and negative influences on self-efficacy. *Positive influences on self-efficacy* included the factors that impact student teachers positively and help to foster their self-efficacy. *Negative influences on self-efficacy*, on the other hand, referred to the factors that affect the student teachers negatively and lead to the deterioration of their self-efficacy. In response to the interview questions about their efficacy for student engagement, instructional strategies and classroom management, student teachers clarified how efficacious they feel for each task in an English class. Traces of the aforementioned positive and negative influences were left on the student teachers' efficacy beliefs in relation to each domain. Table 29 displays the frequency of these two themes and the underlying sub-themes ('n' representing the number of interviewees that verbalized the relevant theme or sub-theme) in the interview data:

Table 29

Emergent Themes and Sub-themes Underlying the Participants' Self-efficacy Beliefs

Themes and Sub-themes	n
Negative Influences on Self-efficacy	19
Constraints of teaching as a trainee teacher	13
Reality shock experienced in real classes	10
Negative teaching experiences	10
Inadequate teaching experience	6
Domain-specific perceived inadequacies	4
Positive Influences on Self-efficacy	18
Positive teaching experiences	15
Contributions of the practicum period	6
Pre-service teacher education	6
Positive feedback on teaching practices	3

Among the 21 interviewees, most of them (n = 19) pointed out that their self-efficacy is influenced negatively by various factors. A similar number of student teachers (n = 18) also underlined the way their self-efficacy is affected positively by different factors. A closer look at the numbers in the table shows that negative influences on self-efficacy were highlighted by more student teachers compared to the positive influences. The following sub-sections elaborate on these themes by starting with the negative influences on self-efficacy and proceeding with the positive influences.

Negative influences on self-efficacy. As explained earlier, negative influences on self-efficacy were mentioned by most of the interviewees (n = 19). As the participant student teachers were trainee English teachers who continued their teaching practicum at the time of data collection, their self-efficacy appeared to be affected greatly by this practicum period directly or indirectly.

Based on the qualitative data, *constraints of teaching as a trainee teacher* was mentioned as a negative influence on their self-efficacy by more than half of the interviewees (n = 13). These constraints involved *teaching in another teacher's class* (n = 6), *lack of recognition as a young trainee teacher* (n = 6) and *student resistance to novelty* (n = 6).

The first constraint labelled as teaching in another teacher's class was in essence an inherent result of practice teaching at schools as part of teaching practicum in the final year of pre-service teacher education. However, student teachers reported that during their teaching practicum, they came across some problems in classes due to not being the students' actual teachers. They remarked having difficulties in communicating with students, engaging them in the lessons and especially in classroom management due to not being their own teacher. One student teacher particularly pointed out that two teachers in a class (i.e., the classroom teacher and the trainee teacher) cause a dilemma for student teachers. The difficulties student teachers experienced due to teaching in another teacher's class was explained as follows:

"Most importantly, I can't explain what I want to the children. It's not just about giving instructions in the class. I mean what I expect them to do in the class. I experienced this difficulty in the teaching practicum as well. What do I expect them to do in the class? I expect them not to deal with anything about other courses. I expect them to speak English to the best of their ability. For example, I expect them to participate in the lesson and be willing to speak even if they fail to speak accurately. But I couldn't explain these to the students because it wasn't my own class. I can't enter the class and say anything like 'Yes, friends. These are the classroom rules, and I expect these' because it is not my own class. Since there is already another teacher in the class, this causes a dichotomy. I ask myself questions like 'Whom will they [the students] listen to? Me or her [the classroom teacher]?'" (ST8, 24 May 2018)

"To be honest, I don't think I put a lot of efforts into teaching because what happens is that I tell myself later 'Anyway. It's not my own class'. I think I am not able to have such an effect on the class because I teach in that class for one or two hours in a week. However, their teacher teaches the course for the remaining eight or, let's say, six hours. We don't have much opportunity to follow what they [the students] did with their own teacher during that time." (ST11, 30 May 2018)

A similar constraint for some student teachers was lack of recognition as a young trainee teacher. Student teachers reported that they were not recognized by the students as real teachers during their teaching practicum. Student teachers attributed their nonrecognition by the students to their ages and positions as trainee teachers. For instance, one student teacher told that students in her practicum class considered her a sister more than a teacher. Therefore, this nonrecognition exerted

a negative impact on student teachers' self-efficacy beliefs. Interviewees expressed their feelings as follows:

> "I don't feel myself efficacious [for classroom management] because I experienced it myself and it was too difficult for me to manage the class. Also, students considered me like an older sister, not as a real teacher. Therefore, it was so difficult for me [to manage the class]. I mean I tried to engage them in the lesson. Yes, they get engaged in the lesson. That's OK. But then, they start to chit chat again. So, it's really difficult. I mean I realized once again that I need to improve myself about it [classroom management]. I'm not good at it." (ST20, 22 May 2018)

> "I'm 21 years old and still a trainee. When I enter the class, I see that children don't take me seriously. … I can never make the students in the class realize that I'm the authority there. In fact I don't know if this is a correct sentence [because] I don't know to what extent I am an authority. I don't think they [students] consider me as a teacher. I think this results from both my age and personality." (ST18, 23 May 2018)

For the interviewees, one last constraint of teaching as a trainee teacher appeared to be student resistance to novelty. Making reference to the instructional strategies they got familiar with throughout their pre-service education, student teachers reported that they attempted to implement these instructional strategies in practicum classes. However, according to the interviewees, these instructional procedures were novel to the students, and students' unfamiliarity turned into resistance. Thus, being unable to teach English the way they aimed for influenced the student teachers' self-efficacy negatively. The following excerpts exemplify these experiences:

> "Sometimes, [different instructional techniques] do not work because students are not used to them. They [students] have a certain system. When something new comes out, they get taken aback." (ST10, 21 May 2018)

> "You know we no longer have a traditional education system, and now try to use modern instructional techniques. But I can't completely implement modern instructional techniques with adults. The reason is that they're accustomed to traditional education because you know we talk about communicative methods. I mean we say that they should learn by speaking. But when I try to do that, they ask me to focus on grammar." (ST4, 28 May 2018)

Another negative influence on student teachers' self-efficacy appeared to be the *reality shock experienced in real classes* (n = 10). This reality shock resulted from the fact that during their teaching practicum, they were not able to teach English

the way they expected to do since the real classrooms were relatively different from their expectations. Student teachers explained how their self-efficacy deteriorated as result of this reality shock as follows:

"I don't think I put what I learned into practice to the fullest extent. The reasons are… I'm kind of repeating myself, but the classroom environment in a state school is quite different from the one we create here in the classroom in our microteaching practices. When I went there [to the practicum school], I realized that I forgot much of what I learned. Rather than forgetting, I couldn't find a suitable physical environment to be able to apply these [instructional strategies]. Therefore, I don't find myself efficacious enough. It's really very difficult to put all the methods I've learned here [at university] into practice there [in the practicum school]." (ST18, 23 May 2018)

"We learned about some classroom environments in our courses [at university]. I call them 'utopia'. It's unlikely to have them in our system. I wish I could be a teacher that would create those utopic classrooms or teach in those classrooms. This is what I think. … In those [utopic] classes, students constantly speak English. They work in groups and reach the knowledge through synthesis. However, our system is exam-oriented at a greater extent. Teachers teach, and students receive whatever they can. … We can't completely implement the instructional strategies in the lessons because the classroom is not the way we wish. I mean it's not the way we expected. The classroom environment is quite different because real life is there. It's difficult for us to put what we learned into practice." (ST5, 28 May 2018)

"To what extent do I feel myself efficacious? It's a bit strange to answer this kind of a question as I've just come from the practicum school. Well, I believe that I have the efficacy for teaching. But when you enter a real teaching environment or a real classroom environment, it turns out to be quite different from what you think." (ST2, 25 May 2018)

"I don't feel myself so efficacious for the implementation of instructional strategies because we repeatedly tried and practiced different things here [at university]. You know we tried various methods during the microteaching practices. We did it in each year. However, when we went there [to practicum], of course we couldn't completely apply these. I mean we can't implement them because while practicing teaching here, there were our friends in front of us and we didn't encounter any negative situations or anything that would interrupt the lesson. But there [in the practicum school], if I allocate 2 minutes for an activity, it can take 15 minutes all of a sudden. I think I have difficulties in managing these." (ST6, 22 May 2018)

As shown in the quotations above, student teachers reported that the real classroom environment is quite different from the imaginary classroom contexts they structure during their micro-teaching practices at university as part of the courses within the scope of the pre-service teacher education program. In their imaginary

classroom during the micro-teaching practices, there was no information gap between the trainee teachers and their imaginary students (i.e., their peers), therefore instructions were easily understood, and no serious problems came out. Hence, a student teacher even called these kinds of micro-teaching classrooms a 'utopia'. However, the real classrooms they observed during their practicum and the problems they experienced in the meantime was literally a reality shock for them and caused them to feel less efficacious.

One other factor leading to a negative impact on self-efficacy of some student teachers (n = 10) turned out to be their *negative teaching experiences*. Although they did not have much experience related to teaching English, the limited negative experiences of these student teachers exerted a negative impact on their self-efficacy as exemplified below:

"I don't feel myself so efficacious because based on my practicum experience, I can say that although I tried to engage the unwilling students in the lesson once or twice in that crowded classroom, I lost them after a while. Then, I realized that I was inclined to go on with the willing students since I got motivated that way. I also talked to my mentor teacher about it. Previously, I forced some unwilling students to do something in the lesson for a couple of times and saw that the willing students got unmotivated, too. Actually, I didn't do it on purpose; I did it unconsciously. Unfortunately, I start to go on with the willing students more after some time, and this is not good at all. I think I need to improve myself on this matter. … Unfortunately, I'm a bit soft-hearted. Since I treat the students in the same manner, they sometimes abuse it. For example, when my mentor teacher says 'Be quiet!' in a normal voice, they keep completely silent in the class. Even if I shout, they lower their voices only a little bit, but keep making noise. Therefore, classroom management is perhaps one of the areas for which I feel myself least efficacious, and I absolutely think that I should work hard on it." (ST18, 23 May 2018)

"I feel so incompetent. As far as I observed during the practicum, I think children got bored in my lessons. I don't know. Maybe, this happened as it was the practicum or students were in their adolescence. I mean these may also have an impact. I try not to be so hard on myself about this. But, students really got bored. Although I tried to bring something colorful to the class or asked them what they would like to do, they got more bored. They started to voice their reluctance more often. When I went to a child, gave the board marker and said 'Come on! Let's participate in the lesson. You're very silent today.', s/he said 'I don't want to.' Then, I said 'You can come to the board. I'll help you.' We talked about it for five minutes, but the child told he didn't want to do it at all. Then, I turned back and asked another student to come to the board. But then, since I stopped insisting on the unwilling students, the others didn't

want to participate either. I talked to all students and nobody wanted to come. I was standing and waiting for someone to participate in the lesson in the middle of the classroom. I had a lesson with five students in a class of thirty. Therefore, I'm inefficacious in this sense." (ST8, 24 May 2018)

"When my supervisor came to observe me during the teaching practicum, she said that I was unable to maintain classroom management. There was already a big problem in the class. For example, I needed to assign a task to some noisy children while I was explaining something in the lesson. I did it, but I wasn't able to do it exactly. It wasn't enough. I mean I couldn't think of anything else to solve this. Sometimes, you can't come up with an idea when your mind is occupied with teaching the lesson. I mean I sometimes apply different methods, but sometimes nothing comes to my mind. … I sometimes can't use the time well. I don't always have this problem. But sometimes I may have some extra time in the lesson, and sometimes I don't have enough time. I may have these kinds of problems. Also, when it comes to classroom management, I'm unable to handle noise in the classroom. I'm unable to do it although I warn students by knocking on the board or telling that I can't hear their friends speaking at the time. I often have more of these kinds of problems." (ST9, 21 May 2018)

Student teachers' negative teaching experiences in relation to instructional strategies, student engagement and especially classroom management appeared to decrease their self-efficacy. Student teachers, for example, had difficulty in engaging students in their activities and reported being unable to include the unwilling students in the class. In a similar vein, they were not always successful in implementing the instructional strategies the way expected to do. They particularly had problems in classroom management, and therefore many student teachers called classroom management as the area for which they feel themselves least efficacious. Some also experienced problematic moments in relation to classroom management which they could not solve, but the classroom teacher easily dealt with. These kinds of negative teaching experiences left a negative impact on the student teachers' self-efficacy beliefs.

Along with these kinds of negative teaching experiences, some student teachers also pointed out having *inadequate teaching experience* (n = 6) while explaining the reasons for their feelings of inefficaciousness. The participant pre-service teachers' experiences of teaching were quite limited as expected. Therefore, some interviewees underlined how the inadequacy of their experiences affected them negatively as follows:

"I don't find myself efficacious enough [for teaching English]. I mean I need to experience it and improve myself as well. … I mean it's difficult to apply what we've learned [at university] to the lessons in practicum. It's necessary to experience it and adapt well to the classroom. But when we find ourselves in the practicum all of a sudden, we can't do it exactly." (ST5, 28 May 2018)

"At the beginning of this semester and in my first year at university, I was very excited. But in time, I realized that I need to do more and more for teaching. For example, we attend the teaching practicum. I think of whether I would be competent enough. But I need to improve myself. I mean I'm novice, and I can't be efficacious. But time will teach us. The more we live, the better we'll learn." (ST10, 21 May 2018)

"I don't feel myself so efficacious [for instructional strategies] because I need to have experience for this. For example, I tried something in a class, and it worked. But in another class, it didn't. I have the actual responsibility for this. So, I don't feel myself so efficacious now." (ST21, 22 May 2018)

"How good am I at classroom management? If I evaluate my development up to now, I can say that I'm not efficacious because this is partly related to experience." (ST11, 30 May 2018)

While explaining to what extent they feel efficacious for teaching English and for different tasks such as student engagement, implementation of instructional strategies in class and classroom management, student teachers reported feeling inefficacious in different aspects of teaching. Some reported realizing that the complexity of teaching was beyond their expectations at the beginning of their pre-service years. They had difficulties in teaching the way they planned in the practicum schools because the reality and real classes were more complex. Due to the problems they encountered, they pointed out that they need to improve themselves and get more experienced in time to be able to adapt better to the real language learning environment. In brief, their inadequate teaching experiences affected the student teachers' self-efficacy beliefs negatively.

One last factor exerting negative influences on their self-efficacy beliefs was their *domain-specific perceived inadequacies* for several student teachers (n = 4). These student teachers remarked being unsuccessful in some specific aspects of teaching that particularly concern language (English) teachers such as communicating with the students in English, simplifying the language use while giving instructions and using different language teaching methods and techniques effectively in the class. They also reported having difficulties in teaching specific

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aspects of the language like grammar instruction. These perceived inadequacies led them to feel less efficacious as exemplified in the quotations below:

> "I had a great four-year undergraduate education. But what is important is how much of it I internalized. I don't think I've internalized it all. My current efficacy does not totally coincide with what I've learned. How can I say? I mean for example, I'd like to communicate in English with the children naturally since I teach English. But they come out against this. This is probably because they are unable to speak English, follow me up or understand me. They find my language too difficult. Especially secondary school students find it difficult. I know that they are at an A1 level in English. I try to accommodate to their language level, but I'm not successful. I'm very unsuccessful. I have great problems about giving instructions and classroom management. … In fact, I don't find myself competent in terms of theoretical knowledge about various [language teaching] approaches. I barely passed those courses with minimum grades. I mean I remember some and usually try to use them. But I don't think I'm so competent in terms of different instructional methods and techniques and the ways of using these in the classroom." (ST8, 24 May 2018)

> "In terms of the use of instructional strategies, I feel myself efficacious at some points, but not in others. For example, I still feel myself inefficacious while teaching grammar. I can't decide how to teach or what to focus on exactly. But I find myself quite efficacious in terms of teaching vocabulary and doing activities using different strategies." (ST20, 22 May 2018)

To sum up, based on the interview data, student teachers' self-efficacy beliefs were negatively affected by various factors such as constraints of teaching as a trainee teacher, reality shock experienced in real classes, negative teaching experiences, inadequate teaching experience and domain-specific perceived inadequacies. However, along with these negative influences, student teachers also highlighted that their self-efficacy beliefs are fostered by some other factors. These positive influences are explained in detail in the following part.

Positive influences on self-efficacy. Although student teachers had various negative influences on their self-efficacy, the overall picture about their self-efficacy beliefs was not that gloomy. This is because most of the interviewees (n = 18) also reported experiencing some positive impacts on their self-efficacy. Content analysis of the interview data yielded four major positive influences, each of which are examined in detail in this section.

The first positive influence on student teachers' self-efficacy appeared to be their *positive teaching experiences* for many interviewees (n = 15). Although some

student teachers reported having certain negative teaching experiences as explained in the previous part (i.e., negative influences on self-efficacy), interviewees also remarked having some positive teaching experiences. Their positive experiences in the teacher's position especially during their teaching practicum reflected positively on various aspects of their self-efficacy beliefs. The following excerpts from interviews show how interviewees explained positive influences of their positive teaching experiences on their efficacy for different aspects of teaching such as student engagement, instructional strategies and classroom management:

"In fact, based on my experiences in the practicum school, I think I am kind of efficacious [for student engagement]. Actually, I tried to get all students to speak. I mean I tried to get the silent students to speak as well or included them in the games. Then, I saw that the silent students also wanted to get included in the games. By this way, I also felt good. I told myself 'I can do it.' So, I feel myself efficacious in this sense." (ST20, 22 May 2018 LE)

"I taught the lessons and the relevant subjects in different ways rather than following the activity worksheets given by my mentor teacher. My students were young learners. They were 4th and 5th graders. When I taught the lessons in my own way by making use of what I learned here [at university], I saw that all students participated in the lesson and competed with each other to speak. All students wanted to participate and speak. They stopped being afraid of making mistakes in time. Then, this also reflected on the exam results. They started to get high grades. Even their teacher got surprised and asked how this happened. I mean I observed these. … Since I can get along well with children from all age groups as well, I think I am good at teaching and efficacious for it." (ST7, 30 May 2018)

"I find myself efficacious for classroom management because students listen to me. When necessary, they talk and participate in the lesson, but when not necessary, they do not. In any case, in an English class, it's not good to have a too silent classroom environment because students should communicate with each other. English is a course that is closely related with communication. We need to encourage students to speak English as much as we can. I try to do it myself, too. … Since students listen to me, I feel myself efficacious. I mean they don't exhibit misbehaviors in the class. They don't exhibit undesired behaviors. Therefore, I find myself efficacious." (ST5, 28 May 2018)

"Materials really arouse students' interest as I observed in the practicum school. Similarly, when I play a piece of music and video or make the lesson livelier through materials, it turns out to be more fruitful. This is because these draw students' interest. I think this is especially a reality for young learners. If I make the lesson livelier through unordinary and distinctive instructional practices, it would be a lot better. … When I evaluate myself honestly, I think

I'm able to engage students effectively in the class because, in my opinion, making use of materials to make the lesson livelier is a precondition for lessons. I think it's important to teach distinctively, not in an ordinary manner. By this way, I think I can engage students in the lesson." (ST3, 25 May 2018)

As seen in the quotations above, during their teaching practicum, student teachers felt themselves successful in some certain aspects of teaching. Especially in the second semester of their final year in pre-service teacher education, student teachers had the opportunity to teach in real classes as trainee English teachers. During this time, they personally experienced that the instructional strategies they use work with real students, and that they can actively engage students in their lessons and manage the class well. As pointed out by one student teacher, these positive experiences helped them to say "I can do". In brief, the positive teaching experiences of the student teachers appeared to boost their self-efficacy.

Apart from their personal positive experiences in practicum schools, some student teachers (n = 6) also underlined the *contributions of the practicum period* itself to their self-efficacy. As underlined previously, student teachers mentioned some of their positive teaching experiences and how these experiences helped to enhance their efficacy beliefs. But they also highlighted the prominent role of teaching practicum in boosting their self-efficacy. Teaching practicum provided student teachers with the opportunity to gain first-hand experience in various aspects of teaching. They reported showing a marked improvement in their teaching and accordingly self-efficacy beliefs thanks to the teaching practicum period. Student teachers explained how teaching practicum contributed to their self-efficacy as follows:

"The teaching practicum was influential on me. As I didn't know well how to react or behave in some certain occasions, my mentor teacher told what I should do. I've begun to internalize these recently. The reason is that it was my first month or first year in that class. But in the same class, I would be very successful in classroom management three years later. I don't think I would have serious problems. This is not related to being strict. It's about getting on well with the class." (ST11, 30 May 2018)

"At the beginning of the practicum, I was fearful. There were so many students, and because of that I got afraid of the teaching profession. But I got used to it in time and started to get familiar with and love the students. So, I think I can do it." (ST3, 25 May 2018)

"Students easily get demotivated and chit chat. Since they can't chit chat and participate in the lesson at the same, student participation subsequently declines. So, I have some problems about this. Therefore, I try to draw their interest into the lesson more. But it partially works now. However, there is a huge difference between the first lesson I taught at the beginning of the second semester and the last lesson I taught. I'm better at classroom management now. I'm able to engage students in the lesson more. And I think I'll completely overcome the obstacles in time." (ST1, 21 May 2018)

"During the practicum, I saw that I can contribute to a child's development when I prepare well. Before going to the practicum, I was afraid and thought whether I can do it or not. But now I think if I have the essential conditions, I would be very successful." (ST18, 23 May 2018)

In the interview data, one other positive influence on self-efficacy of some student teachers (n = 6) turned out to be *pre-service teacher education*. Earlier in the previous part, while explaining the theme of reality shock experienced in real classes as part of the negative influences on self-efficacy, it was reported that the difference of real classes from the imaginary classroom contexts they structure in their micro-teachings leads to a reality shock for some student teachers and accordingly a decrease in their self-efficacy. However, some student teachers also remarked that their pre-service teacher education and what they learned in relation to language teaching during this time helped them to feel more competent during the teaching practicum period. They highlighted that they were able to successfully implement various instructional strategies, classroom management procedures and student engagement practices they got familiar with in different courses as part of the pre-service education at university in their teaching practicum as well. In this sense, the courses student teachers took within the scope of pre-service teacher education appeared to enhance their self-efficacy as pointed out in the following excerpts:

"We took a course on teaching foreign languages to young learners. We learned about teaching [English] by using songs and games. This was a main focus of the course. This is the course I usually rely on in my teaching practices because my target group is composed of children and I need to prepare appropriate lessons for them. I make use of what I learned in that course, I mean in the Teaching Foreign Languages to Young Learners course more. Teaching Language Skills was another useful course. Sometimes, I need to prepare some reading, listening and speaking activities, and I do it by making use of what I learned from that course. … I feel myself most efficacious for instructional strategies. I mean I teach my

lessons in a nonmonotonous way through diversity. I try to add variety to the lessons and not to make them boring." (ST1, 21 May 2018)

"I didn't have any problems about classroom management until now. Students were usually silent and didn't talk too much. When they did, I was able to control them somehow. I tried to maintain the authority in the class depending on the circumstances by just using my voice effectively without raising it or by walking around the students' desks. I mean I tried to apply the classroom management practices we've learned [at university]." (ST7, 30 May 2018)

"We've had various practical courses for four years at the faculty. We taught lessons to our friends in our classes as well. We learned about different instructional methods like the use of games. I'm ready to apply these in the classroom. Even if I can't apply them all in each lesson, I think I can implement them in most of the class time in a week." (ST17, 1 June 2018)

A final positive influence on some student teachers' (n = 3) self-efficacy appeared to be the *positive feedback on teaching practices.* Getting positive feedback about their teaching helped student teachers to feel themselves more competent in teaching, which in turn reflected positively on their self-efficacy. The major source of the positive feedback for the student teachers in relation to their teaching practices was their supervisor at university and the mentor teachers that guided the student teachers in practicum schools. Besides, the positive feedback they received from the students they taught were also influential on the student teachers' self-efficacy. Student teachers explained the way these kinds of positive feedback fostered their self-efficacy as follows:

"We receive feedback from our mentor teachers after teaching the lessons. Their feedback is quite positive. Of course, they warn us about some issues as well. We may get unsuccessful in some matters. But we usually have a couple of problems about classroom and time management. I had those kinds of problems. But apart from that, I don't have any problems. I think we are good." (ST1, 21 May 2018)

"Students usually participate in my lesson in both the practicum school and where I work. We are good at it. In the institution I work, my students even want me as the only teacher to teach them. They don't want to be taught by the other teachers. They just want me to teach them. The reason is that they think I teach well. … This is at least what I've heard." (ST4, 28 May 2018)

To sum up, the quantitative findings in relation to self-efficacy beliefs showed that student teachers' overall self-efficacy beliefs and their efficacy for different

domains of teaching (i.e., student engagement, instructional strategies and classroom management) are positive. They appeared to be most efficacious for instructional strategies and least efficacious for classroom management. Their efficacy for student engagement appeared to be in-between. Based on the qualitative findings, student teachers' self-efficacy appeared to be positively influenced by various factors such as positive teaching experiences, contributions of the practicum period, pre-service teacher education and positive feedback on teaching practices. Negative influences on their self-efficacy included constraints of teaching as a trainee teacher, reality shock experienced in real classes, negative teaching experiences, inadequate teaching experience and domain-specific perceived inadequacies.

