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LANGUAGE TEACHER PSYCHOLOGY: TEACHERS MATTER

Edited by
Sehnaz SAHINKARAKAS, Julide INOZU,
Cem CAN and Fatma TOKOZ

Open Access

Language Teacher Psychology: *Teachers Matter*

Edited by

Sehnaz Sahinkarakas, Julide Inozu

Cem Can & Fatma Tokoz

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PREFACE

We, as editors, are pleased to introduce this book, which serves as a scholarly platform for a collection of research papers exploring the significance of Language Teacher Psychology and emphasizing the crucial role of teachers.

The study of language teacher psychology delves into the psychological factors that impact the teaching and learning of a second language. This includes examining the attitudes, beliefs, and emotions that language teachers hold, as well as the influence of these factors on their instructional practices. In language learning, teachers play a crucial role in shaping students' attitudes, motivation, and engagement. Thus, it is essential for language teachers to possess a thorough understanding of both the language they are teaching and the psychological factors that impact language learning.

Key factors that can affect language teacher psychology include their language learning experiences, cultural and individual beliefs, and their sense of efficacy in the classroom. Understanding these factors can assist language teachers in creating a positive learning environment that enhances students' language acquisition and success.

In spite of the indispensable role that teachers assume in the realm of education, the majority of research in language learning psychology has predominantly concentrated on learners. Such neglect of teachers' psychological dimensions is tantamount to overlooking the needs of learners themselves. The psychological aspects encompassing teachers' well-being, resilience, motivation, and other influential factors are of utmost significance. In essence, the impact of teachers cannot be understated. The objective of this book is to offer a distinctive platform, uniting research endeavors pertaining to the psychology of language teachers, thereby providing a forum for their contributions to be heard.

As editors, our primary objective is to comprehensively address an extensive array of topics pertinent to teachers, including emotions, agency, identity, burnout, self-concept, and self-efficacy. This book represents the culmination of a collaborative endeavor involving scholars from diverse regions across the globe. We extend our sincere gratitude to the reviewers, members of the international editorial board, the publisher, and those involved in the technical aspects, as this book is a testament to their collective efforts. It is a product of teamwork, and we express our appreciation to all who contributed throughout each stage of its development.

We trust that the research papers contained within this book will provide valuable insights and captivating reading material for you.

Editors

Sehnaz Sahinkarakas

Julide Inozu

Cem Can

Fatma Tokoz

INTRODUCTION

This book aims to provide a comprehensive overview of the key research topics in the field of language teacher psychology, which has been gaining increasing attention from researchers in recent years. The twelve chapters cover a range of topics including teacher self-efficacy, emotional agility, motivation, burnout, and teacher identity construction, using various theoretical and methodological approaches.

In Chapter 1, Adam Świątek presents a dual perspective on the teaching profession in Poland, highlighting the importance of proper action in the current crisis. This chapter also highlights the fact that proper action might be like a panacea for the entire process of education and the current crisis. During Chapter 2, Ayse Nesil Demir explores the dynamic and complexity of teacher self-efficacy beliefs in writing courses describing the accounts of a case study of a single teacher, in which the researcher explores in-depth data relating to numerous variables. In chapter 3, Belgin Elmas discusses how teachers can develop emotional agility and assist their students in developing a growth mindset and becoming aware of their feelings. In Chapter 4, as a result of her study using complex dynamic system theory, Ceyda Oruk revealed that participants' emotions are highly intertwined and that the attitudes of students and classroom environments have a significant impact on participants' emotions using complex dynamic system theory.

Ceyda Zerenay investigates the factors that help, impede, and maintain teachers' motivation in Chapter 5. Furthermore, the study investigates the impact of online teacher education programmes on teachers' motivational fluctuations. In Chapter 6, by exploring the dynamism and complexity of a teacher's self-concept during English listening and speaking lessons, Ecem Eker Uka explores the dynamism and complexity of a teacher's self-concept during English listening and speaking lessons, highlighting the unpredictability of self-concept development.

In the next chapter, Chapter 7, Maide Ebru Baca discusses teacher burnout and its three dimensions of exhaustion, cynicism, and inefficacy concerning the challenges participants face in their daily lives while attempting to fulfil the needs of the various roles they hold. By investigating the most and least preferred roles that are performed by teachers in EFL classrooms, Pnar Babanoglu and Reyhan Agcam capture common teacher roles performed by in-service EFL teachers in Chapter 8.

Chapter 9 describes Ranya ElKhayat's qualitative study of students' perceptions of L2 motivation in a higher education institution in Egypt. stressing the pivotal role of the instructor in enhancing student motivation. In Chapter 10, Soheila Soleimanzadeh presents a systematic review of burnout among EFL teachers, while Tuğçe Bilgi examines the black box of teacher identity construction using a complexity perspective in Chapter 11 through a process-tracing approach. Finally, in Chapter 12, Zekeriya Durmaz explores the teacher prototype of a novice EFL teacher and how teacher agency is developed through attractor states using a Complex Dynamic Systems Theory (CDST) perspective and Retrodictive Qualitative Modelling (RQM).

This book contributes to the field of language teacher psychology by presenting various theoretical, methodological, and practical approaches to studying the emotional and professional experiences of language teachers. The authors aim to stimulate academic discourse and broaden research and practice in language teacher psychology with the insights offered in this book. In recent decades, there has been significant research on the psychology of language teachers, focusing on their professional lives and well-being. This book takes a step towards addressing the knowledge gaps in this field, but there are still numerous unanswered questions.

CHAPTER 1

Teacher Identity Crisis in Poland

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Abstract

Becoming a teacher is nowadays an issue that can be metaphorically described as the process of developing students' minds, interests, personalities, etc. It is a complex phenomenon based on a simultaneous cooperation of multiple factors, which must be carefully handled and therefore controlled to be executed properly. Furthermore, in order to make this process work effectively, there must be a person who properly observes the course of action and enables the process of education to be long-term rather than short and ineffective. This person is referred to as a teacher, defined in hundreds of ways in literature by such researchers as Komorowska (2002), Harmer (2001), Hiver and Dornyei (2017), Dornyei (2018), etc., among others. However, for the last 15 years or so, there has been a serious decline in the number of students/graduates who decided to become teachers in Poland and thus take responsibility for young people and their future lives.

The aim of this presentation is to adopt a dual perspective regarding the teaching profession in Poland, based both on qualitative and quantitative research. In other words, the author first aims to conduct an analysis of the roots of this crisis, including its major issues, concerns and controversies, in order to familiarise the audience with the seriousness of this situation and the problems Polish teachers encounter in their daily work. The second part focuses on the author's analysis of the questionnaire and interviews with numerous primary and secondary school teachers, which aimed to find out what the teachers' feelings and opinions are, what solutions ought to be implemented to overcome this crisis, and how to restore the prestige of this profession in Poland, among others. Taking into account the fact that teachers and their feelings truly matter, this presentation reveals how multifaceted this teacher identity crisis has already become. Finally, the author aims to highlight the fact that proper action might be like a panacea for the entire process of education and the current crisis, which seems to have already transformed young people's attitude towards this profession.

Keywords: teacher, crisis, identity, education, controversies

Introduction

Complex as the issue is, in the post-pandemic era, the teaching profession seems to be facing an array of problems and challenges to conform to the contemporary needs of the demanding online and stationary environments, since both of them, often in the form a combined, hybrid form, seem to be popular nowadays and work perfectly in any school environment for different reasons. As a result, teachers need to be able to operate both environments, sometimes even simultaneously, and get to know with their obligatory components to succeed and stay updated with the current demands of this highly adaptative profession. However, it is mostly the teacher, defined by professional literature in multiple ways over the last 25 years, that seems to be the victim of constant changes and demands that sometimes go beyond what the teacher ought to be expected to do on a regular basis. All those factors contribute to the fact that thousands of teachers have already decided to leave this profession and already requalified to start a completely new working life in a different profession that guarantees more security and stability than the teaching profession itself in Poland.

The aim of this paper is to present the major consequences of teacher identity crisis in Poland, which seems to have been deepening over the last 15 years or so. In other words, the author aims to discuss the issues that have clearly contributed to the current, confusing situation in the teaching profession in Poland, including the fact that hundreds, sometimes even thousands of teachers leave this profession every year. Additionally, the author finds it worth mentioning what can possibly happen if the situation does not change or the problem deepens even more. In consequence, this paper has been divided into two parts. The initial one briefly discusses the concept of the teacher to familiarize the reader how the definition of the teacher has changed over the last 35 years, mainly to signal how advanced it has become or how expectations have changed as regards teachers themselves. The following, empirical part, based on individual research conducted by the author of this paper, reveals a myriad of potential sources of the above-mentioned teacher identity crisis in Poland, as defined by the teachers participating in the author's study. Therefore, using qualitative and quantitative research, the author intends to discuss and imply what ought to be done to overcome the so-called teaching profession identity issue in Poland and thus restore the profession's prestige and original status from before 40 years or so.

The teacher as a scientific concept

To start with, in 1987, Wright defined the teacher as a person whose major aim is simply to make learning possible through the use of as many different techniques as possible, often understood as optimal conditions, which are supposed to make learning flexible and facilitate it. In 1991, O'Neill described the teacher as someone whose major goal is to pass knowledge to students and thus make them able to use it in a variety of situations, often quite specific ones. Furthermore, Ur (1991) pinpoints that the teacher is someone responsible for the development of students' language consciousness. In other words, the teacher is supposed to make students able to verify numerous hypotheses in order to develop individual systems of skills and knowledge, which can be used in the future to overcome certain difficulties and to solve multiple problems without any hesitation. After a couple of years, in 2000, Douglas Brown pinpointed that the teacher ought to be a guide for their students and support them whenever they need help in terms of solving a specific problematic issue. However, exposure to the target language is therefore a must for the teacher, which can be done when providing learners with a stimulating environment. In 2001, Crookes & Chaudron declared that the teacher is always the decision-maker in the classroom and thus decides about the most appropriate and therefore useful techniques to be used with their students. Harmer (2001) developed this definition and added that the teacher is the leader in the classroom and thus adopts a wide range of roles, such as, for instance, the guide or the prompter, among others. With time, the above-presented definitions have been developed by such researchers as Komorowska (2002), Figarski (2003), Zawadzka (2004), Lewicka (2007), Wiśniewska (2009), Werbińska (2009), Hiver and Dornyei (2017), Dornyei (2018; 2019) or Dornyei and Muir (2019). As a result, Lewicka (2007) claims that the teacher is simply a significant element of the entire framework of the glottodidactic process, i.e., the leader possessing advanced knowledge and sharing it with their learners. Werbińska (2009), on the other hand, maintains that the teacher is a person whose system of values is relatively stable and contains the features that are considered necessary and socially accepted, often to be recognised as a trustworthy person and therefore to teach and develop young minds. Some of those features include morality, empathy, or responsibility. However, some of the most interesting definitions come from Dornyei's research; therefore, in 2017, Hiver and Dornyei pinpointed that the teacher is an entity that possesses the so-called individual teacher immunity system, i.e., a concept based on the fact that the teacher's experience shapes one in terms of specific reactions and resistance to numerous issues and problems emerging within the learning process, either caused by students or some other possible circumstances. Furthermore, Dornyei (2018) maintained that the teacher ought to be the driving force standing behind the development of a transformational drive aimed to infect students with the positive vision of learning. In 2019, Dornyei also pinpointed that the teacher is a person defining every single aspect of one's educational life, working according to one of the three leadership styles: autocratic,

democratic, or laissez-faire. Dornyei and Muir (2019) also stressed the fact that the teacher is someone who defines the teaching and learning path in the classroom and thus clarifies how to follow this path and be successful. Finally, Muir, Dornyei and Adolphs (2019) claim that the teacher is simply a role model for their students, whereas Mercer and Dornyei (2020) maintain that the teacher is simply a professional whose task is to engage students in the learning process by referring to students' psychological aspects that facilitate individual engagement and thus make learning more flexible.

Other researchers, such as Wentzel (2000; 2007), Juvonen and Wentzel (1996), Eggen and Kauchak (2007) and Kubanyiova (2006) maintain the importance of teacher motivation, and they claim that it clearly impacts students' effectiveness in the classroom, which ca be either positive or negative. In other words, teachers are simply people who ought to be motivational leaders possessing unique characteristics that influence other people, in this case students, and thus facilitate the process of knowledge absorption. It is also pinpointed that teachers need to create a stimulating environment to motivate their learners in the classroom and thus make learning multidimensional. Finally, teachers ought to be careful about the words and thoughts they communicate since every single idea or concept verbalized in the classroom may have a decisive impact on students' future decisions. Additionally, Brophy (1985), Good (1994) and Jussim and Harber (2005) claim that teacher expectations can also be vital when discussing the idea of raising the effectiveness of students' learning process, and they contribute to an increased number of specific events organised by the teacher. In other words, the teacher is a person whose expectations determine student performance in a direct or indirect way. Finally, Pintrich and Schunk (2002), Csikszentmihalyi (1997) and Day (2004) pinpoint that the teacher is a person possessing a solid system of beliefs, which also impacts students' behaviour and further actions. In other words, most impact-making teachers are those that are fully dedicated to their profession and bring a lot of passion that infects their students and increases their willingness to develop language skills. Finally, Day (2004) signals that the passionate teacher loves what they do and has a strong sense of identity, which allows students to understand what they need and believe their skills in a way that they can be successful. This also corresponds with Mercer, MacIntyre, Gregersen and Talbot's (2018) suggestion, which maintains that the teacher's self-efficacy is the key to success and therefore successful implementation of the feeling of security and consciousness in the classroom, which contributes to the fact that the knowledge passed by the teacher is solid and indisputable.

Considering all the definitions presented above, one can easily assume that the definition of the teacher, i.e., how this term is nowadays understood, has undergone a myriad of changes and modifications. It has also become more advanced than in the 1980s, which is clearly a result of various changes and adjustments taking place in education all the time. However, the fact that the definition has become enormously advanced and extensive contributes to the fact that expectations from teachers are growing, and more and more of them are gradually leaving this profession due to a multitude of issues, often referred to as problems or complexities. As far as the Polish context is concerned, a serious teacher identity has observed over the last 10-15 years, and this means that fewer people decide to work in this profession. Additionally, it is worth mentioning that fewer and fewer young people are nowadays becoming teachers, and it has clearly become an ageing profession, with the average age of 47. Therefore, the second part of this paper aims to answer the question regarding the major reasons of teacher identity crisis in Poland.

The research

As far as the target research is concerned, the major goal established by the author was to investigate the causes of teacher identity crisis in Poland, which, in the author's opinion, has been a serious issue in this country for the last 15 years or so. As a result, 100 interlocutors decided to participate in the presented study, all of them representing either primary or secondary schools. In order to find out as much as possible about the crisis, the author conducted a series of interviews with the participants, both individual and collective in their nature. That is why the procedure implemented in this study

was relatively simple, i.e., the author divided it into two stages. The initial stage was entirely devoted to a series of interviews mentioned above, whereas the second stage concentrated on the issue of conducting an analysis of the data obtained during the interviews and then reaching a number of valuable conclusions. The simplicity of the entire procedure allowed to author to proceed through the stages flexibly and thus obtain a lot of valuable data that might be useful in the future to overcome the crisis in Poland and implement serious and far-reaching changes in the way teachers function in the school context. Finally, as far as the implemented methodology is concerned, the author made use of the brainstorming technique to stimulate teachers and elicit multiple ideas in the conducted set of interviews, individual case analysis method to investigate the participants' individual approaches to the topic of identity crisis in Poland, as well as the comparative method to analyse how individual participants differed in their views regarding the title problem. The qualitative nature of this research enabled the author to cover the topic of teacher identity crisis comprehensively and present a thorough discussion regarding the major issues that seem to bother Polish teachers.

To start with, one of the major issues pointed out by the participants were growing expectations. In other words, apart from teaching, i.e., conducting regular classes and obtaining good results in tests or final exams, teachers are also expected to do a lot of administrative stuff, often after their regular working hours, organise various school events, take part in extra trainings or staff meetings, or simply offer additional classes to work with students who face numerous problems and cannot make any regular progress. Apart from that, it is also parents that impose certain duties on teachers, which means that they often attempt to make teachers more responsible for bringing their children up and thus having less responsibilities at home, often blaming teachers if their children are simply unsuccessful. This often leads to frustration among teachers and confuses them enough to start thinking about leaving this profession and requalifying immediately.

Another issue mentioned by the participants was the completely ineffective system of teacher promotion, modified too often and too radically, however, still constituting the same system with few or no novelties at all, and thus working as a vicious circle that does not seem to be able to stop 'rotating' in the nearest future. It is also worth mentioning that teacher promotion has always been a relatively sensitive issue since the entire system contains very few stages and constitutes a very short path that ends after 10 years if one focuses on their promotion in a continuous form. Additionally, the Polish path of teacher promotion was completely changed yet again in August 2022. In consequence, instead of 4 stages of promotion, as introduced by the government in 2000, the system has nowadays been reduced to only 2 official stages. However, the new system did not truly bring anything new, apart from the fact that the new one can potentially make it even more difficult for the teacher to get into this profession and become a professional teacher. With few young people ready to become teachers, the new system may not be truly effective. Additionally, for the first 4 years, the teacher is supposed to have the so-called 'probation period' and then pass a national exam to become a teacher and continue working in the same school. That is why, in the author's opinion, the new system is only a slight modification of the old one and seems to be even more demanding for the potential newcomers.

One of the major issues pointed out by the participants was also one that leads to numerous controversies nowadays, i.e., teachers' salaries. With no perspective of a pay rise and low salaries, even for diploma/certified teachers, few young people will ever decide to come to this profession and work as a teacher in highly demanding Polish conditions. Therefore, a complete reform of this component of the teacher's work ought to be a priority in order to stop both experienced and new/young teachers from leaving this profession. In other words, with growing inflation and disappointment among teachers, working for 10 or 20 years with almost no changes in salary rates seems to be at least ridiculous, not to say irrational. That is why, with time, it can be more and more difficult for any educational institution to encourage young people to work as teachers, even if offered substantial motivational benefits or any other kind of bonuses.

Another concern expressed by the participants was the issue of growing administration. Unfortunately, when it comes to the Polish educational context, teachers are clearly overwhelmed by the amount of paperwork they need to deal with almost every single day. Some of the participants maintained that teaching, and therefore conducting regular classes, has become a metaphorical privilege or even a side-effect of education, which might be difficult to understand for someone from outside of the school context. In other words, the amount of administrative stuff that teachers need to do both at school and often at home has become more important than providing students with proper education. Lots of things seem to be done at the eleventh hour, which means that schools are usually unprepared for any kind of external evaluation or audit. Then teachers spend hours completing the necessary documents, often at the cost of their classes, family life and, more widely, students' progress.

As far as increased responsibility for teaching is concerned, it is true that contemporary teachers do not have too much real power in their hands, but need to be in charge of numerous issues and complete them on time without any hesitation. In other words, students and parents seem to control teachers in terms of what they are supposed to do, how they ought to behave in certain contexts, or even whether the curriculum has been covered properly and adequately or not. Teachers are simply responsible for more and more factors, and teaching and conducting regular classes is only one big issue. Apart from that, teachers need to be able to explain why a test has been marked in a certain way, why some points have been reduced for particular tasks, etc. Furthermore, they need to organize their classes in a way everyone can make progress, individualise teaching for those students who are more advanced, or even organise extra classes to balance weaker students' scores. If a student fails, the teacher is often blamed for this unsuccessful attempt rather than the student or their parents. Finally, teachers are also asked to diagnose and evaluate their learners regularly, apply various measures to improve the situation if a conflict of interests appears, and deal with many other issues nobody usually talks about openly in public. Therefore, school and, predominantly, teachers are blamed if students are unsuccessful and fail tests or final exams, or they simply do not make any progress at all. This is simply connected with the fact that more power has been given to students and their parents, who do not hesitate to use it in case something goes wrong or not in a way it had been assumed.

It is also worth mentioning that more power has been now given to Local Educational Authorities (LEA), which supervise and control schools in terms of their educational and social activities. Nowadays, principals can be removed from their offices if a LEA takes a decision like that, however, always based on justified reasons, such as complaints from the school community, etc., including parents. In this way the government gave more power to LEAs and made it easier for them to govern schools.

As far as the government is concerned, it is necessary to admit that the inability to talk to the government is another issue that contributes to the growing teacher identity crisis in Poland. In other words, Polish Labour Unions are not able to negotiate anything effectively, as their expectations significantly differ from what the government can offer. Therefore, an agreement concerning a multitude of educational issues, such as salaries, teacher promotion, or working conditions, is a highly debatable issue, which also constitutes a bone of contention between Polish teachers and the government itself.

Despite numerous issues discussed in this paper so far, an array of other doubts needs to be mentioned. To start with, it is absolutely necessary to focus on teachers' tiredness. Due to low salaries and growing dissatisfaction, thousands of teachers need to work in more than one school to earn a living. It is a problematic issue since teachers often do it at the cost of their own personal lives. Furthermore, tiredness often contributes to diminished effectiveness or willingness to do more than just obligatory classes. There are also teachers who work in 3 or even more schools in order to be a full-time teacher, and this often leads to travelling from one school to another and wasting a lot of

valuable time. Nevertheless, the current situation, i.e., the growing inflation, relatively high costs of living and uncomfortable working conditions, does not seem to provide teachers with at least hope for an upcoming change. In consequence, more and more teachers decide to find professions in which certain benefits are simply guaranteed and thus leave teaching, even though they love it. However, tiredness is also related to the issue of overloaded classes. In other words, the number of students in Polish language classes is also regulated, and there must be at least 25 students in a class to allow a language teacher to work in groups. In consequence, if there are 24 students in a class, it cannot be divided into groups, and teachers need to work with as many as 24 students when conducting their language classes. This makes it even more complicated for the teacher to control students' progress in an effective way or individualise teaching to make sure that everyone has an equal chance to succeed in the long term. Some of the skills are especially difficult to develop in a group of 24 students, and these are speaking or writing skills, since they mostly require the teacher's individual approach and a lot of time for effective feedback.

