SECOND INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE

BOOK OF PROCEEDINGS

ÇUKUROVA UNIVERSITY SCHOOL OF FOREIGN LANGUAGES

Poster designed by Cumali BALCI

SECOND INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE

BOOK OF PROCEEDINGS

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School of Foreign Languages

Adana, TÜRKİYE

19 – 20 October 2023

LFAC 2023

Contents

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SECOND INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE
ÇUKUROVA UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES

Shades and colours forming cultures

LANGUAGE FOR ALL LANGUAGE FOR ALL

Dedicated to all those affected by the devastating earthquakes in Türkiye on February 6th, 2023

October 19 - 20, 2023

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We would also like to extend our sincere appreciation to **Prof. Dr. Meryem TUNCEL**, the Rector of Çukurova University, for her generous support over the course of organizing this international conference.

We also wish to thank the members of the Scientific Committee (list page vi) for their reviews of all the abstracts submitted. The review process is an integral part of *LFAC '23* and we are grateful to the members of the Scientific Committee for their guidance and assistance. The conference would not have been possible without the valuable cooperation of the School of Foreign Languages members at Çukurova University.

As the *LFAC* **Organizing Committee**, we would like to express our heartfelt gratitude to all participants for their invaluable contributions to our conference and it is hoped that the *Second International Language-For-All Conference (LFAC '23)* will plant a seed of change for further research and innovation in the field.

The *Second International Language-For-All Conference* is dedicated to the 50th anniversary of our institution. However, we are going through hard times and our hearts are full of sorrow due to the catastrophic earthquakes that struck Türkiye and had devastating impacts on eleven different cities including Adana. On that account, we dedicate this year's conference to our beloved students and staff members who lost their lives due to these earthquakes.

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On behalf of the Organizing Committee

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SECOND INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE PROGRAMME

19 October Thursday

Time				
08.30 – 09.30	Registration			
09.30 – 10.00	Opening Remarks			
10.00 – 10.45	Keynote Speaker I: Prof. Dr. Yasemin BAYYURT – "Paradigm Shift in Teacher Education in Response to Multilingualism and English in a Changing World"			
10.45 – 11.10	Coffee Break — "Polyphony": Poster Exhibition — Curator: Assoc. Prof. Dr. Sevgi ARI			

Day I Session I	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
11.10 – 11.30	Mehmet ÖZCAN — "The Underlying Reasons for the Deletion of the Genitive Case or Person Agreement Marker in Some Turkish Words"	Tuba TÜRKEL & Yonca ÖZKAN — "The Role of Social Class in Self-Directed English Language Learning Practices"	Şafak UÇMAZ — "English Teachers' Well-Being from the PERMA Perspective: A Retrodictive Qualitative Modelling Approach"	Hande KOLAT — "Cultural Hybridity in a Multicultural Landscape: Acculturation in Hanif Kureishi's *The Buddha of Suburbia*"
11.35 – 11.55	Ghada CHEHIMI & Mira ALAMEDDINE — "Addressing Feminist and Gender Issues in ESL Classrooms: An Exploratory Study"	Ebrahim KHEZERLOU — "Exploring Cross-Sentence Cohesive Devices in Essay Writings of First Year Turkish Students"	Sezgin BALLIDAĞ & Kenan DİKİLİTAŞ — "Teachers Seeking Development through Online Sources: Why and How?"	Eda SARAÇ — "The Use and Implementation of Literature in Prep School Classes"
12.00 – 12.20	Mustafa KARA — "Female vs. Not-So-Female: The Emergence of Third World Feminism and the Disclosure of Global Sisterhood"	Meryem ÖZDEMİR YILMAZER — "A Quantitative Investigation of Feedback Literacy Among the Undergraduate Preparatory Students"	Zerrin ÖZDEMİR — "How Pleased are EFL Teachers with Their Jobs? Denizli Case"	Rabia Elif ÖZCAN BEYDEMİR — "'And Death Shall Have Dominion': Failure of Theatre of Catastrophe in Howard Barker's *Brutopia* (1989)"
12.20 – 13.25	Lunch Break			

13.30 – 14.15	Keynote Speaker II: Prof. Dr. Kata CSIZÉR – "Effort and Autonomy in Foreign Language Learning: L2 Motivation and Instructed Second Language Acquisition"			
14.15 – 14.30	Coffee Break Natalia NİSANOĞLU, Elana SPECTOR-COHEN & Iryna BUDZ (Poster) "Israeli – Ukrainian Virtual Exchange Projects to Promote Intercultural Communicative Competences"			
Day I Session II	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
14.30 – 14.50	Elif KEMALOĞLU-ER "In-Service Training Activities for Foreign Language Teachers in Turkey: An In-Depth Analysis"	Oktay YAĞIZ, Veysel KARSLI, Rabia ÖTÜGEN & İbrahim ŞAHİN "Graduate Non-Native ELT Students' Perceptions of Research and Research Identities"	Bilal KARACA & Abdullatif UYUMAZ "The Impact of Chatbots on Language Skills"	Ümmügül MUTLU KÖROĞLU "The Relationship between EFL Teachers' Beliefs and Agency for Social Justice at Secondary Schools in Türkiye"
14.55 – 15.15	Gözde BALIKÇI & Ufuk ATAŞ "Can I Teach English to Very Young Learners? Four Non-Teaching Degree Students' Reflections from Kindergarten"	Suna YERTUTAN "Exploring the Latest Trends in L2 Teacher Identity Research: A Systematic Review of Studies Published between 2021 – 2023"	Süheyla DEMİRKOL ORAK "ELT Lecturers' Digital Technology Integration Levels via SAMR Model"	Ece ZEHİR-TOPKAYA & Gökçe Nur TÜRKMEN "Examining Multiculturalism, Race, and Identity: A Study on Representation in High School EFL Coursebooks"
15.20 – 15.40	Semra KARAALİ & Gülden İLİN "Developing Learner Autonomy in Online EFL Education: Significant Restrictions to Learner Autonomy Implementation"		Zeynep Büşra VARIŞLI & Şehnaz ŞAHİNKARAKAŞ "The Contribution of Using Keypal as a Communication Tool for Secondary School EFL Students"	Zeynep CEYHAN BİNGÖL & Yonca ÖZKAN "Utilising Translanguaging in Writing Classes in a Higher Education Context: A Case Study"
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Day I Session III	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall – Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
15.55 – 16.15	Emine DEMİR & Aykut DEMİRYÜREK "English Language Instructors' Views on ELF and ELF-Related Issues"	Pelin TÜRKMEN "Retelling a Fairy Tale in Multimodality: Translations of *La Belle Et La Bête*"	Nebahat BADEM "The Relationship between Language Proficiency and Neutral Verbs in Motion Event Descriptions"	Zeynep ERTÜRK İÇEN "A Comparative Analysis of the Language Assessment Practices in ELT in Public High Schools in Türkiye and Poland"
16.20 – 16.40	Şakire ERBAY ÇETİNKAYA "From Marginalisation to Celebration: Learning Journey of One English Language Teacher Reconstructing an EIL-Aware Practitioner Identity"	Cemre ÇİÇEK TÜMER & Hale IŞIK GÜLER "'Nature Has Everything': A Multimodal Analysis of Ethical Consumerism Discourse on Instagram Advertising – The Case of Krijen"	Hacer KAÇAR "Contrastive Analysis of Self-Mention as Interactional Feature Regarding Native and Non-native Interlocutors"	Bilal KARACA & Tuncay GEZDER "Exploring University Instructors' Perceptions of ChatGPT in Language Education: A Focus Group Study"

19.00	Conference Dinner

SECOND INTERNATIONAL LANGUAGE-FOR-ALL CONFERENCE PROGRAMME
20 October Friday

09.00 – 09.45	Keynote Speaker III: Prof. Dr. Martin DEWEY – "Promoting Critical Engagement with Normativity and Perception Bias in Teacher Education"
09.45 – 10.00	Coffee Break

Day II Session I	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall- Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
10.00 – 10.20	Stefan RATHERT & İsa KAR "Reasons for University Students to Enrol in Optional English Preparatory Programmes"			Burcu YALDIZ DURMUŞ & Arzu BİLHAN & Emine DEMİR "A Case Study: ELF Conceptualisation and Transformative Learning Experiences of Graduate Students"

Time				
10.25 – 10.45	**Meryem ÇALIŞKAN** "An Investigation on Morphological Splitting and Word Embeddings in Natural Language Processing"	**Elif AY KAYA & Hayriye AVARA** "Implementing Blended Learning in High School EFL Setting: A Closer Look into Students' Viewpoints"	**İnci Melike TOKCAN** "Evaluating the Efficacy of Teaching Practice: A Qualitative Inquiry through the Lens of Pre-Service English Language Teachers"	**Melek ÇAKIRCALI** "A Systematic Review on Language Teacher Agency: A Descriptive Analysis of Research Methods in Empirical Studies Published between 2020-2023"
10.50 – 11.10	**Bora ARGA** "Context and Subjectivity as Determinants of Textual Pleasure"	**Melek YOLCU** "Utilizing Telecollaboration in Foreign Language Learning"	**Berivan UZUN SEYİTVAN & Kadri NAZLI** "'Don't Laugh at Me!': Gelotophobia and Its Effect on Multicultural Language Teaching Environment"	**Burçay Burcu KARADAYI & Ahmet KURNAZ** "Judgments and Experiences of English Language Teachers at the Ministry of National Education about English as a Lingua Franca"
11.15 – 11.35	**Mehmet DEMİREZEN** "Teaching Dialogues through Tonic Stress-Based Sound-Scripting Method"	**Ecem EKER UKA** "Investigating the Motivation of a Language Teacher: Face-to-Face, Hybrid and Online Experiences"	**Meltem KAYGUSUZ & Hasan BEDİR** "The Overview of Finland Education System: What is the Secret of Finland's Successful Language Teacher Education System?"	**Erdal KAÇAR** "Foreign Language Learners' Perceptions about E-Learners' Roles in Distance Education"
11.35 – 12.45	**Lunch Break**			
12.50 – 13.35	**Keynote Speaker IV: Prof. Dr. Mehmet DEMİREZEN – "The Struggle for Multiple Articulations in Pronunciation in Teacher Education"**			
13.35 – 13.50	**Coffee Break**			
13.50 – 14.30	**Workshop by Robyn STEWART – "The Fifth Language Skill: Using Cultural Scripts to Inform Communicative Competence"**			

Day II Session II	Mithat Özsan Conference Hall – Auditorium A	Mithat Özsan Conference Hall- Auditorium B	Mithat Özsan Conference Hall – Auditorium C	Mithat Özsan Conference Hall – Auditorium D
14.35 – 14.55	Jonathan Maurice ROSS "'Google Amca' and a Daughter in the UK: How Public Service-Providers in Beşiktaş Communicate with Limited Turkish Proficiency Service-Users"	Ayşegül UYSAL GLINIECKI "A Glance at the Age of Queen Elizabeth I with Polysystem Theory"	Dilara SOMUNCU "How to Foster Motivation: A Case Study on Teachers' Motivational Language Teaching"	Şakire ERBAY ÇETİNKAYA "Perceived Benefits of Conscious Engagement with Culture: An Analysis of Pre-Service Teachers' Interviews and Reflections in Their Freshman Year"
15.00 – 15.20	Esin DÜNDAR "Diversity in Locally-Published ELT Coursebooks"	Mehmet Burak EV "Revisiting *The Bluest Eye*"		Hakan DİLMAN "Our Americans"
15.25 – 15.45	Gürkan TEMİZ "Integrating Culture in EFL: Students' Perspective"	Gizem KEÇELİ "The Changing Representation of Gender and Racial Identity in Frances E. W. Harper's *Iola Leroy* and Nella Larsen's *Passing*"	Raziye SAYILMAZ "A Systematic Review on Foreign Language Teaching Enjoyment (FLTE) in Second Language Teaching: A Descriptive and Quantitative Analysis on Focus of FLTE Studies and Their Methodology from the Beginning (2019) up to Present (2023)"	Rabia KULPU & Meryem AKÇAYOĞLU "Exploring Uncertainty Experiences, Sources and Management among Undergraduate ELT Students"
15.50 – 16.10	Simge YILMAZ "Intercultural Communicative Competence and Intercultural Sensitivity of ELT Pre-Service Students: Are They Ready for It?"	Somayeh MOLAVI "An Outrage against Victorian Governess Novel"		
16.10 – 16.30	**Closing Remarks & Raffle**			

PROCEEDINGS

Context and Subjectivity as Determinants of Textual Pleasure[*]

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Abstract

As social creatures, people need to understand others, express themselves, and without doubt, be understood. In this sense, language is seen as an indispensable tool of effective communication. However, the fact that it is considered as a bare-necessity delayed a thorough questioning of Aristotle's long-embraced presumption that words are the symbols of mental images. It was not until Gottlob Frege in the twentieth-century that the aforementioned issue was analytically studied. Gradually, Frege's foundational thoughts on the problem of meaning have been shaped by a wide range of views to the date and eventually turned the matter into a context problem, nullifying the opinion that the words are the exact equivalents of thoughts. Thus, subscribing to the view that all semantic elements in language other than grammar can be evaluated within the scope of context, this paper aims to open the differences and similarities between literary language and ordinary language towards a subjectivity-centred investigation and explores the cognitive processes carried out during meaning-making. Building upon the views of ordinary language philosophers and contemporary theories of pragmatics, the cognitive processes taking place while meaning-making in relation to literary texts are shed light on, primarily based on Relevance Theory (Sperber & Wilson, 1986). Consequently, it is stressed that the ambiguity of meaning/context, despite being an undesirable element in ordinary language where the primary goal is to communicate and to ensure the recognition of emotions and thoughts by the receiver, creates the opportunity to take textual pleasure in literary language —in an inversely-related fashion.

Keywords: meaning, context, subjectivity, textual pleasure, Pragmatics.

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[*] This paper is derived from the author's unpublished Ph.D. thesis titled "Philosophical and Pragmatic Foundations of Context and Subjectivity as Determinants of Textual Pleasure" completed in September 2022.

Introduction

> Words spoken are symbols or signs of affections or impressions of the soul; written words are the signs of words spoken. As writing, so also is speech not the same for all races of men. But the mental affections themselves, of which these words are primarily signs, are the same for the whole of mankind, as are also the objects of which those affections are representations or likenesses, images, copies. (Aristotle, 1962, p. 115)

Up until the twentieth-century when mathematician Gottlob Frege (1967)[*] made his 'unintentional' contributions to philosophy of language through an analytical approach, the above-given view of Aristotle had primarily shaped the theories developed in an attempt to provide an answer to the 'problem of meaning'. Subsequent to Frege's ideas on 'sense' and 'reference', a then-breakthrough in logicism, the problem of meaning[†] evolved into the most fundamental field of study in the twentieth-century philosophy. Based on the views developed to date, it can now be argued that the problem of meaning is in fact a 'context problem', which significantly challenges Aristotle's original view and sets pragmatics aside as a field concentrating what happens 'by' and 'beyond' saying within context, i.e. 'utterances'.

Following the establishment of the idea that sentences cannot be considered out of their real-world context, especially after 'later' Ludwig Wittgenstein's (1986) concept of 'language-game' [Ger. *Sprachspiel*], the concept of 'ordinary language' emerged as a new methodology in philosophy. This, in effect, triggered a drastic decline in the popularity of the traditional view that language and communication are 'inseparable' systems; in other words, words are the 'exact equivalents' of thoughts. Subsequent to Wittgenstein's work, John Langsaw Austin and John Searle challenged the views of 'logical positivist' Vienna Circle that regard ordinary language as "imperfect" and needs to be "purified" before use (Chapman, 2005, p. 18), with their theories of 'speech acts'[‡]. However, having the opportunity of re-evaluating both perspectives at Oxford[§], it was Herbert Paul Grice (1991) who took the most notable step forward for the sake of pragmatics, by proposing that human communication is in fact a 'cooperative' matter.

A Shift Towards an Inferential Model

In essence, the importance of Grice's 'cooperative principle' lies at the heart of its diversion from the 'code model', which can be considered as the reinterpretation of Aristotle's above-given original idea. Introduced by Shannon and Weaver (1949), the code model argues that a successful communication occurs when an interlocutor 'encodes' their message into a signal, which subsequently is decoded by the hearer on the basis of exactly the same code. Grice (1991) expresses the view that this cannot be the case since the communication between parties extends beyond a specific code, i.e. any language (pp. 22-24). Accordingly, they are obliged to conform

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[*] First published in 1879.

[†] Can easily be extended to 'meaningfulness', as the problem attempts to identify what makes an utterance meaningful (Arga, 2022).

[‡] Austin (1962); Searle (1969).

[§] As Chapman (2005) notes, syllabi of Oxford shaped by "an almost institutionalized distrust of new ideas" and no mention of living philosophers (p. 15). However, Grice also had a chance to meet younger philosophers there who had contrasting views and was largely influenced by A.J. Ayer (Chapman, 2005, p. 16).

with a set of communicative principles, chief amongst which is the cooperative principle: "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1991, p. 26).

The cooperative principle is built upon a number of maxims which can be classified into four categories, namely "quantity", "quality", "relation" and "manner" (Grice, 1991, p. 26). Grice takes the stance that these principles form the basis of not only a sound communication, but also make it possible to understand what is 'intended' by the speaker. A new dimension to human communication, 'intention' thus reemphasizes the distinction between semantics and pragmatics, falling under the latter.

Despite establishing an all-new inferential model; however, Grice never entirely eschews from semantics, as he maintains that inferencing is required to minimize the gap between sentence-meaning and the meaning intended by the speaker. In doing so, he limits the act of making inferences to weaker areas of communication (i.e. implicatures) where semantic expressions alone are not enough to convey the intended message. Yet, as one might argue, making inferences from explicit statements (i.e. explicatures) is perfectly possible. See the example below:

> (*1*) *A casual conversation between a customer and a barista taking order.*
>
> *A*. How about an all-butter, flaky croissant with your coffee?
>
> *B*. I do not eat pastry.

Although a distinction to be made between 'what is said' and 'what is implicated' in Gricean terms would reveal the most plausible inference that can be made from (*1B*), the act of making 'recovery' from linguistically encoded message may well go beyond the first and most explicit option. Consider the following possibilities and their level of strength within context:

> (*2*) They do not want any croissants.
>
> (*3*) They may be on a diet.
>
> (*4*) They may have Celiac Disease and not comfortable with gluten.
>
> (*5*) They may have diabetes and therefore avoiding carbohydrates to maintain a healthy blood sugar level.
>
> (*6*) They may have Obsessive Compulsive Disorder and therefore avoid messing up their outfit with croissant flakes.

As demonstrated by the above-given examples, receiver is always free to make more —though less relevant inferences within the bounds of context. At this stage, it is fair to maintain that it is this very possibility that makes literature 'possible'. In ordinary language, the inferencing process of (*1B*) would end with the possible answer (*2*), as making more inferences is not needed and would be cognitively 'costly'. Alternatives such as (*3*), (*4*), (*5*) and (*6*) are therefore redundant and would lessen the degree of clarity of conversation. In order to explain this phenomenon and take Grice's ideas further, Dan Sperber and Deidre Wilson (1986) developed their 'Relevance Theory'.

Relevance Theory

Although all humans share the same physical world, the way they interact with it drastically varies. Due to differences in languages we speak, our immediate environment, past experiences, knowledge-base and cognitive abilities, we have a natural tendency of engaging in a process of utterance/textual interpretation differently. One of the most obvious conclusions to draw from this view is that "meaning does not reside in the text as a static, independent artifact, but rather meaning resides in the communicative event — in the types of actions human beings can perform around the text" (Kaplan & Grabe, 2002, p. 194). It should therefore be fairly evident that meaning-making is a cognitive, thus subjective activity where a text serves as a mere basis and require an "inferential enrichment" (Sperber & Wilson, 2005, p. 478). In order to underpin this claim and demonstrate how literary works achieve 'poetic effects', this paper primarily relies on relevance theory. As stated in the preface of *Relevance: Communication and Cognition* (Sperber & Wilson, 1995), there is twenty years of development between the considerably revised second edition of the book and the individual works of Dan Sperber and Deidre Wilson on which relevance theory is based. On the one hand, any attempt to offer an in-depth analysis of such a comprehensive theory in a single paper would not be appropriate; on the other hand, covering the entire discussion whether 'code model' and inferential communication should be 'amalgamated' would be redundant. Hence, the focus in this paper is mainly on the details complementary to the argument, i.e. whether context and subjectivity determine the degree of textual pleasure.

Defining Relevance

According to Sperber and Wilson (1986), understanding the intention of the speaker plays the ultimate role in ensuring the success of communication. In that sense, context has a lot more to offer than a mere set of decoded semantic information as the hearer needs to 'infer' what is meant (what is said and what is implicated —which oftentimes do not necessarily overlap) by the speaker. It is therefore safe to emphasize that during their meaning-making process, one has to rely heavily on non-linguistic elements in addition to the sentences uttered. Any attempt to elaborate further on relevance-theoretical basis beyond this point requires a close examination of the notion of relevance in the first place.

Sperber and Wilson (1987) coin the term 'contextual effect' and argue that it "can be used to state a necessary and sufficient condition for relevance: An assumption is relevant in a context if, and only if, it has some contextual effect in that context." (p. 702). Since the degree of this contextual effect, and therefore the relevance, is measured by the effort required by the assumption during mental (meaning-making) processes, Sperber and Wilson shape their definition of relevance with the help of a "cost/benefit analysis" allegory (1987, p. 703). Accordingly, led beyond the boundaries of linguistics, they propose two extent conditions for relevance in order to be able to propose it as a comparative notion that would lend itself well to a cognitive-psychological analysis:

> *Extent condition 1*: An assumption is relevant in a context to the extent that its contextual effects in that context are large.

> *Extent condition 2*: An assumption is relevant in a context to the extent that the effort required to process it in that context is small. (Sperber & Wilson, 1987, p. 703; 1995, p. 125)

In this sense, it may not make sense to regard relevance as a mere variable that is "to be assessed in a predetermined context" since context is not 'given' but rather 'chosen' as part of a natural tendency. In other words, humans do not consciously assess the degree of relevance of new information, but instead heuristically process that information in the most relevant way, that is, tend to obtain the greatest possible contextual effect from each item of information with the least effort (Sperber & Wilson, 1987, p. 703). As soon as their 'expectation of relevance' is adequately met with minimal effort in light of available contexts —i.e. when 'optimal relevance' is achieved, the inferencing processes end and other assumptions are no longer taken into account. As Sperber and Wilson (1987) hold, it is this very expectation that determines the success of communication: if a piece of information does not seem to be relevant to an individual, they will simply not pay any attention to it. Any speaker with communicative intentions therefore has to make it 'manifest' to the receiver that the content of their utterance (serving as an 'ostensive stimulus') is relevant to them:

> An ostensive stimulus, then, creates a presumption of relevance. The notion of optimal relevance is meant to spell out what the audience of an act of ostensive communication is entitled to expect in terms of effort and effect:
>
> *Optimal relevance*
>
> An ostensive stimulus is optimally relevant to an audience if:
>
> a) It is relevant enough to be worth the audience's processing effort;
>
> b) It is the most relevant one compatible with communicator's abilities and preferences. (Wilson & Sperber, 2004, p. 612)

Up until this point, it can be deduced that a receiver takes as given the relevance of an input by the speaker in the case of an ostensive communication, since humans almost always communicate with informative intentions. According to Wilson and Sperber (2004), this is a casing point not because the receiver expects the speaker to communicate in accordance with cooperative principle as argued by Grice (1991), but because "the search for relevance is a basic feature of human cognition" that can be vulnerable to communicator's manipulation (p. 608).

Utterance Interpretation

It is taken for granted in relevance theory that almost all sentences in ordinary language fall short of being fully propositional even when decoded (Sperber & Wilson, 1995, p. 81). In that sense, an "inferential enrichment is needed to complete a fragmentary sentence meaning into a fully propositional form" (Sperber & Wilson, 2005, p. 478) to recover what the speaker intends to mean by uttering their 'syntactically encoded' content. Wilson and Sperber (2004) hold that the end-product of this recovery process on the explicitly communicated content[*], which concurrently consists of both decoding and inferential enrichment, is an 'explicature'. In this sense, explicatures are often seen as 'fully propositional' or 'semantically complete' (Carston, 2002, pp. 63-64).

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[*] As mentioned earlier, Grice (1991) believes that there is no point in recovering explicitly communicated content since they fall under linguistic semantics. As he holds, only implicatures can be examined within the scope of pragmatics.

Since relevance is not an 'all-or-none' matter and has varying degrees, however, the receiver has two more sub-tasks to carry out within 'implicated premises'. These tasks, including the recovery of explicitly communicated content, do not represent successive stages as they complement each other throughout the inferencing process:

> Constructing an appropriate hypothesis about the intended contextual assumptions […].

> Constructing an appropriate hypothesis about the intended contextual implications […]. (Wilson & Sperber, 2004, p. 261)

In line with these sub-tasks, it can be deduced that it is the speaker who determines the degree of explicitness of their utterance —the more extensively encoding is done, the more explicit the utterance becomes. On the same basis, the less explicit an utterance is, the more inferential enrichment is needed to be done by the receiver. It is therefore the speaker who is in the position of finding a delicate balance between the two ends of the scale, i.e. explicitness and implicitness, based on the cognitive abilities of the receiver. Encoding pieces of information that can easily be accessed by the receiver thus means a redundant increase in the cognitive cost of the utterance and a distrust in the cognitive abilities of the receiver. See the following example:

(*7*) Ozan and Melike are both big fans of Galatsaray and Galatasaray will be up against Manchester United that night. Compare the following possible utterances by Ozan:

> *A*. How many goals will Icardi score?

> *B*. On October 3rd, 2023 at 22:00 in Champions League, Galatasaray will be playing against Manchester United, one of the best football clubs in the world, and I strongly believe that Mauro Emanuel Icardi, the striker of Galatasaray, is so skilful that he will be able to score more than one goal at Old Trafford thus ensure the first ever victory of our team on English soil, so I am asking you how many he will.

If Ozan utters (*7B*) instead of (*7A*), he will be overly explicit and redundantly extending the sentence by providing details which are already known by Melike. Such an exaggeration will also increase the cognitive cost of the utterance and serve as an insult for the receiver —an equally big fan of Galatasaray in this case.

This crucial distinction between the notions of explicature and implicature is at the heart of the relevance-theoretical approach to literary texts. According to Sperber and Wilson (1987), poetic effects are achieved through "a wide array of weak implicatures" and "create common impressions rather than common knowledge" between the poet and reader (p. 707). This is obviously against the first and foremost purpose of communication in ordinary language, which is to be as clear as possible to avoid misunderstandings.

Poetic Effects and Textual Pleasure

As underpinned in relevance-theoretical terms so far in the previous section, there are some key differences between ordinary and literary language in terms of how they benefit from explicatures and implicatures. In ordinary language, the speaker relies primarily on explicatures so as to avoid misunderstandings, be informative and keep the cognitive cost at minimum (as can be seen in *7A*). However, the ultimate goal is entirely different in literary language —where the speaker neither has to communicate nor be optimally relevant. This brings the discussion

back to the point where relevance theory proposes that the receiver's expectation of relevance can be manipulated.

Desired Ambiguity

As Sperber and Wilson (1986) propose, the receiver ends their inferential processes when their expectation of relevance is satisfied, i.e. when optimal relevance is achieved. It is maintained for the purposes of this paper that this the very point which poets manipulate to achieve poetic effects. In literary texts, especially in poetry, an ambiguity is desired —thus purposefully created to make sure that there is a meaning that 'never arrives'. In most cases, this illusion is created through weak implicatures as suggested by Sperber and Wilson (1987). Since the linguistically encoded content is kept at minimum and there may be no contextual references to rely on in written language, the receiver is encouraged to activate their background knowledge instead and use it as context in their rather costly inferential enrichment process. Regardless of the intensity of the receiver's cognitive effort, however, it may still be impossible to reach at 'semantically complete' propositions. As one might argue, this is mainly because relying on past experience or background knowledge for contextual purposes is almost entirely subjective. Furthermore, experience constantly builds up and alters the background knowledge, turning every encounter with a literary work into a unique adventure. On the other hand, aware of the fact that 'meaning is constructed' without any exception —because inferencing and enrichment is needed for explicatures as well as implicatures though at varying degrees— some poets prefer to play with explicatures. Although relevance theory suggests the view that poetic effects are achieved through "a wide array of weak implicatures" (Sperber & Wilson, 1987, p. 707; 1995, p. 222) and explicatures require minor inferential enrichment (Carston, 2002), it may not necessarily be the case within the scope of poetry.

Going Beyond Weak Implicatures

In relevance-theoretical terms, the gap between an explicature and a fully propositional form is very close, and therefore completing it should not necessitate an immense cognitive effort. It is safe to subscribe to this view in terms of explaining human communication in ordinary language. However, when skilfully played with, this minor gap may simultaneously both enable the poet to establish some sort of intimacy between them and their reader, and serve as an abyss that prevents the reader from taking the final step towards reaching an ultimate meaning. Unsurprisingly, this paradox, between being so close and at the same time out of reach, baffles the reader. As relevance theory comprehensively explains, human cognition is not designed to channel an enormous amount of effort into explicatures due to its cost-effective nature. See the following fragments by Wittgenstein which support this claim:

> Why do I not satisfy myself that I have two feet when I want to get up from a chair? There is no why. I simply don't. This is how I act.
>
> There are cases such that, if someone gives signs of doubt where we do not doubt, we cannot confidently understand his signs as signs of doubt. (Wittgenstein, 1972, pp. 22-23)

In poetry, the near-completeness of explicatures serves as a 'bait', operating on the basis of the fact that human cognition is 'geared' to achieve the greatest cognitive effect for minimum possible effort: On the surface, the content appears to be sufficiently relevant and 'low-cost',

attracting the attention of the reader. Yet, as the reader starts to dig deeper, the seemingly relevant propositions demand more and more small portions of effort and create a snowball effect. At the end of the day, the reader ends up spending a massive amount of cognitive effort but to no avail. Plainly, then, this is deception and quite similar to spending a lot of money to buy nothing at all. One might therefore ask: why and how do we enjoy reading literature, especially poetry?

Subjectivity.[*]

It is safe to propose that our cognitive tendencies and abilities remain the same for literary and non-literary works, since our linguistic input module handles contents by both the same way without the ability of accessing the information in our 'cognitive database' to make any distinction between them (Sperber & Wilson, 1995). On that basis, it can be further deduced that the possibility of 'taking pleasure' from literary works lies at the heart of what relevance theory defines as the 'second stage' of human communication —where inferential enrichment is carried out by making use of the above-mentioned cognitive database. At this stage, then, human cognition is fed by subjective data, i.e. experience and prior knowledge, to eliminate the deliberate ambiguity/vagueness created by the poet.

The key point here is that, as clarified in the previous section, it is impossible to reach at complete propositional forms in any case. This equally means that there is no finite point for the reader to stop inferencing or tailor their meaning-making process accordingly —similar to a student taking an examination with open-ended test items but without an answer key or rubric on which they are going to be assessed. Such a scenario may naturally unnerve the reader, as they might fear that they may come up with inferences uninvited by the poet (similar to a student fearing to provide wrong answers). Once again, this brings the discussion back to the matter of the distinction between implicatures and explicatures. In the case of weak implicatures, oftentimes the ambiguity is evident, 'heralding' the imminent arrival of a massive cognitive cost. If not carefully balanced by the poet, then, this might serve as a setback rather than an alluring poetic feature. It may also explain why we do not enjoy the works of some poets: When the gap between the linguistically encoded content and the possibility of reaching fully propositional forms is immense, we are simply put off by the poem.

Poetic effects achieved by explicatures, however, are a different case point. Because the ambiguity is buried in the depths of the linguistically encoded structure, the reader feels unconsciously attracted to the poem (due to cost-efficient cognitive tendencies). It is not until the reader puts more cognitive effort into the poem that they realize the infinity of possibilities offered by the poet. Besides, it is comforting for the reader to dwell on propositional forms that are very close to being complete and therefore manageable. At the same time, as exemplified by the distinction made between (*7A*) and (*7B*), the poet expresses their trust to the cognitive abilities of the reader and still manage to create 'common impressions'. This is also how an intimacy, which ordinarily requires spending time together, is achieved between the reader and the poet despite not sharing the common knowledge-base. Thus, like a good-old friend, a skilful poet allows the reader to unleash their creativity freely, creating ways for them to subjectively 're-write' the poem during their meaning-making process. Just like a child happily running around in a garden, the reader simply forgets about the excessive cognitive cost in the sheer

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[*] For a detailed interdisciplinary analysis of subjectivity, see Arga (2022) on which this paper is based.

amazement of truly active reading and the textual pleasure it gives. This also explains how certain pieces of literature become timeless: Ambiguity triggers inferencing; inferencing requires context; the lack of context creates the need for relying on subjectivity —which is made up of personal experience as well as prior knowledge. All of these are unique to each reader and each encounter with the poem.

Conclusion

Although this paper attempts to explain how literary works give textual pleasure specifically within the scope of relevance theory (Sperber & Wilson, 1986), the theoretical underpinnings of the points made so far on the subject can be traced back to ancient times: The interdisciplinary accumulation of ideas on the problem of meaning led to the gradual shift from logicism to modern pragmatics that is capable of providing a cognitive account for poetic effects and textual pleasure.

It can therefore be concluded that a purposeful minimisation or an entire elimination of contextual references in literary works, that is, an intentional creation of ambiguity, allows the receiver to use their inferencing skills and creativity. As underlined by Bilge Karasu (2020), "the primary characteristic of imagery is its uncompletedness and openness, in a sense" (p. 19). The meaning-making processes subjectively carried out on the basis of this desired ambiguity thus serve as triggers of certain emotions and give pleasure to the receiver through language. Unlike the ordinary language, the purpose and function of which is to communicate and eliminate uncertainties by being informative; literary language glorifies ambiguity through weak implicatures and never-arriving explicatures[*] to ensure a multiplicity of interpretations. In the same vein, the pleasure-triggering function of ambiguity becomes more effective when common impressions between the poet and the reader is achieved. A sensation of intimacy formed between the two parties encourages the reader to feel privileged.

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[*] For an in-depth analysis of how weak communication can be extended to explicatures, see Doğan (1992, 1993, 2022).

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Implementing Blended Learning in High School EFL Setting: A Closer Look into Students' Viewpoints*

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Abstract

Blended learning, which is a combination of traditional and online learning, has attracted the attention of researchers due to its perceived effectiveness in many ways including providing flexible learning, educational diversity, social interaction, and enabling revision for students in foreign language learning. To this end, this study aimed to investigate high school EFL students' viewpoints on the efficacy of blended learning in enhancing their language skills, providing feedback as well as its benefits and challenges. It also examines students' preferences and suggestions for better implementation of blended learning. Education Informatics Network (EBA), a learning management system in Turkish K-12 schools, was incorporated into the traditional learning environment as the online portal for eight weeks during the deployment of blended learning. A phenomenological method was adopted in this research, and the target data was collected from high school EFL students through semi-structured interviews. This qualitative data was analyzed via content analysis in the MAXQDA software. According to the data, the students believed that blended learning helped them increase their vocabulary the most. The input they received via the EBA portal was recognized by students as allowing for improved learning as well as enhancing motivation and engagement. Furthermore, the students noted providing reinforcement, learning outside of the classroom, and enhancing language skills as the positive aspects of blended learning. As for the challenges, technical issues, a shortage of speaking activities, internet-related problems, and a lack of variety in the activities were mentioned by the students. The students also explained their recommendations for future blended learning implementations.

Keywords: blended learning, EBA, EFL

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* This study is an output of a master's thesis of the first author under the supervision of the second author.

Introduction

Blended learning serves as a chance to combine the cutting-edge technology advancements provided by online learning with the involvement and engagement offered by traditional learning (Thorne, 2003). According to Holmes and Gardner (2006), the apparent absence of in-person interaction, which was frequently brought up as a drawback of online learning, has led to blended learning practice. The ingredients of blended learning consist of both synchronous and asynchronous formats and learning management systems can help to provide online content and activities asynchronously (Singh & Reed, 2001). Blended learning offers pedagogical richness, access to knowledge, social interaction, learner agency, cost-effectiveness, and revision of materials (Osguthorpe & Graham, 2003). Furthermore, it allows teachers to monitor their students' performances and assessment results through the use of an LMS (Bielawski & Metclaf, 2003) and contributes to students' academic development by providing feedback outside the classroom (Aksel, 2021; Güçlü, 2018). The use of blended learning has also become common in English language teaching during the last two decades (Whittaker, 2013) due to "flexibility, learners' expectations, and the Ministry of Education directives" (Hockly, 2011, p.58, cited in Whittaker, 2013). Likewise, the Turkish Ministry of National Education supports the use of blended learning in foreign language classrooms in high school English curriculum (MoNE English Curricula, 2018). Furthermore, it is significant to discover students' opinions and attitudes about the current learning design to determine the effectiveness of learning processes (Akkoyunlu & Yılmaz-Soylu, 2008). Therefore, the objective of the present study is to gain deep insights into the perceptions of high school EFL students on the efficacy of the blended learning design. In line with the aim of the study, the answers to the following research questions were investigated:

1. What are the high school EFL students' perceptions of EBA-based blended learning in terms of a) development of language skills b) feedback c) advantages d) disadvantages?

2. What are the suggestions of high school EFL students for a better blended learning implementation?

Literature Review

Much has been published in the literature about the positive effects of blended instruction. For instance, Hew and Cheung (2014) suggest that blended learning can promote contact with students by utilizing computer-mediated communication tools including asynchronous and synchronous digital technology. Blended learning can come out in support by allowing for personalized learning since learners differ in terms of learning methods, learning competency, and learning aptitude in this way, teachers can employ a combination of ways to meet the demands of different learners and offer a chance for everyone's learning to be equally successful (Huang & Zhang, 2008). Furthermore, thanks to blended learning, lots of paperwork have been substituted with a minimal amount of online work (Huang & Zhang, 2008).

The literature also demonstrated the benefits of blended learning in foreign language education. For instance, Sheet (2019), used a case study by providing students with 13 weeks of writing assignments on the Edmodo platform in order to examine the effect of blended learning on university students' writing proficiency. The results showed that there is a statistically significant difference in the experimental group's degree of proficiency in English writing skills.

Yapıcı (2019) examined the perspectives of students in an English prep class on how blended learning affects their learning process and concluded that the students believed this implementation had the greatest impact on their vocabulary skills. Besides, Sabat et al. (2022) aimed to examine the influence of blended instruction on pronunciation lessons through the perceptions of Indonesian EFL students in a case study. According to the students, blended learning was beneficial for learning pronunciation as online activities such as singing English songs and pretending to be an English news reporter facilitated them to practice pronunciation in a fun way. Regarding assessment, İstifçi (2017) investigated 167 EFL students' opinions of online and blended language learning environments in a mixed-method study. The findings revealed that the students loved online learning for receiving immediate feedback and learning at their own speed. Another study by Aksel (2021) found out that the students' English language abilities improved throughout blended learning when they received feedback from the teacher outside of the classroom and completed self-assessment tasks. Furthermore, Güçlü (2018) conducted a study with 65 English preparatory school students to compare segregated and integrated reading skill practices in blended learning environments and identify student perceptions of online practice. During the implementation, the students got personalized comments from various peers via group conversations. The students' responses in interviews revealed that they found the automatic grading of the assignments and online feedback to be very motivating.

Despite all its educational benefits, blended learning may also have certain drawbacks. Graham (2006) identifies the digital divide as one of the major challenges that may hinder the quality of blended learning implementation. Besides, in a literature review of the advantages and difficulties of using Schoology, an LMS (learning management system), in a blended learning environment, Rojabi (2019) found that the main challenges for students are a general lack of student interest and IT literacy, inadequate infrastructure, a bad and inconsistent internet connection, as well as the need for teacher assistance in its utilization. Similarly, Al Zumor et al. (2013), listed some problems with blended learning as a result of their research with 160 university students. Internet access concerns and other technical difficulties were the main issues that prevented students' use of Blackboard, an LMS, for successful learning in a blended learning setting.

Methodology

Research Design
This study employs a phenomenological design in which the researcher identifies the core of human experiences about phenomena as recounted by participants (Creswell, 2009).

Participants and Setting
The participants of the study were composed of 16 high school EFL students who were studying in 9th and 11th grades at a high school in Samsun, Türkiye in the 2021-2022 academic year. Convenience sampling, a sort of non-probability sampling, was used in this study because the participants were selected from the researcher's own classrooms. Convenience sampling is preferred when samples meet certain practical requirements, such as proximity to the research site, availability at a specific time, ease of access, or willingness to participate in the study (Dörnyei, 2007). The EBA (Education Informatics Network) portal was integrated into the blended learning setting as an LMS as it is the main educational platform used in K-12 schools and is well-known to all students. During the 8-week implementation process, the students

switched between learning modalities and completed online activities on the EBA portal during face-to-face teaching. To enable the students to continue online learning outside of the classroom, the researcher posted activities, ready-made lecture videos, and assessment tests to the EBA portal. Furthermore, the researcher assigned the students a variety of writing and speaking assignments, which they were supposed to post to EBA and receive feedback from their teachers and friends online. The EBA portal gave students points as they posted their assignments, completed their tasks, and commented on their friends' assignments on the EBA platform.

Data Collection and Analysis

A semi-structured interview was used as a data collection tool to gain insight into the participants' opinions about EBA-based blended learning. Prior to the data collection process, ethical permissions were obtained from the university and the Provincial Directorate of National Education. All the participants participated in the interviews voluntarily and in the school setting. The content analysis method which entails locating, categorizing, coding, and naming the major patterns in the qualitative data (Patton, 2002) was utilized for data analysis. For this procedure, the audio-recorded semi-structured interviews were accurately transcribed in the Microsoft Office Word program first, and then, these transcriptions were transferred to the MAXQDA software, which is an outstanding computer-based tool that assists researchers in methodically evaluating and interpreting qualitative writings (Creswell, 2009). Transcribed data were coded, and these codes were grouped under the relevant themes via the MAXQDA program to analyze the code frequencies for each theme that emerged during the interviews.

Results

The results are presented under five main titles based on the research questions. The results are also provided in detail with relevant excerpts for each theme.

Students' Perceptions of Blended Learning Regarding Development of Language Skills

Figure 1. Frequency of Coded Sections Regarding Development of Language Skills
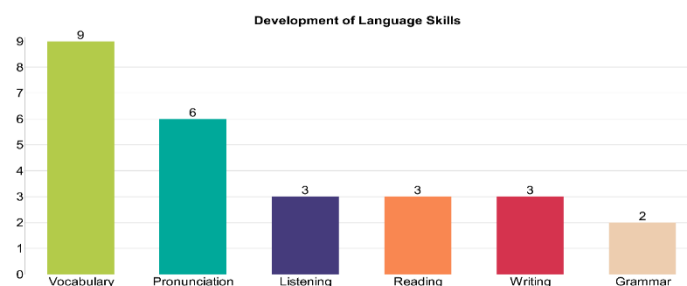
Figure 1 exemplifies that vocabulary (f=9) is the most emphasized skill which students thought having improved. The development of pronunciation skills (f=6) takes the second place among the other skills. Furthermore, listening (f=3), reading (f=3), and writing skills (f=3) were emphasized equally. The majority of students reported that activities on the EBA portal enhanced their vocabulary and pronunciation skills the most. The following quotes explain the reasons clearly:

"There are many words in English, and they must be memorized. I believe that when we watch these applications, our memorizing improves; simply, it is the most effective in terms of vocabulary." (S10)

"I can pronounce the words more readily since I learned how to pronounce them through listening activities on the EBA portal." (S9)

Nonetheless, some students emphasized that they fostered other skills rather than vocabulary and pronunciation skills. They expressed their thoughts as follows:

"I simply believe that it has increased our writing skills, thanks to the writing assignments on the EBA portal assigned by our teacher." (S15)

"The grammar tasks are enjoyable and quite beneficial. They have enhanced my grammatical skills." (S1)

"I feel activities on the EBA portal aided me the most in boosting my reading skills." (S5)

Students' Perceptions of Blended Learning Regarding Feedback

Figure 2. Frequency of Coded Sections Regarding the Feedback
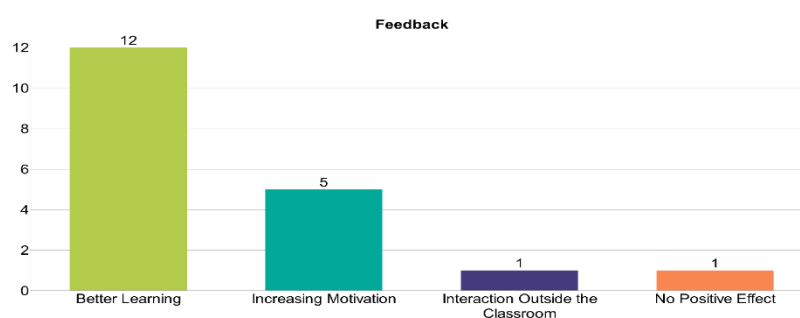
As shown in Figure 2, providing better learning (f=12) is the element that is the most frequently stated in responses to the question about what students think about the effect of teacher feedback via the EBA platform. Figure 2 also exemplifies that students acknowledge that getting feedback from their teachers via the EBA platform increases motivation (f=5). The "interaction outside the classroom" code (f=1) and the "no positive" code (f=1) were the least mentioned codes. The participants' coded remarks on the teacher feedback are provided below:

"For example, when we submit our writing exercises to the EBA portal, our instructor gives us likes and says if it's acceptable or not. We receive comments outside of the classroom as our teacher warns us to pay attention to the points that we need to correct, and this is a beneficial thing for us." (S8)

Further, some students stated that getting feedback from their teachers increased their motivation:

"Yes, for example, we complete a project and submit it to the EBA. Then you give likes to our assignment; I believe the teacher loved it, and I believe I was able to do it. When I

see the likes, it boosts my motivation because it makes me want to learn more." (S11)

"Moreover, sometimes we become nervous in class and are unable to speak or engage in public. It was simpler for me to express myself more freely over the internet. That's why I was more motivated when I entered the EBA portal." (S8)

Student 6 emphasized that the teacher feedback provided interaction outside the classroom as follows:

"It appears to be rather beneficial in my opinion. We interact. We become engaged in another place outside of the school setting, at least with our teacher." (S6)

However, student 15 provided the following insight:

"No, I do not believe that teacher feedback through the EBA portal is useful. I believe it is more effective when we receive it through face-to-face classes." (S15)

Students' Perceptions of Blended Learning Regarding Advantages

Figure 3. Frequency of Coded Section Regarding the Advantages
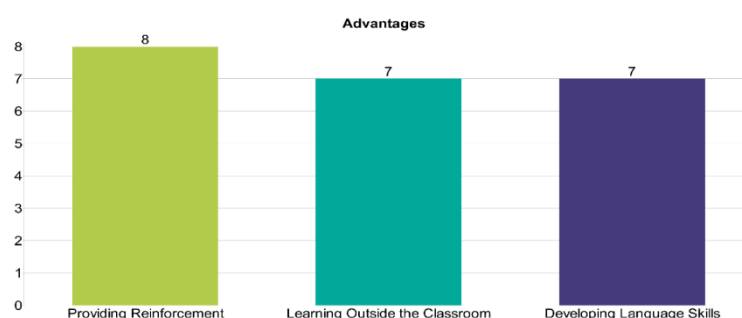
Figure 3 shows that three different codes related to the advantages theme emerged. These codes include providing reinforcement (f=8), learning outside the classroom (f=7), and developing language skills (f=7). According to this data, the code "providing reinforcement" (f=8) has the highest number. The students expressed their ideas on how EBA-based blended learning provided reinforcement for them as follows:

"If it has been a month since we first learned a topic, watching the narrated video of that topic once more helped us to review that knowledge." (S8)

"Lesson videos, quizzes, and activities for reinforcement helped me a lot." (S3)

Regarding the additional benefits of EBA-based blended learning, the students noted that they could continue learning outside of the classroom and improve their language skills in the following excerpts:

"Definitely beneficial for language learning. There are so many useful activities, and notably the listening texts we listen to improve our speaking abilities favorably since we hear the right pronunciation of words." (S7)

"Yes, since there are listening activities and so on... because the system shows the completion rate of the exercises, it makes me feel more driven, and I feel like I have to finish the exercises as my friends did, and I want to do them better, so it is good for me." (S14)

"It makes me more interested in English, for example, since I can do something that allows me to study English not just in the classroom but also outside of it." (S9)

Students' Perceptions of Blended Learning Regarding Disadvantages

Figure 4. Frequency of Coded Sections Regarding the Disadvantages
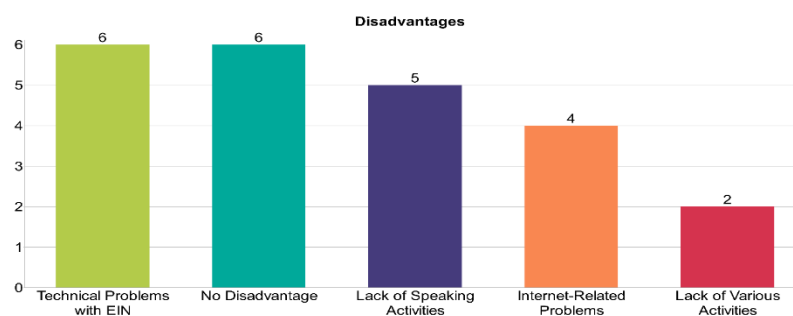
Figure 4 shows the codes regarding the disadvantages of EBA-based blended learning. According to the findings, the most stated codes are the "technical problems with the EBA portal" (f=6) and the "no disadvantage" code (f=6). Besides, the code "lack of speaking activities" (f=5) comes second while "internet-related problems" (f=4) come third. On the other hand, the code in relation to the "lack of various activities" has got the lowest number (f=2), which means it is the least mentioned disadvantage by students.

The students provided their views on the following basic drawbacks of EBA-based blended learning:

"I believe there is a disadvantage. The site's interface is awful, it's not useful, and there are some bugs. As I previously stated, when you enter the application, the system logs you out without completing it, and you must enter it again; when this happens, I don't want to log in to the portal again, and it diminishes my motivation." (S6)

"Our attention is diverted by the lengthy delays in our activities or our incapacity to perform specific tasks." (S3)

"Yes, it has a disadvantage since it stutters a little while accessing the videos or displays the tasks as incomplete." (S4)

Nonetheless, several students recognized no downside to EBA-based blended learning as seen by the following mentions:

"I don't believe it has a disadvantage; I mean, as long as you have access to the internet or other opportunities, it's really effective when we enter the portal, that is, it helps to our learning." (S7)

"On the contrary, I think blended learning is a little more effective." (S8)

Students also mentioned the lack of speaking activities as a disadvantage:

"Well, first and foremost, I believe there should be exercises aimed at strengthening our speaking skills, as this is our only issue." (S12)

Another drawback identified by students is internet-related concerns. The following extracts from student interviews illustrate their points:

"I reside in the student dorm, and I'm having a lot of difficulties since there are internet connection issues, and even students who have a modem at home are having problems... I believe that most of the issues stem from the internet connection." (S14)

"For students who stay in the countryside, it is a disadvantage as there are internet connection problems in villages." (S9)

Moreover, the following statement shows why EBA-based blended learning is thought to lack various activities:

"There are exercises, but they're all on the same theme and, in my opinion, there's not enough diversity." (S5)

Students' Suggestions for a Better Blended Learning Implementation

Figure 5. Frequency of Coded Sections Regarding Students' Suggestions
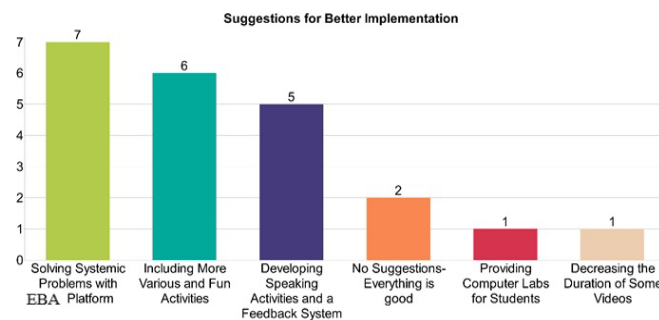
According to Figure 5, the most frequent answer to this question is "solving the systemic problems with the EBA Platform" (f=7), this code is followed by the "including more various and fun activities" code (f=6) and the "developing speaking activities and a feedback system" code (f=5). The "no suggestion, everything is good" code was mentioned twice. Among the other suggestions, "providing computer labs for students" code (f=1) and "decreasing the duration of some videos" code (f=1) were emphasized equally.

According to the students' opinions, solving systemic problems with the EBA platform can enhance the quality of blended learning. These are expressed in the following lines:

"I firmly believe that the EBA portal's infrastructure has to be improved, technical issues such as being stuck in the middle of tasks or making us log out of the system need to be

fixed. Finally, there should be no need for the internet to access EBA." (S16)

Some students expressed that including more diverse and fun activities in the EBA portal can draw students' attention easily and make the learning processes more effective and funnier. The students shared their views as follows:

> "As I mentioned before, the activities might be more exciting and diversified. There is a limited selection of activities. For example, you present the lesson in a variety of methods in order to capture our attention. I believe that if the activities in EBA were more diversified and attracted more attention, students would engage more and be more successful. Besides, activities can be organized in a playful manner as a game. (S1)

Another recommendation provided by students was to incorporate speaking exercises and a feedback mechanism, and students presented their thoughts as follows:

> "I believe that speaking activities can be implemented; after all, we can comprehend English, but we have difficulties in speaking since we have limited opportunity to talk, either in the classroom or outside of the classroom. EBA should include more speaking activities." (S9)

S2 and S7 thought that the EBA portal is good enough for language development and has no flaws and expressed their ideas as follows:

> "There are no flaws or deficiencies that I can perceive. I respect individuals who point out flaws since they differ from person to person. Something I deem useful may be incomplete or flawed to someone else." (S2)

> "I believe the activities were sufficient and attractive. There were listening, word matching, and writing tasks, all of which were enjoyable." (S7)

S14 suggested that students be provided with computer labs to follow the online lesson content and to reach the internet easily stating that:

> "For pupils without access to the internet, a computer class with internet access can be offered. For instance, you made it possible for me and the other pupils without internet access to gather in a computer room and enter the EBA portal to do our tasks there." (S14)

Another suggestion made by one student is decreasing the duration of some videos:

> "As I previously stated, if the subject had been covered in class, I would want a brief video to reinforce it, and if it had never been covered, I would prefer a lengthy narration in the video. I would prefer separate videos based on the aim of the video since watching lengthy videos is time-consuming." (S4)

Discussion and Conclusion

The goal of this study was to reveal high school EFL students' perceptions of blended learning and their recommendations for improving the quality of prospective blended learning implementations. The findings demonstrated that in terms of language skills development

through the EBA portal, the students thought they improved their vocabulary the most. The students may have thought this way since the course activities in EBA are mostly focused on vocabulary items, with few activities focusing on other language skills. These findings are consistent with the findings of previous studies by Gamble (2018), Hoş et al. (2016), and Yapıcı (2019) which conclude that vocabulary is the most improved skill in the online environment according to the participant students.

As for the feedback, the findings indicated positive results about online assessment such as better learning, increased motivation, and interaction outside the classroom. Particularly, the fact that the students were asked to pay attention to both the automatic assessment supplied by the portal and the feedback they received from their teachers via EBA may have resulted in favorable results. This finding is in agreement with those obtained by Aksel (2021) and Güçlü (2018) who concluded that students' perceptions of online assessment were quite favorable thanks to the personalized feedback they received from their teachers outside the classroom.

Regarding the third sub-question of the first research question which focuses on the advantages of blended learning, the findings from the semi-structured interviews indicated that students mentioned providing reinforcement, learning outside the classroom, and developing language skills as the advantages of blended learning. These results match to some extent those observed in earlier studies (Hoş et al., 2016; Rachman et al., 2021; Wang et al., 2021) which discovered that students thought blended learning improved their language skills and learning outside the classroom.

The fourth sub-question of the first research question is related to the disadvantages of blended learning, and it was discovered that it was equally cited by students that there were technical problems and there were no disadvantages. This result can be explained by the fact that students who can easily access the internet and do not experience technical problems at home think that there is no disadvantage, while other students who have problems in viewing or completing activities believe that technical problems are the biggest disadvantage. This result is in line with those of previous studies (Rianto, 2020; Rojabi, 2019; Al Zumor et al., 2013) that concluded technical problems, inadequate infrastructure and inconsistent internet connection problems were the main disadvantages perceived by the students. Furthermore, the other disadvantages listed by interviewed students are lack of speaking activities, internet-related problems, and lack of various activities. There are similarities between the attitudes expressed by students in this study and those described by students in the study by Tüysüz and Çümen (2016) as the EBA portal was expected to have additional games and fun educational activities.

The findings for the second research question have shown that the most frequently remarked solution by students was "solving the systemic problems with the EBA platform". As the findings of the current study show that the biggest disadvantage experienced by students in blended learning is technical and systematic problems, this solution may appear to be appropriate and rational for the problem. In accordance with the present results, previous studies (Al Zumor et al., 2013; Rianto, 2020) have also demonstrated that students believed solving technical problems could enhance the quality of blended learning. The demand for additional interesting and enjoyable activities on the EBA portal is in congruence with the prior study by Tüysüz and Çümen (2016), who examined middle school students' opinions about the EBA portal and discovered that students expected the portal to include more games and fun activities. The third suggestion that is related to developing speaking activities and a feedback system for students' speaking skills may have been sparked by the fact that pupils were unable to

sufficiently practice speaking skills within the 4-hour class conditions and that there were no settings outside of the classroom where they could do so. Providing computer labs for students was another suggestion made by some students. This discovery was similarly reported by Al Zumor et al. (2013). This situation reflects that some students face the digital divide which is stated as one of the possible challenges of blended learning by Graham (2006). The digital divide in this study mostly stemmed from students' demographic locations and socio-economic backgrounds. The last suggestion was about decreasing the duration of some videos. This finding might be attributed to the students' intensive school schedule and their academic responsibilities such as doing homework and answering tests that they have to complete outside of school.

Based on the findings and the related discussion, this study offers several implications. Firstly, the initial action plan of the authorities responsible for the EBA portal should be to upgrade its infrastructure and make it more user-friendly so that users can access and complete the activities without waiting and being distracted. Additionally, EBA English content needs to be enriched and diversified with both online and offline activities in accordance with the curriculum of each grade. Secondly, keeping in mind that the digital divide is still persistent among some students, it is critical for the success of blended learning settings that each school is equipped with a computer classroom with internet connectivity that students can easily access and use. Thirdly, it is beneficial for EFL students to complete online activities on EBA to improve their language skills, especially for vocabulary development, and to reinforce what they have learned in the school course. Last but not least, incorporating blended learning into EFL school programs is beneficial since it improves language learning and aids in enhancing motivation and interaction through personalized feedback via the online portal.

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A Systematic Review on Language Teacher Agency: A Descriptive Analysis of Research Methods in Empirical Studies Published Between 2020-2023

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Abstract

This systematic review of empirical studies about Language Teacher Agency (LTA) is based on the aim at exploring the development of research on language teachers' agency in addition to the research methodology used and the focus of published studies between 2020-2023 by adopting a descriptive analysis approach. In terms of the purpose of this study, online databases were searched intensively and 30 articles out of 96 were identified in the data selection process. The study illustrates the research on Language Teacher Agency topic, which has been increasing with regards to rate of publications within 3 years. In European countries, the number of research corresponds to 68.80% while Asian region is 30.20% of the all-research corpus. Also, the findings of the article demonstrate how the dynamics that have impacts on LTA are examined besides an increased awareness of contextual factors in the research field. From that point of view, this systematic review about Language Teacher Agency could be stated to emphasize how the developmental research methodology trends have been growing significantly depending on research designs. When the data collection methods of the articles are taken into consideration, this study shows how articles are rich and promising in respect to growing research corpus. In other respects, the results of the articles point out inductive content analysis rather than reductionist approaches, which indicates development of a new understanding in the body of research on language teachers' agency.

Keywords: teacher agency, language teacher agency, systematic review, descriptive analysis

Introduction

For years, a great number of researchers have taken an interest in agency. Bandura (2018) generally defines agency as an intentional act whose key feature is the "power to originate actions for given purposes" (p. 6). For Ahearn (2001), agency is "the sociocultural mediated capacity to act" (p. 112). Meanwhile, Engeström and Sannino (2010) draw on the work of Vygotsky (1997) to define agency as a person's "capacity to change the world and his or her own behavior" (p. 5).