Causal relationships among student teachers' possible language teacher selves, motivations for teaching English and self-efficacy. The last research question aimed to explore the causal relationships among the senior student teachers' ideal and ought-to language teacher selves, autonomous and controlled motivations to teach English and self-efficacy. To answer this research question, the initial model that was hypothesized based on the relevant theoretical accounts and previous research was tested through SEM analyses using LISREL. As underlined previously in the methodology section, the main study data were initially prepared for analysis through data screening using SPSS and tested for assumptions checks. The dataset ($N = 274$) were then transferred to LISREL for further analysis. Data analysis was performed at two stages: (1) testing the measurement models and (2) testing the full structural model. Both the measurement models and the structural model was estimated using ML estimation.

The measurement models were initially validated for the five latent variables (i.e., ideal language teacher self, ought-to language teacher self, autonomous motivation for teaching English, controlled motivation for teaching English and self-efficacy) in the structural model using a series of CFAs. In other words, relationships between observed (measured) and latent variables were tested and verified using CFA. Table 30 presents a summary of fit indices for the measurement models of these latent variables.

Table 30

Fit Statistics for the Measurement Models of the Latent Variables

Latent Variable	S-Bχ^2	df	χ^2/df	NNFI	CFI	SRMR	RMSEA
Ideal language teacher self	3.83	2	1.92	.99	1.00	.020	.058
Ought-to language teacher self	The model is saturated. The fit is perfect.						
Autonomous motivation for teaching English	54.21	20	2.71	.98	.98	.042	.079
Controlled motivation for teaching English	40.70	16	2.54	.97	.98	.042	.075
Self-efficacy	The model is saturated. The fit is perfect.						

An examination of the fit indices for the measurement models of all of five latent variables reflect acceptable to good fit values. Of these latent factors, the four-factor measurement model for the ideal language teacher self was initially tested through CFA. As a result, standardized coefficients of the model ranged from .74 to .89, and the error variances ranged between .20 and .45. An inspection of *t*-values uncovered significant results ranging from 12.86 to 17.34. The fit indices were found satisfactory, and the model was found adequate, S-Bχ^2(2) = 3.83, *p* = .015, χ^2/df = 1.92, NNFI = .99, CFI = 1.00, SRMR = .020, RMSEA = .058. Thus, in the upcoming structural model, the latent construct of ideal language teacher self was represented by four measured variables as indicators: L2 teacher expertise (L2TE), professional development (PD), interpersonal relationships (IR), and classroom management (CM). These four indicators were included in the structural model with the total factor scores.

Likewise, the adequacy of the three-factor measurement model was revealed for the ought-to language teacher self with a saturated model displaying perfect fit. The model had standardized coefficients ranging from .74 to .86 and error variances ranging between .27 and .45. All *t*-values in the model were significant and in the range of 15.52 to 17.34. Accordingly, three measured variables, namely L2 teacher expertise (L2TE), interpersonal relationships (IR), and professional development (PD) corresponded to the latent construct of ought-to language teacher self, and the latent construct was integrated in the structural model with the total factor scores as indicators.

In a similar vein, the measurement model of the construct of autonomous motivation for teaching English was tested through CFA. The construct was based on the relevant subscale in the MTES. A CFA of the 8-item construct revealed its unidimensional nature. The analysis provided standardized coefficients ranging

between .65 and .77. The model demonstrated error variances ranging from .38 to .58. All the *t*-values within the measurement model were found significant and in the range of 11.78 to 15.87. As a result of the analysis, the fit indices were found satisfactory, and the model was found adequate, S-Bχ^2(20) = 54.21, *p* = .000, χ^2/df = 2.71, NNFI = .98, CFI = .98, SRMR = .042, RMSEA = .079. Therefore, given the unidimensional nature of the construct, autonomous motivation for teaching English was integrated in the full structural model to be tested by means of item scores. In the structural model in Figure 15, the items (indicators) were represented by 'M' as the initial of 'motivation' and respective item number in the MTES (see Appendix-H and Appendix-I).

A similar validation process was followed for controlled motivation for teaching English. The measurement model of the construct involving 8 items based on the MTES was tested through CFA. The unidimensional nature of controlled motivation for teaching English was validated by this way. The CFA yielded standardized coefficients ranging from .50 to .77 and error variances in the range of .41 to .75. The model provided significant *t*-values ranging between 8.04 and 15.73. Based on the modification suggestions, modifications were performed between the following item pairs: V15 – V19, V18 – V19, V13 – V18 and V15 – V18. This is because these item pairs belonged to the same factor either in the first-order or the second-order factor structure and were inclined to converge. After the modifications, the model fit was reassessed, and support was found for the measurement model based on the fit indices, S-Bχ^2(16) = 40.70, *p* = .000, χ^2/df = 2.54, NNFI = .97, CFI = .98, SRMR = .042, RMSEA = .075. Therefore, the measurement model belonging to the construct of controlled motivation for teaching English was also validated, and item scores of this subscale in the MTES were employed accordingly while testing the full structural model. Similar to the items of autonomous motivation for teaching English, those of controlled motivation for teaching English were also signified by the initial 'M' which corresponds to 'motivation' and respective item numbers in the MTES (see Appendix-H and Appendix-I).

A final examination of the measurement model of the three-factor self-efficacy construct similarly pointed to a perfect fit of the model to the data with its saturated nature. The measurement model showed standardized coefficients ranging from .85 to .92 and error variances in the range of .16 to .28. The model displayed significant

t-values ranging between 17.83 and 19.62. Upon validation of the measurement model, the self-efficacy construct was represented by the measured variables of efficacy for classroom management (CM), efficacy for student engagement (SE), and efficacy for instructional strategies (IS) as indicators. These were incorporated into the structural model using the total factor scores.

Following the validation of the measurement models for the five latent variables, the full structural model was tested using SEM. As reported above, the indicators of ideal language teacher self, ought-to language teacher self and self-efficacy were total factor scores. Autonomous and controlled motivation for teaching English consisted of total item scores as indicators. However, it is crucial to remind here that both ideal language teacher self and ought-to language teacher self involve subscales labeled as L2 teacher expertise (L2TE), interpersonal relationships (IR) and professional development (PD), but they are different in nature. Figure 15 presents the full structural equation model including standardized coefficients as well as *t*-values in parentheses.
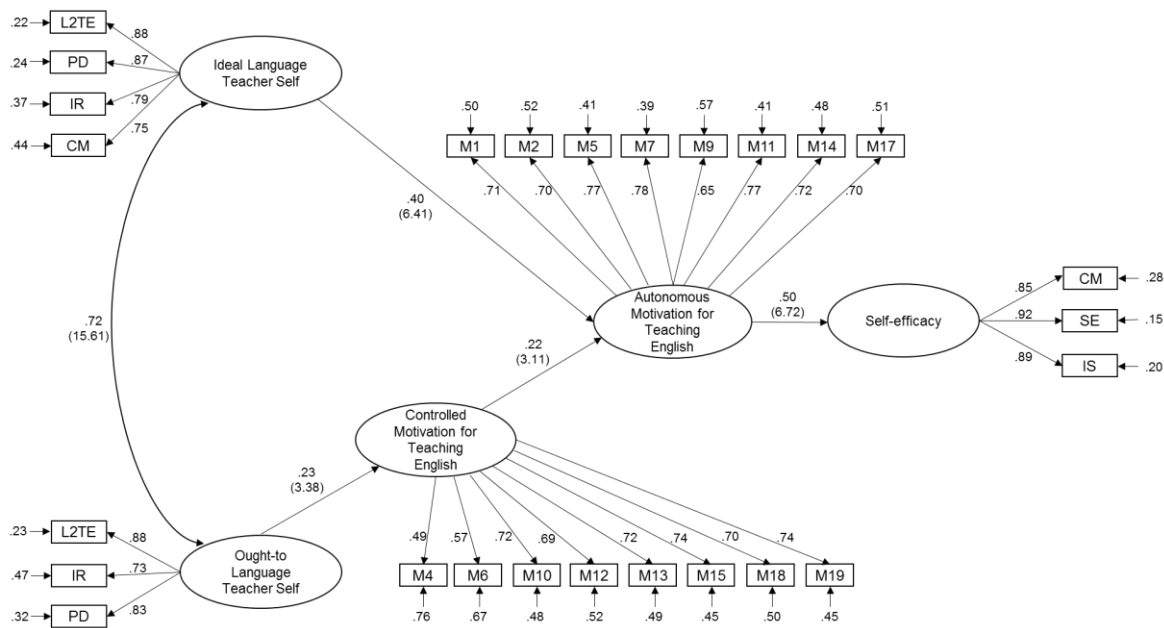
Figure 15. Full structural model

An examination of the schematic representation of the full structural model with standardized path coefficients and significant *t*-values indicated that the initial hypothesized model was supported empirically through the data. Given the fit indices, the hypothesized model indicated a good fit to the data, S-Bχ^2(294) =

604.13, p = .000, χ^2/df = 2.05, NNFI = .96, CFI = .97, SRMR = .078, RMSEA = .062. Based on the full structural model, it was evident that the two exogenous variables, namely ideal and ought-to language teacher selves were positively associated with each other at a statistically significant level (r = .72, p < .01).

Among the possible language teacher selves of senior student teachers of English, the construct of ought to language teacher self exerted a direct positive influence on controlled motivation for teaching English (β = .23, p < .01) and an indirect positive effect on autonomous motivation for teaching English (β = .05, p < .05) through the partial mediation of controlled motivation for teaching English. This is because ought-to language teacher self retained its direct significant effect on autonomous motivation for teaching English (β = .44, p < .01) without the mediating effect of controlled motivation for teaching English as well. The ideal language teacher self similarly exerted a direct positive impact on autonomous motivation for teaching English (β = .40, p < .01) and an indirect positive influence on self-efficacy (β = .20, p < .01) through the partial mediation of autonomous motivation for teaching English. This was due to the fact that ideal language teacher self retained its direct significant influence on self-efficacy (β = .26, p < .01) without the mediating impact of autonomous motivation for teaching English as well.

Controlled motivation for teaching English had a direct positive effect on autonomous motivation for teaching English (β = .22, p < .01) and an indirect positive impact on self-efficacy (β = .11, p < .01) through the perfect mediation of autonomous motivation for teaching English. This is because controlled motivation for teaching English lost its significant influence on self-efficacy without the mediating effect of autonomous motivation for teaching English. In other words, controlled motivation for teaching English did not exert a direct significant effect on self-efficacy by itself. Lastly, autonomous motivation for teaching English exerted a direct positive influence on self-efficacy (β = .50, p < .01). Based on the structural model, 25% of the variance in self-efficacy was accounted for by autonomous motivation for teaching English. Ideal language teacher and controlled motivation for teaching English accounted for 24% of the variance in autonomous motivation for teaching English. 54% of the variance in controlled motivation for teaching English was explained by ought-to language teacher self.

In brief, the correlational and causal paths among the latent constructs in the structural model uncovered the specific interrelationships among the concerned variables. Ideal and ought-to language teacher selves were found to be strongly and positively associated with each other. The direct and indirect causal paths indicated that stronger ought-to language teacher selves predicted greater controlled motivation for teaching English which predicted greater autonomous motivation for teaching English in turn. In a similar vein, stronger ideal language teacher selves predicted greater autonomous motivation for teaching English, and increased autonomous motivation for teaching English predicted higher levels of self-efficacy.

To conclude, the current study developed two different scales to measure senior Turkish EFL student teachers' possible language teacher selves and motivation for teaching English, and revealed the psychometric properties of these scales. It also uncovered the perceived levels and characteristics of the student teachers' possible language teacher selves, motivations for teaching English and self-efficacy as well as the specific relationships among these constructs. The relevant results are summarized and discussed in the following chapter.

Chapter 5
Discussion, Conclusion and Suggestions

This chapter serves as the final chapter of the dissertation that provides a conclusion to the current study. The chapter starts with a summary of the current study. Following this summary, the findings provided in detail in the previous chapter are outlined and discussed in relation to relevant literature. The discussion is structured around the two groups of research questions about (1) scale development and (2) exploration of target constructs and relationships respectively. Following the same route with the previous chapter, findings are summarized for each research question and discussed in relation to the related literature. Then, the chapter provides some pedagogical implications and lastly the recommendations for further research.

Summary of the Study

The current study set out to achieve two major purposes. It initially aimed to develop a possible language teacher selves scale and a motivation for teaching English scale for senior EFL student teachers. It also aimed to explore the relationships among senior EFL student teachers' possible language teacher selves, autonomous and controlled motivations for teaching English, and self-efficacy. To do this, a mixed methods study adopting the multiphase design was conducted. The study comprised two major stages (preliminary and main studies) and four constituent phases.

The preliminary study employing an exploratory sequential design was allocated to the development of the PLTSS and MTES for student teachers of English. Accordingly, this stage commenced with phase 1 during which qualitative data in relation to possible language teacher selves were collected from 48 senior student teachers of English enrolled in the ELT department of Hacettepe University through a written form with open-ended questions. Semi-structured interviews conducted with 15 student teachers from the same group served as a second source of qualitative data in this phase. The data collection process for this phase was implemented in May and June 2017. For the PLTSS, an item pool with tentative items was generated by the researcher through the analysis of qualitative data and supported through relevant theoretical background and previous empirical research.

An initial form was designed and subjected to a structured expert review. Upon getting the opinions of five content experts, one measurement and evaluation expert and one language expert, the initial form of the PLTSS was finalized and pre-piloted with a small group of non-participant student teachers in March 2018. A similar scale development procedure was followed for the MTES. However, instead of collecting qualitative data, the researcher generated the tentative items of the initial form of this scale based on the sound theoretical basis of self-determination theory. Following an evaluation of the initial form of the scale by expert reviewers (i.e., five content experts, one measurement and evaluation expert and one language expert), this initial form was finalized and similarly pre-piloted with non-participant student teachers in March 2018.

Following the pre-piloting of the PLTSS and the MTES, the initial forms of these two scales were finalized. A composite survey instrument was designed using the pilot form of a scale set involving the MTES and PLTSS under development as well as the TSES developed by Tschannen-Moran and Woolfolk Hoy (2001) and adapted to Turkish culture by Capa et al. (2005). Along with a demographic information section at the beginning, the instrument was made ready for phase 2. The pilot form of the composite survey instrument was administered to a total of 313 senior student teachers of English enrolled in the ELT departments of Gazi University, Sakarya University, Gaziantep University, Nevşehir Hacı Bektaş Veli University, Amasya University, Süleyman Demirel University and Mehmet Akif Ersoy University in April 2018. Following a preliminary analysis of data, a dataset belonging to 296 of these student teachers was subjected to data analysis. An item reduction procedure was implemented through running an EFA on the PLTSS and MTES data separately. Following the EFA and reliability analysis on the preliminary study data in Phase 2, the final form of the composite instrument was designed. The instrument with the final form of the scale set comprised the revised MTES (19 items), the revised PLTSS (ILTSS: 16 items, OLTSS: 19 items, FLTSS: 17 items) along with the 24-item TSES.

The main study, which set out to explore Turkish EFL student teachers' possible language teacher selves, motivations for teaching English and self-efficacy beliefs and to scrutinize the relationships among these constructs, adopted an explanatory sequential design. For this purpose, in phase 3, the final form of the

composite survey instrument was administered to a total of 310 senior student teachers of English enrolled in the ELT departments of Hacettepe University, Akdeniz University, Çanakkale Onsekiz Mart University, Pamukkale University and Çukurova University in May 2018. But following the preliminary analysis of data, the dataset of 274 participants was retained for further analysis. Data analysis in phase 3 started with running a CFA on the dataset for further evidence of construct validity for each scale. The scales were validated with a replication sample through a series of CFA and subjected to reliability analysis. Following the validation of the scales with a sample independent of that of the preliminary study, the hypothesized model displaying the proposed relationships among ideal and ought-to language teacher selves, autonomous and controlled motivations for teaching English and self-efficacy was tested using SEM. The model was verified through a path analysis.

As a follow up to the previous phase examining the target constructs and relationships using quantitative data, phase 4 involved an in-depth exploration of the student teachers' ideal, ought-to and feared language teacher selves, motivations for teaching English and self-efficacy. In this phase, qualitative data were gathered from a smaller sample of student teachers chosen purposefully among the quantitative sample in phase 3. The qualitative sample in phase 4 involved a total of 21 senior student teachers enrolled in the ELT department of Akdeniz University. Data were collected from these student teachers by means of semi-structured interviews in May and June 2018. Content analysis was conducted to examine the data. The findings achieved through this phase were used to complement the quantitative findings in relation to the levels and characteristics of the student teachers' possible selves, motivations for teaching English and self-efficacy.

To sum up, the current multiphase mixed methods study was conducted in two major stages and four constituent phases. The study which started with an exploratory sequential design in the first stage involved qualitative and quantitative data collection and analysis respectively. The second stage comprised an explanatory sequential design that employed quantitative and qualitative data collection and analysis respectively. The findings attained through all these stages and phases are summarized and discussed in relation to the relevant literature in the next section.

Discussion of the Findings

In this section, findings of the current study are discussed under six subheadings in line with the research questions. The discussions are provided in the following order:

(1) Psychometric properties of the Possible Language Teacher Selves Scale;

(2) Psychometric properties of the Motivation for Teaching English Scale;

(3) Senior EFL student teachers' possible language teacher selves;

(4) Senior EFL student teachers' motivations for teaching English;

(5) Senior EFL student teachers' self-efficacy beliefs;

(6) Relationships among senior EFL student teachers' possible language teacher selves, motivations for teaching English and self-efficacy.

Therefore, following the same order with the two groups of research questions in relation to scale development and exploration of the target constructs and relationships, the findings are discussed through the support of relevant literature. The section starts with discussions on the psychometric properties of the scales developed in the current study (i.e., PLTSS and MTES), continue with those on the levels and characteristics of senior EFL student teachers' possible selves, motivations and self-efficacy beliefs. These are followed by a final discussion on the causal relationships among the constructs of ideal and ought-to language teacher selves, autonomous and controlled motivation for teaching English and self-efficacy.

Psychometric properties of the Possible Language Teacher Selves Scale (PLTSS). As highlighted previously, one of the major concerns of the current study was to contribute to the limited research line in relation to L2 teacher motivation with a focus on student teachers' side by exploring senior EFL student teachers' motivation for teaching English. As pointed out by Dörnyei and Ryan (2015) as well, among the limited body of research on L2 teacher motivation, an effective attempt was made by examining it from the lens of possible selves (Hiver, 2013; Kubanyiova, 2009, 2012; Kumazawa, 2013). It goes without saying that Kubanyiova's (2007, 2009) conceptualization of possible language teacher selves based on possible selves theory (Markus & Nurius, 1986), self-discrepancy theory (Higgins, 1987, 1998) and the L2MSS (Dörnyei, 2005, 2009a) was a prominent step

in this sense. In an attempt to build on the limited research on possible language teacher selves that is dominantly qualitative, this study set out to validate Kubanyiova's (2007, 2009) conceptualization of possible language teacher selves with a mixed methods research paradigm. To achieve this purpose, a possible language teacher selves scale (PLTSS) was developed for pre-service teachers of English. The items were specifically written for EFL student teachers; however, to reflect the scale's theoretical underpinnings, the scale was named in a similar way with Kubanyiova's conceptualization of possible language teacher selves. The PLTSS was distinct from Hamman et al.'s (2013) New Teacher Possible Selves Questionnaire measuring the expected and feared teacher selves of teachers with different areas of specialization. This is because the present study set out to particularly measure the possible selves of student teachers of English and distinguished ideal and ought-to language teacher selves as well as feared language teacher selves in line with Kubanyiova's (2007, 2009) conceptualization. The results related to the scale development showed that the PLTSS and the three constituent scales (i.e., ILTSS, OLTSS and FLTSS) appeared to dominantly reflect aspects of possible selves specific to the domain of teaching English. In accordance with Kubanyiova's conceptualization, the scale was constructed as a tripartite instrument involving three constituent scales: (1) ILTSS to measure ideal language teacher selves; (2) OLTSS to measure ought-to language teacher selves and (2) FLTSS to measure feared language teacher selves.

Psychometric properties of the Ideal Language Teacher Self Scale (ILTSS). This is the first scale under the tripartite PLTSS. The scale specifically aimed to measure pre-service language teachers' self-representation of the kind of language teacher they would like to become. This was related to their personal identity goals and aspirations about teaching profession. In line with the principles of scale development, an initial form was constructed for ILTSS as the first component of PLTSS. The EFA performed on the preliminary study data in relation to ideal language teacher selves yielded a four-factor solution. An evaluation of factor loadings of the 16 items under the ILTSS showed that loadings of all items were above .50 and practically significant (Hair et al., 2014). A further evaluation of factor loadings of items based on the suggested cut-off sizes for loadings (Tabachnick & Fidell, 2013) indicated that loadings of 14 items out of 16 were

excellent while those of the remaining two were interpreted as good and very good. Communality coefficients were all in the common range of communalities in social sciences (Costello & Osborne, 2005). With a value above 60 percent (Hair et al., 2014), the total variance explained by the four factors was deemed sufficient.

The four factors were labelled as *L2 teacher expertise*, *professional development*, *interpersonal relationships* and *classroom management*. Among these factors, L2 teacher expertise (5 items) represented the ideal selves of the EFL student teachers in relation to both their imagined content expertise and expertise in language instruction. Professional development (5 items) referred to their imagined selves that focus on teacher development. Interpersonal relationships (3 items) were about the relationships they imagine building with students and other people. Finally, classroom management (3 items) concerned aspects of their ideal selves in relation to maintaining classroom discipline and control. These factors were relatively in line with the themes that came out in the first phase of the current study as a result of a qualitative data analysis (i.e., L2 teaching practices, professional development, personal qualities, interpersonal relationships and classroom management). Tentative items written to reflect personal qualities of ideal selves either loaded onto other factors or got eliminated. Student teachers' imagined language teaching practices and characteristics in relation their imagined content expertise displayed consistencies and emerged under the same factor that was labelled *as L2 teacher expertise*. These reflected the student teachers' own perceptions of L2 teacher expertise and were labelled accordingly. L2 teacher expertise was a distinctive component of the scale that was particularly dominated by the content area, namely teaching 'English'. Content expertise constituted an important aspect of the student teachers' ideal language teacher selves in relation to L2 teacher expertise, and this was quite in line with Hiver's (2013) findings pointing to imagined language proficiency of in-service Korean English teachers as part of their ideal language teacher selves. The emergent components of interpersonal relationships and classroom management as part of the student teachers' ideal language teacher selves were consistent with the categories of expected teacher selves in Hamman et al.'s (2010) study. Findings of the current study was also considerably in line with the other two categories under expected teacher selves in Hamman et al.'s research, namely instruction and professionalism,

which represented the expected use of various instructional strategies and the professional qualities expected of teachers, respectively. In a similar vein, the ILTSS and its constituent items showed consistencies with Hamman et al.'s (2013) study of scale development for new teachers (i.e., undergraduate student teachers who are about to complete their teaching practicum). In their New Teacher Possible Selves Questionnaire (NTPSQ), the two-factor scale for expected teacher possible selves involved aspects related to professionalism and learning to teach, and these bore similarities to the items under the ILTSS.