Another set of closely related issues focuses on constant reforms and changes in Polish education, which contributes to the fact that more and more teachers are leaving this profession and few, if any young people, want to become teachers at all and work at school. In consequence, with no attractive vision for potential young teachers and the fact that constant reforms require frequent changes, complex training, and sometimes significant modifications in the curricula, teachers experience the emotional state of insecurity, which then also leads to burnout and a lack of job satisfaction. With few young people in this profession and limited staff, the teaching profession seems to be endangered, and it can be easily called a dying profession, at least right now. That is why it needs to be redefined and refined in order to attract young people and change the average age of a teacher in Poland, which is currently 47, according to *businessinsider.com*. This piece of data reveals how problematic it has now become to find new teachers and encourage them to stay in this profession for a longer period of time rather than come, experience what it is like to be a teacher and then leave after even a week or two.

When it comes to teacher development, the participants also pinpointed that teacher training in Poland fails to the extent that it is more and more problematic to find useful and inexpensive forms that award new qualifications or develop teacher's skills. In other words, teacher training in Poland seems to constantly offer the same courses, post-diploma studies or seminars. Furthermore, school authorities usually offer trainings which do not reflect reality and, whereas their intended outcomes may not exactly be applied in the Polish educational context. More than that, numerous trainings are based on the same stuff for many years, which seems to be pointless due to the fact that the school environment is constantly changing, and new problems or obstacles appear. This ought to be reflected in teacher training in order to prepare teachers for various issues/situations and thus stay up to date with the current situation in Polish education. That is why, for example, instead of training teachers in terms of how to deal with disruptive behaviour, which is fully dependent on the situation and does not always bring any positive outcome, teacher ought to be informed about changes in the legal system of education or technologies that might be useful in teaching and therefore working with students even more effectively.

Nowadays, there are more and more teachers who need to teach more than one subject in order to be able to work full-time and thus earn a living, or simply help the principals deal with numerous vacancies at school and thus ensure continuity of the educational process. This also has different consequences since some subjects are simply taught by teachers who completed only post-diploma studies in terms of a particular subject, and they cannot say they are truly prepared to teach something different than their primary faculty. In consequence, the quality of teaching differs from school to school, and even more problems arise. Apart from that, based on what has been mentioned by the author above, teachers need to face social criticism from many people, especially parents, who do not fully understand this profession and how it works until they come to school and see what the teacher needs to do after regular working hours. Therefore, facing social stereotypes and stigmatization of

various issues, and thus overcoming those stereotypical barriers, is another challenge encountered in this profession.

One of the issues that cannot be omitted is the fact that teachers are also left alone with their problems and obstacles, and no true help is provided to them. In other words, when introducing new reforms, changes or modifications in any aspect of the teacher's work or education in general, teachers need to search for and undergo some training on their own rather than be provided with it on a regular, obligatory basis. This leads to discrepancies between schools and differences in opinions or simply spending hours searching for multiple issues on the Internet, which is not always a reliable source of information. Furthermore, when it comes to teacher training, it is often based on what the school needs rather than the teacher's true desire to develop, learn new things or stay updated with the current trends and requirements of the educational sector. That is why, being left alone, teachers often decide to attend those forms of training that interest and develop them individually, and they often pay for them substantial amounts of money.

When discussing teacher identity crisis in Poland, one cannot forget about the lack of professional teaching equipment and therefore no money or almost any educational donations from educational authorities or local governments. It is nowadays more and more difficult for teachers to obtain financial support in order to organise various social initiatives or school events, and teachers often need to find other ways to make it possible for various events to happen at all. This usually contributes to teachers' unwillingness to organise anything at school, and therefore a common belief that teachers simply come to work and only drink coffee, which absolutely unfair and false.

Finally, one of the most difficult issues in the contemporary education is the fact that schools need to battle for students due to demographic changes and the issue of baby bust. In consequence, there are hundreds or even thousands of schools whose future existence seems to be endangered due to the fact that they remain in the areas where few children are born and there are almost no new students every year. This also contributes to the fact that numerous teachers lose their jobs and decide to requalify, thus never coming back to this profession. Furthermore, considering the fact that there are few students in local areas, schools accept everyone, and there is competition between school like 15-20 years ago. That is why those biggest and most prestigious schools attract the best students from various areas, whereas those little ones need to be aware that they get only those students who were not accepted by the so-called top institutions and need to find an alternative, which is not always a matter of choice. Controversial as the issue is, reality seems to reflect all the above-mentioned pieces of information, and there are thousands of students who prefer to travel long distances to their dream schools every day rather than stay in their hometowns and choose the schools that they have nearby. However, this situation has been a serious problem for many years now, and no significant changes can come in the nearest future. The situation may only improve if educational policies change or there is a significant baby boom in the nearest future. Otherwise, the battle for students will clearly be even harder and schools will definitely start promoting their institutions in more aggressive ways, thus eliminating other schools from the educational market to secure their positions.

Summary

To sum up, it is necessary to pinpoint that without radical changes in education, teacher identity crisis in Poland will deepen every single year. More than that, without changes in this profession, there will be fewer and fewer teachers working at schools at all, and the profession itself is going to be a dying one without positive perspectives. In consequence, in a couple of years, there might be few people to teach at all, while future generations will have to face the issue of restoring the original prestige of this profession in order to make it work and thus secure their children and their development. Furthermore, current reforms and changes often bring the opposite effect, i.e., more vacancies. For instance, in June and July 2022, there were as many as 1600 vacancies in the teaching profession in the mazowieckie voivodeship, which is only one of the 16 Polish regions. This already reveals the

scale of this problem, and more difficulties are yet to come. Finally, frustration seems to be growing all the time, whereas teacher identity is more and more difficult to define, which already signals that Polish teachers might have lost their identity, or they simply do not know where they are at the moment. In consequence, the definition of the teacher and therefore teacher roles are changing, which means that the future may bring even more unexpected issues.

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CHAPTER 2

Tracing The Causal Mechanisms of Language Teachers' Self-Efficacy Beliefs in Writing Domain

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Abstract

In self-efficacy research originated from behaviorism there was too much focus is on the outcome. However, the agency gained importance in self-efficacy research with the involvement of cognitive school of thought. After that the definition of teachers' self-efficacy beliefs was changed and now in literature accepted definition of self-efficacy beliefs is task specific, domain specific and context specific, which signals the fact that teachers may hold beliefs that vary from one specific task, domain and context to another one. It is agent-means belief, therefore; Complex Dynamic System Theory (CDST), a meta-theory that was applied in this study let us to see the dynamic changes of teachers' self-efficacy beliefs particularly in writing domain. This present study is a case study that aims to investigate a single individual in which the researcher explores in-depth data relating to numerous variables. To achieve this, a case-centric type of process tracing method (Bennett & George, 1997), a single-case study design was adopted. To capture the idea of dynamic research, the study was carried out with a single teacher, and at the same time the data were collected at many regular measurement points over the course of one semester. The findings crucially emphasized that self-efficacy beliefs of teachers are dynamic, multidimensional and evolving. This study thus offers new ways of interpreting the efficacy of teachers as a task, domain and context specific issue through complexity perspective.

Keywords: *Language Teachers' Self-Efficacy Beliefs, agent-means beliefs, Causal Mechanisms, Process-Tracing Method, Complexity Theory*

Introduction

Bandura (2003) states that self-efficacy (SE) is a person's own confidence in regulating many events that have occurred in his or her life. Tracing the literature, in self-efficacy research originated from behaviorism there was too much focus is on the outcome. For instance, according to Shoulders & Krei (2003), individuals' capacity to regulate their behavior, improve their own competence and ability, and increase their own efficacy may be referred to as self-efficacy, (SE). In this regard, self-efficacy is an important factor in determining whether instructors are eager to teach, deal with students' difficulties, or persevere in their teaching career. According to Onbaşı (2014), highly effective teachers are those that set more challenging objectives for themselves and their students, try to achieve these goals, and take a close look at their progress to assist even the most difficult and uninspired students. When it comes to teachers' side, in Armor's research with his colleagues for example it is seen that there are two options for teachers if they try hard, they can do it and see themselves as efficient or they cannot do anything because the usage of English outside the classroom is out of their control (Armor et al., 1976, p.23). However, this research is later criticized by Bandura and Bandura (1977) said self-efficacy is nothing about locus of control but about the agency. So, the research about self-efficacy went in these two directions, where the focus is on the agent, where the agent as well as the outcome. On the other hand, Wyatt (2018) undertook a review of the literature on language teachers' self-efficacy (LTSE) beliefs spanning the years 2005 to 2016. The goal of this literature study is to investigate the gap. An important aspect of this research is the explanation of the technique employed by multiple studies to elicit LTSE views, as well as the emphasis of those

investigations and the lessons learned from them. This review indicates that research in this area should focus more carefully on topics that matter, such as how to assist ineffective novice teachers in overcoming fear and anxiety in the classroom, and how to support teachers in under-researched and difficult circumstances. Demir (2021), on the other hand, aimed to perform a systematic literature review on EFL teachers' self-efficacy beliefs between the years 2015 and 2021 in order to give some potential new perspectives into the psychology of language teaching. All in all, these systematic reviews also conclude that research seek for the outcome. However, the agency, in other word active role of teachers gained importance in self-efficacy research with the involvement of cognitive school of thought. After that, the definition of teachers' self-efficacy beliefs was changed and now in literature accepted definition of self-efficacy beliefs is task specific, domain specific and context specific, which signals the fact that teachers may hold beliefs that vary from one specific task, domain and context to another one. It is agent-means belief.

Although the self-efficacy of teachers has been extensively investigated in SLA literature and proved to be a successful motivator and a predictor for constancy (Mills, 2014), it has attracted less care in the L2 writing domain. Deci & Ryan (1985) argue that competence is one of the vital variables for classroom motivation which is very much related with self-efficacy theory. It is related with how efficient a teacher see herself/himself as a teacher in the classroom. As one of the exploring concepts in this study, writing is one of the most vital qualities for academic achievement, but it is also one of the most difficult ones to have competence. According to Richards & Renandya (2002) writing requires many language sublayers as well as a complicated collection of social and cultural components. In this regard, teaching writing is a challenging process and must therefore be examined from a more holistic picture.

All in all, Complex Dynamic System Theory (CDST), a meta-theory that was applied in this study let us to see the dynamic changes of teachers' self-efficacy beliefs particularly in writing domain. Using Complex Dynamic System Theory (CDST), a meta-theory that was applied in this study, teachers' levels of self-efficacy beliefs, practices and strategies while teaching writing may all be better understood. It also comprises epistemological notions that serve scientific thinking and theorizing (Larsen-Freeman & Cameron, 2008). Zeng (2015, p.28) asserts that CDST emphasizes ", dynamic interaction, non-linearity, unpredictability, mutual adaptation and self-organization for life." He also states that complex systems are defined as having "different types of elements or agents that link and interact in a variety of and changing ways." Furthermore, Feryok (2010) demonstrates that they develop and evolve throughout time, usually nonlinearly, with inconsistencies between input and output. Causal mechanisms are described as complicated systems that result from the interaction of multiple pieces (Bunge, 1997; Glennan, 2005). As Larsen-Freeman & Cameron (2008, p.1) indicates that they influence other systems while staying open and self-organized in their contextualization and co-adaptation When it comes to the teaching writing and teachers' self-efficacy beliefs, for example, CDST supports and contextualizes object theories that adhere to these criteria, and these object theories address immediate problems regarding developmental processes and consequences.

Statement of the Problem

Consistent with the findings of studies as aforementioned above, researchers have conducted some correlational studies while searching TSE and writing. Thus, it is arguably preferable to see L2 writing self-efficacy in teaching as a multifaceted term derived from various components such as anxiety and verbal persuasion, as well as other unexpected ones, all of which are both causes and outcomes of self-efficacy. Since the system is decentralized and no one part has dominion over the others, the interactions between the components of L2 writing self-efficacy might take numerous directions. Complexity theory argues that we need to start from inside to understand development or decline in a system. Within this approach, causal mechanisms are not seen as a 'black box of observability'

(Bennett & Checkel, 2015, 41), but rather as probabilistic and stochastic events 'which generate an output with several components' (Beach & Pedersen, 2013).

Purpose of the Study

Teaching writing as a "complex dynamic system network of time-dependent interactions between components," as described by van Dijk (2021), is the main issue of the present article, which aims to solve the challenges raised above. Thus, using qualitative approaches and longitudinal research design to investigate the dynamic and complexity of teacher self-efficacy beliefs in writing courses will add novel information to the growing body of knowledge on this issue from a CT viewpoint. Additionally, it will demonstrate how tenets of CT can be applied to enhance in-service teachers' writing skills from the very beginning of their instructional practices. Keep this in mind, two major questions were posed to achieve the study's objectives:

1- What are the main sources and fluctuations of a language teacher's self-efficacy beliefs who teach writing in a state university?

2- What are the causal mechanisms of self-efficacy beliefs of the language teacher experienced in teaching writing?

Methodology

Applying Complex Dynamic System Theory (CDST) to applied linguistics, Hiver and Al-Hoorie (2016, 2020) provide a complete list of guiding questions (2016) to the field and a selection of research methodologies for CDST that are appropriate for qualitative, quantitative, and mixed-methods research (2020). In this respect, process-tracing was implemented in this study as a qualitative method in accordance with the complexity perspective. Through comprehensive, and within-case empirical analysis, process tracing is a research method for tracing causal mechanisms in a particular situation. It seeks to deduce causal clarifications, dynamic performance, and emerging results of a case (Mahoney, 2012, 2015). In this current research, the minimalist approach was chosen to understand the causal arrow between a cause and a result either experimentally or conceptually. X->M->Y are typically depicted in the minimalist understanding, meaning that the actual causal links in-between remain implicit" (George and Bennett, 2005 and Mahoney, 2015). Within this minimalist frame, the researcher began with the hypothetical statement and then examined empirical data to conclude "that increase our confidence in the existence of theorized causal mechanisms" (Beach & Pedersen, 2013, p.73). In this regard, process tracing gives capability for researchers to analyze nested processes and the fractal character of a system's dynamics (Hiver & Al-Hoorie, 2020, p. 98). To increase research credibility, the researcher used the triangulation method to obtain data. The triangulation technique can boost the credibility of conclusions that are supported by numerous sources. It can also show the weaknesses of particular sources that could be seen as reputable. For mentioned reasons above in this study; initial semi-structured interviews, reflective journals of the case after each explored session, and follow-up interviews are used to triangulate the data findings to increase the credibility of findings.

Participants and Settings

The current study was conducted in the fall term of the 2020–2021 academic year at a Turkish public university's School of Foreign Languages. The participant was chosen using the convenience sampling approach. In this case study, the participant is a 37-year-old male English language teacher who is pursuing his Ph.D. in English Culture and Literature. Although he has six years teaching experience of teaching English, he had been teaching writing for about a month when we started this study. The writing courses was entirely held online due to pandemic. The writing courses we traced took 12 weeks in a term, but we traced the 1st, 5th, and 10th week's sessions with four hours per week because of the time limitation and participant's allowance. We got the necessary permissions from the ethics committee of Çağ University to conduct this study (See Appendix A). Initially, the

participant teacher was told of the study's purpose, time requirements, and the process of data collecting. He consented to be willingly involved in this study). He was also guaranteed for the anonymity and to hide his identity a pseudonymed was used (Ferhat) throughout the work for ethical reasons.

Data collection instruments and data analysis

Semi-structured Interview

A semi-structured interview was implemented to get further information regarding the teacher's thoughts about his own self-efficacy beliefs while teaching writing. The semi-structured interview approach, with its emphasis on the participants' personal experiences, appears to be a viable tool for obtaining such information from instructor's perspective. The interview took place at a time and place that is suitable for the participant. The interview duration was approximately 80 minutes, and the interview was recorded. We used also open-ended questions to extend the interviewee's responses accordingly and to let the participant to express his stories about his previous experiences.

Reflective Journal

Reflective journals are commonly used in educational research as the participants can express their feelings and thoughts regarding the issue under research. Video recordings through BigBlueButton (the system used) were used during each session and in the following sessions, the teacher was asked to write reflective journals regarding their source of self-efficacy experiences and rate his level of self-efficacy beliefs. Considering the participant's ups and downs, the participant rated his self-efficacy level to see the fluctuations visually on a graph from beginning to the end of the lesson. The ratings of self-efficacy levels include 1-2 strongly low, 3-4 low,5-6 middle, 7-8 high, and 9-10 strongly high.

Follow-up Interview

While analyzing the reflective journals, the researcher realized that the participant talked about some other experiences that he had not mentioned during the semi-structured interview. It was also realized that while reflecting, he did not mention more about for instance; how he dealt with the decreasing levels of his self-efficacy. Moreover, the researcher wondered whether there was a change in his feelings about the levels of his self-efficacy beliefs on teaching writing or not so far. So, the researcher decided to conduct a follow-up interview to have more detailed information about the kind of issues mentioned above.

Data Analysis

Data obtained from interviews and reflective journals were coded many times in the data-management program Atlas. ti until the data was saturated. During the coding phase, influencing actions on his self-efficacy beliefs were determined and underlying reasons were examined. Furthermore, contextual impacts on Ferhat's self-efficacy views in teaching writing were identified, as these impacts were linked to individual components in the system. Potential causal mechanisms on his self-efficacy beliefs were theorized. As Hiver and Al-Hoorie (2020) suggested, predictions of a wide variety of alternative explanations were prepared and counterevidence were aroused to prevent confirmation bias. The software's memo feature was used to elaborate the data and developing ideas.

Findings

Main Self-Efficacy Sources and Fluctuations of these Beliefs in Teaching Writing

The transcripts of the semi-structured interview were analyzed to find recurrent sources of self-efficacy; the possible explanations obtained from literature identified as causes. Next, the prevalence of these self-efficacy sources was traced from the 1st week to the end of the 10th week's writing course, and a prevalence trajectory was also created accordingly.

Ferhat shared experiences in the interview and in written reflections that demonstrated his self-efficacy as a writing instructor. He produced stories of his practices and interactions with students in these practices. Table 1 illustrates Ferhat's sources of efficacy as a teacher of writing. Based on the content analysis of interviews, the overall sources of self-efficacy beliefs that the teacher (henceforth Ferhat) experienced throughout overall sessions were identified and they could be summarized in 11 categories.

Table 1. Distribution of Sources of Serhat's Self-Effi

Ferhat	Course time		
	Week 1	**Week 5**	**Week 10**
Sources of self-efficacy beliefs			
Emotional issues	Yes (negatively)	Yes (both positively and negatively)	Yes (positively)
Psychological issues	Yes (to the highest level negatively)	Yes(to the highest level both positively and negatively)	No
Mastery Experiences	Yes	No	No
Instructional factors	Yes (having no preparation)	Yes (developing signs of instruction)	Yes
Institutional factors	No	Yes	No
In-classroom factors	No	Yes	Yes
General Beliefs in writing	Yes	No	No
Online platforms	Yes (negatively)	No	Yes (positively
Professional Ethical Sensitivity	Yes	No	No
Support/comments from others	Yes (negative comments of the students)	No	Yes (positive comments of the students)
Learning from others	No	No	Yes

As it is seen in Table 1, some sources were induced by mastery experiences, while some others were rooted in psychological, affective states, verbal persuasions and vicarious experience that were diversified across the three steps of the writing lesson (i.e. 1st week, 5th week, and 10th week). Figure 1 and Figure 2 below shows Ferhat's sources of self-efficacy beliefs fluctuate overall sessions. It can be seen in both figures that the sources of self-efficacy beliefs were not stable. Most of his downs on self-efficacy beliefs were based on past negative in-school experiences, negative comments of the students, and external emotional issues caused by past negative in-school mastery experiences. However, ups of his self-efficacy sources were mostly related to emotional issues that were internal, supports/comments from others, and mastery experiences caused by in-school experiences positively.