Authors focusing particularly on teacher agency by building on the definition proposed by Emirbayer and Mische (1998, p.970): "the engagement by actors of different structural environments through the interplay of habit, imagination, and judgment, which transforms those structures in interactive response to the problems posed by changing historical situations". Biesta and Tedder (2007, p.132) use this definition to establish a connection between agency and learning and propose an ecological perspective of agency, in which "agency [is] to be conceived as something that is achieved, rather than possessed, through the active engagement of individuals with aspects of their contexts-for-action". These definitions have also been heavily used in empirical studies of teacher agency (Deschênes & Parent, 2022).

Teacher agency is thought to be a set of actions that a teacher takes beyond what is generally expected of them; these actions are driven by an intention and considered the social, cultural, and historical context in which teachers practice, in interaction with their environment (Deschênes & Parent, 2022). Teacher agency has been studied in a variety of contexts. For example, some authors have focused on agency in relation to professional development (Impedovo, 2020), professional learning (Lai C., Li, Z., & Gong, Y., 2016) and the construction of professional identity (Lasky, 2005). On the other hand, others have concentrated on teacher agency with respect to the work they do with and for students (planning, executing, evaluating, etc.), often in connection with the implementation of curriculum or policy reform (Fu & Clarke, 2019).

Teacher agency is part of a complex system shaped by the structural and cultural features of school (Datnow A., Hubbard, L., & Mehan, H., 2002). Therefore, LTA (Language Teacher Agency) cannot be separated from its context and environmental influences (Adebayo, 2019), which is embedded in the teacher's activities explained in the absence of explicit reflection (Martin, 2004), which increased the empirical challenge of locating, comparing, and predicting the relationship between different kinds of agentic processes and the structure in which actions are carried out (Emirbayer & Mische, 1998).

Besides, the ecological perspective has been considered an effective approach for understanding the phenomenon of one's agency not only in context but also in one's life history (Tao and Gao, 2017). This model offers a more explicit ecological approach to teacher agency that constitutes both a methodological and a theoretical framework for empirical inquiry that relates to the approaches by which teachers achieve agency in practice. The ecological approach provides useful insight into how teacher agency can be located through a consideration of their histories and beliefs, their abilities to visualize the alterative future, and their interplay with the socio-structural and material conditions in which individuals act (Priestley et al., 2012). Since the ecological perspective allows a historical perspective, Tao and Gao (2017) examined language teachers' professional trajectories in which their agency was situated by life-history exploration. Framed within an ecological conceptualization of teachers' agency, Poulton (2020) explored

Australian primary teachers' reported experiences of agency and identified potential enablers and constraints to teachers' agency in curriculum planning and teaching; they found that strong beliefs, teacher knowledge, and skill and aspirations for school-based assessment helped teachers report greater experiences of agency. Leijen's et al's (2020) study highlighted that English teachers, as active agents situated in the educational context, could positively negotiate with their surroundings, and exert their agency to cope with professional and personal pressures.

To conclude, the exploration of teacher agency has gained much empirical support and demonstrated diverse themes. However, language teacher agency is a recent vintage and there is a lack of consensus on how LTA should be studied. Depending on that reason, the researcher herself believed that there is a need for a comprehensive, systematic analysis of the literature that exists in the language teacher agency. This systematic literature review narrows its focus to the way how the dynamics that have effects on LTA are examined in addition to an increased awareness of contextual factors in the research field by focusing on the studies published between the years 2020-2023. Within this framework, the following research questions will be addressed:

1. To what extent has the research about language teacher agency grown in terms of rate of publication and research location between 2020-2023?
2. What are the purposes and topical foci of empirical studies published between 2020 and 2023?
3. How are the dynamics that have impacts on LTA examined in the articles?
4. Which research methods are broadly adopted by scholars studying Language Teachers Agency in terms of research design, data collection methods, and data analysis procedures between 2020-2023?

Methodology

When teacher agency is taken into account, it could be stated that context has a crucial role because teachers feel that they are able to exercise agency in some instances in their teaching than others (Biesta et al., 2007). Herein, an example was suggested in a study proposed by Hitlin & Elder (2007) which presented how particular situations require a focus on the present or immediate situation rather than on past or future dimensions of agency. From another point of view, agency is defined as something that is possible when teachers are able to choose between different possible options, and in light of the affordances and constraints within the situation and context they find themselves in, evaluate the most appropriate course of action (Biesta & Tedder, 2007; Eteläpelto, A., Vähäsantanen, K., Hökkä, P., & Paloniemi, S., 2013; Lantolf & Thorne, 2006; Priestley et al., 2012 Wang et al., 2017). In this way, it is figured out that decisions are both practical in that they are informed by the affordances and constraints exist, and evaluative which teachers need to assess the benefit or risk of an action in each situation (Priestley et al., 2012). Also, the enactment of teacher agency is described as an on-going social and professional process (Biesta et al., 2015; Ruan et al, 2020; Tao & Gao, 2017).

All mentioned above emphasize that investigation of language teacher agency necessitates a holistic understanding of research methodology. Therefore, researchers should employ inductive approaches rather than traditional ones, which would enable them to understand how interconnected components are connected to one another in addition to the adjustment of the genuine particularities of contexts, which was asserted by Larsen-Freeman (2016). In this respect, the systematic review, which centres around empirical studies on Language Teacher

Agency, intends to clarify the development of research on LTA and trends in research methodologies.

Literature Review

This systematic review aims to contain all eligible empirical studies published within the years 2020-2023. In terms of online databases in the social sciences: *Jstor, Science Direct, Scopus, Web of Science, and Google scholar* were searched intensively over the period of a week in May 2023 to precise empirical studies on language teacher agency that contain "teacher agency" "language teacher agency" as key words in their titles or abstracts. As a result of the computerized research, 30 out of 96 articles were detected.

Inclusion and Exclusion Criteria

At the initial point of screening process, inclusion criteria were pinned down in order to assure the congruity of articles that were selected with regards to the aim of the study. Based on the criteria, the articles were selected from empirical journal articles which were published between 2020-23. However, the articles were not mostly in English language teacher agency. Instead, articles focused on LTA and its relation to other teacher related constructs.

As it has already been mentioned, the primary aim of this study is to investigate how the dynamics that have impacts on LTA are studied besides an increased awareness of contextual factors in the research field. Therefore, books, book chapters, book review articles, MA theses, and dissertations were excluded from the retrieved articles. Furthermore, articles which lack in presenting sufficient information regarding methods employed and results were excluded since their reliability and validity were considered as ambiguous.

Data Extraction

Figure 1. Flow Chart of Search and Screening Process
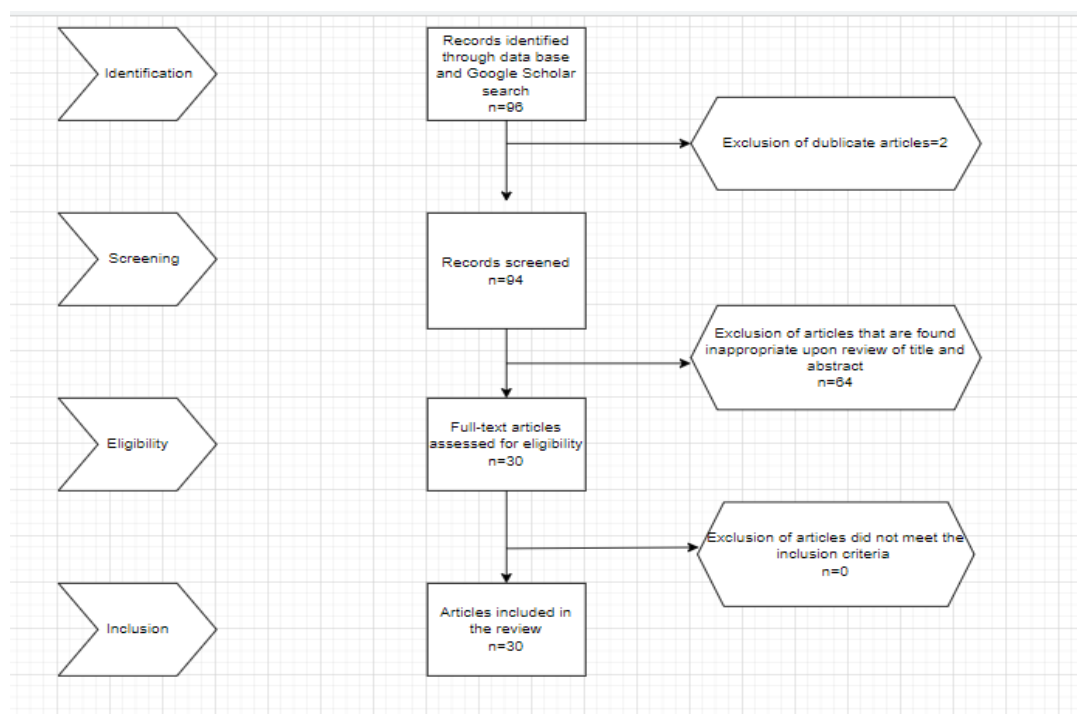
The data screening process was carried out in four steps as it can be seen in Figure 1. The first step of the process was identification through which the duplicated articles (2) were removed

from the list of articles. The screening stage was the second step and titles and abstracts of the remaining 30 articles were read in detail for relevance of topic and research type. In addition, books, book chapters, book review articles, MA theses, and dissertations as well as the articles which were found inappropriate in respect to topic were excluded. As the third step, 30 articles were fully read in detail. In the final stage, remaining 30 articles were once again read in detail to double check suitability.

In order to gain a thorough understanding of the studies included, additional details of the retrieved articles, containing the author, year of publication, variables investigated, methodology (research design and method, data collection methods, participants, data analysis procedures), findings, and theoretical frameworks (if they were mentioned) were entered into a Microsoft excel spreadsheet throughout the screening and data extraction process, which is seen above in Figure 1. (Norris & Orte, 2006). The analysis of the included research was done by using the comprehensive data, which was acquired during this process.

Results and Discussion

Within the context of the research topics addressed, the findings from the analysis of 30 empirical studies will be presented and discussed. The first section will introduce the growth of research on language teacher agency in terms of rate of publication and research location between 2020-2023. The objective and research foci of the empirical studies published between 2020 and 2023 will next be examined within the context of the second research question. In the third part, the dynamics that have impacts on LTA examined in the articles will be explained. Finally, the findings about the evolution of the study methodology as well as the trends in methodology on Language Teachers Agency will be presented and analysed in the last section.

Development of Research on Language Teacher Agency between 2020-2023

First, the number of studies and volume percentages were calculated to gain a clearer idea of how research on Language Teacher Agency has developed in terms of publication rate and research location. In order to show the results in a clearer manner, figures and tables consisting of the results of each category were also created.

Figure 2. Volume of Publications by 3-year Intervals
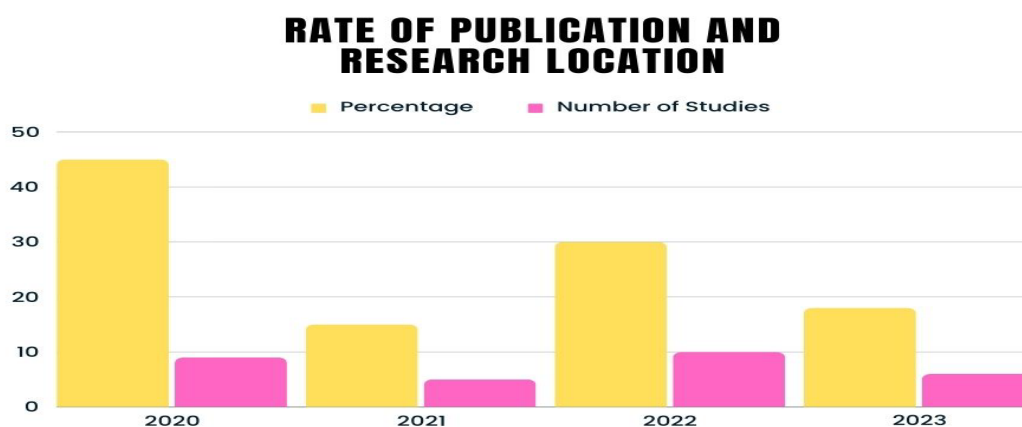
The 3-year evaluation period was first divided into three intervals of 3 years to determine the number of publications that were produced between 2020 and 2023. After that, volume

percentages and the number of studies published during each interval were calculated. (See Figure 2).

As it can be clearly seen in Figure 2, there have been steadily more publications written about Language Teacher Agency. The number of publications decreased from nine to five articles in the first interval within 2020-2021 (n=1, 15%). In the second interval, the increase in the number of publications that occurred between 2021-2022 is illustrated. (n=2, 30%). The last interval refers to the number of publications from 2022 to 2023, which is still an ongoing process, but the percentage based on the number of studies up to now is also shown. (n=3, 18%). Herein, it can be deduced that there has been a considerable change during 2021-2022 which is encouraging in terms of comprehending Language Teacher Agency. A recent development in the understanding of LTA in educational context, where language teacher agency is viewed as critically important in terms of the quality of teaching and teacher well-being, could also account for the increase in publication rate within 2021-2022.

Figure 3. Volume of Publications by Country
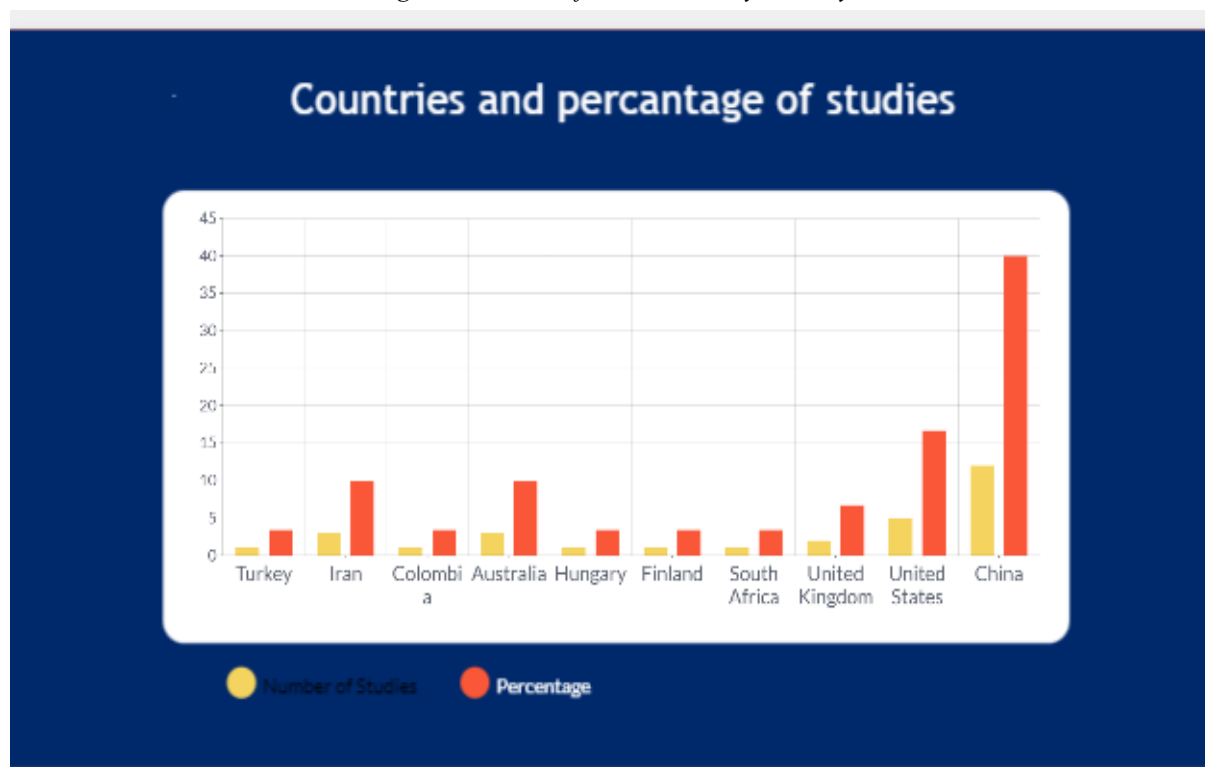
In Figure 3 shown above, data locations were calculated for 30 studies to determine the number of publications by country. The findings showed that Asia is the leading data location region (China, Turkey, Iran), which contains about two thirds of the articles written on Language Teacher Agency. Among the Asian nations, China (40%) is the top data location that accounts for about one third of the published researchers. Following China, the United States is the second data location that contributes to the literature on LTA through five studies. Besides, Iran (10%) and Australia (9.8%) comes after USA as countries that have articles published about Language Teacher Agency. When compared to the Asian region, the total contribution of the other data sites (Colombia, Hungary, Finland, South Africa, and the United Kingdom) to the overall study output (40.2 %) is quite low.

According to Language Teacher Agency literature, the majority of studies up to date have been carried out in the Asian region. For that reason, there is still an ongoing need for empirical research on language teacher agency in Western context. (Wang, Y., Mu, G. M., & Zhang, L. (2017). In light of this, it can be deduced that the reason of the above-mentioned is the difference between rate of publications in Asian and Western countries within 3 years is the lack of understanding, which is based on the similarities in the debates of LTA based on English as a Second Language (ESL) and English as a Foreign Language (EFL) contexts though each has its unique emphasis in addition to the discussion of how language instructors implement their agency in response to local settings' macro-level language education regulations. (Glasgow, 2016; Talalakina & Stukal, 2016).

As Glasgow (2016), Talalakina and Stukal (2016) support, it is crucial to undertake study in a variety of circumstances in order to comprehend how culture and context affect emotional experiences and behaviours. Taking that into consideration, it is encouraging to note that the diversity of cultural and contextual perspectives in research on Language Teacher Agency has been limited.

Research Purpose and Topical Focus of Studies

The studies included in this research were divided into seven categories to answer the second research question. Seven basic groups were created because of the initial classification, which was done in relation to their study goals (See Table 1). The research that only sought to understand participants' experiences in constructing their teacher agency is placed under the first category of recognizing language teacher agency in general (n=10, 33.34 %). As a second category, the articles focusing on "Identifying Language Teacher Agency" (n=9, 30%) were written with the intention of disclosing participants' language teacher agency and examining the of the newly surfaced factors related to LTA. The research that tried to find the constructions that influence the emergence of language teacher professional agency, and the impact of LTPA on other constructs (n= 5, 16.70%) are represented by the third category. The studies concentrate on identifying teachers' relational agency is the fourth category. (n=3, 10%) and the fifth category, identifying collective agency (n=1, 3.34%), includes studies that examine participants' language teacher agency as well as its impact on other dimensions. As the name suggests, the sixth category "Identifying Language Students-Teachers Developing Agency" (n=1, 3.34%) stands for articles that focus on the interaction between student-teachers agency as well as the development and its effect on other factors. The last category represents the articles that aim to examine the relation between language teacher agency and identity (n=1, 3.34%).

Table 1. Volume of Publications by Research Purpose

Category	No	%
Identifying Language Teacher Agency in General	10	33.34
Identifying Language Teacher Agency	9	30
Identifying Professional Agency	5	16.70
Identifying Teachers' Relational Agency	3	10
Identifying Collective Agency Language Students-Teachers Developing Agency	1	3.34
Identifying Language Students-Teachers Developing Agency	1	3.34
Identifying Language Teacher Agency-Identity Relation	1	3.34

N=30

Dynamics Having Impacts on Language Teacher Agency

Within the scope of the third question, 30 articles were analysed in terms of seven categories (see Table 2). To begin with, the first group centres around studies that aim to investigate language teacher agency from all contextual factors (n=14, 46.67%) while the second category concentrates on articles that employ language teacher identity (n=4, 13.40%) as a factor affecting LTA. In the third line, education policies (n=4, 13.40%) is the dynamic that impacts studies in language teacher agency field. The fourth category identifies multilingual classrooms (n= 3, 10%) and the fifth category includes (n=3, 10%) articles using online as a dimension that affects LTA. The fourth category identifies the interaction of language teacher agency and belief (n=1, 3.34%) and the last group refers to studies depending on language teacher collaboration (n=1, 3.34%).

Table 2. Dynamics having impacts on Language Teacher Agency

Category	No	%
Language Teacher Agency	14	46.67
Language Teacher Identity	4	13.40
Language Education Policy	4	13.40
Multilingual Classrooms	3	10
Online Teaching	3	10
Language Teacher Belief	1	3.34
Language Teacher Collaboration	1	3.34

Development of Research Methodology

The fourth research question focused on examining the research designs, data gathering techniques, and data analysis processes used in the retrieved papers. First, the studies were divided into groups according to the research designs (cross-sectional and longitudinal) and research methods (qualitative, quantitative, and mixed). The number of studies and volume percentages for each category were then determined (see Table 3).

Table 3. Volume of Publications by Research Method and Research Design

Research Method			Research Design		
Category	No	%	Category	No	%
Qualitative	26	86.70	Cross-sectional	23	76.67
Mixed	3	10	Longitudinal	7	23.34
Quantitative	1	3.34			

As it is seen in the Table 3 above, it can be stated that out of 30 studies, 26 (86.70%) used qualitative research methods while only a very small percentage of the corpus was analysed using mixed (n=3, 10%) and quantitative (n=1, 3.34%) research methods. However, even though cross-sectional designs (n=23, 76.67 %) make up a larger percentage of all designs than longitudinal designs (n=7, 23.34 %), the difference between the two is not significant. The findings of this study contradict Talalakina and Stukal's (2016) review on language teacher agency and point to a growing potential for longitudinal designs. The use of qualitative methodologies and longitudinal research designs is also recommended by the holistic research perspective because both allow researchers to analyse the dynamism of the phenomena that they are studying to acquire contextually rich data (Larsen-Freeman, 2016). Since the bulk of the research appear to use techniques consistent with this concept, the results likewise paint a positive image in this regard.

In addition, it is seen that as the number of studies increased, methods and research designs were developed in terms of diversity and a shift towards more comprehensive approaches has occurred when the development of research methods (see Figure 4) and research designs (see Figure 5) are examined within 3-year time intervals. To be more precise, articles that were published in the third interval (2022-23) had more qualitative focus (14%) compared to the studies during 2021-22 (4%) and within the years 2020-21 (8%). However, no qualitative method was used between the years 2021-22 (0 %), which refers to the second interval. In terms of mixed method, it could be noted that the articles published in the third interval (2022-23) had a higher percentage than the studies in the first (2020-21) and the second intervals (2021-22). (See Figure 4)

Figure 4. Development of Research Methods by 5-year Intervals
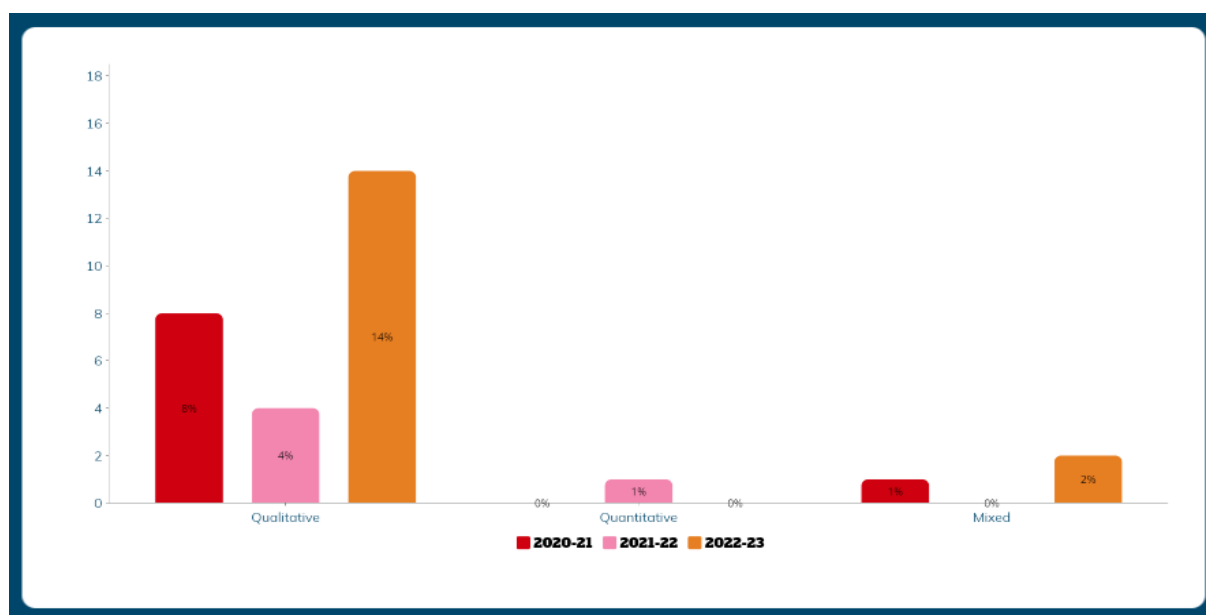
With regards to research design, the number of studies using longitudinal research design (n=7, 23.34%) is seen to be lower than the number of the articles that were employed in cross-sectional design (n=23, 76.67%). In this systematic review, articles published in the third interval (2022-23) were found to have a cross-sectional design and the percentage is higher (10 %) than the studies between 2020-21 (8%) and within 2021-22 (4.50%). However, articles adopting longitudinal study design together with qualitative methods are less than cross-sectional study design in general. Nevertheless, it can be figured out that the results showed a variance in research procedures as well as a change from more conventional perspectives to holistic approaches when the increase in the third interval (2022-23) was taken into consideration (see Figure 5).

Figure 5. Development of Research Designs by 5-year Intervals
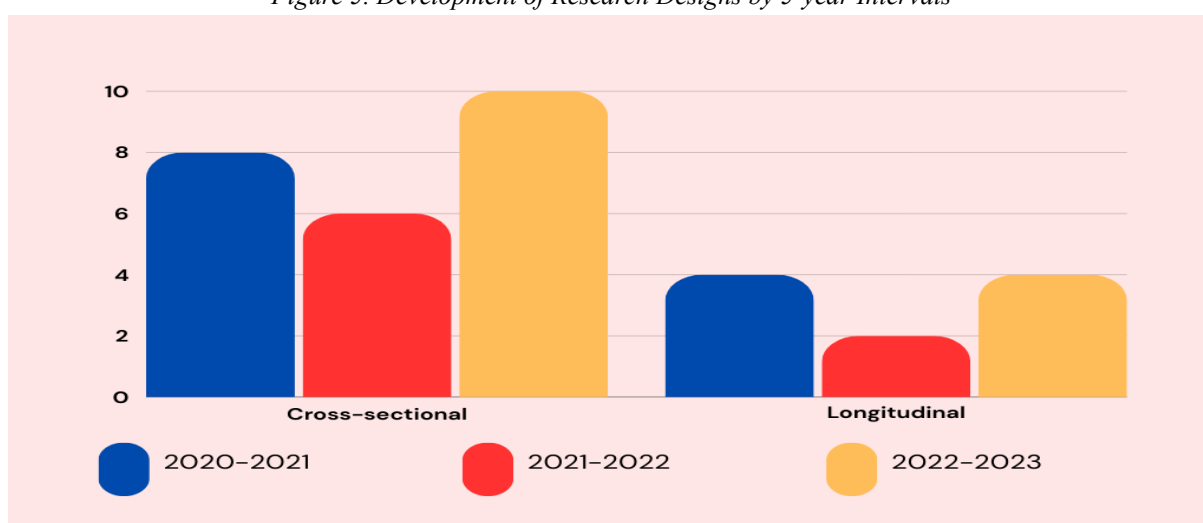
In order to analyse the volume of data collection methods, the employment frequency of each method was described and accordingly volume percentages for each method were calculated. As it can be clearly seen in Table 4 below, the most common data collection method is interview with a volume percentage of 39 (f=13). The other relatively common data collection methods were questionnaires (f=4, 13.34%), reflections (f= 3, 10%), narratives (f= 3, 10%), observations (f=3, 10%) and stimulated recall sessions (f=2, 6.67%). However, researcher journals (f= 1, 3.34%) and student evaluations (f=1, 3.70%) were the least employed data collection methods (See Table 4).

Table 4. Volume of Data Collection Methods

Category	F	%
Interviews	13	39
Questionnaires	4	13.34
Reflections	3	10
Narratives	3	10
Observations	3	10
Stimulated Recall Sessions	2	6.67
Researcher Journals	1	3.34
Student Evaluations	1	3.34
Total	30	100

In order to form the chart of the development about data analysis methods, the analysis procedures in the reviewed articles were studied in detail and classified under two major themes. For each category, the volume percentages and the number of experiments were calculated separately. Results showed that almost in more than one fifth of the studies, content analysis (n=23, 76.67%) was used as data analysis method while statistical analyses (n= 3, 10.04%) were used considerably less. When the sub-categories of content analysis were taken into account, it can be clearly seen that inductive approach (n=9, 30%) was prevailing while deductive approach was not used in studies. However, the number of articles that adopted both inductive and deductive approaches were two (6.67%), which was due to the theoretical framework of the studies. (See Table 5). Herein, it can be mentioned that inductive methods are suggested, which is opposed to deductive methods, from a holistic perspective on research techniques as the former enables researchers to analyse the emergent character and dynamism of the phenomenon without making any predictions beforehand (De Bot & Larsen-Freeman, 2011).

Table 5. Volume of Publications by Data Analysis Methods

Content Analysis			Statistics		
Category	No	%	Category	No	%
Not Mentioned	12	40	Descriptive	2	6.67
Inductive	9	30	Correlation	1	3.37
Inductive-Deductive	2	6.67	Regression	0	
Deductive	0	0			
Integrated	0	0			
Total	23	76.67		3	10.04

It can be deduced that within 3 years, the research methodology on Language Teacher Agency has shifted its focus to understand the phenomena from a more holistic framework rather than trying to make predictions of linear causal relationships given the intensive use of inductive content analysis in the studies reviewed. As it can be seen in the table above, the use of the content analysis method has grown steadily for three years and has begun to be used broadly. When it is compared to the usage of content analysis, statistical data analysis procedures are significantly less preferred. The rise in the application of inductive content analysis can be attributed to researchers' realization of the emergent and dynamic nature of language teacher agency, which supports the results indicated above. To conclude, this systematic review focuses on the research on LTA. Also, this study intends to explain the phenomenon from a more thorough and holistic perspective, which has been provided by scholars' preference about content analysis.

Conclusion

By reviewing 30 empirical studies published between 2020-2023, this study used a descriptive analysis approach in order to enlighten the evolution of research on Language Teacher Agency and to identify patterns in research methods. The results of the systematic review showed that there has been a growth in the field of language teachers' agency research as well as a development of a more thorough understanding of research methods. Even if the study's

findings are encouraging in many aspects, further empirical research using a holistic approach is still required to provide a comprehensive understanding of language teacher agency. Additionally, this study aimed to provide the greatest possible contribution to language teachers' agency research. However, it should be noted that it has significant limitations. First of all, the goal of the study was to track the growth of research in terms of publication rate, research location, focuses, and research methodology, this review did not concentrate on the research findings of the included publications. For that reason, a more thorough analysis of language teachers' agency including results of studies and agency may be required. Secondly, this investigation was restricted to simply looking into studies on Language Teacher Agency. As a result, the findings of this study can be deemed unsatisfactory when the dearth of evaluations on language teachers' agency in general is taken into account. However, it is hoped that this review would at least draw attention to the necessity for thorough investigations on language teachers' agency by summarizing and examining the research progress and trends in technique.

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English Language Instructors' Views on ELF and ELF-Related Issues

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Abstract

In the globalizing world, English has gained the status of English as a Lingua Franca (ELF), and World Englishes have already manifested themselves in English Language Teaching (ELT). In light of this, exploring the perspectives of English instructors, who occupy a pivotal role in English language teaching, has become vital. Henceforth, this study aims to investigate English instructors' views and instructional practices regarding their ELF awareness in higher education. A mixed-methods research design was employed as a research methodology, encompassing quantitative and qualitative data collection through a statement list and semi-structured interviews. The findings revealed that most English instructors showed a profound awareness regarding concepts of native speakerism and World Englishes as well as a forward-thinking approach towards incorporating ELF into higher education language classrooms by expressing a desire for English lessons to encompass a wide range of Englishes and world cultures, reflecting a more comprehensive and globally relevant attitude.

Keywords: English, ELF, World Englishes, ELT, higher education

Introduction

English has acquired a new standing as a result of globalization. The widespread adoption of globalization has significantly influenced many aspects of individuals' lives. However, it is worth noting that globalization may not have attained its current position without the presence of a shared language that facilitates interactions among people. The language is unquestionably English. Due to the widespread adoption of globalization, the significance of English as a global language has undergone significant transformation (Tosuncuoğlu & Kirmizi, 2019). Today, English is widely acknowledged in academia as a lingua franca, serving as the shared language for individuals with diverse first-language origins (Jenkins, 2000; Seidlhofer, 2001; Walker, 2010). A lingua franca is a language that serves as a common means of communication among individuals who have different native languages (Geçkinli &Yılmaz, 2021). Jenkins (2015) detailed the several interpretations of English as a lingua franca (ELF), which have undergone changes throughout history. Initially, it was characterized as a means of communication between individuals who spoke different native languages (Jenkins, 2009). Subsequently, the concept was broadened to include not just the contact between individuals with different native languages but also those who choose to interact in the English language (Seidlhofer, 2011). Ultimately, it was seen as a potential choice for conducting English as an ELF in conjunction with many other languages (Mortensen, 2013).

Standard English, or World English, is another critical issue in language instruction. The term "WE" is an inclusive title encompassing all regional variations that emerge due to the variety of utilization in particular geographical regions caused by linguistic and cultural distinctions (Jenkins, 2009). According to scholars of WE, new varieties of 'Englishes' with distinct vocabulary, phrases, accents, social conventions, and grammatical systems have appeared globally (Berns et al., 2007; Jenkins, 2007; Kachru, 1992; Mesthrie, 2006; Modiano, 1999; Seidlhofer, 2001). As a result, scholars argue that it would be inappropriate to apply the standards of English for native speakers to ELT by limiting one variety of the language (Wang, 2012). With the current reality of altered communication, scholars have started to question the traditional norm-based English language education approaches that focus primarily on British or American English. Therefore, this specific research seeks to uncover language instructors' views, attitudes, and potential implications for language instruction in terms of incorporating ELF into their classes. As to accomplish this aim, the following research question was developed:

RQ1: What are the perspectives and instructional practices of English instructors working at Çukurova University School of Foreign Languages regarding their awareness of ELF in relation to native speakerism and recognition of World Englishes and cultures?

Methodology

Research Design

This study employed a mixed-methods research design that included both quantitative and qualitative data collected through a statement list and a semi-structured interview. Mixed-methods research design combines quantitative and qualitative data collection and analysis to provide a more comprehensive understanding of a phenomenon (Creswell, 2014). In the first

phase of this study, it was aimed to investigate the EFL instructors' views on ELF and related issues using a statement list. In the second phase, semi-structured interviews were conducted to provide qualitative data.

Setting and Participants

The quantitative data was collected with 30 ELF instructors, and the qualitative data was obtained from six participants who had already filled out the statement list. The instructors were on duty in the Çukurova University School of Foreign Languages in Adana, Turkey.

Data Collection and Analysis

In this study, a statement list and a semi-structured interview were used as data collection tools. The quantitative data were collected through a statement list that was designed by Sert and Özkan (2018), and the qualitative data were obtained through semi-structured interviews. The quantitative data were analyzed via SPSS Version 25.0 and descriptive statistics were obtained following data gathering, and afterward, the qualitative data were analyzed through thematic analysis. Ensuring the external validity of this study was achieved through the use of random sampling method. In addition to this, researchers aimed to enhance reliability of the qualitative data by implementing member-checking throughout all the transcribing and coding process.

Results

It is crucial to better understand teachers' perspectives and practices on ELF in order to develop a more flexible and context-specific approach to language instruction. Henceforth, the statement list, as Table 1. suggests, aimed to identify the participants' perspectives on the concept of good English, Standard English, their own English and their individual preferences for an educational setting.

Table 1. The Results of the Statement List

Statements	Yes	No
1. I think it is important to be able to speak SBr/Amr English.	40%	60%
2. I think good English is being able to speak SBr/Amr English.	32%	68%
3. I like the way I speak English.	80%	20%
4. I try to imitate SBr/Amr. accent when speaking English.	24%	76%
5. I feel uncomfortable because of my mother tongue effect.	32%	68%
6. I prefer Englishes other than Standard British/American English to be included in English lessons.	72%	28%
7. I think understanding different Englishes is important for my English language education.	92%	8%
8. I prefer Standard Br/Amr English to be central in English classes.	52%	48%
9. I prefer my English to be like a British or American.	36%	64%
10. I prefer World Cultures to be included in English classes along with British and American cultures.	96%	4%
11. I prefer British and American culture to be central in English classes.	16%	84%
12. I think it is important to have an awareness about World Culture for my English language education.	100%	0%

As seen in Table 1, 60% of the participants didn't think being able to speak Standard British /American English was important. However, 68% of them stated that good English was not being able to speak Standard British /American English. Additionally, 80% of the participants

liked the way they speak English. 76% of them didn't accept that they tried to imitate Standard British /American accent when speaking English while 68% of them didn't agree that they felt uncomfortable because of their mother tongue effect. In addition, 72% of the participants agreed that they preferred Englishes other than Standard British/American English to be included in English lessons.

A great deal of them (92%) asserted that they thought understanding different Englishes was important for their English language education. Also, 52% of them uttered they preferred Standard British /American English to be central in English classes whereas 48% of them didn't agree with the statement. On the one hand, 64% of them responded they did not prefer their English to be like a British or American, on the other hand, 96% of them preferred World Cultures to be included in English classes along with British and American cultures. Besides, 84% of them opposed the idea of British and American culture to be central in English classes. In conjunction with this, all of the participants agreed upon that it was important to have an awareness about World Culture for my English language education.

On account of the quantitative findings, the majority of the participants expressed openness to World Englishes with a notable affection toward including World Englishes and cultures in EFL classes by opposing imitating Standard British or American accents and appreciating their own way of speaking English.

Findings from Semi-Structured Interviews

Parallel to the results of the quantitative data, findings from qualitative data also indicated that there was a significant shift in the participants' opinions about the status of Standard British / American English and what constitutes good English. After carrying out and analyzing six interviews in total, Table 2 was generated through a careful implementation of steps of thematic analysis by Braun and Clarke (2006).

Table 2. The Analysis of Semi-Structured Interviews

Themes	Codes		Frequency
Integration of ELF	focusing on effective communication rather than attempting to sound like native speakers	the challenge of students with lower proficiency levels in understanding the concept	4
Inclusion of World Englishes	non-native speakers significantly outnumber native speakers.	World Englishes are more relatable to their students than inner circle accents.	6
Prioritizing Native Speaker Norms	a rejection to the strict focus on native speaker norms	encouraging students to be comfortable with their own accents.	5
Incorporating Non-Native Accents	Students will understand the non-native accents better than the native ones.	taking materials from the internet which has much of the non-native accents	4
Effective Resources and Strategies	resources that are very effective in teaching the students different accents	YouTube, Tedtalks	4

The aim of the interview was to explore deeper understanding of the participants' opinions on the ELF concept. Therefore, five questions were asked to obtain personal views and experiences towards how to integrate ELF into language classes. The results illustrated that English

language instructors were aware of the importance of effective communication and being intelligible rather than imitating native speakers. However, they also stated that understanding the concept could create difficulty in students with lower proficiency levels.

In addition to this, the participants paid attention to the inclusion of World Englishes into their classes since they are more relatable to their students than inner circle accents. One of the participants uttered that:

> P3: "*Our students will communicate with people having various linguistic backgrounds. As the number of non-native speakers have outnumbered the native speakers (Crystal, 2014), so my students will mostly communicate with non-native speakers of English.*"

Furthermore, they showed a deliberate rejection to the strict focus on native speaker norms by emphasizing the significance of encouraging students to be comfortable with their own accents. One of the participants stated that:

> P2: "*We as the expanding circle speakers of English are closer to the non-native accents and feel more relaxed with our accent than with the native norms.*"

Along with the acceptance of World Englishes, the participants found easy to incorporate non-native accents and indicated that students would understand the non-native accents better than the native ones, especially finding British accent challenging for students. They uttered that taking materials from the internet which has much of the non-native accents would ease the process and enhance students understanding of the ELF concept.

Finally, the participants were asked to suggest resources, materials, or strategies they found most effective in promoting awareness and understanding of ELF, native speakerism, and World Englishes among their students. They expressed their preference about resources that were very effective in teaching the students different accents and they mostly find them in digital platforms like Youtube, Tedtalks etc. One of the participants also asserted that:

> P5: "*I always mention that I am never a fan of the idea of being a native-like, my students always know it. I also explain in all my classes that the world is globalizing and the status of the English language has changed, underlining that it has already become a must if we want to be a global citizen.*"

When the results of semi-structured interviews are taken into account, there is an approach among the language instructors in preparing their students for effective global communication. Their main goal was to integrate the ELF concept, introduce the World Englishes and show a rigid rejection of acceptance only native speaker norms with the belief of providing their students a more inclusive, diverse and realistic language learning environment helping them to become global citizens.

Discussion

The present study addresses the need for a shift in language instructors' opinions upon the ELF concept, integration of World Englishes and leaving the strict native speakerism norms in order to spread and enhance the increasing importance of global citizenship as well as explores the instructional practices of language instructors through a descriptive case study. The results revealed a collective transformation in growing awareness of the significance in being intelligible while speaking English, feeling comfortable with one's own accent and prioritizing effective communication over native-like pronunciation. Accepting the gained global status of

English, the study suggests that language instructors are willing to integrate ELF concept and World Englishes into their classes as Tosuncuoglu and Kirmizi pointed in their study that language instructors agreed on the idea that English language instructors should fulfil the requirements of the modern, globalised and altering world for the purposes of English Language teaching (2019). However, opposing the results of the given study, the participants of this study disagreed that Standard British / American English is easier than the others so that Standard English should be learnt. On the contrary, their instructional practices showed an interest to incorporate different accent and diverse English in their classroom settings as to raise awareness among students and provide them a relaxing environment.

Moreover, as Sert and Özkan thoroughly discussed in their study that the ELF should not be regarded as a notion in contrast with the norm-based systems, particularly in EFL teaching contexts, in reverse, it could be viewed as a supplementary approach fostering awareness of diversity in English, motivating students to appreciate their own English (2018). As the findings revealed, the more language instructors start to be aware of the concept and enrich their classrooms through various strategies in order to integrate World Englishes and cultures, the more students become enthusiastic about their own Englishes and they feel more inclusive into the rapidly growing world.

The instructors' commitment to incorporating ELF into their classes reflects their idea of giving more attention to the effective communication taking precedence over native-like proficiency. As the related studies suggest, language instructors holding this sort of view may help them establish more fruitful, beneficial and confidently-driven classrooms (Jenkins, 2009; Seidlhofer, 2011).

Conclusion

This current study investigated how the ELF concept was perceived among language instructors and its reflections into English language classrooms. The results indicated that a great number of the participants was concerned about the shift in the diversity of English that they hold the belief of a globalized world. In spite of the ongoing discussion on native-speaker like usage of English, the majority supported teaching diversified varieties of English and culture. Additionally, adopting these sorts of innovative beliefs about the implementation of ELF has the power of altering students' hesitant attitude toward speaking and language use in and outside the classroom helping them to gain self-confidence and willingness to speak the language.

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Teaching Dialogues through Sound-scripting Method with Tonic Stress

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Abstract

Foreign language learning is a complex process for the non-natives of the target language. Among the four types of language skills such as listening, reading, and writing, the speaking skill is said to be the most difficult one because it involves pronunciation and intonation, let alone lexical items and grammar. A dialogue is a spoken conversation that includes at least two characters that are represented in the act of conversing. In other words, a dialogue is a piece of conversational exchange, usually brief, to be practiced orally and practiced and drilled in class. It must be noted that all types of learning happen with practices, and one these practices is using dialogues in the classroom**.** To improve speaking skills through using dialogues as authentic texts based on native speakers is one of the best techniques to improve the learners' pronunciation and intonation. The speaking skill can be clearly developed by listening to dialogs with audio, made by the recorded real speech of native speakers. Dialogues are like conversational training wheels**,** and in this regard, teaching dialogs through tonic stress-based sound-scripting method can be validated as a controlled speaking practice. The tonic stress-based sound-scripting method is based on discriminative listening, recognition of the primary stress phoneme as tonic stress, recorded dialogs by means of the voice of native speakers, and sound-scripting method. In this presentation, the recognition and teaching of the tonic stress in polysyllabic words in the dialogs of English language will be demonstrated as a listening and application method so as to display the importance of near-native like pronunciation and intonation in speech.

Keywords: tonic stress, primary stress phoneme, sound-scripting method, discriminative listening

Introduction

Foreign language learning is a difficult and challenging activity in the multifaceted world of language teaching**.** Conversational dialogues are frequently utilized in foreign language learning and teaching**.** A dialogue is a spoken conversation by means of oral verbal exchange between two or more persons. A great majority of non-native learners need controlled speaking practice. In this regard, using scripted dialogues may help them gain confidence as dialogues provide an opportunity for both reading and speaking practice. There are a variety of dialogues for beginner, intermediate and advanced students in the textbooks and on the internet. The main problem is that a great majority of foreign learners, including the English majors of the Department of English Language Education of English, have very weak confidence in their speaking skills.

The Speaking Skill in Foreign Language Learning

The speaking is the most important ability among all the four language skills in order to communicate well in this world. The speaking skill aids the non-native students' language proficiency and to enhance their learning abilities. The speaking skill is mainly based on pronunciation. It must be noted that pronunciation is more than just 'listen and repeat' because it includes features of target language such as vocabulary, phrases, clauses, sentences, and grammar skills (speaking and listening). As well as being a listening activity, pronunciation is a fundamental part of speaking; therefore, speaking is also a physical activity because we use our muscles. It is these features that make teaching pronunciation different from teaching other parts of the English language.

The ability to speak good English is vital in this era. English is a lingua franca. People use it to communicate with one another globally. In her book *The Phonology of English as an International Language*, Jenkins (2000) argues that the role of English as a lingua franca has implications for teaching pronunciation. According to Jenkins (2000), the goal is not to sound like a native speaker, but rather to communicate effectively in a global context. Conversely, to sound like a native speaker in the field of teacher training cannot neglected for the sake of professional credits.

Learning and speaking English efficiently as a foreign language has many advantages, such as greater opportunities for better education, finding good jobs, and getting promotions, being very crucial for education and profession. Nunan (2003) states that "speaking is the productive aural / oral skill." (p.48). As Clark & Clark (1997) state "language is one of communication tool, which is carried out through human activities, namely speaking." (p.19).

Using Dialogues in Foreign language Teaching

Dialogues reflect the natural patterns of speech. First things first, the heart of dialogue is listening. A dialogue is a face-to-face spoken conversation through the collaboration of two or more speakers along with verbal exchanges, necessitating the capability to co-operate in the management of speaking turns. Conversation is regarded as an oral skill requiring the speaker to generate speech. Speaking is used for many different purposes, and each purpose involves different skill. A dialogue is a case of concentrated conversation among peers, and often helpful ways to work together cooperatively, heartens mutual understanding between diverse perspectives, and leads to stable, resilient outcomes (Winston, 2011).

As Harmer (2007) states:

There are three main reasons for getting students to speak in the classroom. Firstly, speaking activity provides rehearsal opportunities – chances to practice real-life speaking in the safety of the classroom. Secondly, speaking task in which students try to use any or all of the language they know provide feedback for both teacher and students. The last, the more students have opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. (p.123)

As mentioned before, one of the well-established techniques of improving speaking skills in a foreign language is using dialogues. Using dialogues is very utilitarian, functional, and pragmatic approach in enhancing English speaking skills after the teaching of vocabulary items, phrases, clauses, and sentences are practiced.

Dialogues pave the way to communicative relationships between two or more learners by evoking intentions and confidence. It encourages personal speaking skills in the target language. By implementing dialogues in the classroom, students are expected to give better performance in speaking activities. Dialogue learners can overcome their weaknesses via practice in speaking skills as foreign learners of English in classroom as learning happens with well-designed speaking practices. As Ur (1996) claims "Dialogue is very good to get learners practice saying target language without any hesitation within a variety of context." (p.78). In addition, Thornbury (2005) indicates that "Dialogue practice also provides a useful change of focus from teacher led classroom interaction." (p.72).

Criteria for Good Dialogues

Hutchinson (1987) explains that the text of a dialogue must be interesting and should be an enjoyable activity. It should offer opportunities for learners by providing their potential knowledge and skills. Dialogues used for oral practice should be short so students remember them (Wood, 2002). Here are some criteria for well-written dialogues:

1. A good dialogue should be short, of a moderate length.

2. A good dialogue should have no more than two or three characters.

3. It should be a fit to the English level of the students.

4. It should contain valuable vocabulary items, phrases, clauses, sentences with cultural expressions, exposing the learners to target language.

5. The text and context of the dialogue must be interesting and enjoyable.

6. It should contain the previous already learned vocabulary and grammar in the dialogue.   7. The text must be feasible to promote the speaking skills in terms of accuracy and intelligibility.

8. The text must be feasible to promote the fluency of the learners flawlessly in spoken English.

9. The dialogue must encourage students' communicative and interactional competences, if possible intercultural communicative competence.

The Elements of Sound-scripting Method with Tonic Stress

The Sound-scripting Method with Tonic Stress rests on certain fundamental precepts.

Noticing Hypothesis

The Noticing Hypothesis created by (Schmidt, 1990, 2001) holds that input does not become intake during language learning unless it is noticed by the learners. In second-language acquisition, learners cannot continue advancing their language developing abilities or grasp linguistic features unless they consciously notice the input. The Noticing Hypothesis aids teachers to motivate language learning outside the classroom because students go on listening to music in leisure, watching TV or do rehearsing and reading after class. In this way, the learning process does not end.

In the learning or acquisition process, non-native learners run into gaps between what they want to say and what they are able to say with respect to what they are supposed to say. Thus, they realize what they do not know pertaining to attentional mechanisms involved, or they only know partially or erroneously regarding the pronunciation, intonation, accuracy, and indelibility errors in the target language. Noticing hypothesis shows that learning will only occur when the learner is ready to take on the new language.

Discriminative listening

Discriminative listening is based on auditory discrimination which is the ability to recognize differences in phonemes (sounds) in utterances. The process of discrimination entails the identification of sounds and words that are similar and those which are different heard in the act of speech. Therefore, discriminative listening is the most basic form of listening which is used to distinguish the focus on specific sounds. It is also based on deep-seated and pragmatic subtleties. In discriminative listening, the listener not only recognizes and understands the differences and similarities of sounds and body language but also is sensitive to qualities of sound production pertaining to rate, volume of the articulated sound, pitch variations, and emphasis in the polysyllabic words during the speech. That is why discriminative listening requires such dexterities as how to pick up on sound and verbal hints that signal what the utterer is truly saying or what emotions s/he are trying to express. It is accountable for detecting and discriminating external stimuli which are needed for human communication. If you cannot hear and identify the differences in sound production in connection to emotions and body language, it means you are not doing discriminative listening.

Tonic Stress and Sound-scripting Method

As a suprasegmental element, the tonic stress is also called emphatic stress, or contrastive stress. The location of primary stress phoneme in speech assists the learners to perceive the meaning both in short and longer sentences; therefore, it is directed to intonation. In English intonation, the primary stress phoneme falls on a syllable, which is called the tonic syllable, and which is the loudest part in an intonation unit, also called thought group, which may be a word, phrase, clause or a sentence (Demirezen, 2016; Demirezen & Khezerlou, 2023). The intonation unit is also called "tone unit" (Brazil, 1994, p.3). "An appreciation that speaking involves one in adding tone unit to tone unit as one proceeds, not, as one tends to think, word to word, is an important part of the awareness on which its successful use depends" (Brazil, 1994, p.3). Tonic stress mainly falls on content words such as noun, verb, adverb, and adjective. The tonic syllable is unlikely to appear on a function word which may be article, auxiliary verb, preposition, conjunction, pronouns, and so on. Yet it does fall on function words pertaining to special occasions when to produce a specific meaning due to the convenience of the speaker.

It's starting to get dark. (A simple sentence)

It's starting to get dark.

He abandoned his hope of becoming a doctor. (A simple sentence)

He abandoned his hope of becoming a doctor.

He is not going to change, and you just have to accept it. (A compound sentence)

He is not going to change, and you just have to accept it.

He acknowledges that he was defeated. (A complex sentence)

He acknowledges that he was defeated.

My schedule's pretty full, but I think I can work you in. (A compound-complex sentence)

My schedule's pretty full, but I think I can work you in.

In this regard, we should also remember the importance of phonological memory level in repeating the words, phrases, clauses, and sentences. Phonological memory which works with auditory memory, is the ability of foreign language learner to store and recall the speech sound in their short memory. It is the ability to hold onto and manipulate spoken utterances in short-term memory processing. The broad category of phonological processing includes phonological awareness, phonological working memory, and phonological retrieval (Wagner & Torgesen, 1987). Phonological memory develops through vocal production. Auditory discrimination: the ability to recognize differences in phonemes (sounds). This includes identifying words and sounds that are similar and those which are different.

Sound-scripting Model with tonic stress assists phonological memory teaching because the marked-up syllables, by highlighting and clapping to identify parts of words on the words, phrases, and clauses, are visuals and concrete authentic materials. Sound-scripting Model with tonic stress emphasizes the retention of verbal information over certain periods of time. It is composed of both a phonological store, which holds information in phonological form, and a rehearsal process, which serves to maintain representations in the phonological store (Baddeley, Gathercole, & Papagno, 1998).

Pronunciation Shadowing

Pronunciation shadowing, which is an articulation training activity, is a practical pronunciation learning technique based on listening to a intonation unit (or thought group, or tone unit) uttered with a standard pronunciation or accent. The learner repeats word for word, or unit by unit, aloud after the model native speaker with as little delay as possible. Hence, the learner has to become a shadow of the speaker they choose, copying the speaker's sounds by following them like a shadow.

Shadowing in pronunciation practice is very helpful to improve speaking fluency in English, especially the physical aspects of fluency such pronunciation, tempo, and rhythm. Several studies have shown that it can be an effective way to improve speaking skills (Okada, 2002; Miyake, 2009; Bovee & Stewart, 2009; Kadota, 2007, 2012; Mori, 2011; Iino, 2014; Zakery, 2014, Martinsen, Montgomery, & Willardson, 2017; Foote & McDonough, 2017; Luchini, 2017).

In brief, shadowing is a case of articulation training, intonation, linking of utterances, accent reduction, and a builder of native accent, It also helps build your listening skills.

Application of Teaching Dialogue through Sound-scripting Method with Tonic Stress

In the application of the sound-scripting model with tonic stress, students read and listen to the lines of the dialogue carefully. While listening to the lines discriminately, students use the shadowing pronunciation technique, which is the imitation of other speakers' words, phrases, clauses or sentences in the dialogue as an exercise. To put it simply, shadowing is a language learning technique where you repeat an audio just after you hear it, or playing the utterance again and then playing the pause to notice the place of the tonic stress. When the turns of the students come up, they practice their lines through imitation and repetition (reinforcement). The students don't just "listen and repeat" or "copy and pace." This is not a case of parroting the characters in the dialogue. The students just focus on specific elements of the native speakers' speech, and practice them in terms of hearing the primary stress in the mark-up syllables, emphasis, pauses, duration, intonation, tempo, melody, and rhythm.

By applying the Holistic Approach, you may spot two things at a time, such as marking the pauses (junctures), pitches as rising or falling, or other intonation patterns.

In this process, the recorded dialogue with audio of the native speakers and the conduct of the teacher/instructor play a good model of the target language. The students are asked to repeat each of the lines of the dialogue after the model when their turns come up. Physically, repetition affects the brain as new associations are made between brain cells. The students imitate and repeat the expressions of the dialogue as accurately as possible by approximating their articulations to the native speakers of the dialogue by hearing. Then they locate primary stress phonemes as much accurately as possible on the correct locations of words or syllables already marked-up with capitalization in the lines. The students reproduce the utterances by pronouncing them by following and paying attention to the marked-up CAPITALIZED syllables in a dialogue.

Finally, the students act the dialogue out in forms of role playing in front of the fellow students and their teacher or instructor, as it is done in audio-lingual method. They pay close attention to turn takings. If needed, their acting out is videoed, which is handed over to them after the session so that they can watch and evaluate themselves in their privacy. In this way, *the learners gain the use of the language as well as its usage.*

Tips to start:

(You can slow the pace if you like)

1. Setting an intention: Catching the location of the tonic stress.
2. Play a line and then play a pause.
3. Listen to the line again and be sure on pinpointing the place of the tonic stress.
4. Markup the word bearing the tonic stress.
5. Then, practice the repetition via shadowing, just like the native-speaking characters do in the dialogue.

While applying the second tip, you must be very careful because sometimes there may be more than one tonic stress in the same phrase, clause and sentence, which are also called tone units or thought groups.

Conclusion

Incorporating dialogues into language learning simulates real-life conversations, granting students exposure to authentic colloquial English (see https://britishey.com/dialogues-teaching-colloquial-english/). A pronunciation technique that has proven to be successful is the use of dialogues in foreign language teaching.

Speaking is widely considered to be an important skill most people wish to be really good at. That is why the speaking skill is a vitally important method of communication. A common problem of speaking English in English classroom courses is that students are both hesitant and afraid to practice speaking with fellow students. While some of them have difficulties in finding partners for having a speaking conversation, they feel the anxiety when having a conversation with others using foreign language.

Right from the beginning it can be stressed that the implementation of dialogues in teaching the spoken skills assists the learners to speak fluent English, professional pronunciation, intonation, stress phonemes. It additionally improves vocabulary and grammar learning as well. If students are practicing their speaking skills through dialogue, they are more likely to able to pronounce words better with grammar accuracy.

Sound-scripting Method with Tonic Stress facilitates oral production, furnish learners with authentic language exposure in dialogues and foster the development of four skills by facilitating contextual understanding. It shows the places of pauses, fillers, hesitation places.

Dialogues promote genuine interactions in the English-speaking world and pave the way for their success in global communication.

Foreign language learners innately keep accent features from their first language and in their interlanguage.

Dialogue is an excellent way to get learners to practice, in target language without any hesitation and can able to understand context in variety. It means through dialogue students can able to improve speaking skills in a target language.

Figure 1. The Benefits of the Sound-scripting Method with Tonic Stress
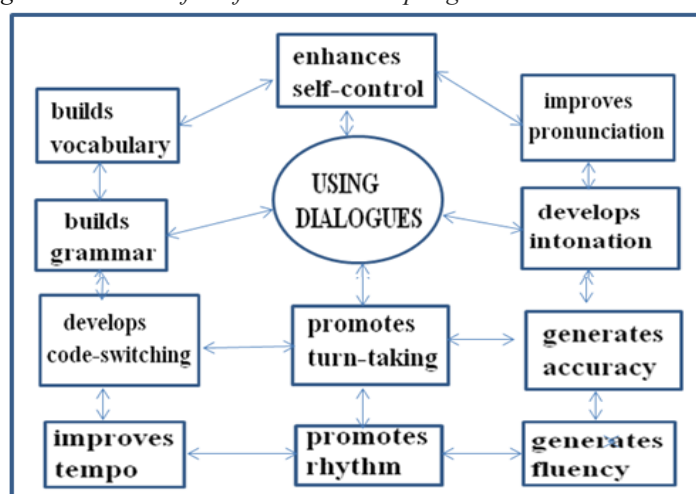
Showing dialogues stimulates the ears, and they can provide nonverbal cues to help students understand the language.

Auditory memory

Techniques for the Ears

When you're trying to teach a language via the audio route, you have to remember this word: variety.

If a picture can paint a thousand words, a few sentences spoken right can paint a vivid picture.

To teach effectively, you have to vary the pitch of your voice. How you say it matters a whole lot.

Techniques for the Eyes

Let's start with the eyes.

With visual techniques, you'll have to remember four things: size, movement, color and novelty.

Via the audio route, the voices of the dialogue characters have at least four spectra to play with: pitch, volume, tempo, rhythm and melody.

Changing the tempo of speech also works very well in avoiding the boring trap, especially in the finally stretches of class

Let's talk about melody. Do you know that we speak in notes? The marked-up syllables of this method sound as if the characters speak in notes.