The results of EFA provided an evidence for the construct validity of the ILTSS. In an effort to get additional evidence on the construct validity of the scale with an independent sample, the final form of the ILTSS with 16 items was administered as part of the final form of the composite survey instrument during phase 3 in the main study. The factor structure of the four-factor ILTSS with 16 items was verified in this phase of the study. Based on the results of the CFA performed on the ILTSS data, an inspection of fit values yielded the following interpretations: the χ^2/df ratio below 3 indicated a good fit (Çokluk et al., 2012); the NNFI value greater than .95 pointed to a perfect fit (Hu & Bentler, 1999); the CFI value above .95 indicated a perfect fit (Byrne, 2006; Hu & Bentler, 1999), and the SRMR value considerably below .08 highlighted a good fit (Brown, 2006; Hu & Bentler, 1999). Although RMSEA values of .08 or less signify a good fit (Hooper et al., 2008; Jöreskog & Sörbom, 1993), the RMSEA value of the current model was a little bit above .08 and considered to be close to a good fit. Thus, the model fit values were indicators of either good or perfect model fit. These results pointed to the verification of the four-factor structure (i.e., L2 teacher expertise, professional development, interpersonal relationships and classroom management) of the ILTSS with an independent sample consisting of senior student teachers of English. Thus, the results revealed further evidence for the construct validity of the scale.

Evidence for the internal consistency reliability of the 16-item ILTSS was found through computing Cronbach's Alpha coefficients for the whole scale and the four subscales underneath. These were calculated for the 16-item form of the scale with both the preliminary and main study data. Although there is not a clear consensus on the cut-off values for Cronbach's alpha coefficient, the commonly agreed upon threshold for the acceptable value is .70 and above (George & Mallery,

2016; Hair et al., 2014). The four subscales under the ILTSS displayed alpha values above .80 in both the preliminary and main studies, and signified high reliability (Cohen, Manion, & Morrison, 2007). An exception for this was the subscale of interpersonal relationships, whose alpha coefficient in the main study nevertheless met the acceptable alpha threshold, namely .70. In addition, an evaluation of the internal consistency reliability of the whole scale provided alpha values greater than .90 in both preliminary and main studies and was thereby an indicator of the very highly reliable nature of the scale (Cohen et al., 2007). These values all pinpointed the high internal consistency reliability of the ILTSS.

All in all, the ILTSS appeared to have strong psychometric properties with regard to its construct validity and internal consistency reliability. The finalized scale displayed a four-factor structure with a total of 16 items. Both the construct validity and internal consistency reliability of the scale were evidenced in the research results. It is essential to reiterate here that although the ILTSS constitutes an initial part of the tripartite PLTSS, it can also be administered by itself with its sound psychometric properties.

Psychometric properties of the Ought-to Language Teacher Self Scale (OLTSS). The OLTSS was formed as the second section of the tripartite PLTSS. It set out to measure the construct of ought-to language teacher self, which referred to the pre-service language teachers' self-representation of the kind of language teacher they ought to become. This was linked with their obligations, duties and responsibilities in relation to their profession – language teaching. The other-driven nature of the construct distinguished it from the ideal language teacher self. In accordance with the major premises of scale development, the essential steps were taken to construct the initial form of the scale. The results of the EFA conducted on the preliminary study data revealed a three-factor solution. An inspection of the factor loadings of the 19-item OLTSS indicated the practically significant nature of all loadings with values greater than .50 (Hair et al., 2014). Of nineteen items under the scale, seven items displayed good loadings while the remaining twelve had either very good or excellent loadings (Tabachnick & Fidell, 2013). Communality coefficients were in the common range of communalities in social sciences (Costello & Osborne, 2005). The total variance explained by the three factors appeared to be quite close to 60 percent. In terms of the percentage of variance explained by the

factors, Hair et al. (2014) highlight 60% as a threshold in social sciences, but also add that a lower percentage can also be possibly satisfactory. Therefore, the cumulative percentage of explained variance was regarded as adequate.

The three factors under the OLTSS were labelled *as L2 teacher expertise*, *interpersonal relationships* and *professional development*. Among these subscales, L2 teacher expertise (9 items) represented aspects of the student teachers' ought-to selves in relation to their expected expertise in their field of study (i.e., teaching English) both as a user and teacher of English. Interpersonal relationships (5 items) referred to the relationships student teachers felt that they should build with students and other people such as parents. Finally, the subscale of professional development (5 items) was labelled for the items referring to the ought-to practices in relation to professional development of the student teachers in the future. All these three subscales were labelled in the same way with those of the ILTSS. However, the subscales under the OLTSS particularly referred to the L2 teacher expertise, interpersonal relationships and professional development practices expected of the pre-service teachers by their significant others. Student teachers regarded them as their duties, obligations or responsibilities. The three factors that emerged as a result of factor analysis were mostly consistent with the themes (i.e., L2 teaching practices, professional development, personal qualities, interpersonal relationships as well as general expectations and duties) revealed through content analysis of qualitative data in phase 1 as part of the preliminary study. But the items related to general duties and expectations in the pilot form appeared to be less salient for the target construct. This was not a surprising result in that the target group was comprised of pre-service English teachers, for most of whom school-related duties were not a reality of daily life yet. In contrast, these duties appeared to be an evident aspect of in-service teachers' ought-to language teacher selves in previous research (Kubanyiova, 2009; Kumazawa, 2013). In a similar vein, the initial items related to L2 teacher's personal qualities did not cluster as a single factor, but either loaded onto the other factors or got eliminated based on factor loading restrictions. The emergent factorial structure was found satisfactory based on the EFA.

Along with the results of the EFA, a CFA was computed on the main study data regarding ought-to language teacher selves to get further evidence for the construct validity of the OLTSS with an independent sample. The three-factor

structure of the 19-item OLTSS was verified by this way. Based on the fit indices, the model fit was evaluated as follows: the χ^2/df ratio less than 3 pointed to a good fit (Çokluk et al., 2012); the NNFI value equal to .95 uncovered a perfect fit (Hu & Bentler, 1999); the CFI value greater than .95 was an indicator of perfect fit (Byrne, 2006; Hu & Bentler, 1999), and the SRMR value quite less than .08 indicated a good fit (Brown, 2006; Hu & Bentler, 1999). As a final fit index, the RMSEA value was found to be a little bit above .08, but keeping in mind the values in relation to the other fit indices, it was also considered to be tolerable and close to good fit. Therefore, the three-factor model of the OLTSS (i.e., L2 teacher expertise, interpersonal relationships and professional development) fit the main study well, too. The results of CFA provided additional evidence for the construct validity of the scale.

As for the reliability of the scale, Cronbach's alpha coefficient was calculated for the whole scale and the three subscales with both preliminary and main study data. For the 19-item OLTSS, all three subscales' Cronbach's alpha values were found to be above .70 and therefore considered to be acceptable (George & Mallery, 2016; Hair et al., 2014). With alpha values greater than .80 in both the preliminary and main studies, especially the subscale of L2 teacher expertise was found highly reliable (Cohen et al., 2007). In a similar vein, an examination of the internal consistency reliability of the whole scale uncovered alpha values above .90 and interpreted as very highly reliable. The internal consistency reliability of the scale and three subscales were therefore evidenced by these alpha values.

To sum up, the OLTSS similarly displayed robust psychometric properties in terms of its construct validity and internal consistency reliability. The finalized scale with three factors and 19 items was made ready for use both as a constituent of PLTSS and as an independent scale. It is therefore possible to administer this scale on its own or along with the other two constituents of the PLTSS.

Psychometric properties of the Feared Language Teacher Self Scale (FLTSS). The FLTSS constituted the final section of the PLTSS and aimed to measure pre-service language teachers' self-representation of the kind of language teacher they fear becoming if they cannot achieve their desired ideals, self-perceived responsibilities and obligations. An initial form with tentative items was developed to measure this construct by following the steps of scale development.

The finalized pilot form of the scale was administered as part of the pilot form of the PLTSS. The results of EFA performed on the preliminary study data in relation to feared selves unearthed a single factor structure. The single-factor FLTSS with 16 items was deeply evaluated for its construct validity. Factor loadings of these sixteen items were inspected based on the recommended cut-off values (Tabachnick & Fidell, 2013), and fifteen were found to have excellent loadings while the remaining item demonstrated a very good loading too. Communalities were all in the common range encountered in social sciences (Costello & Osborne, 2005). The single factor solution of the 16-item FLTSS explained more than 60% of the total variance and was therefore found sufficient in terms of this cumulative percentage (Hair et al., 2014).

As reported in the methodology chapter, while developing the PLTSS, an inductive approach initially guided this process. The tentative items were constructed based on the results of qualitative data analysis in phase 1 of the preliminary study and complemented with theoretical underpinnings and related research. Based on the analysis of qualitative data in phase 1, ineffective language teaching practices and unfavorable teacher qualities emerged as the most salient aspects of the feared language teacher self although aspects related to professional development, classroom management and interpersonal relationships were also reported by a few student teachers. But keeping track of previous research on possible teacher selves (Hamman et al., 2010), items were also written for the counterparts of the other domains under the ILTSS, and similar categories were formed for the tentative items of the ILTSS and the FLTSS. But the results of EFA appeared to be in line with the qualitative results of phase 1, and the FLTSS appeared to display a single factor structure that is dominated by ineffective L2 teaching practices complemented with some feared teacher qualities. In this way, the scale seemed to reflect Conway and Clark's (2003) focus on teacher qualities and teaching tasks in a way. The aspects of the feared language teacher self appeared to be less detailed compared to ideal and ought-to language teacher selves, and concerned more general aspects of the language teacher self pertaining to teaching English and being an English teacher. The items under the FLTSS showed some sort of resemblance to aspects of the feared teacher selves labelled as uninspired instruction and uncaring teacher in Hamman et al.'s (2013) study on

teacher possible selves. However, one aspect of feared teacher selves related to classroom management that emerged in Hamman et al.'s (2013) study and labelled as loss of control did not appear in the FLTSS in the current study. The dominance of aspects related to teaching 'English' in particular and domain-specific characteristics of the scale was a distinctive feature of FLTSS as it is for the whole scale of PLTSS.

Besides the results of EFA, the CFA performed on the main study data served as additional evidence for the construct validity of the FLTSS. The finalized single factor FLTSS with 16 items was administered as the final part of the PLTSS to the main study sample. The results of CFA verified the single factorial structure of the scale. Based on the CFA, the model fit indices were interpreted as follows: the χ^2/df ratio below 3 was an indicator of good fit (Çokluk et al., 2012); the NNFI value above .95 pointed to a perfect fit (Hu & Bentler, 1999); the CFI value above .95 signified a perfect fit (Byrne, 2006; Hu & Bentler, 1999), and the SRMR value considerably less than .08 highlighted a good fit (Brown, 2006; Hu & Bentler, 1999). Like the other two constituents of the PLTSS, the RMSEA value was found to be a little above the threshold of .08 (Hooper et al., 2008; Jöreskog & Sörbom, 1993), but keeping in mind the other fit indices highlighting the good or perfect fit of the model, this value was tolerated. Hence, the results of CFA yielded further evidence for the construct validity of the FLTSS.

Along with the construct validity of the scale, its internal consistency reliability was also checked through computing the Cronbach's alpha coefficient. Alpha values computed for the 16-item FLTSS were found to be relatively high in both preliminary and main studies. The alpha values greater than .90 in both studies was an indicator of the very high reliability of the scale in terms of internal consistency (Cohen et al., 2007).

To conclude, the psychometric properties of the FLTSS, which was the final component of the PLTSS, were found to be sufficient for measuring the feared language teacher selves of pre-service teachers of English. Based on the evidence for its construct validity and internal consistency reliability, the scale can therefore be administered to evaluate the target construct by itself or together with the aforementioned two scales under the PLTSS.

Psychometric properties of the Motivation for Teaching English Scale (MTES). The MTES was developed within the scope of the present study to measure the senior EFL student teachers' motivations for teaching English. As underlined previously, the scale development process for the MTES was guided by a deductive approach that took the SDT (Deci & Ryan, 1985) as the point of departure. Well-established theoretical background of the motivation construct from this perspective led the item generation that was realized by the researcher. The items were generated in a way that they would both reflect the three constructs underneath and their constituents based on the SDT (Deci & Ryan, 2008): autonomous motivation (intrinsic motivation and introjected regulation), controlled motivation (introjected regulation and external regulation) and amotivation. The initial form of the MTES was finalized by following the steps of scale development and administered to the preliminary study sample as part of the pilot form of the composite survey instrument. The results of the EFA provided a three-factor structure that meaningfully represents autonomous motivation (8 items), controlled motivation (8 items) and amotivation (3 items) for teaching English. The initial form was reduced to a total of 19 items through this stage. An evaluation of the factor loadings of these items indicated that of these 19 items, 13 were found to have excellent loadings, and the remaining 6 items displayed either good or very good loadings based on the factor loading thresholds (Tabachnick & Fidell, 2013). Communality coefficients appeared to be in the common range of communalities in social sciences (Costello & Osborne, 2005). The three factors accounted for almost 60% of the total variance and was found acceptable keeping in mind the common threshold of 60% in social sciences (Hair et al., 2014).

The intended first-order five-factor structure could not be evidenced through the EFA. This might be due to the conceptual proximities among the following pairs of constructs: 'intrinsic motivation – identified regulation' and 'introjected regulation – external regulation'. Although the intended second-order factors (i.e., autonomous motivation, controlled motivation and amotivation) were relatively obvious with an exploratory factor analysis, the five-factor solution did not prevail with this approach. To make up for this, upon testing the three-factor model of the MTES with the main study sample through a CFA, a next step was added to test the first-order five-factor structure that loads on a second-order three-factor structure with a second model.

The sound theoretical basis of the SDT was the foundation for this second step as it was for Gagné et al.'s (2010) work motivation scale that realized the scale validation with an initial confirmatory approach.

To attain further evidence for the construct validity of the MTES, the final form of the scale with 19 items was administered to the main study sample as part of the final form of the composite survey instrument. The three-factor structure (i.e., autonomous motivation, controlled motivation and amotivation for teaching English) was firstly verified through performing a CFA. The fit indices for the three-factor model resulted in the following interpretations: the χ^2/df ratio below 3 highlighted a good fit (Çokluk et al., 2012); the NNFI value greater than .95 signaled a perfect fit (Hu & Bentler, 1999); the CFI value above .95 underlined a perfect fit (Byrne, 2006; Hu & Bentler, 1999), the SRMR value less than .08 indicated a good fit (Brown, 2006; Hu & Bentler, 1999), and finally the RMSEA value below .08 was an indicator of good fit (Hooper et al., 2008; Jöreskog & Sörbom, 1993). All these fit indices evidenced that the three-factor model of motivation for teaching English fit the main study well, which was a prominent proof for the construct validity of the three-factor MTES.

The next step was to test the second model of motivation for teaching English, which involved a first-order five-factor structure and a second-order three-factor structure. As reported earlier in the findings, based on this model, the subscales of intrinsic motivation (4 items) and identified regulation (4 items) were intended to form a second-order factor together: autonomous motivation (8 items). In a similar vein, the subscales of external regulation (4 items) and introjected regulation (4 items) were intended to load on controlled motivation (8 items) as a second-order factor. Amotivation was intended to remain on its own in both ways. The CFA conducted on the main study data for this model verified the model fit to the data. Emergent fit indices were interpreted as follows: the χ^2/df ratio below 3 was an indicator of good fit (Çokluk et al., 2012); the NNFI value equal to .95 pointed to a perfect fit (Hu & Bentler, 1999); the CFI value greater than .95 displayed a perfect fit (Byrne, 2006; Hu & Bentler, 1999), and the RMSEA value less than .08 indicated a good fit (Hooper et al., 2008; Jöreskog & Sörbom, 1993). Although SRMR values of .08 or below indicate a good fit (Brown, 2006; Hu & Bentler, 1999), the relevant fit index for the concerned model of motivation for teaching English was

a little a bit above this threshold. However, bearing in mind the results pertaining to the other fit indices, the SRMR value was tolerated. Therefore, this second model of motivation for teaching English consisting of a first-order five-factor structure and a second-order three-factor structure fit the data well too.

Upon getting evidence for the construct validity of the MTES through the EFA and CFA results, the study also checked the internal consistency reliability of the subscales. As an SDT-based scale of motivation, the MTES aimed to measure senior EFL student teachers' different types of motivation for teaching English, and only getting the subscale scores was meaningful. Therefore, based on the finalized 19-item MTES, Cronbach's alpha coefficients were computed for both the first-order five subscales and the second-order three subscales using both the preliminary and main study data. The alpha values computed for all subscales met the acceptable internal consistency threshold with values above .70 (George & Mallery, 2016; Hair et al., 2014) except for the subscale of amotivation for teaching English, which could not meet this threshold based on the preliminary study data, but was able to do that in the main study with a value greater than .70. Especially the subscales of autonomous and controlled motivation for teaching English under the three-factor MTES were found to have high reliability based on their alpha values very close to .90 (Cohen et al., 2007). In a similar vein, the subscale of intrinsic motivation for teaching English was interpreted as highly reliable based on its alpha values in both studies. Thus, the MTES with its first-order five subscales and second-order three subscales appeared to have internal consistency reliability.

To sum up, the MTES was constructed on the strong and well-established framework of the SDT. The finalized scale with 19 items evidenced its construct validity and internal consistency reliability with both its first-order five-factor structure and second-order three-factor structure; therefore, the scale might be used in both ways. In this respect, the MTES follows the tradition of other SDT-based motivation scales (e.g., Gagné et al., 2010; Gagné et al., 2015) and allows aggregation of intrinsic motivation and identified regulation to measure autonomous motivation, and that of introjected and external regulation to calculate controlled motivation for teaching English. Accordingly, different subscale scores might be utilized independently or in combination based on the purpose of research.

Senior EFL student teachers' possible language teacher selves. Making use of the aforementioned two scales (i.e., PLTSS and MTES) to measure possible selves and motivations along with the TSES to measure self-efficacy, the current study was able to scrutinize the EFL student teachers' possible language teacher selves, motivations for teaching English and self-efficacy beliefs. These were supported by the interview findings as well. Based on the quantitative data collected through the composite survey instrument, the study found that all possible selves of the senior EFL student teachers, namely ideal, ought-to and feared language teacher selves were highly developed and played an important role as student teachers' potential future-self guides. An evaluation of these three possible selves showed that student teachers were primarily guided by their ideal selves that achieved the highest score among the three possible selves, followed by their ought-to selves that achieved a slightly lower score. Although feared selves were not as strong as ideal and ought-to selves, student teachers were guided by their feared selves as well judging from its high mean value. Therefore, the student teachers' possible language teacher selves appeared to be an important facet of their self-concept. The crucial place of these possible selves was in line with the past research into EFL teachers' possible language teacher selves (Hiver, 2013; Kubanyiova, 2007, 2009; Kumazawa, 2013; Sahakyan et al., 2018). Building on this overall picture of senior EFL student teachers' possible selves, the study probed into each of these constructs benefiting from quantitative and qualitative data. The findings attained through these means are summarized and discussed in the following subsections for ideal, ought-to and feared language teacher selves respectively.

Senior EFL student teachers' ideal language teacher selves. The inherent power of the identity goals and aspirations that serve as a potential driving force for language teachers (Kubanyiova, 2007, 2009) is a major aspect of ideal language teacher selves. Therefore, by making the most of these future self-guides, language teachers might be more motivated for language teaching. For this reason, the current study initially elucidated senior Turkish EFL student teachers' ideal language teacher selves. Based on the quantitative data, student teachers were found to have relatively strong ideal language teacher selves involving positive self-images about the future. From this perspective, the results of the study highlighting positive ideal language teacher selves of participant student teachers with high

ideals were similar to those of the limited previous research on this issue (Hiver, 2013; Kumazawa, 2013; Smid, 2018). The study also revealed that they were guided by various aspects of their ideal language teacher selves. The strongest aspects of their ideal selves concerned professional development, followed by interpersonal relationships, L2 teacher expertise and classroom management respectively. In other words, student teachers imagined themselves as teachers of English who continue their professional development, build good relationships with students and others, display their expertise in the use and instruction of English and maintain classroom control and discipline. In this respect, the ideal selves of the participant student teachers bore similarities with teachers' expected selves in previous research (Hamman et al., 2010; Hamman et al., 2013).

The study also probed into these ideal selves through qualitative data. Corroborating the quantitative findings substantially, qualitative findings pointed to student teachers' ideal language teacher selves with clearly-structured aspects such as L2 teacher expertise, professional development, personal qualities, interpersonal relationships and classroom management. Based on these findings, L2 teacher expertise was a very salient aspect of the student teachers' ideal language teacher selves. This imagined self of student teachers represented both "know-what" and "know-how" of teaching English as a foreign language. In other words, L2 teacher expertise of the student teachers' ideal selves referred to both their content expertise and expertise in L2 instruction. These results were quite in line with those of Hiver (2013) in that the in-service Korean EFL teachers in his study were also found to have positive ideal language teacher selves involving two major aspects concerning the selves as expert language users and selves as expert teachers.

Regarding the instructional practices, student teachers imagined themselves as teachers of English who teach English effectively for communicative purposes, focus on communicative aspects of the language, effectively utilize various instructional materials and methods during their lessons, draw students' interests and engage them in lessons, ensure active student participation and active language use, help students to improve their language skills by this way and to adopt a positive attitude towards learning English. In this sense, these findings were in line with those of Kumazawa's (2013) qualitative study on four novice Korean EFL

teachers' possible selves, which highlighted the eloquent ideal selves of the teachers with a tendency towards communicative language teaching. Similar findings were also reached in Yuan's (2016) study on pre-service teachers of English for whom communicative teachers were an ideal vision.

Besides instructional practices, a distinctive characteristic of their ideal selves was found to be content expertise. Student teachers imagined themselves as teachers of English with a comprehensive subject-matter knowledge in relation to English language and as competent users of English in class in front of the students. A salient feature of their ideal selves in this respect concerned their dreams of being fluent speakers of English, which was partly influenced by their negative experiences with their own teachers without fluency in English. A similar pattern of results was attained in Hiver's (2013) research that uncovered the primary importance of language proficiency for the Korean EFL teachers' ideal selves.

Along with the L2 teacher expertise, another primary aspect of the student teachers' ideal language teacher selves concerned the professional development of their future self-images. The student teachers' ideal selves aimed to do that through self-improvement by means of personal efforts (e.g., reading books and articles, sharing ideas with colleagues, etc.), pursuing further education (e.g., pursuing master's studies, attending in-service teacher development activities) and gaining practical teaching experience (e.g., teaching in schools, private tutoring, etc.). It was quite promising to see this result in that if student teachers' ideal self-images comprise teacher selves continuing their professional development, it is quite probable for them to get into action to achieve this goal as in-service teachers in the future.

In addition to professional development, another characteristic of the participants' ideal selves was associated with their personal qualities. These qualities turned out to be in two categories. While some were associated with self-related qualities such as being dedicated to the teaching profession or having a passion for teaching in other words, going beyond a standard teacher and being a good, creative, knowledgeable, professional and successful teacher of English, others included student-related qualities such as being lovable, student-centered and inspiring EFL teachers who serve as role models for their students and leave a positive influence on their lives. Among these, especially the self-related qualities of

ideal selves in the current study were considerably in line with professional qualities of expected teacher selves in Hamman et al.'s (2010) research. In addition, the participant EFL student teachers' dedication to teaching was similarly experienced by the novice teachers of English in Japan (Kumazawa, 2013).

Another vivid aspect the senior EFL student teachers' ideal selves pertained to their interpersonal relationships with students and other educational stakeholders like colleagues, other school staff and parents. Building good relationships with particularly the future students was a salient aspect of their ideal selves. As well as their wish to establish a good teacher-student rapport, some student teachers also voiced their desire for maintaining good relationships and being in cooperation with colleagues, other school staff and families. Similar results about interpersonal relationships were also obtained for expected teacher selves in previous research (Hamman et al., 2010).

One last hallmark of the student teachers' ideal selves concerned aspects of classroom management. In addition to their desire for building good relationships with future students, they were also found to have imagined self-images of EFL teachers who are successful in classroom management, maintain class control effectively and have organized and disciplined classrooms. However, based on both the quantitative and qualitative data, classroom management was a less salient aspect of the student teachers' ideal language teacher selves. Classroom management was not a dominant aspect of EFL teachers' ideal selves in previous research as no such traces were reported (Hiver, 2013; Kumazawa, 2013). Yet, it was part of the expected teacher selves in Hamman et al.'s (2010) research on pre- and in-service elementary and secondary school teachers.