Figure 1. Ferhat's Sources of Self-Efficacy Beliefs

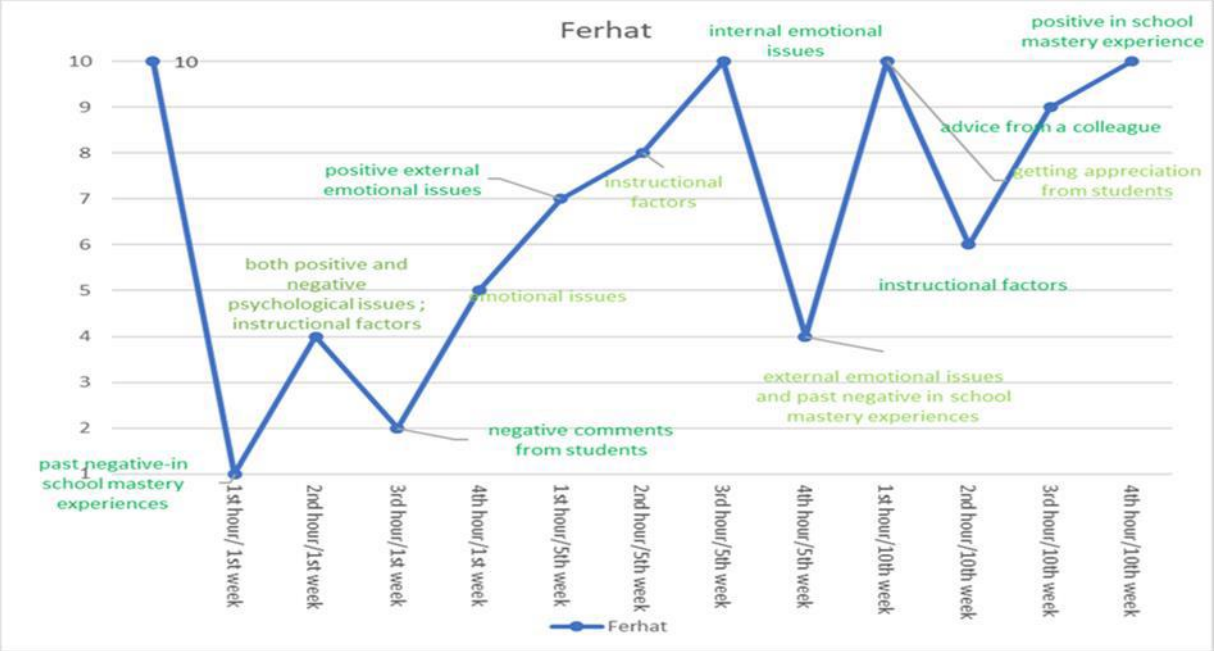
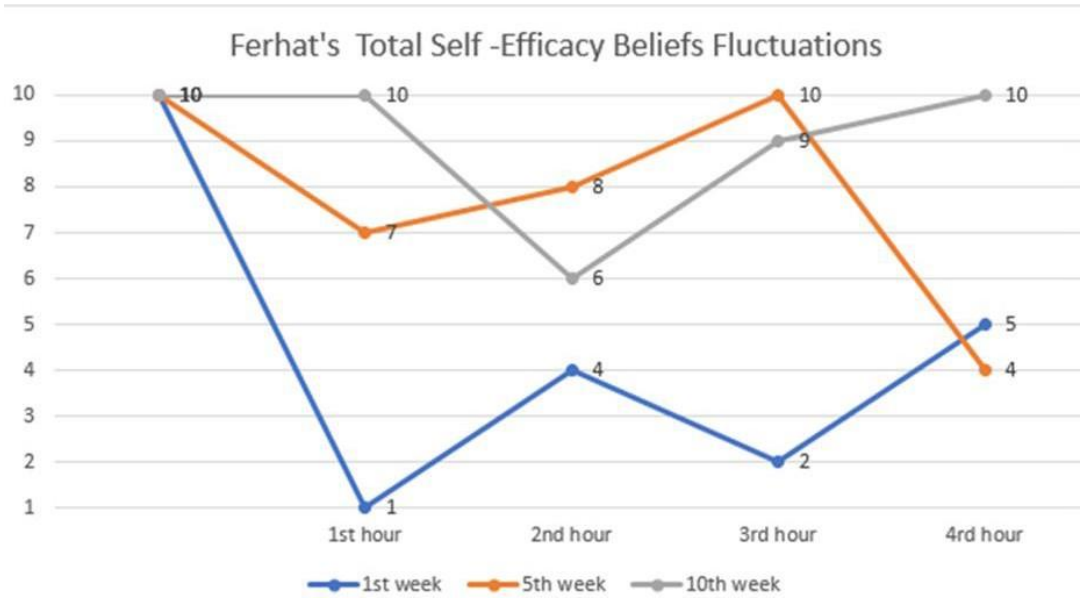


Figure 2. Fluctuations in the system of Ferhat's Source of Self-Efficacy Beliefs

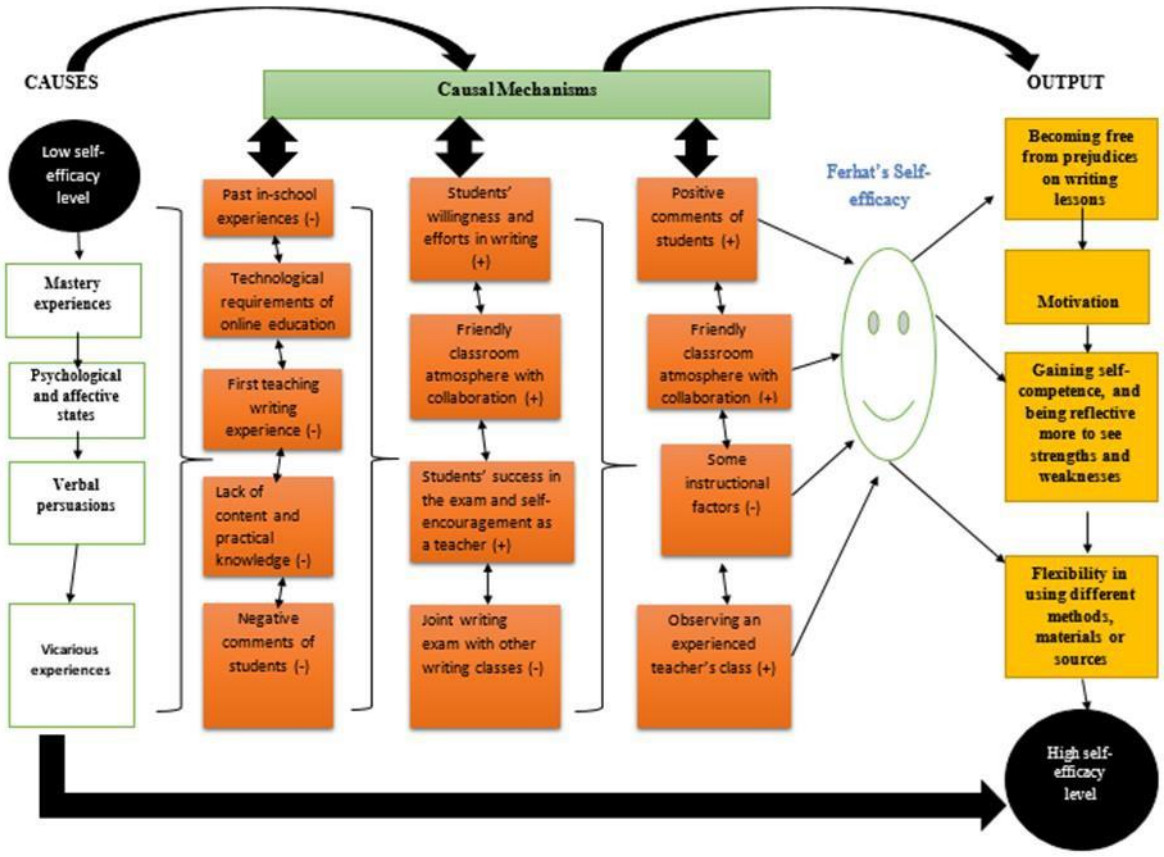


Causal Mechanisms of Self-Efficacy Beliefs Experiencing in Teaching Writing

Based on the second research question, the causal mechanisms of Ferhat's self-efficacy beliefs were traced and the data not only demonstrated the holding sources in each part of the lesson but also

cleared up the causal mechanisms included. Mastery experiences, psychological and emotional states, verbal persuasions, and vicarious experiences were found to be four sources of teachers' self-efficacy in the current research. Observing how these factors interacted in each writing lesson was fascinating. As it is seen in Figure 3, the overall mechanism can be described in the first, fifth and the 10th week and each part of week provide causes and outcomes to describe the causal process.

Figure 3. Causal Mechanisms of Ferhat's Teaching Writing Self-Efficacy



As it can be demonstrated in Figure 3 during the first week of the writing lesson, three of the sources of self-efficacy were highly embodied in challenging Ferhat's self-efficacy beliefs. The 'technological requirements of online education', 'past in school experiences on writing', 'first teaching writing experience', 'unpreparedness to the lesson' and 'the lacking practical and content knowledge' troubled Ferhat with different sources such as mastery experience, psychological and affective states and verbal persuasion that cause negative assumptions.

As the writing class moved to the fifth week, sources influenced by negative experiences began to turn into positive experiences. The best experience was the students' success in the exam that gained the teacher self-encouragement, which had not been an issue at the beginning of the writing lesson. Ferhat's self-efficacy sources of mastery experience and psychological and affective states towards writing lessons increased tremendously as it is seen in the Figure 3 below.

Lastly, as it can be shown in Figure 3, in the last traced part of the writing lesson, the effect of all sources increased in a positive direction. All sources are seen together with their climax point in the sessions of the 10th week. The week started with the positive comments of the students that increased Ferhat's self-efficacy towards writing the lesson. These positive comments empowered Ferhat's other

self-efficacy sources in their climax. All in all, his trajectory of self-efficacy began with low-level that resulted in high levels even the fluctuation with ups and downs and these fluctuations served as emergent outcomes at the end.

Results, Discussion and Recommendations

Results from findings of the participant's semi-structured interviews, reflective journals, and follow-up interviews provide evidence that teachers' self-efficacy beliefs can reasonably be regarded as a complex dynamic system. Complexity perspective reminds us that the L2 classroom is open and interacting with other systems, rather than being a wholly 'bounded' entity (van Lier, 2000). It is a complicated and unexpected concept that develops in non-linear patterns. As Sampson &Pinner (2020) stated that multiple agents (teacher, learners, their families or friends outside the classroom, etc.) each of which contribute to the issue with their own previous experiences, growing identities, and future forecasts are interconnected in the classroom environment leads this dynamism in our study. In this regard, while discussing the findings, we will also try to show how writing self-efficacy overlap within the characteristics of a complex dynamic system.

Main sources of self-efficacy and how they fluctuate in the first week

The first week presented the lowest degree of majority sources. Regarding the answer to the first question, the first source he faced in the first couple of sessions were emotional and psychological issues caused by 'mastery experiences. He found teaching writing hard because he had negative in-school experiences in writing. As he said, "I felt very stressed, and anxious thinking of unsuccessful writing experiences, and I do not know I how to teach writing". Though there were some writing courses when he was a student at Anatolian High School and University, Ferhat had not found them much useful and frustrating as he said:

"During prep class at university, we had a specific writing lesson, but I think I didn't write well, and the teacher always says "your writing is poor. What will you do when you start your lessons in the department. You will always write essays or discussions because you are a literature student".... He did not teach us even basic rules of writing. He always gave us a topic and want us to write an essay. Then he collected all papers and harshly criticized us. This develops pressure on me, and I think I am unsuccessful in writing, and I have negative emotions on writing" (interview).

Even though they were the outcome of the processing of efficacy information from other sources, teacher's physiological/emotional states were influential sources of efficacy beliefs. This conclusion contradicted the studies of Morris & Usher (2011), and Phan & Locke (2015) who claimed that psychological/emotional facets constituted a secondary source of self-efficacy in instruction. Rather, this source serves as a hub for a variety of other sources. Furthermore, this conclusion contradicted with the findings of Mills (2011) and Palmer (2006), who determined that psychological/emotional states had no effect on instructor's self-efficacy beliefs. A possible explanation for the role of psychological/emotional states in shaping Ferhat's self-efficacy might be his situation in this particular context of the current study. This particularity, which is also a principle in post methodology, argues that we are situated in our local conditions, so the local context is important. As a result, Ferhat was more susceptible to being influenced by both good and negative emotions generated by his particular context.

The other source Ferhat faced in class in the first week was the 'negative comments of students' in other words verbal persuasions that lowered his self-efficacy level. As he mentioned "I felt hurt and unsuccessful because students were talking to each other and saying 'what an unnecessary lesson is this'. 'It was boring'. The teacher seems inexperienced so we can hold him in our hands' therefore, I felt blue". The following quotation summarizes the importance of verbal persuasion as a source of self-efficacy beliefs. Based on the argument made by Maddux and Lewis (1995), "all successful psychological treatments begin and conclude with communication, regardless of any procedures

applied in between" (p. 55). His students' lack of writing enthusiasm could have further affected his self-efficacy in teaching writing, adding to a vicious and unpleasant predictive self-fulfilment.

At the end of the last session of the first week, the other source he met was 'professional ethical sensitivity'. As Ferhat mentioned, "I felt less anxious today. Because this is my responsibility as a teacher, and I could do it". According to the findings of the study implemented by Khaki Najafabadi et al. (2021), professional ethics and its dimensions had a significant relationship with self-efficacy. This factor had a constructive impact on his teaching writing self-efficacy. He also mentioned:

"I was nervous about teaching writing because I have negative experiences during my previous school environment… But once you started doing it, it is my job, I can deal with negatives, and I am getting more confident day by day. Learning never ends" (interview).

Overall, it is evident that teaching writing in the first week was the most compelling one for the teacher that adopted decreasing sources of self-efficacy beliefs. As it is also seen in Figure 2, there were fluctuations in Ferhat's self-efficacy levels that plummeted to the bottom. These sessions were deemed full of sources described by emotional and psychological issues, mastery experiences, negative comments of students that are related to verbal persuasions, and professional ethical sensitivity. As Ferhat proceeded, many of the negative sources he faced in the rest of the lesson were alleviated in degrees, yet some others were still overwhelming.

Main sources of self-efficacy and how they fluctuate in the fifth week

The fifth week of the lesson hosted the majority of sources that increased Ferhat's self-efficacy beliefs conversely the previous weeks. Regarding his responses, the first source was emotional issues that caused students' willingness to write during the lessons. He told that "I felt confident and sufficient enough when students were willing to write. I thought everything went well". As a teacher, he saw these results as his achievements that's why they increased his level of self-efficacy beliefs. As it is seen in Figure 2, he started the week at a higher level. Following the next session during the week, he faced sources of instructional factors that affected his self-efficacy level. He stated that:

"I asked them to write a descriptive paragraph the previous week. For the first time, I changed my teaching philosophy. I let them choose what they want to describe. In the lesson, they were all so willing to read their paragraphs and even they gave each other feedback…It was an interactive lesson. I heard almost everyone's voice in the classroom. There was a friendly classroom environment" (interview).

As stated by Gibson & Dembo (1984), and Carlson et al. (2002) efficacious teachers develop and alter instructional techniques to meet the needs of their learners. They are more open to learning and testing new strategies and approaches to reach students. This is also evident in our participant's statements above that again increased his self-efficacy level. The peak point of his self-efficacy reached that week was caused by his 'students' achievements in the exam. He stated that "more than half of my students did well in the exam. I am proud of myself. Because this is a positive sign of my development as a writing teacher". At the beginning of the first week, as mentioned above, he saw himself insufficient in teaching writing and felt not competent. In a slew of similar studies, student achievement has been found to be favorably connected to teacher self-efficacy (Alibakhshi, 2020; Ross & Bruce, 2007).

In the fifth week of the writing course that constitutes the second phase, the sources of Ferhat teacher's self-efficacy were rising generally and positively as mentioned above but fear, stress, and anxiety came to stage again as a source of 'emotional and psychological issue' that lowered his self-efficacy sense. He stated that "I get stressed and felt anxious. I learned we had a joint exam. I felt anxious and frightened of seeing an unsuccessful by others. To be honest, I do not still feel myself as a competent

teacher in writing". Additionally, 'institutional factors' come to the fore as a source of self-efficacy beliefs. Ferhat said that:

"Our institution has a different kind of perfectionist's eye. I mean, conducting a joint exam and announcing them on the school wall and now on the website due to a pandemic is the best way to see the outcome. Everybody sees the grades and through the forum, they asked learners to rate the teachers and comment on them. This issue is very problematic for me. I do not want to be compared to others. This creates pressure on me. I am trying to do my best in teaching writing." (Follow-up interview).

Indramawan (2015) reports that efficacious teachers can meet the needs of school administration and so attain education objectives, as opposed to Ferhat, and are more involved with their teaching profession. Generally, he had a low self-efficacy belief in teaching writing. The institution's attitudes towards assessing students' success as mentioned in the statement above shadowed his developing self-efficacy-beliefs.

All in all, it appears that compared to the first week of the writing lesson the negative sources induced by psychological and emotional issues during the fifth week were at a lower degree. As stated by Hemmings (2015) and Morris & Usher (2011) qualitative results from this study correspond to the previous assumption that self-effectiveness is evolving with time and classroom experience. Teachers' writing self-efficacy is said to be an open system capable of influencing and being impacted by environmental elements such as classroom performance, student or institutional feedback, and other cognitive and emotional components such as achievement and anxiety, as our findings indicated.

Main sources of self-efficacy and how they fluctuate in the 10th week

As mentioned below, Ferhat teacher found the last lessons less disturbing:

"My self-efficacy in writing was significantly stayed up in most of the bad sources, as we knew each other, the surroundings, etc. Most of the students were in class with their writing assignments even before the class started. It was not necessary to call the roll. Last lessons were much more enjoyable and convenient" (follow-up interview).

The statement above demonstrated that 'positive in-classroom factors' occurred. Ferhat teacher and his students were happy as it is understood from his statements: "I felt so happy to hear the words from one of my students, "teacher, I enjoy writing and I started to keep a diary in English". According to Bandura (1997, p. 101), individuals feel confident in their abilities when they are persuaded orally and they are more likely to put out more effort and stick with it than if they question themselves or concentrate on their own inadequacies when confronted with adversity. This conclusion is consistent with research by Phan and Locke (2015) and Rizqi (2017). Phan and Locke (2015), for example, found that social persuasion, especially positive student feedback, was the most significant source of teacher efficacy for university language teachers. Furthermore, at the end of the last lesson, he had a comment that "this is the most enjoyable lesson I have had so far". The underlying reasons was asked to him in the follow-up interviews to examine the most enjoyable lesson so far. He stated:

"Over ten weeks' time students and I know each other well, I know what they like doing in writing lessons, they are aware of what I want them in their activities or assignments. For that session in particular we organized a writing competition, they produced more, gave examples more about what they have learned in this lesson so far. It was a win-win situation indeed…" (Follow-up interview).

According to Tschannen Moran et al. (1998), teachers' self-efficacy beliefs are also linked to their classroom quality, types of activities and the motivation of students for achievement. This argument also supported with the increasing level of Ferhat teacher's self-efficacy beliefs in teaching writing.

Conversely, the level of Ferhat teacher's self-efficacy beliefs decreased as seen in Figure 1 and Figure 2 once. It is caused by the 'instructional factors' he adopted. He stated "I was a bit confused about using breakout rooms. I found some students were doing different things and chatting. I questioned my classroom management as a teacher I needed to observe or comment on an experienced teacher". He needed vicarious experience which is important in developing self-efficacy. As he mentioned during the interview, he found an experienced teacher in teaching writing who is working in a different university and is good at using technology. He stated:

"An experienced writing teacher saves my life in this regard. He shared his own experiences and materials used in his lessons with me. He also suggested some channels on the web and shared some links… This experience and his verbal persuasions change my teaching philosophy. I am grateful to him" (interview).

After this experience, it is also seen in Figures 1 and 2, his self-efficacy level increased again. As he mentioned, "giving more responsibility to students as one of my colleagues suggest worked during the lesson". Teaching writing is a critical issue in schools, as highlighted by Routman (2005). When it comes to education, we're too focused on the mechanics of learning, rather than the art of learning (p.5). By the way, as a writing instructor, the setting in which he is obliged to teach may have an influence on his self-efficacy, but he is also a novice teacher in teaching writing, which is a contributing factor lowering his levels of self-efficacy in teaching.

Briefly, it can be concluded that most of the negative sources Ferhat confronted were extremely reduced in the last parts of the writing lesson. As aforementioned before our participant teacher (Ferhat) had negative emotions on writing that lowers his self-efficacy beliefs in the first week but in the last week, this turned into a positive one which cannot be predictable at the beginning of the study. Suppose that he had another writing class even with a similar level of students, his emotions of writing may not be turned into positive ones. He may have different experiences with those students. In this perspective we can claim that the self-efficacy beliefs of a teacher are not stable, it emerges as a result of the accumulation of dynamics in several interconnected, nested systems (de Wolf & Holvoet, 2005).

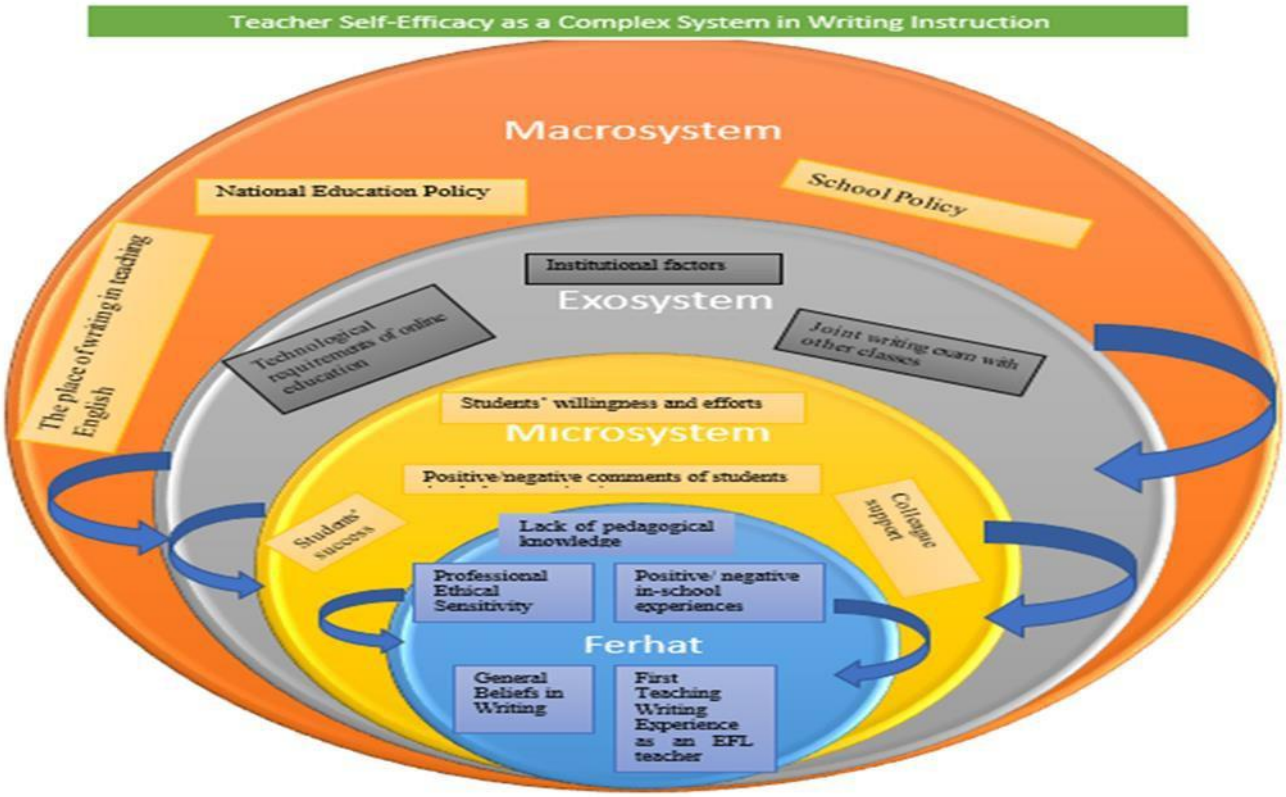
Causal Mechanisms of Self-Efficacy Beliefs Experiencing in Teaching Writing

As a construct, self-efficacy has an inherent complexity that poses different sources for researchers and which further research needs to better understand. As mentioned earlier, the entire writing course meets all types of sources related to the literature. Broadly speaking, this process tracing demonstrated that mastery experience, vicarious experiences, psychological and affective states, and verbal persuasion played causal roles in fluctuations and development of Ferhat teacher's self-efficacy beliefs towards writing and writing instruction. This development and fluctuations pushed Ferhat along a confident path with a high level of self-efficacy as an outcome.