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Our Americans

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Abstract

Our Americans are the young men and women who taught English as Peace Corps Volunteers (PCVs) in Turkey between the years of 1962-1971. They were adventurous Americans who believed in J. F. Kennedy's New America, and were also hesitant to join the war in Vietnam. They left Turkey due to the Cyprus Crisis. PCVs in Turkey are generally studied politically, and criticized very seriously. However, PCVs keep their memories alive. This study aims to shed light on PCVs' impact on English language teaching in Turkey. 14 PCVs shared their views through emails. PCVs do not think that they were highly influential on English language teaching in Turkey, they mention crowded classrooms, students' wish to learn new things, female students' interest for learning English, difficulty of using course books written in British English, adults' wish to join evening classes to promote in their career. Their students who are today at the age of 60s-70s share their heartfelt feelings emphasizing the tremendous impact of those PCVs on their English language proficiency and career, their recognition of the world, mention their humanistic attitudes, their friendly rapport, their close relations with their parents, and with local people, first public performances staged in English in their towns, school magazines published in English. Though PCVs have no claim on their impact on English language teaching in Turkey, their existence made enormous contributions to their students' academic and individual development. Almost all students today are leading professionals in many fields of life ranging from business to academia.

Keywords: English language teaching, peace corps, Turkish-American relations, soft power

Introduction

Young Americans known as Peace Corps Volunteers (PCVs) were stationed in Turkey between the years of 1962-1971. As Özbalkan (1970) points out those young Americans stayed and worked with Turkish people for two years not just in cities but in towns and villages as well on those days (pp. 160-164).

PCVs were on the spotlight during their stay and even after their departure from Turkey. They were criticized severely in Turkey. Journalists, politicians, and especially anti-American extremists accused them of being spies or agents, and propagating Christianity (Özbalkan, 1970; Akbaş, 2006). Their activities in those days were studied in several theses (Soysal 2010; Durmaz 2013; Eşel, 2014; Şahin, 2020).

This study aims to figure out PCVs' impact on English Language Teaching in Turkey through the lens of first-hand participants who worked as PCV and were the students of them.

Reshaping the World Order

Just after the Second World War, people all around the globe somehow were forced to accept the leadership of either USA or USSR. As Sümer (2008) points out "After the World War II, President Franklin Roosevelt and Secretary of State Cardell Hull attempted to establish a new world order" (p.128).

President Roosevelt and State of Secretary Hull also founded some organizations, institutions that can be accepted as the first samples of the soft power while implementing the strategy they formulated for the new world order. Adams (1964) names these organizations as "The American Friends Service Committee", "International Cooperation Corps", "Civilian Conversation Corps", "Operating Crossroads Africa", and "International Voluntary Service". These organizations inspired the establishment of the Peace Corps Volunteers Organization.

Foundation of Peace Corps Organization

John F. Kennedy proposed Peace Corps when he was the Democratic Presidential candidate in October 1960, and says that "Our Peace Corps is not designed as an instrument of diplomacy or propaganda or ideological conflict…[but] to permit our people to exercise more fully their responsibilities in the great common cause of world development" (Shriver, 1964, p.297).

Senator John F. Kennedy, with his words in his speech at the Cow Palace, San Francisco, states that:

> It takes a stronger America, militarily, economically, and educationally. We need a stronger free world, a stronger attack on world poverty, a stronger United Nations, a stronger United States foreign policy speaking for a stronger America, and that is what is what we are going to get. (Presidency, n.d)

Before the Second World war, foreign language teaching policy was based on the Coleman Report which recommended a reading-based approach to foreign language teaching for use in US schools and colleges (Richards and Rogers, 2014, p.58). United States of America lacked human source that can speak other languages besides English. Lederer and Burdick (1962) narrates a US mission in South Asia and the troubles caused by not knowing the local languages.

Peace Corps Volunteers Organization was the US administration's search for a solution to the problem of qualified human resources who can speak different languages and know different cultures. Kulakow (1967) points out that:

> Each year close to 10.000 Peace Corps Trainees study one or more of the approximately 120 languages of the Peace Corps world. Now more dramatically than ever before PCVs are demonstrating that the so-called tongue-tied American is a phenomenon of the past; that PCVs can work and live in languages most of them had never heard of until they came into the Peace Corps." (p.5). In the words of David N. Weinman, "These "different Americans" were to symbolize a powerful antidote to the old images of tired diplomats and "ugly" foreign aid technicians who often lived in deluxe styles far removed from the average host country national. (n.d.)

PCVs in Turkey

PCVs were located in Turkey by a mutual agreement signed by Foreign Affairs Minister of Republic of Turkey Feridun Cemal ERKİN and by Vice-President of the USA Lyndon B. Johnson. Mutual letters, dated August 27, 1962, were approved by the Turkish Grand National Assembly on April 2, 1965 with the Approval Number 568, and entered into force through the announcement of this approval at Official Gazette published on April, 10, 1965 with the number of 11976 ("Barış gönüllüleri adlı Amerikan Teşekkülünden" www5.tbmmc.gov.tr/kanuntbmmc04800568.pdf).

Between the years of 1962–1971, 1457 PCVs were stationed in Turkey (www.peacecorps.gov). According to Akbaş (2006), 803 PCVs worked as an English Language Teacher in Turkey. 55 percent of the PCVs assigned to Turkey worked as an English language teacher.

Reasons for the Employment of PCVs as English Language Teachers in Turkey

Foreign language teacher training and foreign language teaching is an ongoing problem in Turkey. Demircan (2012) states that the problem of foreign language teacher training in Turkey was tried to be solved by using 17 different sources, including the PCVs, during the 44 years until the transformation of higher teacher training institutions into education faculties in 1982.

Regarding the situation of English Language Teachers in the 1969-70 academic year, Demircan (2012) shares the numbers that in Secondary schools there were 803 permanent, 671 paid, and 550 vacant, and in High Schools there were 591 permanent, 152 paid, and 173 vacant.

According to a report prepared by Doran (1969), data taken from the 1960 and 1965 census the number of those who can speak English is 121.189 in 1960 and 134.103 in 1965. As of the year report prepared, 72 percent of the middle schools, 96 percent of the high schools offered English instruction. In Evening middle schools, where more adults were attending, English was overwhelmingly popular with over 80 percent of the enrolment. There was also a visible increase in the number of English language teachers over the years as shown in Table 1.

Table 1. Number of available English language teachers between 1965-1969 academic years in Turkey

1964-65	1965-66	1966-67	1967-68	1968-69
522	597	719	766	810

Source: A Review of English Language Training in Turkey

Another reason for stationing PCVs as English language teachers in Turkey can be understood from the remarks shared by Doran (1969) in the USAID report on English Language Training in Turkey:

> Since 1952, when Turkey joined NATO and U.S. aid started, the need for foreign language competence has expanded in step with the development of the economy and the country's increasing international contacts. While the need has been weakly recognized and great advances have been made, the production people with a useful knowledge for foreign language falls for short of national needs. (p.1)

Method

This qualitative study aims to investigate the personal assessment of PCVs on their impact in English language teaching in Turkey and also to learn their students' assessments on PCVs' impact on their English language teaching experiences. The purpose of this study is to answer the following research questions:

What is the impact of the PCVs on English language teaching in Turkey?

What is the impact of PCVs on students' English language learning in Turkey?

The participants of this study are chosen by using the convenient sampling method. The sample of this research consists of 14 Peace Corps Volunteers and 6 Turkish students who were taught by these 14 PCVs.

The first data set is collected through a questionnaire with open-ended questions distributed via Google Forms with the PCVs and Turkish students. The second data set consists of the electronic correspondences between the researcher and the PCVs via e-mail. In those electronic correspondences the PCVs provide a more in-depth assessment of their teaching practices in Turkey. In addition to the questionnaire, and the electronic correspondences, the researcher also conducted data through semi-structured interviews with the 6 Turkish students involved in the study.

All data conducted were analysed using Thematic Analysis. Participants' responses were coded using an inductive approach where the codes emerged from the data during the analysis.

Peace Corps Volunteers

Peace Corps Volunteers were the children of the Americans who witnessed Second World War and they were in their 20s during the Vietnam War. Joining the Peace Corps, especially by male Americans, might be considered as a faithful solution to avoid going to the Vietnam War due to their father's war experiences.

Peace Corps Volunteers might be defined as American women and men who emulated Hewingway's adventurous and combative characters and were triggered by the desire to see lands and the exotic places that National Geographic magazine brings to ordinary American homes.

As McCarthy (2021) declares "I had never been out of the United States, and Turkey sure looked far away" (p.5). For most of the PCVs joining the Peace Corps might be a chance for going out of the United States.

The most important goal for PCVs was to have fluency in the language of the host country. As Kulakow (1967) highlights trainees were tested for their oral proficiency in the target language at certain intervals.

PCV 1   "Some of our PC friends ended up living with young Turkish teachers who had been sent to remote villages by the Turkish Government. Their Turkish language skills developed very fast. Our skills, not so fast, for my husband and I always talked in English to each other." (PCV1, correspondence dated April 10, 2022)

PCVs' Training Before and After Deployed in a Host Country

The training of PCVs was carried out in two phases. First phase was in the United States and the second one was in the host country. In the first phase of the training, PCVs followed various courses named as Area Studies, Technical Studies, American Studies and World Affairs, Physical Education and Recreation, Language Training, Peace Corps Orientation, and Instruction in the philosophy, strategy, tactics, and menace of communism, and all program lasted 228 hours (Turkey METU-RCD Training Program, 1965). Components of training program is shown in Table 2.

Table 2. Components of the training program for the PCVs

Course	Subjects	Class Hour
Area Studies	History, political and cultural aspects of the host country and personal adaptation	16
Technical Studies	Knowledge and skills required to perform the assigned job overseas	16
American Studies and World Affairs	Contemporary international problems and the United States role in the world scene	40
Physical education and Recreation	Personal conditioning as well as practice of the United States and host country games	16
Language Training	Knowledge of language structure, basic vocabulary, conversational practice, and technical terms appropriate to the assignment	120
Peace Corps Orientation	Aim and organization of the Peace Corps, and the Volunteer's role with it	10
Instruction in the philosophy, strategy, tactics, and menace of communism		10
Total class hours		**228**

Source: Turkey METU-RCD Training Program

McCarthy (2021) mentions their education given at Georgetown University;

For the next ten weeks, from June to the middle of August, I joined about 100 other young Americans at Georgetown for a very intensive training program. We spent several hours a day learning Turkish and also studied American History (which we had to know because we would be asked many questions about our country once we were overseas), Middle Eastern customs, Teaching Methodology, American dances and songs, and similar courses… (p.6).

In addition to above mentioned course content, PCVs had practicum experience for teaching English as a foreign language both in the United States and in Turkey.

PCV3 "Our training group- we were located in Texas- travelled to Mexico City for a week to do practice teaching" (Sept 2, 2022, electronic correspondence)

PCV7 "We were exposed to basic teaching methodology and did practice teaching in classrooms where students were learning English as a second language" (Sept 2, 2022, electronic correspondence)

PCV9 "While in training in Los Angeles we had several hours (about 12 I am guessing) of practice teaching in Los Angeles public school night sessions- mainly for Hispanics trying to learn English. For each session we had to prepare a written lesson plan, and each session was under observation by one of our TEFL instructors. … Once we arrived in Ankara our practice teaching continued but was more intense. We had practice teaching sessions every afternoon for 4 weeks at different schools in the Ankara area – one week at the same school, and then we would move on another school so that we could get a good cross section of experiences" (Aug 22, 2022 electronic correspondence)

The second phase of the PCVs training was received in the host country. This second phase consists of extensive courses on Turkish language, Turkish culture, and also courses for teaching English as foreign language and preparations for their English classes in Turkey.

William D. Brockhaus shares his memoirs in "Letters from Turkey", documenting his time as a PCV stationed in Turkey. We learn from his correspondence with the researcher that he came to Turkey in 1967 after completing a 7-week training at Occidental College in Los Angeles, and had a 5-week training at Middle East Technical University in Ankara (William D. Brockhaus, August 24, 2022, electronic correspondence)

PCV2 "before coming to Turkey as a PVC in 1965, I had a training at Princeton University, and had a training at Robert College in İstanbul for two months during the summer of 1965." (PCV2, August 23, 2022, electronic correspondence)

PCV3 "I had training at Texas University, Austin including courses covering Turkish language, culture and history and teaching English." (PCV3, September 2, 2022, electronic correspondence)

Peace Corps Volunteers received training for different periods of time ranging from 10 days to 3 weeks at Gazi Education Institute, Robert College, and Middle East Technical University before going to the schools where they were assigned.

PCV 4 "I had training for 10 days at Gazi Education Institute" (PCV4, August 15, 2022, electronic correspondence)

PCV 5 "I had extensive courses for Turkish and Turkish culture at Robert College in İstanbul for three weeks and had a chance to taste local foods as well." (PCV5, August 15, 2022, electronic correspondence).

PCV 6 "I had courses focusing on teaching English as a foreign language, and material design, and also did practicum." (PCV6, August 15, 2022, electronic correspondence)

English Language Teaching Practices by the PCVs in Turkey

PCVs stationed in Turkey worked at Maarif Colleges as well as at almost all levels of schools ranging from elementary to high schools in various towns and cities of Turkey. As Brockhaus (2019) points out "They taught English each class three hours per week for a total of 24 hours in a week" (p.2).

PCVs, besides teaching English at their regular classes, offered courses at nights for adults, especially for those who were working at banks or at state agencies.

PCV4 "Even more rewarding for me was the night classes, which my two housemates and I taught two evenings a week. Those adults who came to those classes were highly motivated to learn English, often to get ahead in their business. For example, one very good student in the night classes was a banker who, when he learned a lot of English, got a promotion to a bank in Ankara. He was able to use his English skills right away to good effect" (PCV4, March 26, 2020., electronic correspondence).

PCVs besides their regular teaching practices put on dramas, and published school magazines in English, and formed English speaking clubs as well.

PCV3 "We formed an after school English Club for the secondary students who wanted to attend. Mostly played games and sang songs". (PCV3, google form)

When PCVs stationed in Turkey, at schools a course book set, "A Direct Method English Course" written by E. V. Gatenby and published by Ministry of Education was followed in English classes. This book written in British English was highly challenging for PCVs.

Brockhaus (2019) points out "We are using an English text written by an Englishman named Gatenby. It is very dated but is the required text from the Ministry of Education." (p.10).

PCV 4 "One big problem for us American teachers was that we were required to use textbooks that stressed British English. The stress on British English was hard, e.g. in using "Have you read that?" rather than the American English "Did you read that?" or the insistence on teaching negative questioning, e.g. "Didn't you eat lunch yet?"… I just seldom if ever use the negative question because it can be so confusing." (PCV 4, Mar 24, 2022., electronic correspondence).

PCVs taught English as they had learned Turkish during their training in the United States. Some PCVs names the method they used as Audio-lingual some others name it as Direct Method. In each case they try to underline that form and meaning establishment was in target language and there was not so much explicit teaching, oral practice and repetition was essential in the class environment.

Brockhaus (2019) points out that "We try to use the direct approach to teaching as much as possible, but that breaks down at times" (p.10).

PCV 2 "I tried building on the development of vocabulary and later moving to very basic, day-to-day sentences with my *ortaokul* students. I could teach conversational English at a higher level including basic punctuation and paragraphs and basic conversation" (PCV 2, Apr 14, 2022, electronic correspondence)

PCV 3 "We called the method we used the "audio-lingual" method. The idea was that the students would learn to speak a particular pattern (vocabulary, grammatical structure) first, and master it orally before they learned to write or to read it" (PCV 3, google form).

PCVs never spoke Turkish in their classes, and they did not use explicit teaching. This was quite challenging for most of the Turkish students in the classes. Time to time their parents were complaining PCVs' way of teaching to their school principals.

Brockhaus (2019) gives the details of parents complaining about the way of his teaching English to the students. Parents were requiring reading and writing but not speaking as their only interest was their kids pass tests. The parents want him to teach English as much as in the same way that Turkish teachers teach in their classes. And that is to write everything on the blackboard first, and then have the students read what is written (pp 16-17).

PCVs' Assessment of their Impact on English Language Teaching in Turkey

PCVs who worked as English language teachers in Turkey have contradicting feelings on their impact on the improvement of English language teaching in Turkey. Some of them believe they did some of them not.

PCV2 "I certainly made an impact for the improvement of language teaching in general. During that period many Turks were beginning to travel to Germany to work. Although English was not going to be very useful, they had the experience to language learning and exposure to a western language" (PCV2, google form)

PCV3 "I think we made impact on the improvement of language teaching in Turkey. One way I can understand the impact is by interacting with people who were my students – many years later – Many of them have gone on to be very successful professionals and business people. Many have said how much our Peace Corps teaching meant to them as young students." (PCV3, google form).

PCV7 "I think it is always valuable to have native-speakers as teachers in any foreign language program. And I am sure I had some students who were able to take advantage of this." (PCV7, google form)

PCV9 "In a limited way I think we did make an impact. I think our "American English" offered better communication skills than the formal out-dated English barely used in contemporary English" (PCV9, google form)

PCV10 "I taught 33 hours per week. I had one middle school class of 90 students and most had 70. Only my *lise* [high school] 2 and 3 classes were reasonable in size but even the smallest of those was 35 students. It was unreasonable workload and teaching environment. What surprised me was that some of my students did learn English quite well-mostly those in *lise* [high school] 2 and 3. But overall, I did not feel effective. I don't think we improved English language teaching in Turkey because there was no other English teacher in either the *ortaokul* [middle school] or *lise* [high school]." (PCV10, google form)

Turkish Students' Assessment of PCV Teachers and their Impact on their English Language Learning

Almost all Turkish students, except two participants, TRS 3, and TRS6, expressed their pleasant feelings of gratitude to their teachers for their effort to teach English to them.

TRS1 "American teachers were like an alien for the poor Anatolian people. Passing time with the Americans was also an education. You wondered what native speaker would say." (Nov 11, 2022., Interview)

TRS2 "I couldn't say even "yes" at very beginning and they certainly did contribution to the improvement of my English". (Dec 12, 2022; Interview)

TRS3 "When I was a student at elementary school in Uşak in 1966 I hate their way of teaching and developed negative attitude against learning English." (Sept 06, 2023; Interview)

TRS4 "In 1975 I went to the USA as with AFS program, and I could discuss grammar issues in English at the school in America even if my pronunciation had some problems. I achieved it with the knowledge I gained from my PCV teachers at school." (Oct 04, 2023; Interview).

TRS5 "They had been very beneficial to my English. It was a privilege and it was nice to know them. Having a foreign teacher was an educational advantage" (Dec 26, 2022; Interview).

TRS6 "I don't think it contributed to English teaching." (Dec 02, 2022; Interview)

PCV Teachers' Personal Features

According to Turkish students' perception PCV teachers were highly disciplined, polite and knowledgeable persons.

TRS1 "The American teachers took you seriously no matter who you were. If you asked the Turkish teacher a wrong question or a question that the teacher did not know well, he or she would get angry. Turkish teachers would not say "I don't know. The American teacher would say "I don't know" and then he or she would find out and answer the question." (Nov 17, 2022; Interview)

TRS2 "PCV teachers compared with my parents were more well educated, and also compared with our Turkish teachers they were establishing more friendly rapport with us". (Dec 23, 2022; Interview)

TRS4 "PCV teachers were highly disciplined for everything we did and also for the things that we didn't do." (Oct 04, 2023; Interview)

TRS5 "They were very strict, disciplined." (Dec 26, 2022; Interview)

Teaching Skills of the PCV Teachers

Turkish students have positive perceptions, except two participants TRS3 and TRS6, about the teaching skills of the PCVs.

TRS1 "American teachers' perspectives on education were very different. Their concern wasn't about giving grades. The standard of Turkish teachers at time was to give "zero"." (Nov 17, 2022; Interview)

TRS2 "At Kadıköy Maarif College, our PCV teachers' teaching skills were highly good. In 1969 Americans were landed on the moon. Our teacher brought the last issue of the LIFE magazine that covered the story of landing on the moon. Our teacher tried to develop our creative thinking. At that time our education was based on memorization, rote learning" (Dec 23, 2022; Interview)

TRS3 "Before the arrival of PCV, our teacher was a man nicknamed "boncuk Ahmet" we were happy in the class with him. PCV teacher was speaking English every time and forced us to speak and repeat continuously without explaining anything in Turkish." (Sept 06, 2023; Interview)

TRS5 "They were attentive, disciplined and instructive". (Dec 26, 2022; Interview)

TRS6 "Our PC teacher had no class management skill. It did not have the ability to adapt its knowledge to education. Its teaching skill was very limited. I think It had no teacher training." (Dec 02, 2022; Interview)

It is understood from the interviews and sharing of the Turkish students that PCV teachers had an impact on their students' personal development.

PCV Teachers' Impact on their Students' Personal Development

Besides teaching English PCV teachers also tried to develop their students socially as well.

TRS1 "The American teachers shed light on the path you want to follow. They were trying to develop you in your way" (Nov 17, 2022; Interview)

TRS2 "We saw kindness, they taught us how to behave, and to act properly. They familiarized us with the Western culture and enriched us." (Dec 23, 2022; Interview)

TRS4 "They improved our vision. They were also trying to socialize us. They were giving parties at their homes at the weekends. At that time there was a US Base in Diyarbakır and they were offering cookies and beverages taken from the PX in the Base." (Oct 04, 2023; Interview)

Conclusion

As a conclusion, it can be said that in the 1960s and 1970s even if PCV teachers had some deficiencies of teaching skills, of controlling their psychology, of establishing relationship with local people, they did their best to teach English in a learning environment that is not so much appropriate for language learning.

Classrooms were highly crowded with students who had no interest for learning a foreign language but to pass the class. In addition to this, PCV teachers had highly excessive workload.

Peace Corps language teachers' way of teaching English was challenging for the Turkish students especially for those who were attending standard middle schools and high schools and for those who were taught explicitly.

Some of the PCV teachers were not so much qualified for teaching, they had some class management problems and they also couldn't adapt themselves to the level of the students. However, PCV teachers did their best to teach young Turkish people not only English but tried to furnish them with skills and social abilities.

PCVs might also have inspired the will to be an English language teacher among the Turkish high school students. It can be one of the reasons for the increase in the number of the local English language teachers throughout the years.

Students who were highly motivated to attend the university, were full of eagerness so as to learn English, and they learned and they used their knowledge of English for their future career.

PCVs do not claim that they did enormous impact on English language teaching in Turkey. However, female PCVs were good role models, for the girls grown up in rural areas to build their future life as foreign language teachers, academicians, and lawyers.

In short PCVs are "Our Americans" who came, stayed with us and still have strong feelings for Turkey and Turkish people. Their students also have heartfelt feelings for their PCV teachers and are in contact with them.

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Investigating the Motivation of a Language Teacher: Face-to-Face, Hybrid and Online Experiences

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Abstract

This qualitative case study was conducted to observe a language teacher's motivational changes during face-to-face, hybrid and online classes. In the light of Complex Dynamic Systems Theory (CDST), the motivation of a language teacher was investigated, and the rise and fall of motivation in different circumstances were aimed to be better understood with the help of retrospective interview questions. Thus, using retrodictive qualitative modelling and mind maps, the current study focused on the ups and downs, dynamism, and complexity of motivation during English language grammar and vocabulary classes. The field of English language learning and teaching experienced COVID-19 before, and after the devastating earthquake in Türkiye, the country decided to continue online and hybrid education. To capture the differences and similarities between these two maladies, this study was carried out in-depth with a single individual teaching English to preparatory classes at a state university in Türkiye. The findings displayed that motivation is a complex element that can change, fluctuate, and develop over time and experiences. It is important to note that situations in COVID-19 and the natural disaster are completely different. Therefore, a language teacher's motivational situations are found to be different in these two unwanted circumstances. The findings also revealed that it is possible to observe the rise and fall of motivation in the COVID-19 and post-earthquake teaching context. It is believed that, with this study, new ways of interpreting the motivation of language teachers can be developed, and new solutions can be thought for education in case of unexpected and unpredictable challenges.

Keywords: motivation, complexity theory, hybrid lessons, online lessons, English language teaching

Introduction

Without question, in the field of education, motivation is considered one of the core elements to bring success and achievement. As well as student motivation, the field of teacher motivation research has become popular among scholars and the challenges and dynamics of teacher motivation have been empirically and theoretically investigated (Hiver, Kim, & Kim, 2018). While research on the dynamic shifts and variability in L2 teacher motivation is steadily growing, earlier studies have mainly focused on changes in motivational trajectories over more extensive periods of time, such as the months and years of a person's professional life. (Sak, 2022). There is currently little empirical research especially examining the contextualized flows of L2 teacher motivation in the field during unwanted or unexpected situations such as natural disasters, earthquakes or global crises. This lack of interest is partly due to the general absence of research on the factors that motivate teachers to provide online and hybrid courses in both mainstream education and applied linguistics. In line with Kubanyiova's (2019) call for more complex-dynamic-systems-perspective papers on this topic, the current study aims at understanding a language teacher's motivational fluctuations and changes during face-to-face, hybrid and online classes during unexpected and unwanted situations. Additionally, with the help of this paper, a language teacher's motivational rise and fall have been investigated during two unpredictable situations, which are the COVID-19 pandemic and the devastating earthquake in Türkiye. By closely observing the ups and downs of motivation and reasons, the differences and similarities in these two maladies have been examined as experienced by the same individual teacher at the tertiary level. With the help of in-depth retrospective interview questions and mind maps, the participant's motivation to teach face-to-face, online and hybrid education is investigated from a complex, dynamic and situated perspective. It is believed that this study will shed light on the understanding of the dynamic nature of motivation and contextual factors that affect motivation by providing recommendations about how to boost L2 teacher motivation in unpredictable circumstances.

Literature Review

Language teacher motivation and demotivation factors have been rigorously researched over the last five decades, and they indicate that language teachers' motivation has many components and affecting elements (Rahmati & Sadeghi, 2021). The most influencing factors can be counted as teaching experience (Kimura, 2014), students' achievements and active participation (Tardy & Snyder, 2004), colleagues support and collaboration (Cowie, 2011), the classroom environment and the context (Pintrich, Marx, & Boyle, 1993), and teachers' self-awareness of conscious and proactive motivational strategies (Brophy, 2004) to prompt "motivational teaching practice" (Dörnyei, 2006).

Apart from motivating elements, there are some demotivators for teachers to teach English. The demotivating factors can be counted as opposing ends of the aforementioned motivating factors along with the size of classrooms with a large number of students and workload (Kim & Kim, 2015), low salary (Yaghoubinejad, Zarrinavadi & Nejadansari, 2017) and unwanted, unpredictable situations and unexpected challenges (Shapiro, 2020). For instance, the education system experienced a significant shift because of the Covid-19 pandemic that occurred between the years of 2019-2021. Teachers, educators and policy-makers strived for a rapid solution for the students and academic lives. The sudden change took place from face-to-face to online and even hybrid classes. This situation has caused many challenges, including students' and

teachers' motivation, assessment types, use and access to technology, and teaching pedagogy (Aji & Basthomi, 2022).

Likewise, COVID-19, the devastating earthquakes in Türkiye in February 2023, were unpredictable and unwanted. Nevertheless, natural disasters are frequently unavoidable, and they take and destroy lives, structures, and many social aspects (Suryani & Soedarso, 2019). In February 2023, Türkiye suffered from two devastating earthquakes, and these initial earthquakes were followed by more than 3000 aftershocks, according to the Turkish Disaster and Emergency Management Presidency (AFAD, 2023). The education system had to change for a while again after these unpredictable and unwanted occasions. In order to protect students, teachers and other members of education, the post-disaster education management frameworks were taken as guides (INEE, 2010; UNESCO & IIEP, 2010), and the Turkish government decided to continue online and then hybrid education all around the country (Özer, 2023). Universities, on the other hand, have been transferred from online to hybrid during the whole second semester (spring term 2023) (MEB,2023).

The reason why Türkiye have decided to continue online and hybrid was predictable; that is, teachers, educators and students were familiar with this education system because of the Covid-19 pandemic, and this can be accepted as there are similarities between these two maladies (Elhaty & Elhadary, 2023). In both (COVID-19 and earthquakes), students, teachers, parents and all members of society have been greatly affected, as well as the education system itself. The well-being of students and teachers, their motivation, active participation, the education materials and exams can be counted as some examples (Alemdar, 2023).

It is evident that the COVID-19 pandemic and the earthquakes have deeply penetrated all members of society. These two occasions indicated the importance of context, which plays a crucial role in L2 teacher motivation, especially in the field of English language teaching and learning and signed that a more context-specific perspective is needed to analyze teacher motivation (Ushioda, 2009). In line with this statement, motivation cannot be seen as an independent element; on the contrary, it should be accepted as an "integral part of organic dynamic systems which evolve non-linearly under the influence of multiple personal, social and contextual factors" (Dörnyei, 2009). Hiver et al. (2018) also pointed out that teacher motivation is a complex and dynamic variable including many interconnected elements such as personal, experiential, affective, contextualized and relational; also, it displays many ups and downs which emerge in the context. Since teacher motivation is a "dynamically changing and socially mediated phenomenon" (Sak, 2022), examining the rise and fall of the motivation of an L2 teacher should be taken into consideration at various timescales and levels of granularity in an in-depth way. Many studies suggest that L2 teachers' motivation can change (Sak, 2022), interact with significant others (Yuan & Zhang, 2017), interrelate with micro and macro contextual elements (Hiver et al., 2018), and have temporal fluctuations due to the changing situations and teachers' beliefs (Song & Kim, 2016). The dynamic character of L2 teacher motivation in classroom contexts and the factors influencing its fluctuations, however, have not been adequately explored in many empirical researches to date. Kimura (2014), for instance, focused on the fluctuations of L2 teacher motivation in context with a dynamic perspective and found out that the ups and downs of motivation can be observed due to context-specific factors such as students' reactions, administrative issues and other contextualized variables during professional life phase. In conclusion, it is apparent that there exists little in-situ evidence of dynamic changes in L2 teacher motivation, and the limited research conducted in this area

focuses solely on conventional educational environments. Therefore, there is a shortage of knowledge about the dynamics and developing trajectory of L2 teacher motivation in online and hybrid classes, particularly following an unexpected or undesired incident.

The Present Study

A dynamic and process-oriented understanding of motivation is adhered to in light of the aforementioned literature and context (Dörnyei, 2005; Ushioda, 2009). In order to understand a language teacher's motivational changes, fluctuations and ups and downs and compare and contrast the level of motivation during face-to-face, hybrid and online classes due to the Covid-19 pandemic and earthquakes in Türkiye, the following research questions were generated:

1. What factors are responsible for changes in L2 teacher motivation in face-to-face, online and hybrid classes due to the COVID-19 pandemic?

2. What factors are responsible for changes in L2 teacher motivation in face-to-face, online and hybrid classes due to the devastating earthquakes in Türkiye?

3. How are these two maladies similar and different from each other in terms of motivational ups and downs?

Method

The Participant and Settings

This study was conducted in the spring term of the 2022-2023 academic year at a public university in Türkiye. The participant was chosen by employing purposive sampling since it is generally used and suitable for information-rich cases about the research focus (Horwitz et al., 2015). In this case study, the participant has been teaching English to preparatory classes in the School of Foreign Languages. He has been in the profession for approximately 10 years, and he has teaching experience during both the COVID-19 pandemic and after the earthquakes in Türkiye. In other terms, he has a face-to-face, online and hybrid education background and experience. He has been teaching English grammar, vocabulary, listening and speaking classes for three years, and he has taught these subjects not only face-to-face but also hybrid and online. It is acceptable to state that this situation revealed the required data for this study to compare and contrast the motivation to teach with its ups and downs during two unwanted and unpredictable events. Retrospective questions were asked using retrodictive qualitative modelling, and a three-step research template was followed as a guide (Dörnyei, 2014). In this case study, the definitions of "motivated teacher" were taken into consideration to conduct this study since it is the initial step of retrodictive qualitative modelling, which requires "identifying and establishing prototypes" (Dörnyei, 2014). According to retrodictive qualitative modelling, after selecting and identifying the ones, it is possible to collect data and explore "the most salient" elements and signature dynamics (Eker Uka, 2023).

After the devastating earthquakes in Türkiye, the university decided to switch to online classes for a while (between 27th February and 3rd April), and then they decided to continue hybrid until the end of spring term (after 3rd April). However, because of the situation in students' residences and to protect students' well-being, the administrators determined not to take attendance during

online and hybrid classes. As a result of this decision, there were very few students in the lectures, and even, it is possible to say that there were almost no students who came for face-to-face learning when it was hybrid.

Under these challenging and unwanted circumstances, the participant was investigated weekly, between 3rd April and 29th May (9 weeks). The duration of this study was limited since the end of lessons was the week of the last interviews. Before the study, the consent form was provided (see Appendix) to the participant, and he was informed about the current study. The name Victor (pseudonym) was picked up as a nickname to hide his identity and for ethical reasons.

Data Collection Process and Data Analysis

In order to investigate and explore the rises and falls of a language teacher's motivation in different and difficult circumstances, nine weekly semi-structured interviews were utilized every Friday. There were 10-15 retrospective questions for each week to be able to understand Victor's motivational ups and downs during the lectures. For this study, interviews were piloted and evaluated by other colleagues at the university to provide consistency. The interviews were audio-recorded and transcribed immediately. Besides interviews, Victor was asked to prepare two mind-maps which include the variables that affect his motivational flows in an upwards or a downwards trend during these two undesirable situations. The analysis of the interviews and the mind map were linked together, and codes and categories were created in an interrelated way considering the dynamism and complexity of the issue. In order to investigate the motivational rises and falls, this study was designed as a qualitative single-case study. The data were collected through English interviews and mind maps since the participant is an English language lecturer. The data were coded using Atlas.ti, and grounded theory approach was followed to analyze the data. During the coding and categorizing, the memos and networks were employed to understand the dynamic nature of motivation and organize emergent questions. With the help of retrodictive qualitative modelling, Victor's motivation to teach was analyzed in a backward trend by asking retrospective questions (Dörnyei, 2014). The findings of interviews and the keywords in the mind maps were synced up together to increase reliability and ensure consistency.

Findings

This qualitative case study focused on a language lecturer's motivational changes during unwanted and unpredictable situations. Additionally, this study aimed to identify similarities and differences in motivation between these two unexpected events. Victor's motivational ups and downs were investigated in an integrated way to see the main sources and dynamism in a better way. According to the findings, Victor's motivational ups and downs can be categorized as:

> Victor's Motivational Flows During Covid-19
> Victor's Motivational Flows After the Earthquakes
> The Similarities and Differences in Victor's Motivational Flows in These Incidents

Victor's Motivational Flows During Covid-19

Starting with earlier experiences, Victor has been teaching English for almost 10 years, and he has taught English language face-to-face, online and hybrid. The interview questions were formed in chronological order which started with his motivation before the pandemic, which was face-to-face teaching.

"Before COVID-19, I was highly motivated to teach, especially since I came from a MoNE (Ministry of National Education) school, in which I was teaching kids, and that was not satisfying me. When I started to teach English here (at a university), I was up in the clouds, so excited, so motivated, and I felt like I was in the right place…"

According to the statement above, Victor had a high motivation to teach English at a university. Moreover, he compared his previous motivation in a MoNE school, and he was aware that he developed his motivation in an upward way. He was delighted to teach and experience fulfilment.

"… The students were answering my questions, they were actively participating in the classes, and this was not like that in my previous institution. When I came here, my motivation to teach increased, obviously."

As it is understood from the excerpts, before the pandemic, during face-to-face teaching, Victor was highly motivated to teach as an English language lecturer. It was obvious that he loves teaching and active participation from students. When I passed to ask questions about online teaching with the pandemic and after analyzing the mind map together with his responses, it was found that Victor's motivation had drawn a downward trend.

"When we started to teach online, I am aware that my motivation dropped because of several reasons. Extra work, extra hours, lack of communication, …"

Victor stated that his motivation decreased because of extra workload such as "recording lectures and uploading them" (Elhaty & Elhadary, 2023), and he clearly explained that he wanted to make eye contact and preferred face-to-face to online in order to teach and communicate better with the students (Eker Uka, 2023).

"I chose to be a teacher because I love interaction, and for language learning, real interaction is needed for students to succeed. Online lectures limited the amount of interaction, it was better while I was teaching face-to-face."

For Victor, one of the critical elements for high motivation was interaction. Additionally, students' achievements made him feel motivated, as well as suitable working hours and an acceptable workload. Switching online teaching from face-to-face was a demotivator for Victor. However, when cases of COVID-19 fell off, the country decided to teach hybrid; that is, students were free to choose to stay home or come to classes during their learning process. Victor summarized his experiences as follows:

"It was totally a new experience for us, teaching hybrid… We learnt what to do while teaching. I can admit that it was better than just online because there were some students in the classroom, and I was teaching in the classroom… When I had some students in the classroom, they participated in the lectures, my motivation was higher than online but not higher than face-to-face"

He was feeling better and more motivated to teach; however, he still prefers face-to-face teaching. When we ordered Victor's motivation line by line, he had the highest motivation while teaching face-to-face, followed by hybrid and online (see Figure 1).

Figure 1. Victor's Motivational Trend during Covid-19

| Face-to-Face Teaching | Online Teaching | Hybrid Teaching |
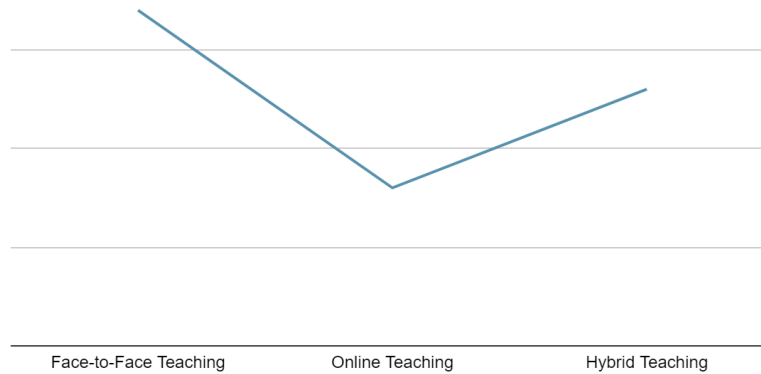
According to Victor's responses, the important factors that affect his motivation to teach during COVID-19 can be sorted as students' achievements, students' active participation, the amount of interaction, the quality of communication, the workload and working hours. In general, he is highly motivated to teach English under normal circumstances, with face-to-face teaching. This situation inclines stability in general; however, as it is understood from the excerpts above, Victor's motivation is flexible, context-sensitive and dynamic, and that is in line with the complexity perspective (Larsen-Freeman, 2013).

Victor's Motivational Flows After the Earthquakes

There was a sudden shift in education and teaching in Türkiye after two devastating earthquakes. The government decided to continue education with online teaching for a while, and then they switched to hybrid education as they were experienced before by the educators and students in the country. Victor's responses and the second mind map clearly displayed that this sudden shift was challenging and demotivating for him. He explained that:

> *"I was not ready to teach online and hybrid again, especially because of this disruptive situation. I have lost my friends; my students lost their loved ones. These losses kept my mind occupied for a long time. I had no motivation to teach at the beginning."*

The transfer to online teaching was a difficulty for Victor since his wife was in one of the most affected areas, and because of that situation, he could not concentrate on classes for a while. Later on, he expressed that:

> *"After I while, I noticed that my students needed me to feel better. Maybe to keep their mind busy with something different from the earthquake or the crisis related to the earthquake. This triggered me and gave me some energy to do something…"*

He noticed that he had to do something to motivate and engage his students. That thought was like a sparkle for him. This attempt allowed him and his students to remain in contact. However:

> *"When I tried to do something for my students, I noticed that they had no motivation to learn or attend classes. I was teaching with my whole-self however, there were only a few comers to the online courses."*

When the reason for this situation was investigated, there were many factors for students not to participate in or attend the lectures. Some of the students were in the highly affected areas, some of the students had no materials or internet to connect to the online courses, and some of them

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had started to work somewhere to earn money. And there were another group of students who did not want to attend the classes for no reason. The attendance was not taken by the lecturers because of the sensitivity of the issue, and this situation allowed some of Victor's students not to attend the classes even if they had no other problem or priority. Victor explained his experiences as follows:

> "At first, almost 15 students were in the online class. But the number of students decreased day by day when they learnt the attendance decision. I can admit that I started with moderate motivation after the earthquakes. However, the fewer students there were in the class, the less motivated I felt…"

Likewise, with COVID-19, the university switched to hybrid teaching from online teaching after a while. The administrators announced that students could come if they would like to continue their education face-to-face. Victor summarized the events in the interviews:

> "At first, we all hoped that our students would join more and we all would feel better. However, connection problems, their part-time jobs, their low motivation for no reason and things like those changed the all picture. Hybrid education with no attendance did not work even if I struggled to include them in the class."

As it was understood from these excerpts, Victor's motivation had activated at the beginning with the announcement and his hopes, however, things did not happen as he thought. He claimed that he expected similar hybrid education experiences during the pandemic, yet this time, the situation was much more different and challenging for him and his students. It is possible to say that Victor had started with moderate motivation, considering his previous teaching experiences, and it followed an upward trend with the starting of online education. However, hybrid teaching affected his motivation in a negative way because of several reasons (see Figure 2).

Figure 2. Victor's Motivational After the Earthquakes

| Previous Teaching | Online Teaching | Hybrid Teaching |
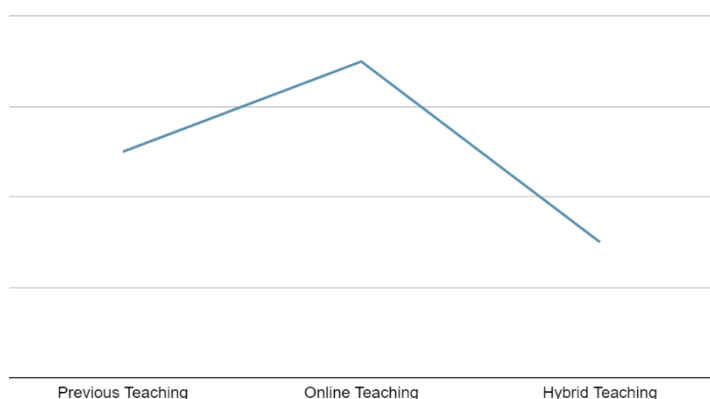
According to responses of Victor, it is possible to say that students' active participation, attendance, the number of materials and being able to connect to the classes can be counted as important factors for Victor to feel motivated or demotivated. Additionally, his background experiences, his expectations, his hopes and the context that he is currently teaching affect his motivation to teach English. All of them sign that motivation develops and fluctuates dynamically as a collection of interactions and experiences that occur in the classroom and out of the classroom over time and as teachers and student participants in these learning spaces co-adapt with one another (Ushioda, 2015).

The Similarities and Differences in Victor's Motivational Flows in These Incidents

In line with the research questions, I asked Victor to compare and contrast these two unexpected and extraordinary situations. He claimed that there were both similarities and differences in these two occasions.

> *"Well, one of them was a worldwide thing, there were a lot of lock-downs all around the world, but when it comes to the earthquakes, it was special for the region since I was born and raised in the area, it made me feel worse than the pandemic."*

Victor's response clearly showed that he accepted the situation more easily during the COVID-19 pandemic since it was a global problem. However, with the earthquakes in Türkiye, it was more difficult to overcome this situation and control his feelings.

> *"...How can I tell you, it (earthquakes) decreased my motivation faster than the pandemic…"*

It was more difficult for him to focus on academic work and teaching while he was trying to reach his friends, students and loved ones. He admitted that he felt safer and better at the beginning of the pandemic and that COVID-19 did not affect his motivation in a negative way as much as the earthquakes. He also expressed that there were some similarities in these two cases.

> *"As I said before, students' active participation was lost during the online and hybrid teaching, it was not the same as face-to-face teaching. When my students participate in lectures and when I work with acceptable hours, I feel more motivated."*

In both (the earthquakes and the pandemic), Victor had to work extra hours and prepare online materials for his students. Additionally, his students did not attend classes as he expected during COVID-19 and after the earthquakes. To sum up, Victor prefers face-to-face teaching, and he claims that online and hybrid teaching make him feel demotivated because of several reasons. However, interestingly, apart from face-to-face teaching, Victor felt more motivated when he was teaching online after the earthquakes. During the pandemic, the situation was totally different, and he preferred hybrid lessons to online lessons. Linking this to the complexity theory, everything is in a continuous change and as Phelps (2005) stated, no one is more knowledgeable about the complex relationships between factors that affect an individual or the importance of any one variable than the individuals themselves.

Signature Dynamics

Victor's motivational flows and factors are presented above. Apart from these salient patterns which were displayed in Victor's motivation, there are important signature dynamics for Victor that make his motivation fluctuate. According to the collected data with the help of retrodictive qualitative modelling, Victor is generally motivated to teach during face-to-face education. However, the COVID-19 pandemic made him feel demotivated with the online lectures. Switching to hybrid teaching during COVID-19 sparked his motivation, and he experienced an upward trend during hybrid lectures during the pandemic.

On the other hand, Victor's motivation was affected in a negative way when he had a moderate mood of motivation before he started to teach online because of the devastating earthquakes. The idea of starting online teaching to help and blow off his students' steam triggered his motivation in a positive way; however, the experiences he came across while teaching online

and hybrid after the earthquakes made him feel demotivated day by day. In this unpredictable and unexpected situation, there is a continuous flow in Victor's motivation. It is difficult to predict his next level of motivation, and it is not easy to accept an endpoint for Victor's next motivational stage (see Figure 3).

Figure 3. Signature Dynamics of Victor's Motivational Flow
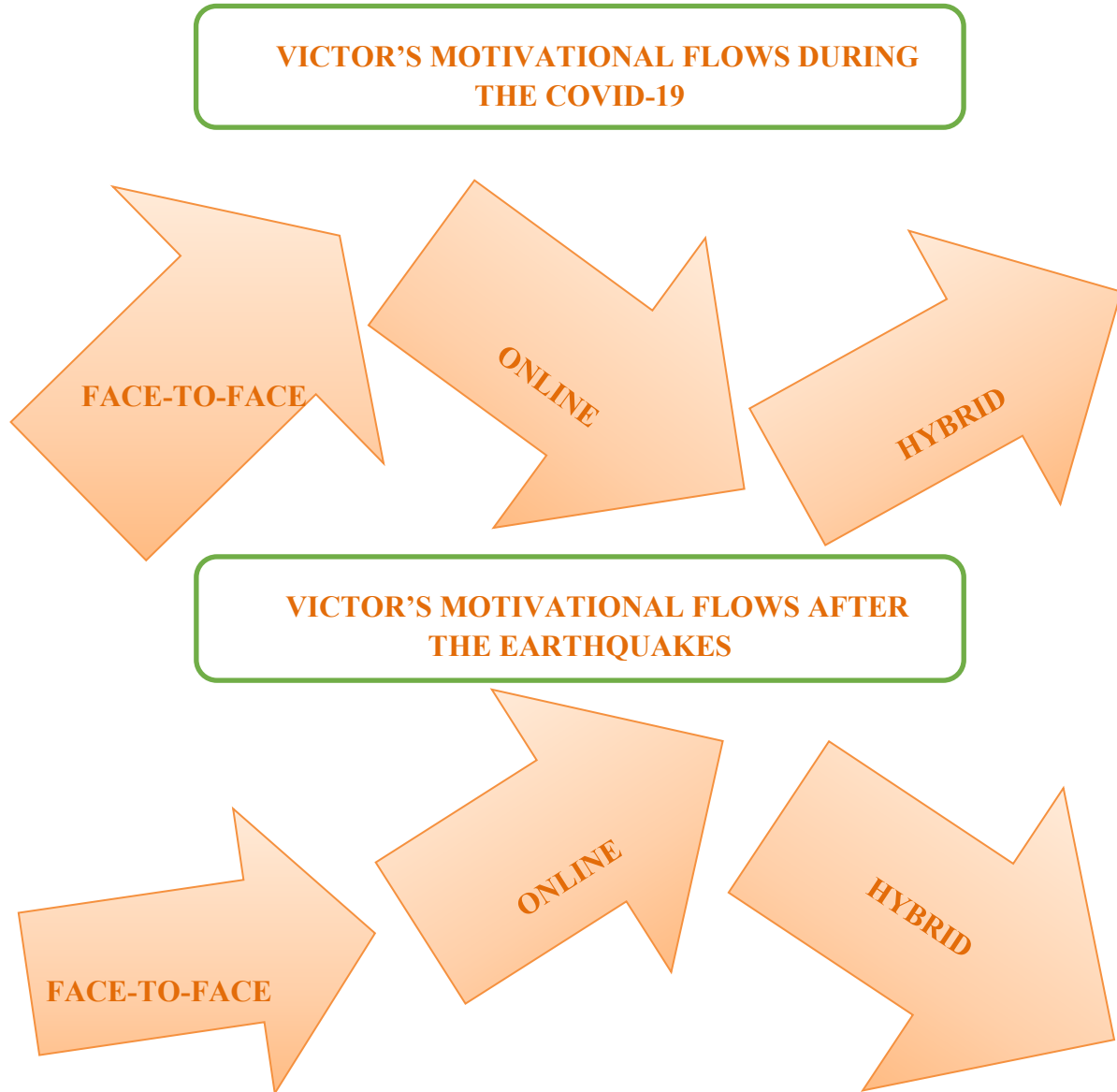
Discussion and Conclusions

The current study aimed to investigate a language teacher's motivational changes during unwanted and unexpected situations in the light of complexity theory. Also, with the help of this study, a language teacher's motivation level was examined considering similarities and differences between two different undesirable situations, which are the Covid-19 pandemic and the devastating earthquakes in Türkiye. As presented above, the interviews and mind-maps

provided detailed insights when asked to explain the level of motivation and the factors of motivation. When Victor's previous experiences were asked, it was understood that face-to-face teaching, students' active participation, the level of interaction and the quality of interaction made him feel motivated. Additionally, acceptable working hours and enough amount of workload increase his motivation. With the pandemic and switching to online lectures, Victor felt demotivated because of several reasons, including extra work and students' lack of participation and materials. Later on, hybrid lectures triggered his motivation to teach in a positive way, and his motivation flow displayed an upward trend.

On the other hand, after the devastating earthquakes in Türkiye, Victor had difficulties concentrating on and teaching at the beginning, even though he had previous experiences during the COVID-19 pandemic. The reasons for his low level of motivation can be counted as emotional factors, Victor's and his students' well-being and safety, the lack of materials and connection problems. Additionally, the "no-attendance" decision of his institution and the students' absence during the academic year affected his motivation in a negative way. Starting with online lectures this time, Victor claimed that the number and active participation of his students decreased day by day, and the students' demotivation to attend classes had a negative impact on him. Moreover, switching hybrid classes and observing a worse situation than online lectures after the earthquakes made Victor feel demotivated. To sum up, these two undesirable situations and their effect on Victor's motivation have totally different consequences from each other. Similar to this result, Sak (2022) found out that his participant believed interaction was the ultimate goal of language study, the students' high levels of interaction and participation during the language learning process seemed to fit the teacher's professional identity well, which sparked an increase in motivation. Furthermore, as it was observed in this study and likewise Aji and Bashtomi's study (2022), when online learning is forced by circumstance and becomes necessary while infrastructure is frequently limited or people are not yet ready, there are several challenges to the online learning process and the teacher-student interaction during the pandemic is shorter and far less intense than that before the pandemic, especially in terms of time to deliver materials to students. Considering the importance of online and hybrid learning during unexpected situations and taking them into account as quick problem solutions, educators, teachers, policymakers, and all members of the field of education should be more creative and context-sensitive in order to bring success and continuous achievement (Bax, 1997).

Victor's motivational shift patterns demonstrated that fluidity and continual change characterize L2 teacher motivation in online and hybrid contexts. This conclusion builds on past research that demonstrated nonlinear trajectories, including temporal fluctuations in the class for L2 teachers' motivational development (Sampson, 2016). Additionally, this result is consistent with Hiver et al.'s (2018) conclusion that teacher motivation is a complex psychological state that exhibits variability and goes through a number of dynamic changes over time. After the earthquakes, Victor stated that he had difficulties concentrating due to emotional factors and the loss of some students, their families, and his loved ones. The psychological condition may make one feel hopeless, helpless, shocked, or grieving. Anxiety, stress, sadness, and post-traumatic stress disorder can also occur in people. Problems with concentration, memory, and decision-making may result from these emotions, and this situation affects individuals' state of motivation (Di Pietro, 2018).

With regards to the factors that affect Victor's motivational rises and falls, combinations of learner-related, work-related, and course-related elements, as well as the participant's personal traits and the particular constraints associated with online pedagogy, all proved to have an impact on changes in teachers' motivational trajectories. Students' absence and demotivation were contextually bound to Victor's motivational ups and downs. In a similar vein, the demotivating effect of student disengagement is supported by past research that stressed the importance of student participation in motivating L2 teachers (Tardy & Snyder, 2004).

The government and the institutions that provide the required resources and training for the faculty members and students may assist in the transition to online and hybrid education in consideration of all the challenges Victor experienced. Due to the anxiety and stress of the scenario, people like Victor may also find it challenging to concentrate or focus. It's vital to provide those affected by the earthquake with counselling and emotional support to people who have lost loved ones or sustained bodily harm as a result of earthquakes and other natural disasters. Therefore, in order to ensure that motivation is not impacted by the aftermath of the earthquake or similar unexpected and undesirable circumstances, universities and the affected provinces need to establish specific plans (Özer, Şensoy & Suna, 2023).

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APPENDIX
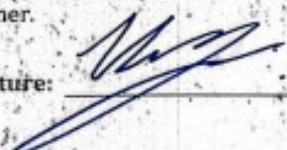
CONSENT FORM

Consent Form

Matsus University – School of Foreign Languages

Project/Thesis: INVESTIGATING THE MOTIVATION OF A LANGUAGE TEACHER: FACE-TO-FACE, HYBRID AND ONLINE EXPERIENCES

Responsible Researcher/Supervisor: Ecem EKER UKA

Name of Participant: Victor

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.

2. I understand that the purpose of this research is to investigate *my motivation* *in my face-to-face, online and hybrid lessons.*

3. I understand that my participation in this project is for research purposes only.

4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.

5. In this project I will be required to answer 9 weekly interview questions and prepare a mind map.

6. I understand that my interviews may be audio and/or video-taped.

7. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.

8. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.

9. I understand that given the small number of participants involved in the study, it may not be possible to guarantee my anonymity.

10. I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant Signature: _____ **Date:** 27 / 03 / 2023

From "Marginalisation to Celebration": Learning Journey of One English Language Teacher Reconstructing an EIL-aware Practitioner Identity

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Abstract

The global reach of English has resulted in various paradigm shifts including Teaching English as an International Language (TEIL) that encourage a thorough examination of the traditional Anglo-centric ELT tenets. TEL offers implications for classroom pedagogy, including paying attention to local contexts for making pedagogical decisions, staying away from the English-only classroom policy and utilising L1 in the most efficient way, setting the development of strategic intercultural communicative competence as a goal, neutralising the cultural content of language teaching, and exposing learners to a wide variety of Englishes. An issue as important as classroom pedagogy is teacher identity, for non-native teachers have been marginalised for long due to the privileged status of native speakers in the traditional Anglo-centric ELT. However, TEIL also aims at increasing non-native teachers' self-confidence by highlighting their strengths. At this point, the burgeoning need to understand non-native English teachers' stances and experiences arises. Thus, the aim of the current case study was to see whether an EIL-themed MA course served as a catalyst or inhibitor for a teacher, i.e., an MA degree candidate. To explore her 13-week-journey from the beginning till the end, she was asked to reflect upon the issues covered in the course immediately after each class session, and a content analysis was performed on those written reflections to identify her possible realisations, concerns, roles, and changes. The results highlight the teacher's good grasp of the related terminologies and issues, increased EIL awareness and sensitivity, reflective, critical and creative thinking, and tendency to experience EIL-oriented teaching in her classes. Some pedagogical insights based upon that betterment in knowledge and attitude domains will be shared to offer EIL sensitivity pathways for teachers as well as suggestions for teacher educators to raise EIL-informed teachers.

Keywords: TEIL, non-native English teacher, teacher identity, intercultural communicative competence

Introduction

Today, the geographical spread of English and the increasing number of English users around the world have increased the chance of using English with other English speakers with diverse linguistic backgrounds than with those so-called native speakers. Such demographic changes have paved the way for various attempts to question English ownership, thereby contributing to the birth of some alternative perspectives, including World Englishes (WE, hereafter) English as a Lingua Franca (ELF, hereafter), and English as an International Language (EIL, hereafter). Although they tend to be used interchangeably, their differences need to be understood (McKay, 2018; McKay & Brown, 2016). To McKay (2018), while the broad definition of WE covers all English varieties around the term, the narrow one limits the term with the varieties in the Outer Circle, i.e., those countries with a colonial history. Still, a third definition respects all although it deals with those in the Outer Circle. On the other hand, ELF should be understood as "the study of the type of language that is used when second language speakers from different linguistic and cultural backgrounds interact" (McKay, 2018, p. 10). Thus, ELF aims at identifying the features of interactions between English speakers from different linguistic and cultural backgrounds rather describing a particular English variety that should be taken as a pedagogical model. McKay (2018) sees EIL different than those two alternative perspectives above, noting that EIL focuses on both content of English and the features of interactions between speakers of English; however, it mainly focuses on devising particular principles. Briefly, EIL should be understood as an alternative term to "support a pluricentric view of standards, recognizes the value of students' other languages, endeavours to promote pragmatic sensitivity and respects the various cultures from which its speakers come" (McKay, 2018, p. 21). Its major principles could be listed as follows:

> 1.Given the varieties of English spoken today and the diversity of L2 learning contexts, all pedagogical decisions regarding standards and curriculum should be made in reference to local language needs and local social and educational factors.
> 2. The widely accepted belief that an English-only classroom is the most productive for language learning needs to be fully examined; in addition, careful thought should be given to how best to use the L1 in developing language proficiency.
> 3. Attention to the development of strategic intercultural competence should exist in all EIL classrooms.
> 4. EIL is not linked to a particular social/cultural context in the same way that French, Korean or Japanese are intricately associated with a particular culture. In this way EIL is or should be culturally neutral. (McKay, 2018, p. 11)

The existing literature has documented various EIL-oriented language instruction attempts, i.e., Teaching English as an International Language (TEIL, hereafter), as well as perception studies, which highlighted various positive outcomes: heightened understanding and awareness of the sociolinguistic realities related to English, more favourable attitudes towards EIL/TEIL, a far more motivating and enjoyable classroom atmosphere, language skill enhancement, increased self-confidence in English use, critical thinking, and the development of Intercultural Communicative Competence, to list but a few (Bayyurt & Altınmakas, 2012; D'Angelo, 2012; Erbay-Çetinkaya, 2017; Incecay & Akyel, 2014; Kural, 2015).

Methodology

The development of English language teacher identity is an important issue, for non-native teachers have been marginalised for long due to the privileged status of native speakers in the traditional Anglo-centric ELT. However, one of the ultimate goals of TEIL is to increase non-native teachers' self-confidence by highlighting their strengths. To this end, first their stances and experiences need to be understood well first. Thus, the aim of the current case study was to see whether an EIL-themed MA course served as a catalyst or inhibitor for a teacher, i.e., an MA degree candidate. The current study is a preliminary study, in that the researcher repeated the process with three similar participants, yet the researcher revised the research procedure by adding dialogic reflective journals as her data gathering technique. However, in the current research, the researcher gathered the qualitative data from a Turkish English teacher who has been both instructing at a public primary school in a close city and attempting to get an academic degree at the same institution with the researcher, where the researcher offered her World Englishes course. The case study participant had not taken any related course until then. She was identified as a very devoted teacher, for in their informal conversations she showed how excited she was to transfer her new knowledge and skills to her teaching.

To explore her 13-week-journey from the beginning till the end, she was asked to reflect upon the issues covered in the course immediately after each class session, i.e., reflective journal entries. She was offered the freedom to choose English or Turkish to reflect upon the process. The 13-week process lasted from February 24 to June 07, 2020. While they had five face-to-face office meetings, they had the remaining eight class session through Emergency Remote Education due to the school closures resulting from the COVID-19 epidemic. The researcher started analysing the data before the study ended. She read her reflections each week as soon as she turned them in. After getting familiar with the data, the researcher read between the lines, identified the codes related to her realisations, concerns, roles, and changes, and then discovered the themes. Later, she added colour to the findings and her interpretations with example excerpts taken from the reflections of the participant. The participant's voluntary and informed consent was obtained, and her privacy was protected by ensuring that the data would be kept confidential and her identity would be anonymised in the written research report. Besides, the researcher accurately reported the data and avoided any forms of plagiarism.

Results and Discussion

The analysis of the written reflection has shown that the participating teacher experienced a transformative journey, which is documented under three broad categories, i.e., themes, below: several teacher concerns/dilemmas, teacher realisations, and teacher decisions and actions.