To sum up, the current study cast a light on senior Turkish EFL student teachers' highly developed and elaborately-constructed ideal language teacher selves. As these ideal selves are based on personal goals and aspirations that have the potential to positively influence language teacher motivation, it was a quite promising result as a first step. However, it is essential here to reiterate that the participants were senior EFL student teachers who took the School Experience course in the first semester of their final year and observed the classroom teachers in practicum schools. They only had the opportunity to teach English in the second semester of this final year in the practicum schools. Some also had other limited

teaching experiences in some private institutions. In that vein, their little experience about real schools and classroom realities might have led them to have these kinds of high ideals. Previous research (Kumazawa, 2013) demonstrated that when pre-service EFL teachers with high and lofty ideals were faced with the realities of schools, they experienced a dilemma regarding these ideal selves and the ought-to duties resulting from classroom realities and this dilemma lowered their motivation for teaching. Therefore, although the high ideals of the student teachers in the current study are promising, keeping these ideals at a reasonable and attainable level might be more fruitful. Otherwise, unrealistic ideal selves would be of no use as a motivating source.

Senior EFL student teachers' ought-to language teacher selves. Departing from the role of ought-to language teacher selves in language teachers' motivation for teaching (Kumazawa, 2013) and motivation for professional development and conceptual change (Hiver, 2013; Kubanyiova, 2009; White & Ding, 2009), the current study also delved into senior Turkish EFL student teachers' ought-to language teacher selves. The quantitative findings underlined the highly developed nature of these ought-to selves similar to their ideal selves. Among the three aspects of ought-to language teacher selves, the ought-to self-image in relation to L2 teacher expertise was found to be the strongest, and this was followed by aspects of professional development and interpersonal relationships respectively. These aspects evidently displayed a substantial overlap with the ideal language teacher selves.

Building on these findings, the qualitative data underscored diverse aspects of the student teachers ought-to language teacher selves: L2 teacher expertise, personal qualities, general duties, responsibilities and expectations, interpersonal relationships and professional development. Among these aspects, L2 teacher expertise turned out to be the most vivid characteristic of the student teachers' ought-to selves. From student teachers' perspective, it included both content expertise and expertise in language instruction, which was quite similar to their ideal selves. However, what distinguished ought-to selves from ideal selves was the other-driven ought-to language teaching practices' focus on both proficiency and exam orientation at the same time. The dilemma was that student teachers reported they ought to teach English in such a way that students would be able to get

proficient in English and especially speak English fluently. In contrast, reminding the exam-based education system in Turkey in which English tests are usually in written form and without much focus on the four language skills, student teachers also reported that they ought to prepare students well for the exams based on the expectations of families even if these expectations do not coincide with their own priorities in relation to L2 instruction. Student teachers' ought to language teacher self-images in relation to expertise in language instruction were mostly product-oriented since the student teachers' self-representation of the significant others' expectations were based on the ultimate purpose of proficiency in English or success in the exams. These ought-to self-images were relatively less detailed compared to their ideal language teacher self-images in relation to language instruction. Ideal language teacher selves involved the way student teachers imagined teaching English using various instructional materials, methods and activities, and therefore appeared to be more process-oriented. From student teachers' perspective, some of these expectations were too high and unrealistic because they were even expected to be perfect English teachers in their own words. Based on the expectations of the society, they thought they ought to be perfect in language use and know almost everything, which was salient in Sahakyan et al.'s (2018) research as well. In terms of content expertise, they reported that they ought to be competent users of English as future EFL teachers, which was consistent with their ideal selves too.

Similar to the findings about ideal selves, student teachers ought-to selves comprised some self- and student related qualities. Among these, self-related qualities consisted of good teacher self-images who are called successful teachers, love their profession, work willingly as EFL teachers and deserve the teaching profession. Student-related qualities referred to such positive ought-to images as lovable and respected teachers who are role models for their students.

One other aspect of these ought-to selves concerned their general duties, responsibilities and expectations as future EFL teachers. These included ought-to self-images about teaching values and real-life skills, having favorable working conditions and fulfilling school-related duties. Based on these results, it is clear that student teachers were aware of their responsibilities, duties and other expectations beyond their area of expertise. Among these, school-related duties were voiced by

very few student teachers and were therefore less salient compared to the other two. Yet, such duties (e.g., supervising clubs) manifested themselves as prominent aspects of ought-to language teacher selves of novice EFL teachers in previous research (Kumazawa, 2013) and created a tension with their eloquent ideal selves. Bearing in mind that most of the participants in the current study were senior student teachers of English who only experienced the real school atmosphere as teachers during their practicum, it is not surprising to see this as a less outstanding aspect of their ought-to selves.

In addition, interpersonal relationships were found to be another focus of some student teachers' ought-to language teacher selves. These relationships referred to both those with students and with colleagues, other school staff and families. Similar to their ideal selves, student teachers' ought-to selves involved ought-to future language teacher images that establish a positive rapport and communicate well with both students and colleagues, other school staff and parents. As ideal and ought-to language teacher selves were consistent with one another in this respect, these have the potential to guide their motivation to teach positively.

A final characteristic of the student teachers' ought-to selves concerned their professional development. Some student teachers reported that they ought to continue their professional development judging from the responsibilities and expectations of significant others. Not surprisingly, based on both quantitative and qualitative findings, professional developmental aspects of student teachers' ought-to language teacher selves were less notable and detailed compared to those of their ideal language teacher selves. However, along with other characteristics of ought-to selves, the consistent qualities between ideal and ought-to selves are apparently other promising sides of findings in the present study.

To conclude, similar to their ideal selves, student teachers were also found to have strong ought-to language teacher selves with various aspects concerning their expertise as teachers of English, self- and student-related qualities, more general duties, responsibilities and expectations, interpersonal relationships and professional development. Most of these aspects of ought-to language teacher selves were considerably in line with their ideal selves. Therefore, although previous research underscored the more restricted influence of ought-to language teacher selves on teachers (Kubanyiova, 2009), the consistencies between ideal and ought-

to language teacher selves of student teachers in the current study might serve as a driving force for their motivation to teach English. The results of path analysis in the following pages shed light on how this occurs. Moreover, as highlighted by Kubanyiova (2009), it is also probable for an externally motivated ought-language teacher self to translate into a more internalized ideal language teacher self in time. In this sense, the ought-to language teacher self retains its importance as a motivational source for language teachers.

Senior EFL student teachers' feared language teacher selves. Among possible selves, feared self is highlighted as a construct balancing the influence of desired selves (Oyserman & Markus, 1990). In other words, based on possible selves theory, in order for the desired future self to display its maximum effectiveness, it needs to be offset by a relevant feared self (Dörnyei & Ryan, 2015). Accordingly, within the conceptualization of possible language teacher selves (Kubanyiova, 2007, 2009), feared language teacher self takes a part as a third future self-guide along with ideal and ought-to language teacher selves. Thus, the present study examined the present levels and characteristics of senior EFL student teachers' feared language teacher selves as well. Based on the quantitative data, the student teachers were found to have robust feared language teacher selves. From this perspective, senior Turkish EFL student teachers' feared selves were distinct from those of Hungarian pre-service teachers of English who did not have strong fears or worries about themselves as future teachers of English (Smid, 2018). Yet, as reported earlier, the feared selves in the current study were less strong and detailed compared to the student teachers' ideal and ought-to language teacher selves. Keeping in mind the fact that the feared selves counterbalance the desired selves (Dörnyei & Ryan, 2015), the corresponding results appear to maintain the positive direction of the possible language teacher selves in combination.

Along with these results pointing to more general feared selves of student teachers, qualitative data yielded the occurrence of this future self-guide with the following aspects: unfavorable teacher qualities, inadequate L2 teacher expertise, weak teacher-student relationships, lack of professional development and ineffective classroom management. A similar pattern of categories was evident for the feared teacher selves of pre- and in-service elementary and secondary school

teachers in the United States (Hamman et al., 2010). In parallel with the quantitative data, the first two themes in the current study were more salient compared to the rest. With regard to unfavorable teacher qualities, the results indicated that student teachers were afraid of having some specific student-related teacher characteristics such as being disliked and disrespected by students and being an impatient teacher who gets angry with students easily. Besides these, a common fear among student teachers was about being an English teacher who leaves a negative impact on students' lives. Self-related feared qualities, on the other hand, were about being an unsuccessful, ordinary, carefree teacher who remains obdurate, gets closed to any different idea, dislikes the teaching profession or is fed up with it.

As in ideal and ought-to language teacher selves, L2 teacher expertise was a major concern in relation to student teachers' feared language teacher selves. Student teachers were afraid of having inadequate L2 teaching expertise. This came out in two ways. Students feared both implementing an ineffective language instruction and having inadequate content expertise. Their fears pertaining to language instruction referred to such practices as relying heavily on the coursebook, memorization exercises, grammar translation and exam-based teaching activities and spoonfeeding their students instead of helping them discover what they need. In terms of the exam-based teaching activities, L2 teaching practices in ought-to and feared selves point to a dilemma of student teachers. While they thought they ought to prepare students well for the exams based on the expectations of the society, they also feared having exam-based language instruction practices. This was in line with the feared selves of pre-service teachers of English who were afraid of practicing language teaching in a traditional manner due to the exam-oriented system in China (Yuan, 2016). Moreover, the participants in the current study were also afraid of a lack of content expertise in ELT and being unable to use English effectively or being an incompetent teacher in their own words. Particularly, the fears of student teachers about their own proficiency in English corroborated previous research findings (Hiver, 2013; Reves & Medgyes, 1994; Sahakyan et al., 2018).

Other aspects of student teachers' feared selves pertained to weak student teacher-student relationships, lack of professional development and ineffective classroom management although these were less salient compared to the aforementioned two. To illustrate, student teachers were afraid of being unable to

build good relationships with their future students, improve themselves and keep pace with the world and the younger generation and maintain classroom control properly. Similar results were also obtained for the feared teacher selves in Hamman et al.'s (2010) research.

To conclude, strong levels and well-defined characteristics of Turkish EFL student teachers' feared language teacher selves indicate that these possible selves along with ideal and ought-to language teacher selves have the potential to motivate student teachers for teaching. Theoretically, this is possible through possessing balanced possible selves, which refers to concurrent occurrence of clearly-defined feared selves together with the ideal and/or ought-to selves as desired future self-guides (Dörnyei, 2005, 2009a; Dörnyei & Ryan, 2015; Kubanyiova, 2007, 2009; Oyserman, Bybee, & Terry, 2006). From this perspective, the results about the feared language teacher selves are very promising as well.

Senior EFL student teachers' motivations for teaching English. An SDT-oriented (Deci & Ryan, 1985, 2000; Ryan & Deci, 2000b) exploration of motivation for teaching English accompanied the aforementioned socio-dynamic approach (Dörnyei & Ryan, 2015) to language teacher motivation with possible selves in a future-oriented manner. Within the language teaching profession, teachers' motivation to teach is absolutely under the negative influence of diverse complex and adverse conditions (Dörnyei & Ushioda, 2011; Hiver, 2018). In this respect, a more effective solution to motivation problems might start with pre-service teachers. Keeping this in mind, the current study explored the senior Turkish EFL student teachers' motivations for teaching English from an SDT perspective. Based on the quantitative data, student teachers' perceived levels of autonomous motivation were found to be considerably high. Accordingly, perceived levels of autonomous types of motivation –intrinsic motivation and identified regulation– were quite high as well. This was followed by an evident manifestation of controlled motivation for teaching English at slightly more than a moderate degree. Correspondingly, student teachers' controlled types of motivation, namely their introjected and external regulation appeared to be a little more than a moderate level. As expected from their high level of autonomous motivation, student teachers' perceived level of amotivation was relatively low. In sum, from an SDT perspective, student teachers' perceived levels of motivation got higher as they went up from amotivation to controlled and finally

autonomous types of motivation. Therefore, these results corroborated the dominance of autonomous motivation or its types at higher levels compared to controlled motivation for teaching or its types in the limited previous research on both pre-service (Smid, 2018) and in-service EFL teachers' motivation to teach (Roohani & Dayeri, 2019).

Upon elucidating the perceived levels of student teachers' motivation for teaching English, the current study complemented these findings with qualitative findings. Analysis of qualitative data uncovered some internal and external sources that motivate and demotivate the student teachers. Both internal and external motivators were reported to be dominantly affecting student teachers' motivations positively. Internal motivators constituted the first category, which referred to motivational sources that come from within the student teachers. Various factors like student teachers' positive attitude towards English as the content, inherent joy of teaching for them, their sense of responsibility and feeling of success came out as internal motivators for the student teachers in terms of the language teaching profession. In other words, student teachers were internally motivated by their love for the English language, passion and enjoyment in teaching, feelings of responsibility for teaching effectively and making a difference in their future students' lives, and their feelings of success following their good teaching experiences especially during the teaching practicum. Such internal motivators were also encountered in previous research on EFL teachers' motivations (e.g., İpek & Kanatlar, 2018; Oga-Baldwin & Praver, 2008). However, as pointed out by Pennington (1995), motivational factors might manifest divergences based on the work contexts as well. A similar divergence might also hold true for pre- and in-service teachers. For instance, in her qualitative study on the motivation of Turkish EFL teachers, Ölmezer Öztürk (2015) found that even though the participant teachers' definitions of their motivation dominantly comprised intrinsic aspects, they focused exclusively on extrinsic elements while elaborating on the factors affecting their motivation in a positive or negative manner. In view of the dynamic nature of motivation to teach (Sampson, 2016; Song & Kim, 2016) like the other motivational constructs in relation to language learning and teaching (Dörnye & Ushioda, 2011; Dörnyei & Ryan, 2015), it is possible for the EFL student teachers' motivations to

get affected by this dynamicity and influenced in distinctive ways from these internal and external sources.

In the current study, external motivators were almost as salient as the internal ones in student teachers' conceptions of language teaching. The outstanding external motivators for student teachers were revealed to be students' willingness and interest, student teachers' own desire for appreciation, students' success and student teachers' own desire for meeting the expectations respectively. To put it differently, having eager learners that are really interested and succeed in learning English appeared to foster the student teachers' motivation. This gave them the feeling that the efforts they put into teaching English yield fruitful results. The results in relation to the student-related factors were substantially in line with previous research on in-service EFL teachers' motivations (Hettiarachchi, 2013; İpek & Kanatlar, 2018; Ölmezer Öztürk, 2015; Tsutsumi, 2014). Getting appreciated for their teaching and receiving positive feedback appeared to boost their motivation as well. Likewise, as the participants were trainee English teachers continuing their teaching practicum, meeting the expectations of significant others like supervisors, mentor teachers or school administrators was an external source of motivation for them. With these aspects, student teachers displayed evident traces of an external regulation for teaching as well (Deci & Ryan, 2008; Ryan & Deci, 2017).

Besides these motivating factors, student teachers also highlighted some external and internal sources that undermine their motivation to teach English. Based on the results, it was apparent that negative influences of external demotivators were more evident compared to internal demotivators. The dominant external demotivators for the student teachers were revealed to be such factors as student-related problems (i.e., student disinterest, student misbehavior and problems in teacher-student relationships), negative working conditions (i.e., limited resources, crowded classrooms and excessive school demands and expectations), the exam-oriented system that leads teachers to take the responsibility for preparing students for these exams and structure the language teaching practices accordingly and the student teachers' negative impressions about practicum schools (i.e., the gap between what they expected to see and what they really observed about actual language teaching practices). Similar external factors appeared to exert their negative impact on ESL and EFL teachers' motivations in other language teaching

contexts as well (e.g., Doyle & Kim, 1999; Kim et al., 2014; Kim & Kim, 2015; Shoaib, 2004; Sugino, 2010).

A couple of internal demotivators were also mentioned by some student teachers. These concerned the student teachers' feelings of incompetence and failure. Although they were highly motivated for teaching English, their negative self-evaluations in relation to practicum experiences appeared to reduce their motivation from time to time. These negative self-evaluations pertained to the challenges they experienced during their teaching practices in practicum schools (e.g., difficulty in vocabulary recall or language simplification) leading to feelings of incompetence and their personally-defined failures leading to negative emotions like feeling unsuccessful as a teacher due to students' poor exam results.

To sum up, an exploration of Turkish EFL student teachers' motivations for teaching English revealed that they were highly motivated for teaching autonomously. Their high level of autonomous motivation was also accompanied by a moderate level of controlled motivation to teach English. Bearing in mind the diverse external and internal sources that exert a positive or negative impact on their motivation to teach, it would be fruitful to make the most of these motivators and take measures to help vanish the demotivating effects of the concerned factors.

Senior EFL student teachers' self-efficacy beliefs. Individuals' personal judgements of their capabilities to cope with diverse realities in life are of such importance that they can influence their actions at a greater extent than any other beliefs or thoughts (Bandura, 1986). From this perspective, self-efficacy beliefs keep their crucial role for teachers. With this in mind, along with the possible selves and motivations, the current study also explored the senior Turkish EFL student teachers' self-efficacy beliefs. An overall inspection of self-efficacy based on the quantitative data indicated that student teachers developed positive self-efficacy beliefs. An evaluation of these beliefs across three domains of teaching (i.e., instructional strategies, student engagement and classroom management) revealed that instructional strategies was the domain for which student teachers felt themselves most efficacious, and this was followed by their efficacy for student engagement. Although they also had positive self-efficacy beliefs about classroom management, it was the domain for which they felt themselves least efficacious among the three. This result supports the position of classroom management as a

relatively challenging aspect of teaching for trainee and novice teachers (Fantilli & McDougall, 2009; Liaw, 2009; Macías & Sánchez, 2015). The current study also corroborated the high efficacy beliefs of senior student teachers of English in their final practicum semester in various pre-service educational contexts (e.g., Çakır & Alıcı, 2009; Pekkanlı Egel, 2009).

It is essential to remind here that these efficacy beliefs reflect student teachers' self-efficacy at the time of data collection towards the end of their teaching practicum. Research on changes in pre-service teachers' LTSE beliefs (e.g., Şahin & Atay, 2010; Yüksel, 2014) uncovered how pre-service EFL teachers' low self-efficacy beliefs get into a more positive direction after their supervised teaching practices. In the current study, student teachers who had the chance to practice teaching in real schools and were about to complete their teaching practicum displayed similar positive self-efficacy beliefs. However, an important caveat here would be that over-efficaciousness might also lead to serious problems as this can hinder teachers' openness to learning and development (Wheatley, 2005; Wyatt, 2015, 2018b). Moreover, as shown in previous research (Woolfolk Hoy & Spero, 2005), the ebbs and flows in efficacy beliefs might also lead to a scenario in which these senior student teachers' positive efficacy beliefs might deteriorate in time when they enter the schools as novice teachers. Divergent results pointing to different trajectories of EFL student teachers' efficacy for instructional strategies, classroom management and student engagement during the teaching practicum are also encountered in a study on pre-service Turkish EFL teachers (Atay, 2007).

In addition to these results, the current study also found that student teachers' efficacy beliefs are characterized by the influences of some factors. The qualitative data made it clear that these beliefs are under some positive and negative influences. From student teachers' perspective, the negative influences on their self-efficacy were constraints of teaching as a trainee teacher (i.e., teaching in another teacher's class, lack of recognition as a young trainee teacher and student resistance to novelty), the reality shock experienced in real classes, their negative teaching experiences especially in practicum schools, inadequate teaching experience as pre-service EFL teachers, and their domain-specific perceived inadequacies in relation to teaching English. These factors were reported to affect their self-efficacy beliefs negatively. A reality shock resulting from the difficulties

novice teachers with high expectations experience in real schools and classes is a quite common phenomenon (Tschannen Moran & Woolfolk Hoy, 2007; Weinstein, 1988). Student teachers in the current study seem to have experienced this kind of a reality shock. Previous research on pre-service and novice ESL / EFL teachers point to similar experiences in the real classroom atmosphere (Farrell, 2006; Gan, 2013). In the current study, much of what was reported to negatively affect student teachers' self-efficacy beliefs appeared to be associated with self-concerns that characterize pre-service teachers well (Fuller, 1969) and pertain to such concerns regarding the survival of beginning teachers in teaching and recognition by significant others like supervisors. Traces of a trajectory towards task-related concerns was also observed judging from, for example, their domain-specific perceived inadequacies.

The student teachers' self-efficacy beliefs were also characterized by some positive influences. From student teachers' perspective, these positive influences on self-efficacy beliefs appeared to be their positive teaching experiences especially in practicum schools, contributions of the practicum period, the pre-service teacher education and the constituent courses which helped them to feel more competent, and lastly the positive feedback they got from supervisors, mentor teachers and students for their teaching practices. The most salient of these in the data appeared to be student teachers' positive teaching experiences and were considerably in line with mastery experiences as the most effective source of self-efficacy beliefs based on the social cognitive theory (Bandura, 1997). Similar mastery experiences embedded in positive teaching experiences and the overall practicum period that provides student teachers with the opportunity to practice teaching appeared to contribute to self-efficacy beliefs of EFL student teachers in previous research as well (e.g., Çakır & Alıcı, 2009; Karakaş, 2016; Liaw, 2009). Self-efficacy beliefs appear to be fostered by the positive effects of not only pre-service teacher education programs and the teaching practicum as a crucial component of these (e.g., Chiang, 2008; Külekçi, 2011; Poulou, 2007; Yeung & Watkins, 2000; Yuan & Zhang, 2017) but in-service teacher education programs that aim for further professional development as well (e.g., Karimi, 2011; Ortaçtepe & Akyel, 2015; Wyatt, 2008). Similarly, effects of positive feedback on student teachers' efficacy appear to be associated with verbal persuasion as another important source of self-

efficacy based on social cognitive theory (Bandura, 1997). Like the current study, previous research also evidenced the positive influence of verbal persuasion in the form of positive feedback from students, supervisors, mentor teachers or peers during the teaching practices on student teachers' self-efficacy beliefs (e.g., İnce, 2016; Yüksel, 2014). The same also held true for in-service EFL teachers for whom verbal or social persuasion was a source of self-efficacy (e.g., Phan & Locke, 2015, 2016).

All in all, the current study revealed strong self-efficacy beliefs of senior Turkish EFL student teachers. They were found to be most efficacious for instructional strategies, and this was followed by their efficacy for student engagement and classroom management respectively. These efficacy beliefs were also characterized by various positive and negative influences. Following this detailed exploration of student teachers' self-efficacy beliefs, the next section uncovers in what ways these beliefs are influenced by ideal and ought-to language teacher selves and autonomous and controlled motivations for teaching English.

Relationships among senior EFL student teachers' possible language teacher selves, motivations for teaching English and self-efficacy. As highlighted earlier, the current study set out to contribute to the limited research line on language teacher motivation with the senior student teachers' perspective and intended to do this with a coherent integration of various complementary theories (Jesus & Lens, 2005). Therefore, the study explored the senior student teachers' motivation to teach English from an SDT perspective and complemented this with the concepts of possible language teacher selves and self-efficacy beliefs. As in the validation of the L2MSS perspective to L2 motivation (Dörnyei, 2005) through empirical studies (e.g., Al-Shehri, 2009; Dörnyei & Chan, 2013; Henry, 2009; Papi, 2010; Taguchi et al., 2009; Yashima, 2009), the current study made an initial attempt to do this for the conceptualization of possible language teacher selves (Kubanyiova, 2007, 2009) using SEM.

The study probed into the causal relationships among senior EFL student teachers' ideal and ought-to language teacher selves, autonomous and controlled motivations for teaching English and self-efficacy. Following the validation of measurement models for the five latent variables, the full structural model was tested. A path analysis of the hypothesized model underscored the good fit of the

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model to the main study data. Support was found for the hypothesized model. In other words, all proposed paths reached statistical significance. The fit indices were interpreted as follows: the χ^2/df ratio less than 3 indicated a good fit (Çokluk et al., 2012); the NNFI value greater than .95 pointed to a perfect fit (Hu & Bentler, 1999); the CFI value greater than .95 highlighted a perfect fit (Byrne, 2006; Hu & Bentler, 1999), the SRMR value below .08 signaled a good fit (Brown, 2006; Hu & Bentler, 1999), and lastly the RMSEA value below .08 was an evidence for good fit (Hooper et al., 2008; Jöreskog & Sörbom, 1993). So, the hypothesized model indicated a satisfactory fit to the data.