In our study, time is the dimension that gives causes and outcomes and their coherence. Mechanisms can vary based on the length of the time. As de Bot (2015, p.36) points out that we cannot reject the connection between timelines and analyze events on one level without considering other timescales. There are emerging patterns that he is aware of during the process. Because they are not standing on their own, they are actually in relation, so they are interconnected. These are the components of his soft system. By the way, he is flexible in arranging or controlling his self-efficacy beliefs; there are times he felt less efficacious and there are times he felt more. So, it can be claimed that he is aware of the effect of his self-efficacy in this process, and he knows how to adapt to changing dynamics that are required in that particular context. His attitude towards writing in general teaching writing in particular changed, he made comparisons between his competency in writing at the beginning and his competency in writing and teaching at the end. He made comparisons about his enjoyment and feedback in this domain specific. There are some critical experiences as mentioned by Ferhat in his interviews, some critical experiences happened, and suddenly, he changed his mind so by referring

to those critical experiences that are causal mechanisms in my point of view, for instance, motivation as an emergent outcome (see Figure 3) caused by students 'willingness and efforts' or 'their success in the exam'. So, fluctuations from time-to-time help achieve his goals to have a high level of self-efficacy in teaching writing. Additionally, gaining a positive 'self-concept' is also important as an emergent outcome. It can be concluded that there is an interaction between causal mechanisms and emergent outcomes like motivation and self-concept and the outcome is the result of this interconnectedness. I, therefore, wanted to further explore dynamics in the situated emergence of self-efficacy beliefs from the perspectives of an individual teacher.

In short, as can be seen in Figure 3, the interactions between teacher self-efficacy and other factors are nonlinear and the effects, i.e., outcomes, cannot be easily predicted. The analysis of complex systems such as self-efficacy cannot be done by looking for a simple cause-effect relationship between variables to determine the beginning and end of interactions. The method of process tracing helps us to identify the how, the why, and the what, and to interrogate the causal change to an emergent outcome. As shown earlier, it can be argued that anxiety, previous negative experiences, and beliefs about low performance in writing do not always results in low self-efficacy like in this particular case. He started with a low-level self-efficacy belief in writing but ended the research with a high level of self-efficacy beliefs in writing even the fluctuations during the research process. Because the mechanisms are non-linear and cannot be easily predicted. It changes, emerges, or develops from time to time, from experiences in that time. According to Van Lier (2004), the effectiveness of Bronfenbrenner's framework is not based on the hierarchical collection of systems, but on the focus placed on their interactions. These 'linkages' found in the present study also allow us to trace the driving and damaging forces that exist between ecosystems (see Figure 4).



Conclusion

The implication of this current research could be taken into consideration to gain insights considering teacher's self-efficacy beliefs as a complex dynamic system. Teachers' self-efficacy in teaching writing is not a static and one-dimensional endeavor for teachers, but one that is always evolving. Teachers' views of their abilities to teach writing are decentralized, changing, and open to environmental influences and other external variables. The findings also indicate that the elements of a DST raise and illuminate serious questions about traditional approaches to conceptualizing and exploring teacher self-efficacy. Knowledge of these sources of self-efficacy and their causal mechanisms offers a more realistic picture of the demanding tasks of teaching writing. It always recognizes the dynamic nature of self-efficacy sources, as well as the necessity to locate them within an overarching system characterized by intrinsic complexities and subtleties that necessitate much more in-depth exploration from several perspectives. Although it seems there is a plenty of research on self-efficacy beliefs, there is still needed to carry out research relating self-efficacy beliefs to other issues like culture, like the role of English in the world.

Additionally, this study has some limitations. One of the limitations is that it focuses only on the sources of self-efficacy faced by participant teacher in the online environment. To better understand these sources, further studies should also focus on the face-to-face environment. The length of the writing course was another limitation of this study. Given that the data were examined using the process tracing technique, it would be preferable to assess more online sessions in order to arrive at more intelligible conclusions about the causal mechanisms of self-efficacy sources in online education. Furthermore, this study may be conducted with the same participant with a different writing class. This study thus offers to conduct other complexity research methods like idiodynamic, retrodictive qualitative modelling, to interpret the efficacy of teachers as a complex dynamic structure and to see teachers' self-efficacy as a task, domain and context specific issue and agent-means belief.

Research and Publication Ethics Statement

In 2021, the University Research Ethics Committee accepted the research that provides the basis for this article. I prepared this study in accordance with academic and ethical guidelines, and I presented all material, papers, assessments, and conclusions in accordance with scientific, ethical, and standards of morality. I also confirm that I provide you with the approval of the ethics Çağ University (Approval Number: 07/05/2021 and Number 2021/1).

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CHAPTER 3

The Best Gift You Can Give to Yourself: Emotional Agility

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Abstract

Do you get angry with your students? Do you get angry with yourself about getting angry with your students? Do you choose your actions because it feels good to do them or because it is the right thing to do? Just like we do not feel amazing all the time in our lives, we do not feel great in the classroom either. Should we get over our bad feelings immediately? Why is it not easy to get over them? This paper will try to answer all these questions by focusing on how emotions affect teachers and how teachers can deal with their feelings inside and outside the classroom. It will mainly discuss what emotional agility is and how it can be developed. The characteristics of emotionally agile people, factors affecting teachers' resilience, and strategies they can develop to be more emotionally resilient will also be shared. It will also provide some practical ideas for encouraging teachers to help their students to become emotionally agile by becoming aware of their feelings and developing a growth mindset.

Key words: Agility, Agile learners, Agile teachers, Education, Emotions, Teaching

What is Emotional Agility?

Do you feel stressed at work? Are you your own worst critic? Do you find yourself getting angry with the students. Or do you avoid making changes that you know deep down you need to make? We all have different emotions during the day. Sometimes we wake up feeling energetic but find ourselves crying in an hour. Or we do not find any motivation to take a single step out but one of our students makes us the happiest person of the world when she says how much she enjoys being in our classroom. Is it easy to deal with all these emotions making us feel good or bad? Are some emotions bad and some good? Should we avoid the bad ones and stick to the ones that make us happy? According Petteneli (2017) thinking if a particular emotion we are feeling is good or bad, right, or wrong has several effects on the us. For example, it does not only take up our huge amounts of mental energy, but also decreases our problem-solving ability leading to lower levels of well-being.

While it is already difficult to deal with our feelings, Mark Manson (2022) talks about "meta feelings" and claims that we don't just have feelings about our experiences, but we also have feelings *about our feelings*. He categorizes these meta feelings into four types:

1. Feeling bad about feeling bad which causes extreme self-criticism
2. Feeling bad about feeling good which causes feeling guilty
3. Feeling good about feeling bad which causes moral ethical problems
4. Feeling good about feeling good which causes overestimating yourself

As you can imagine, while feelings are difficult to handle, meta feelings are even more difficult. Then stopping to categorize our emotions as good or bad, as damaging or facilitating and adopting an "emotional agile attitude" seems to be the best solution. What is an emotional agile attitude is the question we need to ask to ourselves then. Sarah David (2016) defines emotional agility as the ability to be aware of our inner world, our thoughts, emotions, experiences and self-stories with courage, compassion, and curiosity. Controlling our emotions or forcing ourselves to think positive can even be counterproductive instead of helping, as Sarah says. She suggests four steps for using our feelings as information to help guide us.

1. **Showing Up:** Isn't feeling good great? But is it possible or realistic to feel good all the time? Since the answer is no, we need to recognize that negative emotions are part of us. As she points out, ignoring the negative emotions only makes them stronger. Instead, we can only learn by facing into our emotions and experiences with curiosity, kindness, and courage.

Sarah states that we sometimes get hooked and cannot act in an agile form as we want. She lists the following signs showing that we are hooked;

- catching ourselves avoiding a thought or trying to rationalize them as in: *I don't think I can fulfill myself in my job, but at least I have a job.*
- forcing ourselves to be happy or to think positive all the time.
- trying to ignore our troubling emotions, like anger or sadness.
- blaming our thoughts for having 'made us' do something as in: *I got angry with him because I thought he was disobeying me by not doing the assignment I gave*.
- overgeneralizing past disappointments as in *I didn't volunteer for the presentation because I thought I might fail again.*

Reducing the effects of getting hooked in can only be possible firstly by consciously focusing on these thoughts. Approaching our negative feelings with curiosity and with a mindful attitude and trying to understand what they want to show us seems to be the best thing we can do. Self-talk is a suggested techniques for overcoming getting hooked in. An example of self-talk can be seen below:

> *Belgin, sometimes you might get angry and yell at students. It does not make you the worst teacher in the world. Tomorrow you can explain students why you are giving them assignments and what they will learn from it.*

Being self-compassionate is strongly recommended for overcoming these negative thoughts and getting hooked in. When you are a self-compassionate person, you stop being perfectionate and being the worst critics of yourself, recognizing that comparing yourself with others is a losing game. Neff (2022) defines self-compassion as "treating yourself as you would treat a friend". She mentions three components of self-compassion:

1. *Self-kindness* which means being nice to yourself and not beating yourself up when you make a mistake. She reminds that our inner voice needs to talk kindly especially when negative things happen.

2. *Common humanity* is the knowledge that no one is perfect, and everyone can make mistakes. Reminding ourselves that we are not the only person making mistakes can help us to be kind to ourselves.
3. *Mindfulness* means becoming aware of external and intrinsic variables and accepting them as they are.

We learn and grow from the pain in this life, using it as a growth opportunity through self-compassion. As Jarosinski (2022) claims, practicing self-compassion regularly increases our overall well-being and empowers us to have healthy relationships and increases our resilience.

Making comparison is one of the worst things we can do to ourselves. Sarah states that comparing yourself with a famous person like Meryl Street, Michael Jordan or Mark Zuckerberg is like comparing yourself with a dolphin just because you know how to swim. Even comparing yourself with an infamous person does not help anyone since each person is unique with his/her characteristics, strong and weak points. It is then time to remember what Rabbi Hillel says "If I am not for myself, then who will be for me? If not now, when?

2. Stepping Out

Stepping out is recognizing our thoughts and creating the space between the situation and our reaction. Suzan says our emotions contain valuable information and if we can try to understand what that information is instead of giving an automatic reaction, we can become a more agile person. We generally tend to give an automatic reaction based on their past experiences and self-doubts which don't serve us. Stereotypes about others and beliefs about ourselves like "*I'm not creative*" or "*I'm too old to dance*" might be given as examples of thinking patterns that cause us to give automatic reactions.

By being mindful we can notice our feelings and thoughts rather than being entangled in them. When we're feeling angry for instance, we can discover that actually our fear or sadness may be reflected as "anger". We, then need to stop and ask ourselves "What is this feeling telling me?" We might realize that we are not "angry" because our students are not motivated to do the activity, but we are actually feeling "worried" about our classroom management skills as a teacher? Only stepping out of the situation can help us to try to understand what the feeling is really telling us.

Sarah suggests various ways of "creating a space between thinker and thought". Seeing ourselves as an audience watching a theater play as if we are not the actor but the audience and evaluating the situation with an objective mind helps us to step out. Similarly, supposing that we are the person observing another teacher having classroom management problems might give us ideas for solving it rather than getting angry with ourselves or with the students.

3. Walking Your Why

Walking your why is the process both of understanding what is important to you, and of incorporating these values in your daily actions. Sarah suggests identifying our own personal set of values and using them as a compass to keep us moving in the right direction. As she says, emotions come and go, but the "why" of our life does not change reminding our sense of self-worth. As stated by Friedrich Nietzsche, "he who has a why to live can bear with almost any how."

Identifying our own personal set of values and using them as a compass keep us moving in the right direction. What are our values? Do we for instance value "Confidence, Cooperation, Responsibility, Adventure or Simplicity?" Whenever we have questions in our minds, we can remember our values and act accordingly. Schiraldi (2017) gives examples of a hospital's cleaning staff who viewed their work as making the hospital experience positive for patients. They valued what they were doing so much that they tried to embellish the environment and brought flowers to patients with smiling faces believing to heal them.

Noticing the gaps between our values and our behaviors is the first step in closing them. For instance, remembering what we value in our teaching and thinking if we are acting based on these values keep us on the track. We need to consider if our response is in line with our values or not.

4. Moving On

After we face into our emotions, recognize our thoughts, and create the space between the situation and our reaction and remember what we value, we can move on. To move on, Sarah believes the importance of;

1. **A change mindset.** Believing that positive change is essentially possible.
2. **Effective motivations:** '*Want-to*' motivations are suggested to be much more effective than 'h*ave-to*' motivations. For instance, wanting to lose weight to be healthier will create a more successful result than having to lose weight because of our doctor's obligations.
3. **Habit tweaks:** Understanding how to develop a successful habit change.
4. **Moving to discomfort:** Getting out of our comfort zone can develop our skills and nurture relationships.

Sarah believes "job crafting" might make people realize if the job they are doing matches with their values or not. She suggests the answers to the following questions will help people to realize this match:

1. Do I get full enjoyment and satisfaction from what I am doing?
2. Does it reflect what is important to my values?
3. Does it take advantage of my strengths?
4. Can I be successful for me or this situation if I am honest with myself?
5. What opportunities will I be giving up if I persist in this?
6. Is it giving up or being stupid?

Emotional Agility in the classroom

How children manage their emotional world is critical to lifelong success. For instance, preschoolers become better problem solvers when faced with an emotional situation and are better able to engage in learning tasks. Similarly, teenagers were shown to have increased ability to cope with stressful situations and greater self-esteem. A lack of emotional intelligence in life means the symptoms of depression and anxiety (Antonia, 2016).

What should we do to encourage our students to become emotionally agile individuals? Suzan says we need to stop "emotional helicoptering" as adults. Rather than allowing a child to fully experience a negative emotion "stepping into the child's emotional space" with our advice and ideas damages the child's coping strategies to help him/herself.

Suzan suggests 4 steps for helping children to be more emotional agile:

1. **Feel It:** Accepting students as a person having his/her own emotional world and not trying to push the negative emotions is the first step. If we want our children to develop an emotional agile attitude, we need to avoid doing certain actions like giving advice**,** consoling, sympathizing, reminding them not to worry and to cheer up and just let them accept their feelings as they are.
2. **Show It:** Not setting rules for emotions and letting students to show their emotions without hiding helps them realize that emotions are not to be feared.
3. **Label It**: Recognizing what students feel is a critical skill. Being able to diagnose that they are actually anxious for making a presentation and not angry to the teacher can help them to

focus on the solutions in dealing with their anxiety. According to Suzan, labeling is also the key for our ability to empathize by recognizing what the other people are feeling as well. Izard (2009) believes that putting emotions into words is a powerful tool not only for regulating them but also for developing high-level social skills.

4. **Watch It Go:** Nothing lasts forever. Encourage students to be sure about that. If students are feeling sad or angry, let them know that they will pass just like the positive feelings like happiness and joy.

Including some exercises explicitly in our language teaching classes is also a very good idea to encourage our students to become agile individuals. For example, "*Five-minute emotional-attunement exercise*" in which students try to understand another person's emotions and possible underlying reasons might be a good idea to encouraging students to become more empathetic towards others' emotions. By keeping "*self-compassion reflections*" or by writing "*Forgiveness Letters*" to each other students can learn how to deal with their negative feelings and release them. In his book Mark Divine (2015) talks about X20 Factor and states that:

> *You are capable of far more than you think you are—more accomplishment, more productivity, more success—but you have been kept in the dark about this potential your entire life. You are capable of accelerating you daily achievement by twenty times what your current paradigm allows you to believe is possible (p.20).*

Therefore, we need to remind students that it's not how they feel, but how they respond to the feeling, that counts. Helping them to remember that they don't necessarily feel the same emotion every time they have a similar experience. Helping them to realize that we all have values, and we choose our actions based on our values will also help them in their own decisions. So, asking, "What's important to you about this? or "Who do you want to be in this situation?" will help them to become emotionally stronger. Encouraging student to move from rigidity to agility and saying "I am still learning" instead of "I am not good at this" or "I learned a lot the last time I tried" instead of "The last time I tried it was so humiliating" will help them become not only successful learners in the class but also agile people in life.

Jarosinski (2022) summarizing research results claims that many students are stressed, lonely, and sad and they can't effectively learn when they are in emotional distress. If teachers want to empower their professional development, they need to support their emotional needs and they need to be empowered in doing this as well. Remembering that emotionally agile people adapt to change, act according to their values, commit to long term goals, face tough emotions with curiosity, cultivate self-compassion and accept themselves for who they are will help us to decide what to include in our classes. Education needs flexibility. Emotional agility is at the key for helping people both teachers and the students to be flexible with a healthy mind, well-being and good relationships. We should not forget that The World Economic Forum calls emotional agility a "key skill for the future".

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CHAPTER 4

Investigating a Turkish EFL Teacher's Emerging Emotions: A Case Study from Complex Dynamic System Perspective

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Abstract

Emotions comprise the most salient part of teachers' daily life experiences. However, research on teacher emotions lagged behind for so long and could only receive attention from scholars in the last two decades. On the other hand, research on language teacher emotions is still in its infancy, and more empirical studies need to be conducted in order to shed light on the complex and dynamic nature of the phenomena. Through adopting a complex dynamic system theory perspective, this study aims to investigate an English as a foreign language teacher's emotional experience and examine the fluctuation patterns of emerging emotions over time. The study was designed as a longitudinal case study and employed an integrative approach in the data collection and analysis procedures. The qualitative data were collected through journal entries, narratives, and semi-structured interviews in a continuous manner within a nine-week time frame, and a grounded theory approach was adopted in the analyses of the acquired data. The experience sampling method was used to collect quantitative data in order to capture the dynamism of experienced emotions. Analyses revealed that participants' emotions are highly interconnected and the nature (positive or negative) of students' attitudes and classroom environment as well as the quality of the relationship between teacher and students greatly affect the construction of participant's emotions.

Keywords: complex dynamic systems theory, experience sampling method, EFL teacher's emotions, language teacher emotions, teacher emotions

Introduction

Humans are recognized as rational beings and it is a common view that what distinguishes humans from other beings is their ability to think rationally. Nevertheless, humans are not only rational but also emotional entities (Tejeda et al., 2016). Emotions occupy a great place in human life and they constitute the most salient part of human experiences (Reeve, 2009). According to Izard (1993), emotions are multidimensional, and "they exist as subjective, biological, purposive, and social phenomena" (as cited in Reeve, 2009, p. 299). Hence, it is not surprising to see that, researchers from various disciplines, such as physiology, sociology, and psychology have defined and conceptualized emotions in several ways (Chen & Cheng, 2021). Reeve (2009) defines emotions as "short-lived, feeling arousal-purposive-expressive phenomena that orchestrate how we react adaptively to the important events in our lives" (p.9). Schutz et al. (2006) refer to emotions as "socially constructed, personally enacted ways of being that emerge from conscious and/or unconscious judgments regarding perceived successes at attaining goals or maintaining standards or beliefs during transactions as part of social-historical contexts" (p. 344). From an educational perspective, Farouk (2012) portrayed teacher emotions as "internalized sensations that remain inert within the confines of their bodies but are integral to the ways in which they relate to and interact with their students, colleagues, and parents" (p. 491). Farouk's definition not only pinpoints emotions as an inner psychological property of humans but also draws attention to the emergent nature of emotions that arise through social interaction in educational contexts (Chen & Cheng, 2021). In line with Farouk's definition, Hargreaves (2001) points out that teaching is "inextricably emotional-by design or by default" (p. 1057) and teachers' professional lives are loaded with emotions (Sutton & Wheatley, 2003). Emotions also play a crucial role in teachers' well-being and teaching effectiveness (Frenzel,

2014). Therefore, "knowledge of emotions is essential to understanding teachers and teaching" (Sutton & Wheatley, 2003, p. 332).

Nonetheless, emotions have long been disregarded in academic research (Keller et al., 2014) because they were considered irrational and unscientific for so long (Sutton & Wheatley, 2003). Thanks to the arousal of positive psychology perspective in educational research (e.g., MacIntyre & Gregersen, 2012; Oxford, 2016), teacher emotions started to gain a growing interest from scholars (Barcelos & Aragao, 2018). Although research on teacher emotions has intensified tremendously within the last two decades, research on second language teachers' emotions is still limited and remains inadequate (Xu, 2018) since studies on it had long been dominated by language teacher anxiety (e.g., Reves & Medgeyes 1994; Lee & Lew, 2001) rather than adopting a multifaceted approach. Eventually, with the introduction of the complex dynamic system (CDS) approach in the last decade, language teacher emotion research has gained new insight (Xu, 2018) and studies adopting this perspective (e.g., Benesch, 2020; Dewaele & Li, 2021) put a new complexion on teachers' emotions through shedding light on the psychological, social, historical, cultural, political, and contextual aspects of language teacher emotions as well as highlighting the multidimensional, context-specific, interactional, and complex nature of it (Xie & Jiang, 2021).

Yet, when the limited number of studies conducted from the CDS perspective is taken into account, it seems that more studies adopting this approach are required, in order to have a depth understanding of language teachers' emotions. Embracing the dynamic nature of language teacher emotions and adopting the CDS perspective, this study aims at investigating an EFL teacher's emerging emotions and to understand the fluctuation patterns of these emotions over time. Respectively, the following research questions will be addressed:

1. What are the emerging emotions of an EFL teacher in the course of teaching practice?
2. How do emerging emotions fluctuate through time?