Several teacher's concerns/dilemmas were identified during the analysis of the written reflections: (1) the need for offering English as an obligatory course rather than as an elective one to those internally motivated ones, (2) the impracticability of offering English as an elective course: ELT teacher unemployment, (3) the dilemma of the English-only policy: ignoring whole-person ELT, (5) the washback effect: the effect of test-oriented ELT on teachers' instructional preferences, (6) the common teacher tendency to take NSs as the yardstick to evaluate their students' linguistic performance, (7) the tendency of young learners to question the alternative structures (pronunciation) and see them as errors, (8) the possibility to hamper her students' psychologically when they are confronted with cultural practices from diverse

cultures: concrete operational stage, (9) the NS-based teaching materials, (10) frightening away people with radical TEIL ideas, (11) the huge gap between what teachers know and do, (12) being out of date if they go on following the traditional ELT assumptions, (13) concerns about whether the materials she devises are TEIL-oriented or not: The need to have a guide, and (14) creating an image of a good English teacher by imitating NSs. To illustrate, the following excerpt shows how the participating teacher was concerned about the dichotomy between theory and practice in ELT, the strict adherence to native speaker norms in the Turkish society, and the possibility to frighten people away with TEIL:

> Most of the teachers know the opinions on the EIL approach, the concept of intelligibility and are aware of the importance of communication, but when it comes to application, for example, in pronunciation teaching, our books are based on native forms. In finding a job, if you speak like a native, you are a good English teacher. Unfortunately, it is a native-imposed society. In fact, my motto is to gradually retreat into my own shell and introduce different varieties to my students without scaring anyone. (Reflection 6, April 6, 2020)

In addition to teacher concerns, i.e., dilemmas, several teacher realisations were also identified, which could be listed as follows: (1) the importance of offering culture-related courses during pre-service ELT training, (2) the need to train teachers to design locally appropriate instructional materials utilising the Internet, (3) the need for the teachers to realise the hegemony in western-oriented teaching approaches, methods, techniques, and instructional materials, (4) re-examining the traditional ELT-related terms such as EFL and ESL, (5) the need for alternative ELT rather than the Anglo-centric one, (6) the need to integrate courses offering the philosophy of EIL into pre-service teacher education programme, (7) the need for teacher educators to adopt an EIL orientation, (8) the need to increase the class hours as an elective course for those motivate ones, (9) the pragmatic role of L1: staying away from the English-only politics, (10) the potential of broadening the cultural content of ELT to increase tolerance in children, (11) the mutual nature of communication: the needs for the interlocutors to help each other to ease interaction: using negotiation strategies, (12) the importance of comprehensibility rather than imitating NSs, (13) her preciseness: Anglo-centric ELT assumptions, (14) the need to train EIL-sensitive pre-service teachers, (15) the potential of drama activities to create an enjoying and tolerant learning environment, (16) the potential of integrating EIL into literacy skills: reading and writing, (17) the teacher herself mastering the theory of TEIL, (18) the need to change assessment and evaluation practices in line with TEIL, (19) seeing the existing ELT assumptions out of date , and (19) the strengths of NS teachers. To illustrate, in the following excerpt, the participant highlighted the importance of taking local context into consideration and increasing the status of successful bilingual teachers:

> There was an expression that I liked very much in this section I read, but I could not share it in class. Seidlehoffer states, "One could say that native speakers know the destination but not the terrain that has to be crossed to get there; they themselves have not travelled the same route. Given these reasons, local bilingual teachers should be included in the process of curriculum development". It is a statement that I agree with; we become more aware of the characteristics of our target audience and what they need and what they need. In my opinion, the most basic thing to do in curriculum development is to conduct a needs analysis. "The most important element that will help in this analysis is our own teacher." (Reflection 9, April 27, 2020)

The qualitative content analysis has also enabled the researcher to identify several teacher decisions and consequently related actions: (1) broadening the cultural content of her teaching: turning her students into ethnographers to contribute to their linguistic and social development, (2) exposing her students to diverse structures and pronunciations that are regarded incorrect, (3) using drama activities that require the adoption of different characters , (4) utilising stories to increase her student's intercultural awareness, (5) encouraging her students to have freewriting activities (e.g., diary writing): staying away from English rhetoric-only policy, (6) using Rubistar© to devise context-specific rubrics for her writing activities and project-based teaching (http://rubistar.4teachers.org/index.php), (7) taking baby steps at individual teacher level so as not to scare people away, (8) devising a website or blog to offer her TEIL experiences and materials to increase awareness, (9) devising further EIL-oriented tasks and activities (https://tr.padlet.com/hellaczeynep/mr7j4w9aq59qz6u4), (10) doing more extra TEIL-related readings, (11) doing action research related to TEIL applications, (11) designing an e-Twinning project on TEIL, and (12) asking for the guidance of her professor (the researcher in this case) to decide whether her productions are TEIL-oriented.

> TEIL is an approach that I thought of including in my lessons when the new academic year started. In fact, I think I internalized its philosophy at the very beginning, and I am thinking of reading your literature about it. And I plan to make preparations for the action plan, albeit in small steps. For example, I plan to create a blog or website and also create an e-twinning project related to it. For example, it may even be called "My English, your English hand in hand". I'm excited about this because there are actually a lot of things that can be done, but first I have to deepen my reading so that there are no doors left open on this subject. Taking this course was a great experience for me. The question marks in my mind have cleared up. (Reflection 12, June 07, 2020)

In addition to these three broad theme categories highlighting the transformative teacher journey, the participant offered several suggestions for the realisation of EIL philosophy in current English language teaching practices in Turkey: (1) appointing teachers from the Outer Circle (at macro level), (2) taking L1 into account to devise linguistic syllable (contextualising): taking those structures not found in Turkish out (e.g. Present Perfect), (3) decreasing the age to expose pre-service teachers to TEIL philosophy, (4) devising TEIL-sensitive teaching materials, (5) devising awareness-rising teacher guides, (6) offering TEIL-sensitive pre-service teacher education and TEIL-sensitive school practicum, (7) offering TEIL-sensitive in-service teacher education, (8) offering WE as an elective course for secondary and high school students, (9) increasing teacher autonomy, (10) negotiating the language syllables with the other parties, including teachers and parents rather than take top-down decisions, (11) creating local corpus to explore the intra-national use of English and inform language instruction and teaching materials design, and (12) encouraging local teachers and those from the Outer Circle to cooperate for projects.

The analysis of the written reflections has enabled the researcher to follow the participant's transformative learning experience, i.e., personal and professional development. Her journey seemed to be in line with Mezirow's ten phases of Transformative Learning (as cited in DeCapua et al., 2018). The participant seemed to experience dilemmas (concerns), examined her feelings as well as classroom implementations (realisation), acquired new knowledge and skills, tested some of those ideas in her classrooms, and felt determined to integrate EIL philosophy into her future teaching (decisions & suggestions). She first challenged the Anglo-

centric way of teaching, possibly her way of thinking and teaching (disorienting dilemma). Her reflections also showed emotional responses (dilemmas). In the process, she examined her way of thinking and teaching (critical reflection). It was clear that she transformed her perspective (examining what she and her colleagues have done in her classes), and the process seemed to contribute to the development of teacher autonomy and acting (trying new ideas in her classes). The process, in the end, led to changes in the teacher (developing a new perspective; determined to apply those knowledge and skills in her future teaching).

Overall, the data analysis has shown that the participating teacher's knowledge and awareness levels increased, which, in turn, encouraged her to take some decisions and consequent actions. She understood the role of a language teacher as a teaching materials adapter to supplement the existing materials to make them EIL-oriented. She emphasised the active role of language teachers who should devise authentic tasks to encourage their students to further their cultural understanding. In this way, teachers could turn their classroom into an international hemisphere. The process seemed to help her get TEIL-related knowledge, find answers for some questions in her mind, generate concrete TEIL ideas, have an increased tolerance towards other Englishes, evaluate TEIL ideas with projects and devise TEIL-oriented instructional tasks and activities, have an increased self-confidence in expressing herself in English, and expand her horizon and worldview.

Conclusion

The current study aimed at seeing whether an EIL-themed MA course could serve as a catalyst or inhibitor for a teacher, trying to ger her MA degree in Applied Linguistics. The analysis of the written reflection highlights the participant's good grasp of the related terminologies and issues, increased EIL awareness and sensitivity, reflective, critical and creative thinking, and tendency to experience EIL-oriented teaching in her classes. Some pedagogical insights based upon that betterment in knowledge and attitude domains need to be shared to offer EIL sensitivity pathways for teachers as well as suggestions for teacher educators to raise EIL-informed teachers. First, such positive outcomes enable the research to suggest that the philosophy of TEIL needs to be integrated into the pre-service teacher education curriculum. It is promising to see that pre-service teachers are offered elective courses such as World Englishes and Language and Culture, to list but a few, where their awareness and knowledge are increased. However, offering such segregated courses may not ensure a healthy integration. Rather, EIL-oriented teacher education frameworks such as the ones suggested by Bayyurt and Sifakis (2015) and Dogancay-Aktuna and Hardman (2012) could be utilised to raise teachers with TEIL awareness and skills. Besides, pre-service courses such as Teaching Language Skills, Teaching English to Young Learners, and Materials Development could cover TEIL-related goals and objectives.

Here, it is vital to change the mindset of teacher educators who are the ones to change the mindsets of pre-service teachers. To this end, exemplary successful TEIL practices around the world need to be documented and shared with the related parties (Matsuda & Friedrich, 2011). One of the important issues underlying the issue is the need to revise assessment and evaluation practices (Lowenberg, 2012). As the participating teacher highlighted, teacher do not feel courage to take such radical steps, for the assessment and evaluation practices are all Anglo-centric. Lastly, the existing literature shows that there is no early age of this integration. Even at primary school level, TEIL-oriented classroom activities could be integrated into the

syllabus, as the participant did, to "develop a more comprehensive and accurate understanding of English sociolinguistics from the beginning (rather than waiting until college, which not everybody attends" (Lee (2012, p. 155).

Lastly, the present study is not without its limitations. Although case research allows deep analysis and thick descriptions of the related issues (Dörnyei, 2011), still they cannot yield to generalisable results. Therefore, future studies could utilise mixed-method research designs to bring out the best of different research paradigms and investigate the issue in depth.

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Perceived Benefits of Conscious Engagement with Culture: An Analysis of Pre-service Teachers' Interviews and Reflections in their Freshman Year

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Abstract

The importance of going beyond setting cognitive and linguistic aims in English language education is well-documented, for extending the scope of instruction to incorporate (inter)cultural awareness, sensitivity, and competence is of utmost importance for keeping pace with the globalised world. Future teachers of English as a foreign language in Turkey are expected to address culture in their instruction. However, living in a dominantly monolingual/monocultural context and lacking authentic encounters, they may fail to have a true understanding of culture, lack meta-cognitive awareness of the term, and may have ethnocentric tendencies. Furthermore, the low number of culture-related prescribed and elective courses during pre-service training may worsen the situation, thereby creating the need for teacher educators to assign pre-service teachers' culture-themed tasks to offer cultural learning and experiences opportunities. This study, therefore, is an attempt to uncover the possible outcomes of creating a monocultural and/or cross-cultural space where the related parties deliberately talked about culture. The researcher was also motivated to conduct an informal environment, i.e., situation, analysis to find out their understanding of culture and references to cultural aspects to devise the culture-related elective she would offer those students as sophomores the following year. 42 freshmen in the English Language Teaching department of a Turkish university were asked to consciously talk about culture with proficient native and/or non-native English users in face-to-face or online interviews. While 22 freshmen conducted culture-themed interviews with proficient Turkish English users who had abroad experience, 20 had first-hand intercultural interactions in diverse online environments. Content analysis of both their interview transcripts and reflections showed that the process contributed to their observation skills, expanded their (inter)cultural knowledge, improved their open attitudes towards differences, increased their self-confidence, offered them opportunity for fun though the process was not without its challenges, and their understanding of culture could not go beyond a touristic perspective. In the end, pedagogical insights are offered to help teacher educators to make informed decisions to increase (inter)cultural awareness during pre-service teacher training.

Keywords: culture, (inter)cultural competence, pre-service teacher, teacher training

Introduction

The status of English as the global language and its demographic changes with a higher number of English as a foreign and second language learners have required the extension of its cultural content to incorporate Intercultural Communicative Competence (ICC, hereafter). ICC needs to be understood as "a combination of attitudes, knowledge, understanding, and skills applied through action which enables one, either singly or together with others" (Huber & Reynolds, 2014). Such a combination is desired in the globalized world to respect people from diverse linguistic and cultural backgrounds, interact with them appropriately and effectively, and understand one's own culture better. Therefore, training students as well as pre- and in-service teachers "as intercultural speakers or mediators who can engage with complexity and multiple identities and to avoid the stereotyping which accompanies perceiving someone through a single identity" (Byram et al., 2002, p. 9) is of utmost importance nowadays. Among several tips to build (inter)cultural awareness in pre-service teachers, the following have been documented commonly:

1. Have students articulate their own definition of culture

2. Raise culture to a conscious level

3. Point out the hidden aspects of culture

4. Show how cultures may value the same thing differently

5. Help students understand how culture works

6. Build awareness about stress caused by cultural adjustment. (Wintergerst & McVeigh, 2011, p.2)

Although Turkish pre-service teachers of English are expected to address culture as an important skill, they have been documented to slightly deal with it or ignore it completely in their instruction. This may result from the fact that they live in a dominantly monolingual/monocultural context and lack authentic encounters, therefore failing to have a true understanding of culture, lacking meta-cognitive awareness of the term, and having ethnocentric tendencies. The low number of culture-related prescribed and elective courses during pre-service training may worsen the situation. Hence, it is needed for teacher educators to assign pre-service teachers' culture-themed tasks to offer cultural learning and experiences opportunities. Thus, the current study aims at investigating the possible outcomes of deliberately dealing with culture during pre-service teacher training.

Methodology

The current study was devised as a cross-sectional study, i.e., a case study, to provide a snapshot of 42 freshmen (F= 23; M=19) in the pre-service training program of a state university after they consciously dealt with culture as a course requirement. It is a preliminary step before devising the course for sophomores that the researcher was supposed to offer next year, i.e., World Englishes, and conducting further more in-depth research. The results were assumed to serve as a kind of informal needs analysis and help the researcher take informed decisions for the future. To raise culture to a conscious level, inspired by the suggestions of Wintergerst and McVeigh (2011), the researcher asked her students to adopt the role of an ethnographer/cultural explorer who attempts to explore cultural differences in a direct contact, i.e., an interview, with

a native speaker of that culture. They were supposed to find a native or non-native English speaker (can be Turkish origin on the condition that s/he is proficient English speaker) and interview that person about his/her views about culture (for example, what they understand from the word culture, whether they have ever experienced culture shock, how they compare and contrast their culture with the Turkish culture, whether culture should be taught to students in language teaching, what kind of roles women and men have in their culture, whether they have any eating habits/rituals that are specific to their culture, what respectful and disrespectful behaviours they have in their culture, whether they had experienced racism, what the best and worst thing living in a foreign culture is, to list but a few). The interview cannot be shorter than 5 minutes, and the freshmen were supposed to be active during the interview, asking questions, interacting with the interviewee, making comments, and so forth. They were also supposed to transcribe the interview and hand in both the audio and textual forms to the lecturer, i.e., the researcher in this case. Besides, they were supposed to reflect on the whole process and write a reflection report to analyse and review their interview experience, their setting and interviewee, possible challenges in the process, their views, evaluations, take-aways, inferences, and their conclusions. While half of the participants conducted intercultural interviews (N=22), the other half preferred to have intracultural interviews (N=20). The participants prepared that assignment as a course requirement in Listening and Pronunciation II, which they took through Emergency Remote Education (ERE, hereafter), for a serious earthquake and aftershocks hit the Kahramanmaraş region resulting in loss of life and injuries. The college closures were attempted to be compensated via ERE.

The researcher attempted to answer the following research questions: How did the freshmen perceive such conscious engagement with culture? Did that conscious engagement transform their perspective, not only about the world but also about themselves? The data were gathered from the participants' reflections upon their experiences in the end, and it was analysed, both quantifying the results and reading between the lines to identify codes and themes. The participants' written consents were taken via social media after they were informed about the research and how the results were planning to be publicised and ensured that their identities would be kept confidential.

Findings and Discussion

The identified codes from the reflections were categorised into two as positive outcomes of the experience and the challenges, which are documented below. Table 1 quantifies the positive outcomes and their frequencies found in the written reflections.

Table 1. The positive codes extracted from the content analysis

Positive Outcomes of the Experience	Frequency (N)
Gaining new knowledge/Improving their perspective	19
Having fun	18
Positive attitude (Attitude change)	9
Language improvement (Speaking)	8
Socialisation	8
Increased self-confidence	6
Deepening ICC (Compare Turkey and other countries/cultures/Learning more about Turkey)	6
Contribution to teaching profession	2
Enhanced Information and Communication Technologies	2
Getting rid of their cultural prejudices (Developing ICC)	1
Enhanced some personal traits (patience, hard work, focus)	1

The quantitative data analysis shows that the participants found the process beneficial and entertaining. The most frequently stated positive outcomes were gaining new knowledge, i.e., improving their perspective (N=19) and having fun (N=18). The former should be understood as their cultural learnings and realisations during the process, as the participant in the following excerpt elaborated on:

I was really struck by the significance of food in French culture during our talk. My friend added that French people have a strong respect for premium products and that meals are frequently seen as a means of fostering interpersonal relationships. French cuisine is recognized for its rich flavours and variety, from wines to cheeses, and it is obvious that food is an important part of the nation's cultural character. Our discussion, however, also focused on some of the difficulties that French culture faces, notably those related to gender and disrespectful behaviours. While French culture is moving toward gender equality, my friend pointed out that some conventional gender roles still exist. Women are frequently expected to put their families before their jobs. In addition, she added that they see it as normal, but it needs to be changed. We also talked about how important respect is in French society, and I mentioned some disrespectful practices that are prevalent in Turkish culture. I couldn't help but feel enthusiastic and interested as we spoke about French culture. The problems surrounding gender norms and disrespectful behaviour as well as the focus on food, respect, and politeness captured my attention. It served as a reminder that while no culture is flawless, there is always something to be appreciated and learned from. I couldn't help but feel more confident after asking my friend questions about French culture in the interview. I was able to study and learn about a culture I had never heard of before through the talk, and I also got to have a deep conversation with my friend. I found myself feeling more and more confident in my capacity to learn from others and participate in cultural exchange as we discussed subjects like French food, gender roles, and rude behaviour. Overall, I felt inspired and energized after the interview and was reminded of the need of moving outside of our comfort zones and learning new views." (Participant 30, female)

The analysis also showed that they had much fun in the process, for the process expanded their horizon, they learned surprising details about different cultures, they utilised negotiation strategies to make most of the interaction:

Culture is a wide topic, and it was impossible to talk about every detail of it. So, we tried to talk about it only a little. As we talk about it, we learn our differences which is the beauty of life. And sometimes, we learn that we are so similar. It was a fun assignment in general. Actually, it was the best assignment among all the assignments from different classes. (Participant 36, male)

The only thing I wished I did differently is that I asked him if people in Turkey are welcoming, and I wish I worded that question differently because he might think that it was a question about race. In reality, I wanted to know how Turkish people generally act around foreigners. In conclusion, After the interview, I felt relieved because he is a very kind person. It was quite enjoyable to interview with him. Although we had some technical problems, I learned a lot about his point of view on culture. I am happy with how the interview turned out because it is very natural, and it feels like we are having a casual conversation." (Participant 13, female)

In addition, several participants drew attention to the role of the process to enhance language skills. To illustrate, the following excerpt shows that the requirement to listen to the recorded interviews and transcribe them enhanced the participant's listening and typing skills:

> Overall, I found the transcription process to be a valuable learning experience that allowed me to improve my listening and typing skills. It also provided me with insight into the interviewee's thoughts and perspectives, which I found interesting and informative. (Participant 27, female)

Furthermore, one more participant stated that the process enhanced her personal traits, i.e., patience, hard work, and focus, for the task required them to manage their time well, organize the process, take possible challenges into consideration, and think critically upon their experience:

> In terms of takeaways, I learned the importance of patience, attention to detail, and the need to be diligent while working on a transcription project. I also gained an appreciation for the hard work that goes into conducting and transcribing an interview, and the importance of ensuring that the transcript is accurate and reflective of the original conversation. In conclusion, the transcription process was a challenging but rewarding experience that allowed me to gain valuable skills and insights. It provided me with a greater appreciation for the interview process and the role that transcription plays in ensuring that interviews are accurately documented for future reference. (Participant 27, female)

In addition to those positive outcomes listed and tabulated above, the participants were also found to complain about some challenges, which could be listed as follows: technical problems (recording the interview and transcribing it) (N=6), some other departmental responsibilities (assignments) during ERE (N=1), health problems (flu) (N=1), the difficulty to understand the interlocutor's accent (N=1), and the difficulty to find an interviewee (N=2). To illustrate, the following reflection shows various cultural realisations of the participant, yet she was found a little bit unhappy due to the technical problems, i.e., the difficulty to hear her interviewee (the grammar and spelling mistakes in original):

> Actually, before this interview, Caline and I did not each other. However, we have a mutual friend who is from Türkiye. We decided to make an interview suddenly with the help of my friend. Thanks to her. Despite this situation, we were really calm, chill and compatible. Throughout the interview, she gave information about her culture from every perspective. Additionally, she answered the questions that I asked her pretty clearly. Unfortunately, during interview, we had some technical problems. For instance, we had barely hear each other but I think it is okay. When I hosted, I tried to ask different questions to learn her culture in every aspect. I also never judged her as it should be. She mentioned about Lebanese are fairly welcoming people, so I really felt that. Briefly, I really adore her during interview, she never skipped any questions or getting moody. She did her best although she did not have to. I also surprised when she said she would go to church. I actually thought that Lebanon is a ağarsan [the researcher could not identify the word] country. It is definitely the most shocking information about Lebanon. However, she said that religion is one the major part of their lifestyle. While talking, I understood the fact of Lebanon. I would think that Lebanese people were extremely rich like United Arabic Emirates. Apart from religion differences, in both Turkish and Lebanese people's

life have suffered from economic ups and downs. Moreover, the figure of father has a big role in family, and these two cultures care about relatives. She gave me a really good impression on me both Lebanese and Lebanon. I wish we hadn't faced technical problems as well." (Participant 8, female, *the grammar mistakes in the original)

Conclusion

The present study explored the possible outcomes of creating a monocultural and/or cross-cultural space where the participants deliberately talked about culture via interviewing native speakers of diverse cultures. It was found that the process has the potential to contribute to freshmen to their observation skills, expanded their (inter)cultural knowledge, improved their open attitudes towards differences, increased their self-confidence, offered them opportunity for fun though the process was not without its challenges. However, still the questions the participants devised to investigate their interview could not go beyond a touristic perspective, in that they tended to ask questions related to surface level of culture.

The positive outcomes of the study could show the procedure's potential to build an awareness of culture. As is stated in the related literature, devising tasks where learners consciously deal with cultural issues such as encouraging students to articulate definition of culture and raising culture to a conscious level by encouraging learners to adopt the role of an ethnographer exploring human culture could serve well "to start students on the road to intercultural awareness" (Wintergerst & McVeigh, 2011, p. 6). Such culture-oriented tasks could also help pre-service teachers understand that no culture is not superior to other ones, develop empathy towards diversities, and understand the importance of a good knowledge of one's home culture and the role of culture in appropriate communication.

Despite the contributions of the process to the freshmen, the study is not without its limitations. It is difficult to make grand generalisations without following the impact of such conscious engagement over an extended period. Yet, further studies could replicate the process with diverse tasks and mixed-method research designs, which enables researchers to make most of the research paradigms.

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Contrastive Analysis of Self-Mention as Interactional Feature Regarding Native and Non-Native Interlocutors

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Abstract

Many interdisciplinary and cross-linguistic studies have examined how author stance appears in academic texts. Getting the focus of as many people in a community of discourse as possible and persuading them of the authenticity and suitability of the author's statements is one of the main communication purposes of scientific texts. This study explores the discourse functions of self-mentions referring to writer and reader interaction through reviewing previous research articles taking a contrastive analysis in the field of English Language Teaching. It focuses on 50 studies collected by native speakers of English from *International Journal of English Language Teaching* and 50 studies by non-native Turkish speakers from *DergiPark ELT Research Journal*, both published during the last five years. The comparison of self-mentions as interactional metadiscourse features in the two corpora indicated that self-mentions were present, but that there were variations in the use and distribution of these features by the authors. Contextual information shows that such variations reflect the different values and beliefs native and non-native interlocutors hold and clarifies that native writers tended to use self-mentions comparatively more than non-natives did. The findings of this study may offer some pedagogical implications for ESP courses and especially writing research papers.

Keywords: metadiscourse features, self-mentions, native and non-native interlocutors.

Introduction

Harris (1970) first proposed the term "meta-discourse," which was later expanded by Williams (1981). Academic communities are characterized by metadiscourse qualities which allow writers from many fields to interject themselves into works and, in some manner, represent both themselves and their readers. Since it is generally accepted that a writer is required to express their level of involvement while writing a work, when the reader engages well with the text this will have a significant impact on them. These kinds of interactions are, in fact, communicated through a writer's statements, views, level of uncertainty, and confirmation. Stance is a paradigm of interaction also known as stance and engagement proposed by Hyland (2005). Though it has far-reaching effects in other situations, the primary emphasis of this research is on standpoint, which Hyland (2005) defines as writers who either draw back and minimize their involvement or interfere to impose their own authority through their ideas. Alternatively, stance reflects an individual's personality through language used in writing. Hyland (2005) also argues that elements related to how writers show themselves and communicate their judgments, ideas, and dedications are included in stance, which can be viewed as a subjective dimension. They are divided into four subcategories by Hyland (2005) as hedges, boosters, attitude indicators, and self-mention which are illustrated in Table 1.

Table 1. Hyland's Model of Interaction (2005)

Interaction			
Stance		Engagement	
1	Hedges	1	Reader Pronouns
2	Boosters	2	Directives
3	Attitude Marker	3	Questions
4	Self-mention	4	Shared Knowledge
		5	Personal Aids

According to Hyland, the interactional feature of metadiscourse addresses the reader's engagement with the text, and "the writer's efforts to control the level of personality in a text and establish a suitable relationship to his or her data, arguments, and audience" (2004, p. 139). The interactional aspect of writing is significant because it demonstrates the way a text can be collaboratively created to satisfy readers' needs through words. Self-mention is the use of possessive adjectives and first-person pronouns to convey propositional, emotional, and interpersonal knowledge (Hyland, 2004). Examples of these pronouns are I, me, my, mine, we, us, our, and ours. These pronouns could be used to accomplish the presence of the writers' sense of self, manner, and interpersonal knowledge (Hyland, 2001). Obviously, some academics sometimes purposefully avoid using it to avoid any misunderstandings. Possibly the authors think that by assuming a disciplinary-situated authorial identification and using passive verbs, they can also be acknowledged by other scholars of discourse while also having their voice heard by the overall results of the research (Hyland, 2005). Few studies have examined stance and engagement elements in various domains and disciplines as effective techniques for

achieving acceptance, certainty, and minimization of specific responsibilities (Hyland, 2000, 2005).

In fact, there has been a lot of scholarly interest in the way that the writer projects their presence within the text using self-mentions, or authorial personal reference. Perhaps such interest emerged from the fact that authorial expression is unquestionably culturally unique. The different suggestions and standards concerning the utilization of self-mentions throughout academic English texts or other sources (Bennett, 2009) may be another reason for investigator to examine the real usage of self-expression regarding academic writings. Personal reference is a crucial component of an argument by helping authors express their positions in the texts and portray a favourable image, both of which can strengthen their argument and research results presentation. On the other hand, when used with thoughts and predictions, which provide the impression that the speaker is "voicing a tentative and personal opinion which may be wrong," personal pronouns can lessen the impact of the statement they modify (Nuyts, 2001, p. 391).

This paper reviews previous research on the usage of self-mention in academic papers that have been published in two distinct publications. It's also critical to determine the extent to which generalizations about the author positions that scholars from both native and non-native language and cultural backgrounds typically adopt when publishing their findings may be made. The reader will be able to assess the degree to which self-representation in two distinct corpora is demonstrated by two distinct interlocutors through reviewing those research findings. The critical examination of this research will be helpful in determining the degree to which non-native English speakers use this interactional feature in a way that is comparable to or different from native speakers. It can be expected that different kinds of self-mentions can be used with varying percentages in each of these corpora based on their similarities and differences. In light of this supposition, the current study attempts to answer the subsequent research questions:

1. What are the types and frequencies of self-mentions used in two different corpora?

2. Is there any significant difference in the use of self-mentions in these two corpora?

Literature Review

Since the 1980s, there has been a widespread belief in the field of academic discourse that communication in academic writing is mutual involving the writer along with the reader. (Sinclair, 1981; Swales, 1990). This is because scientific texts have a communicative function in addition to being referential or informative. In real terms, the author tries to persuade the reader of the validity of the arguments that are made, but they also have to consider the intended audience and display the information responsibly, giving credit to other writers who have carried out related research and appropriately introducing themselves and their personal values (Ornatowski, 2007). The development of the academic community's position within postmodern societies has had a profound effect on the language of science, in conjunction with the advancement of contemporary technologies. According to Fairclough (1995), superiority is rapidly being replaced by a more casual and personal style in modern society as a result of the impact of the internet on the minimizing of barriers between discourse in academia and not formalized, personal contact.

In a similar way, Kuteeva and Mauranen (2018) suggest that the advancement of technology for communication and information has significantly had a major influence on the discourse of academia over the past 20 years. New forms of self-expression on online platforms have influenced language use, and new forms of interaction have led to the emergence of new genres. Academic discourse is evolving from specialization to public discourse due to its increasing involvement with the mainstream media, which implies that opinions on the linguistic aspects of science are also evolving. A non-emotional, neutral, and objective language for research is therefore now little more than a myth, as noted by Crystal (2006). The reality is that academics are always trying to get their ideas and opinions approved, which means they unintentionally bring their own sociocultural, economic, and other subjective beliefs into their research by using a variety of linguistic devices. When referring to the author, pronouns that are possessive and the first-person both in singular and plural are rarely used, even if scientific papers do occasionally include subjectivity in an effort to present the subject matter impartially. According to Hyland (2001):

> The linguistic choices writers make not only affect the conceptual or ideational meaning that they convey, but can also influence the impression they make on their readers. The decision to adopt an impersonal rhetorical style or to represent oneself explicitly would seem to have significant consequences for how one's message is received. (p.211)

The focus, then, is on one of the components of interactional metadiscourse, namely self-mentions. According to Hyland (2005), these can be gauged by looking at how often the text uses first-person constructions, which indicates the author's involvement in the wording of the sentence. The indicators of the writer's involvement in the writing can be obvious or obscure. Depending on the situation, the author may choose to use words that show their explicit appearance within the text (e.g., both personal and possessive pronouns used either the singular or plural); alternatively, the author may choose to remain anonymous and use impersonal or stipulated words to indicate their indirect being (e.g., passive verbs and constructions) (Molino, 2010).

Individual language patterns can be exclusive (the first person singular or plural) as well as inclusive (the first-person plural) when referring to establishing rapport with the reader. This demonstrates the author's personal involvement in the text and suggests the author is addressing directly to the audience or to a wider community (Harwood, 2005). Research-based studies of personal mentions in academic writing have been in progress for many years and most of the studies have centered on discourse about academia in English. Indeed, when employed by academic writers, self-mentions serve a variety of purposes. They consist of structuring the writing, directing the reader, and citing funding sources. For the purpose of classifying writer pronouns, a number of taxonomies have been developed (Hyland, 2002, Sheldon, 2009). To fully comprehend the conceptual processes of the author throughout the written work, it is actually important to understand how the writer places themselves within the text to show how it is organized.

Methodology

Corpus of the Academic Publications

A tailored corpus of native and non-native authors was made in Sketch Engine specifically for the research. Specialized corpora are less extensive than generalized corpora and are created for more focused study of a specific language variation. Such datasets tend to be gathered for the purpose of target language study and analysis at the registration level, thus they are growing to be increasingly important, specifically for investigations that focus on non-native authors' use of language. *The International Journal of English Language Teaching* for native writers and *DergiPark ELT Research Journal* for non-native writers are two English language teaching disciplines from which the target materials for this study were chosen. For the purpose of this investigation, the target texts' being accessible in the journals along with the available nature of the writer information were crucial.

The dataset includes 50 academic papers authored by native researchers and another 50 scholarly publications researched by Turkish academics. The names and institutions provided in the written works were examined to determine each writer's nationality. A search on the internet was undertaken for any uncertainty. Each of the academic publications and book reviews that collectively make up the structure of the database was written by one or more authors and they were all published between 2016 and 2021. It is crucial to consider the quantity of texts while examining the usage of possessive and singular or plural personal pronouns within the metadiscoursal elements. Nevertheless, to improve the current situation for forthcoming examination, the criterion for compiling these corpora was to distinguish between non-native or native interlocutors. The description of the aforementioned two corpora can be analysed in Table 2.

Table 2. Descriptive Values in Both Corpora

Corpus Type	Number of Texts	Number of Words	Number of Tokens	Number of Sentences
Natives	50	293,887	386,012	14,919
Non-natives	50	324,585	418,261	16,703

The Analysis of the Data

This investigation adopted a quantitative and qualitative corpus-based approach that looked at every aspect of academic writings. First, the articles were transferred to Sketch Engine, a corpus analysis program. Every single sentence was subsequently read and annotated for the linguistic components indicating interactional metadiscourse, with a focus on self-mentions in particular. Sketch Engine serves as an accessible corpus software that's primarily windows-oriented and it has been widely utilized in numerous applications, including as text analysis and dictionary compilation, since it was created in 2003. The program was initially utilized in corpus-based studies and it enables the researcher to use multiple corpora simultaneously that have consistent alignment at the sentence level. The ability of this software to let the researcher create his own corpus is an additional benefit. Sketch Engine distinguishes itself from other research programs

with functions like concordance lines of writing, word listings, lemma, frequency range, part of speech (POS), and contextual query language (CQL) (Culpeper, 2009). Using the tool, a structure for the marker categories and their variants can be created. A cycle of editing was applied to the scheme during the annotation process. This framework depends on Hyland's taxonomy of interpersonal metadiscourse indicators (2004, 2005). Table 3 illustrates how each of the subcategories of Dafouz-Milne (2003, 2008) were created and adjusted in accordance with the needs of the study to gain greater comprehension of the linguistic indicators under each subsection.

Table 3. Taxonomy of Self-mentions Modified Regarding Dafouz-Milne (2003, 2008) And Hyland (2004, 2005)

Macro category	Sub-categories	Samples
Self-mentions	1st person singular and plural	I, we, me, us
	Subject/object pronouns 1st person singular and plural possessives	My, mine, our, ours

Following the preparation of the texts for analysis using Sketch Engine Corpus Software and their submission to the software, the interactional metadiscourse marker tagging process was completed. There were two methods used for the annotations which include manual work and automated examination. On the other hand, computerized evaluation refers to identifying the markers discovered in prior research (Yağız & Emir, 2015; Hyland, 2005; Ho & Li, 2018), manual analysis entails reading and labelling markers in each text. To ensure that no potential marker was missed during the tagging process, manual analysis was carried out by closely reading the texts. Because metadiscursive expressions are often multifunctional and context sensitive, each candidate marker was thoroughly examined following the target markers' identification via concordance lines of text. For instance, upon closer examination of self-mentions (I, my, we, mine, etc.), it was discovered that the language had references from other researchers that use personal pronouns. They were disregarded as they served no purpose as a metadiscourse indicator. Utilizing the Log Likelihood Corpora Tool, major variations between the standardized texts were automatically determined. The findings are provided with regard to every marker in the next chapter and are displayed in tables.

Results

Obvious unique self-mentions are predominantly found in the examined corpora as first-person plural and singular possessive pronouns (namely as I, we, my, our, mine, me, us). Frequency analysis of these linguistics items was conducted by automatic counting. The Sketch Engine program's output offers statistical data, such as the raw frequency referring to the number of times a specific feature occurs throughout the entire corpus.

The Frequency Distribution of Self-mentions in the Corpus of Natives

The numerical results presented here were intended to give a summary of the research results regarding the distribution of frequencies of the two native corpora. The results reveal the number of occurrences for each subcategory of the target macro category. As Table 4 indicates, native researchers used all categories of self-mentions in their academic works.

Table 4. The Frequency Distribution of Self-mentions in the Corpus of Natives

Self-mentions	Results of Raw Frequency
I	565
Me	112
My	269
Mine	2
We	443
Us	65
Our	136

Across all texts authored by native speakers, the personal subject pronoun "I" rated the most according to the metadiscourse examination of self-mentions. The second highest score was belonged to "We" which was followed by "My", "Our", "Me" and "Us" although "Mine" was the least used self-mention by natives. Since the research's primary focus was on pronoun usage, these points including especially the personification process can be explored more thoroughly.

The Frequency Distribution of Self-Mentions in the Corpus of Non-Natives

Additionally, self-mentions can be found in each text in the non-native database. Their occurrences regarding some personal pronouns are slightly more frequent than others. A similar frequency was observed for the pronouns for non-natives as demonstrated for natives in a similar manner. Consequently, Table 5 displays the most frequent types of self-mentions throughout the non-native corpus.

Table 5. The Frequency Distribution of Self-mentions in the Corpus of Natives

Self-mentions	Results of Raw Frequency
I	924
Me	108
My	268
Mine	7
We	269
Us	45
Our	124

It is clear from the data that non-native speakers also employed direct self-mentions. As clarified in Table 5, personal subject pronoun "I" ranked the highest across all texts written by non-natives. The second highest score belonged to "We" which was followed by "My", "Our", "Me" and "Us" although "Mine" was the least used self-mention by non-natives, which was quite similar to the results obtained from the corpus of natives.

The Comparison of Self-mentions between Native and Non-Native Corpora

The findings indicate that the percentage of self-mentions in the native and non-native academic papers under exploration varied substantially. Regarding the use of some personal pronouns, the two corpora's contrasted analysis of self-mentions suggests a reasonably different circumstance. In the corpus of native authors, the style of personal communication with the

audience by using personal pronouns is relatively less when compared to the self-mentions used in the corpus of non-natives. While the adoption of self-mentions regarding academic writing is sometimes related to the impact of various academics from various social contexts, the analysis highlighted some distinctions in the ways that the two corpora used self-mentions. The results of the comparison are shown in more detail in Table 6.

Table 6. The Comparison of Self-mentions Between Native and Non-Native Corpora

Self-mentions	Results of Raw Frequency Native	Results of Raw Frequency Non-native	Results of Log-likelihood[*]	Results of Statistical Significance		
I	565	924	55,42	0,000	***	-
Me	112	108	1,01	0,314		+
My	269	268	1,43	0,232		+
Mine	2	7	2,47	0,116		-
We	443	269	62,00	0,000	***	+
Us	65	45	5,92	0,015	*	+
Our	136	124	2,39	0,122		+

The results show that there is an immense amount of significance between two corpora. A detailed analysis of the many self-mention types found in both corpora reveals that native as well as non-native academicians employed distinct self-mention categories. What seems striking in this context is that non-natives have a tendency to use the personal pronoun "I" more than the natives do, which suggests a significant difference regarding the results. Alternatively, in cases where the first-person plural pronoun "We" is analysed, it is clear that non-natives prefer using "We" less than natives do, which is also significant. A more thorough examination of each category revealed that native writers employ the object pronoun "Us" more frequently than non-native authors in both datasets, which underlines the fact that this pronoun as a self-mention creates a difference between academics' choice of personification. As for "Me", "My", "Mine" and "Our" both native and non-native academics had similar results concerning their frequency and distribution across the corpora. Within the self-mentions category, the data does not exhibit a high frequency of self-mentions, and the frequency distributions of the two corpora are similar with the exception of "I," "We," and "Us." Furthermore, the study uncovered no explicit address to the writer, and in every single corpus, terms like "the author" and "the writer" did not serve as self-mentions.

Discussion

A writer uses direct references to themselves, possessive adjectives, and first-person pronouns while presenting information about themselves. This is known as self-mention. An explicit author identification is usually unavoidable because authors cannot always avoid expressing their authorial personal identities and positions inside the text. The results show that self-mentions are used in both native and non-native corpora, although they don't involve too many

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[*] If the log likelihood for the result is greater than 6.63, the probability of the result - i.e. the difference between the two corpora - happening by chance is less than 1%. Therefore, it is 99% certain that the result actually means something. This is usually expressed as p < 0.01. If the log likelihood is 3.84 or more, the probability of it happening by chance is less than 5%. Therefore, it is 95% certain of the result. This is expressed as p < 0.05.

implications to personal identity. This result is consistent with other researches (Jalilifar et al., 2018; Hyland & Tse, 2004). This could be the result of the writers' tendency to convey an unbiased viewpoint in their research papers and avoid interfering with their personal opinions, as well as the limitation of the information regarding the corpus which is restricted to texts related to English language instruction.

It might be maintained that native writers reveal themselves explicitly through the methods and processes they use to conduct research; additionally, they tend to use first person plural and emphasize togetherness to clarify debates and convey ideas that show them as self-assured, capable, and knowledgeable researchers. As suggested by Loffler-Laurian (1980 as cited in Fløttum, Trine & Torodd, 2006) for the academic language in French, this feature may be the outcome of the author's desire to seem as though they are speaking for a wider group of people rather than just themselves. On the other hand, Turkish authors who are not native speakers of English in the field of ELT exhibit variations in their rhetorical choices due to the fact that they tend to evaluate facts and information more than native writers do, and they also tend to overuse the first-person singular "I" when interpreting their findings. However, this does not necessarily mean that Turkish writers do not organise the texts or show their contributions to the field by working as pairs or within a group. The results of this research may demonstrate that self-mentions are essential components of academic writing and are frequently employed by both native and non-native writers to improve the coherence and readership of their works for those who can relate to them personally.

This research investigated metadiscourse aspects through a comparative corpus-based approach, with an emphasis on self-mentions and their use in publications related to English language instruction. These are the characteristics thanks to which the authors put their own planned statements, hypotheses, inferences, and concepts. The use of self-mentions, which can be obtained by these characteristics, can support the notion that the authors attempted to demonstrate their professional identity through engagement with their audience (Hyland, 2001). Stated differently, the authors employed self-mentions to demonstrate their outstanding presence in the works.

The construction of the author's voice appears to change across different corpora, as demonstrated by the usage of specific metadiscourse markers. Furthermore, this study's findings definitely demonstrate that although native scholars used personal pronouns more frequently, non-native writers of English did not. Consistent with the findings of this study, according to Abdi's (2009) analysis, the key difference between English and Persian research publications' metadiscourse in the fields of hard and soft sciences is how they use self-mentions, with the latter being less personal than the former one. Šinkūnienė and Van Olmen (2012) discovered similar preferences in the usage of personal pronouns in academic discourse in the social and humanities fields between Dutch and Lithuanian academics. Compared to personal pronouns used in combinations of *must* in English, their analysis revealed that non-third person forms are relatively infrequently combined with modal verbs of necessity in Dutch and Lithuanian academic discourse. English researchers try to draw the reader in and emphasize their own participation by using comprehensive we must and reader-oriented you must, whereas scientists from the Netherlands and Lithuania tend to distance themselves from their claims of need by using impersonal constructions and passive voice.

According to the overall results of this study regarding the utilization of self-mentions throughout different corpora, academics who are native speakers of the language and those who do not appear to have a common tendency to use this stance-taking feature in their research articles when addressing either a domestic or international audience. In the local or global contexts that have been the focus of past investigations, it seems that self-reference is generally avoided to some extent, and the projection of the academics' personality by means of the utilization of specific subject pronouns in research papers does not seem to be the standard.

Conclusion

In this investigation, research papers published in two separate journals over the previous five years were utilized to construct native and also non-native corpora, with an emphasis on direct self-mentions. This research has shed light on the types and numbers of self-mentions that are utilized in two distinct corpora, as well as any notable variations between the two corpora in terms of self-mentions. The results demonstrate that there is a significant variance in the authors' presence strategies across the texts in the examined corpora with regard to the use of the first-person singular pronoun "I." In fact, this means that non-native academics of English tend to overuse "I" when compared to native writers. On the other hand, natives wish to appear to voice not only their ideas but also those of a larger group by using first person plural subject and object pronouns "We" and "Us", which means that non-natives underuse plural self-mentions in academic writing in the field of English language teaching. Based on these considerations, it can be argued that the variations between the examined corpora may demonstrate some distinctive cultural characteristics seen in the two distinct research statements, as well as the presence of particular distinctions between native writers and non-native writers.

Self-mentions appear to be far more popular among native authors who publish worldwide and who are much more visible in their writings. In fact, this study demonstrates that there is a vast range of identity expression alternatives in both corpora, depending on the little and large cultures that scholars are a part of. It is important to make novice authors aware of these options, especially. These choices influence how readers and writers relate to one other, how the writer is portrayed, and how they assume distinct roles in the accounts of the studies.

Future research may need to take these significant methodological differences between studies and topics into account, as this study has shown. English-language research articles have typically been chosen based on their "nativeness" with particular attention paid to the affiliation and identity of the writers. In reality, English "native" speakers are grouped together even though Australian, British, or North American researchers may employ distinct rhetorical strategies when it comes to self-expression in research articles. Diachronic investigations may also be conducted to investigate the degree of how English academic writing as utilized in specific academic genres changes, given today's widespread utilization of English across academic contexts.

The current study included certain limitations, just like other studies, which might have affected the findings. The primary weakness of the study was that it only examined self-mentions only in the field of English language teaching. Furthermore, the database of this investigation was restricted to 100 research publications, which can have a detrimental effect on external validity and generalizability of the conclusions. It is recommended that larger corpora be used in future

research. In addition, the writers of this research were both non-native and native authors; nevertheless, their first language was never taken into account. A comparison of self-mentions expressed by native and non-native authors could be the topic of a future study. This paper utilized Hyland's model for metadiscourse properties as a basis for theory. It is recommended that additional study be conducted employing these frameworks, as there are alternative frameworks available for examining these features.

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The Overview of the Finland Education System: What is the Secret of Finland's Successful Language Teacher Education System?

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Abstract

This article provides a comprehensive overview of Finland's renowned education system, with a particular focus on the enigmatic success of its language teacher education programs. Finland consistently ranks among the top performers in global education rankings, and its unique approach to teacher preparation, especially in the domain of language education, has garnered international acclaim. The article touches upon the key components of Finland's education system, including its student-centric philosophy, highly qualified educators, and minimal standardized testing. It highlights the distinctive characteristics of Finnish language teacher education, such as the rigorous selection process for teacher candidates, a research-based curriculum, and a strong emphasis on practical classroom experience. Through an in-depth exploration of Finland's language teacher education system, the article uncovers the secrets to its success. It examines the role of mentorship and collaboration, the integration of theory and practice, and the nurturing of lifelong learning among language educators. By unveiling the secrets behind Finland's success, it provides valuable insights for educators, researchers, and policymakers seeking to improve language education and teacher preparation on a global scale.

Keywords: Finland education system, teacher education, language teacher education

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Introduction

Finland is a country in northern Europe that is part of the Scandinavian region. It is regarded as a symbolic northern border between Europe's western and eastern regions. Finland has borders with Norway to the north, Russia to the east, and the Gulf of Finland to the south. Finland's climate is influenced by its location. Winters in the north of the country, in particular, are exceptionally lengthy and harsh, with temperatures as low as 25 °C. However, summers in the country are often moderate and rainy from May through July, with temperatures averaging around 27°C. Finland is the third-most sparsely inhabited country in Europe, with a population of over 5,556 people. Most Finns relocated to other European countries during the 19th and 20th centuries for a variety of reasons. However, due to its reputation in different sectors such as education, economy, and politics, it is regarded as one of the first countries to migrate. It is known for its high quality of life, human development, and educational system.

In Finnish history, most of Finland was a part of Sweden in the 13th century, and they colonized Finland from the 12th century until the 1350s. During this time, they were strongly tied to Sweden to fight as a Swedish troop in various wars since Finns considered themselves Swedish as a part of the kingdom. It is not surprising to see the impacts of Swedish on Finns's culture. Almost 500 years of Finns' history are mostly based on Swedish history due to their close partnership over time. Russia was a big threat to Finland, and in 1808–1809, Russia occupied Finland. Finns were under the rule of Russia until 1917 when Finland declared its independence from Russia. Independence in 1917 offered Finland the opportunity to develop its national governance without external restrictions. By 1944, there was an established centralized state administration. From the very first steps of its independence, Finland aspired to become a social state where the state would adopt social, educational, and economic functions to establish social justice in society, and education was regarded as an essential role in the creation of social justice. (Sarjala, 1982).

Finland became a member of the European Union in 1995, and as a result, it has expanded its horizons to include more of Europe. As a result, from 1996 to 1999, there was a modest shift in favour of German and French as optional languages. However, it only lasted a short time. Since entering the international world, it has long been clear that English is the language of international communication. In the new millennium, nearly every Finn knows English, and it is assumed that English is either the first or second foreign language studied in school (Sabel & Saxenian, 2008). A student in comprehensive school currently has the right and obligation to learn three languages: his or her native tongue (Finnish or Swedish), another official language of Finland (Swedish or Finnish), and a foreign language, which is usually English. More than 90% of Finnish children start their language studies with English (Tuokko et al., 2012).

Considering the position of Finland in the education system, Finland has one of the best education systems in the world. Their remarkable success story in their education policies and implementations is obviously the result of ensuring that no one is left behind. Following this motto makes their education practices more sustainable and fruitful for the sake of Finnish students' development. In light of the results of PISA, Finnish students had the highest ranks in the fields of science and mathematics in 2000. It demonstrates the success of Finland's education system with the contribution of the Finnish government and feasible educational policies. The Finnish government effectively makes use of the limited opportunities to support educational initiatives when compared to the United States (Federick, 2020). Finland can successfully deliver a very satisfying education to their students despite the limited budget,

which is allocated 3,000 dollars for each student, even though this number is much less than the United States's supply for their educational facilities. Also, education is highly important for Finnish society. The fruitful partnership of parents and schools leads to a striking achievement in Finnish students' development. The families do not intend to push their children to get the highest scores or compete with their friends to achieve an impressive school performance and be the best in the classroom. They value education deeply to help their children discover their power and interests, which will contribute to the students' educational lives. In this case, the Finnish students know that they do not have to outperform for school achievement and feel safe and relaxed about their school life.

Body of Paper

The Philosophy and Political Philosophy in Finland

Understanding how the educational facilities are functioning would be challenging in many ways since there are some variables influencing the quality of education in a country. Therefore, education needs to be analysed with a retrospective approach to education policies and practices in a wider context. Politics and philosophies are strongly correlated with the characteristics of the education system in a country. In Finland, there is a socialist and communist system, which is the result of the colonial systems of Sweden and Russia in history. Finland has structured their national education system regarding the notion of pragmatism. The ideology has contributed to the development of educational implementations in light of pragmatic and socialist approaches to education.

The successful status of Finland in the global economy also helps to develop the education system. With the help of Finland's expanding economy, education-development policies were given priority in government policies by taking the educational trends in other European countries' school systems. The National Board of Education and the Ministry of Education have proposed some educational reforms to discover the drawbacks of the educational phase. Those have mostly been based on developing a blueprint for their future education policies. The Ministry of Education and Culture oversees the implementation of the Finnish National Agency for Education. One of its main responsibilities is to work on the national core curricula for pre-primary education, basic education, and general upper secondary education, as well as the curricula for immigrants' preparatory education and morning and afternoon activities.

The National Board of Education is in charge of drawing the roadmap for the national core curriculum by specifying objectives, content, and assessment indicators for the system. There is a training committee that is made up of specialists from the government, industry, education, and training providers. Moreover, they take the educational activities under the guidelines of the Ministry of Education. They play a critical role in the planning and development of educational facilities. Meanwhile, the National Core Curriculum for Basic Education has been renewed in 1985, 1994, 2004, and 2014, and through these years, growing municipal autonomy has been a great contributor to the empowerment of schools and teachers. The municipalities, through their elected education boards, decide on the allocation of lesson hours at schools in their areas. The classes are designed with a special emphasis on function as separate streams within regular municipal schools, and they have more lessons than the National Core Curriculum requires in subjects such as music, sports, science, languages, or art (Varjo et al., 2014).

Education System of Finland

Finland has a wide reputation for the notable accomplishments of its educational policies all over the world. The PISA result is obviously a good picture, indicating their successful implementations. Finnish students are ranked as one of the highest PISA-participating countries in mathematics, science, and reading performances. It is a sign reflecting the fruitful partnership of a team consisting of the government, teachers, parents, schools, and others. The Finnish government prioritizes education more than other sectors and financially supports the teaching facilities contributing to students' development at schools (Federick, 2020). The well-performing Finnish education system offers free and equity-based opportunities to all students from primary to higher education in order to make education opportunities available for all Finnish students regardless of social class, status, and financial capacity (Antikainen, 2002). The educational system in Finland is based on equality. Regardless of their socioeconomic background, all students have the same status. The students are taught in small, heterogeneous courses (an average of 20–23 students), with no different groups formed depending on ability levels. However, students' social and socioeconomic origins still have an impact on their grades. Students from lower socioeconomic origins do not do as well as those from better socioeconomic backgrounds. On the other hand, all the schools in Finland deliver high-quality education to their students with an inclusive curriculum. There is no huge gap between state and private schools, like in other countries. As a result of this notion, parents do not have any worries about finding the best schools for their children since the quality of schools is all the same. Parents need to pay attention to some differences only in the school programs, which offer different language classes or other opportunities. In addition, the students are placed in a nearby school, and the schools do not select their own students with an exam or any other evaluation method.

Finnish education is basically based on a kind of education that requires cooperation among individuals as part of their comprehensive education process. The ultimate goal of the system is to help each student empower their strengths and overcome their challenges in learning. The programs do not force students to compete to become successful. In the scope of Finnish schools, it is extremely important to pay very much attention to the students who need more assistance to go further in their improvement (Sahlberg, 2012a, 2012b). They believe that all students do not have to learn and perform at the same level. The students who have learning difficulties, to some extent, are provided with special education, so they are not to be left behind. Most of the studies have highlighted the importance of special needs education in ensuring support when necessary (McLeskey & Waldron, 2011). Teachers are in charge of identifying who needs to receive special education and supporting it as early as possible. It could be easier for teachers in such a process-oriented teaching and education system.

In Finland, compulsory education starts at the age of seven, but it depends on families. They can send their children to school earlier to support them in building a good habit of making new friends and developing fruitful communication with others in this way. Moreover, the school curriculums enable the students to create a positive learning atmosphere that is based on the joy of learning, cooperative working with their friends and teachers, and student autonomy. They desire successful learning for all students by seeking to find a better way in education. Finnish students are not exposed to much homework. When their system is compared to other countries, it is possible to state that they do not oblige the students in a difficult situation where they have to be busy with many assignments and long teaching hours. According to the Organisation for

Economic Cooperation and Development (OECD), "One of the most striking facts about Finnish schools is that their students have fewer hours of instruction than students in any other OECD country". Finland's system allows students to pursue other interests outside of school. They are not supposed to spend time in the classroom and at school for long hours for the sake of promoting the health and well-being of all students. The system values happiness more than achievement to improve the students' productivity and enhance emotional experiences during the phases of teaching and learning (Seppälä, 2016). In addition, since Finland's schooling spending plan is for sure marginally higher than the typical European country, the Finnish government gives a financial plan of 5,200 euros each year for every student. There are around 52,000 students who enter grade school. Subsequently, the financial plan given by the public authority to essential training programs arrives at $3.64 trillion every year.

The current system of Finnish education consists of pre-school education, basic education, upper-secondary education, and higher education. Pre-school education is expected for six-year-olds, who will begin their compulsory education in the next year. The students voluntarily participate in the education. Furthermore, pre-school education is operated in connection with a comprehensive school. The goal of education is to provide students with a playing and learning environment that will offer educational activities for holistic development. Basic education, also called comprehensive school, is a nine-year fundamental education period that is free for all students. The expressed reason for comprehensive education is to give the students information and abilities vital throughout everyday life. Every single material resource—food and transportation—is provided by the state during basic education. Somewhat less than half of the students choose vocational school for their 9–12 grades, whereas the rest continue in upper-secondary school. Upper-secondary education is given at the age of 16. The program is divided into two parts: general upper secondary education and vocational upper secondary. The focus in upper secondary education is on delivering an inclusive education to the students who will take the matriculation exam. A student who studies the full upper secondary general school syllabus will take the matriculation exam as a final examination. The vocational upper secondary education program is designed with extensive teaching and learning facilities to develop vocational competence in the students. It accepts students from comprehensive schools and offers an inspiring education to prepare them for work immediately after school. Higher education is the last school in the system. The Finnish higher education framework comprises two parallel areas: polytechnics and universities. Higher education is based on scientific research studies. On the other hand, polytechnics provide valuable opportunities to prepare students for their work lives. It is programmed on the basis of higher expertise requirements, considering work-life conditions.

For the last 100 years, reading and writing have been recognized as basic human needs, and there is a reading culture (Linnakylä & Malin, 2006). Finns enjoy reading, and literacy is a skill that many children learn before starting school. Finland boasts one of the world's most extensive library networks. Finns, more than any other nation, borrow the most books from libraries per capita.

Educational Process

Finland's notable achievement in the education system relies on a well-managed educational process. They follow a unique policy to overcome the challenges that lead the students to stay behind in the learning process. Instead of the popular evaluation standards through cognitive

methods implemented in other countries, they give very much importance to the early diagnosis of the problems and difficulties Finnish students face in all aspects of teaching and learning. They believe every child has a kind of learning difficulty, but the key solution is to detect every single obstacle in a student's' learning and create alternative solutions to assist them individually with difficulty in their learning so as not to leave any students behind. In the system, students who are having difficulty learning are given assistance as soon as possible. Special support and extra teaching hours are provided if the school recognizes that a particular student may be experiencing learning challenges. Their own classroom instructors are offering this help. As shown by case studies (e.g., Eskelä-Haapanen, 2012), the number of students in need of help has risen dramatically over time. However, it may be maintained that awareness of learning disabilities has grown over time and that this better understanding has resulted in an increase in the total number of students seeking help. Accordingly, the education program is prepared to allow the teachers to make an individual program for the students who need to receive special attention in any part of their learning. The students are assisted individually by their class teacher during extra-teacher time. It is a very common session held as a component of Finnish education programs. Other than that, Finland conveys these rich training opportunities through a "student development team," which is presented in each Finnish school. This group effectively upholds the understudies' learning with their expert methodologies. Class instructors, training advisors, school analysts, and school administrators are the individuals from the "student development team". They regularly come together to deal with the problems in the students' school life every week. Thus, they feel more comfortable and precious with the help of this supportive team.

Educational Objectives and Policies

The Finnish Minister of Education and Science Krista Kiuru gave a speech to describe the Finnish system with very striking words at the Eminent 2013 conference: "Unfortunately, a Finnish classroom is like entering an airplane. Welcome on board; please switch off all digital devices". She wanted to give a descriptive picture of their well-functioning education system, which is operated in a perfect combination of teaching, pedagogies, and teaching practices in the school programs. The content of the programs is fundamentally built around the principles of autonomous and lifelong learning based on the joy of learning in schools (Søby, 2015). The national education system is attempting to be constructed on the foundation of equity and a high level of quality to prepare students for the changes taking place in today's world.

The school curricula promote equipping the students with the 21st-century competencies needed in their social and working lives and using their competencies to build more sustainable future opportunities. Vahtivuori-Hänninen et al. (2014) state that the continuous Finland educational plan will play a vital role in reconstructing their policies for 21st-century abilities. The design of the core curriculum for a consistent education in Finland is inspired by some international frameworks in light of the European recommendation. The Finnish curriculums are embedded with the key competencies of recognizing lifelong learning skills, digital literacy, critical thinking skills, communication skills, collaboration and cooperation with others, teaching and learning to learn, cultural awareness, and sustainable learning. There is a holistic approach to education to foster the students' overall competencies, which is a crucial part of growing both professionally and personally. At the end of their education, the students are able to become familiar with the use of technology and digital knowledge, in particular. Additionally, individual values and attitudes are considered to develop through school subjects

in order to support the advancement of students' education. In this respect, teachers are the agents who set out the concrete teaching plan to apply the objectives of the curriculum in the teaching setting. Teacher education is one of the important parts of the mechanism of education. They are very much aware of the way that they need to contribute to their educators' development to keep the extent of their schooling in pace with the changing circumstances in the world. The class teachers in Finland are not required to deliver an intense schedule. They are busy working on the grounds that the quantity of educators can contact three individuals for one class. Moreover, an educator teaches a day for just 4 hours in Finland and adds 2 hours for self-improvement in seven days. It is above the OECD standards, which show around 703 hours as teaching hours for a teacher per year, while educators in Finland show just 592 hours every year.