A closer look at the results showed that ideal and ought-to language teacher selves, the two exogenous variables in the model, were strongly and positively associated with one another. This result is in line with previous research on L2 motivation (e.g., Islam et al., 2013; Khany & Amiri, 2018; Papi, 2010; Teimouri, 2017; Wong, 2018) that provide evidence for a similar link between ideal and ought-to L2 selves although no direct support exists for this relationship in previous research on possible language teacher selves. Since Dörnyei's (2005, 2009a) L2MSS was a major point of departure for Kubanyiova's (2007, 2009) conceptualization of possible language teacher selves, these empirical supports appear to be sound. This correlational link might probably be a result of the substantial overlap between ideal and ought-to language teacher selves of the student teachers, which was also quite apparent in the qualitative data. A possible explanation might be the internalization of different elements of the ought-to self (Boyatzis & Akrivou, 2006; Dörnyei, 2009a), which might in turn enhance the similar aspects between the constructs. The relation between ideal and ought-to language teacher selves can be supported by a culture-specific perspective. A theoretical underpinning of this is that possible selves are shaped by different factors like the individual's sociocultural context and social experiences (Markus & Nurius, 1986). Thus, the collectivistic features of Turkish culture (Göregenli, 1997; Yetim, 2003) might have left their traces on the student teachers' self-conceptions. A probable internalization of ought-to language teacher selves might have taken place through student teachers' personal endorsement of various aspects of the ought-to English teacher self-images expected by their significant others like their families and the

society in general. A resultant overlap between ideal and ought-to language teacher selves might have emerged by this way.

The model also showed that ought-to language teacher self exerted a direct significant impact on controlled motivation for teaching English, and an indirect positive effect on autonomous motivation for teaching English through the partial mediation of controlled motivation. Its direct effect on controlled motivation was quite expected due to the theoretical background of ought self construct in psychology (Higgins, 1987, 1998), the ought-to L2 self construct in the L2MSS (Dörnyei, 2005, 2009a) and the ought-to language teacher self construct in the conceptualization of possible language teacher selves (Kubanyiova, 2007, 2009), which are highlighted to be more extrinsically driven and less internalized than their counterparts (i.e., ideal self, ideal L2 self and ideal language teacher self respectively). Similarly, the SDT postulates that controlled motivation is derived from external sources of regulation (Deci & Ryan, 2000, 2008). Therefore, ought-to language teacher self, as a potential future self-guide rooted in other-driven expectations, responsibilities and duties (Kubanyiova, 2009) might have exerted a positive influence on controlled motivation. This conforms to the results related to the motivational impact of ought-to L2 self (e.g., Khany & Amiri, 2018; Papi, 2010; Taguchi et al., 2009; You et al., 2016; Wong, 2018). It is also in accordance with the limited research on possible language teacher selves that underscored the way ought-to language teacher selves impact teacher motivation for professional development and conceptual change (e.g., Hiver, 2013; Kubanyiova, 2009; White & Ding, 2009).

However, contrary to previous research that underlined the restricted impact of ought to language teacher self on motivation for conceptual change compared to ideal language teacher self (Kubanyiova, 2009) and similarly the superior influence of ideal L2 self on motivated L2 learning behavior compared to ought-to L2 self (e.g., Khany & Amiri, 2018; Papi, 2010; Taguchi et al., 2009), this did not hold true in the current study. The direct positive effect of ought-to language teacher self on autonomous motivation in the current study appeared to be slightly stronger than that of the ideal language teacher self. Judging from the overlap between ideal and ought-to language teacher selves based on the qualitative data and a subsequent correlation reported previously, a substantial internalization of ought-to aspects might have resulted in this sound impact on autonomous motivation. Similar to the

effectiveness of ought-to L2 selves within cultural contexts where other-driven socio-cultural and socio-educational elements like family influences dominantly influence learner efforts (Papi, 2010; Taguchi et al., 2009), ought-to language teacher self in the current research context had a positive effect on both controlled and autonomous motivation for teaching English. Moreover, without the partial mediation effect of controlled motivation, the retained direct impact of ought-to language teacher self on autonomous motivation on its own was even stronger than its direct effect on controlled motivation. This finding by itself reveals the important role of ought-to language teacher selves for senior Turkish EFL student teachers' motivation for teaching English.

A further inspection of the model indicated that ideal language teacher self had a direct positive impact on autonomous motivation for teaching English, and an indirect positive impact on self-efficacy. With its direct influence on autonomous motivation, the current study corroborated similar results of numerous studies on the L2MSS (e.g., Csizér & Kormos, 2009; Kormos & Csizér, 2008; Papi, 2010; Papi & Teimouri, 2012; Taguchi et al., 2009; Teimouri, 2017; You et al., 2016; Wong, 2018), which evidenced the positive influence of ideal L2 self on motivated learning behavior or intended learning effort. It was also in line with the research showing the significant link of ideal L2 self to intrinsic motivation and the more self-determined types of extrinsic motivation (e.g., Iwaniec & Ullakonoja, 2016; Yashima, 2009). Despite the scarcity of empirical research on L2 teacher motivation, this result also mirrors the positive impact of ideal language teacher selves on motivation for teaching or motivated language teaching behavior (Kumazawa, 2013; Smid, 2018) and motivation for self-development in relation to teaching profession (e.g., Hiver, 2013; Kubanyiova, 2009; White & Ding, 2009). The internal basis of student teachers' ideal language teacher selves embedding the individual's personal goals, aspirations and desires about language teaching profession (Kubanyiova, 2007, 2009) appeared to reflect well on their autonomous motivation, which is characterized by its self-determined nature (Deci & Ryan, 2000, 2008).

As reported earlier, ideal language teacher self exerted an indirect effect on self-efficacy through the partial mediation of autonomous motivation for teaching English. In other words, autonomous motivation partially mediated the impact of ideal language teacher self on self-efficacy because its direct positive effect on self-

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efficacy was still significant without any mediating effect. Thus, the influence of ideal self on self-efficacy was evident. This result appears to be completely in line with the theoretical grounds of possible selves which "embody and give rise to generalized feelings of self-efficacy" (Oyserman & Markus, 1990, p. 113). A logical explanation for the positive influence of ideal language teacher self on self-efficacy might be that strong ideal language teacher selves with the individuals' imagined characteristics might boost their autonomous motivation, and their autonomous motivation rooted in their intrinsic motivation and identified regulation based on SDT (Deci & Ryan, 2008) might reflect positively on their teaching practices and self-efficacy in turn. In his qualitative study, Hiver (2013) found that English teachers with a dominant ideal language teacher self were guided by a desire for improving their inadequacies that characterized their professional development choices. From this perspective, salient ideal language teacher selves and corresponding autonomous motivation have the potential to contribute to the student teachers' self-efficacy beliefs. The current study evidenced how those ideal selves positively influence autonomous motivation and self-efficacy in turn.

In addition, controlled motivation had a direct positive influence on autonomous motivation for teaching English, and an indirect positive effect on self-efficacy through the perfect mediation of autonomous motivation. As reported in the introduction chapter, the positive influence of controlled motivation on autonomous motivation might seem contradictory to conventional perspectives of SDT (Deci & Ryan, 2000, 2008; Ryan & Deci, 2000a). Yet, research into motivational profiles shows the fruitful nature of controlled motivation in accompany of autonomous motivation in various research contexts concerning teacher motivation (e.g., Van den Berghe et al., 2014), work motivation (e.g., Moran et al., 2012) and students' academic motivation (e.g., Ratelle et al., 2007; Vansteenkiste et al., 2009). The concerned result was in line with previous research into student motivation (e.g., Alci, 2015; Vansteenkiste et al., 2012), motivation to teach (e.g., Gorozidis & Papaioannou, 2014, though not at a significant level) and psychology (e.g., Gillet et al., 2013) highlighting the positive correlation of autonomous and controlled motivation. A possible explanation for the positive impact of controlled motivation on autonomous motivation might be a probable internalization of the sources of controlled motivation. For instance, supervisors' or mentor teachers' appreciation of

their teaching practices might boost the student teachers' controlled motivation for teaching. As student teachers get better in their teaching under the positive influence of their controlled motivation, an emergent feeling of competence or accomplishment might foster their willingness and autonomous motivation to teach. From the theoretical perspective of SDT, the basic psychological needs for autonomy, competence and relatedness help to incite autonomous motivation (Deci & Ryan, 2008; Ryan & Deci, 2017). Gagné and Deci (2005) highlight that satisfaction of these needs not only fosters intrinsic motivation at work but enhances the internalization of extrinsic motivation as well. Corroborating these with the aforementioned finding, the current study showed how controlled motivation positively affected autonomous motivation.

As underlined earlier, controlled motivation for teaching English exerted an indirect positive impact on self-efficacy through the perfect mediation of autonomous motivation. In other words, controlled motivation significantly contributed to self-efficacy, but this occurred only through the mediating effect of autonomous motivation. This result casts a new light on the co-occurrence of autonomous and controlled motivation (Moran et al., 2012). However, it obviously runs counter to specific results of some previous research on teacher motivation in general (Fernet et al., 2008; Roth et al., 2007) which link autonomous types of motivation with positive outcomes like perceived self-efficacy or accomplishment and controlled motivation with negative consequences such as burnout. The current study showed that even if controlled motivation did not directly exert a significant impact on self-efficacy by itself, it was able to do that by way of the perfect mediation of autonomous motivation. From this perspective, the study also provided empirical evidence for the advantages of autonomous motivation over controlled motivation (Deci & Ryan, 2000, 2008; Ryan & Deci, 2000a) and theoretical propositions of SDT which associate autonomous types of motivation with a better performance and persistence at work than controlled types of motivation (Deci et al., 2017). Thus, the study was able to elaborate on the intricate link between these two types of motivation and the way they predicted the student teachers' self-efficacy. Therefore, the emergence of autonomous motivation as a perfect mediator between controlled motivation and self-efficacy is one of the distinctive results of this research.

As can be understood from the former discussion, the results also indicated that autonomous motivation for teaching English had a direct positive effect on self-efficacy. This result ties well with previous research revealing the positive link of autonomous motivation for teaching and its types with self-efficacy beliefs (e.g., Fernet et al., 2008) and teachers' perceived accomplishment (e.g., Roth et al., 2007). It also corroborated previous research results that revealed the contribution of motivation for teaching to self-efficacy of student teachers (Poulou, 2007). This impact evidenced how increased autonomous motivation can incite a feeling of competence or accomplishment probably as a result of a good performance and reflect positively on self-efficacy. From an SDT perspective, the satisfaction of the psychological needs of autonomy, competence and relatedness (Deci et al., 2017; Deci & Ryan, 2008; Ryan & Deci, 2017) is what fosters autonomous motivation. Therefore, these satisfied needs and a resultant autonomous motivation appeared to leave a positive impact on self-efficacy like they did on other factors such as job satisfaction (e.g., Nie et al., 2015; Richer et al., 2002), work performance (e.g., Kuvaas, 2009) and occupational commitment (e.g., Fernet et al., 2012; Fernet et al., 2016).

To conclude, through an exploration of the relationships among senior Turkish EFL student teachers' ideal and ought to language teacher selves, autonomous and controlled motivation for teaching English and self-efficacy using path analysis, the present study reached the following results:

- Student teachers' ideal and ought to language teacher selves were found to be strongly and positively associated with one another.

- Stronger ought-to language teacher selves predicted greater controlled motivation for teaching English, and heightened controlled motivation predicted greater autonomous motivation for teaching English in turn.

- Stronger ideal language teacher selves predicted greater autonomous motivation for teaching English, and increased autonomous motivation for teaching English predicted higher levels of self-efficacy.

Conclusion

Based on the results of the current study, it is finally essential to underline three major points. Firstly, the research findings are quite promising in that senior Turkish EFL student teachers appeared to be highly motivated to teach English with their vivid and elaborate future self-guides consisting of their ideal and ought-to selves as well as their feared teacher selves. However, the dynamic nature of both possible selves and motivation makes it essential to closely follow these paths when the student teachers are actively involved in the teaching profession in the near future. It is quite possible that the student teachers might need to compromise their highly detailed and somewhat perfectionist future self-images and develop more feasible and context-specific self-images which might motivate them for more achievable self-guides in their specific teaching environments as experienced by the English teachers in Sahakyan et al.'s (2018) study. Secondly, although the participant student teachers reported being highly efficacious for teaching, efficacy beliefs might also change as underlined before. Thus, the results of the study need to be interpreted cautiously. In this sense, besides the levels and strength of their possible selves, motivations and self-efficacy beliefs, specific characteristics of these constructs need to be taken into consideration as highlighted through qualitative results. Finally, as revealed by the path analysis results, pre-service Turkish EFL teachers' ideal and ought-to selves appeared to predict their motivation for teaching, which predicted their efficacy in turn. This was a distinctive finding of the current study. Therefore, the overarching potential of pre-service EFL teachers' possible language teacher selves extends beyond their motivational impact regarding teaching and comprises an indirect influence on their efficacy as well.

Pedagogical Implications

Learner-centered education rightly prevails in education systems all around the world as does in foreign language education in particular. Therefore, it is not surprising to see individual learner differences as a major concern of both L2 researchers and educators, but a side effect of this seems to be the neglect of issues concerning language teachers (Mercer & Kostoulas, 2018). One such ignored aspect in SLA is language teacher motivation. In keeping with various scholars' emphasis on the substantial interrelatedness of L2 learner and teacher motivation

(e.g., Dörnyei & Kubanyiova, 2014; Dörnyei & Ushioda, 2011; Mercer & Kostoulas, 2018), the current study intended to offer an understanding into motivational aspects of language learning and teaching from the teachers' side. The underlying idea was that raising our understanding of what really motivates teachers and maintains their existing motivation is likely to influence the pre- and in-service teaching policies as well as practices, which in turn may increase the possibility of having teachers with higher levels of motivation and effectiveness (Urdan, 2014).

The current study found that senior Turkish EFL student teachers have highly developed and vivid ideal, ought-to and fear language teacher selves, high levels of autonomous and moderate levels of controlled motivation as well as their positive self-efficacy beliefs. From this perspective, the results of the study are quite promising. However, motivation to teach, like any other motivational construct, is not completely stable but partially dispositional (Richardson et al., 2014). In a similar vein, LTSE beliefs are prone to changes in various stages of teachers' career lives including pre-service teacher education (Şahin & Atay, 2010; Yüksel, 2014). Therefore, even student teachers with highly positive efficacy beliefs can experience a reality shock due to the gap between their expectations pertaining to teaching profession and the reality in actual schools and classrooms. This kind of a reality shock is prevalently experienced by novice teachers in various educational settings (Caspersen & Raaen, 2014; Farrell, 2008; Veenman, 1984). In this respect, Sabar (2004) makes an analogy between this shocking experience and immigration to a new country. Thus, the first years of teaching are crucial for EFL teachers, too.

The maintenance of student teachers' high motivation for teaching English and positive self-efficacy beliefs is of paramount importance for the smooth transition from teaching practices of student teachers in pre-service and practicum years to actual teaching practices of in-service teachers of English. It would be possible to cope with a highly probable reality shock and make this transition smoother by means of a consistent linking up of pre- and in-service education and development (Farrell, 2012; Koetsier, 1995). In this sense, teacher induction programs that provide beginning teachers with the essential support to help them adapt to the teaching profession are of utmost importance. Therefore, an important pedagogical implication of the present study would be including teacher motivational elements in these programs. The underlying idea is that maintaining professional

well-being of language teachers should be a priority in educational contexts because teachers themselves constitute a major determining factor for success in language learning (Mercer et al., 2016).

The current study was able to uncover how pre-service EFL teachers' ideal and ought-to language teacher selves positively impact their autonomous and controlled motivation for teaching English respectively, and how these motivations foster their self-efficacy beliefs. Thus, teacher induction programs might allocate adequate time and training on how to make the most of teachers' possible selves to enhance their motivation for teaching. Training teachers to help them attain more vivid and detailed future self-guides might act as a driving force for their motivation to teach (Dörnyei & Kubanyiova 2014). An effective visionary training might be useful for raising EFL teachers' awareness of their possible language teacher selves, provide a roadmap for teachers to put efforts into reaching their desired selves, increase the impact of those future self-guides and contribute to their motivation for teaching English. Helping novice teachers to realize any discrepancy between actual teacher selves and desired ideal and ought-to selves through this kind of a visionary training might foster the motivational potential of these future self-guides. However, an extremely large gap between actual and desired selves might imply unattainable ideal or ought-to selves for the teachers and disappoint them rather than motivating; therefore, any teacher training program with a visionary training component needs to place an emphasis on feasibility and attainability of these desired selves (Kubanyiova, 2007; Sahakyan et al., 2018).

The relevant training programs can be similarly implemented in pre-service years and adapted for student teachers of English as well. The pre-service language teacher education programs at universities might, for example, involve a specific course on language teacher development during which a standard syllabus starting with the activation of the student teachers' ideal language teacher selves and proceeding with the elaboration on their future self-guides might be employed. This kind of a course might provide student teachers with the necessary guidance for reaching their identity goals. For example, sample cases or real teachers with their own educational backgrounds, career goals and current lives might be beneficial for student teachers to reflect on their own goals and possible selves. University supervisors and mentor teachers in schools might also work on student teachers'

possible selves, motivations and efficacy beliefs during their teaching practicum. In this respect, both pre-service and induction years are crucial.

These implications can also be extended to in-service teacher education. Similar teacher development courses might also work well with in-service teachers of English. Awareness raising teacher training programs on possible selves, motivations and efficacy beliefs can also be fruitful for in-service EFL teachers. In a similar vein, for in-service EFL teachers' continual professional development, various teacher development activities might provide an exclusive focus on language teachers' possible selves due to their motivational value and teachers' motivational orientations in relation to teaching English. In-service teacher education programs can also offer elements to enhance language teachers' efficacy. In this regard, teachers' own efforts are also highly important in that their personal efforts for self-improvement through, for example, doing action research to develop the learning and teaching practices in the classroom would contribute greatly to their self-efficacy (e.g., Cabaroglu, 2014; Wyatt & Dikilitaş, 2016). Similarly, by keeping track of their actual and ideal language teacher selves by means of reflective journals, language teachers might reflect on where they are at present as a language teacher and where they aim to be. This would offer them the opportunity to trace their own development and motivate them for both future teaching practices and professional development.

Teacher motivation matters a lot for L2 learning and teaching settings as does for all the other educational contexts. Therefore, gaining insights into what fosters and maintains teachers' motivation might contribute to the development of well-adjusted educational policies and practices for both pre- and in-service teachers and accordingly help both policy makers and school administrators to work with more motivated teachers (Urdan, 2014). Policy makers might therefore work for the planning and implementation of these kinds of teacher training courses and programs involving visionary training on teachers' future self-guides for both pre-and in-service teachers of English. As a second step, material developers might design specific materials to follow during these programs. Teacher educators need to be informed about how to implement these programs effectively. Pre- and in-service teachers of English need to make the most of these courses and programs as their own motivation and well-being is a crucial determining factor in educational

contexts. In sum, all the relevant stakeholders need to do their own share for the enhancement of motivational and other psychological states of teachers to be able to provide positive learning and teaching environments in the classrooms and schools.

Recommendations for Further Research

Along with its pedagogical implications, the present study also offers some suggestions for future research into teacher motivational aspects of language teaching. The current study strived to capture the complexity of possible language teacher selves, motivation to teach English and teacher efficacy by means of a multiphase mixed methods study using both quantitative and qualitative data. Despite the cross-sectional data collection in each phase, the research design made it possible to gain deep insights into each construct and their complex interrelationships. However, further longitudinal research can also trace how these possible selves, motivations and self-efficacy beliefs are developed in time. Future research might, for instance, investigate the development of these in student teachers starting with the outset of the pre-service education till their graduation. Keeping in touch with the student teachers after their graduation, researchers might also explore the concerned trajectory in their first year as novice teachers of English. By this way, they can, for example, track any possible ebbs and flows in their motivation to teach English.

L2 teacher motivation as a field of study is in its infancy as pointed out many times in this dissertation. However, an exception for this is certainly the self-efficacy research as a well-established research trend judging from the extensive research into LTSE beliefs (for a review, see Wyatt 2018a, 2018b), a substantial amount of which was conducted on Turkish pre- and in-service EFL teachers' self-efficacy beliefs (e.g., Cabaroglu, 2014; Koçoğlu, 2011; Ortaçtepe & Akyel, 2015; Yilmaz, 2011). Among these, some were already able to track the changes in self-efficacy beliefs of pre-service Turkish EFL teachers in time particularly in response to teaching practicum period (Atay, 2007; Yüksel, 2014) and included the induction year as well (Şahin & Atay, 2010). These kinds of longitudinal research might also be fruitful for other aspects language teacher motivation. In this vein, recent motivational research in language learning with a focus on its dynamic nature (for a

relevant collection of papers and research studies, see Dörnyei, MacIntyre, & Alastair, 2015) might be referred by researchers with an interest in L2 teacher motivation and related concepts. A caveat here, however, is that the concept of L2 teacher motivation diverges from the construct of L2 (learner) motivation because of being concerned with a profession (Hiver et al., 2018). Therefore, any step to be taken based on an inspiration from that research line into L2 motivation needs to be taken cautiously. For instance, Hiver et al. (2018) emphasize that possible language teacher selves, which might be called as a heritage from L2 motivational self system in L2 motivation research, may not be readily available and elaborate as future self-guides of all language teachers. In any case, a meticulously formed research design accompanied with careful implementation of each planned step might be considerably fruitful in gaining deeper insights into this under-researched area.

Language teacher motivation and language teacher psychology in wider terms keep being a neglected area in SLA research (Mercer & Kostoulas, 2018). While the field of SLA has seen a boom in L2 learning motivation research for years (Boo et al., 2015; Dörnyei & Ryan, 2015), this was not the case for L2 teacher motivation like the other aspects of language teacher psychology (Mercer & Kostoulas, 2018). The current study made one of the initial steps for this by researching senior Turkish EFL student teachers' possible language teacher selves, motivations for teaching English and self-efficacy beliefs with an approach embracing both well-established motivation theories (self-determination theory and self-efficacy) and SLA insights into L2 teacher motivation with a self-oriented look (possible language teacher selves) as recommended by Hiver et al. (2018). As well as the motivational orientations of pre-service language teachers, further research can also focus on what happens within the real classroom from the teacher's side. Future research might, for instance, investigate how in-service EFL teacher motivation changes in their day-to-day teaching, how their motivation is under various influences, the way teacher motivation reflects on their teaching practices and accordingly on efficacy beliefs, student-related factors like learner motivation or achievement.

As pointed out by Dörnyei (2018), the neglect of L2 teacher motivation research from in-service teachers' perspective is partly due to feasibility concerns related to reaching a sufficient number of in-service teachers to be able to collect

robust data particularly for quantitative research. However, for the advancement of language learning and teaching practices, language learner and teacher psychologies as "two sides of the same coin" (Mercer & Kostoulas, 2018, p. 3) need to be guided in a similar positive direction with the due attention to both sides. In this sense, Kubanyiova (in press) draws attention to transdisciplinary approaches that might contribute to language teacher motivation research by providing an inspiration for both conceptual and methodological issues. Further research on language teacher motivation with varying methodologies and foci on quantitative, qualitative or mixed methods inquiries would contribute to both the advancement of this emerging research line in its early stages and the foreign language learning and teaching practices at a wider extent.

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APPENDIX-A: Consent Form for the Written Form on Possible Language Teacher Selves

Gönüllü Katılım Formu (Dil Öğretmeni Olası Benlikleri Formu)

Sayın katılımcı,

Bu çalışma, Prof. Dr. İsmail Hakkı Mirici'nin danışmanlığında ve Yrd. Doç. Dr. Güçlü Şekercioğlu'nun eş danışmanlığında yürütmekte olduğum doktora tez çalışmamın bir parçasıdır. Çalışma için Hacettepe Üniversitesi Etik Komisyonu'na gerekli başvuru yapılmış, izin alınmış ve araştırma etik olarak uygun görülmüştür. Araştırmanın amacı, dördüncü sınıftaki İngilizce Öğretmenliği öğrencilerinin dil öğretmeni olası benlikleri, İngilizce öğretmeye yönelik motivasyonları ve öğretmen özyeterlikleri arasındaki ilişkiyi araştırmaktır. Bu amaç doğrultusunda oluşturulacak olan Dil Öğretmeni Olası Benlikleri Ölçeği için açık uçlu soruların bulunduğu bir form verilecektir. Çalışmaya katılımınız tamamen gönüllülük esasına dayalıdır ve katılım için herhangi bir zorunluluk bulunmamaktadır. Çalışma için toplanan veri yalnızca bilimsel araştırma amacıyla kullanılacaktır. Verdiğiniz tüm bilgiler gizli tutulacak ve bilimsel araştırma amacı dışında başkalarıyla paylaşılmayacaktır. Verilen formda sizi rahatsız edebilecek herhangi bir soru sorulmayacaktır. Fakat formu doldururken herhangi bir rahatsızlık hissederseniz yardım talep edebilir ve istediğiniz zaman çalışmayı yarıda bırakabilirsiniz. Bu durumda herhangi bir sorumluluğunuz olmayacaktır. Katılım için onay vermeden önce sormak istediğiniz herhangi bir soru varsa çekinmeden sorabilirsiniz. Çalışma bittikten sonra araştırmaya ilişkin sorularınızı araştırmacıya e-posta veya telefonla yöneltebilir ve çalışmanın sonuçlarıyla ilgili bilgi alabilirsiniz. İlgili prosedürü onaylıyor ve yanıtlarınızın bilimsel araştırma amacıyla kullanılmasına izin veriyorsanız lütfen belgeyi imzalayınız. Katılımınız için teşekkür ederim.