Methodology

Research from the CDS perspective values research designs that enable researchers to examine the emergent and changing nature of multiple variables within a particular context over time since complex dynamic systems are temporarily situated and emergence arises from the dynamic interactions of multiple components (Larsen-Freeman, 2016). In this respect, case studies allow researchers to examine complex phenomena within their particular contexts (Baxter & Jack, 2008) and longitudinal designs enable to collect data at different timeframes and trace the system change in time (Larsen-Freeman, 2016). Within this framework, this study is designed as a longitudinal case study in order to have a deep understanding of emerging teacher emotions and the fluctuation patterns of these emotions over time.

Besides, CDS theory also encourages method integration which is considered "a hallmark of rigorous research" (Hiver & Al Hoorie, 2020, pg. 246). In integrative designs, a single inference is supported by two or more techniques by paying attention to addressing the research questions in the same manner. In such a design, one approach generates the final inference, while the other is used to create, test, refine, or strengthen the analysis that generates that inference. (Hiver & Al Hoorie, 2020). One way to use integrative designs is to combine appropriate qualitative and quantitative methods to reach advanced knowledge of the phenomenon under investigation (Hiver & Al Hoorie, 2020). Being in line with integrative research design, this study included both qualitative and quantitative methods to analyze data. In order to analyze the qualitative data grounded theory approach is adopted as the first unit of analysis. Following it, the experience sampling method (ESM) is used to analyze quantitative data to verify and support the results obtained from the first analysis.

As for the participant of the study, data was collected in the spring semester of the 2021-2022 academic year in the School of Foreign Languages of a state university in Adana, Turkey from a 41-year-old female EFL teacher who has been working at the School of Foreign Languages for six years.

She has 19 years of teaching experience in total and she was assigned as an instructor to the School of Foreign Languages after working at a secondary school in the Ministry of Education for 13 years. Purposive sampling method was employed in order to identify and select her as an individual case who is believed to have rich knowledge and experience on the phenomenon under investigation (Cresswell & Plano Clark, 2011, as cited in Horwitz et al, 2015). In addition, having great importance in purposive sampling, participants' availability, ability to express experiences and opinions reflectively, as well as her willingness to participate in the study are taken into account in the process of choosing her as the case of the study (Horwitz et al, 2015).

In the course of the study, multiple data collection tools were utilized (see Table 1) in order to meet the above-mentioned criteria of longitudinal and integrative research designs. As Fraenkel et al., (2012) state, qualitative researches are ongoing studies and researchers collect data continually throughout the study upon their observations of "people, events and occurrences" and supplement their observations by examining "various documents and records relevant to the phenomenon of interest" (p. 431). Therefore, the data were collected in a continuous manner using four types of data collection methods between the 1st of March and the 1st of May, within a nine-week time frame. Journal entries, narratives, and semi-structured interviews were used to generate written and oral qualitative data since they are considered reflective practices through which the researchers could obtain rich and valuable data that contributes to a better understanding of participants' experiences (Barkuzein, 2014). Experience sampling method (ESM) which is accepted as one of the best CDS-compatible methods to examine "temporal and phenomenological aspects of human functioning and behavior" (Deboeck, 2012, as cited in Hiver & Al Hoorie, 2020, p.204) was employed to collect quantitative data. It allows to elicit data through stimuli at regular time intervals and enables researchers to study and understand the change in behavior over time (Hiver & Al Hoorie, 2020, p.205).

In the first five weeks of the data collection process, the participant was asked to reflect on her emotional experience of the week as a whole or either write a specific incident she had lived that affected her emotional state intensively. At the end of each teaching week, she was asked to send the data by email. In the sixth week, a semi-structured follow-up interview was conducted face-to-face in English to clarify and verify the results obtained from the first run of analysis. As a result of the data analyses of the first six weeks, 15 core emotions were identified. Based on the identified emotions, a 15-item questionnaire of a five-point Likert scale was developed. The questionnaire includes items such as "I feel happy" and is scored in a range from 1 to 5 where 1 stands for "not at all" and 5 stands for "extremely". In the seventh and eighth weeks, in addition to journal entries, the participant was asked to rate her emotions before and after each teaching hour through the questionnaire developed. Lastly, in the ninth week, a second semi-structured follow-up interview was conducted in order to clarify and verify the results obtained from the second run of analysis.

Table 1

Data Collection Procedure and Data Collection Tools

Week	Type of Data
Week 1	Journal Entry 1
Week 2	Narrative 1
Week 3	Narrative 2
Week 4	Journal Entry 2
Week 5	Journal Entry 3
Week 6	Semi-structured Follow-up Interview 1
Week 7	Journal Entry 4 / ESM
Week 8	Journal Entry 5 / ESM
Week 9	Semi-structured Follow-up Interview 2

For data analyses, first, the written and oral qualitative data were digitalized and transcribed verbatim. All of the qualitative data were analyzed inductively with the data management software

Atlas.ti by adopting a grounded theory approach. The analyses took place in three stages: open coding, axile coding, and selective coding. In the open coding phase, the data were coded line-by-line until no new codes emerge. In the axile coding phase, the codes were grouped into categories. Lastly, in the selective coding phase, the categories were related to core themes. During the coding procedure, memos were kept which are "especially important in longitudinal work in tracking possible hypotheses and developments" (Mercer, 2015).

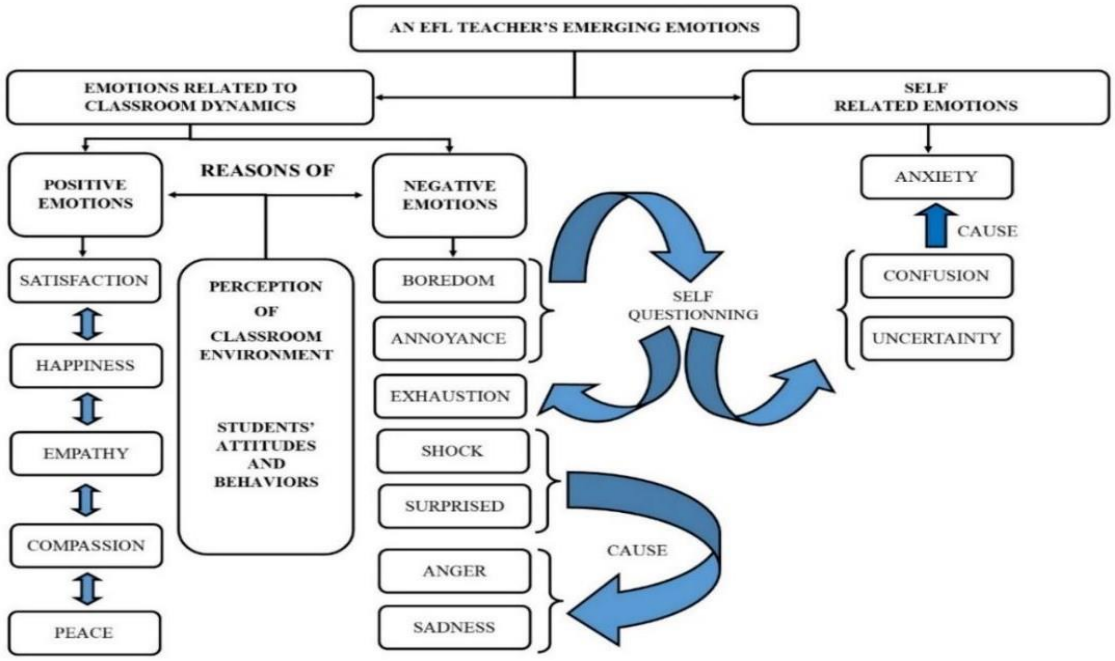
The quantitative data which were gathered through ESM, was first entered into a Microsoft Excel file. The main purpose of employing ESM was to capture the fluctuations in participant's emotional experience. Therefore, at the outset fluctuation graphics for each of the 15 emotions were generated separately and compared with each other in order to identify similar patterns. Following that, emotions that demonstrate similar patterns were grouped together and the second run of fluctuation graphics for each group was executed. The results revealed from qualitative and quantitative data analyses were also checked for congruity in order to validate the reliability of the results.

Findings

Through the content analyses of qualitative data two main themes were revealed to identify Ginger's emerging emotions (see Figure 1). The first theme (emotions related to classroom dynamics) portrays the positive (5) and negative emotions (7) that arise as a result of classroom dynamics. The second theme (emotions related to self) includes three core emotions; confusion, uncertainty, and anxiety which are mainly triggered by boredom and annoyance that she experiences during her practice. When the number of negative and positive emotions are compared, it was seen that she experiences more negative emotions than positive ones. Figure 1 clearly shows that Ginger's emotions are not isolated and they are all interconnected with each other in many ways. Likewise, the fluctuation graphics which were executed through the analyses of ESM data, verify the interconnected and complex nature of Ginger's emotions.

Figure 1

An EFL Teacher's Emerging Emotions



Emotions Related to Classroom Dynamics

The primary results of the analyses demonstrated that Ginger's emotions vary with respect to the nature (positive or negative) of the student's attitudes and behaviors. How she perceives the group

she is teaching and the nature of the classroom environment also play a crucial role in the emergence of her positive and negative emotions.

Positive Emotions Related to Classroom Dynamics

Satisfaction, happiness, empathy, compassion, and peace are the positive emotions Ginger experiences that emerge through her interaction with students. These emotions are also closely related to her perception of the groups and classroom environments specific to those groups. Her satisfaction and happiness primarily emerge when she believes that she is needed and her presence as a teacher makes a concrete difference in her students' language development. The following scripts clearly show that her sense of satisfaction and happiness are interrelated with each other.

> *Actually, I don't like teaching grammar, I don't like grammar itself but I feel very good when I am teaching especially a new grammar topic because I have all the attention on me, on what I am saying or what I am putting on the board. It is good to feel that my presence is needed. At the end of the day looking back and seeing a solid change feels good.* (Journal Entry 1)

> *I sometimes see my students, I can compare the way they speak two months ago and now and I feel so happy when I hear them making, you know, good sentences. For example, when they express themselves or when a student from reading writing class, when they come up with a well-structured, you know, paragraph, I feel so happy. I need to see something concrete to get satisfaction from what I am doing.* (Interview 1)

Her other three emotions; compassion, empathy, and peace emerge through her interaction with the groups she likes. She describes those groups as the ones she feels like home. The following script reveals that when she receives tolerance, empathy, compassion, and sincerity from students, she feels the same way toward them. She describes those groups as classes where there is mutual understanding and where two sides value each other. She believes that she can constitute more positive and sincere relationships with those groups which makes her feel more peaceful, satisfied, and happy. She also feels more comfortable in such groups. Therefore, it can be inferred that her satisfaction, happiness, compassion, empathy, and peace are closely related to the degree of positive interaction and relationship she has with students which, in fact, shapes her positive perception towards them.

> *G: I don't know why but the presence of some students feels like a threat to me. You know, I don't know maybe it is just something in my mind, maybe it is not true but I feel that they are not happy about me being there. But in some groups, I mean the ones that I feel like I am home, for example, the group this morning, is like home because even if something goes wrong, they can tolerate it… they are just, you know, showing some human behaviors and I like that … They know me and they try to make me feel good. They are like friends to me. It is not like a war, not two sides, but we are together. This is how I feel about groups that I feel home ... I would feel more uncomfortable if I were late for another group*. (Interview 1)

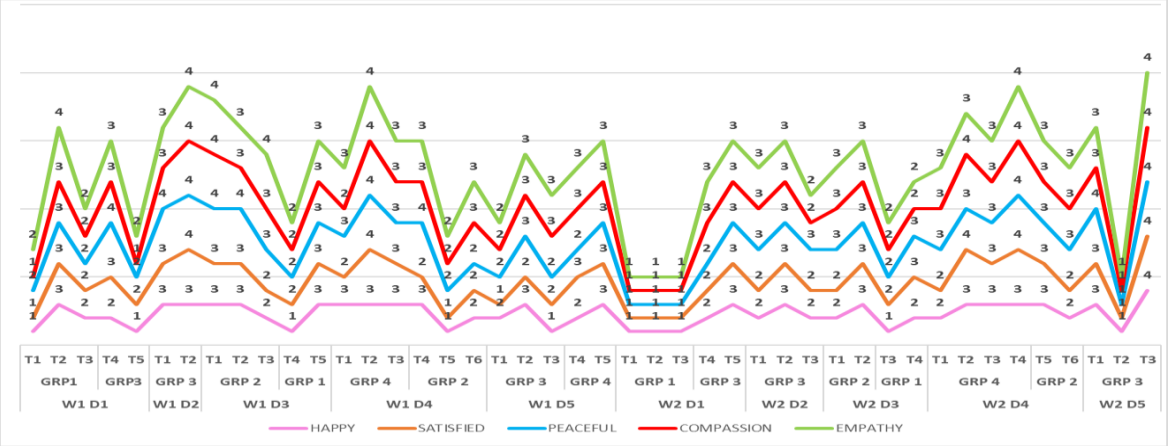
> *I: if I ask you to just give me a word for those groups you feel like home, which word would you choose?*

> *G: Peace.*

Accordingly, in the fluctuation graphics, which were executed through the analyses of ESM data, similar change patterns for these five emotions were observed. As can be seen from Figure 2, they either heighten or decline in the same vein. Specifically, the sharpest decline in her emotions occurred in week 2, day 1 while she was teaching Group 1. On the other hand, in week 1, day 4 her emotions were heightened positively in her class with Group 4.

Figure 2

Fluctuation Graphic of Happiness, Satisfaction, Peace, Compassion, and Empathy by Time



In order to understand the reasons behind the change in her emotions journal entries regarding those dates were examined. As can be inferred from the following scripts, lack of communication, her unseen efforts and not being able to observe progress in Group 1 made her feel unhappy and dissatisfied. On the contrary, the positive nature of her interaction and relationship with her students in Group 4 and the student's efforts to learn, nurtured her happiness and satisfaction.

> *Week 2 Day 1:*
>
> *Today I started with [Group 1] … The things that I mentioned or we did in the book were not very interesting to them. In the second hour, I wanted them to practice the topic before they saw the actual task. I gave them a similar topic and asked them to brainstorm ideas, and write supporting and topic sentences via menti. I spoke Turkish and give all my feedback in Turkish. I warned them about the wrong use but no matter what I said they made the same mistakes. I want to see that something is changing but unfortunately, we are not making much progress.* (Journal Entry 5)
>
> *Week 1 Day 4:*
>
> *I had 3 hours of main course with [Group 4] and I definitely enjoyed it... I felt I could be productive... There was a lot of interaction…. They looked happy, and satisfied which made me feel likewise… I am not nervous at all when it is time to meet them.* (Journal Entry 4)

Negative Emotions Related to Classroom Dynamics

Results indicated that Ginger experiences more negative emotions when it is compared with positive ones. Among these, boredom, annoyance, and exhaustion are the most salient ones which mostly emerge in relation to students' negative attitudes and behaviors as well as the negative classroom environment. Although anger is an emotion that she rarely experiences, in situations where she faces extremely disrespectful behavior her anger heightens. On the other hand, shock, surprise, and sadness are more stable emotions that emerge rarely.

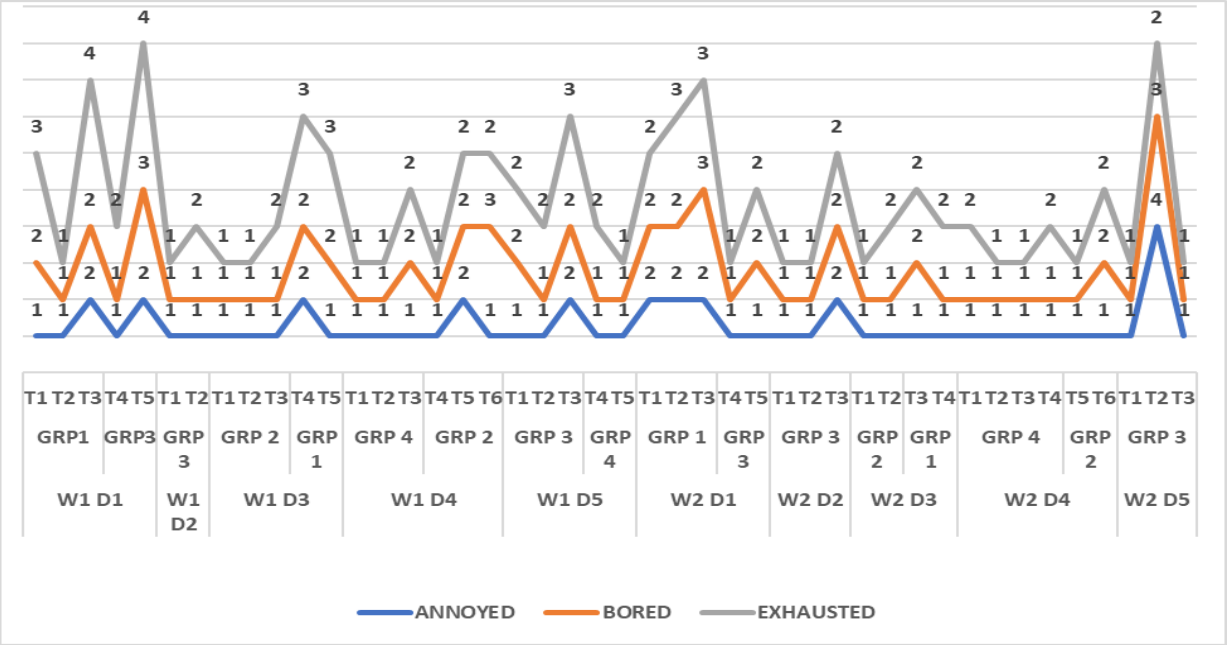
In her journals, Ginger often implies that students' negativity, disinterest, and boredom make her feel bored, annoyed, and exhausted. Among these three emotions, boredom is the most prominent one as it underpins her annoyance and exhaustion. The negative classroom environment and lack of student enthusiasm contribute to her boredom to a great extent which eventually makes her feel annoyed. Similarly, when she is bored, she starts to question herself and she tries to think about ways to take the attention of students. This self-questioning process keeps her mind occupied vastly which in the end creates emotional and mental exhaustion. The following scripts point out the reasons for her boredom and how her boredom constitutes a basis for her annoyance and exhaustion.

> *G: Teaching doesn't make me feel tired. Being active, talking, and walking in the classroom. Such physical things don't tire me but their attitude tires me. Sometimes they are negative. You know, they looked bored. Then I feel that they are bored because of me. I am boring them. This is the thing that keeps my mind busy and makes*

me feel uncomfortable and I feel that I should do something to change their mood … I want to see that they are excited about learning something, they have some questions, and they need me there, you know. So, when I can't feel that I feel I am tired and I want to class to finish as soon as possible. (Interview 1)

Figure 3

Fluctuation Graphic of Annoyance, Boredom, and Exhaustion by Time



The interconnectedness of these three emotions was also confirmed when the data gathered through ESM was examined in this respect. Ginger's ratings for boredom, annoyance, and exhaustion revealed similar fluctuation patterns (See Figure 3). More specifically, when her ratings for Group 2 (W1 D4) were examined, it is seen that before the class she was not bored, annoyed, or exhausted. After the first lesson she rated these emotions higher and she even rated boredom much higher at the end of the last class. The following script uncovers that Ginger's boredom heightened as a result of students' boredom and disinterest. She clearly expressed her annoyance and dissatisfaction as she could not able to take students' attention as well as not able to make them progress. This situation, eventually, provoked her to question herself which caused exhaustion.

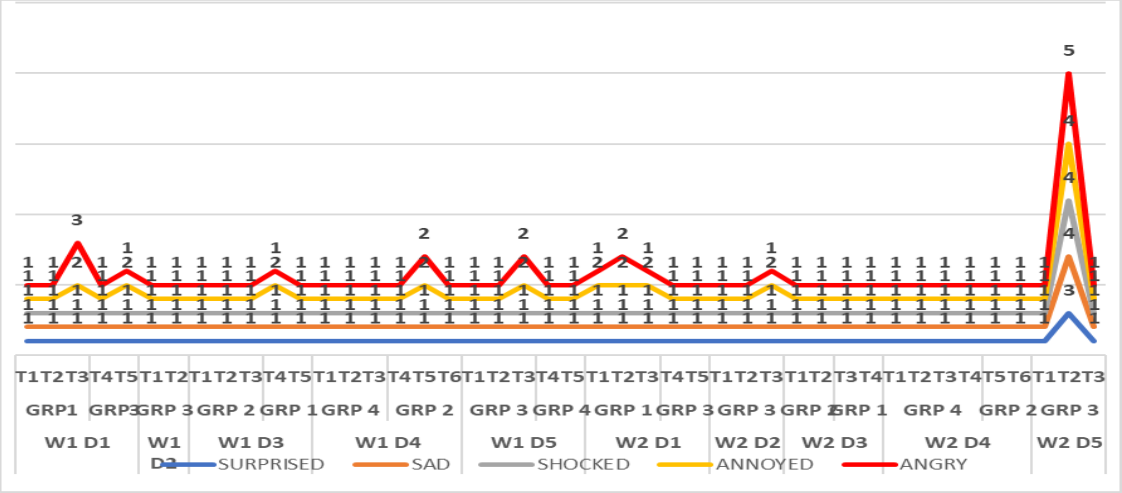
Today my class with [Group 2] felt a bit boring and I was unhappy to see them bored… They were looking at me with sleeping eyes. The language in listening was a bit above their level so they couldn't understand much. As a result, what I did today didn't satisfy me as a teacher. I believe most of them couldn't get the feeling of I have learned something and this situation annoys me. I should have planned the lesson more carefully and taken some precautions to make things easier for them. (Journal Entry 4)

Another negative emotion that Ginger occasionally mentions in her journal entries and narratives, is anger. Although her experience of anger is not that frequent, it mostly emerges along with annoyance. As can be deduced from the script below, the main reason for her anger is the students' disrespectful attitudes and behaviors. When students do not recognize her authority and do not comply with her rules, she feels angry and annoyed since she perceives these actions as disrespectfulness. She also wants to feel that her presence is recognized and valued by the students. Feeling otherwise makes her feel annoyed.