Evaluation and Education Products

The Finland evaluation framework has also received international attention to a large extent since the particular implementations and methods ensure fruitful learning for all students. The results of the International Pisa test are concrete evidence to prove the Finnish students' high performance in the program. Most countries accept that assessments and examinations are a vital part of the nature of schooling to operate the procedures that guarantee successful learning and achievement at the end of the school year. They believe that exams destroy the students' creativity and learning goals because they do not reflect reliable and inclusive evaluation results regarding the overall performance of the students. Therefore, there is no standard examination in the Finnish basic education system. The normative examinations are used to discover the learning difficulties of the students and make supportive attempts to help them individually. The matriculation examination is implemented in general upper secondary education. Students at the age of 18 are supposed to take a matriculation exam to enter a convenient school for their education.

The National Core Curriculum for Basic Education brought about a change in the system in some ways (Finnish National Board of Education, 2004). It is divided into two categories: formative and summative assessment. The formative assessment is administered by the teacher of the class, who is responsible for assessing each student during their foundational education. They manage the evaluation of the ongoing progress of the students in commitment to the assessment criteria of the national curriculum (Hendrickson, 2012). The purpose of the evaluation system is to give potential open doors to the students to raise awareness about the growth of their self-knowledge in the learning process and foster their abilities for self-evaluation by receiving some constructive feedback. On the other hand, summative assessment is another evaluation method to determine whether the students can be fully equipped with the objectives of the curriculum in order to continue their secondary school education. In light of the national core curriculum, the teachers manage the final assessment process, considering the whole-year progress of the students and other practices.

Teachers

In the last many years, the world has seen a strengthened interest in teacher competence and teacher training programs in association with an overall rush of cross-public and global similar research on globalized instruction (Payne et al., 2016). Teachers are highly valued in Finland because a teaching career is viewed as an honourable job. Considering some hypotheses, the success of miracle Finnish education is associated with the qualified teachers in the country

(Niemi, 2016). Finnish teachers' commitment to being lifelong learners to develop their knowledge and skills to deliver innovative and analytical teaching practices for their students. Professionals help them with all aspects of their development. They are also assisted by the authorities and principles of institutions. Besides, the education system is based on trust rather than control. Finnish teachers have a great deal of professional autonomy. They are given the freedom to take on their own teaching responsibilities and decide on their teaching design, teaching methods, materials, and evaluation system for the benefit of achieving the objectives. There are some principles followed by all teachers in the institutions that are supposed to stick to the national curriculum in the formal sense to work the system in parallel with the other institutions on some particular objectives. Except for this procedure, they are all independent in implementing their own philosophy into their teaching practices to create the best teaching setting for the students.

Teacher Education System of Finland

While there may be a conflict about the most successful ways of assessing the overall learning outcomes of students and estimating the adequacy of the evaluation system, teachers are at the center of this issue since they are fully equipped to assess pupils' progress over time. Schools in Finland have a generally huge level of independence, and teachers play a critical role in the running and outcome of schools (Moore, 2008). Finland gives teachers significant support—primarily time to engage with their peers on developing curricula and assessments—as well as considerable autonomy to complement the powerful initial teacher education in helping them to deliver a meaningful education to improve Finnish students' learning achievement (Darling-Hammond & Rothman, 2011). Through comprehensive teacher education programs at universities, they provide plenty of resources to help teachers improve their content knowledge and strengthen their pedagogic skills.

With the Bologna process, the main lines of the national education policies were reoriented to the standards of the European Credit Transfer and Accumulation System (ECTS) and modularization (Jakku-Sihvonen et al., 2012). The education of the prospective teacher training programs was reconstructed with national-level regulations covering the structure of the curricula as well as the European standards followed by all countries. They held some seminars and sub-networks where university representatives could discuss, argue, and establish a consensus on the common national components and structures of teacher education. On this issue, teacher education in Finland was changed to a two-tiered degree system as part of the Bologna process (Niemi & Jakku-Sihvonen, 2011). Teachers in Finland are required to have a master's degree, with the exception of kindergarten teachers, who are obliged to have a bachelor's degree in primary and secondary schools or general subjects in vocational institutions. A Bachelor of Education (180 ECTS) is required for kindergarten teachers; all other teachers must have a Master's degree (BA 180 + MA 120 = 300 ECTS; 1 ECTS is approximately 27 hours of work). In the system, almost every teacher has received their education at a comprehensive university, whereas teachers in vocational schools attend higher education institutions that specialize in vocational topic areas (e.g., technological universities) to study their vocational subjects.

Professional teacher education in Finland aims at preparing teachers with the required skills and knowledge to assist the learning of different students. According to the OECD, Finland has nine universities that offer teacher education. The candidates are evaluated based on their achievements in upper secondary school, extracurricular activities, and matriculation

examination results. Furthermore, the candidates must complete the VAKAVA entrance exam, which includes a multiple-choice test utilized to measure candidates' academic content knowledge in educational science. The candidates who pass the entrance exams must next go through an interview and an aptitude test. Some colleges also require students to demonstrate their abilities through teaching-style activities. Only candidates with high academic achievement and a demonstrated talent for teaching are accepted in this system. According to the system, student teachers must complete practical experience in a teacher training institution in addition to their academic studies. These educational institutions, which are mostly managed by universities, use the same curricula and instructional methodologies as other municipal schools. They provide supervision and mentoring to student teachers, along with teaching experiences and educational practice.

In Finland, some schools are classified as "training schools," which are closely linked to teacher education institutions. Mentors play a vital role in Finland, as they do in other countries. These experienced educators keep a close eye on aspiring teachers by acting as mentors and evaluators of their charges' classroom methods and techniques. Mentors and trainees have a close relationship, and mentors frequently help in the creation of ITT programs (Grenfell, 2002). Finland is one of many EU countries where mentorship is becoming increasingly essential as a technique for aiding teacher candidates in their practical training. An observational approach is used to assess the learners' practical and hands-on experience.

Pedagogical Studies

Since each university has its own unique profile and local ways of doing teaching, the organization of pedagogical studies for subject teachers differs between universities (Kansanen, 2003). The pedagogical studies (60 ECTS) are required for teacher education and are roughly the same for both elementary and secondary schools. All educators are involved, including those in adult education and vocational training. The purpose of pedagogical studies is to provide opportunities for students to learn pedagogical engagement, how to develop their own teaching skills, and how to design, teach, and assess the classes effectively for better learning outcomes (Niemi & Jakku-Sihvonen, 2011). Students should be taught how to collaborate with others, including parents, other stakeholders, and government representatives, in order to meet the goals of the pedagogical studies and ensure that the system as a whole achieves its educational goals.

According to Jakku-Sihvonen et al. (2008), the foundational components of pedagogical studies are studies for research competence, supervised teaching practice, theoretical content in education, and optional studies conducted in Finnish universities. The basics of educational research are also covered in pedagogical studies, with the goal of providing new teachers with an inspiring and research-based perspective. One of the main goals of pedagogically oriented studies is to train teachers who can research and build their own research-based practices by preparing students to identify and analyse problems they may encounter in the future. In this regard, teacher education programs also play a functional role in preparing future teachers to use and conduct research in the classroom. Because the research studies in the programs offer significant research experiences that advance their professional competencies and foster their growth with the advantages of evidence-based practice integrated with 21st-century skills, student teachers place a high value on the research projects. As a result, subject teachers are also required to use research methodologies.

Class Teacher Education

In Finland, the classroom teachers supervise students in grades 1 through 6 in comprehensive schools and are in charge of the entire age group. The student teachers are trained to be well-qualified in various topics while also guiding their students' overall growth. Furthermore, teacher education programs are prepared following the standard implementations in the curriculum. The local training unit needs to consist of a university and a department or college of education, and the training system should be linked to the university network (Koskenniemi, 1972). Only in exceptional circumstances should this unit include a separate teacher education college.

In Finland, class teacher pedagogical courses are offered as part of an education degree. The core of class teacher education programs encompasses professional development, inquiry-based orientation, national and international evaluations, and a pedagogical structure in all parts of this process. In addition to this, educational science is the major for the class teachers, commonly known as elementary teachers, and this degree requires the completion of a master's thesis. The topics of their thesis are supposed to be frequently school-related, and they are primarily focused on action research projects. The master's thesis primarily needs to address issues in general didactics, psychology of education, and sociology of education, as well as subject-matter didactics. And there are also compulsory studies in subjects taught in Finnish comprehensive schools that are required of class teachers. It has a total of 60 ECTS in the program.

Subject Teacher Education

Subject teachers can complete pedagogical studies as part of their major or as a one-year block at the end of their studies. They are supposed to complete one major subject, which may be worth at least 120 ECTS, as well as a master's thesis in their particular academic discipline, as part of their degree programs. They must also undertake one or two minor subjects, each of which is worth 25–60 ECTS. Subject teacher education (60 ECTS) can be done in a single year or in parallel with their academic studies in their major field. Alternatively, there are also two ways to enter the subject of teacher education into the program. The most frequent method is to begin studying the subject at a university and then move on to pedagogical courses later. After completing these pedagogical studies, a person can be qualified to teach the topic in a classroom. The other option is to apply directly to the subject teacher's education. This method of direct selection for teacher education is becoming increasingly popular, but it is now only available for a few topics. The subject teachers generally instruct the students in specific courses in the upper grades of elementary school, which are usually grades 7–9, as well as in general upper secondary school, including vocational schools. They may specialize in one or more areas, such as mathematics, physics, or chemistry.

Vocational Teacher Education

Vocational education is another crucial part of the Finnish curriculum today. Therefore, vocational teachers are supposed to be specialists in their own field. In time, the Finnish government formed a group to come up with a suggestion for how to organize vocational teacher education to empower the educational facilities at schools. In this sense, the committee recommended that it could be sensible to find a separate vocational teacher education college that offers pedagogical and technical knowledge to vocational teacher candidates (Laukia,

2013). With this mission, teachers' knowledge in their own field, as well as their pedagogical skills, are seen as an essential ingredient of successful vocational education. The bachelor of vocational teacher education is a four-year teacher education program that aims to provide prospective teachers with necessary and relevant technical and vocational teacher education abilities. The program also tries to create a system to develop the qualifications and specialization of the teachers in the subjects of technology and livelihood education as a core point of the program. Through a variety of experiential and field-based learning activities, the teachers have opportunities to pursue lifelong learning for personal and professional development to respond to the working demands of modern teaching. The objectives of the program are based on student-centered practices, and they are tied to business life with the support of independent teaching methodologies. Moreover, the student teachers are trained to display professionalism and quality while also creating togetherness through extended leadership and strong technical contributions. Education should be more tied to corporate life; teacher education should emphasize more student-centered strategies.

Language Teacher Education

According to Risager, teaching a foreign language or a second language is a complex issue since linguistic and cultural elements take place in the teaching context as well. It is obviously more than just teaching a language. A foreign language teaching endeavour requires the existence of a diversity of cultural viewpoints linked to differences in national, ethnic, and social history. In this circumstance, language teachers are no longer seen as being in a position to transmit knowledge to students. Their roles have been broadened to include serving as a mediator to help establish a suitable setting for language instruction where students can grow in their ability to comprehend language and culture as they learn the target language. It is critical to establish an inclusive teacher education curriculum to effectively equip starting teachers to address cultural issues in a competent and inspiring manner (Larzén-Östermark, 2009). The goal of the approach is to encourage language teachers to incorporate 21st-century skills and globalization into their curriculum so that their students can learn to appreciate or develop a diverse, multicultural society as global citizens.

Language education has a key focus in Finland's education system, which begins at a young age with the integration of language learning into preschool. The Finnish government recognizes the importance of children acquiring multiple languages provided by language educators to deliver a great language education in Finnish classrooms. And English is the most commonly studied language in Finnish language programs. Considering the statistics, roughly all students who finish the whole upper secondary school education study English, Finnish, or Swedish throughout the process of their learning there. And English is the main domain of every Finn's daily life because they are surrounded by a supportive environment because they are exposed to it very often. At that point, it is apparent that language teachers have a very crucial role to play in facilitating the students' language skills through their extensive teaching strategies. Therefore, they are well aware of the fact that teachers' quality and efficacy, as well as teacher education, are important factors in students' success. Both language departments and teacher education departments are in charge of training foreign language teachers in Finland (Arzu, 2022). These teacher education departments have practice schools where pre-service teachers can gain great teaching experience. At Finnish universities, language teacher education programs prepare students to function independently as instructors and educators since the goal of such training is to provide them with language teaching skills and assist them in guiding their

students in learning a foreign language. It also seeks to offer students language opportunities and foster a positive approach toward language study. All teacher education programs incorporate pedagogical studies and guided teaching practice, which students engage in as part of their work. In the Finnish English teacher training curriculum, skill areas are integrated into extended practice courses.

The Required Teacher Education for Teachers' Qualifications

Teacher education is a popular topic for researchers, and higher education institutions can choose the best candidates for their programs based on their qualifications and motivation. The degree of competence of teachers was related to the second cycle degree in the European higher education system with the start of the Bologna process. According to this process, teachers with a three-year bachelor's degree and a two-year master's degree in relevant areas are qualified to deliver some particular courses in primary and secondary schools as well as broad subjects in vocational schools. The kindergarten teachers are supposed to complete a 180-ECTS bachelor's degree program. All other teachers must have a Master's degree worth 300 ECTS, which includes a combination of 180 ECTS for BA and 120 ECTS for MA. In addition to this, the teachers for vocational schools attend higher education institutions that specialize in vocational topic areas to study their vocational subjects. The rest of the teachers are educated at a university with a broad curriculum. All teacher education programs include studies in the following areas: academic disciplines, research studies, pedagogical studies, communication, language and ICT studies, and optional studies. Firstly, "academic discipline" can be any of the disciplines taught in schools or educational institutions, as well as educational science. They would be either a major or a minor regarding the desired degree. Class teachers have a bachelor's degree in educational sciences and a variety of minors in other disciplines. Another discipline involved in the program is "research studies". Theoretical studies, a BA thesis, and an MA thesis are the components of research studies. "Pedagogical studies" are required of all teachers to be completed with a minimum of 60 ECTS. Additionally, "communication, language, and ICT studies" are obligatory for every teacher. "Personal study plan" is a new discipline. Since 2005, the drafting of a personalized study plan has been a new component of university education in Finland. Its primary goal is to assist students in developing their own successful programs and career objectives. Finally, "optional studies" can include a wide range of courses that students can take to further their education and qualifications.

Each local authority, joint municipal authority, or private maintaining body has the authority to choose which of their institutions is in charge of appointing new teachers. It could be the education committee or another similar group, the municipal board, the school board, or the principal, particularly in the case of temporary and short-term substitute teachers.

Conclusion

Over the last four decades, there appears to be widespread agreement that Finland has succeeded in building a high-performing educational system. We can touch on a few aspects to provide a broad overview of Finland's educational success story, including educational concepts and aims, how to generate a spirit and operating culture throughout the educational system, how to train and support teachers, and the role and function of the curriculum. The wisdom behind this success is based on the foundation of the comprehensive school system, the high quality of teachers, the high level of teachers' autonomy and responsibilities, as well as

the form of their examination system. In the process of teaching and learning, the Finnish education philosophy supports the concept of a humanistic approach that is oriented toward students, who are the center of education. And it is also notable that there is no national final examination system in Finland. Education in this country does very little to evaluate the accomplishments of the students at the end of the term. It gives students more freedom to be productive and autonomous and to be active without experiencing worries and anxiety. The philosophy of a well-organized education system is based on a society's value choices (Halinen & Jarvinen, 2008).

People have both rights and obligations to evolve as human beings and productive members of society from the standpoint of the core ideology of the Finns. Regarding the current theories, the social principles of Finland stress equality, cooperation, and a strong commitment to providing comprehensive welfare systems for all of its people. Besides that, the government is also concerned about teacher quality because instructors are frequently viewed as the most influential factor in students' learning. Their precise policies on the quality of teacher educators may help to raise their professionalism and promote effective teaching abilities. Thus, it seems reasonable to conclude that teacher education plays a critical role in preparing students to become high-quality teachers who can contribute to Finland's future educational policies.

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Exploring Uncertainty Experiences, Sources, and Management among Undergraduate ELT Students

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Abstract

Human beings open their eyes to a world surrounded by uncertainties. Uncertainty refers to things out of human control because they are natural, unexpected, and inseparable parts of life. Humans can only develop skills and coping strategies to deal with uncertain events. Psychology and communication fields searched the concept of uncertainty since individuals are at the center of it. Interpersonal, organizational, and business relations create uncertainty for people. In addition to these domains, educational contexts are also very open to being encountered with uncertainty by educators and students because of their unique structure and functioning mechanism centering individuals. Students studying a foreign language and that will teach it as a profession face uncertainty in and outside the classroom due to the complex nature of both the language and courses related to being a language teacher. It is crucial to understand learners' experiences of uncertainty, its sources, and their management of it to analyze the concept in depth for improved classroom experiences. This study uses a classroom uncertainty questionnaire to investigate ELT major learners' uncertainty experiences and management. The study is applied to students enrolled in the English Language Teaching department of a university. The specified group consists of all grades of the four-year university program. The findings showed that experiencing uncertainty in the ELT classroom is prevalent for students based on some reasons. It is found that uncertainty in the classroom results from cognitive, social, and course-related factors. The appreciation of uncertainty may be positive, negative, or neutral, depending on the student's perception of the concept. Students prefer to reduce, maintain, or ignore uncertainty in their experiences.

Keywords: cognitive and social uncertainty, appraisal of uncertainty, uncertainty management

Introduction

The importance of uncertainty has been noted as a significant issue in cognitive psychology. The term has different conceptualizations as the stress under uncertain conditions and the individual's coping mechanism (Greco & Roger, 2001); in addition, it is given as the term related to behavior occurring in the social context under different experiences (Hogg, 2007). The concept is not unique to psychology, and it has also been investigated in educational settings, which happens to be the starting point of this research. On the other hand, the studies about uncertainty in the classroom are not as common as some other concepts.

Moreover, examining the uncertainty in ELT classrooms is almost rare. A few have taken the subject from the point of students, but those provided literary knowledge from the point of students' views from different fields of education. However, current studies in literature certainly help to understand, extend, and generalize the overall knowledge in foreign language education. One major study about uncertainty and language learners conducted by Dağtaş (2018) found that foreign language learners experience uncertainty and provide management strategies while learning a new language. It also lists students' experiences and perspectives towards uncertainty in language learning and demonstrates how such a concept can affect a language classroom. The findings highlight the central role of uncertainty in foreign language learning. Another crucial aspect of the issue is about the college students' uncertainty management in class. Solitto et al. (2017) explain how students handle uncertainty related to their academic and socioemotional needs in their college courses with their classmates. The findings support that uncertainty management is seen as a relational activity rather than independent. In addition, uncovering different types of uncertainty in the classroom exemplifies and categorizes the situations and problems that result in uncertainty.

The power of uncertainty in classrooms and its relation with students cannot be underestimated. When different negative situations are experienced in the classroom, such as facing a contradiction, making mistakes, testing, and interrogative questioning, the uncertainty levels of learners increase (Overoye and Storm, 2015). It also emphasizes the changeable sides of students' preconceptions positively and considers various viewpoints in the face of uncertainty. Uncertainty has also been evaluated from its attitudinal dimension, which has been outlined as ambiguity and the changeable nature of human behaviors under ambiguous situations. The idea is related to the communicative competence of students who deal with learning a foreign language. It explains how students' potential for communicative competence may alter their tolerance for ambiguity and affect their professional development (Atamanova & Bogomaz, 2014). Current studies have extensively explored the meaning of uncertainty from the perspective of learners. Despite a number of studies, it is surprising that the uncertainty concept in educational settings is not deep enough, especially from the prospective teachers' perspective. What remains to be explored is how uncertainty is seen and evaluated by these students. When learners' reasons and coping mechanisms are understood, their benefit to the learning environment will be greater.

The research is desired to be conducted on the educational understanding of uncertainty in English Foreign Language Teaching classes. The concept, uncertainty has been reclined on the premise that psychological understanding is crucial to analyze human activity in the field of psychology. The results of studies in the psychology field have signified the reality of facing uncertainty in countless situations, and it is seen as an indispensable part of human life (Simithson, 2008). From the perspectives of those who work on the uncertainty in different

disciplines, it is inevitable to question the concept in educational settings, especially in language classrooms where every human activity occurs and reflects the real aspects of situations such as cooperating, sharing, negotiating, and more (Dağtaş, 2018).

When it comes to English Language Teaching students who are the prospective teachers of English language teaching classrooms, different uncertain issues are inevitable in students' minds. These situations definitely occur in an interactive circle where the student is at the center of this process (Tinto, 2012). Uncertain situations have been investigated in classrooms with some studies to understand the uncertainty with students from different departments, including EFL, face within this active circle. However, little scholarly time has been spent on the ELT students' perceptions and management of uncertainty in classrooms which should also be discussed since they are going to be the role models and conductors of teaching. Uncertainty realizations of these students may help to improve students' performance and success both academically and socioemotionally (Solitto et al., 2017). Understanding common uncertain situations and ELT students' thoughts may assist them on the way to having the desired achievements and increase the quality of teaching in foreign language classrooms.

Significance of the Study

The previous few types of research on the issue have been on students from different departments. However, since language learning and teaching is a double-sided process in the classroom, it is also necessary to conceive the students' perspectives who study how to be foreign language teachers. Little has been done to study the form of uncertainty in ELT classrooms on the side of students. Therefore, this study aims to investigate if uncertainty exists in students' minds and it is experienced by them under different situations. Then the sources are aimed to be uncovered for the experienced uncertainties. While this study attempts to identify ELT students' experiences of uncertainty and coping strategies, it is assumed that the usefulness of the research is worthy in some aspects. It is clear that there are few studies conducted on uncertainty and its management in educational settings. However, none has investigated the issue in an English Language Teaching classroom by considering the student teachers. Thus, the study will provide an understanding of the ELT students' uncertainties faced in the classroom and how they manage them. It is also presumed that the descriptive information on uncertainty in ELT classrooms that is provided by this study will have an impact on language learning and teaching quality. As students become aware of the fact that they face types of uncertainties in the classroom every day, their attitude toward uncertainty concepts may change positively. In addition, when teachers know the sources of uncertainties in the classroom and how students cope with them, they will show and create different ways to increase their teaching quality.

Limitations of the Study

The sampling of the study is the convenient sampling. Therefore, the study is limited to the participants though it could explore much more than it is expected about uncertainty in ELT classroom. Therefore, it would not be appropriate to generalize the findings to all ELT students. Besides, it would provide a better understanding of the concept in the classroom context if individual differences were also investigated. Using various data collection tools such as observations, records, journals as well as focused and controlled group studies can bring new insights to the uncertainty concept. Instructors' side should also be taken into consideration since they are the inevitable part of the process. To this end, distinguishing the condition of

teachers' uncertainty in ELT departments and English preparatory schools can be compared in further studies.

Research Questions

The study focuses on examining the experiences of uncertainty, sources of uncertainty, and managing strategies of uncertainty among students who study English Language Teaching within the Faculty of Education at Hasan Kalyoncu University in Gaziantep. The university is located in Gaziantep and a foundation university of the city. The majority of students in the English Language Teaching department come from the city of Gaziantep and close cities in the district. After researching the current literature, it is understood that experiences of uncertainty for students is inevitable due to the dynamic nature of teaching and learning, and they study four years to become a language teacher in the near future. Students accept the fact that there is the existence of uncertainty due to different factors for them throughout their university years. In relation to this, appreciation of uncertainty may also be either positive or negative. In other words, there is a difference between the students who appreciate uncertainty positively and other students who perceive it negatively. Therefore, students may form different ways of managing uncertainty. As a result, there is a relation between the way of viewing uncertainty and its management.

To be able to understand and follow the primary purpose of this study which is to identify whether ELT students think of the existence of uncertainty in the EFL classroom, determine their experiences of uncertainty in the classroom, and investigate their management strategies of uncertainty, answers to the following questions are sought:

1. How do undergraduate students of ELT experience uncertainty in their classes?

2. What are the sources of uncertainty in the undergraduate ELT classes?

3. How do undergraduate students of ELT manage uncertainty?

Method

Understanding language learner's experiences of uncertainty and uncertainty management ways are the core of this study. The quantitative method is used in the research to make generalizations about students' uncertainty understanding and their coping mechanisms from a larger population perspective. The study consists of the numerical data for the quantitative portion. In social research, quantitative research is referred to as it helps explain "the case" by collecting numerical data with the analysis of statistical methods (Creswell, 1994). Among the advantages of quantitative research, Sukamolson (2007) contributes that quantitative research enables comparisons among diverse groups, measures the frequency of trends, providing accurate standardized, conclusive results. For this reason, a class uncertainty questionnaire was applied to undergraduate students studying in four different grades in the English Language Teaching Department of the faculty of education at a foundation university. From freshman to senior year, all students in the ELT department took the survey and answered regarding uncertainty and its management.

Participants

This conducted study includes statistical data of students studying English Language Teaching to be language teachers at Hasan Kalyoncu University, in Gaziantep, Turkey. It is a foundation university where students who would like to study in the ELT department have to take a proficiency test of the language first before starting the four-year bachelor degree diploma program. They may study one year at compulsory English preparatory class based on the result of the proficiency test, then move onto their diploma program. The participants in this study are English Language Teaching department students. It is conducted with a total of 98 undergraduate students enrolled in the major. Thirty-five of them are freshman year participants, 27 students are in their sophomore year, junior year students' number is 18, and senior students hold the number of 18 in the participant distribution among classes. The sample selection is the convenient sampling style since the convenience of the researcher, availability, and accessibility of participants were regarded (Dörnyei, 2007).

Classroom Uncertainty Questionnaire

The study aims to utilize a questionnaire for gathering quantitative data. The doctoral research of Dağtaş (2018) discussed uncertainty experiences and management of EFL students in an English Preparatory School of a university with a classroom uncertainty questionnaire. It was developed by the researcher herself, Aysun Dağtaş. The questionnaire consists of two related parts. In the first part, items are about questioning students' uncertainty experiences aimed at identifying sources of uncertainty and students' appraisals of uncertainty. The second part is focused on finding their management of uncertainty, such as reducing, ignoring, and maintaining. The questionnaire type is Likert-Scale, and the researcher had three different stages on the way of developing a good and reliable instrument. After revising the scales within the field of psychology to understand real-life experiences, consultation was sought from three different instructors. The results were tested with different factor analysis methods, including Kaiser Criterion, a screen test, and a principal component analysis. In addition, the researcher also applied confirmatory factor analysis (CFA) to prove that instruments are valid and reliable in the way of serving research purposes. Therefore, the questionnaire is seen as a valid and reliable instrument, and the classroom uncertainty questionnaire is going to be used to meet the standards of quantitative data for the study. This type of data collection tool is chosen because the questionnaire provides participants with the feeling of anonymity and prevents answers from interviewer bias. The questionnaire includes two parts with 44 items in total to measure uncertainty experiences and uncertainty management. Table 1 below displays the reliability of each category.

Table 1. Reliability Analysis of Classroom Uncertainty Questionnaire

Classroom-Uncertainty Questionnaire	Cronbach's Alpha	Number of items
	.72	44
Cognitive Uncertainty	.85	9
Social Uncertainty	.83	7
Course and Language Related Uncertainty	.69	4
Emotional Uncertainty	.64	5
Appreciation of Uncertainty	.69	6
Reducing Uncertainty	.42	4
Maintaining and Resolving Uncertainty	.54	6
Ignoring Uncertainty	.68	3

Questionnaire Part 1 Uncertainty Experience: The questionnaire's first part consists of the first 31 items focusing on uncertainty experiences that includes cognitive, social, course and language-related, emotional, and appreciation of uncertainty. Participants filled in the questionnaire's first part by using a 5-point Likert scale. They answered items deciding how much they agreed on the scale by choosing a number from 1 (Strongly Agree) to 5 (Strongly Disagree). Uncertainty in cognitive processes that learners have is in the cognitive uncertainty category with 9 items. Cronbach's Alpha reliability statistics were received at .85. Uncertainty emerging with social factors is called social uncertainty with 7 items, and Cronbach's Alpha statistics were obtained at .83. Course and language-related uncertainty includes 4 items, and .69 is the Cronbach's Alpha statistics score that is seen as reliable. Emotional uncertainty consisting of 5 items reflected a reliable statistic with .64. Learners accepting uncertainty, viewing it for new opportunities such as creativity, and enjoying it is called appreciation of uncertainty in the questionnaire with 6 items in total (Cronbach's Alpha = .69).

Questionnaire Part 2 Uncertainty Management: Participants filled in the second part of the questionnaire, 5-point Likert scale, by giving a number between 1(Usually) and 5 (Never). The part included three categories related to uncertainty management; reducing uncertainty, maintaining and resolving uncertainty, and ignoring uncertainty. 4 items reflected the idea of reducing uncertainty, and the analysis of Cronbach's Alpha statistics was .42. Maintaining and resolving uncertainty has 6 items which are related to learners' remaining uncertain before trying to immediately resolve the uncertainty (Cronbach's Alpha = .54.) The last section of the second part is ignoring uncertainty that has 3 items, and the Cronbach's Alpha statistics were obtained .68. Internal inconsistency of items is almost satisfactory because the reliability scale is given by the U.S Department of Education (1997) defines 0.00-0.49 as the sign of low reliability, 0.50-0.79 is reliable, and 0.80-1.00 shows a highly reliable instrument. In the previous research context in which this questionnaire was formed by the researcher, reducing the uncertainty category showed reliability. However, participants' answers and items did not reflect highly satisfactory results with the analysis. The alpha increase is bounded by the increase of items correlation. Considering all items around the same theoretical frame, a low estimate may occur if items are not correlated with each other (Ritter, 2010). Thompson (2003) proposes two reasons for this low estimate of alpha. One is that items may need to be recorded to be in the same direction across different contexts. The second is that it may happen because of inconsistent responses of participants.

Results

The analysis of data was obtained using SPSS 20 program. There are two sections in the classroom uncertainty questionnaire. The participants of the study were a total of 98 bachelor's degree students of the ELT program who dealt with a variety of lessons for the first time in their university life on the way of being a language teacher. Out of 98 students, 35 were in their first year of the four-year program, 27 were in their second year, 18 were in their third year of study, and 18 were in their final year of the program. In the analysis of questionnaire results, missing value factor was also considered, so missing data analysis was conducted to maximize data validity. It was seen that there are a few missing data in answers of the questionnaire. Those were replaced automatically with imputed mean scores using the related section of SPSS program.

Uncertainty Experiences Results

Sources of uncertainty and uncertainty management of ELT program learners in the classroom, 31 items were analyzed. The section included four subcategories; cognitive uncertainty, social uncertainty, course and language-related uncertainty, emotional uncertainty, and appreciation of uncertainty. Table 2 displays the group mean values and standard deviations.

Table 2. Uncertainty Experiences: Means and Standard Deviation (N=98)

	M	SD
Cognitive Uncertainty	1.60	.56
Emotional Uncertainty	2.78	.81
Appreciation of Uncertainty	1.91	.62
Social Uncertainty	2.96	.87
Course and Language Uncertainty	3.06	.84

The total mean value of the first subcategory, cognitive uncertainty, is 1.60 (1= Strongly Agree, 2= Agree). It is understood that participants mostly agree that they experience cognitive uncertainty. The second subcategory that participants mostly agree on is the appreciation of uncertainty which shows the mean value of 1.91. The learners are optimistic about uncertainty, and they appreciate changes and new perspectives in cognitive processes for their learning. The third subcategory that students generally agree with is emotional uncertainty with a total mean value results 2.78 (2= Agree) that uncertainty may affect learners emotionally and may cause negative emotional responses towards it, such as hesitations in asking questions or giving opinions. The fourth subcategory is social uncertainty showing the group mean value of 2.96. Students agree with the items regarding social factors, but not strongly. On the other hand, course-related uncertainty is the last subcategory in which learners somewhat agree with the items. The total mean value is 3.06 (3= Undecided).

Table 3 presents cognitive uncertainty statements and students' answers in detail. Students' academic achievement may be affected by cognitive processes that cover basic mental processes to complex mental activities. Decision-making, thinking, attention, perception, problem solving are examples of our cognition (Smith & Kelly, 2016). In table 3, it can be seen that the majority of the students prefer knowing what is going to happen next in the lessons (Item 1, 92.8). Similarly, they feel much better when there is control over the information they need (Item 2, 95.8). None of the participants disagreed with this item on the questionnaire. Item 3 (95.8) shows a general agreement again by giving the result that students like to see everything in order.

Most of the students seem to come to an agreement on the answer that when the ambiguous situation is eliminated, they feel relieved (Item 4, 94.8). In addition, 93.8% (Item 5) of students agree that they like to know what they exactly need to do. In the same way, students prefer getting a brief explanation about the things planned in the lesson when it starts (Item 6, 95.8). Participants did not show any disagreement with this item. The majority of the participants stated that when they are uncertain, they cannot move forward (Item 7, 73.3), and the majority again think uncertainty affects their success (Item 8, 78.4). Their participation in class activities is seen to be prevented when there is uncertainty (Item 9, 71.3). As it can be seen in the results, uncertainty affects students' participation, progress, and achievement because a considerable number of students agree with the items in this subcategory. They want to be certain, and they

feel better in lessons when they know about the flow of the lesson, tasks to be done in the classroom, and the order of the things in the lessons.

Table 3. Cognitive Uncertainty

Items	St. Agree	Agree	Undecided	Disagree	St. Disagree	M	SD
1.In the classroom, I like to know what is going to happen next	%51	%41.8	%5.10	%1.02	%1.02	1.59	.72
2. I feel better about myself when I know all the information I need	%79.5	%16.3	%2.04	0	%2.04	1.29	.70
3. I like things to be ordered in class	%62.2	%33.6	%2.04	0	%2.04	1.46	.73
4. I feel relieved when an ambiguous situation suddenly becomes clear	%71.4	%23.4	%2.04	%2.04	%1.02	1.38	.72
5. When I start doing an activity or a task, I like to know what I exactly need to do	%71.4	%22.4	%3.06	%2.04	%1.02	1.39	.74
6. When the lesson starts, I like to have a brief explanation of what we will do	%61.2	%34.6	%2.04	0	%2.04	1.47	.73
7. When I am uncertain, I cannot go forward	%43.8	%29.5	%15.3	%11.2	0	1.94	1.02
8. Uncertainty affects my success	%43.8	%34.6	%14.2	%6.12	%1.02	1.86	.95
9. Uncertainty prevents my participation in class activities	%34.6	%36.7	%18.3	%8.16	%2.04	2.06	1.02

Table 4 displays the results of the questionnaire regarding the second subcategory in uncertainty experiences; social uncertainty. Item 13 (45.8) indicates that almost half of the students disagree that their friends create confusion for them, whereas 29.5 % agree with the statement, and 24.4 % remain undecided. Likewise, students do not think their friends make them uncertain (Item 27, 30.5), but 43.8% states that their friends sometimes make them uncertain. These two items regard the effect of classmates on learners' uncertainty experiences. Other items in the table also show different ideas based on pair and group work. Half of the participants disagree that they feel uncertain about pair or group works (Item 18, 50.9), and 33.6% do not feel uncertain with varied group works (Item 26), but 33.4% remain undecided. Relating to this data, 41.7% of participants disagree that there are disagreements with classmates to reach a common ground in group work (Item 29); on the other hand, 35.7% agree with the statement. Almost half state that they feel indecisive about who will do what while doing a task (Item 31, 47.9). Also, 43.8% agree that they sometimes feel indecisive about how to proceed in group work, and 26.5% stay undecided. The rest of the participants disagree with having an indecisive feeling about shared responsibilities in group work (Item 30, 26.5%).

Table 4. Social Uncertainty

Items	St. Agree	Agree	Undecided	Disagree	St. Disagree	M	SD
13. My friends confuse me in the classroom	%15.3	%14.2	%24.4	%26.5	%19.3	3.20	1.33
18. I feel more uncertain in pair or group work activities	%11.2	%16.3	%21.4	%32.6	%18.3	3.31	1.26
26. Varied group works make me feel uncertain	%14.2	%18.3	%33.4	%22.4	%11.2	2.98	1.20
27. My friends sometimes make me feel uncertain	%18.3	%25.5	%25.5	%19.3	%11.2	2.80	1.26
29. I may have disagreements with my friends about reaching common ground in group work	%15.3	%20.4	%22.4	%33.6	%8.16	2.99	1.22
30. I sometimes feel indecisive about how to proceed in group work	%12.2	%31.6	%26.5	%24.4	%5.10	2.79	1.10
31. I may feel indecisive about who will do what while doing a task with my friends	%21.4	%26.5	%19.3	%23.4	%9.1	3.24	1.2

The third subcategory of uncertainty experiences in the classroom is course and language-related uncertainty. The items in this part were analyzed, and the results are given in Table 5. Course content-related factors include the topic, materials, activities, and tasks. Almost half of the students do not agree that they experience difficulty in understanding a text if it is about another culture. 22.4% remain indecisive and 29.5% of the participants agree with the statement. In addition, item 15 shows that 41.8% of students disagree with the statement that they find classroom topic too vague, and 37.7% is undecided. The instructions of the task are seen unclear to 35.6% of the participants and 23.4 % is undecided. Only 15% disagree with the statement. On the book issue, 40% stated that presentations of topics in the coursebooks are unclear and 35.7 are undecided. 25% of the learners finds coursebooks clear. These results exhibit that students find course and content related concepts unclear and they experience uncertainty. At the same time, a substantial number of participants were "undecided" on this subcategory items.

Table 5. Course and Language-Related Uncertainty

Items	St. Agree	Agree	Undecided	Disagree	St. Disagree	M	SD
14. The instructions of the tasks are generally unclear to me	%3.6	%31.6	%23.4	%10.2	%4.8	2.26	1.12
15. I find classroom topics too vague	%7.1	%13.2	%37.7	%30.6	%11.2	3.26	1.05
17. If a reading text is about another culture, I have difficulty in understanding it	%17.3	%12.2	%22.4	%28.2	%19.3	3.20	1.36
21. I find the presentation of topics in our course book unclear	%16.3	%23.7	%35.7	%21.4	%3.6	2.71	1.07

The analysis of the fourth category emotional uncertainty items reveal that students have both positive and negative responses to uncertainty. In regard to the hesitancy in uncertain situations, half of the respondents (Item 20, 52%) demonstrate that they do not hesitate to ask a question to the teacher when they do not understand and they (Item 28, 50.9 %) indicate that they do not

hesitate about their friends' reactions when they express their opinions in the classroom. Furthermore, only 36.6 % (Item 10) state that they do not have any hesitancy to complete a task. Besides, more than half of the participants (Item 12, 62.2%) report that they feel upset when they are not able to understand what to do in the classroom and 67.3 % (Item 19) of the students admit that they feel nervous if the uncertainty increases. It can be understood from the findings displayed in Table 6 that students do not tend to feel hesitation in uncertain situations, but they feel more upset and lost when they do not know what to do in the classroom.

Table 6. Emotional Uncertainty

Items	St. Agree	Agree	Undecided	Disagree	St. Disagree	M	SD
10. I am generally hesitant to complete a task	%16.3	%22.4	%24.9	%24.4	%12.2	2.94	1.27
12. Not being able to understand what to do in the classroom upset me greatly	%30.6	%31.6	%23.7	%10.2	%4	2.26	1.12
19. If the uncertainty increases, I feel more nervous	%41.8	%25.5	%17.3	%12.2	%3	2.09	1.16
20. I hesitate to ask a question to the teacher when I do not understand what she explains	%13.2	%14.2	%20.4	%25.5	%26.5	3.38	1.36
28. I hesitate about my friends' reactions when I express opinions in the classroom	%15.3	%19.3	%14.2	%27.5	%23.4	3.24	1.04

The final sub-category of the first part of the questionnaire is appreciation of uncertainty. As seen in the Table 7 below, 41.8 % of the students state that being uncertain makes them more curious while 31.5% choose the disagree part of the item 22. Regarding the change with uncertainty in Item 11, most of the participants easily adapt to novelty (70.3 %). Mean result of Item 16 is 1.62 (1= strongly agree) and 83,6% feel excited when they learn in new ways. Moreover, students mostly agree with the idea of having new experiences helps their learning process (Item 23, M=1.63, 1= strongly agree). The respondents highly accept trying new and different ways while learning (Item 25, 81.5 %). Appreciation of uncertainty is about novelty and change, and the indicated results display the acceptance of uncertainty in a positive way. Students like new and different tasks in learning process and they understand that this can contribute to their creativity.

Table 7. Appreciation of Uncertainty

Items	St. Agree	Agree	Undecided	Disagree	St. Disagree	M	SD
11. I easily adapt to novelty	%29.5	%40.8	%17.3	%10.2	%2	2.14	1.02
16. Learning in new ways excites me	%61.2	%22.4	%11.2	%3	%2	1.62	0.94
22. Being uncertain makes me more curious	%16.3	%25.5	%26.5	%22.4	%9.1	2.83	1.21
23. New experiences contribute to my learning process	%54.8	%32.6	%10.2	%2	%1	1.63	0.82
24. Different tasks are useful for me to learn better	%60.2	%27.5	%6.1	%4	%1	1.56	0.86
25. I like trying new and different ways while learning	%58.1	%23.4	%12.2	%4	%2	1.68	0.98

Uncertainty Management Results

The analysis of the second section of the questionnaire consists of three subcategories relating to uncertainty management; reducing uncertainty, maintaining and resolving uncertainty, and ignoring uncertainty. Table 8. shows descriptive statistics that present the mean and standard deviations of three subcategories. Results indicate that students often try to reduce uncertainty, ergo manage with uncertainty (M= 2.0; 2= Usually). In addition, maintaining uncertainty is another management way for students (M=1.96 1= Always, 2= Usually). Ignoring uncertainty is the last subcategory of the questionnaire and it exhibits students sometimes ignore the uncertainty (M= 2.96, 2= Usually, 3= Sometimes).

Table 8. Uncertainty Management: Means and Standard Deviation (N=98)

	M	SD
Reducing Uncertainty	2.0	.55
Maintaining and Resolving Uncertainty	1.96	.94
Ignoring Uncertainty	2.96	.95

Reducing uncertainty explains being in a state of removing uncertainty by dealing with it rapidly. As seen in Table 9 below, the mean results of items 36 and 32 show that participants try to resolve uncertainty by asking their friends and teachers when they do not know how to complete a task (Item 36, 71.3%; Item 32, 74.4). Furthermore, most of the students agree that when they experience an uncertain situation, they tend to get rid of it immediately (Item 35, 70.3%) and they tend to act immediately to clarify the uncertain situation (Item 33, 79.5%). As it has been discussed in the literature, it is not contradictory that students naturally reduce the uncertain situation. The way of clarifying uncertain events in the classroom is by interacting with the individuals in the learning environment such as teachers and classmates.

Table 9. Reducing Uncertainty

Items	Always	Usually	Sometimes	Rarely	Never	M	SD
32. I ask my teacher when I don't know how to complete a task	%27.5	%46.9	%21.4	%4	0	2.02	0.81
33. When I feel uncertain, I act immediately to clarify the situation	%41.8	%37.7	%18.3	%1	%1	1.82	0.84
35. When I experience an uncertain situation, I must immediately get away from that uncertain situation	%32.6	%37.7	%18.3	%8.16	%3	2.11	1.05
36. I ask my friends when I don't know how to complete a task	%32.6	%38.7	%21.4	%5.10	%2	2.05	0.96

Maintaining and resolving uncertainty consists of the second subcategory of uncertainty management. It is mainly about students' ways of coping with their own uncertainty, especially realizing it and observing the effects of these on their classroom experiences. Item 44 reflects that more than half of the participants criticize themselves when they cannot decide what to do (54% M= 2.5; 2=Usually) and 34.7% do this sometimes. A considerate number of students try to find a new answer on their own and try to do it when they do not know how to do a task (Item 40, M=1.85; 1= Always, 2= Usually). Likewise, participants stated that when there is an uncertainty, they make assumptions (Item 37, M=2.09; 2=Usually). Item 39 presents that learners think about the alternatives when they cannot decide what to do about a given assignment (M= 1.9; 1= Always, 2= Usually). As it can be inferred from the percentage of item 41 (86.6%), using different sources such as the internet is another way of dealing with

uncertainty. These results show that students want to maintain their uncertainties by criticizing themselves, searching for more information, and making assumptions while thinking about the alternatives.

Table 10. Maintaining and Resolving Uncertainty

Items	Always	Usually	Sometimes	Rarely	Never	M	SD
37. I make assumptions when I am uncertain	%24.4	%46.9	%23.4	%5.1	0	2.09	0.82
39. When I cannot decide what to do about a given assignment or a task, I consider all the alternatives	%34.6	%46.9	%14.2	%2	%2	1.90	0.86
40. When I don't know how to do a task, I try to find the new answer on my own and try to do it	%36.7	%44.9	%15.3	%3	0	1.85	0.79
41. If the topic is vague for me, I search for more information from various sources such as the internet	%63.2	%23.4	%10.2	%3	0	1.53	0.80
43. When I cannot decide what to do I criticize myself	%13.2	%40.8	%32.6	%9.1	%4	2.50	0.97
44. If I am confused about how to complete a task, I feel that I have to study more	%36.7	%41.8	%17.3	%3	%1	1.90	0.86

Doing nothing about uncertainty or minimizing its importance is presented in Table 11 as the third subcategory, "ignoring uncertainty." Nearly half of the students do not pretend that they understand when they do not understand the content of the lesson (Item 42, 44.8%). On the other hand, 33.6% stated the reverse. 35.6% of the students who do not clearly understand what to do in lessons do not tend to give up easily while 37.7% sometimes tend to give up (Item 34). Half of the learners wait for their classmates to start if they do not understand how to do a task (Item 38, 50.9%), whereas 20.3% do not wait for others. The rest 28.8% indicate that they sometimes wait. The conclusion of this subcategory shows that when they face uncertainty, they do not tend to ignore it. Although a good number of students do not give up easily, a very similar number of students show that there is a tendency to give up when an uncertainty occurs. Finally, in parallel with their appreciation of uncertainty, students may prefer observing others to start doing tasks as a way of ignoring uncertainty.

Table 11. Ignoring Uncertainty

Items	Always	Usually	Sometimes	Rarely	Never	M	SD
34. I tend to give up easily when I do not clearly understand what to do	%10.2	%16.3	%37.7	%21.4	14.2	3.13	1.16
38. If I do not understand how to do a task, I wait for the others to start	%21.4	%29.5	%28.8	%11.2	%9.1	2.57	1.02
42. If I do not understand the content of the lesson, I pretend that I understand	%11.2	%21.4	%22.4	%26.5	%18.3	3.19	1.28

Discussion

The study centered on English language teaching students in pursuit of investigating uncertainty experiences, sources, and uncertainty management in the classroom. In this sense of direction, quantitative results were obtained to answer the research questions on which the study is based.

1. How do undergraduate students of ELT experience uncertainty in their classes?

2. What are the sources of uncertainty in the undergraduate ELT classes?

3. How do undergraduate students of ELT manage uncertainty?

Appraisals of uncertainty reflect the uncertain experiences of learners with their emotional responses to it. Depending on the learner's view of uncertainty, positive or negative, it affects a person's emotions and behaviors (Dağtaş, 2018). Appreciation is also linked with uncertainty through welcoming change, embracing new, and being creative in the classroom. When learners see uncertainty as solving problems or new experiences, they are called uncertainty-oriented (Sorrentino & Roney, 2000). On the other hand, thinking uncertainty with negative feelings such as anxiety or disappointment leads to certainty-oriented type of students. It can be stated that the questionnaire result shows students get curious and feel excited with the uncertainty and they like new and different experiences in their learning. Although this is the case for most of the students, emotions emerge differently in each student. More than half of the students admit they may feel nervous if the uncertainty increases.

Knowing this may affect students and their decision-making because emotions may also be essential to making good decisions under uncertainty (Smithson, 2012). When students are upset or feel insecure, negative emotional responses occur. Likewise, positive emotional responses emerge when they feel excited and hopeful (Brashers, 2001). When students were asked about a lack of knowing things in the classroom, they mostly referred to negative appraisals by giving negative feelings. For most, the term is linked to a lack of cognitive competence, being in a negative emotional state, and experiencing hardships in decision-making mechanisms.

Definitions didn't change much depending on what year they were in university, either. Negative appraisals simply cause negative feelings in students. Likewise, exams, assignments, insufficient instructions from teachers, lack of knowledge of the courses, and lack of interest in the courses create negative appraisals of uncertainty for students. Quantitative data also showed that when there is a new way of learning and new activities that students are not familiar with, they appreciate this uncertainty positively and it even creates excitement for them. Therefore, many students are open to novelty when it comes to learning with clear instructions and tasks.

The second research question is related to the fact that the classroom is a learning environment and more importantly, it is dynamic in nature. Therefore, various kinds of uncertainties are expected in the learning community in the classrooms. Uncertainty sources are bound to the experiences of learners. The result indicated that the uncertainties faced by students in the classroom may be derived from different sources and it showed that the uncertainty may occur in the classroom as;

a) the source of cognitive processes

b) the source of course and language related factors

c) the source of social interactions

Uncertainties in the classroom stem from the complexities that students encounter while making interactions. Social interactions in the classroom are coupled with the meaning-making processes of learners in two ways; understanding others and being understood by others (Koole, 2015). Throughout the learning process, students make interpretations, generate ideas, involve in somewhat risky situations. Thus, uncertainty is unavoidable in meaning-making and in social interaction. One source of uncertainty depends on our cognitive processes: mental operations

ranging from basic tasks to complex tasks such as perception, attention, reasoning, problem-solving, or decision-making (Smith & Kelly, 2016). In the classroom, all these mental processes affect students' academic achievement.

The analysis of cognitive uncertainty part shows that English language teacher education students see uncertainty in their cognition when they lack information, which is the critical key for being uncertain (M=1.60; 1= Strongly Agree). Also, not being able to move forward and participate or figure out the results leads to cognitive uncertainty. The second major source of uncertainty is course and language-related uncertainty that is related to course content and topic, materials, and tasks. The mean score of this part of the questionnaire is 3.06 (2= Agree, 3=Undecided). However, the table scores explain in detail that ELT students tend to find instructions for tasks or presentation of topics in coursebooks unclear in their lessons related to their prospective major. Since they study the language of another culture, cultural texts are mostly not seen as problematic in lessons. Another source of uncertainty is social uncertainty which is related to collaborative group work in the classroom. The result of this section showed that ELT students somewhat agree with the items (M=2.96; 2=Agree, 3=Undecided). It is understood that being indecisive about group responsibilities, having disagreements among members, or having distractions creates uncertainty for students.

The second part of the questionnaire found that there are three main strategies of learners in uncertainty management which are reducing, maintaining and resolving, and ignoring. The first, reducing, refers to the learners whether they try to reduce the uncertain situation by eliminating it because unpredictable nature of uncertainty may cause stress on learners (Hogg, 2007). The second, maintaining and resolving, explains another way of management of learners that is by preserving the uncertain situation with strategies before moving onto the resolving stage though uncertainty reduction is possible (Brashers, 2001). The last, ignoring, gives the idea of staying with uncertainty, but without taking any actions towards it.

Analysis showed that students tend to reduce uncertainty immediately (M= 2; 2=Usually) and they communicate with the teachers and classmates or use other sources to take actions on discriminating uncertainty from the situations. In terms of maintaining and resolving uncertainty, the majority of students want to keep the uncertainty for a while before acting on resolving it by criticizing themselves, observing the effects of the situation, trying to find an answer by themselves, making assumptions, and thinking alternative ways. Students of ELT are in between in ignoring uncertainty based on the results of related items. They mostly selected usually, sometimes, and rarely to ignore uncertainty. It can be inferred from the data that they ignore the existence of uncertainty as a way of solution and coping mechanism. They may give up trying, wait for others to understand, or pretend that they understand. Lastly, maintaining and resolving the uncertainty is linked with students' own efforts, such as finding their own methods.

Conclusion

The research takes its basis from the innermost and natural concept of life, uncertainty. It has been found that understanding the concept in the student's education path is actually beneficial to boost the learning and teaching process to a more effective point and open more room for new possibilities. This study was conducted in a foundation university with English Language Teaching department students in order to understand their views through years of studying. It

was seen that uncertainty is not a term that can be lessened with studying or being more experienced at school for students and it does not have to be negative and a less desired topic. An adopted questionnaire on uncertainty was used to reveal that it exists and it has different sources. In addition, what they choose to do upon facing uncertainty changes. Uncertainty is not only a term in psychology, sociology, or other fields, it also has great importance in education. The data obtained in this study, and therefore the results, show that English language teaching students face and cope with numerous uncertainties throughout their school life. Many factors that they encounter in their school life, such as in lessons, in communication with lecturers, in individual and classroom relations, and about their exams and homework, cause experiences of uncertainty. Therefore, the events and the effects of uncertainty in the classroom may be altered and directed in a more positive way by instructors when designing a lesson. On the contrary, the existence of uncertainty may purposely be increased to increase excitement of students towards their learning. When students know that uncertainty exists and has downsides as well as positivity, their views and study methods may also change their performances.

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The Relationship between EFL Teachers' Beliefs and Agency for Social Justice at Secondary Schools in Türkiye

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Abstract

The notions of teachers' social justice beliefs and teacher agency for social justice are of great importance due to an increasing number of injustice practices that target marginalized students at schools. This study aims to gain a better understanding of teachers' beliefs and agency for social justice practices with the participation of 112 EFL teachers working in rural secondary schools, including marginalized groups of students in Kayseri, Türkiye. The data were gathered through a demographic questionnaire, the Teach for Social Justice-Beliefs scale, and the Teacher Agency for Social Justice scale. Then, the results were all analyzed using descriptive statistics, independent sample t-tests, one-way ANOVA tests, and Pearson correlation analysis. The findings suggested that participants had positive social justice beliefs but had a moderate level of agency for social justice. The results also indicated that certain factors influenced teachers' agency for social justice practices. The study's findings offered some insights into teachers' justice beliefs and agency in classroom including marginalized groups of students. The findings might also have important implications for teacher trainers by highlighting the need for more in-service or pre-service training to prepare EFL teachers pedagogically and emotionally for teaching in diverse contexts.

Keywords: language teacher agency, marginalized groups, language teacher agency, social justice belief

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Introduction

Educational practitioners worldwide are becoming increasingly concerned about unjust practices that arise from asymmetric power relations, demographic diversity, economic imbalances, and cultural/political conflicts in societies and their effects on educational processes. By limiting their access to proper education, such practices frequently target marginalized groups of students, including students coming from low-income backgrounds, having different identities, cultural, and ethnic backgrounds (Akhtar, 2017). This situation indicates an urgent need to increase global awareness of social injustice practices in educational settings and get a further understanding of how to promote social justice, defined as guiding principles to achieve a just society and providing full equal participation to every individual in decision-making processes (Bell, 2007). Social justice issues in ELT classes also require further attention to understand how to provide socially just educational settings. Learning English can increase those marginalized students' potential to make a difference in their lives and make their voices heard internationally. However, Mercer and Gregersen (2023) note that discrimination and exclusion practices are well-documented reasons that limit students from expressing their authentic identities in language classes. They also asserted that practices could lead to feelings of alienation, inferiority, self-closure, social anxiety, and jealousy over time. In turn, they could prevent marginalized students from actively engaging in learning activities, which is the primary requisite for language education.

In this respect, EFL teachers can be proactive agents that support students' learning and development both explicitly and implicitly. According to Pantic (2015), teacher agency for social justice is defined as teachers' inclusive efforts to promote "a greater educational equality by addressing risks of exclusion and underachievement of vulnerable students" and "a larger transformation of educational structures and cultures that extends beyond classrooms" (p.6). In doing so, teachers should be aware of discrimination targeting vulnerable students and the situations leading to exclusion. They should also be conscious of diversity that can affect classroom dynamics and ensure equal distribution of resources considering each individual's needs considering this diversity (Nadir & Aktan, 2017). Apart from teachers' agency, their social justice beliefs are a crucial matter of discussion since they significantly impact teachers' enactment of agency and their choice of actions for social justice (Tao & Gao, 2017). As it was stated by Biesta, Priestley & Robinson (2015) that even though beliefs are not sufficient to activate agency, they play a central role in teachers' perceptions, judgments, and decision-making processes.

Although the majority of recent studies have stressed the significance of increasing social justice awareness in schools and integrating social justice issues into teacher education curriculum (Dover, 2013), very few theoretical studies focused on teacher agency for social justice (Leal & Crookes, 2018; Li & De Costa, 2019; Pantic & Florian, 2015; Pantic, 2017; Pena-Pincheria & De Costa, 2021). The most prominent one is Pantic's (2015) model, which consists of four components. According to Pantic (2017, p. 220), teachers' professional roles, moral values, and motivations are all part of their sense of purpose dimension. Their 'power to make a difference within given structural environments' corresponds to the autonomy dimension. 'Knowing how to influence a desired outcome in practice'' is represented by the competence dimension. Lastly, teachers' capacity to monitor and reflect on their actions and institutional settings makes up the reflexivity dimension. Following Pantic's model (2017), available recent studies on teachers' agency for social justice aimed to validate her model and

investigated this notion with the participation of primary school teachers (Leal & Crookes, 2018; Li & De Costa, 2019). However, EFL teachers' agency for social justice is the subject of very few studies. One of them is the study conducted by Leal & Crookes (2018) with the participation of an EFL teacher in China. Its results showed that the participant's sense of purpose changed due to the contradictions she experienced between her sense of purpose and educational structure. In response to these contradictions, the teacher modified the course materials and her prior teaching role as the "sole holder of knowledge" in the classroom. While doing so, favorable perceived conditions at work are reported as facilitators to exercise her agency. Another prominent study was conducted by Li & De Costa (2019). They showed that teachers' negotiations with contextual affordances and constraints determined how teacher agency developed and changed.

Following a brief review of the relevant literature, it is evident that more research is needed regarding the relationship between language teacher agency and beliefs for social justice. Given that teachers enact their agency for social justice by negotiating with their beliefs (Biesta & Tedder, 2007), exploring the relationship between EFL teacher agency and beliefs for promoting social justice can be thought as an interesting research area. Considering all these, this study aims to fill the gap by investigating the research questions below:

1) What is the level of EFL teachers' agency for social justice in secondary schools?
2) Do teachers' agency levels differ depending on their demographics (school level/educational background/familiarity with social justice issues)?
3) What are EFL teachers' social justice beliefs in secondary schools?
4) Do teachers' beliefs differ depending on their demographics (gender/educational background/familiarity with social justice issues)?
5) What is the relationship between EFL teachers' social justice beliefs and agency for social justice?

Methods

Settings and Participants

This study was carried out at secondary schools in rural areas. Kayseri was chosen purposefully due to having a high rate of diverse ethnic populations in schools. 48 rural schools with the highest proportion of immigrants and including economically disadvantaged students (around % 20-%50) were chosen. Convenience and snowball sampling methods were utilized since these methods enable the researcher to reach representative samples in a geographically dispersed area and facilitate collecting data without working with the whole population (Naderifar, Goli & Ghaljaei, 2017) The participants in this study were 112 EFL teachers, all of whom were Turkish. They were between the ages of 23 and 49, with 91 women and 21 men. They received their degrees from different departments of universities (66 from ELT, 46 from ELL). Sixteen of them hold MA degrees, while 88 of them hold Bachelor's degrees. In terms of the distribution of gender, age, and education profiles of EFL teachers in other parts of Türkiye, this sample might be thought to be highly representative.

Data Collection and Data Analysis

After official approval was received, a pilot study was conducted to ensure the reliability of the items' questions for the participants. For this aim, the surveys adapted from two studies conducted by Enterline, Cochran-Smith, Ludlow & Mitescu (2008) and Pantic (2017) were

administered to 10 EFL teachers. For the main study, all participants, similar to piloting, were informed about the study and confidential issues at the beginning. Afterward, 112 volunteer teachers out of 160 were asked to rate a 5-point Likert scale questionnaire.

The questionnaire comprised three main parts and 78 items (4 items for demographics, 62 items for four dimensions of agency, and 12 items for beliefs). The obtained data was imported into SPSS software. Positive items in the second part of the questionnaire were recorded with their numeric codes, such as 5=strongly agree, 4=agree, 3=not sure, 2=disagree, and 1=strongly disagree, while negative items were revised. Outliers and missing values were eliminated in the data set before running the relevant analysis via SPSS software.