Araştırmacı
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Tez Danışmanı: Prof. Dr. İsmail Hakkı MİRİCİ
(Sorumlu Araştırmacı)
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_____

Bu çalışmaya kendi isteğimle katılıyor ve herhangi bir rahatsızlık hissettiğim zaman çalışmayı yarıda bırakabileceğimi biliyorum. Verdiğim tüm bilgilerin gizli tutulacağını biliyor ve bu bilgilerin bilimsel araştırma amacıyla kullanılmasını kabul ediyorum. Bu belgeyle çalışmaya gönüllü olarak katıldığımı beyan ederim.

Tarih:
Katılımcı
 Adı-Soyadı:
 Adres:
 Tel:
 e-posta:
 İmza:

APPENDIX-B: Written Form on Possible Language Teacher Selves

Dil Öğretmeni Olası Benlikleri Formu

Sevgili öğrenciler,

Bu form İngilizce Öğretmenliği öğrencilerinin gelecekteki mesleklerine yönelik olası benliklerine ilişkin veri toplamak amacıyla tasarlanmıştır. Dil öğretmeni olası benlikleri, dil öğretmenlerinin ya da öğretmen adaylarının dil öğretmenliği ile ilgili geleceğe dair fikirlerinin, hayallerinin, hedeflerinin, beklentilerinin, sorumluluklarının, zorunluluklarının ve korkularının bir yansıması olarak ifade edilebilir. Bu formda İngilizce öğretmeni adayları olarak sizlerin dil öğretmeni olası benlikleri ile ilgili veri toplamak için üç açık uçlu soru sorulmuştur. Bu soruları açık ve detaylı bir biçimde yanıtlamanız beklenmektedir. Yöneltilen soruların doğru veya yanlış bir yanıtı yoktur. Vereceğiniz yanıtlar gizli tutulacak ve bilimsel araştırma amacı dışında kullanılmayacaktır. Katılımınız için teşekkür ederim.

Arş. Gör. Funda ÖLMEZ

Hacettepe Üniversitesi Eğitim Fakültesi

Yabancı Diller Eğitimi Bölümü

1. Yalnızca kendi ideallerinizi, hedef ve isteklerinizi göz önünde bulundurduğunuzda gelecekte nasıl bir İngilizce öğretmeni olmayı hayal ediyorsunuz? Nedenleriyle birlikte açıklayınız.
2. Ailenizin, arkadaşlarınızın, öğrencilerinizin, meslektaşlarınızın, okul yönetiminin, çevrenizdeki diğer insanların ve içinde yaşadığınız toplumun bir İngilizce öğretmeni olarak sizden beklentilerini; çalışacağınız okulların ya da diğer kurumların kurallarını ve bir dil öğretmeni olarak sorumluluklarınızı ve yükümlülüklerinizi göz önünde bulundurduğunuzda nasıl bir İngilizce öğretmeni olmanız gerektiğini düşünüyorsunuz? Nedenleriyle birlikte açıklayınız.
3. Gelecekte nasıl bir İngilizce öğretmeni olmaktan korkar, nasıl bir İngilizce öğretmeni olmayı asla istemezsiniz? Hayal ettiğiniz veya çevrenizdeki insanların beklentilerine uyan bir İngilizce öğretmeninin niteliklerine sahip olamamanız durumunda bunun olumsuz sonuçları neler olabilir? Nedenleriyle birlikte açıklayınız.

APPENDIX-C: Consent Form for the Semi-structured Interviews on Possible Language Teacher Selves

Gönüllü Katılım Formu (Görüşme)

Sayın katılımcı,

Bu çalışma, Prof. Dr. İsmail Hakkı Mirici'nin danışmanlığında ve Yrd. Doç. Dr. Güçlü Şekercioğlu'nun eş danışmanlığında yürütmekte olduğum doktora tez çalışmamın bir parçasıdır. Çalışma için Hacettepe Üniversitesi Etik Komisyonu'na gerekli başvuru yapılmış, izin alınmış ve araştırma etik olarak uygun görülmüştür. Araştırmanın amacı, dördüncü sınıftaki İngilizce Öğretmenliği öğrencilerinin dil öğretmeni olası benlikleri, İngilizce öğretmeye yönelik motivasyonları ve öğretmen özyeterlikleri arasındaki ilişkiyi araştırmaktır. Bu amaç doğrultusunda geliştirilecek Dil Öğretmeni Olası Benlikleri Ölçeği için katılımcılar ile görüşmeler yapılacak, araştırma amacına yönelik sorular sorulacak ve görüşmeler ses kayıt cihazı ile kayıt altına alınacaktır. Çalışmaya katılımınız tamamen gönüllülük esasına dayalıdır ve katılım için herhangi bir zorunluluk bulunmamaktadır. Çalışma için toplanan veri yalnızca bilimsel araştırma amacıyla kullanılacaktır. Verdiğiniz tüm bilgiler gizli tutulacak ve bilimsel araştırma amacı dışında başkalarıyla paylaşılmayacaktır. Görüşme boyunca sizi rahatsız edebilecek herhangi bir soru sorulmayacaktır. Fakat görüşme sırasında herhangi bir rahatsızlık hissederseniz istediğiniz zaman çalışmayı yarıda bırakabilirsiniz. Bu durumda herhangi bir sorumluluğunuz olmayacaktır. Katılım için onay vermeden önce sormak istediğiniz herhangi bir soru varsa çekinmeden sorabilirsiniz. Çalışma bittikten sonra araştırmaya ilişkin sorularınızı araştırmacıya e-posta veya telefonla yöneltebilir ve çalışmanın sonuçlarıyla ilgili bilgi alabilirsiniz. İlgili prosedürü onaylıyor ve yanıtlarınızın bilimsel araştırma amacıyla kullanılmasına izin veriyorsanız lütfen belgeyi imzalayınız. Katılımınız için teşekkür ederim.

Araştırmacı
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(Sorumlu Araştırmacı)
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_____

Bu çalışmaya kendi isteğimle katılıyor ve herhangi bir rahatsızlık hissettiğim zaman çalışmayı yarıda bırakabileceğimi biliyorum. Elde edilen kayıtların ve verdiğim tüm bilgilerin gizli tutulacağını biliyor, bu bilgilerin bilimsel araştırma amacıyla kullanılmasını kabul ediyorum. Bu belgeyle çalışmaya gönüllü olarak katıldığımı beyan ederim.

Tarih:
Katılımcı
Adı-Soyadı:
Adres:
Tel:
e-posta:
İmza:

Görüşme Kılavuzu

Tarih / Saat:
Yer:
Görüşmeci:
Görüşülen Kişi:

Dil Öğretmeni İdeal Benliğine İlişkin Sorular

1. İleride nasıl bir İngilizce öğretmeni olmayı hayal ediyorsunuz?
2. Mesleğinizle ilgili ulaşmak istediğiniz hedefler nelerdir? Bu hedeflere ulaşmak ve mesleki gelişiminizi sürdürmek için neler yapmayı planlıyorsunuz?
3. İdealinizdeki İngilizce öğretmeninin nitelikleri nelerdir?

Dil Öğretmeni Zorunlu Benliğine İlişkin Sorular

1. Ailenizin, arkadaşlarınızın ve meslektaşlarınızın düşüncelerini göz önünde bulundurduğunuzda nasıl bir İngilizce öğretmeni olmanız gerektiğini düşünüyorsunuz?
2. Size göre içinde bulunduğunuz toplumun bir İngilizce öğretmeninden beklentileri nelerdir?
3. Size göre bir İngilizce öğretmeninin sorumlulukları ve gerçekleştirmekle yükümlü olduğu görevler nelerdir?

Dil Öğretmeni Korkulan Benliğine İlişkin Sorular

1. İleride nasıl bir İngilizce öğretmeni olmaktan korkarsınız?
2. Bir İngilizce öğretmeni olarak ileride asla sahip olmak istemeyeceğiniz nitelikler nelerdir?
3. Size göre belirttiğiniz niteliklere sahip bir İngilizce öğretmeninin yaşayabileceği olumsuzluklar nelerdir?

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Arş. Gör. Funda ÖLMEZ

Hacettepe Üniversitesi Eğitim Fakültesi

Yabancı Diller Eğitimi Bölümü

</div>

APPENDIX-E: Consent Form for the Composite Survey Instrument involving the Pilot Form of the Scale Set Administered in the Preliminary Study

Gönüllü Katılım Formu

Sayın katılımcı,

Bu çalışma, Doç. Dr. Hüseyin Öz'ün danışmanlığında ve Yrd. Doç. Dr. Güçlü Şekercioğlu'nun eş danışmanlığında yürütmekte olduğum doktora tez çalışmamın bir parçasıdır. Çalışma için Hacettepe Üniversitesi Etik Komisyonu'na gerekli başvuru yapılmış, izin alınmış ve araştırma etik olarak uygun görülmüştür. Araştırmanın amacı, dördüncü sınıftaki İngilizce Öğretmenliği öğrencilerinin dil öğretmeni olası benlikleri, İngilizce öğretmeye yönelik motivasyonları ve öğretmen özyeterlikleri arasındaki ilişkiyi araştırmaktır. Bu amaç doğrultusunda sizlere bir ölçek seti uygulanacaktır. Çalışmaya katılımınız tamamen gönüllülük esasına dayalıdır ve katılım için herhangi bir zorunluluk bulunmamaktadır. Çalışma için toplanan veri yalnızca bilimsel araştırma amacıyla kullanılacaktır. Verdiğiniz tüm bilgiler gizli tutulacak ve bilimsel araştırma amacı dışında başkalarıyla paylaşılmayacaktır. Verilen formda sizi rahatsız edebilecek herhangi bir soru sorulmayacaktır. Fakat formu doldururken herhangi bir rahatsızlık hissederseniz istediğiniz zaman çalışmayı yarıda bırakabilirsiniz. Bu durumda herhangi bir sorumluluğunuz olmayacaktır. Katılım için onay vermeden önce sormak istediğiniz herhangi bir soru varsa çekinmeden sorabilirsiniz. Çalışma bittikten sonra araştırmaya ilişkin sorularınızı araştırmacıya e-posta veya telefonla yöneltebilir ve çalışmanın sonuçlarıyla ilgili bilgi alabilirsiniz. İlgili prosedürü onaylıyor ve yanıtlarınızın bilimsel araştırma amacıyla kullanılmasına izin veriyorsanız lütfen belgeyi imzalayınız. Katılımınız için teşekkür ederim.

Araştırmacı
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_____

Bu çalışmaya kendi isteğimle katılıyor ve herhangi bir rahatsızlık hissettiğim zaman çalışmayı yarıda bırakabileceğimi biliyorum. Verdiğim tüm bilgilerin gizli tutulacağını biliyor, bu bilgilerin bilimsel araştırma amacıyla kullanılmasını kabul ediyorum. Bu belgeyle çalışmaya gönüllü olarak katıldığımı beyan ederim.

Tarih:
Katılımcı
Adı-Soyadı:
Adres:
Tel:
e-posta:
İmza:

APPENDIX-F: The Composite Survey Instrument involving the Pilot Form of the Scale Set Administered in the Preliminary Study

İngilizce Öğretmeye Yönelik Motivasyon, Olası Benlikler ve Özyeterlik İnançları

Sayın katılımcı,

Bu form, dördüncü sınıftaki İngilizce Öğretmenliği öğrencilerinin İngilizce öğretme motivasyonları, olası benlikleri ve özyeterlik inançlarının belirlenmesini amaçlamaktadır. Form iki ana bölümden oluşmaktadır. Bölüm 1'de kişisel bilgilere ilişkin bazı sorular sorulmuştur. Toplam üç kısımdan oluşan Bölüm 2'de öncelikle katılımcıların İngilizce öğretme motivasyonlarını belirlemeye yönelik sorular sorulmuştur. Ardından gelen olası benlikler bölümünde katılımcıların İngilizce öğretmenliği ile ilgili olarak geleceğe dair fikirlerini, hayallerini, görevlerini, sorumluluklarını ve korkularını yansıtan sorular bulunmaktadır. Son bölümde ise öğretmen özyeterliğine ilişkin sorular sorulmuştur. Lütfen her bir bölümde, maddeleri yanıtlamaya başlamadan önce bölüme ait yönergeyi dikkatli bir biçimde okuyunuz ve ardından her soru için sizi en iyi yansıtan seçeneği yuvarlak içine alınız. Sizlerden beklenen boş soru bırakmadan her bir soruyu eksiksiz biçimde yanıtlamanızdır. Lütfen maddelere içtenlikle yanıt veriniz. Dolduracağınız formdaki maddelerin doğru veya yanlış bir yanıtı yoktur. Çalışmadan elde edilen sonuçlar bireysel değil, genel olarak değerlendirilecektir. Vereceğiniz yanıtlar gizli tutulacak ve bilimsel araştırma amacı dışında kullanılmayacaktır. Katılımınız ve çalışmaya sağladığınız katkı için teşekkür ederim.

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BÖLÜM 1

Kişisel Bilgiler

a) Yaşınız: ....

b) Cinsiyetiniz: ....

c) Üniversiteniz: ....

d) Mezun olduğunuz lisenin türü (Anadolu lisesi, meslek lisesi, açık öğretim lisesi vb.):
....

e) Üniversite tercihlerinizde İngilizce Öğretmenliği bölümünü ilk olarak kaçıncı sıraya yazmıştınız? Bu bölümü seçme nedeniniz nedir?
....
....

f) Üniversitedeki staj deneyiminiz dışında İngilizce Öğretmenliğine ilişkin deneyiminiz (Özel ders, özel kursta çalışma vb. deneyiminizi süresiyle birlikte belirtiniz):
....
....

g) Üniversiteden mezun olduktan sonra İngilizce öğretmenliği yapmayı mı başka bir işte çalışmayı mı düşünüyorsunuz? Neden?
....
....

h) Mezun olduktan sonra İngilizce öğretmeni olarak çalışmayı planlıyorsanız, hangi kurumda çalışmayı düşünüyorsunuz? (devlet okulu, özel okul, üniversite vb.)
....
....

1

BÖLÜM 2

A. İngilizce Öğretme Motivasyonu

Aşağıdaki maddeleri okurken Okul Deneyimi ve Öğretmenlik Uygulaması dersleri kapsamında staj yaptığınız okullardaki deneyiminizi göz önünde bulundurunuz. Stajdaki İngilizce öğretme deneyiminiz doğrultusunda maddelere *"İngilizce öğretirken neden çaba gösteriyorsunuz?"* sorusunu düşünerek yanıt veriniz. Her bir madde için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.

	İngilizce öğretirken neden çaba gösteriyorsunuz?	Bana Hiç Uygun Değil	Bana Uygun Değil	Bana Kısmen Uygun	Bana Uygun	Bana Çok Uygun
1	Mesleki hedeflerime ulaşabilmek amacıyla İngilizce öğretirken gayret gösteriyorum.	1	2	3	4	5
2	İngilizce öğretmekten zevk aldığım için bu konuda çaba sarf ediyorum.	1	2	3	4	5
3	İngilizce öğretiyorum ama neden öğrettiğimi ben de bilmiyorum.	1	2	3	4	5
4	Huzursuz olmamak için İngilizce öğretirken çaba harcıyorum.	1	2	3	4	5
5	İngilizce öğretmeyi ilginç bulduğum için bu konuda çaba gösteriyorum.	1	2	3	4	5
6	İngilizce öğretmek kendimle gurur duymamı sağladığı için bu konuda çaba gösteriyorum.	1	2	3	4	5
7	İleride bu işten geçimimi sağlayacağım için İngilizce öğretirken çaba gösteriyorum.	1	2	3	4	5
8	İngilizce öğretmenin bir zaman kaybı olacağını düşündüğüm için bu konuda çaba harcamıyorum.	1	2	3	4	5
9	İngilizce öğretmeye kişisel olarak ayrı bir anlam yüklediğim için bu konuda çaba gösteriyorum.	1	2	3	4	5
10	İngilizce öğretmek heyecan verici olduğu için bu konuda çaba harcıyorum.	1	2	3	4	5
11	İngilizce öğretimine değer verdiğim için bu konuda çaba harcıyorum.	1	2	3	4	5
12	Kendimi suçlu hissetmemek için İngilizce öğretirken gayret gösteriyorum.	1	2	3	4	5
13	İngilizce öğretmeye önem vermediğim için bu konuda çaba göstermiyorum.	1	2	3	4	5
14	Olumsuz eleştirilerden kaçınmak için İngilizce öğretirken çaba sarf ediyorum.	1	2	3	4	5
15	İngilizce öğretmek beni mutlu ettiği için bu konuda gayret gösteriyorum.	1	2	3	4	5
16	Kendime olan saygımı korumak için İngilizce öğretirken çaba harcıyorum.	1	2	3	4	5
17	İngilizce Öğretmenliği bölümünün bir gerekliliği olduğu için İngilizce öğretirken çaba harcıyorum.	1	2	3	4	5
18	Anlamsız bulduğum için İngilizce öğretirken çaba sarf etmiyorum.	1	2	3	4	5
19	Önemli olduğunu düşündüğüm için İngilizce öğretirken gayret gösteriyorum.	1	2	3	4	5
20	Çevremdeki insanlar (aile, öğretim elemanları gibi) tarafından onaylanmak için İngilizce öğretirken çaba sarf ediyorum.	1	2	3	4	5
21	İngilizce öğretmeyi sevdiğim için bu konuda çaba sarf ediyorum.	1	2	3	4	5
22	Kendimi kötü hissetmemek için İngilizce öğretirken gayret gösteriyorum.	1	2	3	4	5
23	Çaba sarf edecek kadar değerli bulmadığım için İngilizce öğretirken çaba sarf etmiyorum.	1	2	3	4	5
24	İngilizce öğretirken eğlendiğim için bu konuda çaba gösteriyorum.	1	2	3	4	5
25	İngilizce öğretebildiğimi kendime kanıtlamak için bu konuda gayret gösteriyorum.	1	2	3	4	5

2

26	Çevremdeki insanların (aile, öğretim elemanları gibi) saygısını kazanmak için İngilizce öğretirken gayret gösteriyorum.	1	2	3	4	5
27	İleride iyi bir işe girebilmek için İngilizce öğretirken çaba sarf ediyorum.	1	2	3	4	5
28	Kendimi başarısız hissetmemek için İngilizce öğretirken çaba gösteriyorum.	1	2	3	4	5
29	İngilizce öğretimi konusunda takdir edilmek istediğim için gayret gösteriyorum.	1	2	3	4	5
30	Kendimi mahcup hissetmemek için İngilizce öğretirken çaba sarf ediyorum.	1	2	3	4	5
31	Çevremdeki insanları (aile, öğretim elemanları gibi) hayal kırıklığına uğratmamak için İngilizce öğretirken çaba sarf ediyorum.	1	2	3	4	5
32	İngilizce öğretmeyi kişisel değerlerimle uyumlu bulduğum için bu konuda çaba gösteriyorum.	1	2	3	4	5

B. Dil Öğretmeni Olası Benlikleri

I. Yalnızca kendi kişisel ideallerinizi, hedef ve isteklerinizi göz önünde bulundurarak gelecekte nasıl bir İngilizce öğretmeni olmak istediğinizi düşününüz. Gerçekçi bir biçimde düşünerek kendinizi gelecekte bir İngilizce öğretmeni olarak hayal ediniz. Hayalinizde yarattığınız ve olmak istediğiniz İngilizce öğretmenini gözünüzde canlandırarak aşağıda verilen her bir madde için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.

	Hayalimdeki İngilizce öğretmeni...	Bana Hiç Uygun Değil	Bana Uygun Değil	Bana Kısmen Uygun	Bana Uygun	Bana Çok Uygun
1	...öğrencilerini iyi tanır.	1	2	3	4	5
2	...derslerde sınıf içi etkileşimi teşvik eder.	1	2	3	4	5
3	...sınıf yönetimi konusunda kendini geliştirir.	1	2	3	4	5
4	...işinde uzman olarak nitelendirilen bir öğretmendir.	1	2	3	4	5
5	...İngilizceyi akıcı bir biçimde konuşur.	1	2	3	4	5
6	...hoşgörülü bir öğretmendir.	1	2	3	4	5
7	...derslere iyi bir biçimde hazırlanır.	1	2	3	4	5
8	...mesleğini seven bir öğretmendir.	1	2	3	4	5
9	...İngilizce öğretimi konusunda kendini geliştirir.	1	2	3	4	5
10	...demokratik bir sınıf ortamı oluşturur.	1	2	3	4	5
11	...insan ilişkilerinde başarılıdır.	1	2	3	4	5
12	...İngilizceye hâkimdir.	1	2	3	4	5
13	...İngilizce öğretirken dil becerilerini (okuma, yazma, konuşma ve dinleme) bütünleştirir.	1	2	3	4	5
14	...öğrencilerin gelişimini sağlayacak geribildirimler verir.	1	2	3	4	5
15	...yaşam boyu öğrenmeye devam eder.	1	2	3	4	5
16	...öğrencilere İngilizceyi etkili bir biçimde kullandırır.	1	2	3	4	5
17	...İngilizce öğretimi konusundaki bilgilerini güncel tutar.	1	2	3	4	5
18	...öğrencilerin fikirlerine saygılıdır.	1	2	3	4	5
19	...İngilizceyi doğru bir biçimde konuşur.	1	2	3	4	5
20	...derslerdeki etkinliklerde öğrencilere anlaşılır yönergeler verir.	1	2	3	4	5
21	...öğrencileri tarafından sevilen bir öğretmendir.	1	2	3	4	5

3

22	...öğrencilerle olumlu bir ilişki kurar.	1	2	3	4	5
23	...meslektaşlarının deneyimlerinden yararlanır.	1	2	3	4	5
24	...derslerde teknolojiden yararlanır.	1	2	3	4	5
25	...öğrencilerin İngilizce öğrenme motivasyonunu artırır.	1	2	3	4	5
26	...öğrencilerin saygı duyduğu bir öğretmendir.	1	2	3	4	5
27	...sınıf kurallarını belirleyerek düzenli bir sınıf ortamı oluşturur.	1	2	3	4	5
28	...İngilizceyi kullanma konusunda öğrencilere olumlu bir rol model olur.	1	2	3	4	5
29	...İngilizce iletişim becerileri gelişmiş bir öğretmendir.	1	2	3	4	5
30	...öğrencilere uygun materyaller hazırlar.	1	2	3	4	5
31	...kendini öğretmenlik mesleğine adayan bir öğretmendir.	1	2	3	4	5
32	...eleştiriye açık bir öğretmendir.	1	2	3	4	5
33	...sınıf disiplinini sağlar.	1	2	3	4	5
34	...farklı değerlendirme yöntemleriyle öğrencilerin İngilizce gelişimini değerlendirir.	1	2	3	4	5
35	...İngilizce öğretimiyle ilgili yenilikleri takip eder.	1	2	3	4	5
36	...derslerdeki uygulamaları öğrencilerin ilgi alanlarına göre tasarlar.	1	2	3	4	5
37	...öğrencilerin İngilizce iletişim becerilerini geliştirir.	1	2	3	4	5
38	...sınıfta çıkabilecek disiplin sorunlarını etkili bir biçimde çözer.	1	2	3	4	5
39	...öğrencilere adil davranır.	1	2	3	4	5
40	...İngilizce öğretimi konusunda yeni fikirler araştırır.	1	2	3	4	5
41	...öğrencilere İngilizce öğrenmeye yönelik olumlu bir tutum kazandırır.	1	2	3	4	5
42	...diğer öğretmenlerle iş birliği içindedir.	1	2	3	4	5
43	...İngilizce öğretiminde yetkin bir öğretmendir.	1	2	3	4	5
44	...öğrencilerle iletişimi güçlü bir öğretmendir.	1	2	3	4	5
45	...öğretmenlik becerileriyle takdir edilen bir öğretmendir.	1	2	3	4	5

II. Gelecekte bir İngilizce öğretmeni olarak sahip olacağınız sorumluluklarınızı, yükümlülüklerinizi ve zorunluluklarınızı düşününüz. Ailenizin, arkadaşlarınızın, öğrencilerinizin, meslektaşlarınızın, okul yönetiminin, çevrenizdeki diğer insanların ve içinde yaşadığınız toplumun bir İngilizce öğretmeni olarak sizden beklentilerini dikkate alınız. Çalışacağınız okulların ya da diğer kurumların kurallarını da göz önünde bulundurduğunuzda nasıl bir **İngilizce öğretmeni olmanız gerektiğini** gözünüzde canlandırınız. Aşağıda verilen her bir madde için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.