Disrespect. Maybe the definition of disrespect, I guess changes for people and for me as well. Sometimes, they joke and maybe another teacher would find it annoying but I can easily tolerate that… some behaviors, for me is disrespect. And, sometimes I cannot define it but I feel so angry when it happens. Maybe, I guess I want my authority to be recognized and I don't want them to cross lines …You know, they shouldn't cross lines. This is all I expect from them. Disrespect annoys me and maybe not seeing me as their teacher. You know, maybe they feel that I am not good enough for them. This is what I feel sometimes. They…I don't know…maybe…because they look bored, because they don't listen, I feel that I am not good enough for them. (Interview 1)

Figure 4

Fluctuation Graphic of Surprised, Sadness, Shock, Annoyance and Anger by Time



In addition, disrespectfulness not only triggers her anger and annoyance but even can bring out the most stable emotions of surprise, sadness, and shock onto the surface. As it can be understood from the script below, when she perceives an action as extremely disrespectful, such as students playing a prank on their teacher, first she feels shocked and surprised as it requires some time for her to process what happens. Following her shock, she feels furious, sad, and annoyed to a great extent as she defines such incidents as unbearable. On the other hand, when she realizes that there is a misunderstanding, she feels relieved and her emotions suddenly decline.

> *Week 2 Day 5:*
>
> *Things started to dawn on me. I thought they lied to their teacher and were making fun of her. Not immediately, but slowly in minutes, my anger was climbing up. While teaching, I was trying to understand what they did. When my mind finished processing what happened, a big anger was burning inside me. At some point it became very difficult for me to stay in that classroom … I openly expressed how furious I got when I saw them laughing at the prank they played on their teacher and how disappointed I was by their disrespect… Emre said that I got things very wrong. They were laughing about something totally different and at that time the teacher called the class rep … His explanations comforted me. I said I believed him. I was relieved … I was so happy that I misunderstood because my life would be very difficult, and my minutes in that class would be unbearable if they had really played such a horrible prank.* (Journal Entry 5)

The fluctuation patterns of surprise, sadness, shock, annoyance, and anger (see Figure 4) verify the relatedness of these emotions very clearly. As can be seen from the figure, each time she feels angry, her annoyance also heightens evenly. Likewise, her rating for these emotions on the fifth day of the second week, the class time when she believed that students played a prank on their teacher, along with her anger and annoyance her emotions of surprise, sadness, and shock also augmented to the same degree.

Self-Related Emotions

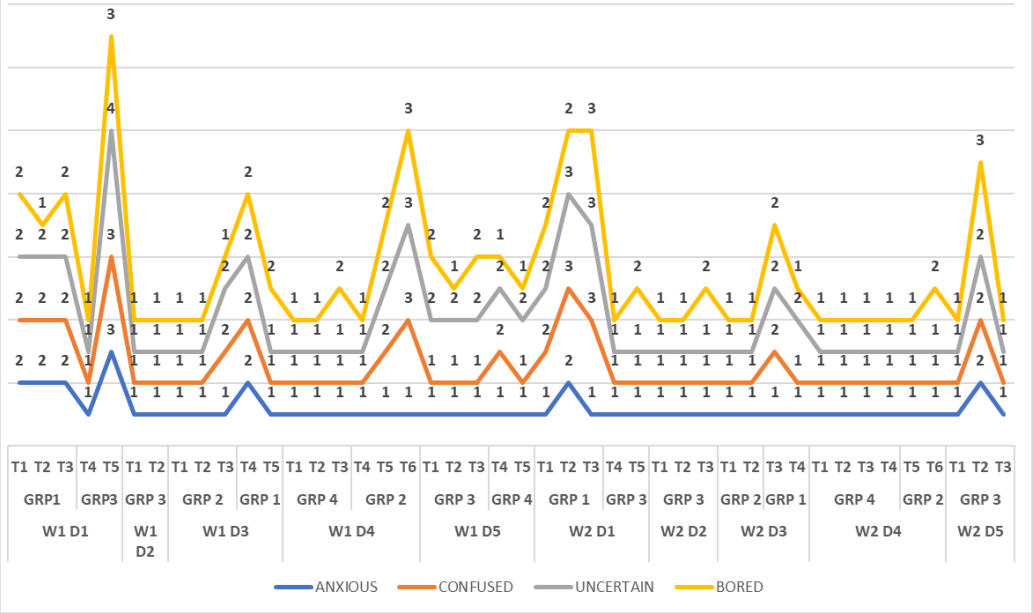
As it is stated above, boredom triggers many of the other negative emotions that Ginger experiences in her teaching. The results of the analyses indicated that boredom also provokes uncertainty, confusion, and anxiety in Ginger. In the script below, although she defines herself as a person who rarely feels bored, the data revealed that while teaching, boredom becomes the most salient emotion that she experiences. When she perceives the classroom environment as negative and when she faces students' boredom, she starts questioning her personality, her teaching, and her skills as a teacher. This, in return, causes a sense of uncertainty and confusion about her abilities. With respect to that, she feels anxious as she keeps judging herself.

> *In the first place, I need to state that I believe I am not the type who is easily bored. There is usually something around to keep me busy so boredom is not a usual feeling for me. I feel bored in a class when the interaction is*

one-way and scarce. I feel I don't have much in hand to make time pass. Also, when I can't feel the positive energy in the group, I feel bored. Cold and bored looks make me feel annoyed. When I am annoyed, I want it to finish quickly. I start to think that there must be something wrong with me, my personality, my teaching style, or the subject I am trying to teach. I start questioning my skills and I can't be sure what is good and what is not. This situation causes confusion and uncertainty. I feel that I can't do my job well. As I know what is coming by experience, I feel anxious about those hours even before I start teaching. (Interview 2)

Figure 5

Fluctuation Graphic of Anxiety, Confusion, Uncertainty, and Boredom by Time



The analyses of the ESM data also confirmed that her boredom, uncertainty, confusion, and anxiety are very much interconnected (see Figure 5). When her ratings before and after her class with Group 3 on the first day of week one, were examined, it can be seen that her emotions heightened from 1 to a moderate level synchronically. The parallel increase of these emotions points out that these four emotions are interrelated with each other.

Discussion

Teacher emotions are psychological and social constructs that are embodied in "social relationships" that "profoundly influence how and when particular emotions are constructed, expressed, and communicated" (Zemblyas, 2003, p. 216). Several studies in the literature indicate that teachers experience several emotions in their professional lives which are catalyzed by multiple factors and their mutual interaction (Keller et al., 2014; Frenzel, 2014). On the other hand, as most of the qualitative studies have proven, positive and negative teacher emotions most powerfully arise from the interaction teachers have with their students (e.g., Sutton & Wheatley, 2003; Chang, 2013) and from their appraisals of the contexts (Sutton & Wheatley, 2003). Being consistent with the literature, this study also revealed that the emergence of Ginger's positive and negative emotions is very much related to the nature (positive or negative) of her relationship with her students as well as her appraisals of the classroom environment.

The results of the study showed that Ginger's positive emotions (happiness, satisfaction, compassion, empathy, and peace) emerge when students show interest, comply with her rules, and value as well as respect her presence as well as her efforts for them. She feels very much satisfied and happy especially when she observes concrete progress in her students' language ability and believes that her efforts are paid. Several studies in the literature demonstrated similar results (e.g., Zemblyas, 2002; Sutton & Wheatley, 2003) emphasizing that positive teacher emotions such as joy and satisfaction are primarily based on their student's progress and their compliance with classroom rules. On the other hand, appraisals are considered the starting point of the emotion process (Scherer,

2001) and comprise interpretations of transactions in a particular context (Sutton & Wheatley, 2003). According to Lazarus (1991), one of the underlying reasons for positive emotions is goal congruence. That is to say, when people's experiences match their goals, they develop more positive emotions. Considering this, it can be said that one of the ultimate goals of Ginger as a teacher is to see concrete progress in her students' language abilities. Therefore, when she is able to observe this change in her students, she feels satisfied and happy. Furthermore, appraisals of environmental relationships also play a key role in the development of positive emotions. When people evaluate their relationships with the environment as beneficial, their social esteem is enhanced as a result of which they develop more positive emotions (Lazarus, 1991). Therefore, favorable and secure classroom environments where teachers find an opportunity to establish emotionally close relationships with students are very important in the emergence of positive emotions. Teachers' appraisals of such classroom environments and their relationships with students in those contexts, reinforce their sense of belonging and being valued as well as the comfort they feel (Hargreaves, 2000). Hence, it is not surprising to see that Ginger feels more comfortable and secure, as well as happy and satisfied when she is able to establish close relationships with her students. Her positive evaluation of the relationships she has with her students and the classroom environment, which embodies mutual understanding and respect, underpins her emotions of compassion, empathy, and peace. Being valued by her students contributes to her self-esteem to a great extent as a result of which she feels happy and satisfied.

However, when people's appraisals are negative, they are more prone to develop negative emotions (Sutton & Wheatley, 2003). According to the literature, teachers' negative emotions, such as anger, annoyance, and frustration, primarily result from students' disinterest, misbehavior, and unappreciative attitudes toward the efforts that teachers put forth (Hargreaves, 2000; Sutton, 2007; Chang, 2013). Teachers may evaluate students' disinterest as an obstacle in pursuing their teaching goals. Therefore, they may develop negative emotions as a result of goal incongruence as their experience would not show consistency with their ultimate goal (Lazarus, 1991). This may constitute a good explanation for Ginger's boredom, annoyance, and exhaustion. As it is previously mentioned, Ginger feels satisfied when she observes a solid change in her students' language abilities. On the contrary, when she faces students' disinterest and lack of enthusiasm, she feels bored and annoyed. Not being able to see a visible change in her student's development triggers her boredom and annoyance. Moreover, she interprets the disinterest and boredom of students as her failure. This, in return, initiates a self-questioning process in her mind which ends up with emotional exhaustion. The results also indicated that Ginger's boredom and annoyance are reciprocally related to her confusion, uncertainty, and anxiety. When she cannot establish interaction with her students and cannot observe their willingness to learn, she starts questioning her personality and her abilities as a teacher as well as reevaluating her self-worth. As she expresses in her journals, such situations cause uncertainty and confusion as a result of which she feels anxious. Ginger's low self-efficacy beliefs may be a valid explanation for her self-related emotions (uncertainty, confusion, and anxiety). The literature supports that teacher self-efficacy beliefs may be antecedents of their emotions since they influence their "attentional, appraisal, and regulatory processes" (Buric et al., 2020, p. 1). Teachers with low self-efficacy beliefs could be more prone to uncertainty and self-doubt. Their uncertainty and self-doubts concerning their abilities and being liked by students could make them more vulnerable to experiencing negative emotions such as anxiety (Keller et al., 2014; Buric et al., 2020). In addition, it was surprising to see that one of the steadiest emotions she experiences is anger which contradicts the results of several studies in the literature (e.g., Sutton & Wheatley, 2003; Sutton, 2007). Literature shows that anger is one of the most salient and frequently experienced emotions by teachers (Keller et al., 2014) which emerges as a result of a variety of classroom situations such as disobedience of classroom rules or disrespectful student behavior. (Buric et al., 2020). Being consistent with the literature, Ginger's anger is closely related to her appraisal of students' behavior. When she perceives a student's action as highly disrespectful, her anger sharply heightens. On the other hand, the emergency frequency of her anger, which is inconsistent with the literature, may be explained by the

role of individual differences that appraisal theory puts forth. As the theory explains, different teachers may experience different emotions even when they face the same behavior, as their individual and cultural differences affect the way they interpret it. For instance, one teacher may become furious when a student act disrespectfully - perceiving it as a "demeaning offense" (Lazarus, 1991, p. 267), while another teacher may only feel sad – interpreting the action as a sign of immaturity (Sutton & Wheatley, 2003). Overall, similar to her positive emotions, Ginger's negative emotions are very much related to her relationship with students and her negative perception of the context. On the other hand, her low self-efficacy beliefs may be the underlying reason for her self-related emotions.

Conclusion

This study sought to capture an EFL teacher's emotional experiences while teaching in a public university in Turkey and examine the dynamic nature of her emotions in which her relationship with students, and her appraisals regarding students' behavior as well as the classroom environment play a crucial role. The qualitative and quantitative analysis results of the study revealed that language teachers' emotions are complex and dynamic in nature as they do not emerge in isolation but rather affect and be affected by each other. They fluctuate over time depending on the particularity of the context as well as the other agents that take place in that context. In addition, the nature (positive or negative) and the quality of the teacher-student relationship is substantially important in the emergence of positive and negative emotions as a result of which teachers can either flourish or experience burnout. Therefore, understanding emotions and the underlying triggers is crucial in contributing to teacher well-being and diminishing undesirable consequences.

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CHAPTER 5

A Case Study of Complexity in Language Teacher Motivation

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Abstract

Second language field is multi-directional and consists of various elements. One of the components in this multi directional field is teacher and his/her psychology. So, starting with the beginning of this era in 2000, the research on teacher psychology gained momentum. What teachers do, feel, believe and think are essential to understand their psychology which is, in turn, affects their classrooms, their learners, and their practices. One of the central components in respect to psychology in language learning and teaching is motivation. The focus was very long time on learner motivation; teacher motivation that is motivation to teach was a neglected area for a very long time. It is not because teacher side is not important, it is because it was believed that the learners are the main stakeholders in language learning process. In this study, it is aimed to 'zoom in' within the nested system and focus on teachers' motivational fluctuations in their contexts. With this aim, an instructor from a state university as the participant is selected to explore the factors that support, hinder, and maintain teacher's motivation. As complexity systems cannot exist in isolation, all the systems interplay within the other systems. Thus, online teacher education programs are examined whether they have a role on the teacher's motivational fluctuations as the other components. Classroom observations, both online and face to face in-depth interviews are utilized to uncover the details of teacher's motivational trajectories.

Keywords: complex dynamic system, teacher psychology, teacher motivation, second language teaching and learning.

Introduction

Motivation has been one of the most prominent factors that have an influence on language learning and teaching process. While there has been such abundance of works on motivation, most researchers highlighted that little attention has been paid to teachers (Dörnyei, 2001; Ellis, 2008; Mercer, 2018; Mifsud, 2011; Ushioda, 2016) particularly language teachers when compared to robust literature that covered the theory and research on student motivation.

Although there is a growing interest in language teacher motivation, it is still considered 'in its infancy' (Urdan, 2014, p. 228). However, it is crucial to understand and contribute language teachers' motivation for some reasons. On one hand, 'teacher with high job satisfaction, positive morale and who is healthy should be more likely to teach lessons which are creative, challenging and effective' (Bajorek, Gulliford & Taskila, 2014, p. 6). That is, their psychologies, motivation, emotion and more generally their well-being is connected to several other factors such as their enthusiasm and commitment to their teaching (Han & Yin, 2016; Kunter et.al.,2011; Sinclair,2008; Richardson & Watt, 2010), their quality of teaching (Koran, 2015; Baleghizadeh & Gordani, 2012), and these, in turn, proved that there has been a mutual relationship which teacher motivation and practices reinforce student achievement and motivation (Atkinson, 2000; Cheng and Dörnyei 2007; Dörnyei and Csizér,1998; Guilloteaux and Dörnyei 2008; Richardson, Karabenick & Watt, 2014; Han & Yin, 2016). On the other hand, language is a skill-based competence (Gabrys-Barker & Gałajda, 2016). Although they feel confident in their pedagogical knowledge, especially non-native language teachers endure lower levels of self-efficacy and self-confidence. Also, their high level of anxiety may cause negative outcomes in terms of their teaching. In addition, language requires the whole social being of a person (Williams & Burden, 1997), for this reason expressing oneself in a foreign language is quite demanding regarding teachers' self-efficacy and professional identity. One of the prominent views is identified by Dörnyei and Ushioda (2011) as four components of language teacher motivation. These

components subsume first, the internal factors as the main constituent which is associated with the intrinsic desire to teach and convey the knowledge and value to others. This internal aspect is also corresponding to three basic human needs which were proposed by Deci and Ryan (2000) as language teachers need to satisfy their psychological needs such as autonomy, relatedness, and competence, and contribute to their growth as individuals. Second component which is social contextual influences can be divided into micro (school-based extrinsic factors) and macro (systematic/societal factors) levels (Dinham and Scott, 2000). The other aspect which refers to teachers' career advancement opportunities is temporal dimension, and the last component of teacher motivation addresses the negative influences. These demotivating factors can be generally categorised as stress, restricted teacher autonomy, insufficient self-efficacy, content repetitiveness and limited opportunities of intellectual development and finally inadequate career structures (Dörnyei and Ushioda, 2011). More recently, as in language learning motivation, trends in language teacher motivation research are characterised by a complex and dynamic systems approach. The complex dynamic systems paradigm has changed the way that researchers carry out L2 teacher motivation studies (Bier,2014; Hiver, Kim, & Kim, 2018; Kimura, 2014; Kubanyiova, 2019; Kim & Zhang, 2013; Sampson, 2016). While linear cause-effect relationships in motivation were investigated with different dependent variables in social-psychological period, complex, ever-changing and ever-evolving relationships where we can see fluctuations and individual variation, as well as interactions of various factors and non-linear cause-effect relationships, have been sought in dynamic approach (Al-hoorie & Hiver, 2019).

Statement of the Problem

There is a lack of empirical research on language teacher motivation from the complex dynamic system approach. Yet, with regard to language teacher motivation only small fraction of that amount has been done in psychological studies (Hiver & Kim & Kim, 2018; Mercer & Kostoulas, 2018; Jiying & Hongbiao, 2016). This study is an attempt to focus on teacher per se to understand their psychology especially their motivational fluctuations to teach and for their professional development within the nested system view.

Purpose of the Study

In light of the aims and purposes of the study, the research questions were addressed as;

1. How does motivation for teaching English as a foreign language fluctuate (within and between online teacher education programs)?
2. What are the factors that contribute to such fluctuations as self-identified by the participant teacher?
3. What emerging factors appear as both supporting and hindering teacher's professional motivation?
    - *What motivates teachers to maintain effectiveness?*
    - *What contributes to a loss of motivation?*

Methodology

The Study and Participants

The current study is an in-depth case examination that adopts process tracing as a research method in order to trace causal mechanisms of teachers' motivations by using a detailed, empirical analysis of two cases. The aim of process tracing is "to gain deeper understanding of the causal dynamics that produced the outcome of a particular historical case and to shed light on generalizable causal mechanisms linking causes and outcomes within a population of causally similar cases" (Beach, 2018). In order to explore a language teacher's motivational fluctuations within and between her courses with the possible contribution of the teacher education programs she participated in, the participant Zeze (pseudonyms) was chosen through purposive sampling. Based on the specific aims and objectives of the study, the purpose was to select relevant and meaningful sampling which corresponds to teacher with high and low motivation in this case. Both long-term observations and informal one-on-one and group discussions in her own work environment identified the choice of

specific participant. As a result of these observations and interviews, the salient features of the participant determined her selection for the study as, among a group of English lecturers, Zeze was attentive to her lessons and her students, she had compassion to learn and not to give up. She eagerly accepted to be a part of the study as the participation was voluntary and the privacy was respected.

Data Collection and Analysis

There are two steps in the study as data collection and data analysis. The data were gathered from various sources through the fall term of the 2020-2021 academic year: observations of online lessons, interviews, in-depth follow-up interviews, and researcher notes. Because of the pandemic, both the courses and the teacher education programs were conducted online. Therefore, observations were done through watching online courses as well as the interviews which were all video recorded. The observed lessons were selected according to the Teacher education sessions (TESs). TESs were planned throughout the term and carried out on a monthly basis. Attendance was not compulsory for the sessions and was determined depending on the weekly schedules of the instructors. To see if there has been any role of online teacher education on participant's motivation, the observed courses were selected based on the case that they had been conducted before, after, and a few weeks after the trainings (See *Table 1*).

Table 1.

Observation Schedule

Observed Lessons	Description	Zeze
Lesson 1	Before the trainings	23 October 2020
	TEACHER EDUCATION SESSION 1	
Lesson 2	Soon after first training session	6 November 2020
Lesson 3	A few weeks after the first training session	20 November 2020
	TEACHER EDUCATION SESSION 2	
Lesson 4	Soon after second training session	27 November 2020
Lesson 5	A few weeks after the second training session	11 December 2020
	TEACHER EDUCATION SESSION 3	
Lesson 6	Two months after training sessions - beginning of second term	3 March 2021

The observation checklist (see appendix A) was prepared by the researcher through reading deeply on motivation scales. Based on the purpose and research questions of the study, the items in the checklist were developed to evaluate teachers' motivation on different key areas or in other words categories such as their personal traits, organization, teaching style and caring their students. The relevant items were collected under each category and the duplicate or the irrelevant ones were excluded by checking with another researcher. The last version of the observation checklist contained 33 at all. Following observations, the semi-structured interviews with 10 questions were conducted via an online platform. The questions for the interview were developed by the researcher based on the findings from the observations and after a review of literature based on the possible factors that contribute to fluctuations of the participant as well as the influences that support and hinder her professional motivation through lessons. The questions were then checked by another researcher.

Follow-up interviews were implemented to delve deeply into the reasons for those fluctuations. The questions were prepared to obtain more specific examples from the observed courses and to validate the first-round interview results. Conducting a grounded theory analysis, first, initial and focus coding was done by the researcher then, to come up with valid and reliable patterns, the codes, categories, and themes were examined by two more researchers.