Results and Discussion

EFL Teachers' Agency for Social Justice

According to descriptive analysis, the teacher agency for social justice scale's overall mean score (M=3.2, SD=.66) was moderate, which shows some uncertainty in their actions. This result could indicate that EFL instructors at secondary schools could not be so committed to being agents of change at their institutions.

The Effect of Demographic Features on EFL Teachers' Agency for Social Justice

The results of independent sample t-test, as seen in Table 1, indicated that teachers working with marginalized groups previously had higher level of agency (M=3.72, SD=.39) compared to the teachers with no experience (M=3.11, SD=.79). The results also indicated a statistically significant difference between these two groups (p=000, p<.05). This result might show that the social justice beliefs of EFL teachers were influenced by their prior teaching experiences.

Table 1. Independent Sample T-test Results of Teacher Agency for Social Justice Scale Related to Participants' Previous Experience with Marginalized Group of Students

	N	Mean	SD	p
Yes	32	3.72	.39	.000
No	80	3.11	.74	?

The underlying cause of this outcome can be attributed to the professional identities that educators developed due to their prior experiences. Ajayi (2011) posits that teacher identities are deeply formed by their personal experiences and stem from their teaching roles and language teachers' teaching methodologies are influenced by these identities. In light of this, the educators who worked with marginalized students previously could have more robust agency for social justice issues compared to others with no experience.

Table 2. Independent Sample T-test Results of Teacher Agency for Social Justice Scale Based on Majors

	N	Mean	SD	p
ELT	66	3.23	.42	.069
ELL	46	3.13	.59	

The educational background of the teachers was another demographic variable examined in this study. Descriptive statistics in Table 2 revealed that participants who graduated from ELT departments scored higher (M=3.23, SD=42) than their ELL department counterparts (M=3.13, SD=.59) but there was no statistically significant difference (p ≤ 0.05). As such, teacher agency

is not influenced by the formal education teachers had taken. As Pantic & Florian (2015) stated, there still needs to be more clarity in the UK regarding the kind of competence teachers should possess in order to act as change agents and also there is lack of knowledge about how teacher education programs can help teachers develop their agency in this respect. In a similar vein, pre-service and in-service teachers in Türkiye have not received formal training related to social justice-related issues during the practicum or university years.

The one-way ANOVA test results in Table 3 demonstrated that the mean scores for teacher agency varied based on the participants' years of experience, ranging from 3.15 to 3.98. Teachers with the least experience had the lowest level of agency (M=3.15, SD=.81), whereas those with 11 to 20 years of experience had the highest level of agency (M=3.98, SD=.70). Notably, however, the group of teachers with the least experience exhibited less agency (M=3.15, SD=.81) than the group with the most experience (M=3.18, SD=54). Post hoc Tuckey results showed that there was a significant difference among these groups (F= 3.21; p=.001, p<.05), which indicated that a teacher's agency level is influenced by their years of experience (between group 1 and group 2, between group 2 and group 3).

Table 3. One-way ANOVA Test Results of Teacher Agency for Social Justice Related to Years of Experience

	N	Mean	SD	F	p	Multiple Comparison (TUCKEY)
1-10	16	3.15	.81	3.21	.001	2-3
11-19	45	3.98	.70			2-1
20+	51	3.18	.54			

Depending on the teaching experiences, there may be various reasons to enforce distinct agency enactments. According to Pillen, Beijaard & Brok (2013), one of the fundamental causes may be some teachers' capabilities to resolve conflicts and adapt to novel circumstances quickly. For instance, it is highly usual for novice teachers to encounter problems and conflicts more frequently than experienced ones. However, it is interesting that teachers with more than 20 years of experience had a low level of agency. Given that even highly experienced teachers can experience high levels of burnout due to their negative teaching experiences and the type of school they work in (Friedman, 1991), this result may be explained by the burnout levels of experienced EFL teachers. In turn, this burnout level might decrease these teachers' willingness to implement even daily classroom practices.

EFL Teachers' Social Justice Beliefs

The overall mean score of social justice belief is between ''uncertain'' and ''agree'' (M=3.9, SD=.49), which indicated that EFL teachers were likely to have positive views about acting as agents of social justice issues despite being uncertain in some aspects. The strongest reason for this uncertainty might derive from fear of expressing their ideas on social justice issues which can be accepted as controversial issues. As Kılıçoğlu & Şentürk (2021) concluded teachers' democratic attitudes are significant indicators of their social justice beliefs.

The Effect of Demographic Features on EFL Teachers' Agency for Social Justice

As shown in Table 4, the results of the independent sample t-test indicated that teachers who have working experience with a marginalized group of students scored higher (M=3.92, SD=.05) than other participants with no experience (M=3.89, SD=.08).

Table 4. Independent Sample T-test Results of Teachers' Beliefs for Social Justice Scale Related to Participants' Previous Experiences with Marginalized Group of Students

	N	Mean	SD	p
Yes	32	3.92	.05	.290
No	80	3.89	.08	

However, when taking into account the results of the independent sample t-test (p=.29) represented in Table 4, it seemed that the difference was not statistically significant ($p \leq 0.05$). This finding may suggest that teachers' beliefs are not likely to be altered by their previous interactions with marginalized student groups.

Table 5. Independent Sample T-test Results of Social Justice Belief Scale Based on Majors

	N	Mean	SD	p
ELT	66	3.91	.42	.069
ELL	46	3.88	.59	

Furthermore, the results in Table 5 showed that the mean scores of the participants having graduated from the ELT department (M=3.91, SD=.42) and participants having graduated from the ELL department (M=3.88, SD=.59) were almost identical. The lack of statistical significance ($p \leq 0.05$) in these scores implies that the educational background of the participants does not affect their social justice beliefs.

Table 6. One-way ANOVA Test Results of Teacher Agency for Social Justice Scale Related to Participants' Years of Experience

	N	Mean	SD	F	p
1-10	16	3.91	.44	.53	.059
11-19	45	3.88	.40		
20+	51	3.85	.61		

Table 6 shows no significant difference in mean scores for teachers' social justice beliefs ($p \leq 0.05$). In light of the results, it can be inferred that educators having different backgrounds are likely to share the same views on social justice. All these results are parallel in the literature that suggested no impact of the demographics on teachers' social justice beliefs. In his study, Can (2021) found that teachers' social justice beliefs are unaffected by demographic factors, including years of experience and previous experiences with disadvantaged groups of students. One explanation to these similar findings could be that beliefs are subject to governmental regulations or much broader forces in the community they serve, which make beliefs resistant.

The Relationship between EFL Teachers' Agency for Social Justice and Social Justice Beliefs

Pearson model correlation calculations result showed a weak correlation between secondary school EFL teachers' agency for social justice and their social justice beliefs (r=.21, p < 0.01). From this result, it could be inferred that teachers with positive social justice beliefs might not show the same level of commitments for social justice works. In other words, even though educators support social justice, they may not take any concrete action to address the issues of social injustice in their schools. However, considering the growing literature emphasizing the

close relationship between teachers' beliefs and agency in educational settings (Biesta et al., 2015) this result can be controversial. One explanation could be the impact of individual factors, such as incompetence or ignorance of these practices. Additionally, the effects of larger contextual factors in Tükiye could be additional factors. It is also significant to stress that political opinions, cultural shifts, and historical, socioeconomic, institutional, and disciplinary circumstances can all impact teachers' agency, as both beliefs and agency are highly contextualized (Berliner, 2002). Socially constructed nature of agency (Leal & Crookes, 2018; Li & De Costa, 2019) shows a requirement for considering the effects variables such as teachers' interactions with other agents both in and out of the classroom, and their perceptions of these relationships.

Conclusion

This study investigated the relationship between teachers' social justice beliefs and their agency for social justice works. The results showed that EFL teachers working at secondary schools had a moderate level of commitment to act for social justice work in their schools while they had positive social justice beliefs. The results also demonstrated that participants' demographic features, such as years of experience and previous experience with marginalized groups of students, had a substantial impact on their agency. Nevertheless, teachers' agency is unaffected by their educational background, while their beliefs are unaffected by demographic factors. Lastly, it was found that there is a weak positive correlation between teachers' beliefs and agency for social justice, which shows the discrepancy between teachers' beliefs and actions for social justice.

These findings have several implications for teacher trainers and school directors working at secondary schools, including marginalized groups of students. Teacher trainers and directors can investigate the ways to increase awareness of prospective teachers on unjust practices at schools and the ways on how to deal with them effectively. Also, these parties should investigate the underlying reasons that cause discrepancies between teachers' beliefs and actions for social justice works by evaluating contextual and individual factors.

On the other hand, this study has several limitations, such as overestimating the role of context and the complex nature of beliefs and agency. Therefore, an interesting research avenue could focus on the impact of contextual factors on teachers' social justice beliefs and their agency enactments for social justice in educational settings.

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How Pleased are EFL Teachers with Their Jobs? Denizli Case

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Abstract

In recent years, there has been an increase in impetus for teachers' professional development. Thanks to the availability of the professional development activities which are offered both online and face to face, a growing number of English teachers began to volunteer to participate in them, which may or may not indicate that they are satisfied with their jobs. The purpose of this study is to investigate the job satisfaction levels of English teachers who work at state schools in Denizli province of Turkey. This is a quantitative study, and the data were collected by means of Minnesota Job Satisfaction Questionnaire with 50 items. 244 English teachers working in Denizli province completed the questionnaire, and the findings were analyzed via descriptive analysis in SPSS. The findings revealed that overall, the participant teachers have a mediocre level of job satisfaction (M= 3,48). The findings of the study were discussed dwelling on the demographic features of the participants, and implications for teacher education institutions, policy makers, school managers have been discussed.

Keywords: job satisfaction, teacher professional development, K-12 EFL teachers

Job Satisfaction

Globalization is the biggest phenomenon in recent years in the world. With globalization, rapid developments in technology and science are occurring around the world. These developments also bring about social developments. The developments that started with the twentieth century and increased especially in the last periods have made change necessary in the field of education, as in many other fields. In this sense, many developed and developing countries have made many innovations to make their education systems more efficient. These innovations include radical changes at the system level, efforts to create modern institutions, provision of modern education-training methods and techniques, increasing the field knowledge and skill levels of teachers, and various plans and practices aimed at increasing the quality of the education process by making changes in school administrations (Karip & Köksal, 1996). Schools are also doing their part in this regard, and it would be correct to state that there is a transition away from the bureaucratic management approach and towards self-managed organizations. This change has made management approaches and organizational structures human-centered, making working individuals more participatory. In this context, it is seen that the concept of job satisfaction of employees has become important for organizations to achieve their goals.

Working and business life constitute an important part of human life. Working individuals spend most of their lives at work and organizing their work-related activities. Therefore, dissatisfaction in business life negatively affects the daily life of the individual. Happiness and satisfaction in business life are very important for all professional individuals. It is observed that individuals with a high level of job satisfaction in the institution they work in have more planned relationships with the people around them, they work with pleasure in their workplaces, they are satisfied with their colleagues, and as a result, they are happy with their jobs, and they feel a sense of pride and success in their workplaces, and their work performance is high. The concept of job satisfaction has been examined and researched by many researchers in order to harmonize the individual characteristics of employees and the groups they form in the workplace (Sun, 2002). The concept of job satisfaction has been a constant subject of research and researchers have defined job satisfaction in different ways.

Scientists interested in behavioral sciences have conducted many studies since the early 1900s to determine the scope of job satisfaction and the factors affecting job satisfaction. The "Hawthorne" studies come first among these studies. These studies were carried out by Elton Mayo and his friends in the Chicago Western Electric Company in America in the 1920s, and the results were obtained in the 1930s. The results of these studies have drawn researchers' attention to social factors rather than physical factors. According to research, there is a social organization that represents the system of values: Individuals are satisfied or dissatisfied with the social organization, depending on their current situation and expectations. The basis of this satisfaction or dissatisfaction is determined by the relationships and experiences within and outside the organization. The socialization situation rather than the physical strength and skills determines the person's level of work (as cited in Öztaş, 2014). People bring their individual abilities and social experiences to the workplace they work in. Therefore, organizations are a social system as well as a system of feelings and emotions. With his research, Mayo played an important role in the formation of the human relations approach and explained work and study as a group activity (as cited in Öztaş, 2014).

After Mayo and his colleagues' Hawthorne studies, the relationship between people and work continued to be explored, giving rise to the development of a more complex motivational theory. The motivation theory emerged as a result of ongoing research. Maslow, an American researcher, was the first to scientifically examine human needs and conduct studies on motivation. His "Hierarchy of Human Needs Theory" and Herzberg's "Two-Factor Theory" shed light on increasing employee motivation and achieving desired productivity for organizational managers.

It is difficult to define job satisfaction, which is a very broad concept in terms of scope, with a single expression. Many researchers have defined the concept of job satisfaction in different ways. Job satisfaction is a symptom of employees' personal, physiological and spiritual feelings, as well as their physical and mental health. Davis (1988) defined job satisfaction as employees' satisfaction or dissatisfaction with their jobs. Lawler's (1970, as cited in Başaran, 1992) job satisfaction is "the pleasure or positive emotional state an individual feel as a result of evaluating his/her job or business life".

Job satisfaction is a comprehensive evaluation encompassing both job conditions, such as the nature of the job and the manager's attitude, and the outcomes derived from the job, including the received salary and job security. This evaluation extends beyond external factors to incorporate an individual's internal reactions shaped by their perceptions of the job, navigating through a system of norms, values, and expectations (Çekmecelioğlu, 2005).

Furthermore, Efeoğlu (2006) emphasizes the direct correlation between job satisfaction and the material and non-material benefits acquired through one's work. Satisfaction, in this context, is intricately tied to factors like salary, social rights, respect, and authority that an individual receives in exchange for their efforts. It's crucial for employees to perceive an equitable distribution of these benefits within the organizational climate.

It's worth noting that job satisfaction, as articulated by both Çekmecelioğlu and Efeoğlu, is not a static concept but rather an emotional state. This emotional state, whether temporary or permanent over time, adds a layer of complexity to the understanding of job satisfaction. Consequently, organizations need to recognize and adapt to the dynamic nature of this emotional state in order to foster a positive and enduring work environment. In general terms, job satisfaction is the positive attitudes that employees develop towards their jobs. Job satisfaction is a concept that occurs when the nature of the job and the goals and desires of the employees are in line with each other and means that the individual is happy with his job. Job satisfaction is a feeling of happiness and peace that a person wants to obtain from his job, management, colleagues and the institution (Özdemir, 2006).

Satisfaction and Dissatisfaction

It is possible to express job satisfaction as the employee's general attitude towards the job. Since an individual's attitude towards his job can be positive or negative, the pleasure the individual feels at the end of his work experiences can be defined as job satisfaction, and the employee's negative attitude towards his job can be defined as job dissatisfaction (Erdoğan, 1999).

Job satisfaction, which can also be expressed as an emotional attitude that emerges as a result of an individual's examination of his job, work environment and business life, is caused by individual factors as well as many factors such as the nature of the work done, job opportunities, qualities of working life, social groups and wages. It has different expansions. In short, job

satisfaction refers to the pleasure, happiness and satisfaction that the employee receives in his work life.

Factors Affecting Job Satisfaction

The number and names of factors affecting job satisfaction were found to be different in various sources in the literature study conducted for the research. We can divide the factors affecting job satisfaction into main individual factors and organizational factors.

Individual Factors

The different qualities an individual has since birth and the experiences he has gained throughout his life constitute personal factors that have a very important impact on job satisfaction. In this sense, factors such as a person's age, gender, education level, seniority and marital status also greatly affect the person's evaluation of his current situation. One of the factors that play a determining role on individuals' thoughts, behaviors and intentions is the age of the individual. Therefore, it is possible to see some differences in a person's attitudes and ideas about work depending on age (Gibson & Klein, 1970).

Gender is one of the important factors affecting the level of job satisfaction. Individuals' gender can create changes in their approach to their work and interpretation of the work environment. When the research results examining the link between job satisfaction and gender are examined, a significant difference can be seen, and it is also seen that male and female employees do not show any difference in job satisfaction when the conditions are the same (Garcia-Bernal et al., 2005). Employees who have just started their working lives tend to be more satisfied with their work lives. Encouragement in this process also includes the development of skills and capacity. It may seem different and attractive to the individual because he is just starting his business life. This satisfaction experienced at the beginning of working life decreases because the employee's self-improvement and renewal does not continue (Schultz & Schultz, 1982).

When the connection between the education level of the individual and the level of job satisfaction is examined, if the education level is much higher than the job required by the person, this reduces the level of job satisfaction. It has been stated that if the education level is moderately higher than the job required, the interaction between these two variables is very low. It is stated that this issue may be due to the fact that the magnitude of the effect of having a higher education than required by the job on the approaches depends on the individuals' perspectives that they are more talented and qualified according to their jobs, rather than the objective incompatibility between these two variables (Burris, 1983). The result of a study conducted in our country indicates that the level of education does not make a significant difference in the job satisfaction levels of Turkish employees (Bilgiç, 1998). However, employees with higher education levels are more interested in being successful and have developed fewer negative attitudes towards their jobs. In other words, while these individuals do not have problems with factors related to their work, they are more interested in the quality of work productivity.

When the relationship between individuals' being married or single and job satisfaction is investigated, it is generally seen that married people have a higher level of job satisfaction than single people. It can be said that the reason for this situation may be that the satisfaction of married people in their family life is reflected in their working life, or that being married increases their expectations in the work environment and from life (Telman and Ünsal, 2004).

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According to Clark's research in 1997, married female employees have high job satisfaction. In the research, it is concluded that marriage has no effect on the job satisfaction of male employees (Clark, 1997).

Organizational Factors

The profession an individual engages in at a specific workplace and during a particular period is expressed through their actions and implementations. It can also be defined as a contribution or virtue that the employee makes to his workplace. In this context, many factors related to the work and organizational environment can be mentioned that affect the employee's job satisfaction. We can specify these organizational factors as the nature of the job, human relations, guidance services, management, working hours, supervision, personal rights and wages.

One of the other organizational factors affecting job satisfaction is the quality of the job. It is thought that as the areas of authority of individuals working in a job grow, their experience will also increase and thus their job satisfaction levels will also increase. Both the motivational nature and difficulty level of the work performed, as well as qualities such as belonging to the job subject, feedback, responsibility and accountability, directly affect job satisfaction levels. In this sense, job enrichment also comes to the fore as a job-related factor. Job enrichment is giving the employee the authority and responsibility to plan, organize and supervise his/her own work. As the level of such authorities and responsibilities increases, it may be possible for the job satisfaction levels of employees to increase (İnce & Gül, 2005).

If the employee first adopts the organizational structure he/she works for, and in the process of adapting to it, has a peaceful approach with himself and the workplace, and rusts himself and the institution he works for, the level of job satisfaction will increase as a result of this situation (Özdemir, 2006). Since the manager's positive approach and importance towards individuals and the close relations between the employer and the individual cause the employee to be satisfied with the job, it can be said that the individual's job satisfaction is closely related to the employer's approach towards the employee (Bölüktepe, 1993).

Some of the important responsibilities of school administrators are; setting and achieving goals, maintaining the organizational structure, adapting to the external environment of the organization and keeping cultural patterns alive. Fulfilling these responsibilities creates feelings of loyalty and identity between teachers and students, enabling them to achieve satisfaction (Açıkgöz, 1994).

Teachers can do their most productive work in environments that educate them and give them pleasure. For this, school administrators should meet the psychosocial needs of teachers and encourage them to participate in making decisions that concern them. In addition, administrators should treat teachers equally, offer employees a working environment where they will feel a sense of success, take their interests and skills into account when sharing tasks, create a working environment where employees will be happy, and not be insensitive to the problems related to individuals' own lives. In addition, employees should be provided with opportunities to take on responsibilities and should strive to develop individuals' feelings of trust and belonging (Alıç, 1996). The manager must be sincerely interested in the employees, listen to their problems, deal with them, help employees who have problems, admire the employees because of the value of their work, not be hurtful in their criticism, and not be motivated to take revenge on the employee when necessary. In addition, employers should

provide the opportunity to develop and satisfy their employees' sense of self by ensuring their participation in decisions about themselves, and it can be expected to positively affect their job satisfaction by ensuring their motivation (Eren, 1989).

Wage, one of the organizational factors affecting job satisfaction, is the most financial reward an individual receives as a result of working in an organization. The salary paid to the employee is not only financial, but it also gives some clues about the organization's perspective on the employee and self-evaluation. Nowadays, employees who want to live a more prosperous life are worried about the wages they receive as a result of their work. The wages paid to employees have been the subject of many studies regarding job satisfaction.

When the surveys conducted on the subject in the field were examined, it was stated that the most important factor affecting the high level of job satisfaction or lack of job satisfaction is the wage. The employee must be paid a wage that is sufficient to cover the expenses of himself and his family and to enable them to live a comfortable life. Otherwise, the individual will move away from the organization or the employee's performance within the organization will be disrupted. Dissatisfaction with the salary received may lead to consequences such as low job performance, strikes, problems, job dissatisfaction and mental disorders (Sönmezer, 2007).

The Importance of Job Satisfaction in English Language Teaching

Job satisfaction generally refers to the subjective feelings of employees towards their job. This can be positive or negative. This is determined by factors such as relationships with managers, business goals, self-efficacy, working conditions, and personal development opportunities. An indicator of high job satisfaction is when an individual perceives his or her job or work-related experience as a situation that results in a positive or satisfying feeling.

Job satisfaction is also the pleasure experienced by the working individual as a result of realizing that the work he does and what he achieves as a result of the job coincides with his material and spiritual needs and personal value judgments, or creates the opportunity for them to overlap. In other words, it is the level of competence, such as compensation and appreciation, which the employee expects to receive in return for the effort he thinks he spends on the job (Kıyak, 2014). The employee's failure to meet his/her economic, psychological and social needs will result in a negative perspective and result in low job satisfaction or job dissatisfaction.

Frederick Herzberg's motivation-hygiene theory (1971) of job satisfaction is considered one of the most groundbreaking studies in this field. In his study, Herzberg asked employees about events at work that caused a significant improvement or decrease in their job satisfaction levels. Based on the results of the study, Herzberg (1971) concluded that there are five factors that work as strong determinants of job satisfaction. These factors had an improving effect on employees' job satisfaction and were effective in motivating individuals for higher job performance. Therefore, Herzberg called these motivational factors. According to Herzberg (1967), the five motivational factors are achievement, recognition, the work itself, responsibility, and advancement. Success means successfully performing one's job duties, solving problems, verifying, and seeing the results of one's work. Recognition relates to the attention, praise, and criticism received from peers or management and essentially refers to recognition for achievement in tasks. The job itself describes the actual content of one's job, that is, essentially the tasks of the job. Responsibility refers to the sense of responsibility given to an employee for his or her job or the assignment of new responsibilities. Finally,

advancement refers to a change in one's position at work and therefore includes the concept of promotion (Herzberg, 1967).

Motivational factors clearly worked satisfactorily for employees, but Herzberg found a number of other factors that often worked as dissatisfies or merely preventers of job dissatisfaction, but not as much as actual positive traits that increased the level of job satisfaction. These factors were called hygiene factors because they mostly describe the environment of one's work. Hygiene factors are company policy and administration, supervision, salary, interpersonal relations and working conditions (Herzberg 1971).

Since there are two separate sets of factors, one creating job satisfaction and the other creating job dissatisfaction, Herzberg (1971) concluded that these two emotions are not opposites of each other. In other words, the opposite of job satisfaction is not job dissatisfaction, but lack of job satisfaction. Therefore, Herzberg thinks that job satisfaction consists of two unipolar characteristics. According to Herzberg (1971), motivational factors basically create positive attitudes towards work and increase job satisfaction. Similarly, hygiene factors also mainly have the role of reducing job satisfaction. Therefore, it follows from this view that motivational aspects cannot be the source of job dissatisfaction and hygiene factors cannot serve as the basis for real positive job satisfaction. Motivational factors relate to an individual's relationship to what the person does, that is, the actual content of one's job, task accomplishment, and recognition of success in a task, nature of tasks, responsibility for tasks, and professional advancement or growth in performing tasks. Motivational factors relate to individuals' relationship to work, while hygiene factors themselves describe employees' relationship to the context and environment. Job satisfaction is fundamentally tied to the potential for personal and professional growth within one's job. However, hygiene factors encompass elements that contribute to an individual's personal and professional development.

When evaluated from the perspective of teaching English, many circumstances contribute to job dissatisfaction. The foremost among these problems is dissatisfaction with the salary received, often termed as underpayment. If individuals perceive that their compensation does not reflect their value, it can lead to motivation loss, diminished interest, frustration, low productivity, and absenteeism. This issue is critical, as dissatisfaction with earnings is likely to result in decreased productivity or even the departure of individuals from the organization.

Another factor contributing to job dissatisfaction is the limited opportunity for career advancement and development. English teachers often face restricted career paths, with titles such as specialist teachers and head teachers granted by the Ministry of National Education only through a single exam. The lack of continuity in this examination process can lead to decreased motivation even among qualified teachers.

The role of ability and attitude is crucial for achieving goals in teaching. Teachers require consistency, enthusiasm, dedication, and commitment, which are facilitated by a high level of self-efficacy. Teacher self-efficacy, the ability to attain desired results through student motivation, directly influences a teacher's behavior in the classroom. Teachers with high self-efficacy are more open to innovation, demonstrate effective planning, and set clear goals, leading to increased job satisfaction.

Lack of interest in work is another contributing factor to job dissatisfaction, with monotonous working conditions causing boredom among English teachers. The absence of interesting and challenging tasks leads to reduced motivation and productivity. Addressing this requires

increased support for projects, as projects often lack adequate incentives or rewards upon completion.

Poor management is identified as a crucial reason for job dissatisfaction among English teachers. Administrators play a vital role in creating a positive and healthy school environment, but those with poor leadership skills tend to create stressful and demoralizing atmospheres. Constructive criticism and support for new ideas are essential for teacher motivation and satisfaction.

Recognition of employees' contributions is pivotal for job satisfaction. When teachers feel valued and appreciated, they are motivated to work harder. Unfortunately, contributions from teachers are sometimes overlooked, leading to a sense of undervaluation and discrediting of the teaching profession. Without proper acknowledgment, English teachers struggle to achieve job satisfaction.

Failure to recognize the need for teachers to maintain a healthy work-life balance negatively impacts productivity. English teachers with high workloads often experience a decrease in satisfaction levels. Job satisfaction plays a crucial role in the success or failure of education systems worldwide, underscoring the importance of acknowledging teachers' contributions and implementing effective policies for their personal development and success.

Method

In this section, the procedures and techniques used in the research are explained under the headings of "research model, population and study group, data collection tool, data collection and data analysis". Survey model was used in the research. The goal of the scanning model is to investigate and determine the current situation on a particular subject. These are generally studies aimed at shedding light on a situation, making evaluations in accordance with certain standards, and revealing the organic connections between events.

The research was conducted using the survey model to determine whether there is a relationship between the job satisfaction levels of English Teachers working in Merkezefendi and Pamukkale districts of Denizli Province and their gender, age, seniority, faculty they graduated from and educational status. The survey was applied to 244 teachers mentioned in the sample and the participants were informed about paying utmost attention to privacy. It was explained that the interviews were conducted on a confidential basis and this information would not be used for other purposes and that participation was voluntary.

The survey comprises two sections. Part 1, which focuses on personal information, and Part 2, designed to assess job satisfaction. Minnesota Job Satisfaction Scale (MSQ) was used, utilizing a survey comprising 50 questions. To gauge teachers' job satisfaction, a five-point Likert Scale attitude scale was implemented, classifying responses as follows: "1" for "I strongly disagree," "2" for "I disagree," "3" for "I slightly agree," "4" for "I agree," and "5" for "I strongly agree." After the data gathered, the responses of 244 participants were evaluated. Parametric tests (ANOVA, t test) were used to evaluate the variables and the analyses were made with the SPSS program.

Findings

In this part of the research, the findings obtained from the answers given to the survey questions by English teachers working in Pamukkale and Merkezefendi districts of Denizli province are included. In this section, each sub-problem of the research is discussed under subheadings and the findings are presented in tables.

The Job Satisfaction Levels of English Teachers

The first sub-problem of the research is "What are the job satisfaction levels of English teachers working in Pamukkale and Merkezefendi districts of Denizli province?". For this purpose, the mean standard deviation scores and participation levels derived from teachers' responses to the scale, revealing the job satisfaction levels of English teachers, are presented in Table 1 (see Appendix).

When Table 1 is examined (see Appendix), according to the perceptions of English teachers, the general average of general job satisfaction levels is at the "Agree" level with X = 3.48.

According to the responses given by English teachers to the scale items, the first three items are as follows. "My job is meaningful and valuable" included in the scale. It was observed that the item was at the "agree" level (in the first place) with X = 4.14. "I try to learn something new about my job." English teachers responded to the item at the "I agree" level (second place) with X = 4.13. "My school organizes scientific meetings, courses, etc. allows participation." Teachers responded to the item as "I agree" with an average of X = 4.10. They answered (in the third place). According to the results stated, English teachers working in Pamukkale and Merkezefendi Districts of Denizli province think that the work they do is meaningful and valuable. It also revealed that teachers are willing to improve themselves and try to learn new things in their jobs. We can conclude that school administrators support teachers in their self-improvement from their answers to the item "My school allows me to attend scientific meetings and courses."

The last three items, according to teachers' responses to the scale items, are as follows. "As soon as I get the opportunity, I will consider moving to another job." Teachers responded to the item "I disagree" (in the last place) with X = 2.20. "I'm thinking of retiring early and retreating into a corner." To the item "I disagree", teachers responded with X = 2.30 at the "disagree" level (second from the end). "I often wish I were a person doing something else." Teachers responded to the item "I disagree" (third from the end) with X = 2.51. According to the evaluation results, it is understood that English teachers working in Denizli Province are satisfied with the work they do, their job satisfaction level is high and they do not think of changing jobs and do not want to retire early.

Job Satisfaction Levels of English Teachers Based on Demographic Levels

The second sub-problem of the research was formulated as follows: "Do the levels of job satisfaction differ among English teachers working in the Pamukkale and Merkezefendi districts of Denizli province based on variables such as (a) gender, (b) marital status, (c) seniority, (d) educational level taught, and (e) the type of faculty graduated from?" To address this sub-problem, parametric tests, specifically the independent two-sample t-test and one-way

analysis of variance (ANOVA), were utilized. The findings obtained from these analyses are presented in the following tables (Table 2, Table 3, Table 4, Table 5 and Table 6).

Job Satisfaction Levels of English Teachers in Terms of Gender

To determine whether there is a difference between the job satisfaction levels of male and female English teachers. The independent two sample t test results are given in Table 2.

Table 2. Independent Two-Samples t-Test Results Showing the Changes in Job Satisfaction Levels of English Teachers by Gender

Gender	N	$\overline{X}$	Ss	t	P
Woman	187	174,7594	17,76219	1,29890	,058
Male	57	171,8596	21,22283	2,81103	

It can be seen in Table 2 that no significant difference was found in terms of job satisfaction between male and female English teachers working in Merkezefendi and Pamukkale districts of Denizli province (*p>.05*). When we consider this result, we can say that the reason why gender does not affect job satisfaction is that the English teaching profession imposes equal burdens on both genders. English teachers do not experience any gender differences while working in their institutions. The gender of English teachers is not a determinant of their job satisfaction levels.

Job Satisfaction Levels of English Teachers in Terms of Marital Status

To determine whether there is a difference between the job satisfaction levels of married and single English teachers. The independent two sample t-test results are given in Table 3.

Table 3. Independent Two-Samples t-Test Results Showing the Changes in Job Satisfaction Levels of English Teachers According to Marital Status

Marital status	N	$\overline{X}$	Ss	t	P
Married	204	174,1765	18,20703	1,27475	,510
Single	39	174,1795	20,80217	3,33101	

Table 3 shows that there was no significant difference in terms of job satisfaction between married and single English teachers working in Merkezefendi and Pamukkale districts of Denizli province (*p>0.5*). In other words, whether English teachers were married or single did not change their attitudes towards work. Married and single teachers have the same opinion and their marital status does not affect their job satisfaction levels.

Job Satisfaction Levels of English Teachers in Terms of Seniority

The results of the one-way analysis of variance test conducted to determine whether there is a difference between the job satisfaction levels of English teachers in different seniority groups (1-11 Years, 12-20 Years and 21- and above) are given in Table 4.

Table 4. One-Way Analysis of Variance Test Results Showing the Change in Job Satisfaction Levels of English Teachers According to Seniority

Professional Seniority	*n*	$\overline{X}$	*Ss*	Source of Variance	Sumof Squares	Squares Avg.	*F*	*p*
1-11 Years	75	176,1867	17,0406	intergroup	604,398	302,199	0,87	0,42
12-20 Years	141	172,8085	19,8663	within groups	83015,370	347,345		
21-and Over	26	175,3846	16,26795	Total	83619,769			

Table 4 demonstrates that the job satisfaction levels of the teachers participating in the research did not differ significantly according to the seniority variable (*p>0.5*). In other words, since there is not much difference between a newly hired teacher and a teacher who has worked for many years in terms of personal rights, rewards and wages, seniority does not have a determining effect on teachers' job satisfaction levels.

Findings and Comments on the Evaluation of Job Satisfaction Levels of English Teachers in Terms of the Education Level Variable

The results of the one-way analysis of variance test conducted to determine whether there is a difference between the job satisfaction levels of English teachers working at primary, secondary and high school levels are given in Table 5.

Table 5. *One-Way Analysis of Variance Test Results Showing the Changes in Job Satisfaction Levels of English Teachers According to the Education Level Worked*

Education level studied	*n*	$\overline{X}$	*ss*	Source of Variance	Sum of Squares	Squares Avg.	*F*	*p*
Primary school	36	180,5556	14,9369	intergroup	1779,121	889,560	2,599	0,076
Middle school	105	173,1714	20,3467	within groups	82493,240	342,296		
High school	103	172,7476	17,6094	Total	84272,361			

Table 5 shows that the job satisfaction levels of the English teachers participating in the study did not differ significantly according to the variable of education level studied (*p>.05*). When the research results are examined, there is no significant difference in the job satisfaction levels of English teachers working at high school or secondary school, as their social rights and income do not differ.

The English Teachers' Job Satisfaction Levels in Terms of Graduated Faculty Variable

The results of the one-way analysis of variance test conducted to determine whether there is a difference between the job satisfactions levels of English teachers who graduated from different faculties are given in Table 6.

Table 6. One-Way Analysis of Variance Test Results Showing the Change in Job Satisfaction Levels of English Teachers According to the Type of Faculty Graduated from

Graduated Faculty	*n*	$\overline{X}$	*ss*	Source of Variance	Sum of Squares	Squares Avg.	*F*	*p*
Faculty of Education	202	174,4505	18,47548	intergroup	159,380	159,380	0,459	0,499
Faculty of Arts and Sciences	35	172,3095	19,44534	within groups	84112,981	347,574		
Other	7			Total	84272,361			

When Table 6 was examined, it was determined that the job satisfaction levels of the participants did not differ significantly according to the type of faculty they graduated from *(p>0.5)*. In other words, the job satisfaction levels of English teachers are the same no matter which faculty they graduated from. In summary, the type of faculty that the teachers graduated from is not a determining variable in job satisfaction levels.

Conclusion

An individual's working life consists of many experiences he has gained regarding his workplace and his job. Some or all of the experiences a person has in his business life cause him to develop a positive or negative attitude towards work. For this reason, the positive attitude that a person develops towards his job and workplace increases his level of job satisfaction, and a high level of job satisfaction means an increase in his performance and productivity. In summary, the more satisfied and happier an individual is with his job, the better he will do his job. In a situation opposite to satisfaction and contentment, that is, if the individual has a negative attitude towards the job and the workplace, it reduces the level of job satisfaction and means a decrease in efficiency and performance.

No significant difference was observed in the job satisfaction levels of the teachers participating in the research according to gender, marital status, seniority, level of education, and type of faculty graduated from.

This study shows that teachers learning different ways of thinking by adding a new aspect to their perspective, improving themselves, discovering new aspects of themselves, creating different ideas. It has been revealed that they are eager to learn new things in their jobs. We can conclude that school administrators support teachers in renewing and improving themselves from their answers to the item.

English teachers answered that they slightly agree with the scale item that the English teaching program should guide them sufficiently In this context, the curriculum includes considerations such as its content, the skills targeted for development, the distribution and limits of achievements across classes, its interrelation with other courses, as well as the methods, techniques, and materials prescribed for teaching programs, along with the measurement and

evaluation approach. This complexity highlights the need for guidance among teachers. The fact that English teachers answered "I slightly agree" to the scale item that the textbooks are compatible with this curriculum reveals that they think that the textbooks were not prepared in a structure foreseen by the curriculum and could not have the expected effect in keeping up with the changes and directing education in this direction.

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Appendix

Table 1. Statistical Values Describing the Job Satisfaction Levels of English Teachers

Materials	N	X	Ss	Level
My work is meaningful and valuable.	242	4,14	996	I agree
I try to learn something new about my job.	243	4,13	790	I agree
My school organizes scientific meetings, courses, etc. Allows participation.	241	4,10	831	I agree
I can easily reach my school.	244	4,06	932	I agree
I think my job suits my abilities.	243	4,05	834	I agree
I am taking initiatives to increase my professional knowledge.	243	4,05	764	I agree
I can establish trusting relationships with my colleagues.	241	4,00	764	I agree
I struggle with the obstacles I encounter while doing my job.	243	3,98	749	I agree
My social security (illness, retirement, accident, etc.) is provided.	243	3,95	824	I agree
My managers respect and value employees.	241	3,95	967	I agree
I watch broadcasts related to my profession.	242	3,94	815	I agree
I think my job suits my interests.	242	3,92	901	I agree
My working hours are regular.	243	3,91	940	I agree
It is inspected whether the responsibilities given at my school are fulfilled.	243	3,87	811	I agree
I use visual materials such as posters, flashcards and films while teaching at the institution where I work.	242	3,86	955	I agree
I use audio materials such as dialogue, monologue, story and narrative while teaching at the institution where I work.	241	3,85	923	I agree
I often participate in decisions made at my school.	243	3,84	886	I agree
When I meet my colleagues, I ask how they do their jobs.	244	3,83	856	I agree
My coworkers are encouraging to work.	243	3,82	930	I agree
My managers have managerial competence.	244	3,81	1,04	I agree
Physical conditions of the environments where I teach and work(sound, temperature, brightness, cleaning, etc.) are suitable .	244	3,76	,936	I agree
My working hours allow me to meet my private life needs easily.	244	3,75	1,050	I agree
At my school, work is shared fairly.	242	3,74	1,029	I agree
I attend seminars and congresses to increase my professional knowledge.	244	3,73	.832	I agree
I come to my workplace with enthusiasm.	244	3,69	,964	I agree
I recommend my profession to others.	243	3,59	1,077	I agree
I can meet with my colleagues frequently outside working hours.	242	3,59	,922	I agree
If I were born again, I would like to enter the same profession.	243	3,55	1,267	I agree
It is not possible to make people love English lessons with the current program.	244	3,55	1,074	I agree
As a result of my work, I can receive feedback that will improve myself.	244	3,53	1,048	I agree
My job makes me feel a sense of accomplishment.	242	3,51	1,105	I agree

I think my profession allows me to develop.	242	3,48	1,003	I agree
The institution where I work has sufficient technical equipment for teaching English.	243	3,44	1,164	I agree
My job gives me life satisfaction.	242	3,41	1,124	I agree
My work has a respected place in society.	243	3,30	1,112	I agree
I am satisfied with the number of students I teach.	241	3,30	1,178	I agree
It is not possible to teach English with the current Programme.	240	3,21	1,038	I agree
When I do my job well, I want to be appreciated, gain respect, etc. I can often receive spiritual rewards.	243	3,14	1,121	I slightly agree
The textbook is consistent with the English Language Teaching program.	243	3,12	1,033	I slightly agree
The program provides adequate guidance to English teachers.	243	3,07	,942	I slightly agree
The time allocated to the units is not compatible with the difficulty level of the subjects.	244	3,06	1,211	I slightly agree
With the current program, it is possible to gain a positive attitude towards learning English.	241	3,03	,957	I slightly agree
Some obstacles at work prevent my desire to work.	242	3,01	1,158	I slightly agree
The salary I receive for the work I do is satisfactory.	240	2,77	1,133	I slightly agree
I feel unhappy and bored at the end of the workday.	243	2,59	1,069	I do not agree
The content of the textbook is sufficient.	241	2,56	1,172	I do not agree
There were moments when I thought about changing my profession.	242	2,52	1,253	I do not agree
I often wish I were a person doing something else.	244	2,51	1,229	I do not agree
I'm thinking of retiring early and retreating into a corner.	243	2,30	1,200	I do not agree
I would consider moving to another job as soon as I get the opportunity.	244	2,20	1,217	I do not agree
TOTAL		3,48	0,372	I agree

A Systematic Review on Foreign Language Teaching Enjoyment (FLTE) in Second Language Teaching: Descriptive and Quantitative Analyses of the Focus in FLTE Studies and Their Methodology from the Beginning (2019) up to Present (May 2023)

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Abstract

The current systematic review of empirical studies on foreign language teaching enjoyment (FLTE) sought to mirror the trends of knowledge production in terms of research topics, designs, methods as well as the publication volume by year and country and presents an analysis of their empirical results. By employing a descriptive quantitative analysis, this study reviewed 10 eligible empirical articles on FLTE published starting from 2019 up to present by searching the online databases. The results identify that the majority of the studies were quantitative studies with a cross-sectional design seeking linear and reductionist results. Moreover, the focus of the reviewed studies was mainly the relationship between FLTE notion and other emotions. The sources and levels of FLTE were also searched. In addition, findings defined the dominance of Iranian scholars. To conclude, accepting FLTE as a complex notion, results indicated the lack of a holistic perspective in studies pointing inductive, integrated, and innovated research designs in order to explore the notion to gain a deeper insight.

Keywords: descriptive quantitative analysis, foreign language teaching enjoyment, systematic analysis

Introduction

In recent studies, how emotions affect language learning has been highlighted more than ever before. However, despite having a crucial role in humans' lives, emotions have been disregarded as an irrational notion in SL learning for a long time (Dewaele & Li, 2020; Dörnyei & Ryan, 2015). Criticizing the cognitivist approach for neglecting the role of emotions, Dörnyei and Ryan (2015) stated that teaching and learning are not only concerned with knowledge, cognition, and skill, they are also emotional practices. Moreover, according to Hargreaves emotions are placed at "the heart of teaching" (2001). Highlighting the diverse and complex nature of teacher emotions he pointed that teaching includes intensive interactions including students, parents, colleagues, and all other stakeholders of the process and therefore is inextricably emotional by design or default (2001). Due to their key role, exploring the emotions experienced in language classes and broadening the information about them is well worth the effort to rise psychological and professional flourishing of teachers as teaching is a demanding and stressful process (Mierzva, 2019).

Within the scope of this point of view numerous studies were conducted. However, during the last four decades the focus has been drawn to negative emotions like anxiety, which is the most studied topic, and attempts have been made to hinder them (Azari Noughabi, Fekri & Kazemkhah Hasankiadeh, 2022). A more holistic view is needed to explore diverse emotions beyond the negative ones (Dewaele & MacIntyre, 2016). Inspired by Fredrickson's broaden-and-build theory (2004), SLA researchers started to acknowledge the distinct functions of positive and negative emotions (Li, 2022). Among these studies, positive emotions empirically investigated include enjoyment, joy, pride, interest, hope and love, and negative emotions include anxiety, anger, boredom, guilt, and shame (Li, 2022). Moreover, the growing of positive psychology encouraged the researchers to explore the positive emotions as they lead to expansion of one's own capacity and achievement. As a result, since 2016 SLA has witnessed a shift toward positive psychology (PP).

As it is stated by Piechurska-Kuciel (2017, as cited in Mierzwa, 2019) among these positive emotions experienced in FL classrooms, enjoyment deserves a meticulous investigation due to the critical role it has. As novel notion in PP, enjoyment is defined as the "pleasant feelings that originate from going beyond homeostatic boundaries as well as extending oneself to gain new experiences particularly when one encounters challenging tasks" by Dewaele & MacIntyre (2016). In the context of language learning, foreign language learning enjoyment (FLE) refers to learner's attempts to overcome learning challenges and expand their knowledge and mastery in the classroom (MacIntyre, 2016). Similarly, Botes et al. (2020, as cited in Zeng, 2021) underline that FLE occurs when learners can find suitable answers to their needs in classroom. Finally, Pekrun et al. (2007, as cited in Elahi Shirvan, Taherian & Yazdanmehr, 2020) highlight that enjoyment can result in persistent determination, and positive and enthusiastic engagement in learning.

As usual the notion of enjoyment has first appeared in studies dealing with the learners' perspectives by Dewaele and other scholars' pioneering role (Dewaele & MacIntyre, 2014; Dewaele & MacIntyre, 2016; Pierchurska-Kuciel, 2017; Dewaele, Franco & Saito, 2019). However, as Mierzwa (2019) claimed enjoyment, as an emotion, is being experienced by the teachers as well and as their satisfaction is believed to be strongly linked with the enjoyment of students, the positive atmosphere in classroom and the improvement they make, studies are needed to explore the teacher side of the phenomena. Again, with Dewaele's leading role,

foreign language teaching enjoyment (FLTE) notion was introduced to the field, but it is still in its infancy.

Reviewing the literature back, as it is a relatively novel notion, the number of the studies about FLTE is limited, consequently no systematic review could be encountered in the field. Regarding this gap in literature, this study attempts to analyse the present literature on FLTE to observe their methodology, the rationale, and purposes of the studies and as well as their empirical results to analyse the focus of these studies published from the beginning (2019) up to present (2023). Accordingly, the following research questions will be addressed:

1. What are the purposes and foci of the very first FLTE studies?
2. Which research methods are mostly employed by the researchers in FLTE studies regarding research design, data collection and data analysis?
3. What are trends of the research on FLTE in terms of volume of publication and country?
4. What are the empirical results of FLTE studies?

Method

For this study a systematic review design was employed which aims to summarize analyses of current knowledge in an area by reviewing the literature according to pre-set criteria in a descriptive and quantitative way. Systematic reviews aim at synthesizing the findings of research conducted in the field by employing explicit and transparent methods in order to have accountable, replicable and updateable results (Oakley, 2002). According to Davies, systematic reviews and other kinds of research synthesis are so beneficial for educational practice since it enables researchers to go beyond borders of single studies and to explore the consistencies and variabilities in relatively similar studies (2000). In line with these discussions, this systematic review of empirical studies on FLTE attempts to present the development of the studies which are in the beginning phase in the field.

Literature Review

This current systematic review aims at including all the empirical studies published up to now (2019-2023) since FLTE is a relatively novel notion in positive psychology and the number of the studies are limited. An intensive literature search was carried out in online databases in the social sciences including *Google scholars*, *Scopus*, and *Science Direct* in order to find out the empirical studies with the "Foreign Language Teaching Enjoyment" keyword in their title or abstracts. No other keyword was used since the only focus of the current study is FLTE.

In order to make sure to find out the studies which are relevant to the stated aims a list of including and excluding criteria was established prior to conducting process. Because of the aforementioned issues time limit was not an exclusion reason for the current study. In addition, the studies dealing with languages other than English (LOTE) were also included since our focus is not limited with English language. Moreover, the current study does not aim at focusing on any specific age, gender, or location. On the other hand, books, book chapters, theses, dissertations were excluded from the retrieved articles in order to examine the trends in the field. Finally, the abstract screening and full-text screening were employed to ensure that the articles are suitable for the current study. At the end of this process 10 articles remained as eligible.

Data Screen and Extraction

To assess the eligibility of retrieved articles according to the stated inclusion and exclusion criteria the articles' abstracts were screened in four steps. In the first step 17 documents including books and book chapters were excluded. Next, 41 duplicated articles were removed from the list. In the third step abstract screening was employed and the appropriateness of the articles were checked. In this step, 24 articles were dropped due to being irrelevant to the focus of the current study. In the final step 10 articles were retained for the further analysis, full-text screening was applied to ensure their suitability (see Figure 1 for the flow chart).

Figure 1. Flow chart of article selection and screening process
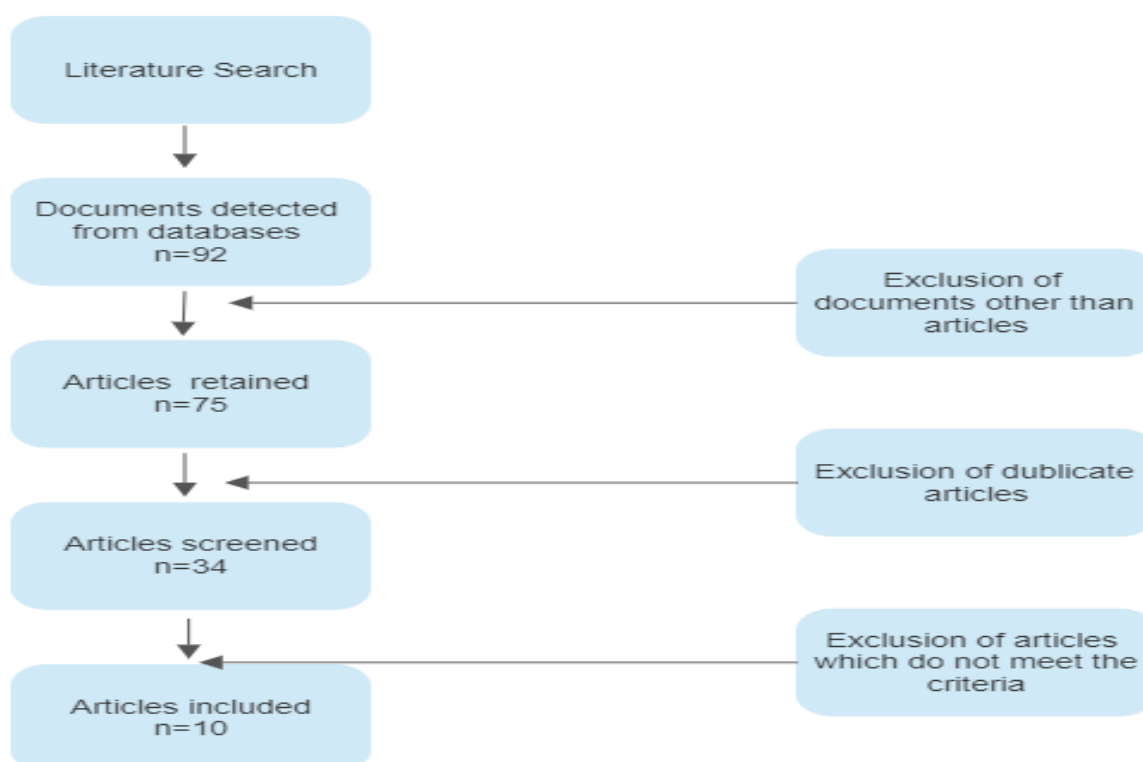
Results and Discussion

The results of examining 10 articles on foreign language teaching enjoyment published between 2019-2023 are presented according to the research questions aforementioned in four steps. First, purpose and research foci of the empirical studies will be presented. Second the research methods will be explained and discussed in terms of research design, data collection and data analysis. Next the trends of the research on FLTE in terms of volume of publication and country will be presented. Finally, the results of the empirical studies will be discussed.

Purpose and Research Foci

In respect to first research question, the articles included in this study were classified in two categories according to their research purpose and research foci. Analysing the purposes of the studies (see Table 1) which attempt to identify relations of FLTE with other variables (well-

being, resilience, grit, mindfulness, self-efficacy, emotion regulation, burn-out, engagement and emotion regulation) are encountered with a very high percentage, 70 %, (e.g. Azari Noughabi, Fekri & and Kazemkhah Hasankiadeh, 2022; Fathi, & Naderi, 2022; Xiao, Fathi and Mohammaddokht, 2022). Scholars also showed favour for identifying the sources of FLTE with a 10%, (Thumvichit, 2022) and identifying the sources and levels of FLTE with a demographic comparison with a 20 %, (Mierzwa, 2019; Derakhshan, Dewaele, & Noughabi, 2022). As being a relatively novice notion, FLTE has just started to be investigated in the field and scholars has an aim of investigating the sources, levels but especially the relations with other notions since they are highly interrelated, and this seems to be a promising point. However, in order to reach a more holistic perspective in the future studies investigating the notion as a part of a network rather than an isolated notion is needed.

Table 1. Volume of Publications by Research Purpose

Category	No	%
Identifying relations of FLTE with other variables	7	70
Identifying sources of FLTE	1	10
Identifying levels and sources of FLTE and FLE and demographic comparison	2	20

N=10

As a response to the second part of first research question, the articles were analysed according to their foci and themes and subthemes were identified to bring out the topical focus of the studies (see Table 2). Consequently, three main categories emerged as subthemes. In the first category of subtheme, scholars investigated the predictors of FLTE including resilience, well-being, and emotion regulation with a 30 % (Proietti Ergün & Dewaele, 2021; Derakhsan, Dewaele, & Noughabi, 2022; Azari Noughabi, Fekri & Kazemkhah Hasankiadeh, 2022). In the next category, the effect of FLTE on various constructs such as self- efficacy, work engagement, teacher grit and resilience were examined with a 40 % (Fathi, & Naderi, 2022; Yang et al., 2023; Lui et al., 2023; Xiao, Fathi and Mohammaddokht, 2022). Finally, in the third category, sources, levels, and demographic differences of FLTE were investigated with a 30 % (Mierzwa, 2019; Al-Dosari et al. 2022; Thumvichit, 2022).

Table 2. Volume of Publications by Research Foci

	Sub Theme	No	%
Predictors of FLTE	Resilience, Well-being	2	20
	Emotion regulation, Well-being	1	10
Effect of FLTE	Self-efficacy, Work-engagement	1	10
	Teacher grit, Growth Mindset, Work-Engagement	1	10
	Resilience, Engagement	1	10
	Burn-out, Mindfulness, Teacher Engagement	1	10
Sources, Levels and Demographic differences	FLE sources and levels of students	3	30
	FLE sources of teachers in school years		
	FLTE sources and levels of teachers		
	FLE of students from teachers' perspectives		
	Demographic comparisons in terms of level and source		

N=10

Development of Research Methodology

Within the framework of second research questions the retrieved articles were analysed in terms of research method, research design, data collection methods and data analysis. In the first part

the research method and research design were categorized, and the numbers and percentages were calculated (see Table 3).

Table 3. Volume of Publications by Research Method and Research Design

Research Method			Research Design		
Category	No	%	Category	No	%
Qualitative	0	0	Cross-sectional	10	100
Quantitative	8	80	Longitudinal	0	0
Mixed	2	20			

N=10

As the results clearly depicts, out of ten studies, eight research was conducted in a quantitative way (80 %) and mix method only accounts for a small portion (20 %). On the other hand, there is no research conducted in qualitative way which is clear gap for researchers. As it is demonstrated in Table 3 all the studies employed cross-sectional design and there is no longitudinal research in the field about FLTE. Hiver and Al-Hoorie (2020) discussing the debate beyond the qualitative and quantitative perspective, suggests an integrated approach rather than mix-methods in transdisciplinary research purposes for complex systems. Seawright (2016, as cited in Hiver, Alhoorie & Freeman, 2022) explains this perspective as "multimethod designs in which two or more methods are carefully combined to support a single, unified causal inference".

Manifesting the dominance of quantitative and cross-sectional studies in the field, this current study states the urgent need for integrated methods in order to explore the phenomena with the lens of complexity to reach a deeper insight.

Data Collection
In accordance with the quantitative, cross-sectional dominance of the research methods in FLTE studies, the data collection methods indicate that the majority of the studies employed scales as a data collection method (n=9, 75 %). Questionnaires and scales are mostly preferred data collection tools in studies which are designed in a quantitative and cross-sectional way since they are suitable for collecting data easily from large populations at one time (Fraenkel et al., 2012) and allows to generalize the results (see Table 4). Considering that there are no qualitative and longitudinal studies in FLTE, it's not surprising that, the other methods including interview, Q sorting, and narrative were adopted once among all the articles retained (n=1, 8.3 %). As Barkhuizen et al. pinpointed that data tools such as interviews, narrative, reflections are appraised as reflective practices and can result in a better understanding of participants' experiences (2014). Thus, in order to reflect the participants experiences, qualitative studies including aforementioned tools are needed in this field to give voice to teachers. Moreover, as Hiver & Al-Hoorie stated using multiple methods of data collection provides rich sources to analyse the phenomena deeply with a more comprehensive perspective (2020). In respect to these discussions, employment of multiple methods of data collection is required to explore the phenomena deeply.

Table 4. Volume of Data Collection Method

Category	F	%
Scale	9	75
Interview	1	8.3
Q Sorting	1	8.3
Narrative	1	8.3
Total	12	

Data Analysis

The analysis procedures of the retained articles were examined in order to define the data analysis trends of the FLTE notion. Two main themes emerged from the content analysis and statistical analysis. As it is clearly understood from Table 5, following the dominance of quantitative research design, advanced modelling statistics were implemented to explore the relationships between FLTE and other variables. Structural equation modelling (SEM), (n=6, 27.7 %) and confirmatory factor analysis (CFA) (N=5, 22.7 %) were revealed as the two major analysis methods in the current study. Descriptive statistics (n=3, 13.6 %) and t-test (n=3, 13.6 %) were the second commonly used analysis methods. One-way ANOVA (n=2, 9 %), correlation (n=1, 4.5), regression (n=1, 4.5) and Q method (n=1, 4.5) were also implemented in the data analysis procedures within the scope of this review. However, the other category representing the content analysis procedures included in the current study only accounts for a small portion of the whole. Only two content analysis methods were revealed in this review, one of them was in a deductive (n=1, 50 %) format and the other was in a deductive-inductive (n=1, 50 %) format. There was no inductive study among the reviewed articles. However, as emotions are complex systems they need to be investigated in a holistic perspective and it requires employing inductive approaches in order to explore the dynamic and emergent nature of phenomena without making prediction (de Bot & Larsen-Freeman, 2011). As a result, the investigations need to switch their focus to gather a deeper understanding rather than a restricted point of view dealing with linear causal relationships.

Table 5. Volume of Data Analysis Method

Content Analysis			Statistics		
Category	F	%	Category	F	%
Deductive	1	50	Descriptive	3	13.6
Inductive			Correlation	1	4.5
Deductive-Inductive	1	50	Regression	1	4.5
Integrated			T-test	3	13.6
			One-way ANOVA	2	9
			Confirmatory Factor Analysis	5	22.7
			Structural Equation Modelling	6	27.2
			Q method	1	4.5
Total	2			22	

Trends of the Research

In order to answer the third research question, the trends of FLTE studies were examined in terms of publication volume by years and countries. Being a relatively novice notion FLTE research has started in 2019 by Mierzwa's study which was conducted in Poland. As mentioned before, there are ten articles about this notion and the distribution is stated in Figure 1. Analysing the volume of trend by years it is seen in Figure 2 that there was only one study in 2019 and there was no study in 2020. One reason for this situation might be about the pandemic that the whole world experienced in 2019-2020. In some studies (Proietti Ergün & Dewaele, 2021) the participants were asked to exclude their teaching experiences during the pandemic while answering the questionnaires. Consequently, with the sharp rise six studies were conducted in 2022 which is encouraging for the future of the research on FLTE.

Figure 2. Trend of Publication Volume by Years
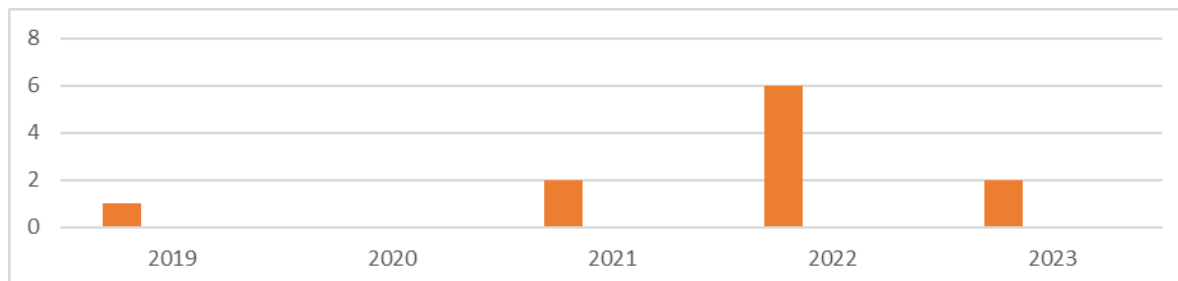
Figure 3 represents the trend of publication volume by country. As it is clearly demonstrated, Iranian scholars have the dominance in the field about the FLTE. Half of the studies (n=5, 50 %) were conducted in Iran. Each of the other countries was included by one study out of ten, and the names of the countries were listed as Thailand, China, Saudi Arabia, Poland. There is also one international study. Uitto et al. (2015) underlies the importance of conducting investigations in different contexts to enable understanding the effect of culture and context on emotional behaviours. Analyzing the publication volume by country, the need for further studies in different locations and contexts to understand the cultural and contextual diversity of the phenomena is seen clearly.