Çevremin ve toplumun beklentilerini, görev ve sorumluluklarımı dikkate alarak, gelecekte mutlaka...

		Bana Hiç Uygun Değil	Bana Uygun Değil	Bana Kısmen Uygun	Bana Uygun	Bana Çok Uygun
1	...geniş bir İngilizce sözcük dağarcığına sahip olmalıyım.	1	2	3	4	5
2	...öğrencilerin İngilizce iletişim kurmalarını teşvik etmeliyim.	1	2	3	4	5
3	...saygı duyulan bir İngilizce öğretmeni olmalıyım.	1	2	3	4	5
4	...öğrenmeye açık olmalıyım.	1	2	3	4	5
5	...aldığım maaşı hak etmeliyim.	1	2	3	4	5
6	...öğrencilerin İngilizce öğrenme motivasyonlarını artırmalıyım.	1	2	3	4	5
7	...öğrenciler için belirlenen eğitim programını tamamlamalıyım.	1	2	3	4	5

4

8	...derslerde İngilizceyi doğru bir biçimde kullanmalıyım.	1	2	3	4	5
9	...öğrencilere faydalı olmalıyım.	1	2	3	4	5
10	...üniversiteden mezun olduktan sonra mesleki gelişim etkinliklerine (konferans, seminer, proje vb.) katılmalıyım.	1	2	3	4	5
11	...derslerde ders kitabının içeriğini birebir takip etmeliyim.	1	2	3	4	5
12	...çalışkan bir İngilizce öğretmeni olmalıyım.	1	2	3	4	5
13	...öğrencilere İngilizceyi sevdirmeliyim.	1	2	3	4	5
14	...İngilizce öğretimi konusunda kendimi geliştirmeliyim.	1	2	3	4	5
15	...öğrencilerin velileriyle iyi bir ilişki içinde olmalıyım.	1	2	3	4	5
16	...öğrencilere karşı anlayışlı olmalıyım.	1	2	3	4	5
17	...kendimi öğrencilerin eğitimine adamalıyım.	1	2	3	4	5
18	...günümüz dünyasındaki gelişmeleri takip etmeliyim.	1	2	3	4	5
19	...derslerden önce iyi bir hazırlık yapmalıyım.	1	2	3	4	5
20	...iş garantimin olduğu bir devlet okulunda çalışmalıyım.	1	2	3	4	5
21	...İngilizceyi kullanma konusunda öğrenciler için iyi bir rol model olmalıyım.	1	2	3	4	5
22	...öğrencilerin bireysel farklılıklarından haberdar olmalıyım.	1	2	3	4	5
23	...derslerde İngilizceyi etkili bir biçimde kullanmalıyım.	1	2	3	4	5
24	...öğrencilerle iyi bir ilişki kurmalıyım.	1	2	3	4	5
25	...akıcı bir biçimde İngilizce konuşmalıyım.	1	2	3	4	5
26	...öğrencilerin gireceği İngilizce sınavların yapısına uygun bir biçimde İngilizce öğretmeliyim.	1	2	3	4	5
27	...alanımda uzman olmalıyım.	1	2	3	4	5
28	...öğrencilerin İngilizcedeki bireysel gelişim süreçlerini takip etmeliyim.	1	2	3	4	5
29	...üniversiteden mezun olduktan sonra eğitimime (yüksek lisans, doktora) devam etmeliyim.	1	2	3	4	5
30	...öğrenciler tarafından sevilen bir İngilizce öğretmeni olmalıyım.	1	2	3	4	5
31	...İngilizce öğretimi alanındaki gelişmeleri takip etmeliyim.	1	2	3	4	5
32	...öğrencilerin İngilizce konuşma becerilerini geliştirmeliyim.	1	2	3	4	5
33	...davranışlarımla öğrenciler için iyi bir rol model olmalıyım.	1	2	3	4	5
34	...ileri düzeyde İngilizce bilmeliyim.	1	2	3	4	5
35	...İngilizce öğretimi konusunda istekli olmalıyım.	1	2	3	4	5
36	...öğrencilerimi iyi tanımalıyım.	1	2	3	4	5
37	...İngilizce sesletim (telaffuz) becerilerimi geliştirmeliyim.	1	2	3	4	5
38	...öğrencilere İngilizce öğrenmeye yönelik olumlu bir tutum kazandırmalıyım.	1	2	3	4	5
39	...sorumluluk sahibi bir İngilizce öğretmeni olmalıyım.	1	2	3	4	5
40	...İngilizce öğretiminde yetkin bir öğretmen olmalıyım.	1	2	3	4	5

5

III. Gelecekte istediğiniz ya da sizden beklenildiği gibi bir İngilizce öğretmeni olamamanız durumunda ortaya çıkacak "İngilizce öğretmeni" özelliklerini zihninizde belirleyiniz. Bir İngilizce öğretmeni olarak gelecekte hangi özelliklere sahip olmaktan kaçınacağınızı düşününüz. Buna göre gelecekte olmaktan korktuğunuz İngilizce öğretmenini gözünüzde canlandırarak aşağıda verilen her bir madde için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.

	Gelecekte...	Bana Hiç Uygun Değil	Bana Uygun Değil	Bana Kısmen Uygun	Bana Uygun	Bana Çok Uygun
1	...işini sevmeyen bir İngilizce öğretmeni olmaktan korkarım.	1	2	3	4	5
2	...sınıftaki disiplin sorunlarına çözüm bulamamaktan endişe duyarım.	1	2	3	4	5
3	...öğrencilerin İngilizceyi kullanırken yaptıkları hatalara hoşgörülü yaklaşamamak beni kaygılandırır.	1	2	3	4	5
4	...İngilizce öğretimi konusundaki yeterliliklerimi zamanla kaybetmek beni korkutur.	1	2	3	4	5
5	...okul yönetimiyle sorun yaşamaktan korkarım.	1	2	3	4	5
6	...öğrencilerle iletişim kuramamaktan endişe duyarım.	1	2	3	4	5
7	...İngilizcemin zamanla gerilemesinden korkarım.	1	2	3	4	5
8	...öğrencilerin İngilizce iletişim becerilerini geliştirememekten endişe duyarım.	1	2	3	4	5
9	...İngilizce öğretirken öğrencilerin dikkatini derse çekememekten korkarım.	1	2	3	4	5
10	...derslerde öğretmen kitabına bağımlı kalmaktan endişe duyarım.	1	2	3	4	5
11	...derslerde akıcı bir biçimde İngilizce konuşamamaktan korkarım.	1	2	3	4	5
12	...öğrencilere İngilizceyi sevdirememekten endişe duyarım.	1	2	3	4	5
13	...sınıftaki otoritemi kaybetmekten korkarım.	1	2	3	4	5
14	...İngilizce kullanımı konusunda öğrencileri teşvik edememekten endişe duyarım.	1	2	3	4	5
15	...sıkıcı bir biçimde ders anlatmak beni endişelendirir.	1	2	3	4	5
16	...öğrencilere adil davranmayan bir İngilizce öğretmeni olmaktan korkarım.	1	2	3	4	5
17	...İngilizce öğretimi konusunda kendimi yetersiz hissetmekten korkarım.	1	2	3	4	5
18	...öğretmen merkezli geleneksel yöntemlerle İngilizce öğretmekten endişe duyarım.	1	2	3	4	5
19	...zamanla tembel bir öğretmene dönüşmek beni korkutur.	1	2	3	4	5
20	...sıradan bir İngilizce öğretmeni olmaktan endişe duyarım.	1	2	3	4	5
21	...sınıf disiplinini sağlamak için öğrencileri düşük not vermekle tehdit etmekten endişe duyarım.	1	2	3	4	5
22	...saygı duyulmayan bir İngilizce öğretmeni olmaktan korkarım.	1	2	3	4	5
23	...öğrencilerin önünde kontrolümü kaybetmekten korkarım.	1	2	3	4	5
24	...İngilizce öğretmenliğini çalışmak zorunda olduğum için yapmaktan korkarım.	1	2	3	4	5
25	...derslerde yalnızca İngilizce dilbilgisine odaklanmak beni endişelendirir.	1	2	3	4	5
26	...İngilizce öğretimiyle ilgili yeni fikirler üretememek beni endişelendirir.	1	2	3	4	5
27	...isteksiz bir biçimde çalışan bir İngilizce öğretmeni olmak beni korkutur.	1	2	3	4	5
28	...hazırlıksız bir biçimde ders anlatmaktan korkarım.	1	2	3	4	5
29	...öğrencilerime olumsuz bir rol model olmak beni korkutur.	1	2	3	4	5
30	...derslerde doğru bir biçimde İngilizce konuşamamaktan korkarım.	1	2	3	4	5
31	...mesleki tükenmişlik yaşamak beni endişelendirir.	1	2	3	4	5
32	...sınıf düzenini bozan öğrencilerle baş edememekten korkarım.	1	2	3	4	5

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33	...derslerde bütün dil becerilerine (okuma, yazma, dinleme, konuşma) zaman ayıramamaktan korkarım.	1	2	3	4	5
34	...öğrencilerin İngilizce öğrenimi konusundaki bireysel gelişimlerini takip edememek beni kaygılandırır.	1	2	3	4	5
35	...derslerde teknolojiyi etkili kullanamamak beni kaygılandırır.	1	2	3	4	5
36	...öğrencilerin velileriyle iletişim kuramamak beni endişelendirir.	1	2	3	4	5
37	...İngilizce öğrenme konusunda öğrencilere olumlu bir tutum kazandıramamak beni kaygılandırır.	1	2	3	4	5
38	...öğrencilerin derse katılımını sağlayamamaktan endişe duyarım.	1	2	3	4	5
39	...İngilizce öğretimi konusunda kendimi geliştirememek beni kaygılandırır.	1	2	3	4	5
40	...öğrencilerle etkileşimli bir sınıf ortamı oluşturamamak beni endişelendirir.	1	2	3	4	5
41	...sınıfta olumlu bir öğrenci öğretmen ilişkisi kuramamak beni kaygılandırır.	1	2	3	4	5
42	...yalnızca öğrencileri sınavlara hazırlamak amacıyla İngilizce öğretmek beni endişelendirir.	1	2	3	4	5
43	...öğrencilere karşı ilgisiz bir İngilizce öğretmeni olmak beni endişelendirir.	1	2	3	4	5
44	...sınıf yönetimi konusunda başarısız olmak beni kaygılandırır.	1	2	3	4	5
45	...meslektaşlarımla iyi bir ilişki kuramamak beni endişelendirir.	1	2	3	4	5

C. Öğretmen Özyeterliği

	Aşağıdaki maddeleri dikkatli bir biçimde okuyarak, bir İngilizce öğretmeni adayı olarak kendinizi samimi bir biçimde değerlendiriniz. Her bir ifadeyi okuduktan sonra bu konuda kendinizi ne ölçüde yeterli hissettiğinizi belirtmek için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.	Yetersiz		Çok Az Yeterli		Biraz Yeterli		Oldukça Yeterli		Çok Yeterli
1	Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?	1	2	3	4	5	6	7	8	9
2	Öğrencilerin eleştirel düşünmelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
3	Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
4	Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
5	Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?	1	2	3	4	5	6	7	8	9
6	Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
7	Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?	1	2	3	4	5	6	7	8	9
8	Sınıfta yapılan etkinliklerin düzenli yürümesini ne kadar iyi sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
9	Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
10	Öğrettiklerinizin öğrenciler tarafından kavranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?	1	2	3	4	5	6	7	8	9

	Öğretmen Özyeterliği (Devamı)	Yetersiz		Çok Az Yeterli		Biraz Yeterli		Oldukça Yeterli		Çok Yeterli
11	Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?	1	2	3	4	5	6	7	8	9
12	Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?	1	2	3	4	5	6	7	8	9
13	Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
14	Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
15	Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?	1	2	3	4	5	6	7	8	9
16	Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyi oluşturabilirsiniz?	1	2	3	4	5	6	7	8	9
17	Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
18	Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?	1	2	3	4	5	6	7	8	9
19	Birkaç problemli öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?	1	2	3	4	5	6	7	8	9
20	Öğrencilerin kafası karıştığında ne kadar alternatif açıklama ya da örnek sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
21	Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz?	1	2	3	4	5	6	7	8	9
22	Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz?	1	2	3	4	5	6	7	8	9
23	Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?	1	2	3	4	5	6	7	8	9
24	Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9

Çalışmaya katıldığınız için teşekkür ederim.

APPENDIX-G: Consent Form for the Composite Survey Instrument involving the Final Form of the Scale Set Administered in the Main Study

Gönüllü Katılım Formu

Sayın katılımcı,

Bu çalışma, Doç. Dr. Hüseyin Öz'ün danışmanlığında ve Yrd. Doç. Dr. Güçlü Şekercioğlu'nun eş danışmanlığında yürütmekte olduğum doktora tez çalışmamın bir parçasıdır. Çalışma için Hacettepe Üniversitesi Etik Komisyonu'na gerekli başvuru yapılmış, izin alınmış ve araştırma etik olarak uygun görülmüştür. Araştırmanın amacı, dördüncü sınıftaki İngilizce Öğretmenliği öğrencilerinin dil öğretmeni olası benlikleri, İngilizce öğretmeye yönelik motivasyonları ve öğretmen özyeterlikleri arasındaki ilişkiyi araştırmaktır. Bu amaç doğrultusunda sizlere bir ölçek seti uygulanacaktır. Çalışmaya katılımınız tamamen gönüllülük esasına dayalıdır ve katılım için herhangi bir zorunluluk bulunmamaktadır. Çalışma için toplanan veri yalnızca bilimsel araştırma amacıyla kullanılacaktır. Verdiğiniz tüm bilgiler gizli tutulacak ve bilimsel araştırma amacı dışında başkalarıyla paylaşılmayacaktır. Verilen formda sizi rahatsız edebilecek herhangi bir soru sorulmayacaktır. Fakat formu doldururken herhangi bir rahatsızlık hissederseniz istediğiniz zaman çalışmayı yarıda bırakabilirsiniz. Bu durumda herhangi bir sorumluluğunuz olmayacaktır. Katılım için onay vermeden önce sormak istediğiniz herhangi bir soru varsa çekinmeden sorabilirsiniz. Çalışma bittikten sonra araştırmaya ilişkin sorularınızı araştırmacıya e-posta veya telefonla yöneltebilir ve çalışmanın sonuçlarıyla ilgili bilgi alabilirsiniz. İlgili prosedürü onaylıyor ve yanıtlarınızın bilimsel araştırma amacıyla kullanılmasına izin veriyorsanız lütfen belgeyi imzalayınız. Katılımınız için teşekkür ederim.

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_____

Bu çalışmaya kendi isteğimle katılıyor ve herhangi bir rahatsızlık hissettiğim zaman çalışmayı yarıda bırakabileceğimi biliyorum. Verdiğim tüm bilgilerin gizli tutulacağını biliyor, bu bilgilerin bilimsel araştırma amacıyla kullanılmasını kabul ediyorum. Bu belgeyle çalışmaya gönüllü olarak katıldığımı beyan ederim.

Tarih:
Katılımcı
     Adı-Soyadı:
     Adres:
     Tel:
     e-posta:
     İmza:

APPENDIX-H: The Composite Survey Instrument involving the Final Form of the Scale Set Administered in the Main Study

İngilizce Öğretmeye Yönelik Motivasyon, Olası Benlikler ve Özyeterlik İnançları

Sayın katılımcı,

Bu form, dördüncü sınıftaki İngilizce Öğretmenliği öğrencilerinin İngilizce öğretme motivasyonları, olası benlikleri ve özyeterlik inançlarının belirlenmesini amaçlamaktadır. Form iki ana bölümden oluşmaktadır. Bölüm 1'de kişisel bilgilere ilişkin bazı sorular sorulmuştur. Toplam üç kısımdan oluşan Bölüm 2'de öncelikle katılımcıların İngilizce öğretme motivasyonlarını belirlemeye yönelik sorular sorulmuştur. Ardından gelen olası benlikler bölümünde katılımcıların İngilizce öğretmenliği ile ilgili olarak geleceğe dair fikirlerini, hayallerini, görevlerini, sorumluluklarını ve korkularını yansıtan sorular bulunmaktadır. Son bölümde ise öğretmen özyeterliğine ilişkin sorular sorulmuştur. Lütfen her bir bölümde, maddeleri yanıtlamaya başlamadan önce bölüme ait yönergeyi dikkatli bir biçimde okuyunuz ve ardından her soru için sizi en iyi yansıtan seçeneği yuvarlak içine alınız. Sizlerden beklenen boş soru bırakmadan her bir soruyu eksiksiz biçimde yanıtlamanızdır. Lütfen maddelere içtenlikle yanıt veriniz. Dolduracağınız formdaki maddelerin doğru veya yanlış bir yanıtı yoktur. Çalışmadan elde edilen sonuçlar bireysel değil, genel olarak değerlendirilecektir. Vereceğiniz yanıtlar gizli tutulacak ve bilimsel araştırma amacı dışında kullanılmayacaktır. Katılımınız ve çalışmaya sağladığınız katkı için teşekkür ederim.

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</div>

BÖLÜM 1

Kişisel Bilgiler

a) Yaşınız: ....

b) Cinsiyetiniz: ....

c) Üniversiteniz: ....

d) Mezun olduğunuz lisenin türü (Anadolu lisesi, meslek lisesi, açık öğretim lisesi vb.):
....

e) Üniversite tercihlerinizde İngilizce Öğretmenliği bölümünü ilk olarak kaçıncı sıraya yazmıştınız? Bu bölümü seçme nedeniniz nedir?
....
....

f) Üniversitedeki staj deneyiminiz dışında İngilizce Öğretmenliğine ilişkin deneyiminiz (Özel ders, özel kursta çalışma vb. deneyiminizi süresiyle birlikte belirtiniz):
....
....

g) Üniversiteden mezun olduktan sonra İngilizce öğretmenliği yapmayı mı başka bir işte çalışmayı mı düşünüyorsunuz? Neden?
....
....

h) Mezun olduktan sonra İngilizce öğretmeni olarak çalışmayı planlıyorsanız, hangi kurumda çalışmayı düşünüyorsunuz? (devlet okulu, özel okul, üniversite vb.)
....
....

BÖLÜM 2

A. İngilizce Öğretme Motivasyonu

Aşağıdaki maddeleri okurken Okul Deneyimi ve Öğretmenlik Uygulaması dersleri kapsamında staj yaptığınız okullardaki deneyiminizi göz önünde bulundurunuz. Stajdaki İngilizce öğretme deneyiminiz doğrultusunda maddelere *"İngilizce öğretirken neden çaba gösteriyorsunuz?"* sorusunu düşünerek yanıt veriniz. Her bir madde için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.

	İngilizce öğretirken neden çaba gösteriyorsunuz?	Bana Hiç Uygun Değil	Bana Uygun Değil	Bana Kısmen Uygun	Bana Uygun	Bana Çok Uygun
1	Mesleki hedeflerime ulaşabilmek amacıyla İngilizce öğretirken gayret gösteriyorum.	1	2	3	4	5
2	İngilizce öğretmeyi ilginç bulduğum için bu konuda çaba gösteriyorum.	1	2	3	4	5
3	İngilizce öğretmenin bir zaman kaybı olacağını düşündüğüm için bu konuda çaba harcamıyorum.	1	2	3	4	5
4	Kendimi başarısız hissetmemek için İngilizce öğretirken çaba gösteriyorum.	1	2	3	4	5
5	İngilizce öğretmek heyecan verici olduğu için bu konuda çaba harcıyorum.	1	2	3	4	5
6	İleride iyi bir işe girebilmek için İngilizce öğretirken çaba sarf ediyorum.	1	2	3	4	5
7	İngilizce öğretmek beni mutlu ettiği için bu konuda gayret gösteriyorum.	1	2	3	4	5
8	Anlamsız bulduğum için İngilizce öğretirken çaba sarf etmiyorum.	1	2	3	4	5
9	İngilizce öğretmeye kişisel olarak ayrı bir anlam yüklediğim için bu konuda çaba gösteriyorum.	1	2	3	4	5
10	İngilizce öğretimi konusunda takdir edilmek istediğim için gayret gösteriyorum.	1	2	3	4	5
11	İngilizce öğretirken eğlendiğim için bu konuda çaba gösteriyorum.	1	2	3	4	5
12	İngilizce öğretebildiğimi kendime kanıtlamak için bu konuda gayret gösteriyorum.	1	2	3	4	5
13	Çevremdeki insanların (aile, öğretim elemanları gibi) saygısını kazanmak için İngilizce öğretirken gayret gösteriyorum.	1	2	3	4	5
14	İngilizce öğretimine değer verdiğim için bu konuda çaba harcıyorum.	1	2	3	4	5
15	Kendimi kötü hissetmemek için İngilizce öğretirken gayret gösteriyorum.	1	2	3	4	5
16	Çaba sarf edecek kadar değerli bulmadığım için İngilizce öğretirken çaba sarf etmiyorum.	1	2	3	4	5
17	İngilizce öğretmeyi kişisel değerlerimle uyumlu bulduğum için bu konuda çaba gösteriyorum.	1	2	3	4	5
18	Çevremdeki insanları (aile, öğretim elemanları gibi) hayal kırıklığına uğratmamak için İngilizce öğretirken çaba sarf ediyorum.	1	2	3	4	5
19	Kendimi mahcup hissetmemek için İngilizce öğretirken çaba sarf ediyorum.	1	2	3	4	5

B. Dil Öğretmeni Olası Benlikleri

I. Yalnızca kendi kişisel ideallerinizi, hedef ve isteklerinizi göz önünde bulundurarak gelecekte nasıl bir İngilizce öğretmeni olmak istediğinizi düşününüz. Gerçekçi bir biçimde düşünerek kendinizi gelecekte bir İngilizce öğretmeni olarak hayal ediniz. Hayalinizde yarattığınız ve olmak istediğiniz İngilizce öğretmenini gözünüzde canlandırarak aşağıda verilen her bir madde için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.

	Hayalimdeki İngilizce öğretmeni...	Bana Hiç Uygun Değil	Bana Uygun Değil	Bana Kısmen Uygun	Bana Uygun	Bana Çok Uygun
1	...İngilizceyi akıcı bir biçimde konuşur.	1	2	3	4	5
2	...İngilizce öğretimi konusunda kendini geliştirir.	1	2	3	4	5
3	...öğrencilerle iletişimi güçlü bir öğretmendir.	1	2	3	4	5
4	...İngilizceye hâkimdir.	1	2	3	4	5
5	...yaşam boyu öğrenmeye devam eder.	1	2	3	4	5
6	...sınıf disiplinini sağlar.	1	2	3	4	5
7	...öğrencilerin fikirlerine saygılıdır.	1	2	3	4	5
8	...İngilizceyi doğru bir biçimde konuşur.	1	2	3	4	5
9	...İngilizce öğretimi konusundaki bilgilerini güncel tutar.	1	2	3	4	5
10	...İngilizce iletişim becerileri gelişmiş bir öğretmendir.	1	2	3	4	5
11	...sınıf kurallarını belirleyerek düzenli bir sınıf ortamı oluşturur.	1	2	3	4	5
12	...İngilizce öğretimiyle ilgili yenilikleri takip eder.	1	2	3	4	5
13	...öğrencilerin İngilizce iletişim becerilerini geliştirir.	1	2	3	4	5
14	...sınıfta çıkabilecek disiplin sorunlarını etkili bir biçimde çözer.	1	2	3	4	5
15	...İngilizce öğretimi konusunda yeni fikirler araştırır.	1	2	3	4	5
16	...insan ilişkilerinde başarılıdır.	1	2	3	4	5

II. Gelecekte bir İngilizce öğretmeni olarak sahip olacağınız sorumluluklarınızı, yükümlülüklerinizi ve zorunluluklarınızı düşününüz. Ailenizin, arkadaşlarınızın, öğrencilerinizin, meslektaşlarınızın, okul yönetiminin, çevrenizdeki diğer insanların ve içinde yaşadığınız toplumun bir İngilizce öğretmeni olarak sizden beklentilerini dikkate alınız. Çalışacağınız okulların ya da diğer kurumların kurallarını da göz önünde bulundurduğunuzda nasıl bir İngilizce öğretmeni olmanız gerektiğini gözünüzde canlandırınız. Aşağıda verilen her bir madde için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.