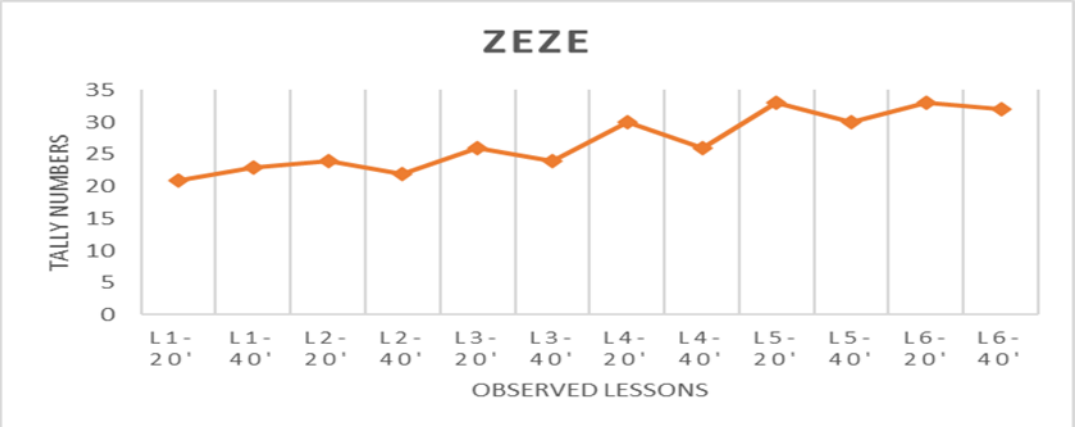
Results

Motivational Fluctuations of the Participant During Her Courses

The observations of online language teaching were held in six lessons. The researcher as an observer marked the items that the instructors demonstrated during their lessons for four months. The figure shows the motivational levels of the instructor by revealing the results of the counted items for each course. This is the first step to trace her motivational processes and it shows when her motivation changes or goes up and down. For a better tracing of the changes in the level of motivation, the observed lessons were chosen before and after TESs which can be considered as interventions. As shown in Figure 1, between lesson 1 and lesson 2, lesson 3 and lesson 4, and after lesson 5, the instructor attended TESs which were held in different contents. The findings of lesson observations reveal that the motivational level of participant varies both between lessons and each other and within themselves. While at the beginning of the classes she had a high motivation there seems to be a decrease towards the end of each class. The cause of these fluctuations will be presented in the next session.

Figure 1.

Motivational Fluctuations of Instructor throughout the Observed Lessons

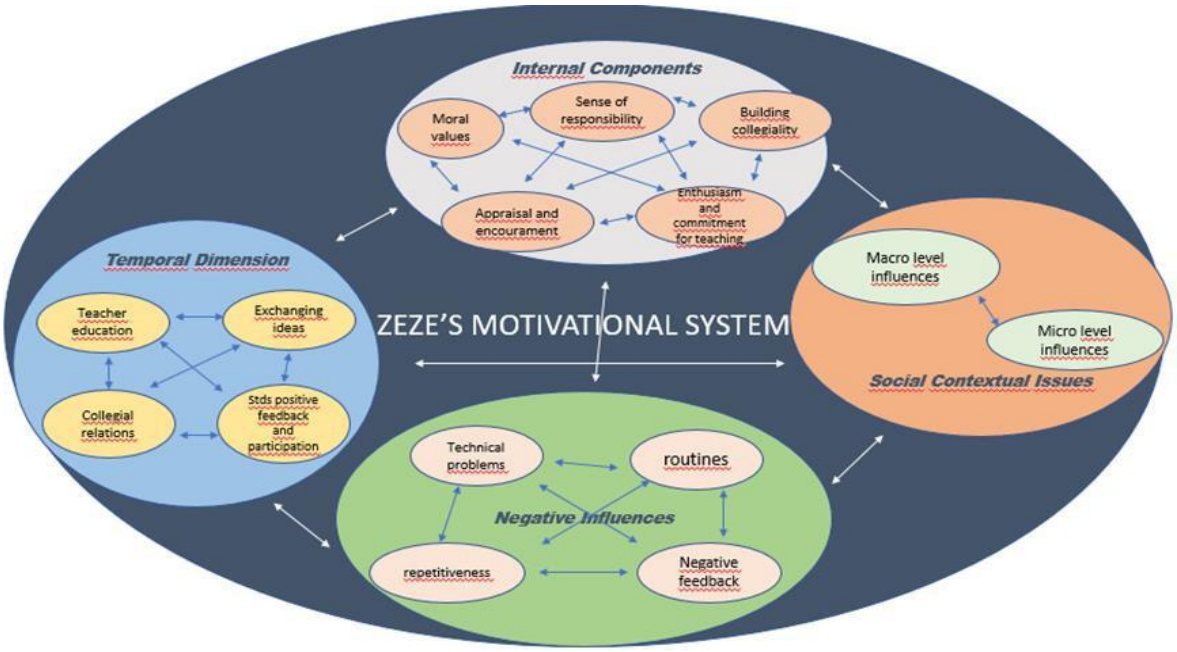


Zeze's Motivational Change

Throughout the interviews, while Zeze emphasized how she dealt with such problems and did not let them affect her motivation. Upon the analysis of the first interview with the participants, the emergent major motivational themes (see Figure 2) were categorised under four basic components namely intrinsic, social contextual, temporal, and negative influences which correspond to the literature (Dörnyei and Ushioda, 2011). The most prominent factor for Zeze's motivation is the value of her internal desire to teach and to learn something new. She defines motivation as "*Teacher motivation is the feeling of seeing that you touch your students' life, you touch people's lives, you teach them something and you are one of the important points in their lives, that's my teacher motivation actually*." This is also in relation to her willingness to serve society particularly her students as a part of her responsibility. She assumes the role of being the source of inspiration for her students.

Figure 2.

A Highly Interconnected Dynamic System of Participant Teacher's Motivation



As a teacher who constantly chases the opportunities to learn something new, another intrinsic factor behind her motive is sharing experiences and knowledge with her colleagues and building collegiality. Also, she expresses that *…comments from my colleagues also feed my motivation. When they say "Zeze, you're good, you use technology very well, that idea is great, etc, I feel so good and that I do my job well (at least as far as I can). I guess I like praise…*" As it is clear from her sentences, when she gets positive feedback from her colleagues on the practices or applications that she shared with them or when her students give pleasant feedback on the new tools she uses in the class, her motivation raises accordingly.

Another influence that stands for the social contextual motives of Zeze is based on her experience of online teaching. Due to the pandemic, an emergent distant education was experienced, thus the courses were conducted online. Considering this situation as a macro-level influence, our participant teacher builds her motivation upon this emergent distant education context. at the beginning of this period, she had some prejudices or negative thoughts about this new situation but then she called these prejudices "excuses" and tried to find new ways to increase her motivation. Besides, there were micro-level effects such as the problems with the online education platform that was used during the courses, students lack of participation with their cameras and voices, more broadly lack of interaction with students. All these seem to be negative effects of the social contextual dimension, however, Zeze did not base her motivation on such kind of drawbacks. Instead, she did not give up, her motivation was not affected by these factors and learnt how to cope with the emergent problems, enriched her teaching online. In return for this, she came up with more interactive courses, increases students' participation and make them excited about learning online. She explained how her thoughts changed before and during online courses;*"At first I was thinking that No, I cannot teach English, that's not possible there is no interaction etc. however when I reflect on my ideas … they are just excuses, of course face to face education and distance education they're completely different and face to face education has their own advantages but distant education has also its advantageous…"*

During distant education, the participant teacher attended several teacher education sessions which were initiated both by the school and by the participant herself throughout the term. Without any excuses, she participated in all the sessions, and it was observed that during these sessions she actively took part in the discussions. Her sentences reveal how she gained new insights and how she

felt refreshed by the help of these TESs. *"…so, due to both theoretical knowledge and practical aspects of the training, I thought I should do something too. …. seeing people working and doing something for the sake of education is one of the great motives which pushes me to work harder. Therefore, even after the first training, I started to integrate different types of activities into my classes rather than following the textbook alone…"* This temporal dimension which refers especially engagement with vocational advancement opportunities at the same time embraces Zeze's internal motives. She reflected the ideas, strategies, or tools she learnt into her courses to make her students excited about her courses and generally learn a new language. *"… first I try to explain myself, the purpose of the activity or the material and later it is becoming easier for me to use and to use and integrate that activity, material, technique etc. into my teaching practice."* She highlighted how breaking the routine, avoiding boredom for the sake of both herself and her students is crucial in her motivational process. These are also connected with her internal desire to serve her students and to be a source of inspiration for them. Moreover, after each session when she met with her colleagues, she asked them about the sessions and shared her own ideas, the points which she found interesting or useful. Thus, the feedback she took from her students on her usage of different tools and applications that she learned in teacher education sessions was another factor triggering her motivation to teach as understood from the excerpt *"…when I get positive feedback positive comments from my students I feel very motivated and I have the strength, I have the motivation to keep going and to keep discovering new ideas new tools, new strategies etc ."*

Another component that is somehow related to all these factors is negative influences. Even though she does not allow negative influences to affect her motivation and be reflected in her courses, she has experienced negative influences within herself. These are basically technical problems such as lack of interaction as the courses were conducted online, routines and negative feedback both from colleagues and students. Related to technical problems she indicated that *"…in most cases we have some technical problems especially when I try something new this is a bit demotivating thing for me because even the simplest things could be very difficult, challenging to apply in the classroom…"*Although her effort to break the routine is among the factors that derive her motive, the repetitiveness and routines in both the content and the applications she uses lead to losing her motivation to teach. *"…when you follow the same order, the same book, etc. it becomes a routine and you know routines get people bored after some time and I do not feel motivated when I cause such a routine class."* Having a major effect among negative influences, as negative feedback from colleagues leads her to feel low self-efficacy, it is counted as hindering factor to her motivation. She told about an event as an anectode; *"… in one of the meetings we were discussing about the exams so each of us were preparing one part of the exam…and in that meeting there were some negative comments, negative criticism about the questions I prepared. This general negative environment makes me a bit upset and demotivated. I felt very demotivated at that moment because I felt that I'm not good at preparing exam questions, I'm not good at assessment and since then interestingly I have had a kind of phobia for exams…"*

However, one important point that should not be overlooked is that she is very successful in regulating her emotions, especially her motivation. when she felt insufficient because of her colleagues' negative feedback on her exam preparation, she tried to find new ways to repair her self-efficacy. *"…it affected because as a person when you feel yourself incompetent in one area you try to develop or improve yourself in another area so I think to myself that OK if I'm not good at doing exams, preparing questions maybe it should be better to prepare good materials in class."* Likewise, the following quotation from the interviews indicate how she handles the negative influences; "*…when I have problems at my workplace with colleagues or the manager or private issues, of course, I have trouble in retrieving my motivation back. However, it does not last too long if I have to do something related to my job… I guess it is mostly due to my personal moral approach toward fulfilling my profession."* From these excerpts, it is quite clear that instead of giving up or letting demotivation capture her teaching, immediately she transforms the direction of her thoughts and emotions to the things that she can do better.

Discussion

By shedding light of the complexities that surround individual's life particularly teacher's both personal and professional lives, it is evident that there are both macro and micro level factors that affect the motivation of the individual teacher, and they affect each other from the inside to the outside. Four basic components were found as the main causes of motivational outcomes of our participant teacher. Through these causes there were a number of processes, various components which were all in interaction with others in an unpredictable way. As it is illustrated in Figure 2, there was not a stable, a fixed pattern. From the interviews with Zeze, when the first cause which is about intrinsic components are examined, the results showed that our participant teacher attaches the greatest importance to internal factors.

As suggested in the literature (Deci and Ryan, 1985) autonomy, relatedness and feedback consist of the main dimensions of this specific teacher. The findings about intrinsic components are compatible with the literature on language teacher motivation. In her study Pennington (1995) focused on the work satisfaction and motivation of teachers of English as a Second Language. She utilized a standardised work satisfaction questionnaire (the Minnesota Satisfaction Questionnaire) to 100 TESOL members who were selected randomly. It was revealed that Moral Values and Social Services were two highest rated facets which is in accordance with intrinsic component of teacher motivation. These were followed by Creativity, Achievement and Ability Utilisation which is again consistent with intrinsic job satisfaction. Accordingly, Dörnyei (1996) proposed that enthusiasm and commitment of teachers were generally confirmed to the most important factor. In another studies (Doyle and Kim, 1999; Erkaya, 2013; İpek & Kanatlar, 2018; Syamanda, 2017) it was found that intrinsic items were highly dominant over extrinsic ones and there is a strong sense of autonomy and relatedness which help teachers to internalize the value of the organization and this make them gain intrinsic motivation.

Furthermore, intrinsic facets of teaching process are more likely associated with teacher motivation which stems from contributing both students and their own growth that result in shaping future society through working with individual students (Kassabgy, Boraie, & Schmidt, 2001; Martin, 2006). Similar findings can be observed (Rahmati, Sadeghi & Ghaderi, 2018; Stezycka, & Etherington, 2020; Xiao, 2014; Hettiarachchi, 2013) that the positive relations with students, their development, success, participation, attitude, engagement with the activity and lesson, their motivation and appreciation and recognition of teachers are generally the most influential factors found in research studies. Kubanyiova (2009) conducted a longitudinal study with eight Slovakian teachers of English in order to analyze their motivation using future possible selves and she makes connections between teacher cognition, teacher motivation and teacher development. She attemped to expain individual complexities in how contextual conditions affect teachers motivation.

Conclusion and Recommendations

Teachers matter not just because of flourishing their students but also as individuals who are standing as the frontline workers and as well as students they should benefit from positive emotions, positive psychology In language learning and teaching process not only learners, but teachers should also be taken into account. Therefore, there is a huge need to utilize and adopt the approach of positive subjective experience, positive individual traits and positive institutions (Seligman and Csikszentmihalyi, 2000)

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CHAPTER 6

Investigating A Language Teacher's Self-Concept: Dynamic Nature of Self-Concept in Relation to Hybrid Lessons

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Abstract

The current study was conducted to see the main sources of dynamism and changes in a language teacher's self-concept during hybrid classes. Following Complex Dynamic Systems Theory (CDST), the self-concept of a language teacher's signature dynamics and strong attractors may be better understood with the help of retrodictive qualitative modelling. Thus, using qualitative approaches and longitudinal research in an integrated way, this study intends to explore the dynamism and complexity of a teacher's self-concept during English listening and speaking lessons, to supplement this domain of literature. This present study is a case study that aims to investigate a single individual in which the researcher explores in-depth data relating to numerous variables. Multiple data sources were adopted to find an answer to the research question, including weekly interviews and a mind map. To capture the idea of dynamic research, the study was carried out with a single teacher, and at the same time, the data were collected at many regular measurement points over the course of one semester. The findings crucially emphasized that the self-concept is a dynamic, changing and developing element for an individual. It is possible to observe contradictory selves at the same time and additionally, it is difficult to predict the next version of the self. Findings also suggested that this teacher's self-concept during hybrid lessons is not a static and one-dimensional endeavour but one that is always evolving. This study, thus, offers new ways of interpreting the self-concept of teachers as a complex dynamic structure.

Keywords: complexity theory, dynamic self, hybrid lessons, language teachers, self-concept

Introduction

In an increasing number of studies, individual perceptions of the self are the main focus of research recently (Yılmaz, 2018). Individuals' sense of self has an important role in interpreting their experiences, managing their learning and teaching process and affecting their achievement. According to research studies, there is a disagreement in terms of defining the self and measuring it (Brinthaupt & Lipka, 1992). In general, "self-concept" can be explained as one's self-descriptions of himself/herself or the abilities, which reflect individiuals' perceptions about themselves, not the facts. In other words, self-concept is seen as an evaluation of competence and feelings of self-worth (Pajares & Schunk, 2005). Mercer (2011a) claims that self-concept includes all the beliefs of an individual about himself/herself, "what one believes to be true about oneself" (p.14). Additionally, Leary and Tangney (2003) propose that the self is accepted as the set of mechanisms and processes on a psychological level that allows people to consider and evaluate themselves consciously. In this chapter, Mercer's definition of self-concept has been taken into consideration. Self-concept is thought of as a domain-specific construct in psychology and language learning and teaching. For this reason, research studies about self-concept need to be conducted in domain-specific ways (Mercer, 2011a). It is essential to know that a domain can be either a broad term such as teaching English or a tight one such as teaching English skills during hybrid classes.

With the help of qualitative methods in recent years, it is more possible to understand the dynamic and complex nature of the self-concept deeply. To understand the changing properties of

self-concept, it is required that researchers need to examine this issue over time (Demo, 1992) and qualitative data collection tools are required to be employed to explore the dynamic nature of self-concept (Mercer, 2011a). Using Complex Dynamic System Theory (CDST) which emphasizes the importance of holistic, complex and organic models, a dynamic integrated qualitative research design was employed in this study. Zeng (2015, p.28) asserts that CDST emphasizes "non-linearity, unpredictability, mutual adaptation, dynamic interaction, and self-organization for organizational life." Furthermore, Feryok (2010) demonstrates that complex systems evolve and develop throughout time, usually nonlinearly, with inconsistencies between input and output. Larsen-Freeman & Cameron (2008) indicates that these complex systems influence other systems while staying open and self-organized in their contextualization and co-adaptation process. Many disciplines, including the social sciences, are undergoing a "complexity turn" (Urry,2005). Complexity theory argues that we need to start from the inside to understand the development or decline in a system. We need to discover the inside of teachers and their "signature dynamics" which are seen as "unique developmental paths" to see system-specific outcomes rather than other possible outcomes (Dörnyei, 2014). Language teaching and learning is also witnessing this growing trend and it can be seen that research studies are conducted in the light of complexity perspective. Despite this situation, the complexity and dynamism of language teachers' self-concept during hybrid lessons topic has not been studied, to the best of my knowledge. Thus, the present study aims at investigating a language teacher's self-concept during hybrid lessons by contributing to a fuller understanding of the nature and potential dynamism of self-concept. For this purpose in mind, the following key question is generated.

What are the main sources of a language teacher's self-concept in relation to hybrid lessons?

Method

CDST proposes a selection of research methodologies which are qualitative, quantitative and mixed-methods and approaches which are appropriate for the language learning and teaching field (Hiver & Al-Hoorie, 2020). In this respect, retrodictive qualitative modelling was implemented in this study in accordance with the complexity perspective. In retrodictive qualitative modelling design, instead of using forward analysing, the data are analysed backwards to trace back the reasons that affect the system and particular outcomes (Dörnyei, 2014). In other words, the usual research direction is reversed by starting from the system outcomes which occur at the end. Additionally, a useful way to gather data for the study is an integrated research design by employing a grounded theory approach and retrodictive qualitative modelling at the same time. According to the integrated research method, research should include different perspectives together such as qualitative, quantitative, group-based and individual-based (Hiver et al., 2022). Also, case study research provides an in-depth understanding and points out rich, contextualized and personal data (Mercer, 2011a). Following this statement, this study was designed as an integrated qualitative research with a case.

The current study was conducted in the spring term of the 2021–2022 academic year at a Turkish public university's School of Foreign Languages. In this case study, the participant is a 29-year-old female English language teacher who is pursuing her PhD in English Language Teaching. She has been teaching English for more than eight years and she has teaching experience not only face-to-face but also online and hybrid. She has been teaching English skills in preparatory classes for three years and she has taught speaking and listening skills face-to-face, online and hybrid. It is possible to say that this situation provided the required data for retrodictive qualitative modelling to investigate her self-concept's signature dynamics. According to retrodictive qualitative modelling, Dörnyei (2014) states a "three-step research template" that includes: (a) identifying or establishing prototypes, (b) identifying the ones who are typical of the established prototypes and conducting interviews with them and (c) identifying the most salient system components and signature dynamics.

In this case study, the self-concept definitions from literature and previous studies and the acquaintanceship between the participant and the researcher were taken into consideration to conduct this study with her as she is continuously developing and exercising her self-concept. She has been my colleague for more than three years and she is studying PhD to develop professionally and personally. She is exercising her self-concept continuously, she knows herself and she believes in herself. For these reasons, she fits with the definitions of self-concept in literature. At this university, English speaking and listening skills were entirely held hybrid due to the pandemic. During hybrid classes, some students attend lectures from the online system and some of them are in the classroom. The participant has 24 hours of speaking and listening skills classes per week, but the self-concept of the participant was investigated weekly, between 4th March and 16th April (6 weeks) because of the participant's allowance since she was also studying for her PhD proficiency examination. Before the interviews, the consent form was provided to the participant and she was informed about the study's purpose and data collection process. She was also guaranteed anonymity and Lila was used as a pseudonym to hide her identity and for ethical reasons.

The present case study attempts to investigate a language teacher's self-concept with its dynamism. Based on this reason, six weekly interviews were conducted every Friday to see her perceptions about herself as an English language lecturer during hybrid classes. There were 10 – 15 interview questions each week that aimed to understand Lila's self-concept dynamics weekly, her ups and downs, ideas, beliefs and perceptions about herself as a teacher during the process of teaching English speaking and listening skills. Interviews were the main data collection tool for this study which provided to get reliable and useful data. Mercer's (2011b) open-ended interview guidelines were taken into consideration to get information about self-concept and helped me to develop interview questions. The interview questions were piloted before the study and evaluated by another colleague to provide consistency. The interviews took place online and they were recorded every Friday during the study since it was suitable for the participant and the duration of the interviews was approximately 60 minutes.

To get detailed information about Lila's self-concept during hybrid classes and understand the main sources of her self-concept better, she was asked to prepare a mind map that includes her beliefs, experiences, ideas and feelings. According to Buzan (2011), mind maps unlock the potential of the brain and they provide an important key by being powerful graphics. With the help of a mind map, the findings became more observable about her self-concept. The analysis of the mind map was linked to the codes and categories obtained from the interviews and this situation enriched the reliability and consistency of this study.

The interviews were conducted in English as the participant is an English language teacher and they were transcribed verbatim. The data were coded line-by-line by using Atlas.ti and Grounded Theory Approach was followed to analyse the data. In the Grounded Theory Approach, the data are coded and re-coded again and again until the point of "saturation" (Charmaz, 2006). During the coding phase, influencing actions on her self-concept were determined and underlying reasons were examined, additionally, the memos were employed when necessary to analyse the dynamic nature of data and formulate emergent questions. Besides the Grounded Theory Approach, retrodictive qualitative modelling was used to analyse Lila's signature dynamics and developmental trajectories. In other words, Lila's self-concept trajectories were identified "backwards" by reversing the order of things and employing retrodiction to understand the principal factors that shape her self-concept's stages (Dörnyei, 2014). The obtained data from the analysis of the interviews were supported by the data gained from the mind map. The keywords and themes from the mind map were synced up with the categories and themes of the interviews.