Figure 3. Trend of Publication Volume by Country
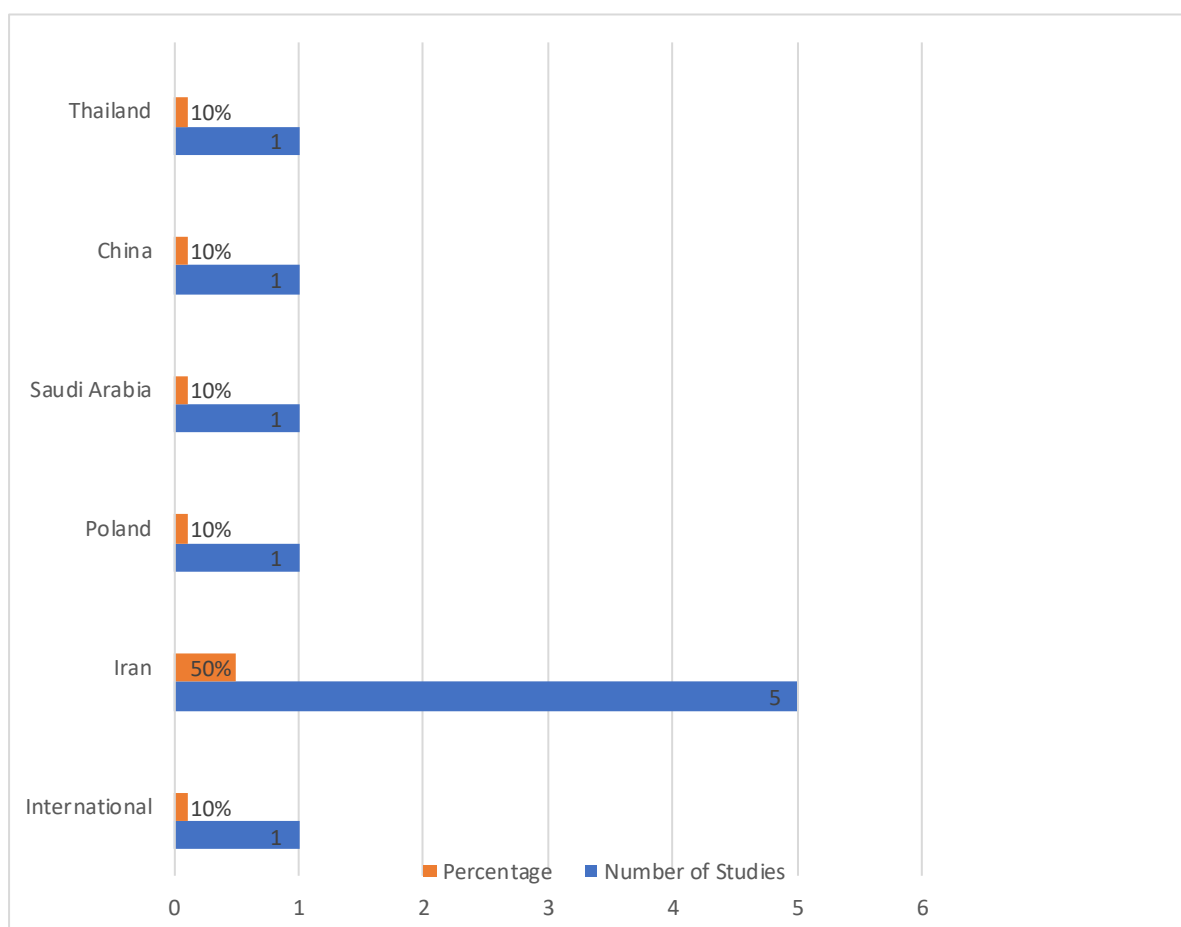
Empirical Results of the Studies

Within the scope of fourth research question, the empirical findings of the retained articles were analysed, and the following findings were encountered.

As being the first study in literature, Mierzwa (2019) underlined the need for the investigation of teachers' enjoyment notion and conducted a mix-method study. As a result, she concluded that the FL teachers in Poland experienced a relatively high FLE and FLTE regardless of independent variables such as location, education level and the foreign language being taught. Mierzwa found out that females' FLE were higher than males with a significant difference. On the other hand, she concluded no difference between genders in terms of FLTE.

In 2022 more than half of the studies (60 %) were published focusing on FLTE. In her qualitative study Al-Dosari et al. (2022) investigated enjoyment notion with various aspects in Saudi Arabia context. She searched about teachers' level of enjoyment both while teaching and learning when they were students, gender mediation, and sources of enjoyment while learning and teaching. Confirming the gender results of Mierzwa (2019), Al-Dosari et al. (2022) found no statistically significant difference between male and female teachers in terms of enjoyment. Similarly, she found that teachers FLTE levels were high, but their FLE were higher when they were students which is also parallel with Mierzwa's results (2019). The sources of FLTE were identified as positive atmosphere at workplace, students' excitement about language learning, and joy of passing knowledge to others.

Another study focusing on the sources of FLTE was conducted by Thumvichit in 2022 and it was unique in terms of data collection and analysing method. Thumvichit (2022) preferred Q sorting method in order to identify potential sources of tertiary-level EFL teachers' FLTE and explore three sources namely classroom engagement, career value, and social interaction.

In their quantitative study, Proietti Ergün & Dewaele (2021) focused on the relationships of FLTE, resilience and well-being by employing correlation and multiple regression analysis and the analysis indicated that resilience was the strongest predictor of FLTE followed by well-being. The research included Italian as a foreign language by which it differentiates from the others. It also introduced a 9-item scale to assess FLTE to the field.

A similar study conducted by Derakhshan, Dewaele and Noughabi (2022) confirmed the predictor effect of resilience and well-being on FLTE adding L2 grit to the list with the highest score by employing SEM analysis in Iran context. Another study which confirmed the predictor effect of well-being on FLTE was conducted by Azari Noughabi, Fekri and Hasankiadeh (2022) including emotion regulation as another predictor again in Iran context and again by employing SEM analysis.

As mentioned before 40 % (n=4) of the reviewed studies focused on the effect of FLTE on various notions. All these four studies were conducted in 2022 and 2023, implementing CFA and SEM analysis in the Iran context. Xiao, Fathi and Mohammaddokht (2022) tested the effect of self-efficacy and FLTE on work engagement and found significant results. Similarly, Fathi and Naderi (2022) searched for the effect of FLTE and resilience on engagement and found significant results. Other two studies focused on the mediation effect of FLTE on engagement including grit, growth mindset (Yang et al. 2023; Lui et al., 2023) and concluded that FLTE mediates the relationship between work engagement and other variables. The mentioned studies were also in Iran context.

Conclusion

Adopting a descriptive approach, this study aimed at analysing 10 articles investigating FLTE notion and present a summary of analysis of current literature by employing explicit and transparent methods to have replicable and accountable results. The study presented the development and trends of the empirical studies involving the consistencies and variabilities to shed light on the field. The result of the study revealed that the research on FLTE notion is in the beginning phase and with a reductionist and conventional perspective they focus on the linear, predictable relationships. Analysing the research methodologies and designs the dominance of quantitative, cross-sectional studies is seen clearly. Accepting teacher emotion, a complex system, the research on FLTE need a turn to complex dynamic research systems in order to explore the fluctuation of the notion and understand the attractor states as well as the major components of the system. By this way it can be understood what causal mechanisms result in FLTE. Moreover, employing integrated methods and involving multi methods of data collection and data analysis are required in order to gather enriched data and to analyse the notion with a more holistic perspective. As a positive emotion FLTE has a profound effect on teaching and learning process for well-being of both students and teachers since they are highly interrelated. Consequently, understanding the causal mechanisms of the notion could contribute to the quality of language education.

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Evaluating the Efficacy of Teaching Practice: A Qualitative Inquiry through the Lens of Pre-Service English Language Teachers

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Abstract

Practicum or teaching practice, in the context of English Language Teaching (ELT), plays a vital role in shaping the teaching abilities and professional development of pre-service English language teachers. It provides them with a unique opportunity to apply theoretical knowledge in real classroom settings, bridging the gap between academic study and practical implementation. Through teaching practice experiences, pre-service teachers can grow both personally and professionally, ensuring the provision of effective language education and fostering a positive impact on learners' language development. This study aims to reveal the changes that the experiences gained in private and public schools have created on the awareness of pre-service teachers about their professional development. For this purpose, students were asked to state what the teaching practice contributed to their theoretical knowledge and practical skills based on their observations in private and public schools, to talk about their strengths and weaknesses during this process, and to talk about how they would manage it if they were to plan the teaching practice process. In this qualitative study, document analysis is used and the reports written by 54 senior English language teaching department students about their practices in private and public schools within the framework determined by the researcher were analyzed with thematic analysis. A total of 4 themes were discovered and statements were analyzed accordingly.

Keywords: teacher education, practicum, English language teaching

Introduction

The role of a practicum in English Language Teaching (ELT) is undeniably pivotal in shaping the future of effective language instruction. In the dynamic landscape of language education, where pedagogical approaches constantly evolve, a practicum serves as the bridge between theory and real-world classroom experiences. It offers pre-service English language educators a unique opportunity to apply the theories, strategies, and methodologies they have learned in a practical setting, honing their teaching skills, and gaining invaluable insights into the intricacies of language acquisition. Beyond equipping educators with essential classroom management techniques, the ELT practicum fosters adaptability, cultural sensitivity, and a deeper understanding of diverse learner needs, making it an indispensable component of teacher education programs worldwide.

This study presents key findings from the pre-service teachers' observations, professional development, preferences for their professional life, and suggestions for improving the practicum experience, offering valuable insights into the teacher training process and its impact on future educators.

The Importance of Practicum in ELT

Many nations offer language teacher education programs that include both theoretical classes built on university curricula and a practicum where student instructors are required to practice teaching in various contexts (Cabaroğlu & Öz, 2023). Prior to their practicum, teacher educators provide theoretical information to student teachers, who are intended to acquire knowledge bases pertaining to pedagogical content, technology, and other related topics. Zeichner (1996) emphasized that, in addition to offering pre-teachers the ability to put theory into practice, the practicum offers them a substantial opportunity for professional development. According to Farrell (2001), preservice teachers benefit from the practicum process because it helps them grow more accustomed to all facets of the teaching profession, both within and outside of the classroom. Huling (1997) claims that teaching practice opportunities give pre-service teachers a chance to "observe and work with real students, teachers, and curriculum in natural settings" (p. 2).

The practicum in English Language Teaching (ELT) plays a crucial role in the professional development of future educators. Through the practicum, pre-service English language teachers can put their theoretical knowledge into practice in actual classroom settings, which improves their teaching abilities. Additionally, it helps pre-service English language teachers form their professional identities. They can improve their instructional strategies, classroom management abilities, and teaching methods—all crucial for successful English as a foreign language—through hands-on experience ('Şimşek & Müftüoğlu, 2017). Research indicates that the practicum course enhances participants' professional development and helps them become more proficient language teachers. The practicum course experiences have a significant impact on how ELT professionals develop in their future professions (Farrah, 2019).

Student teachers are encouraged to participate in reflective practices during their practicum, which is crucial for their ongoing professional development. Through reflection, student teachers can get a greater understanding of their teaching practice, critically analyze their teaching experiences, and pinpoint opportunities for development ('Şimşek & Müftüoğlu, 2017). The practicum is a crucial component of teacher training, serving as a key opportunity

for pre-service teachers to enhance their professional learning and development. Under the supervision of mentors and supervisors, they may apply theoretical knowledge, hone practical abilities, and consider their underlying values and views by participating in teaching practice in real classrooms, which provides them with a context where they can put theory into practice (Yüksel & Başaran, 2019, p. 59).

The literature review emphasizes how crucial the practicum is to ELT programs as a means of preparing future teachers. In order to prepare student teachers for successful careers in English language teaching, the practicum offers priceless possibilities for students to build critical teaching abilities, forge professional identities, participate in reflective practices, and get mentoring.

Practicum and Teacher Identity

It is acknowledged that a teacher's identity plays a significant role in their teacher quality. According to research, a teacher's identity affects his/her efficacy, motivation, dedication, resilience, and job satisfaction (Day, 2018). Pre-service teachers who actively strengthen their pedagogical content knowledge, gain an early understanding of the roles and responsibilities of teachers, cultivate positive relationships with students and colleagues, and are driven to improve their teaching practice are those who develop a teacher identity during their years in teacher education programs. Teacher identity is seen to be an important aspect in assisting pre-service teachers with their transition into the teaching profession (Cobb, 2020, p. 2).

Pre-service teachers can exercise identity agency and forge a better sense of who they are as teachers by participating in the tasks and responsibilities of teaching, which is made possible by the practicum. It gives pre-service teachers a framework in which to explore the various aspects of teaching, assisting them in developing their professional identities through real-world encounters and reflection. Through observation, analysis, and reflection on real-world experiences related to their future career, practicum help pre-service teachers develop their professional identities while also acting as a guided introduction to teaching. The practicum is a crucial component in helping pre-service teachers develop their professional identities by fusing their academic knowledge with real-world application (Torres-Cladera et. al., 2021).

The practicum plays a crucial role in enabling pre-service teachers to engage in the roles and responsibilities of teaching, allowing them to exercise identity agency and develop a stronger sense of teacher self. Based on research, the teaching practicum helps teachers develop their identities by providing them with practice, emotional responses, and reminders of what it means to be a teacher in the form of symbolic entities. Pre-service teachers' identities are profoundly shaped by the practicum's emotional and practical components, which also have an impact on how they see themselves as future teachers (Prabjandee, 2019).

The literature review emphasizes the significance of practicum in forming teacher identity by stressing how it helps pre-service teachers participate in teaching roles, encourages practical and emotional responses, and aids in the formation of professional identities. The results of these research offer insightful information about the critical role that practicum experiences play in forming the teacher identities of aspiring ELT professionals.

Methodology

This study aims to find out about the pre-service ELT students' practicum experiences in different educational institutions and how their observations at these institutions affected their development as teachers. As the pre-service teachers were required to write reports on their observations throughout their practicum, it was decided that the best way to collect data would be through document analysis.

Participants and Setting

Data was gathered from 54 reports written by pre-service teachers who completed their practicum in both private and public schools. Each pre-service teacher spent a total of 24 weeks of time for the practicum 12 weeks of which in private schools and the other 12 weeks in public schools. The participants attended 3 different public schools and one private school. They were divided into these schools depending on their individual characteristics and abilities. The data was collected in the 2022-2023 academic year.

Data Collection and Analysis

The participants were asked to write reflective reports on their practicum experiences within a framework that was provided by the researcher. The framework consists of seven different questions (see appendix) each highlighting a different aspect of the practicum process. In order for the students to express themselves clearly, they were asked to write the reports in their mother tongue, and then later the reports were translated into English by the researcher and then the translations were double checked by an expert in the field of ELT. Later on, the reports were analysed by thematic analysis in order to find commonalities and differences.

Findings

Based on the reports analysed four main themes were determined. The themes are (i) observations, (ii) professional development, (iii) preferences for professional life and (iv) suggestions for improvement. The themes are created according to the mostly mentioned points in each report.

The findings of the study are discussed with paraphrased or exact quotes from the reports. In order to enhance comprehension where there was a loss of meaning, several additional phrases were added into the translations of the statements from the reports.

Theme 1: Observations

The range of observations made by pre-service teachers provides an insightful look into the multifaceted nature of the practicum experience. These observations have implications for teacher training programs, mentor teacher selection, and the design of practicum experiences to ensure well-rounded and effective teacher preparation. In addition, from the statements in the reports, it can be seen that English language teacher candidates focus on the points that will help them in their professional lives while making their observations and can comment on these issues. As an example;

> *P14: I think it would not be an exaggeration if I say that there is a gap between private and public schools. I observed two completely different environments, both the learning*

environment and teacher-student relationships. (...) As far as I have observed, the functioning of both schools is different. Teachers in private schools have more workload. (...) There is no such practice in the public school. I have not seen any practice in terms of English in public schools.

Many comments were made similar to those stated by P14. This can be considered as the first stage of putting the education they receive into practice, allowing teacher candidates to observe the differences between educational environments and becoming aware of these differences. In the following themes, details about how these differences affect the professional development of teacher candidates will be shared.

In addition to the physical differences between schools, teacher candidates also had the opportunity to make observations about the way lessons are taught. The most notable among these observations are as follows:

P20: While the English teachers in the private school spoke almost no Turkish during the lesson, the English teachers in the public school spoke almost no English.

P50: There were also differences in terms of the way the lessons were taught. While a more traditional approach was adopted in the public school, where the teacher was a little more at the center and the students did not speak much in the target language, a more interactive and participatory method was used in the private school.

The statements indicate contrasting language use by English teachers in public and private schools. English teachers in public schools spoke nearly no English throughout the session, whereas those at private schools spoke almost no Turkish. This suggests that the language of instruction in ELT practicum settings varies significantly based on the type of school, potentially influencing the language proficiency and teaching approaches of pre-service teachers. The mentioned differences in teaching methodologies can impact the exposure of pre-service teachers to diverse instructional strategies and classroom dynamics during their practicum experiences.

Theme 2: Professional Development

The second theme focuses on the impact of practice on the professional development of pre-service teachers. It can be seen that all the statements collected under this theme are positive. The benefit of teaching practice to the development of teacher candidates is clearly seen.

The most striking statements in the reports are the ones about how the teacher candidates' self-confidence has strengthened and their concerns have decreased.

P2: Thanks to the opportunities that schools provide us, I now have less anxiety about the future.

P14: (...) My self-confidence in my practice in class increased, I felt more confident and comfortable.

These statements suggest that the practicum experience has positively influenced the emotional well-being of pre-service teachers. By giving pre-service teachers opportunities for meaningful teaching experience, the practicum may help them feel less anxious and more confident. Additionally, they emphasize how the practicum improves pre-service teachers' perspectives and advances their personal growth. The practicum's experiential component enables students

to observe, evaluate, and reflect on actual life situations, which improves their emotional and professional growth.

Teacher candidates also stated that they developed their teacher identities and that the observations they made benefited them in matters such as teacher-student relationship, problem-solving skills, and classroom management.

> *P25: Observing in a private school and a public school offered the opportunity to experience different teaching approaches, student profiles and school cultures. These experiences taught me to use a variety of teaching methods and plan lessons to suit student needs.*

> *P44: Observing across different schools gave me the opportunity to observe different teachers and their teaching styles, student-teacher interactions, and classroom management strategies. These observations inspired me as I shaped my own teaching style.*

> *P7: I believe that I have realized that the classroom we will encounter in real life may be slightly different from the classroom in our imagination, and that I have created a teacher identity that can produce solutions according to the situation I am in and use appropriate educational methods and approaches.*

According to these remarks, the practicum gives pre-service ELT teachers a chance to see and experience various teaching philosophies, student types, and school environments. According to P25, the practicum experience has aided in the formation of a versatile and adaptive teacher identity. The statements also stress how crucial it is to observe various instructors and their methods of instruction, interactions between students and teachers, and classroom management techniques throughout the practicum. As pre-service teachers create their own methods of instruction and professional identities as ELT educators, these observations might serve as a source of inspiration.

Pre-service teachers get the chance to witness and engage with a variety of teaching styles, educational environments, and classroom management techniques during their ELT practicum. These experiences aid in the development of a thorough grasp of ELT and the capacity to adapt teaching strategies to meet the demands of various types of students. Additionally, the practicum has a big impact on how pre-service teachers develop their professional and emotional identities. It helps them become flexible, adaptive teachers who can solve problems based on the circumstances.

Theme 3: Preferences for professional life

In this theme, the choices made by teacher candidates for their professional lives after graduation are shared. It is believed that this is where the study makes a difference. It has been revealed that giving teacher candidates the opportunity to observe and practice in both public and private schools affect the choices teacher candidates make for their professional lives. It is seen that teacher candidates gained an idealistic perspective towards the profession.

> *P23: As a teacher candidate, although it is difficult to prepare for lessons as much as teachers in private schools, I would like to teach in a public school in the future, like teachers in private schools.*

P27: I would love to work in a public school and bring the quality and efficiency of private schools to the state.

It was observed that many of the teacher candidates made comments similar to the statements given above. Observing the similarities and differences between the two institutions gave prospective teachers a more realistic perspective.

The observations of the teacher candidates also helped them understand which institution they could work in more comfortably. As mentioned above, some teacher candidates decided that they could adopt a more idealistic perspective and work in a public school, while some of the teacher candidates stated that they wanted to continue their professional lives in private schools.

P30: I prefer to work in private institutions. The reason for this is that I attach importance to my professional satisfaction and development. Unfortunately, the opportunities that a private school can offer to students and teachers cannot be provided in public schools.

As can be seen from the statement, teacher candidates who preferred to work in private schools stated that they preferred this in order to experience professional satisfaction and improve themselves.

Apart from all these, two people also stated that they realized that they would not be able to teach and that they would focus on a different field of work after graduation.

P5: I want to pursue another career related to my department. But I can say that if I want to continue as a teacher, I definitely want to work in public schools. It is very good not to be working during weekends and all holidays, and there won't be layoffs, unless there is something unusual, and I continue to receive salary in the summer. These are reasons enough to choose a public school.

P53: After the experiences I had this year, I realized that I felt closer to office work. The experiences I had during the teaching process helped me realize that it was not suitable for me and that office work was better suited to my abilities.

What P5 has commented is interesting because he stated that although teaching is not his first choice, if he were to become a teacher, he would prefer public schools in order to meet the number of vacation days and salary expectations. It can be said that this view is more materialistic compared to idealistic perspectives.

The ELT practicum has a significant influence on career options pre-service teachers seem to choose, considerations for the workplace, and formation of their professional identities. Varied career choices and self-realizations demonstrate how the practicum changed their career paths and aspirations, emphasizing the value of practical experiences in forming their future roles as professionals and educators.

Theme 4: Suggestions for improvement

This theme covers the suggestions offered by prospective teachers to improve teaching practice and make it more useful. When we look at the participant statements in general, it is seen that the teacher candidates are satisfied with observing in both institutions and believe that this process has added a lot to them.

> *P51: If I were planning how the teaching practice course would be conducted, I would not change anything in the public school, but I would prefer 4 weeks of primary school, 4 weeks of middle school and 4 weeks of high school observation in the private school.*

The suggestions made are generally aimed at improving the content of the practicum. Teacher candidates wanted to add learning about the functioning of units such as the guidance unit, which is a part of the school system, to their observations. In addition, it was stated that more attention should be paid to the process of determining the consultant teachers who will advise them in practicum schools. The most striking suggestion is that teacher candidates want to have the opportunity to make more observations about children with different learning styles.

> *P4: The teachers I met showed somewhat cold behavior. (...) I would choose teachers who have better and stronger communication skills.*

> *P25: Just because of the diversity of students in schools with different learning needs, I could offer different opportunities to develop skills in better planning and implementation of lessons. For example, I would provide pre-service teachers with information about course materials and methods that suit students with different learning styles, abilities, and needs.*

> *P42: After thinking about it for a while, the teaching practice could be taken one step further with small tasks that could be given to pre-service teachers. For example, does the guidance counselor attend classes? How many classes does he attend?*

Although they had the opportunity to observe many subjects, the fact that prospective teachers were not satisfied with what they had and were able to express their thoughts on the points they wanted to improve can be considered as an indicator of their attitudes towards the profession. The fact that they offer these suggestions for future generations can be perceived as an indication that they always want to get better by taking on the identity of teachers even before they graduate.

Conclusion

The conclusions drawn from the literature and the remarks offered highlight how the practicum experience transforms prospective teachers of English language teaching (ELT). The professional development of pre-service teachers, their career preferences, and observational learning are all shaped by the practicum, which is an essential experience. This is in line with the literature, which highlights the importance of practicum in helping pre-service teachers participate in the duties and obligations of teaching and build their professional identities through real-world experiences and reflections.

Moreover, the recommendations made by the pre-service teachers on how to make the practicum better, demonstrate their dedication to the ongoing improvement of teacher training programs. This highlights the significance of a well-planned and thorough practicum experience, which helps to shape identities of pre-service teachers as well as providing them with practical skills. The literature also highlights how the practicum affects the formation of teacher identities, emphasizing how the experiential component within practicum helps students develop their professional and emotional identities as future teachers by allowing them to observe, evaluate, and reflect on real-world experiences.

The identification of the practicum as a transforming and significant element of teacher education is consistent with the emphasis of the study on the value of a structured and comprehensive practicum experience. The findings and literature taken as a whole highlight the importance of practicum in professional and emotional growth of pre-service teachers, giving them the knowledge, experiences, and abilities, they need to successfully negotiate the challenges of teaching English as a foreign language.

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Appendix

The Framework for the Reports

1. Were there any differences between the schools you observed? If so, what did experiencing these differences contribute to your development as a pre-service teacher?

2. In which school environment (private school or public school) did you feel more comfortable? Why? (When answering this question, you can compare what you experienced in both environments.)

3. How would you evaluate your self-confidence (field knowledge and application skills) before and after the application?

4. Are there any differences between the courses you taught in the Fall and Spring semesters? If you think so, what do you think are the improvements, strengths and weaknesses in your teaching?

5. If you were planning how the teaching practice course would be conducted, what would you do differently? Why?

6. After what you have experienced this year, in which corporate structure do you feel closer to working? Why?

7. If there is anything else you would like to mention about your experiences in both private and public schools, feel free to share.

Second International Language-for-All Conference

The Contribution of Key-pal for Secondary School EFL Students[*]

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Abstract

The research was conducted to uncover the contributions of having a key-pal in EFL for 7th-grade students in a middle school in Türkiye. The opinions and thoughts of 10 students about having an online pen pal were discussed. Three different tools for collecting data were utilized. Firstly, after social media interactions, a semi-structured interview was used for the participants to gather the information for the research questions. To obtain a more thorough understanding, a second semi-structured interview with the participants' selective English language lesson teacher was conducted. Lastly, field notes were utilized as necessary to bolster the findings. Owing to the nature of the research, new themes were found using content analysis. Classification was shaped by the information shared by the participants. Subsequently, the content was described, and data obtained from different sources were matched and cross-referenced. The findings supported the notion presented in the literature review to determine the key-pal method's impacts that are comparable to and different from one another.

Keywords: key-pal, penfriend, social media interaction

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[*]This article is extracted from published master thesis entitled "The contribution of using key-pal as a communication tool for English as a foreign language secondary school students".

Introduction

This study examines the effects of having a key-pal on the ELL process among EFL secondary school students in Türkiye. Additionally, it seeks to gather the viewpoints of secondary school students regarding the concept of having an online pen pal. This initial part provides the study's context, outlines the research problem, articulates the study's objectives, and highlights the questions of the research that will be addressed.

Background of the Study

People utilize communication to comprehend the world, share ideas, engage with society, and educate each other. From infancy, communication starts as an instinctive way to attract parental attention (Krashen, 1988). Its significance persists throughout life, and individuals lacking communication skills might face isolation and speech difficulties. Effective communication is vital for a healthy society (Krashen, 1976). The story of the Tower of Babel illustrates how language diversity emerged and why it's essential to acknowledge and celebrate this diversity.

With over 6,000 languages worldwide, English has become a global language, particularly emphasized in countries like Türkiye, which prioritize its teaching (MEB, 2023). In the 21st century, as education becomes more diverse, the field of English Language Teaching (ELT) recognizes the necessity of communication in language learning (Menard-Warwick, 2005). It is often facilitated by technology platforms like social media, promoting interactions and learning experiences (Mondahl & Razmerita, 2014).

Language learning thrives when practiced in daily life, enhancing the desire to learn (Gardner, 2001). Social interactions have a vital role in language learning (Johnson & Golombek, 2011), and methods like key-pals, which involve real-life communication through message exchange, have been highlighted in educational studies for their positive impacts on language learning, cultural diversity, and learners' various skills and competencies (Edasawa & Kabata, 2007; Erkan, 2004; Greenfield, 2003; Maas-Garcia, 2009; Ockert, 2015; Shin, 2009; Stockwell, 2003).

The Aim of the Study

The contributions of key-pal in Türkiye have not been thoroughly studied. Furthermore, as per the pertinent research (Liaw, 2003), key-pals communicate with one another through email by sending and receiving messages. For key-pal communication, it is generally not recommended to use social networking sites like Facebook. In this study, Facebook is used as a medium to communicate the messages of key-pals due to its widespread use and ease of accessibility.

The objective of this study is to explore the impact of implementing the key-pal method with secondary school EFL students in Türkiye. Additionally, it seeks to gain insights into the students' thoughts and experiences related to having a key-pal in a Turkish secondary school. Therefore, the research questions are:

1. What are the contributions of key-pal in the EFL learning process with 7th grade learners in a Turkish middle school?
2. What are the participants' opinions about having a key-pal?

Literature Review

Social Media in Language Learning

According to Vygotsky (1978), learning is a social process and society and culture are significant for education. Furthermore, the impact of the media fosters changes in behaviour and learning (Bandura, 2004). Singhal and Rogers' (1999) research findings also indicated significant effects of the media on the learning process. Besides, social media is defined as various newly emerged online information sources generated, disseminated, and utilized by individuals with the aim of educating one another on products, brands, services, personalities, and issues by Mangold and Faulds (2009) and additionally acknowledged as a group of online programs that make advantage of the technology and ideas behind Web 2.0, enabling users to create and share information. (Kaplan and Haenlein, 2010).

Social media platforms are widely utilized for various purposes, including interaction, communication, leisure, information search, and sharing. Moreover, modern communication tools present valuable educational opportunities. Research to date suggests that social networking sites are mostly used for educational purposes, acting as pillars for pre-existing social networks and aiding in the upkeep of social capital (Ellison, Steinfield & Lampe, 2011). Social networking sites help build networks of information, contacts, and resources applied to real problems, according to Anderson and Dron (2011). These websites have drawn interest from college students as well as youngsters (Salaway & Caruso, 2008). Social media is described by Greenhow and Burton (2011) as having a key role in students' lives. In a more recent statement, Ekoc (2014) claimed that social media contacts offer additional chances to use language interactively and are more flexible in producing debates on language acquisition and societal issues. Technology is a modern teaching aid for teaching English to non-native speakers. According to Shah's (2015) research, social networking sites should be used to streamline the teaching of English language skills, increasing its effectiveness and focus on practice. Additionally, the study's findings showed that social networking sites are an important, cutting-edge, indispensable, and powerful instrument for improving English language proficiency.

Key-Pal

A pen-friend, typically residing in a different part of the world, maintained contact through written correspondence. This mode of letter writing served as a means of acquainting oneself with a new person through written communication. The usage of pen-pals, with the evolution of technology, has naturally transitioned from traditional pen and paper to the use of keyboards and monitor screens. Consequently, people's communication preferences have shifted, with terms like key-pal (keyboard friend) and e-pal (electronic friend) gaining popularity in the realm of English as a Foreign Language for cross-cultural (or intercultural) communication. The Oxford Dictionary defines key-pal as a person one exchanges emails with and grows friendly with; a pen pal via email. In EFL, key-pal is synonymous with students engaging in electronic communication with peers worldwide. A further definition, coined by Erkan (2004, p. 2), labels a key-pal as a "keyboard-based friend." Engaging in key-pal activities necessitates students to read and write for English communication, offering them the advantage of exploring diverse cultures with distant pupils in unrestricted classrooms (Warschauer, 1998). The implementation of cross-cultural key-pal connections becomes feasible by linking pupils with speakers of the target language, whether they are natural speakers or not, facilitated by the availability of access, equipment, and foreign contacts (Knight, 1994).

Presently, foreign language teachers globally opt for key-pal activities to empower students in order to negotiate form and meaning in a social environment using the target language, deemed essential for language acquisition (Lee, 1999). It's now simpler to locate language partners and improve travel chances thanks to the multitude of internet tools available for looking for, meeting, establishing new acquaintances, and connecting with pals.

Key-pal initiatives have the potential to provide numerous positive advantages for learners of foreign languages. Vygotsky (1981) proposed the notion that if educators expose their learners to meaningful and valuable experiences, it can lead to effective learning outcomes. Lemkuhl (2002) contended that the educational benefits derived from key-pal usage are generally substantial, often extending across various aspects of the school curriculum. Numerous studies (Stockwell, 2003; Liaw, 2003; Erkan, 2004; Ndemanu, 2012; Wach, 2015) suggest that engaging in these projects yields a multitude of advantages.

Methodology

The current research aimed to illustrate the impact of key-pal involvement in the learning of EFL and to explore the reflections of Turkish secondary school students regarding their experiences with key-pals. This study adopts a qualitative approach to gain a comprehensive understanding of how middle school students in Türkiye perceive the presence of a key-pal and the benefits it brings to the process of learning English. The research methodology involves the use of interviews and researcher's notes to analyse the perspectives of the participants and the researcher.

The study was carried out in a Karaman state school throughout the academic years of 2014–2015 and 2015–2016. Within the school's ERASMUS+ group, there are volunteer teachers and students who perform various project-related tasks. This group of students was chosen for the study because several of them travelled overseas as part of the school's ERASMUS+ Program and got to know some of their friends there. Total participant number of the study is 10 seventh grade students. 6 male and 4 female participants joined the research. The participants met their pals online and interacted 5 months. After the interaction process, they were interviewed.

With an emphasis on Turkish secondary school students' perspectives on having a key-pal and the benefits of the key-pal experience, this study used three different types of instruments to collect data. First, a format for semi-structured interviews was created in order to gather data. Individual interviews in Turkish with a few of the participants' friends were held after their time of interaction with their significant friends. Additionally, a separate interview was conducted with the Elective English Language teacher of the participants to obtain further insights. This interview, conducted in English, took place after the participants' key-pal period. Furthermore, the researcher's notes, the main English Language teacher's notes, throughout the process served as an additional source of data. The research's qualitative data was deduced from the data's substance. The data was analysed using emergent coding. The data collected to fulfill the objectives of the current study served as the basis for the headings.
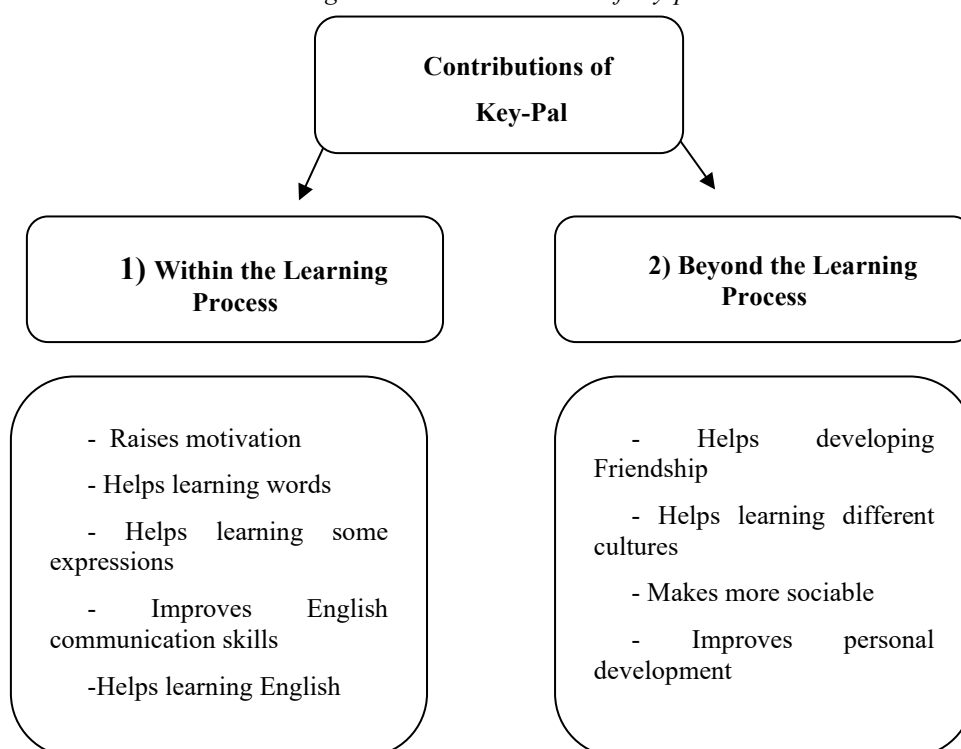
Findings

Concerning the semi-structured interviews conducted with participants, pertinent data related to contributions to English language learning and lessons were collected. The initial research question was formulated to explore the benefits of key-pal. Increasing motivation, picking up new vocabulary and expressions, improving communication skills, and learning English are

just a few of the benefits of key-pal that have been noted for the learning process. Additionally, the information derived from the tools suggests that the benefits of key-pal extend beyond English language learning and classroom lessons. Through the analysis of various data sources, four distinct categories were identified. The derived information shows the advantages of key-pal beyond the learning process, encompassing aspects such as making friends, cultures, being sociable and self-development. Figure 1 symbolizes the results of the investigation based on the initial research topic.

Figure 1. The contributions of key-pal

Contributions of Key-Pal

1) Within the Learning Process

- Raises motivation

- Helps learning words

- Helps learning some expressions

- Improves English communication skills

-Helps learning English

2) Beyond the Learning Process

- Helps developing Friendship

- Helps learning different cultures

- Makes more sociable

- Improves personal development

This study's second research question sought to investigate students' perspectives on the value of having a key-pal during the English language learning process. As a result, this study topic was addressed in the fourth, fifth, and sixth segments of the participant interviews. These interview questions explored participants' ideas on having a key-pal, and the results showed a range of viewpoints. The insights shown in Figure 2 were further enhanced by the examination of the semi-structured interview with the Elective English Language teacher. Ultimately, the results included the researcher's notes. Figure 2 was created using the data collected from these various sensors.

Figure 2. Participants' Reflections about Having a Key-Pal After the Process

Intercultural awareness
Original experience
Self-development
English interaction opportunity
Pleasure
Friendship opportunity
Unsafe
Challenge
Ineffective

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As depicted in Figure 2 the thoughts from the pupils regarding having a key-pal were illustrated. Through the analysis of various data sources, nine distinct categories emerged. The exploration of the second research question is organized into nine sections, beginning with the aspect of intercultural awareness. The participants mentioned that having a foreign friend enlightened them about different cultures. They wanted to make their online friends as real friends. The participants mentioned that having a foreign friend enlightened them about different cultures, they felt special compared to their contemporaries. Also, this experience was English interaction opportunity and it served their personal development. However; they have the pleasure, some of the participants perceive the process as a challenge, ineffective and unsafe.

Conclusion

To answer the first research question, the discoveries of the study indicate that, in their interactions with key-pals, participants initially relied on familiar vocabulary. When this proved insufficient, they embraced and consequently learned new vocabularies. The findings highlight that participants began to construct sentences more effortlessly, acquired new expressions, and enhanced their English communication skills in real-life scenarios. This improvement contributed to increased participation in English language lessons and increased motivation. The process not only fostered improved relationships and cultural understanding but also added an element of enjoyment, further boosting motivation in learning English. Overall, the findings overwhelmingly demonstrate that the key-pal experience enhanced the participants' capacity to communicate in English, positively impacting them both within and beyond the learning context.

Regarding the students' opinions about having a key-pal as the second research question seeks the answer, the results suggest that participants not only developed close relationships with their pen-friends but also found joy in the process. Participants expressed that the experience was enjoyable, providing a unique learning opportunity to explore different cultures, learn English, connect with new people, and enhance personal development. While a few participants found the process boring, difficult, and unsafe, the general consensus was that having a key-pal would aid in socialization, the development of English language and communication skills, and learning diverse cultures. Participants believed that these outcomes would, in turn, positively impact their confidence and self-esteem.

Lastly, the research has some limitations; due to the constrained scope of this study, which focused on only ten students from the same school, it is recommended that broader research can be undertaken to explore the effects of key-pal interactions. To enhance reliability and validity, future studies should incorporate a wider range of sources and methods. Expanding the participant pool to include a larger number of students would provide a more comprehensive investigation into a broader spectrum of motivational perspectives. Moreover, technology is unstoppable, web 3.0 tools started assisting people with interaction and learning. With the help of it further studies can be conducted.

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Graduate Non-Native ELT Students' Perceptions of Research and Research Identities

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Abstract

English language teaching (ELT) graduate programs are becoming pervasive, and Turkish native and foreign students are strongly encouraged and admitted to these programs in Turkey. Throughout graduate studies, students are anticipated to be engaged in research and develop an identity in addition to their educational role to become successful researchers, minimize their challenges, and act as agent students. Research identity (RI) development therefore needs to be explored to achieve these purposes. However, to our best knowledge, no investigation into the ELT graduate students' research identity and key factors influencing their research proficiency development throughout their graduate studies has been documented. Understanding graduate students' research experiences and their perceptions can be used as an effective educational instrument to enhance the quality of graduate education and to increase students' interest in pursuit of graduate education in ELT. The purpose of this study, therefore, was to explore how graduate students perceive research and their experiences using their identity and epistemic cognition. An adapted version of an open-ended survey rather than interviews taken to obtain a large number of responses from the graduate students in ELT was used and the responses were analyzed through thematic analysis. The results show that graduate education, with its multidimensional nature extending from personal development to supervision, plays a major role in the improvement of RI. Further, since the development of RI is also influenced by contextual, social, and individual concerns and challenges, the study stresses the importance of supportive and guiding graduate education with motivating supervision to promote the shaping of RI as the door opening to academia and personal and professional development.

Keywords: higher education, research identity, ELT graduate students

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Introduction

Engagement with research having the potential to enrich teachers' personal, pedagogical, and professional insights has been under scrutiny in recent decades by teacher research. As one of the main stakeholders of education, teachers' active and reflective research practices in the role of not just "receivers or subject" but mainly of "contributors" enable other stakeholders (i.e., administrations, policymakers, and students) to have a broader knowledge perspective (McEachern & Horton, 2016, p.454). Besides drawing a holistic educational perspective, constructing an autonomous teacher agency, gaining problem-solving abilities for concerns inside and outside the classroom context, and self-evaluating teaching practices have been the main assets of teacher focus on research (Keskin, 2023). Thereby, engaging with the related research through investigating, critically reading, analyzing, practicing, and generating knowledge functions as a key role in building and developing teacher identity (Dikilitaş & Yaylı, 2018). This is also directly aligned with the priorities of current teacher education programs whose main duty is not just "training future teachers" but also producing "scholarly research" to design a more effective educational system for well-being and productivity (Ben-Asher, 2019, p. 680; Konokman, Yelken & Yokus, 2015, p. 60). In this respect, graduate education paves the way for incorporating teachers into academia in order to increase their readiness for real educational life, their awareness of the current educational agenda, and their field expertise to sustain the quality of education (Alabaş, Kamer & Polat, 2012). That is, it plays a vital role in teachers' construction of RI by providing infrastructure for research engagement. With this in mind, this study directs its scope to graduate-level student teachers' development of RI to uncover their cognition of research.

Research Identity (RI)

Previous research has revealed several definitions of RI. To illustrate, for Ponterotto and Grier (1999), RI is related to "how one perceives oneself as a researcher, with strong implications for which topics and methods will be important to the researchers" (p. 52). Jorgensen and Duncan (2015), whose research studies mainly investigated the concept of research identity regarding master's-level education in the field of counseling, identified RI regarding the following five attributes (p. 22). (1) RI is the result of understanding professional identity. (2) RI has a complex nature influenced by both internal (e.g., self-motivation and time management) and external factors (e.g., program expectations and research courses), faculty impacts, and beliefs of research (p. 24). (3) It is also affected by different contextual educational discrepancies such as different research engagement levels occurring in different undergraduate contexts. (4) It is improved by open-mindedness (i.e., acceptance of diverse paradigms of research and integration into them) about research and identity development. (5) Behaviors, attitudes, and academic levels can be evaluated as the results of RI development (p.22). Similar in terms of considering diverse factors, Wang and He (2022) also state that RI is a "professional identity as a researcher" built through practice- and community-based cyclical journey which is impacted by internal (e.g., research experience) and external (i.e., school context) factors (p. 10). According to Limberg et al. (2020), RI is "a formative process of identifying as a researcher that is influenced by the program design, level of research content knowledge, experiential learning of research, and research self-efficacy" (p. 497). For them, building a research culture through mentoring and modeling enabled by faculties during undergraduate and graduate education, with the support of curricular and content-based regulations, can enhance students' RI development and integrate them into professional academia (2020, p. 497). This definition

is also aligned with individual and contextual aspects impacting the nature of RI. Deemer et al. (2022) "propose that identification with research represents a subtype of science identity that reflects specific research attitudes and behaviors that lend themselves to incorporation into the psychological self-system" (p. 1484). They also see RI development as a part of the community of practice (henceforth CoP) which shapes beliefs, perceptions, and skills through research experiences conducted within and for social collaborations and works (Deemer et al., 2022).

In light of the definitions, three major aspects of RI can be stated: interrelatedness with person and context, process-oriented nature within personal and professional academic development, and a milestone for building a research culture where research and development go together. In this study, given the stated definitions, RI comprises graduate students' perceptions of research, researcher, and graduate education, their self-efficacy and motivation to conduct research, reasons behind their willingness to attend graduate education, and factors influencing their process of graduate education. By doing so, the study aims to present a wide perspective to understand Turkish graduate students' RI.

RI and Teacher Education

The development of RI is significant for teacher education, particularly teacher action research. For instance, McEachern and Horton (2016) remark that teacher education programs function as a bridge between professional development and research identity. By focusing on faculty members and administrators' supportive role in teacher research, they suggest that the development of RI is crucial for maximizing the benefit obtained through teachers' active engagement with current educational concerns and minimizing the risks for effective professional development. In a similar vein, Ronda and Danipog (2022), in their project-based study focusing on Math teachers' improvement of problem-solving skills through the lesson study-based action research conducted in a collaborative format including faculty-school partnership. Their study concludes that active engagement with research, gaining a higher level of problem-solving, and knowledge dissemination through publications as joint products are the fruits of the teacher's RI development via research-based lesson study practices (p.39). In another project-based lesson study, Kirk and Lipscombe (2019) tried to unveil a doctoral student's experiences of teacher action research that occurred under an experienced academic's supervision. The students' self-study reflective journals, verbal and written feedback emails, meeting records, and surveys and dialogues revealed that the collaborative student-supervisor study process positively influenced the RI development (p.194).

RI and ELT

There is a scarcity of research specifically investigating English language teachers' RI development at the graduate level. As one of the rare studies focusing on the issue of graduate-level RI development in the field of ELT, Rahimi, Yousofi & Moradkhani (2021) tried to understand three major agents' (i.e., Master's students, doctoral students, and academics) beliefs and attitudes toward second language (henceforth L2) research in the Iranian context. Based on narratives and interviews, their study concluded that the commonly perceived research conception includes the exploration of new information, systematicity shaped around data collection and analysis, theory or concept-groundedness, potentiality for publication, and having a research design with an interesting topic (pp. 11-13). The study's implications emphasize higher collaboration and further investigation of RI to obtain and sustain the quality of L2 higher education (Rahimi et al., 2021).

Similar to this study in terms of stressing social aspects of RI development, Zhang, Lantolf, and Meng (2022) also focused on a Chinese EFL (henceforth English as a foreign language) teacher's RI development starting as a teacher and ending as a professor and graduate supervisor regarding Vygotskian socio-cultural perspective. The interview data revealed that from undergraduate and graduate education to teaching and research practices, the participant's intellectual and emotional experiences shaped his identity as a teacher-researcher. Regarding the university-school community, Wang and He (2022) also studied EFL Chinese teachers' RI development and the participants were three EFL teachers and three university teachers who focused on community-based teacher research. Based on a project related to teacher-research collaboration sustaining identity development, the study found that the communication and collaboration between teachers and researchers led to a broader comprehension of the significance of teacher research for EFL teachers. Having a transformational nature, their RI development was influenced by both teacher-related factors such as experience and career level and external factors like close communication and collaboration. The study also stressed that virtual communication tools (i.e., WeChat and email) can facilitate the mutual and ongoing contact between school and university, which can positively influence the quality of teaching and thereby teacher professional development with the help of teacher action research (Wang & He, 2022). In the most recent study, Keskin (2023), who tried to see the developmental process of research interests as a part of RI during ELT doctoral education, has revealed that external (e.g., practical lack for conducting the desired research) and internal factors (e.g., researcher's motivation) experienced during doctoral education can impact on students' development of research interests as a part of RI. Her study also sheds light on the significance of supportive supervision for RI development. Relevant to the previous research, little research seeing the issue from the ELT perspective also supports the view that RI development can fertilize English language teachers' personal and professional qualifications through active engagement with field research both at the undergraduate and graduate levels, which constructs another basis of this study.

RI and Graduate Education

Research has demonstrated that graduate education including Master's and doctoral studies opens the door to the development of research identity and sustainment of research for educational concerns. According to Taylor (2007), this development, especially at the doctoral level generally occurs in a transformational journey with three dimensions, namely "conformity, capability, and becoming and being", each of which is interrelated and impacted by contextual and individual perceptions of research (p. 161). Conformity is about doctoral students' gaining experience and knowledge through supervision-based research practices and mainly restricts their perspective of research to traditional and theoretical dissemination practices. Capability, as the second dimension, is only related to "doing research" which is surrounded by contextual and individual priorities (p. 162). On the other hand, becoming and being, the most desired and significant level has a broader perspective for helping students to integrate them into academia as professional researchers. For this dimension, doctoral education is more than practice and local contexts-based research practices; it means diverse practices in different contexts, novice and critical insights for further research, rich opportunities enhanced to promote students' autonomous RI development, and holistic understanding regarding research for both professional and personal development (Taylor, 2007).

As another definition from the graduate-level view, Murakami-Ramalho et al. (2013) suggest that RI "is a role position that doctoral students develop and occupy as scholars in the academy" (p. 808). Understanding its continuous development requires investigating personal experiences and relating them with research cognition including research mind, obtained knowledge, research practices, and interests (2013). However, as the authors remark, the starting point of RI development is not the doctoral education; this educational stage helps to explore the viewpoint of research, improve skills and perspectives, and strengthen the RI through knowledge and experience. For Ross Dennis, Zhao, and Li (2017) study on understanding research, graduate students define research as a means of problem-solving, the form of field expertise, science grounded on evidence, and a tool for concerning practical and contextual aspects of the local society, which shows the interrelatedness of research, context, and educational purposes. They also emphasize the impactful role of the course of research methodologies given at the graduate level on students' active construction of their own RI. As Seyri and Rezaee (2022) remark, building identity is directly associated with aiming to be a member of a community of practice, therefore, attempts for incorporation into academia for academic development are the milestones of identity development. They also see doctoral education as significant for teachers' RI development and, in line with the previous definitions, stress that contextual aspects like online education can impact the nature of the development.

Besides professional and personal gains enhancing to become a researcher, as research has shown, graduate education and specifically its supervision takes a major role in the development of RI. According to Mertkan and Bayrakli (2018), by emphasizing the contextual impacts on RI, state that "formation of our researcher identities cannot be understood in isolation from the contexts in which it was constructed" (p. 323), therefore, the contextual concerns such as the role of supervision and methodological tendencies may determine the attributes of RI. Albertyn (2022), whose main focus was the development of doctoral intelligence, suggested four significant aspects (i.e., knowing, doing, thinking, and willing) of it, all of which also contribute to the development of RI. According to her framework, doctoral education constructs the basis of transferring and disseminating knowledge with the help of supervision, gaining confidence and research skills to conduct research, raising critical thinking skills to transform knowledge, and obtaining motivation and open-mindedness for sustaining research (Albertyn, 2022). Hence, graduate education, besides the development of doctoral intelligence, is of vital importance for building RI that will increase the quality and maintenance of research. Similarly, Mydin and Surat (2021) aimed to investigate graduate-level Malaysian students' development of research capability regarding doctoral education. Their findings stressed the supportive role of supervision, active participation in research activities such as conferences and workshops, and research training facilities as positive aspects of this process influencing RI and skills development. Mokhampanyane and Segalo (2021), different from other foci as they see the RI from the supervisor lens, revealed that knowledge dissemination through publications, active engagement with research and membership in academia, explicit reading and collaboration with fellows, the release of the researcher's voice with the help of active mentoring provided by supervisors, construction of positive traits including self-confidence, motivation, and autonomy are the positive impacts of supervision on the development of RI. Overall, this subpart functions as one of the major underpinnings of the present study whose main attempt is to see the concept of RI from the Turkish graduate-level perspective.

Turkish Context

As research stresses, Turkish Higher Education, with its universities, institutions, and research centers, still needs to improve its qualifications in terms of both quantitative (e.g., the number of doctoral students and academics) and qualitative aspects (e.g., the intellectual and academic density), especially in graduate education which is the milestone of the quality education system (Gök, 2015; Günay, 2018). The improvements should also cover the reidentification of the concepts of research, scientific discovery, collective study and production, and desire for research (Günay, 2018). In other words, research should be paid more attention by all stakeholders of higher education to benefit from the power of research for personal, professional, institutional, and communal gains. With this in mind, this subpart specifically presents research conducted in the Turkish context and related to RI within the scopes of graduate education, teacher education, and ELT.

According to Ersoy (2015), universities in Türkiye lack a "research culture" rather than a financial infrastructure (p. 550). To overcome this, as he stresses, there is a clear need for further research investigating the improvement of research culture and RI shaped in this culture, especially in doctoral education in the Turkish context. At this point, doctoral education should enable students to obtain a wider perspective on critical thinking and productivity in a research culture (Ersoy, 2015). Besides graduate education, research has also stressed the initial development of RI at the undergraduate level. İlter (2023), in his recent study considering the predictive impact of commitment to science and perceived science identity on the decision to sustain graduate education, has revealed that undergraduate education plays a vital role in students' development of science identity and their willingness to sustain their educational process at graduate level. He also concludes that students' perceptions of research and science as the major aspect of RI can contribute to their further academic and professional initiatives that will incorporate them into academia. Therefore, Turkish higher education institutions and universities should provide students with wide-ranging opportunities such as incentive programs, workshops, training courses, research practices, and implementations with the support of academic supervision, all of which will shape a research culture encouraging Turkish students' research engagement and RI development.

When it comes to teachers' RI development, according to Konokman et al. (2015), the development of RI and positive attitudes toward research should be a prerequisite for pre-service teacher education, as today's educational world sees teachers as researchers at the same time. Their study found that Turkish pre-service teachers have research qualifications and a low level of anxiety toward research; nevertheless, it stressed the universities and academics' role which should take more responsibility to provide more opportunities for engaging teachers with research (Konokman, 2015). Alabaş et al. (2012) focused on the reasons behind Turkish teachers' participation in graduate education and the challenges they faced during this educational phase. Based on the interviews conducted with a sample of 30 teachers from different expertise fields, the study revealed that besides professional development and willingness to be academic, the most frequent reason was personal development including self-improvement, solving educational problems, scientific curiosity, willingness to be field expert, and following innovations. Their expectations from teacher education programs also aligned with research-based concerns, as they desired to closely pursue their field, have a different viewpoint, and be closer to the research world. The research-related concerns were also seen among the challenging points they faced during graduate education; some teachers stated that the absence of the course of research methodologies as the problem caused by the faculty, and

the difficulty of receiving legal permission for conducting research in school contexts as the problem caused by schools were challenging for them (Alabaş et al., 2012). Overall, the study stressed the need for change in local and national perspectives of teacher education for more effective personal and professional development that can be enhanced through graduate education which should not be challenging and problematic but supportive and innovative.

Similar findings were also revealed by Vural and Başaran (2021) who concluded that teachers desire to attend graduate education, for they consider professional and personal development. Financial and time-related concerns, lack of motivation, desire, and interest, and lack of English proficiency were the barriers preventing teachers' participation in graduate education. In a more recent study, Kali (2022) found that Turkish pre-service teachers commonly have positive attitudes toward graduate education despite program- and grade-level-based discrepancies. The fourth-level undergraduate students' attitudes were less positive than the other-level students. Besides, research interest, desire to sustain education at the graduate level, and academic motivation were also found as high in the study. Her study recommends further research on the impacts of diverse factors such as gender, grade level, and success. In line with these studies, one might agree that the development of RI is significant, for it opens the door to taking the role of teacher-researcher, which is at the heart of teacher research.

Far more specific to the field of ELT, the literature has little research, especially focusing on teachers' RI development, however, no research has been found that investigated the issue of RI in the Turkish graduate-level context according to the authors' knowledge, which is the most important underpinning behind the present study. As one of the few related studies, Dikilitaş and Yaylı (2018) aimed to see Turkish EFL university teachers' perceptions of research engagement and action research, and factors influencing their research engagement through an open-ended questionnaire and interviews. The findings revealed that teachers' sensitivity to students' language-related concerns such as lack of success and low willingness to communicate was the first reason behind their research engagement, as they desired to solve these concerns. Likewise, the quality of teaching and self-reflection and -improvement also triggered their motivation to conduct action research for personal and professional development (Yaylı & Dikilitaş, 2018). Besides, as they perceived, research enabled them to collaborate with other fellows and mentors to find practical solutions and share knowledge, which increased their empathy. With these in mind, the study suggested four professional identities constructed by teacher action research: "sensitive teacher, active seeker of informed practices, self-reflector, and empathy builder and collaborator" (2018, p. 421). Xu (2014) also considered the issue of RI from EFL university teachers' perspectives by taking into account that teachers' engagement with research could promote their teaching efficiency and even support their students' academic outcomes including language learning. The quantitative and qualitative findings revealed that time, workload, motivational constraints, the challenge of publishing studies, and the lack of a supportive and collaborative atmosphere were hindrances behind their less engagement with research. Hence, they were limited to conducting research even though they read and pursued. Besides, the motivational source behind their engagement was mainly extrinsic, namely for receiving a promotion or graduation (Xu, 2014). Regarding these multidimensional aspects of RI, the study suggests that "the research interests, publications, micro-academic environments (i.e., contextual factors like training and mentoring facilities provided by universities), and professional life phases" are the key factors influencing the construction of teacher's RI (Xu, 2014, p. 254). In this regard, "research should not be promoted as a prescriptive activity for

teachers, but as part of a dynamic learning system in which these stakeholders negotiate and collaborate on a regular basis", as the study stresses (p. 256).

Dikilitaş, in his other study with Mumford (2019), incorporated reading of teacher research into his master's course entitled "Research in Education" in ELT graduate education and taken by 11 Turkish EFL teachers (p. 255). Using think-aloud protocols and focus-group discussions, they aimed to explore the impact of reading teacher research on their autonomous professional development. It was found that engagement with teacher research via critical reading improved the participant teachers' research skills, their critical perspectives questioning strengths and weaknesses of each research study, their motivational and empathetical considerations of Turkish research context, and improvement of insights for current and further research in ELT. Overall, the study showed that engagement with teacher research can enhance teachers' personal and professional development by presenting an extensive ground for knowledge and practice dissemination (Dikilitaş & Mumford, 2019). Kimsesiz (2023) investigated Turkish EFL teachers' perceptions of professional identity through emojis and metaphors. Her study found that one of the main perceived metaphors was "problem-solver"; EFL teaching is a long and challenging process for both teachers and students; teachers should know how to find practical solutions for problems encountered during this long journey (p. 179). They should also support their students' further critical thinking by opening the door to new worlds.

Overall, this subpart shows that the Turkish higher education context needs further research focusing on undergraduate- and graduate-level students' development of RI. The place of RI on teacher education and teachers' engagement with educational research is another point requiring further research. Last but foremost, ELT research needs further investigations aiming to explore and deeply understand English language teachers and teacher candidates' engagement with research and their RI development in order to make them researchers in their current roles in the educational world, which will provide valuable insights for further teacher research.

The Present Study

Regarding the previous research and the multidimensional nature and scope of RI, this study aimed to investigate Turkish ELT graduate students' perceptions of research, researcher, and graduate education, plus their self-efficacy and motivation behind research initiatives, reasons behind their participation in graduate education, and factors influencing their graduate-level research processes. These extensive data are expected to enable the authors first to comprehend and then reveal Turkish ELT graduate students' RI, which will fill the gap in the literature as no previous study has focused on the issue from this perspective in the Turkish higher educational context. Its findings and implications will also be comprehensive for both related stakeholders (i.e., ELT teachers, ELT undergraduate students, academics, universities, and institutions) in reviewing the significance of research for teacher education and teacher research. On this basis, the purpose of this study is to answer the following research questions:

- How do Turkish ELT graduate students perceive the concepts of "research", "researcher", and "graduate education"?
- What are Turkish ELT graduate students' first research experiences?
- How do Turkish ELT graduate students perceive their research engagement in terms of their strengths and weaknesses, and identity?
- What are the reasons behind Turkish ELT graduate students' engagement with research and graduate education?