	Çevremin ve toplumun beklentilerini, görev ve sorumluluklarımı dikkate alarak, gelecekte mutlaka...	Bana Hiç Uygun Değil	Bana Uygun Değil	Bana Kısmen Uygun	Bana Uygun	Bana Çok Uygun
1	...geniş bir İngilizce sözcük dağarcığına sahip olmalıyım.	1	2	3	4	5
2	...öğrencilerimi iyi tanımalıyım.	1	2	3	4	5
3	...derslerde İngilizceyi doğru bir biçimde kullanmalıyım.	1	2	3	4	5
4	...üniversiteden mezun olduktan sonra mesleki gelişim etkinliklerine (konferans, seminer, proje vb.) katılmalıyım.	1	2	3	4	5
5	...İngilizce öğretiminde yetkin bir öğretmen olmalıyım.	1	2	3	4	5
6	...İngilizce öğretimi konusunda kendimi geliştirmeliyim.	1	2	3	4	5

3

7	...öğrencilerin velileriyle iyi bir ilişki içinde olmalıyım.	1	2	3	4	5
8	...öğrencilerin İngilizce iletişim kurmalarını teşvik etmeliyim.	1	2	3	4	5
9	...günümüz dünyasındaki gelişmeleri takip etmeliyim.	1	2	3	4	5
10	...öğrencilerle iyi bir ilişki kurmalıyım.	1	2	3	4	5
11	...akıcı bir biçimde İngilizce konuşmalıyım.	1	2	3	4	5
12	...alanımda uzman olmalıyım.	1	2	3	4	5
13	...öğrenciler tarafından sevilen bir İngilizce öğretmeni olmalıyım.	1	2	3	4	5
14	...İngilizce öğretimi alanındaki gelişmeleri takip etmeliyim.	1	2	3	4	5
15	...öğrencilerin İngilizce konuşma becerilerini geliştirmeliyim.	1	2	3	4	5
16	...ileri düzeyde İngilizce bilmeliyim.	1	2	3	4	5
17	...öğrencilere karşı anlayışlı olmalıyım.	1	2	3	4	5
18	...İngilizce sesletim (telaffuz) becerilerimi geliştirmeliyim.	1	2	3	4	5
19	...çalışkan bir İngilizce öğretmeni olmalıyım.	1	2	3	4	5

III. Gelecekte istediğiniz ya da sizden beklenildiği gibi bir İngilizce öğretmeni olamamanız durumunda ortaya çıkacak "İngilizce öğretmeni" özelliklerini zihninizde belirleyiniz. Bir İngilizce öğretmeni olarak gelecekte hangi özelliklere sahip olmaktan kaçınacağınızı düşününüz. Buna göre **gelecekte olmaktan korktuğunuz İngilizce öğretmenini** gözünüzde canlandırarak aşağıda verilen her bir madde için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.

	Gelecekte...	Bana Hiç Uygun Değil	Bana Uygun Değil	Bana Kısmen Uygun	Bana Uygun	Bana Çok Uygun
1	...işini sevmeyen bir İngilizce öğretmeni olmaktan korkarım.	1	2	3	4	5
2	...öğrencilerin İngilizce iletişim becerilerini geliştirememekten endişe duyarım.	1	2	3	4	5
3	...derslerde akıcı bir biçimde İngilizce konuşamamaktan korkarım.	1	2	3	4	5
4	...sıkıcı bir biçimde ders anlatmak beni endişelendirir.	1	2	3	4	5
5	...öğretmen merkezli geleneksel yöntemlerle İngilizce öğretmekten endişe duyarım.	1	2	3	4	5
6	...sıradan bir İngilizce öğretmeni olmaktan endişe duyarım.	1	2	3	4	5
7	...saygı duyulmayan bir İngilizce öğretmeni olmaktan korkarım.	1	2	3	4	5
8	...İngilizce öğretmenliğini çalışmak zorunda olduğum için yapmaktan korkarım.	1	2	3	4	5
9	...isteksiz bir biçimde çalışan bir İngilizce öğretmeni olmak beni korkutur.	1	2	3	4	5
10	...hazırlıksız bir biçimde ders anlatmaktan korkarım.	1	2	3	4	5
11	...derslerde doğru bir biçimde İngilizce konuşamamaktan korkarım.	1	2	3	4	5
12	...derslerde bütün dil becerilerine (okuma, yazma, dinleme, konuşma) zaman ayıramamaktan korkarım.	1	2	3	4	5
13	...öğrencilerin İngilizce öğrenimi konusundaki bireysel gelişimlerini takip edememek beni kaygılandırır.	1	2	3	4	5
14	...derslerde teknolojiyi etkili kullanamamak beni kaygılandırır.	1	2	3	4	5
15	...öğrencilerin derse katılımını sağlayamamaktan endişe duyarım.	1	2	3	4	5
16	...yalnızca öğrencileri sınavlara hazırlamak amacıyla İngilizce öğretmek beni endişelendirir.	1	2	3	4	5
17	...öğrencilere karşı ilgisiz bir İngilizce öğretmeni olmak beni endişelendirir.	1	2	3	4	5

C. Öğretmen Özyeterliği

	Aşağıdaki maddeleri dikkatli bir biçimde okuyarak, bir İngilizce öğretmeni adayı olarak kendinizi samimi bir biçimde değerlendiriniz. Her bir ifadeyi okuduktan sonra bu konuda kendinizi ne ölçüde yeterli hissettiğinizi belirtmek için sizi en iyi yansıtan seçeneği yuvarlak içine alınız.	Yetersiz		Çok Az Yeterli		Biraz Yeterli		Oldukça Yeterli		Çok Yeterli
1	Çalışması zor öğrencilere ulaşmayı ne kadar başarabilirsiniz?	1	2	3	4	5	6	7	8	9
2	Öğrencilerin eleştirel düşünmelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
3	Sınıfta dersi olumsuz yönde etkileyen davranışları kontrol etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
4	Derslere az ilgi gösteren öğrencileri motive etmeyi ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
5	Öğrenci davranışlarıyla ilgili beklentilerinizi ne kadar açık ortaya koyabilirsiniz?	1	2	3	4	5	6	7	8	9
6	Öğrencileri okulda başarılı olabileceklerine inandırmayı ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
7	Öğrencilerin zor sorularına ne kadar iyi cevap verebilirsiniz?	1	2	3	4	5	6	7	8	9
8	Sınıfta yapılan etkinliklerin düzenli yürümesini ne kadar iyi sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
9	Öğrencilerin öğrenmeye değer vermelerini ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
10	Öğrettiklerinizin öğrenciler tarafından kavranıp kavranmadığını ne kadar iyi değerlendirebilirsiniz?	1	2	3	4	5	6	7	8	9
11	Öğrencilerinizi iyi bir şekilde değerlendirmesine olanak sağlayacak soruları ne ölçüde hazırlayabilirsiniz?	1	2	3	4	5	6	7	8	9
12	Öğrencilerin yaratıcılığının gelişmesine ne kadar yardımcı olabilirsiniz?	1	2	3	4	5	6	7	8	9
13	Öğrencilerin sınıf kurallarına uymalarını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
14	Başarısız bir öğrencinin dersi daha iyi anlamasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
15	Dersi olumsuz yönde etkileyen ya da derste gürültü yapan öğrencileri ne kadar yatıştırabilirsiniz?	1	2	3	4	5	6	7	8	9
16	Farklı öğrenci gruplarına uygun sınıf yönetim sistemi ne kadar iyi oluşturabilirsiniz?	1	2	3	4	5	6	7	8	9
17	Derslerin her bir öğrencinin seviyesine uygun olmasını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
18	Farklı değerlendirme yöntemlerini ne kadar kullanabilirsiniz?	1	2	3	4	5	6	7	8	9
19	Birkaç problemli öğrencinin derse zarar vermesini ne kadar iyi engelleyebilirsiniz?	1	2	3	4	5	6	7	8	9
20	Öğrencilerin kafası karıştığında ne kadar alternatif açıklama ya da örnek sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9
21	Sizi hiçe sayan davranışlar gösteren öğrencilerle ne kadar iyi baş edebilirsiniz?	1	2	3	4	5	6	7	8	9

22	Çocuklarının okulda başarılı olmalarına yardımcı olmaları için ailelere ne kadar destek olabilirsiniz?	1	2	3	4	5	6	7	8	9
23	Sınıfta farklı öğretim yöntemlerini ne kadar iyi uygulayabilirsiniz?	1	2	3	4	5	6	7	8	9
24	Çok yetenekli öğrencilere uygun öğrenme ortamını ne kadar sağlayabilirsiniz?	1	2	3	4	5	6	7	8	9

Çalışmaya katıldığınız için teşekkür ederim.

APPENDIX-I: English Translation of the Items in the Final Form of the Scale Set Administered in the Main Study

A. Items under the Motivation for Teaching English Scale (MTES)

1. I put efforts into teaching English to achieve my professional goals.

2. I put efforts into teaching English because I find it interesting.

3. I don't put efforts into teaching English because I think it is a waste of time.

4. I put efforts into teaching English not to feel unsuccessful.

5. I put efforts into teaching English since it is exciting.

6. I put efforts into teaching English to be able to get a good job in the future.

7. I put efforts into teaching English because it makes me happy.

8. I don't put efforts into teaching English because I find it meaningless.

9. I put efforts into teaching English because I personally assign a different meaning to it.

10. I put efforts into teaching English because I'd like to get appreciated for it.

11. I put efforts into teaching English because I have fun teaching English.

12. I put efforts into teaching English to prove myself that I can teach English.

13. I put efforts into teaching English to earn the respect of the people around me (family, academic staff, etc.).

14. I put efforts into teaching English since I value it.

15. I put efforts into teaching English not to feel bad.

16. I don't put efforts into teaching English since I don't find it that valuable.

17. I put efforts into teaching English since I find it compatible with my personal values.

18. I put efforts into teaching English not to disappoint the people around me (family, academic staff, etc.).

19. I put efforts into teaching English not to feel embarrassed.

B. Items under the Possible Language Teacher Selves Scale (PLTSS)

I. Items under the Ideal Language Teacher Self Scale (ILTSS)

Stem: The English teacher I imagine myself as…

1. …speaks English fluently.

2. …improves himself/herself in teaching English.

3. …is a teacher who communicates well with students.

4. …has a high level of competence in English.

5. …continues lifelong learning.

6. …maintains classroom discipline.

7. …is respectful to students' ideas.

8. …speaks English accurately.

9. … keeps his/her knowledge about teaching English up-to-date.

10. …is a teacher with well-developed English communication skills.

11. …creates an organized classroom environment by determining classroom rules.

12. …follows the developments about teaching English.

13. …improves students' English communication skills.

14. …solves possible discipline problems in class effectively.

15. …searches for new ideas about teaching English.

16. …is good at human relations.

II. Items under the Ought-to Language Teacher Self Scale (OLTSS)

Stem: Keeping in mind the expectations of the people around me and the society, my duties and responsibilities, in the future I ought to…

1. …have a large vocabulary in English.

2. …know my students well.

3. …use English accurately in lessons.

4. …attend professional development activities (conferences, seminars, projects, etc.) after graduating from university.

5. …be competent in teaching English.

6. …improve myself in teaching English.

7. …have a good relationship with students' parents.

8. …encourage students to communicate in English.

9. …follow the developments in today's world.

10. …build a good relationship with students.

11. …speak English fluently.

12. …be an expert in my area.

13. …be a likeable English teacher to students.

14. …follow the developments in English language teaching.

15. …improve students' English speaking skills.

16. …be at an advanced level in English.

17. …be understanding of students.

18. …improve my English pronunciation skills.

19. …be a hardworking English teacher.

III. Items under the Feared Language Teacher Self Scale (FLTSS)

Stem: In the future, …

1. …I'm afraid of being an English teacher who doesn't like his/her job.

2. …I'm worried about being unable to improve students' English communication skills.

3. …I'm afraid of being unable to speak English fluently in the lessons.

4. …it makes me worried to teach in a boring way.

5. …I'm worried about teaching English using teacher-centered traditional methods.

6. …I'm worried about being an ordinary English teacher.

7. …I'm afraid of being a disrespected English teacher.

8. …I'm afraid of working as an English teacher since I have to work.

9. …it scares me to be an English teacher who works unwillingly.

10. …I'm afraid of teaching without preparation.

11. …I'm afraid of being unable to speak English accurately in the lessons.

12. …I'm afraid of being unable to spare time for all language skills (reading, writing, listening, speaking) in the lessons.

13. …it makes me anxious to be unable to follow students' individual development in learning English.

14. …it makes me anxious to be unable to use technology effectively in the lessons.

15. …I'm worried about being unable to ensure students' participation in the lesson.

16. …it makes me worried to teach English only to prepare students for the exams.

17. …it makes me worried to be an English teacher who is uninterested in students.

C. Items under the Teachers' Sense of Efficacy Scale (TSES): Original items developed by Tschannen-Moran and Woolfolk Hoy (2001)

1. How much can you do to get through to the most difficult students?

2. How much can you do to help your students think critically?

3. How much can you do to control disruptive behavior in the classroom?

4. How much can you do to motivate students who show low interest in school work?

5. To what extent can you make your expectations clear about student behavior?

6. How much can you do to get students to believe they can do well in school work?

7. How well can you respond to difficult questions from your students?

8. How well can you establish routines to keep activities running smoothly?

9. How much can you do to help your students value learning?

10. How much can you gauge student comprehension of what you have taught?

11. To what extent can you craft good questions for your students?

12. How much can you do to foster student creativity?

13. How much can you do to get children to follow classroom rules?

14. How much can you do to improve the understanding of a student who is failing?

15. How much can you do to calm a student who is disruptive or noisy?

16. How well can you establish a classroom management system with each group of students?

17. How much can you do to adjust your lessons to the proper level for individual students?

18. How much can you use a variety of assessment strategies?

19. How well can you keep a few problem students form ruining an entire lesson?

20. To what extent can you provide an alternative explanation or example when students are confused?

21. How well can you respond to defiant students?

22. How much can you assist families in helping their children do well in school?

23. How well can you implement alternative strategies in your classroom?

24. How well can you provide appropriate challenges for very capable students?

APPENDIX-J: Consent Form for the Semi-structured Interviews Conducted in the Main Study

Gönüllü Katılım Formu (Görüşme)

Sayın katılımcı,

Bu çalışma, Doç. Dr. Hüseyin Öz'ün danışmanlığında ve Yrd. Doç. Dr. Güçlü Şekercioğlu'nun eş danışmanlığında yürütmekte olduğum doktora tez çalışmamın bir parçasıdır. Çalışma için Hacettepe Üniversitesi Etik Komisyonu'na gerekli başvuru yapılmış, izin alınmış ve araştırma etik olarak uygun görülmüştür. Araştırmanın amacı, dördüncü sınıftaki İngilizce Öğretmenliği öğrencilerinin dil öğretmeni olası benlikleri, İngilizce öğretmeye yönelik motivasyonları ve öğretmen özyeterlikleri arasındaki ilişkiyi araştırmaktır. Bu amaç doğrultusunda katılımcılar ile görüşmeler yapılacak, araştırma amacına yönelik sorular sorulacak ve görüşmeler ses kayıt cihazı ile kayıt altına alınacaktır. Çalışmaya katılımınız tamamen gönüllülük esasına dayalıdır ve katılım için herhangi bir zorunluluk bulunmamaktadır. Çalışma için toplanan veri yalnızca bilimsel araştırma amacıyla kullanılacaktır. Verdiğiniz tüm bilgiler gizli tutulacak ve bilimsel araştırma amacı dışında başkalarıyla paylaşılmayacaktır. Görüşme boyunca sizi rahatsız edebilecek herhangi bir soru sorulmayacaktır. Fakat görüşme sırasında herhangi bir rahatsızlık hissederseniz istediğiniz zaman çalışmayı yarıda bırakabilirsiniz. Bu durumda herhangi bir sorumluluğunuz olmayacaktır. Katılım için onay vermeden önce sormak istediğiniz herhangi bir soru varsa çekinmeden sorabilirsiniz. Çalışma bittikten sonra araştırmaya ilişkin sorularınızı araştırmacıya e-posta veya telefonla yöneltebilir ve çalışmanın sonuçlarıyla ilgili bilgi alabilirsiniz. İlgili prosedürü onaylıyor ve yanıtlarınızın bilimsel araştırma amacıyla kullanılmasına izin veriyorsanız lütfen belgeyi imzalayınız. Katılımınız için teşekkür ederim.

Araştırmacı
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Tel: 0242 310 4682
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İmza:

Tez Danışmanı: Doç. Dr. Hüseyin ÖZ
(Sorumlu Araştırmacı)
Tel: 0312 297 8575

_____

Bu çalışmaya kendi isteğimle katılıyor ve herhangi bir rahatsızlık hissettiğim zaman çalışmayı yarıda bırakabileceğimi biliyorum. Elde edilen kayıtların ve verdiğim tüm bilgilerin gizli tutulacağını biliyor, bu bilgilerin bilimsel araştırma amacıyla kullanılmasını kabul ediyorum. Bu belgeyle çalışmaya gönüllü olarak katıldığımı beyan ederim.

Tarih:
Katılımcı
   Adı-Soyadı:
   Adres:
   Tel:
   e-posta:
   İmza:

APPENDIX-K: Semi-structured Interview Guide Used in the Main Study (The Original Interview Guide in Turkish)

Görüşme Kılavuzu

Tarih / Saat:
Yer:
Görüşmeci:
Görüşülen Kişi:

Dil Öğretmeni İdeal Benliğine İlişkin Sorular

1. İleride nasıl bir İngilizce öğretmeni olmayı hayal ediyorsunuz?

2. Mesleğinizle ilgili ulaşmak istediğiniz hedefler nelerdir? Bu hedeflere ulaşmak için neler yapmayı planlıyorsunuz?

3. İdealinizdeki İngilizce öğretmeninin sahip olduğu nitelikler nelerdir?

Dil Öğretmeni Zorunlu Benliğine İlişkin Sorular

4. Ailenizin, arkadaşlarınızın ve meslektaşlarınızın düşüncelerini göz önünde bulundurduğunuzda nasıl bir İngilizce öğretmeni olmanız gerektiğini düşünüyorsunuz?

5. Size göre içinde bulunduğunuz toplumun bir İngilizce öğretmeni olarak sizden beklentileri nelerdir?

6. Size göre bir İngilizce öğretmeni olarak ileride sahip olacağınız sorumluluklar ve gerçekleştirmekle yükümlü olacağınız görevler nelerdir?

Dil Öğretmeni Korkulan Benliğine İlişkin Sorular

7. İleride nasıl bir İngilizce öğretmeni olmaktan korkarsınız?
8. Bir İngilizce öğretmeni olarak ileride asla sahip olmak istemeyeceğiniz nitelikler nelerdir?
9. Size göre belirttiğiniz niteliklere sahip bir İngilizce öğretmeninin yaşayabileceği olumsuzluklar nelerdir?

İngilizce Öğretme Motivasyonuna İlişkin Sorular

10. İngilizce öğretme konusunda kendinizi ne kadar istekli hissediyorsunuz? Neden?

11. İngilizce öğretme konusunda sizi motive eden ve motivasyonunuzu azaltan şeyler nelerdir?

12. Staj yaptığınız okuldaki derslerde İngilizce öğretirken gerçekten çaba gösteriyor musunuz? Çaba gösterme(me)nizin nedenleri nelerdir?

Öğretmen Özyeterliğine İlişkin Sorular

13. Bir İngilizce öğretmeni adayı olarak derslerde öğrenci katılımını sağlama konusunda kendinizi ne kadar yeterli hissediyorsunuz? Neden?

14. Derslerde öğretim stratejilerini uygulama konusunda kendinizi ne kadar yeterli hissediyorsunuz? Neden?

15. Sınıf yönetimi konusunda kendinizi ne kadar yeterli hissediyorsunuz? Neden?

APPENDIX-L: Semi-structured Interview Guide Used in the Main Study (The Interview Guide Translated into English)

Interview Guide

Date / Time:
Place:
Interviewer:
Interviewee:

Questions about Ideal Language Teacher Self

1. What kind of an English teacher do you imagine yourself being in the future?

2. What are the goals you want to achieve in relation to your job? What are you planning to do to achieve these goals?

3. What are the characteristics of your ideal English language teacher self?

Questions about Ought-to Language Teacher Self

4. What kind of an English teacher do you think you should be keeping in mind the opinions of your family, friends and colleagues?

5. What expectations does the society have of you as an English teacher according to you?

6. What responsibilities and duties do you think you will be supposed to fulfill in the future as an English teacher?

Questions about Feared Language Teacher Self

7. What kind of an English teacher are you afraid of being in the future?
8. What are the qualities you never would like to have as an English teacher in the future?
9. What negative consequences can an English teacher with these qualities experience according to you?

Questions about Motivation for Teaching English

10. How willing do you feel yourself to teach English? Why?

11. What factors motivate and demotivate you about teaching English?

12. Do you really put efforts into teaching English within the lessons in your practicum school? What are the reasons for your (not) putting efforts into teaching?

Questions about Self-efficacy Beliefs

13. As an English language teacher candidate, to what extent do you feel yourself efficacious for ensuring student engagement in the lessons? Why?

14. To what extent do you feel yourself efficacious for implementing instructional strategies in the lessons? Why?

15. To what extent do you feel yourself efficacious for achieving classroom management? Why?

T.C.
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3 0 Mart 2017

EĞİTİM BİLİMLERİ ENSTİTÜ MÜDÜRLÜĞÜNE

İlgi: 09.03.2017 tarih ve 664 sayılı yazınız.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı doktora programı öğrencilerinden **Funda ÖLMEZ**'in **Prof. Dr. İsmail Hakkı MİRİCİ** danışmanlığında yürüttüğü **"Dördüncü Sınıftaki İngilizce Öğretmenliği Öğrencilerinin Öğretmeye Yönelik Motivasyonunun ve Bunun Öğretim Performanslarıyla İlişkisinin İncelenmesi (Exploring Motivation of Senior Student Teachers of English Towards Teaching and its Relationship With Their Teaching Performance"** başlıklı tez çalışması, Üniversitemiz Senatosu Etik Komisyonunun **14 Mart 2017** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Rahime M. NOHUTCU
Rektör a.
Rektör Yardımcısı

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APPENDIX-N: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;

- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;

- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;

- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;

- all cited studies have been fully and decently referenced and included in the list of References;

- I did not do any distortion and/or manipulation on the data set,

- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

28/06/2019

Funda ÖLMEZ ÇAĞLAR

APPENDIX-O: Dissertation Originality Report

HACETTEPE UNIVERSITY

Graduate School of Educational Sciences

To The Department of Foreign Language Education

Thesis Title: Relationships among Possible Selves, Motivations and Self-efficacy Beliefs of Senior Student Teachers of English

The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

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3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname:	Funda ÖLMEZ ÇAĞLAR
Student No.:	N13247205
Department:	Foreign Language Education
Program:	English Language Teaching
Status:	☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

Signature

ADVISOR APPROVAL

APPROVED
Prof. Dr. İsmail Hakkı ERTEN

APPENDIX-P: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan "**Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge**" kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- o Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. [1]

- o Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren ... ay ertelenmiştir. [2]

- o Tezimle ilgili gizlilik kararı verilmiştir. [3]

28/06/2019

Funda ÖLMEZ ÇAĞLAR

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.

(2) Madde 6.2. Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3. şahıslara veya kurumlara haksız kazanç imkanı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.

(3) Madde 7. 1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*. Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.
Madde 7.2. Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir

* Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.