- How do Turkish ELT graduate students perceive their research motivation, focus, and power?
- What are the challenging points influencing Turkish ELT graduate students' research engagement?

Methodology

Research Design

In its nature, the study has a qualitative rationale as it aimed to deeply investigate the concept of RI in the Turkish graduate-level context in the field of ELT. As Merriam and Grenier remark (2019), qualitative research, as "the search for meaning and understanding", primarily seeks to comprehend human experiences and perceptions through an in-depth and ongoing investigation made by researchers whose goal is to extend their understanding and exploration (p. 17). With this in mind, the study embraced a qualitative case design in which a specific case, the graduate-level ELT department in this study, was scrutinized.

Participants

Participants of the study were 35 Turkish graduate-level students who are current members of ELT graduate education at diverse universities in Türkiye. Of the participants, 18 were students of Doctor of Philosophy (henceforth Ph.D.) (51.4 %) while 17 were Master's (subsequently MA) students (48.6 %), which enabled the maximal variation regarding the two main types of graduate education. Given that Turkish graduate education mainly comprises four phases, namely and subsequently taking courses, presenting a seminar, attending a proficiency exam, and writing and defending a thesis study, the participants were also asked in which current phase they are studying. More than half of them (n:18) defined it as the last thesis phase (51.4 %). 13 of them were in the second phase (37.1 %) while four were in the third phase (11.4 %). Regarding ethical considerations, the participants were informed about the scope and purpose of the study and their free withdrawal. Besides, the required permissions were taken from the Ethical Committee of the authors' affiliation to conduct the study.

Data Collection and Analysis

Considering the research questions and the rationale behind the study, the authors tried to collect data through an open-ended survey including a total of 13 questions (see Appendix). The survey was designed by the authors and based on three main themes, namely participants' research background, conceptual aspects of research, and researcher identity. To obtain practicality, they adopted a Google Form for this survey to deliver to participants easily and reach the highest number of participants to reach more comprehensive data.

To analyze the data, the authors used Thematic Content Analysis as the main technique. Given that content analysis is regarded as a "systematic and replicable" format for analyzing documents or texts to make inferences (Bryman, 2012, p.209), they defined three basic themes based on the interview questions (see Appendix). The first theme was "participants' research background" which primarily focused on graduate students' research experiences, the main motives behind their research journey, and their self-evaluation of this journey. "Conceptual aspects of research" as the second theme was about their perceived definitions of research and purpose of research and the perceived characteristics of the researcher. The last theme was directly associated with "researcher identity" comprising their current positions and concerns

of graduate education and the research process. In this regard, the participating graduate students' current research motivation, challenges they face at the graduate level, their strengths and weaknesses during this educational process, their future vision of research, research collaboration preferences, and their concentration of research were taken into account.

Results

Participants' Research Background as the First Theme

Since the study prioritized deeply understanding Turkish graduate-level ELT students' research identity, the first theme was based on their research background in terms of when they first conducted research, why they did it, and why they launched the journey of research. With this in regard, Table 1 demonstrates the coded results with their frequencies.

Table 1. Participants' Research Background

Theme	Category	Code	Frequency
Participants' research background	Experiences		
	Reason for doing research	Course assignment	**23**
		MA thesis	5
		Undergraduate thesis	3
		Seminar	1
		Conference	1
		Academic career	1
		Improving CV	1
	Starting point for research	MA	**17**
		Undergraduate	14
		High school	2
		Primary school	1
		No research experience	1
	Motives	Professional development	**20**
		Academic career	15
		Reaching the current and true knowledge	9
		Contribution to science/field	6
		Personal development	6
		Keeping up with the latest developments	3
		Finding solutions for practical problems	1
	Self-evaluation	Being a researcher	**33**
		Lack of research experience	2
		Lack of motivation	1

As Table 1 revealed, for the majority of the participants (n: 17), graduate education, especially MA was the starting point for their research journey while undergraduate education became the first step of research for 14 students. High school education for the two of them and primary school education for one of them were also defined as the other starting points of research. When it comes to their main reasons for doing research, research as a course requirement was the most common one (n: 23). Conducting research for graduate thesis studies was the second common reason (n: 8). Academic works including seminars and conferences and academic concerns such as CV enhancement were also stated as the reasons by the participants. In line with this, professional development and academic career were revealed as the main motives behind their research journey. Additionally, reaching the current and true knowledge, conducting research for contributing to the field of ELT, developing personally, and finding

practical solutions were the other motivational aspects sustaining the participants' journey. The last category of this theme, self-evaluation, revealed that nearly all participants defined their identity as researchers. Here are sample quotations of the participants' answers to the questions related to their background:

> *I did it while I was an undergraduate at university. I did it because the homework subject of the course was research.* (**Participant 7**)

> *I aimed to be an academician as a good profession and lifestyle.* (**Participant 20**)

> *To improve myself and keep up with the developing world.* (**Participant 24**)

> *I want to detail what I have learned, learn how research is done, and how academic articles are written about my department, and I want to contribute to this field.* (**Participant 5**)

> *To improve myself in the professional field and increase my knowledge and skills.* (**Participant 12**)

In light of the first theme, the study found that graduate education took a major place in the participants' research background both as a starting point and a main reason for conducting the first research study. They focused on research to realize academic (e.g., course assignments and seminars), professional (e.g., extending CV), and personal (e.g., reaching knowledge and personal development) goals. Besides its multidimensional functionality, they also considered research a part of their own identity; nearly all of them defined themselves as researchers.

Conceptual Aspects of Research as the Second Theme

The second theme focused on the participants' understanding of the concepts of "research", "researcher", and "the purpose of research". This part, also related to the former, tried to find out the participants' current perceptions of research. Table 2 shows the coded data with their frequencies.

Table 2. Conceptual Aspects of Research

Theme	Category	Code	Frequency
Conceptual aspects of research	Definition of research	Systematic	**9**
		Long and effort requiring	2
		New solutions	4
		Detailed investigation	4
		Finding and analyzing knowledge	5
		Collecting data	4
		Knowledge extension	1
		Hypothesis confirmation	1
		Original	1
		Finding evidence and support	1
		Gap filling	1
		A door opening to the world	1
		Curiosity and love for knowledge	1
	Purpose of research	Obtaining knowledge	**16**
		Contributing to science and society	8
		Finding solutions to problems	8
		Extending knowledge	7
		Professional development	3
		Investigating available knowledge	3
		Meeting the desire of curiosity	3
		Answering research questions	2
		Confirming hypotheses	2
		Finding and filling scientific gaps	2
	Characteristics of researcher	Being curious	**21**
		Having analytic perspective	15
		Determination	14
		Critical thinking	9
		Being open and desirous to learn	8
		Knowing research and ethics	7
		Reflectivity	5
		Objectivity	4
		Disciplined	2
		A good reader	2
		A good observer	1
		Honesty	1
		Productivity	1

As a common sense, the participants defined research as a systematic and detailed investigation of knowledge which comprises some steps such as collecting and analyzing data, aims to reach knowledge and practical solutions, and requires time and effort. Knowledge extension, hypothesis confirmation, originality, gap filling, finding evidence and support, a door opening to the world, and curiosity and love of knowledge were the other definitions for this concept. In accordance and similar to this, for the majority, research primarily aims to reach knowledge. It also concerns using knowledge for contributions to society and the field, solving practical problems, and extending knowledge. More specifically, for some participants, research tries to fill the gaps, answer research questions, and/or confirm hypotheses. On the other hand, some defined its purpose as meeting curiosity and providing professional development. The last but related concept was the characteristics of the researcher. Similar to the two former concepts and their coded data, this concept mostly covered being curious, having an analytic perspective, being determined, and thinking critically as the basic qualities of a researcher. Besides, being open and desirous to learn new things, regarding research and ethics considerations, considering

reflectivity, objectivity, discipline, field reading, observation, honesty, and productivity were the other features constructing a researcher's identity. The following sample quotations belong to this conceptual thematic framework:

> *I define research as expanding starting from the core of what I want to learn and getting lost in the process after getting the main idea.* (**Participant 16**)

> *It is the process of accessing, classifying, and analyzing information in order to reveal the problem situation regarding a determined subject.* (**Participant 18**)

> *To add additional information to the existing knowledge base as well as to put forward new views and ideas.* (**Participant 27**)

> *Just to gain information, to understand what studies have been done, to make a comparison between studies, to deepen our knowledge, or to shed light on an original study we will do.* (**Participant 31**)

Based on the coded data in Table 2, this subpart revealed that for the ELT graduate students, research means a systematic, time and effort-requiring, and multipurpose process. Besides its main function of extending knowledge and finding solutions to real-life problems, it also plays a key role in shaping personal concerns such as curiosity and extension of lens. Likewise, the participants mostly considered research a basic tool for reaching and extending knowledge that would enable social, individual, and field outcomes. Therefore, as they stated, a researcher should have curiosity, open-mindedness, determination, desire to learn, analytic perspective, and critical thinking to be able to take the role and responsibility of the researcher. Besides, these main qualifications, some professional (e.g., knowing what research and ethics are and reading the literature) and personal (e.g., honesty and productivity) features were also stressed by the participants, which shows the multifaceted nature of being a researcher.

Perceived Researcher Identity as the Third Theme

The last but most associated theme was about the researchers' perceived researcher identity. This theme was directly related to the participants' current position in their ELT graduate education. In other words, since the participants were active members of ELT graduate education during the present study, this subpart primarily investigated their current motivation for research, any challenging points they were experiencing, their perceived strengths and weaknesses, and their levels of concentration on research. Furthermore, their collaboration preferences for conducting research and future visions were considered in this part. Overall, this part aimed to both understand the current aspects of graduate education shaping their RI and obtain some implications for stakeholders taking part in graduate education in the Turkish ELT context.

Table 3. Perceived Researcher Identity

Theme	Category	Code	Frequency
Researcher identity	Motivation	High	**28**
		Somewhat adequate	2
		Low	1
		Changeable	3
		Self-confidence	7
		Excitement	6
		Happiness	12
		New perspective	3
	Challenges	Access to knowledge and sources	**13**
		Time management	6
		Data collection	5
		Workload	4
		Data analysis	3
		Designing the methodology	2
		Data synthesis	2
		Procedural requirements	2
		Lack of field expertise	2
		Accurate review of literature	2
		Lack of focus and motivation	2
		Lack of expert opinion	1
		Negative feedback	1
	Strengths and weaknesses	Desire of research	**9**
		Systematicity	6
		Reaching resources	3
		Analytic perspective	2
		Data collection and analysis	2
		Reporting	2
		Review of literature	2
		Deep reading	1
		Using technology	1
		Asking right questions	1
		Lack of sustainability	**6**
		Time and stress management	4
		Reaching resources	4
		Synthesis of data	3
		Data collection	3
		Lack of focus	3
		Perfectionism	2
		Data analysis	2
		Academic writing	2
		Paraphrasing	1
	Vision	Research for an academic career	**17**
		Research for professional development	13
		Research for contribution to the field	4
		No vision for research	2
	Collaboration	Support	**14**
		Feedback	12
		Individual than collaborative	9
	Concentration on research	Long time	**20**
		Middle time	4
		Short time	7

As Table 3 revealed, the participants' current motivational position of research was mostly shaped by high motivation and positive feelings (i.e., self-confidence, excitement, happiness, and novelty). Similarly, they mostly defined their duration of concentration on research as long.

Having a desire to research was also a significant strength for some of them. However, their ELT graduate-level educational process encounters several challenges including procedural (i.e., reaching field resources, requirements, and permissions for collecting data), methodological (i.e, selecting the appropriate design and its tools, reviewing the literature), social (i.e., lack of support and expert opinion, supervisor's negative feedback), and individual ones (i.e., time management, workload, lack of expertise). Likewise, as the perceived weaknesses, not being able to sustain the power and motivation of research, having problems with time and stress management, reaching resources, conducting methodological phases of a study, and synthesizing data were stated by the participants. Academic writing and paraphrasing were also among the participants' weaknesses they were dealing during their graduate education. Here are some sample quotations:

> *Usually, it is not because I am interested, but because I feel obliged to have knowledge about the field.* (**Participant 16**)

> *My motivation is full of ups and downs due to external factors.* (**Participant 13**)

> *Even though I have a hard time synthesizing and flowing, I somehow do it. I feel the need to step away from the work for a while and look at it again with a fresh mind.* (**Participant 9**)

> *Data collection is a stressful and time-consuming process. Communicating with people who have experience and knowledge. Since people are always busy, it is not possible to ask someone for advice. Data analysis can also be challenging.* (**Participant 33**)

> *Identifying the right methodology to make sure the results would be reliable and valid.* (**Participant 17**)

As the other two aspects of the researcher's identity, this subpart also tried to reveal the participants' attitudes toward collaboration on research and their future vision of research. For the former, the results showed that most participants see research as a type of collaborative work as it enhances social support and receiving feedback to improve a research study. On the other hand, for nine participants, individual work is more appropriate for a research process. When it comes to the place of research on the participants' further lives, the study found that research would sustain its impact on their academic and professional careers. Moreover, as four stated, it would continue functioning as a tool for contributing to the field of ELT and therefore science. Here are sample quotations related to the participants' future vision of research:

> *I want to continue my career as an academic; therefore, I will go on doing research.* (**Participant 4**)

> *As well in the future, I will be interested in research because I want to improve myself and contribute to my field.* (**Participant 7**)

> *As long as I teach English, research will be a part of my life.* (**Participant 10**)

> *Especially to enhance my teaching skills, I must conduct more research to stay current.* (**Participant 14**)

Despite its challenging sides, as this last theme revealed, the participants' researcher identities, given their current positions and experiences of ELT graduate education, are influenced by both positive and negative aspects, both social and individual concerns, and both present and future plans. On the other hand, they may face several challenging and demotivating issues from designing methodology and receiving expert support to sustaining motivation and managing

time. However, it seems that their motivation and desire for research are still high and adequate for being active members of the research world in their present and future academic and professional life circumstances.

Overall, the part of results included three thematic subparts based on the open-ended survey as the data collection tool in this study. Regarding each of these subparts and the participants' statements, the main results can be summarized as follows:

- Doing research as a course requirement is a common reason behind the first experience.
- Graduate education plays a major role in the participants' engagement with research for present and future academic and professional goals and their construction of RI.
- Research is a systematic, detailed, and time-and effort-requiring process of obtaining and extending knowledge; therefore, a researcher should have some qualifications such as curiosity, determination, and open-mindedness.
- There is a high motivation and desire for research among the participants; however, since graduate education and doing research involve several challenges and hard requirements, they need more support, feedback, and guidance.
- The participants mostly agree upon the significance of research for their current graduate-level and further educational, academic, and professional lives, and want to sustain their engagement of research in the future.
- Considering the researchers' perceived strengths and weaknesses, one might agree that graduate education still needs more focus on students' improvement in epistemological, methodological, practical, and mechanical qualifications, each of which builds the nature and wide scope of RI.

Discussion

The purpose of this study was to investigate the concept of RI and its multidimensional nature in terms of ELT graduate education. With this goal in mind, the study used an open-ended survey delivered through Google Forms to Turkish ELT graduate students studying at different universities. The collected data from the sample of 35 participants were analyzed through thematic content analysis which revealed three main themes related to RI, namely research background, conceptual aspects of research, and researcher identity.

The first theme, research background, showed that graduate education became a starting point for most of the Turkish graduate ELT students' RI development and their research journey. A minority of them had some research experiences before this educational phase. As Taylor (2007) suggests, graduate education has a transformational nature which ends with becoming a researcher. Therefore, it functions as a key role in improving both the individual and the total system of education (Gök, 2015; Günay, 2018). For the reasons for doing research, two major ones attract our attention: academic career and professional development. This is also consistent with previous research emphasizing the significance of graduate education for realizing personal, academic, and professional goals (Alabaş et al., 2012; Vural & Başaran, 2021). More specifically, it is also regarded as crucial for teacher education and professional development; sustaining research-based orientations and actively engaging with research to obtain the above-mentioned goals can help ELT and other discipline teachers to obtain today's teacher qualifications such as critical thinking and problem-solving and incorporate them into the real educational world (Dikilitaş & Mumford, 2019; Kimsesiz, 2023; Konokman et al., 2015). When it comes to their self-evaluation as another aspect of RI, the high majority stated that they

consider themselves researchers. According to Ponterotto and Grieger (1999), RI is directly related to defining and perceiving the self as a researcher. Given the theme and its results, the study concludes that graduate education provides Turkish ELT graduate students with opportunities for doing research, which also enables them to shape their RI and have self-efficacy to see themselves as researchers.

Besides the research background, the second theme tried to understand their perceived definitions of "research", "researcher", and "purpose of research" as the other significant aspect of RI. The participants' research definition is accurate and centers around systematicity, finding and extending knowledge, and a detailed and procedural nature requiring time and effort. They also generally pointed out that research is for finding, using, and extending knowledge for practical concerns and contributions to science and the field. Therefore, as they considered, a researcher should have some basic qualifications such as curiosity, analytic perspective, open-mindedness, and critical thinking, which is also relevant to the former studies (Kimsesiz, 2023; Taylor, 2007). Based on these perceptional definitions, it can be stated that graduate students are well-informed about the conceptual aspects and principles of research and aware of why they need research inside and outside academia.

The last theme was directly associated with the researcher's identity covering the participants' current understanding and research-based evaluations of their positions in their graduate education, and of their future visions about the place of research in their academic and professional lives. Similar to self-evaluation in their background, they mostly expressed high motivation and concentration on research. They also stated some of their current strengths such as desire for research and systematic study. These positive perceptions and evaluations are also associated with their RI as Jorgersen and Duncan's (2015) conceptual framework suggests behaviors, perceptions, attitudes, and academic-level based concerns show the development of RI. In a similar vein, Limberg et al. (2020) point out that RI is the total combination of programs and their contents, experiences, and self-perceptions. On the other hand, it does not mean that graduate education or doing research do not include any challenging point for them. As they stressed, the most common concerns for them were reaching ELT field resources, managing time, and conducting methodological (i.e., designing a study, collecting data, and analyzing them) steps of research. Besides, some individual challenges such as workload, lack of motivation, and lack of sustainability (i.e., power to continue the research journey) were among these concerns. More strikingly, although most of the participants were in the last (i.e., thesis writing) or the second (i.e., finishing the course-taking and preparing for a seminar) phases, the participants still complained about methodological (e.g., asking the right questions, writing a good review of the literature, collecting data), analytical (e.g., analyzing and synthesizing data), and mechanical (i.e., academic writing and paraphrasing) concerns they had to deal with. Some also complained about the lack of positive feedback and lack of expert opinion during their graduate education. At this point, the results imply that the low quality of graduate courses, the lack of supervisor support, and the lack of institutional guidance cause such challenging points and negatively influence the construction of RI socially and individually. Previous research also shed light on the interrelatedness of research, context, and educational processes (Mertkan & Bayrakli, 2018; Ross et al., 2017). Several internal and external factors may influence the nature of graduate education and research processes (Keskin, 2023). Similar to the present study, collaboration and motivation (Rahimi et al., 2021; Wang & He, 2022), the supportive and quality nature of supervision (Zhang et al., 2022), and incorporation into academia as a community of practice (CoP) (Deemer et al., 2022; Seyri & Rezaee, 2022) have also been

stressed by previous research to highlight the multidimensional nature of RI development, especially at the graduate level.

Despite its success in filling the gap related to RI development in the scope of ELT in the literature, the study has some limitations that further research should take into consideration. First and foremost, the study has a qualitative design which does not provide generalizability of findings to wider audiences. Therefore, further research may design a survey to reach higher numbers of samples and find out some general statements about the nature and development of RI. Or, they may prefer mixed designs integrating both quantitative and qualitative tools to extensively understand the development of RI as it is significant especially for increasing the quality of graduate education which can be seen as the first common step engaging pre-service and in-service teachers with research and incorporating them into academia. Besides, further comparative research studies focusing on diverse fields of teacher education may reveal more comprehensive details about the construction of RI at the graduate level. Last, since the study tried to see the issue from ELT graduate students' perspectives to be more distinctive from the related literature, further research may understand the concept of RI from supervisors' and other faculty members' lenses.

Conclusion

This qualitative study suggests that graduate education, with its multidimensional nature extending from personal development to supervision, plays a major role in the improvement of RI. It also proposes that the concept of RI comprises the combination of one student's or candidate researcher's experiences, beliefs, motivation for doing research, perceived strengths and weaknesses related to research, individual and contextual concerns and challenges he/she faces his/her incorporation into academia as the place for CoP, and his/her future vision. Hence, it requires deep and further investigation in order to understand researchers' identities and worlds that come together and shape the process of graduate education and will become researchers at the end of this process. Since the development of RI is also influenced by contextual, social, and individual concerns and challenges, the study stresses that graduate education and supervision should be more supportive, guiding, and motivating so that participants can become active members of academia where their RI will shape and their engagement with research will fertilize, which will positively impact the quality of teacher education programs and fertilize the journey of becoming a researcher.

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Appendix

Open-ended survey questions with their thematic relatedness

Question	Related Theme
When did you first conduct research and for what reason did you carry out this research process?	Research Background
Why did you want to study graduate education?	
Do you see yourself as a researcher?	
How confident are you in conducting research in your field?	
How do you define research?	Conceptual Aspects of Research
What is the purpose of doing research for you?	
What makes one researcher for you?	
How would you describe your strengths and weaknesses when conducting research?	Researcher identity
How is your motivation to do research in your field?	
What is your preference for collaborating with others when doing research? Why?	
How do you find your concentration when conducting research?	
What are the main challenges you face while conducting research?	
Do you have any thoughts about doing research among your future career plans?	

Exploring The Latest Trends in L2 Teacher Identity Research: A Systematic Review of Studies Published between 2021 and 2023

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Abstract

The popularity of systematic reviews is growing due to their ability to assist researchers in staying updated on recent trends and current research in a specific field, prioritizing methodological and thematic aspects to ensure comprehensive coverage. This systematic review aims to reveal the direction of the recent research on English as a foreign (EFL) and second (ESL) language teacher identity, building around the location, primary and secondary focus, participants and educational settings, adopted research methods and theoretical frameworks of the studies published between the years 2021 and 2023. After conducting a systematic search on the online databases Google Scholar and Scopus, 36 articles were identified. The results of the study are as follows: (1) the recent studies on LTI have specifically concentrated on the Asian context due to its under-researched nature, (2) while the primary focus of the studies has been on identity construction/development, the secondary focus has been on emotions and emotion labour, (3) recent studies were conducted with in-service working in diverse educational settings, (4) research methods employed in the reviewed studies were dominantly qualitative, and in consistent with this, interviews and narrative inquiry were used as the data elicitation tools, (5) an integrated perspective was the theoretical framework that was utilized most often in the studies under review, indicating a new development of research.

Keywords: language teacher identity, L2 teacher identity, EFL/ESL teacher identity, systematic review

Introduction

The language teacher identity rests upon the theories and identity in the field of social psychology (Sang, 2022). Therefore, in order to conceptualize language teacher identity, it is crucial to begin by examining certain self and identity concepts. As Leary and Tangney (2012) point out, there has been disagreement on the criteria for defining "self". Nevertheless, they regard the construct as psychological mechanisms and processes enabling humans to think consciously about themselves. In this respect, self is seen as a key component of the human capacity for "reflexive thinking". However, in comparison to the broader concept of self, Stets and Burke (2003) consider identity in relation to self-concept (as cited in Sang, 2022). Mercer (2012) defines self-concept as "everything we believe (rightly or wrongly) about ourselves" and this "self-description" involves both a cognitive belief and an emotional dimension (p. 11). In this regard, identity forms a fundamental aspect of self-concept as it is defined by Norton (2013) "how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p. 45). That being the case, as Sang proposes (2022), self-concept can be seen under the broader construct of self and identity as nested within self-concept.

The past two decades have witnessed a growing academic interest in identity. However, the composition and (re)construction of identity is still a much-debated topic in literature (Kumaravadivelu, 2012). Despite this, many scholars hold the view that defining identity should begin with a fundamental question: "Who am I?" (Gee, 2000; Rodgers & Scott, 2008; Oyserman et al., 2012). In parallel with this, highlighting a psychological foundation for understanding identity, Oyserman et al. (2012) see identity as the composition of personal characteristics and social relationships. Another approach to understanding identity emphasizes societal impacts on the development of the construct (Côté & Levine, 2002). As Danielewicz (2001) states, "identity is wrapped around what we think of ourselves, in social context, and what other people think of us" (p. 10). Moreover, Pennington and Richards (2016) indicate the multifaceted nature of identity in that it is not just limited to personality, social or group characteristics, it also reflects the contextual requirements.

Teacher professional identity is another comprehensively explored construct in education, yet there has been much disagreement on how to define it (Beijaard et al., 2004; Davey, 2013). In relation to this, there have been various perceptions of the concept. For instance, according to Sachs (2005), it is the teacher identity that sits in the heart of teaching, and it is not a fixed trait, but quite the contrary, it is in constant negotiation through experience. Day and Kington (2008) describe the three conflicting elements of teacher identity as (1) *personal identity*, associated with the teacher's roles within family and society, (2) *professional identity*, involving the teacher's perspectives on educational policies, and (3) *situated or socially located identity*, shaped by the teacher's working context. Therefore, it is evident that personal, professional, and situational aspects are at play in the formation of teachers' professional identity. Rodgers and Scott (2008) outline the typical perceptions regarding teachers' professional identity as follows (1) being influenced and shaped by diverse social, cultural, political, and historical settings, (2) evolving through interactions and involving emotions, (3) being dynamic, changeable, and multifaceted, (4) encompassing the (re)construction of meaning through personal stories over time.

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Defining language teacher identity (LTI) has likewise been problematic. However, after surveying 40 distinguished researchers and conducting a meta-analysis of conceptualizations regarding LTI, Barkhuizen (2017) offers a comprehensive definition:

> Language teacher identities (LTIs) are cognitive, social, emotional, ideological, and historical – they are both inside the teacher and outside in the social, material and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others. They are core and peripheral, personal and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded. And LTIs change, short-term and over time – discursively in social interaction with teacher educators, learners, administrators, and the wider community, and in material interaction with spaces, places and objects in classrooms, institutions, and online. (p. 4)

Learning about LTI is a challenge due to its complex and fluid nature, which continues to change over a teacher's lifetime. For this reason, a considerable amount of literature has been published. Yazan and Lindahl (2020) point out the increasing interest in LTI with reference to the existing body of research and underline the importance of the extant literature in terms of theorizing and investigation of the nature, development and (re)construction of teacher identities of pre-/in- service language teachers in relation to such various concepts as race, gender, ethnicity, nationality and community. These include two special issues of *TESOL Quarterly* and *Modern Language Journal*, edited volumes, several handbooks as well as international conferences such as American Association for Applied Linguistics (AAAL), Language Teacher Education (LTE), and TESOL international.

According to Varghese et al. (2005), the ongoing interest in research in LTI stems from our urge to understand language teaching and learning. To achieve this, it is essential to grasp the essence of teachers. In order to do this, we must develop a more distinct understanding of their assigned professional, cultural, and individual identities. Moreover, the Douglas Fir Group (2016) indicate identity as one of the crucial constructs to research through their framework of the multifaceted nature of language learning and teaching. In the same vein, Nall (2021) asserts that researching LTI enables improvements in the professional work environment and educational achievements for students, institutions, and their wider communities. Therefore, it is safe to say that LTI will continue to play a central role in language learning and teaching research. With this purpose in mind, Sadeghi and Bahari (2022) conducted the first systematic review of studies on English as a foreign (EFL)/second language (ESL) teacher identity between the years 2010 and 2020. In their guide, Systematic Reviews in the Social Sciences, Petticrew and Roberts (2006, p.36) state that if a systematic review on a topic is available, to avoid duplication, a new systematic review should be started only if "new studies have been published since the older review was completed". For this reason, subsequent to Sadeghi and Bahari's (2022) review, this study aims to reveal the direction of the current research on EFL and ESL LTI, building around the location, primary and secondary focus, participants and educational settings, adopted research methods and theoretical frameworks of the studies published as of 2021. In parallel with the aim of the study, the research questions are as follows:

> RQ1: In what locations was language teacher identity in English as a Foreign/Second Language contexts a research subject from 2021 to 2023?

RQ2: What primary and secondary aspects of language teacher identity were frequently analyzed in studies in English as a Foreign/Second Language contexts from 2021 to 2023?

RQ3. What were the characteristics of the participants and educational settings that came forward in studies in English as a Foreign/Second Language contexts from 2021 to 2023?

RQ4. What research methods and data elicitation tools were frequently used in studies in English as a Foreign/Second Language contexts from 2021 to 2023?

RQ5. What theoretical frameworks were employed to explore language teacher identity in studies in English as a Foreign/Second Language contexts from 2021 to 2023?

Method

Data Collection

This systematic review was intended to include the recent studies, published between the years 2021 and 2023. To that end, articles on second language teacher identity were searched in two electronic academic literature databases of Scopus and Google Scholar in over the period of a week in April 2023, using the first keyword "language teacher identity" followed by the more specific keywords "English as a foreign language (EFL) teacher identity" and "English as a second language (ESL) teacher identity" in their title, abstract or keywords. The use of these key words resulted in 141 articles.

Inclusion and Exclusion Criteria

In order to ensure that the peer-reviewed articles retrieved were relevant to the aim of the research, the following inclusion and exclusion criteria were established. First, research topics needed to focus on EFL or ESL teacher identity construction. Second, the articles needed to be in English in line with the research aim. Third, the articles needed to be published between 2021 and 2023. The date range was implemented to capture the recent trends in EFL/ESL teacher identity research. In addition, review articles, books, book chapters, book review articles, conference reports and proceedings, as well as MA theses and dissertations were excluded. Finally, articles lacking in presenting sufficient information in terms of adopted theoretical frameworks, methods, or results were excluded.

Data Extraction

Figure 1. Flowchart of article selection
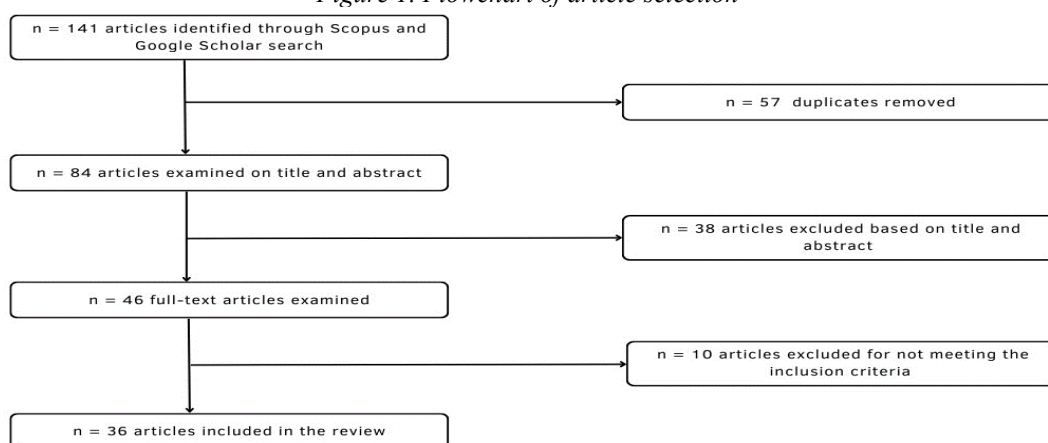
A four-step article selection approach was implemented to evaluate whether the 141 retrieved articles meet the specified criteria for inclusion and exclusion (See Figure 1).

In the first step, the studies prior to 2021 were excluded on Scopus and Google Scholar, and duplicate articles were subsequently removed. Then the titles and abstracts of 84 studies were examined. In this process, studies which included other languages as a foreign language than English and did not directly reference teacher identity were excluded. As a next step, 46 articles were read in detail, and out of those, 10 articles were excluded since they lacked information regarding the adopted theoretical framework, methodology, or results. Finally, the remaining 36 articles were included in the review that underwent a systematic evaluation to address the research questions (See Appendix).

Results and Discussion

The Location of the Reviewed Studies

In order to find out the location of the 36 studies, the number of studies published in certain locations was calculated and percentages computed (See Figure 2).

Figure 2. The number of publications by country
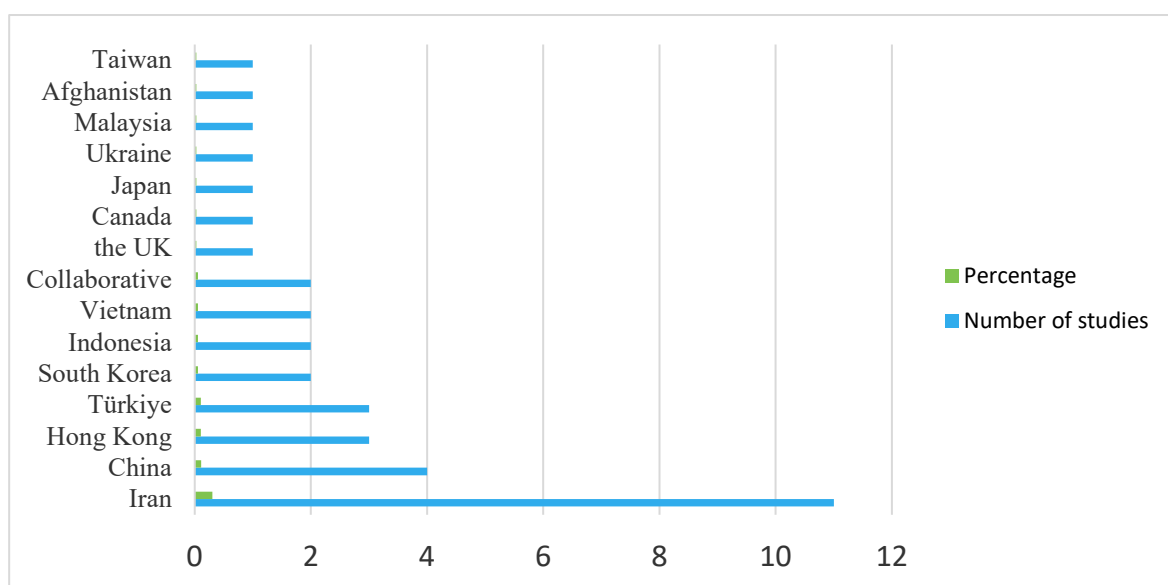
The results showed that over four fifths of the studies (n=31, 86.1 %) were published in Asian countries, which are Iran, China, Hong Kong, Türkiye, South Korea, Indonesia, Vietnam, Japan, Malaysia, Afghanistan, and Taiwan. Also, one of the collaborative studies (n=1, 6.7 %) was carried out online, in which participants were EFL teachers of colour whose teaching experience took place in China, Japan, Taiwan and Korea. Among the Asian countries, Iran has the highest number of studies, accounting for over one third of the published articles (n=11, 36 %). China has the second highest publication volume with four studies (11,1 %). On the other hand, the studies conducted in western countries, which are the United Kingdom, Ukraine, and a collaborative study carried out in Brazil and Finland simultaneously, make up only 8.3 % (n=3) of the studies undertaken during the period. As Jun Zhang and Zhang (2015) state, extensive research has been carried out on learner or teacher identity in English speaking countries known as the "Inner Circle". However, limited information is available regarding the experiences of non-native English-speaking teachers in "Outer Circle" countries such as

Singapore, Nigeria, or India. In a similar vein, Nall (2021) mentions the need for more exploration in Japanese context despite an extensive research effort in understanding LTI globally. Taking into account all of these, it is apparent that the Asian context is relatively under-researched in terms of L2 teacher identity. Therefore, it can be concluded that there are ongoing efforts being made to address the research gap on LTI in the Asian context.

Primary and Secondary Focus of the Reviewed Studies

In order to address the second research question, the primary and secondary focus of the studies were analysed. Six categories were formed under the primary focus of the reviewed studies (See Table 1). It was revealed that identity construction/development (n=23, 64 %) was by far the most observed focus of the reviewed studies. The next most observed aspect of the LTI was professional identity (n=8, 22 %). The focus of the rest of the studies were plural/multiple identities (n=2, 5 %), multilingual identity (n=1, 3 %), identity-in-discourse (n=1, 3 %) and linguistic identity (n=1, 3 %).

Table 1. Primary Focus of the Reviewed Studies

Primary Focus of the Reviewed Studies	Frequency	%
Identity construction/development	23	64
Professional identity	8	22
Plural/multiple identities	2	5
Multilingual identity	1	3
Identity-in-discourse	1	3
Linguistic identity	1	3
Total	36	100

The results were in line with the previous review on second language teacher identity (Sadeghi and Bahari, 2022) in that identity construction/development, professional identity, and plural/multiple identities were the most commonly observed foci. Moreover, by the analysis of the secondary focus of the studies, fifteen categories were formed (See Table 2).

Table 2. Secondary Focus of the Reviewed Studies

The Secondary Focus of the Reviewed Studies	Frequency
Emotions/emotion labour	9
Identity-in-practice	6
Sociocultural identities (race, ethnicity, and culture)	5
Beliefs	5
Agency	5
Imagined identity	4
Teaching practices and background information	3
Imposed identity	3
Identity-in-discourse	3
Teacher learning	2
Teacher-researcher identity negotiation	2
Social identity	2
Teachers' perceptions of teaching	1
Identity shift	1
Assessment identity	1
Critical teacher identity	1

It was revealed that the reviewed studies primarily concentrated on emotions (n=9) and identity-in-practice (n=6), as the most commonly examined aspect of identity. The subsequent commonly observed facet of L2 teacher identity in the reviewed studies were sociocultural identities (n=5), beliefs (n=5), and agency (n=5). It is worth mentioning that almost all studies

had more than one secondary focus. Therefore, the numbers in the table represent all. When compared to the results of Sadeghi and Bahari's (2022) review, it was seen that similar aspects of LTI such as sociocultural identities, agency and teaching practices and background information were frequently observed as the secondary focus of the studies reviewed. However, this study showed that more studies have started to concentrate on LTI in relation to emotions and especially emotion labour in recent years. Several studies show that emotions are considered as a crucial aspect that significantly impacts teacher identity development, underlining the transformative power of emotions in language teacher identity (re)construction (Kocabaş-Gedik & Ortaçtepe Hart, 2021; Nazari & Karimpour, 2022; Nguyen & Ngo, 2023; Susanto & Arifani, 2023). This trend suggests that the relationship between teacher identity and the emotions experienced by language teachers will continue to receive increasing attention.

Distribution of the Participants and Educational Settings

In relation to the third research question which sought to investigate the attributes of the participants and educational environments in the studies under review, it was revealed that the studies included in the research were carried out with pre-service and in-service English language teachers (See Figure 3).

Figure 3. The Distribution of the participants in the reviewed studies
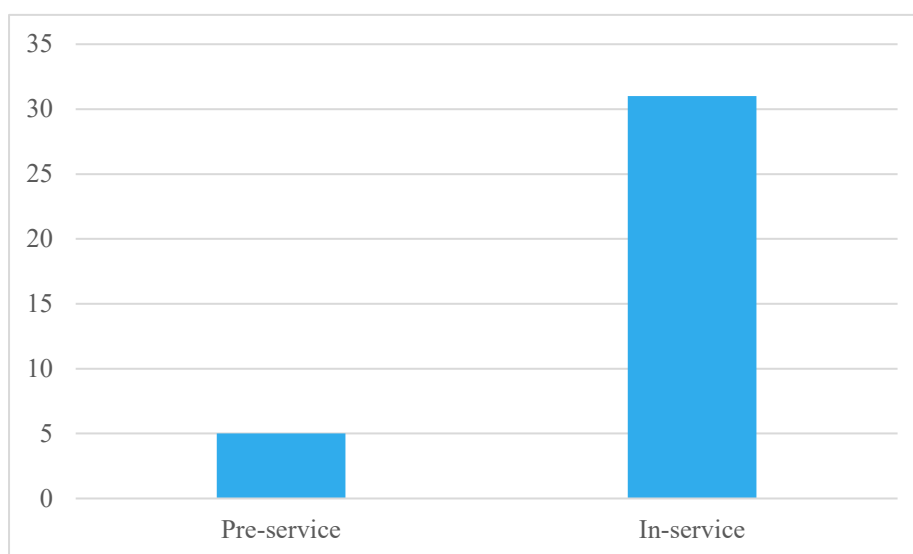
As can be seen in Figure 3, four fifths of the studies included in the research were conducted with in-service English language teachers (**n**=31, 86.1 %), while only five studies included pre-service English language teachers (13.9 %). Kostoulas and Mercer (2018) pointed the psychology of in-service teachers out as a yet-to-be-explored territory, estimating that there would still be a tendency to research the identity construction of pre-service teachers. This review revealed that, following Kostoulas and Mercer's (2018) guidance, the most recent studies have shifted their focus towards in-service teachers with varying years of experience in order to gain a deeper understanding of their identity.

As for the educational settings, research contexts of the reviewed studies were analysed (See Figure 4).

Figure 4. Educational settings
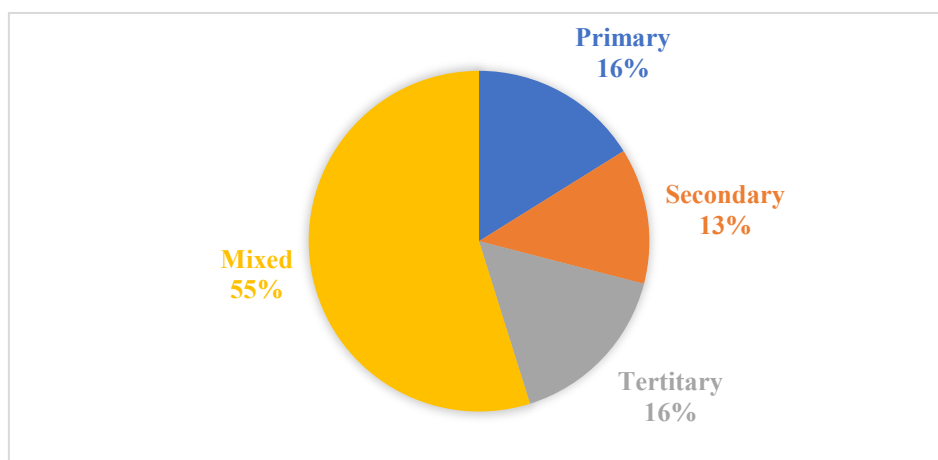
Kostoulas and Mercer (2018) emphasize the importance of expanding the focus of enquiry to include all language teacher populations in a range of settings to gain a deeper insight into language teacher psychology. As a possible a response to this, more than a half of the reviewed studies (n=17, 55 %) were conducted with in-service teachers working in diverse educational settings, ranging from teaching young learners or adults in a private language school to primary, secondary, or tertiary level public schools to obtain a representative collection. Meanwhile, the other half of the studies in the review focused on three levels of educational contexts separately: primary (n=5, 16 %), secondary (n=4, 13 %), and tertiary (n=5, 16 %).

Adopted Research Methods and Data Elicitation Tools

As an answer to the fourth research question, the reviewed studies were examined in terms of their research methodology and data collection tools. First, the studies were categorized based on the adopted research methods, as being whether quantitative, qualitative, or integrative. Following that, the number of studies and percentages for each category were calculated (See Table 3).

*Table 3. Adopted research methods*

Research Method	N	%
Qualitative	34	94.4
Integrative	2	5.6
Total	36	100

In consistent with Sadeghi and Bahari's (2022) review, this study revealed that almost all the studies reviewed followed a qualitative paradigm (n=34, 94.4 %), whereas only two studies employed an integrative design. In an integrative research design, the researcher does not simply mix quantitative and qualitative approaches by using them independently and comparing the result at the end, rather they integrate these quantitative and qualitative 'tools' at a more fundamental level to improve their designs, "refining the primary method (e.g. quantitative) throughout by a second method (e.g. qualitative)" (Hiver & Al-Hoorie, 2020, p. 246). The two integrative studies included in this review (Chien, 2023; Afshar & Movassagh, 2021) could be seen as examples of future studies that utilize an integrated method, as method integration is proposed as the future of Complex Dynamic Systems Theory methodology (Hiver & Al-Hoorie, 2020; Hiver et al., 2022).

Second, the data collection tools of the reviewed studies were analysed and categorized (See Figure 5).

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Figure 5. Data Elicitation Tools
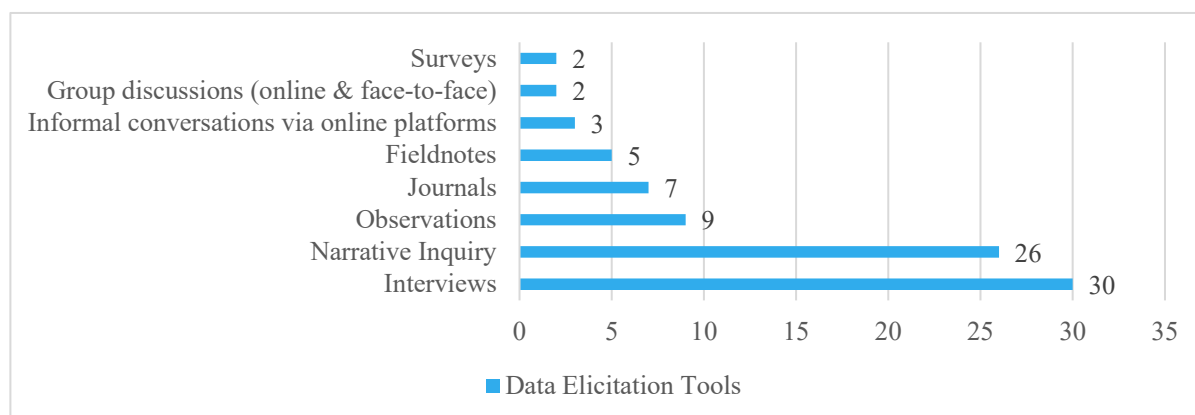
It was revealed that the qualitative data were mostly obtained from a mix of data elicitation tools, of which the most frequently used techniques were interviews (n=30) and narratives (n=26), followed by observations (n=9), journals (n=7), and fieldnotes (n=5). These results are in consistent with Sadeghi and Bahari's (2022) review in that a third of the studies in the review adopted narrative inquiry and interviews being at the fore.

Adopted Theoretical Frameworks

In order to address the last research question, the theoretical frameworks deployed in the reviewed studies were analysed and categorized (See Table 5). It was shown that the reviewed studies draw on a wide range of theoretical frameworks from Bakhtinian theoretical framework to poststructuralist approaches, which also indicates that multiple factors contribute to the complex nature of L2 teacher identity.

Table 5. Adopted Theoretical Frameworks

Adopted Theoretical Framework	Frequency	%
Integrated perspective	13	36
Critical and sociocultural perspectives	3	8.2
Poststructuralist approach	3	8.2
Autoethnographic approach	1	2.8
Positioning theory	1	2.8
Actor-network theory	1	2.8
Social identity theory	1	2.8
Phenomenographic-narrative approach	1	2.8
Professional and language socialization theory	1	2.8
Community of practice	1	2.8
Bakhtinian theoretical framework	1	2.8
Cultural-historical activity theory	1	2.8
Action research	1	2.8
Ethnical self-formation	1	2.8
Plurilingualism	1	2.8
Conceptualization of identity (Norton, 2013)	1	2.8
Grounded activity theory	1	2.8
Critical incidents	1	2.8
Critical discourse analysis	1	2.8
A proposed framework	1	2.8
Total	36	100

It was revealed that more than one third of the studies adopted integrated perspectives (n=13, 36 %) in which the researcher borrows concepts from various theories and explores the construct regarding the interplay between them, followed by critical and sociocultural perspectives (n=3, 8.2 %) and poststructuralist approaches (n=3, 8.2 %). These findings contrast with the those of Sadeghi and Bahari's (2022) review, where sociocultural theory emerged as the dominant adopted theoretical framework, highlighting the ongoing co-construction of L2 teachers' identities within their communities of practice. However, the current study indicates a trend towards adopting integrated perspectives in the exploration of LTI.

Conclusion

The study aimed to provide insight into the current research trajectory concerning second/foreign language teacher identity by analysing and synthesizing the findings of the studies conducted between 2021 and 2023. The following conclusions can be drawn from the reviewed studies: First, the recent studies on LTI have specifically concentrated on the Asian context due to its under-researched nature. Therefore, future studies should further explore and investigate this area to enhance the understanding of LTI in diverse cultural and educational contexts. Second, as the Douglas Fir Group (2016) state, the dynamic, complex and increasingly diverse nature of the contexts in which languages are taught, learned and used necessitates the continuation of research to explore LTI identity from micro, meso and macro dimensions of language teaching at the classroom, institutional and ideological levels respectively. For this reason, the retrieved studies have addressed various levels of contextual influences on language teacher identity construction/development. Thus, embedded within the dynamic, complex, and progressively diverse fabric of modern society, LTI necessitates further research to comprehend its multifaceted dimensions and evolving complexities. Related to this, identity construction/development and professional identity have been the primary focus, while emotions/emotional labour and identity-in-practice have been the secondary focus of the reviewed studies so far. This emerging pattern indicates that there will be a growing focus on investigating the connection between LTI and emotions. Third, a great majority of the reviewed studies have been conducted with in-service working in diverse educational settings, and more studies will be continuing this trend to gain deeper insight into LTI. Fourth, research methods employed in the reviewed studies have been dominantly qualitative, and in consistent with this, interviews and narrative inquiry have been used as the data elicitation tools. However, future research could adopt more integrative methods as researching complex dynamic systems necessitates method integration. Fifth, the theoretical framework that has been commonly utilized in the reviewed studies is an integrated perspective, indicating a shift towards a more comprehensive and holistic approach in researching LTI. This current review has limitations in its definition of L2, as it excludes other foreign languages. This study specifically focuses on EFL/ESL teachers. However, a future systematic review could enhance this aspect by including a broader range of languages.

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Appendix

Author	Article Title	Primary Focus	Secondary Focus	Participants & Educational Setting	Adopted Research Methods / Data Elicitation Tools	Adopted Theoretical Framework
Trent & Liu (2023)	A 'useful' vocational education English language teacher by any other name. Short stories of teacher identity construction and reconstruction in vocational education in China	Identity construction	Language and power	1 Chinese vocational education English language teacher	Narrative inquiry, short stories	Bakhtinian theoretical framework
Leonard (2023)	Becoming international teachers of English: a sociomaterialist analysis of teacher identity (re) formation over time	Professional identity	Background experiences, teaching practices, and imagined identity	2 Saudi EFL teachers	Narrative inquiry, short stories gathered through interviews, focus groups	Actor-network theory
Susanto & Arifani (2023)	Beliefs and emotions on becoming a CALL teacher: a narrative inquiry of personal–professional growth	Professional identity	Beliefs and emotions	2 Indonesian EFL teachers (secondary education – public senior high schools)	Narrative inquiry, short stories	Social identity theory
Nazari & Karimpour (2023)	Emotions, perspectives, and English language teacher identity construction: a phenomenographic-narrative study	Identity construction	Teachers' perceptions of teaching and emotions	17 Iranian EFL teachers	Narrative inquiry, interviews	Phenomenographic-narrative approach
Zhang & Hwang (2023)	"Should I change myself or not?": examining (re)constructed language teacher identity during	Identity reconstruction	Agency and identity-in-practice	20 Chinese EFL teachers (mixed years of teaching and	Interviews	Integrated framework (Trent, 2015)

	the COVID-19 pandemic through text-mining			workplace university, college and high school)		
Seyri & Nazari (2023)	From practicum to the second year of teaching: examining novice teacher identity reconstruction	Identity reconstruction	Background experiences, teaching practices, and imagined identity	3 novice Iranian EFL teachers who were pre-service teachers at the beginning of the study	Narrative inquiry, practicum journals and interviews	Integrated perspective
Sang (2023)	Uncovering language socialization mechanisms in language teacher identity formation: an ethnographic study in a Chinese culture class	Identity construction	Social identity	22 Chinese pre-service EFL teachers and 1 Chinese teacher educator	Ethnographic fieldwork: Participant observation, fieldnotes, digital recordings, and unstructured interviews	Professional and language socialization theory
Nazari et al. (2023)	Novice language teacher emotion labor and identity construction: a community of practice perspective	Identity construction	Emotion labor	3 novice Iranian EFL teachers	Narrative inquiry methodology: practicum journals, interviews	Community of practice
Tokoz Göktepe & Kunt (2023)	Obstructions in normative teacher identity development: a case study in Turkey	Identity development	Identity-in-practice and imposed identity	1 novice Turkish EFL teacher who was a pre-service teacher at the beginning of the study	Narrative inquiry: narrative essays, teaching practice diaries, observation reports, researcher's fieldnotes and interviews	Integrated perspective
Kałdonek-Crnjaković & Czopek (2023)	Peace, emotion labor, and language teacher identity in times of war: the stories of two Ukrainian English	Identity development	Emotion labor and imposed identity	2 Ukrainian English university teachers	Semi-structured in-depth interviews	Positioning theory

	university teachers					
Chien (2023)	Student teachers' professional identity construction through famous education quotes	Professional identity	Social identity	10 Taiwanese pre-service English teachers	Integrative design: qualitative (observation, artifacts, writing and interviews) and quantitative (pretest and posttest)	Integrated perspective
Do & Hoang (2023)	The construction of language teacher identity among graduates from non-English language teaching majors in Vietnam	Identity construction	Emotions, identity-in-practice, and identity-in-discourse	4 Vietnamese non-ELTM English teachers	Narrative interviews, class observations videos and posts from participants' Facebook and YouTube channels	Integrated perspective
Nguyen & Ngo (2023)	An activity theory perspective on Vietnamese pre-service English teachers' identity construction in relation to tensions, emotion and agency	Identity construction	Agency and emotions	3 Vietnamese pre-service English teachers	Narrative inquiry, in-depth semi-structured interviews	Cultural-historical activity theory
Syahnaz et al. (2023)	Unpacking the complexities of teacher identity: narratives of EFL teacher in Indonesia	Identity construction	Beliefs and emotions	1 Indonesian elementary school English teacher	Narrative inquiry, semi-structured interviews	Integrated perspective
Karimpour et al. (2022)	Agency in conflict with contextual idiosyncrasies: implications for second language teacher identity construction	Identity construction	Agency	9 Persian EFL teachers in a private language school	Narrative inquiry, semi-structured interviews and open-ended questions	Integrated perspective
Nazari & De Costa (2022)	Contributions of a professional development course to language teacher identity	Identity construction	Identity-in-practice	10 Iranian EFL teachers in a private language school (4-	Narrative inquiry, semi-structured interviews, and reflective journals	Integrated perspective

			10 years of experience)		
Derakhshan & Nazari (2022)	Examining teacher identity construction in action research: the mediating role of experience	Identity construction	Teacher-researcher identity negotiation	2 novice 2 experienced Iranian EFL teachers	Narrative inquiry, semi-structured interviews, classroom observation, reflective journals and researcher journal	Action research
Nazari (2022)	Plan, act, observe, reflect, identity: exploring teacher identity construction across the stages of action research	Identity construction	Teacher-researcher identity negotiation	4 Iranian EFL teachers in a language school (from 2 to 10 years of experience)	Narrative inquiry, semi-structured interviews, reflective journals, and classroom observations	Integrated perspective
Gu, Jiang & Ou (2022)	Exploring the professional teacher identity as ethical self-formation of two multilingual native English teachers	Multilingual identity	Sociocultural identities (race, ethnicity and culture)	2 native English teachers of Chinese descent	Narrative inquiry, semi-structured interviews, teaching materials, and communication through social media	Ethnical self-formation
Li & Lai (2022)	Identity in ESL-CSL career transition: a narrative study of three second-career teachers	Professional identity	Identity shift	3 Chinese second-career teachers	Narrative interviews	Integrated perspective
Kim & Koo (2022)	It was teacher identities, learning and teaching experience that affected teaching practices	Linguistic identity	Beliefs, teacher learning and teaching practices	2 Korean English teachers working at university	Semi-structured interviews, classroom observation fieldnotes, and background survey sheets	Plurilingualism
Gras (2022)	Narratives of race and identity in English language teaching	Plural/multiple identities	Sociocultural identities (race, ethnicity, and culture)	4 native English language teachers of color (from 1 to 6 years of experience)	Narrative inquiry: semi-structured interviews and discussion forum posts	Integrated perspective

Zhang & Wang (2022)	Negotiating the impact of international experiences on professional identity development: a case study of Chinese college English teachers	Professional identity	Teacher learning and background experiences	5 Chinese college English teachers (from 9 to 17 years of experience)	Semi-structured interviews, reflective journals, and study abroad reports	Conceptualization of identity (Norton, 2013)
Tavares (2022)	Teaching two languages: navigating dual identity experiences	Plural/multiple identities	Sociocultural identities (race, ethnicity, and culture)	1 Brazilian teacher of both Portuguese and English	Teacher journals, reflections and the textbook used in the Portuguese language course	Post-structuralist and autoethnographic approach
Tavakol & Tavakoli (2022)	The professional identity of Iranian young-learner teachers of English: a narrative inquiry	Professional identity	Identity-in-discourse	7 Iranian young-learner teachers of English (from 1 to 28 years of experience)	Narrative inquiry, interactive interviews, WhatsApp messages	Positioning theory
Nazari & Karimpour (2022)	The role of emotion labor in English language teacher identity construction: an activity theory perspective	Identity construction	Emotion labor	10 Iranian EFL teachers (from 10 to 15 years of experience)	Semi-structured interviews, and narrative frames	Grounded activity theory
Nazari et al. (2021)	Challenges of second language teachers' professional identity construction: voices from Afghanistan	Professional identity	Imposed identity	16 English teachers working in private language schools and public universities (from 1 to 16 years of experience)	Scenario prompts and semi-structured interviews	Critical and sociocultural perspectives
Babaii et al. (2021)	Contributions of assessment-related critical incidents to language teacher identity development	Identity development	Assessment identity	13 Iranian L2 teachers working in a private language school (from 1 to	Narrative inquiry and cognitive interviews	Critical incidents

				10 years of experience)		
Tokoz Göktepe & Kunt (2021)	"I'll do it in my own class": novice language teacher identity construction in Turkey	Identity construction	Imagined identity and identity-in-practice	1 novice EFL teacher	Narrative inquiry, pre-practicum observation notes, teaching diary entries on the practicum, researchers' field notes, and impromptu interviews	Integrated perspective
Kocabaş-Gedik & Ortaçtepe Hart (2021)	"It's not like that at all": a poststructuralist case study on language teacher identity and emotional labor	Identity construction	Emotional labor	2 novice native English-speaking teachers in an EFL context	Weekly journals, follow-up interviews, and field notes	Poststructuralist approach
Ruohotie-Lyhty et al. (2021)	Language teacher identities as socio-politically situated construction: Finnish and Brazilian student teachers' visualisations of their professional futures	Identity construction	Imagined identity	61 Finnish and 60 Brazilian language teacher students	Visual-textual methodology	Poststructuralist approach
Aoyama (2021)	Language teacher identity and English education policy in Japan: competing discourses surrounding "non-native" English-speaking teachers	Identity-in-discourse	Sociocultural identities (race, ethnicity, and culture) and beliefs	5 Japanese high school non-native English teachers (from 7 to 15 years of experience)	Course of documents for foreign language education in Japan, narrative inquiry, semi-structured in-depth interviews	Critical discourse analysis
Choe & Seo (2021)	Negotiating teacher identity: experiences of black teachers of English in Korean ELT	Identity construction	Sociocultural identities (race, ethnicity, and culture),	8 Black teachers of English in Korea	Autobiographical narratives posted on YouTube	Sociocultural theory

				beliefs and agency		
Huang (2021)	Sustainability of professional development: a longitudinal case study of an early career ESL teacher's agency and identity	Professional identity	Agency	1 Hong Kongese ESL teacher	Narrative inquiry, and interviews, autobiography, informal conversations and WhatsApp, email communications	A proposed framework on connecting identity and agency
El Masry & Alzaanin (2021)	The impact of the intrapersonal, interpersonal and ecological factors on pre-service second language teachers' identity construction	Identity construction	Identity-in-practice	5 Malaysian ESL pre-service teachers	Narrative inquiry, interviews, and observation	Integrated perspective
Afshar & Movassagh (2021)	Towards a critical language teacher identity: contributions of a critical teacher educator course	Identity construction	Critical teacher identity	13 Iranian EFL teachers in a private language school (from 1 to 17 years of experience)	Integrative design: survey, intervention, reflective journals and semi-structured interviews	Critical and sociocultural perspectives

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