Findings

In this case study, it is aimed to find out the main sources that have a role in the formation of Lila's overall teacher self-concept during hybrid classes. To understand Lila's self-concept's main sources and its dynamism, the data were analysed in an integrated way. The emergent data from the grounded theory and the findings from the retrodictive qualitative modelling were analysed together with the support of a mind map. According to the findings, Lila has developed domain-specific selves which can be aligned as:

i. Lila's self-concept during face-to-face lessons
ii. Lila's self-concept during online lessons
iii. Lila's self-concept during hybrid lessons

Self-Concept During Face-to-Face Lessons

Self-concept is influenced by biological and environmental factors including social interactions (Brown, 2020). In the formation of self-concept, an individual's past experiences, their current and future selves and the self-schema play a crucial role. These concepts are connected and they affect the development and changes in the self-concept. Furthermore, these main components have sub-components that affect the whole system which can be identified as "the butterfly effect" in CDST. Before the pandemic, Lila was teaching face-to-face and she obviously developed her self-concept according to this situation. She had past selves and she already formed her self-schema about herself as a teacher. Considering her previous teaching experiences, she has a self-concept as a teacher of English during face-to-face lessons. When I investigated her past experiences and asked about her perceptions during face-to face-teaching, a positive and strong sense of self-concept is observed. She perceived herself primarily as a great and positive teacher, also she had a passion for teaching English and she was happy to be a teacher:

> *I assumed myself as a great teacher because teaching English is a great thing. We can engage with students when we are face to face.*
>
> *You know we are teaching English and we are communicating. Being a teacher is a great thing. Sometimes I move around the classroom, and sometimes I jump. I even danced in the classroom!*

Lila was aware of her teaching pedagogy and she knew how to apply different strategies to teach better. She was proud of her teaching strategies as it is understood from the excerpt above. Additionally, before the pandemic, when she was teaching face-to-face, she perceived herself as a facilitator and a scaffolder. She was feeling happy to be in the same atmosphere as her students, in the classroom and she was aware of the importance of her students' engagement and learning process:

> *I used different strategies, let me think, mostly I am focused on discovery learning. I just want my students to discover something with my help of course. Maybe we can say that I am just scaffolding, and they are trying to discover at this moment. For example, in my view of teaching I never directly say something like "this is that." Never. I always try my students to think differently…*

Lila is aware of her strengths as a teacher of English language by claiming her methods and approaches while teaching and she explains her teaching pedagogy above. In terms of her self-concept during face-to-face lessons, with her self-awareness, it is possible to claim that she has both a positive and strong sense of self together.

Self-Concept During Online Lessons

Even though she loves teaching and the idea of being a teacher, she experienced new selves with the pandemic and online lessons. Unavoidably, she is making comparisons between her self-

concept during face-to-face lessons and her self-concept during online lessons. Obviously, she was not happy while teaching online when there were not any students in the classroom:

> *Teaching just online is a challenging job now. Because it's hard to communicate with the students while I am and they are online. When I am explaining something, I am afraid that "Can I explain it online?" For example, before the pandemic, it was better but nowadays only with online lessons, because of online lessons, I am thinking that "Am I a good teacher? Can I teach well?" …*

As it is understood from the excerpt, Lila's self-concept has a downward trend in comparison with face-to-face lessons. She clearly explains her preference for face-to-face lessons and she developed a negative self-concept. Furthermore, Lila is afraid of misteaching, and she has started to question herself as a teacher. In other terms, she developed a feared self-concept which is the concern of someone about what he/she might become or not want to become (Markus & Nurius, 1986).

There are some clues about Lila's teacher self in these excerpts. For instance, instead of sitting and explaining the session, she prefers to be active in the classroom as a teacher. For this reason, she perceives herself as inadequate for her students while teaching online and teaching just online made her feel negative even though she had a positive self-concept when she was teaching face to face:

> *I'm just sitting and explaining the session in front of computers. I don't like this situation. It's not for me.*

The comparison between her face-to-face self-concept and online self-concept might indicate that these two self-concepts can be interrelated with each other. Lila's previous teaching experiences with face-to-face classes shaped her self-concept as a teacher and she had satisfaction while she was teaching face-to-face. However, the transition from face-to-face to online triggered her perceptions about herself with comparisons from past to online teaching situations, and her face-to-face self-concept caused dissatisfaction during online lessons.

Self-Concept During Hybrid Lessons

When Lila's self-concept is investigated during hybrid lessons, it is observed that she is experiencing chaos and she has developed contradictory selves together such as positive and negative selves which can be thought of as a combination of face-to-face self-concept and online self-concept:

> *For the 1st session of hybrid lessons, I wouldn't know what I should do. There were some students online and some students face-to-face. It was so chaotic. I am still in front of the screen but there are some students in the classroom, too.*

Sometimes she perceives herself as a good facilitator for her students, but sometimes she thinks that she is tired and moody:

> *We are experiencing a new system. It's better than online. It's better now. I can be a counsellor to my students as I was during face-to-face. But we need to work hard. Sometimes I feel tired and moody.*

She sometimes finds herself in a position of positive self or she experiences the opposite situation which can be named as a negative self. From time to time, she is afraid of misteaching, but she sometimes has a strong sense of self as well. In a nutshell, this situation can be defined as a "dynamic self" when we look at her self-concept during hybrid lessons. According to Demo (1992), the term dynamic self can be defined as a continuous, developing, active and changing element for an individual. He emphasized that the dynamic self can be characterized by being both stable and changeable over time and experience. She is aware of this change and she tries to adapt to the situation by adjusting and regulating herself. Additionally, she developed some future and possible selves during hybrid lessons:

Teaching face-to-face was the one I prefer. But nowadays, with the pandemic, we are experiencing a new system. There is a change and there will be a change in me and the system.

As a result of these three domain-specific selves, it is understood that Lila has highly interrelated and connected self-concepts. Lila's face-to-face self-concepts and online self-concepts built her hybrid self-concept. Lila's perceptions about herself during hybrid lessons can be seen as a result of her previous teaching experiences and her self-concepts during face-to-face and online teaching. She lives a combination of her self-concepts during face-to-face and online while she is teaching hybrid:

I am aware of individual differences and I try to do my best to gather their attention and to make them participate in my lessons. It is easy to do it when they are in the classroom, but it is more difficult when they are online. Hybrid lessons helped me to some extent. When there are some students in the classroom, I feel better and I teach better. The students in the classroom participate more and motivate their online friends. This situation makes me more concentrated on teaching.

Sometimes she admits the advantages and positive sides of hybrid lessons, however, sometimes she has down moments and switches to her negative and feared self-concept.

I am learning and developing myself with hybrid lessons. For example, I developed my management skills since I have both online and face-to-face students.

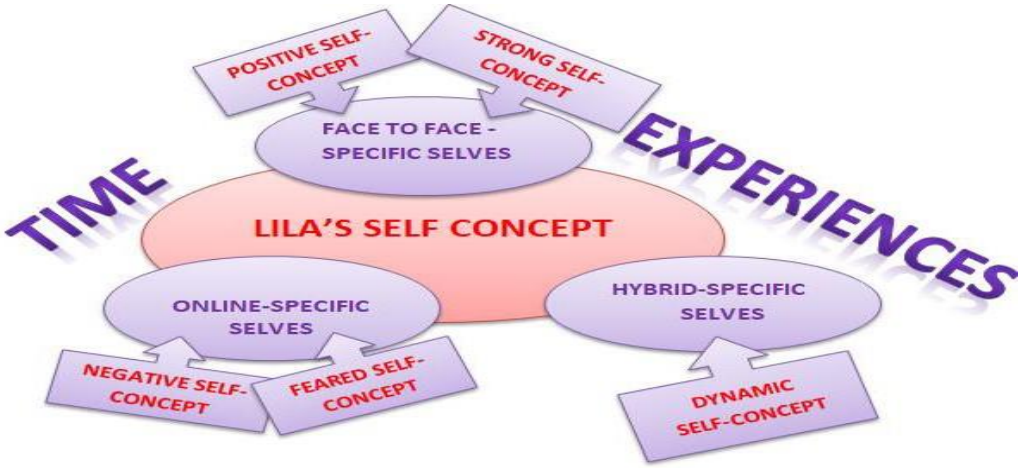
I want to teach face-to-face again, otherwise, I am afraid I can feel a degree of burnout soon.

The data gathered from the mind map also verifies the findings above. When Lila put herself in the centre and thought about her feelings, beliefs, ideas and experiences, the contradictory statements were seen together as a sign of a dynamic self. For instance, she can monitor students, interact with them and make eye contact during hybrid lessons and she is positive and happy about this situation. On the contrary, during hybrid lessons, she claims that students can have some technical problems and refuse to participate in the lessons and these are demotivating for her and her students, as a result of this situation she becomes negative and frustrated. She emphasizes the dynamism and change which directly affects her overall self-concept and she claims that she is still exercising her self-concept:

Actually, it is hard to define myself as something. I am still learning as a teacher and developing myself. The week is a continuous thing, teaching is a continuous and changing thing I mean I cannot explain it as a whole. One day everything is perfect and I am positive, one day I just feel tired and negative. When I think about the whole week, considering all the aspects of the week, no, no it is really hard to define it.

As a result of these interviews and mind-map, it is possible to say that Lila's overall self-concept is shaped by time and experience. During the time of face-to-face teaching, she had a positive and strong self-concept. With Covid-19 and online teaching time, unavoidably she developed a negative and feared self-concept. When it comes to hybrid lessons, there are some students in the classroom and some students online. As a result of this situation, she is experiencing the combination of her past two selves which are her face-to-face and online self-concepts. Because of this combination, Lila has developed a dynamic self in which she perceives herself positively and negatively at the same time and also she has a feared or strong sense of self together (see Figure 1). In other terms, Lila's self-concept as a teacher can be thought of as particular and context-specific which changes upwards and downwards according to the contexts and situations.

Figure 1.
Lila's Overall Self-Concept

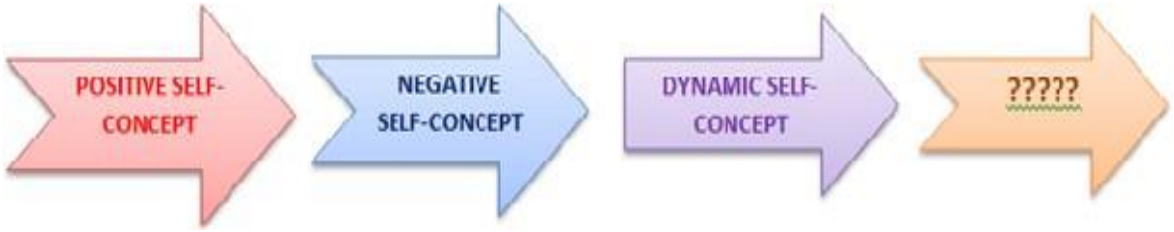


Signature Dynamics

Apart from the salient patterns which are observed in Lila's self-concept, it is important to note her signature dynamics according to the collected data through retrodictive qualitative modelling. In the beginning, during face-to-face experiences, Lila perceived herself with a positive self-concept as a teacher of English language. Later on, because of the pandemic and distance education, everything turned online and she discovered something negative about herself. As a final stage of her signature dynamics, she is currently teaching hybrid and she is experiencing both positive and negative selves together, and this can be named a dynamic self. In this unpredictability and continuous change, it is difficult to say a certain end or predict her next signature dynamic (see Figure 2).

Figure 2.

Lila's Signature Dynamics



According to the findings, Lila's self-concepts are complex with ups and downs in this particular context and Lila experienced chaos from time to time. She is aware of the change and she tries to regulate herself according to these changes. Some of her self-concept components are related to hybrid lessons and some of them are related to her previous experiences which are face-to-face and online teaching.

Discussion

The complexity perspective reminds us that L2 teaching and learning is open and interacting with other systems, rather than being a wholly 'bounded' entity (van Lier, 2004). It is a complicated and unexpected concept that develops in non-linear patterns. Lila's self-concept is affected by many components such as students' conditions, materials, technology, her beliefs and values, her teaching pedagogy and approaches etc. during face-to-face, online and hybrid classes. It is difficult to find out

a cause & effect relationship or a single conclusion. Lila's self-concept has been influenced by internal factors as well as external factors. Those internal factors can be counted as emotions, beliefs, values, ideas, previous experiences etc. Among these internal factors, Lila felt some emotions such as happiness, unhappiness, satisfaction, frustration etc. In their studies, Lohbeck, Hagenauer and Frenzel (2017) claimed that a teacher's self-concept is linked to emotions one by one, such as enjoyment is linked to a positive self-concept and anger is linked to a negative self-concept. Considering students' condition as an external element which shaped Lila's self-concept, their engagement, participation and attendance for hybrid classes formed and re-formed her teacher's self-concept both positively and negatively. In 2014, Yeung, Craven and Kaur concluded that teaching approaches are highly associated with teachers' self-concept, on the other hand, beliefs about students and their behaviours are not related to this element which contradicts this result. Additionally, their findings demonstrated that to provide quality teaching, teachers' self-concept and values for learning are essential constructs.

Findings of the participant's eight semi-structured interviews and the mind map provide evidence that the main sources of Lila's self-concept can reasonably be regarded as a complex dynamic system. These main sources are particular to Lila's context and her previous experiences as a teacher. The data revealed that Lila has a passion to teach English and she loves to be an English language teacher in general. However, because of the pandemic, online and hybrid education, her perceptions about herself as a teacher have shown a downward trend. For instance, from time to time she expresses that she is afraid of having a kind of burnout or she worries about misteaching because of hybrid classes. This situation leads her to develop a dynamic self as a teacher that includes positive and negative selves and contradictory perceptions together. According to a study from Canada, during the Covid-19 pandemic, teachers demonstrated both resilience and burnout such as an increasing degree of exhaustion and an increasing degree of self-efficacy for classroom management and achievement (Sokal, Trudel & Babb, 2020).

Another issue that needs to be considered for Lila's self-concept dynamics is time and experience. These are very important during the change in Lila's self-concept. Our lives are constantly changing, and it is important to respect the fluctuation, change, stabilization and change again (Demo, 1992). The signature dynamics that emerged from the obtained data have revealed that these three themes not only work as domain-specific but also they are connected and interact with each other during the time of this study. It is important to be aware of Lila's signature dynamics which occurred at certain times and contexts. In every transition during Lila's teaching process, she developed a new self-concept by comparing and exercising the ones she had before. Similarly, a study from Kumazawa (2013) indicated the importance of time and experience for EFL teachers' self-reflections. The study pinpointed that with time and experience, EFL teachers' self-perceptions reshaped, and they regained their motivation to teach with a high self-concept. Likewise, Mardiningrum (2017) explored EFL teachers' self-concept, and the results demonstrated that as teachers gain new experiences over time, it is easier for them to cope with struggles and formulate their self-concept accordingly.

The complexity and dynamism of self-concept can be influenced by many factors including past experiences, social environment, working conditions and one's own beliefs, ideas, values and expectations and so on. Yılmaz (2018) investigated self-concept by following complex dynamic systems theory. In his study, he emphasized the importance of complexity and dynamism of self-concept and he found that EFL teachers' self-beliefs affected their self-concept development positively and negatively. Furthermore, the experiences shaped teachers' self-concept which can be once dynamic and also stable according to their beliefs. Lila's self-concept appears to be both dynamic and stable according to a variety of conditions. Our sense of self derives from salient elements such as our social environment, our thoughts, feelings and behaviours in a personalized and

contextualized way (Markus & Nurius, 1986). This conceptualization is fruitful in understanding the self-conception that one carries is specific for that individual.

Conclusion

The dynamic nature of the self-concept of an English language teacher was investigated in this study in the light of complex dynamic systems theory. Lila has developed a dynamic self-concept during hybrid classes with the effect of many components including the system, students, the workload, her previous experiences and her teaching pedagogy and so on. It is important to take the teachers at the core and study their psychology with complexity lenses since everything is nested in the developing and changing system. In this study, the multifaceted and dynamic nature of self-concept is particular for that individual and for that setting. Nevertheless, this research may shed light on researchers and teachers to question and think about themselves to consider their selves or conduct similar research in their particular contexts. In this way, it would be easier for them to know their selves and be able to transform themselves into their "true self" which aims to create the best image and version of their personalities (Maksimović & Osmanović, 2019).

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CHAPTER 7

Perceptions of Teacher Burnout Among ELT MA Students

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Abstract

Burnout is usually defined as a response to constant exposure to chronic emotional and interpersonal stressors at work. This phenomenon is characterized by three dimensions exhaustion, cynicism, and inefficacy. In the current setting, teachers who are affected by burnout are increasing and even novice teachers are affected by teacher burnout. To examine this phenomenon closely in this specific setting, the present study attempts to investigate teacher burnout in the case of participants who are facing role ambiguity in their daily life while they try to fulfil the requirements of the different roles they have (being a teacher and a postgraduate student). This qualitative case study reports insights from nine ELT MA students who are also working at the same time as EFL teachers in various educational settings and levels. The data were gathered through an open-ended questionnaire formed after Maslach's Burnout Inventory and analyzed using Creswell (2009)'s qualitative data analysis and interpretation steps. The analysis revealed that teachers who were struggling with symptoms of burnout due to various reasons including low salary, heavy workload, poor administrative support, parents, heavy workload, negative self-efficacy beliefs, lack of student motivation, working hours, and role ambiguity (being a teacher and a student at the same time). This study concludes with a practical implication to improve teachers' professional well-being and some suggestions for future studies.

Keywords: EFL teachers, emotional exhaustion, mental health, teacher burnout, teacher wellbeing.

Introduction

Teaching has been perceived as a demanding job since teachers encounter a variety of problems in the classroom and outside of the classroom, including a heavy teaching load, demanding students, ambitious leaders, and workplace requirements. Because of this reality, it is possible for teachers' professional well-being to be influenced by these stressors in the work atmosphere. As a result of this, the relationship that people have with their work, and the difficulties that can arise when that relationship goes awry, have been long recognized as a significant phenomenon of the modern age (Maslach et al., 2001). The term "burnout" has been used to define this phenomenon since the 1970s. Burnout has been defined as "a psychological syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who work with other people in some capacity" (Brouwes & Tomic, 2000). As for the teachers, one of the consequences of this continuous exposure to the aforementioned stressors is burnout. According to Bermejo-Taro et al. (2016), "The exposure of teachers to burnout is a highly prevalent phenomenon: recent research shows that between 10 and 20% of teachers could be suffering from high burnout levels and between 20 and 40% from moderate levels" (Bermejo-Toro et al., 2016). It has been shown that the effects of teacher stressors on burnout levels and direction are complex and often tempered by a wide array of resources from several studies (Bermejo-Toro et al., 2016; Skaalvik & Skaalvik, 2017). Teacher burnout stems from traditional stress models which show that the stress response is a consequence of the balance between stressors and coping resources in a given context. Contextual demands, personal characteristics, and interpersonal skills are examples of such resources.

Burnout is a concept used to describe a response to long-term stress that is directly linked to the emotional strain of interacting with other people frequently and intensely. Particularly, it seems

that professionals working in human services (e.g., nurses, physicians, social workers, and teachers) are vulnerable to burnout. (Maslach, 1982). The concept of "burnout" was brought into the light by Freudenberger (1974) to help people in need, specifically those who work in human services fields such as health care, psychotherapy, police work, social work, and legal services. Later on, the concept of burnout has been defined as "a syndrome of emotional exhaustion, depersonalization, and reduced personal accomplishment that can occur among individuals who do "people work" of some kind" by Maslach and Jackson (1986). This phenomenon was also recognized and defined as "burn-out is a syndrome conceptualized as resulting from chronic workplace stress that has not been successfully managed. It is characterized by three dimensions: feelings of energy depletion or exhaustion, increased mental distance from one's job, or feelings of negativism of cynicism related to one's job; and reduced professional efficacy" by World Health Organization in ICD-11 (2019). These core three dimensions were also named emotional exhaustion, depersonalization, and reduced personal accomplishment (inefficacy) by Maslach, Schaufeli, and Leiter (2001). Since burnout has become a widely known phenomenon in recent years, this resulted in a growing interest in teacher burnout in various educational settings regardless of teachers' domains. This study focuses on EFL teachers who are also MA students at a public university in Turkey. The present study is an attempt to investigate teachers' current state and perception of teacher burnout.

It is not uncommon for stress to be intertwined with almost every profession; however, some professions are at a greater risk for higher levels of stress, burnout, and depression compared to other professions. Because of the nature of the profession, teachers are prone to higher levels of stress and burnout and it has been considered a stressful profession in several education modalities and societies (Parte, Herrador- Alcaide, 2021). Burnout has great importance in educational contexts since it affects both sides, teachers, and students. Teachers have to overcome several challenges and demands such as managing classrooms and contributing to students' development. However, these demands and challenges become increasingly harder for teachers to overcome if teachers are facing large class sizes, complex and various learning needs of students, lack of resources, poor administrative support, low salary, problematic student behaviours, irresponsible parents, insufficient funding, heavy workload, and extended work hours beyond the classroom. If teachers are constantly being exposed to these stressors, it is possible for teachers' mental health to get influenced by these stressors and as a result, they might have to face burnout. In this sense, teacher burnout is conceptualized as resulting from long-term occupational stress (Maslach et al, 1996) – the experience of unpleasant and negative emotions resulting from aspects of the work as a teacher (Kyriacou, 2001). In other words, it can be defined as a complex set of negative feelings and attitudes toward teaching.

The analysis of the recent related studies of teacher burnout has revealed that only a few of these studies were related to EFL teachers' burnout (Nayernia & Babayan, 2019; Roohani & Dayeri, 2019; Erdağ & Tavil, 2021; Kimsesiz, 2019; Kalantari & Kolahi, 2017; Güneş & Uysal, 2019; Amiran, Amiran & Masjedy, 2020; Zabihi & Khodabakhsh, 2017; Ghasemi, 2021). However, none of the studies was concerned with EFL postgraduate students who are actively working as in-service EFL teachers. In light of the literature review of the recent studies and regarding the research gaps found, this study is planning to contribute to the existing literature by investigating teacher burnout among English Language Teaching postgraduate students at a public university (MA students) who are actively working in different educational levels such as primary school, middle school, high school, and higher education. In line with the aim of the study, two research questions were posed for the current study:

i. *Are participants affected by teacher burnout?*
ii. *What/How do these teachers feel about their profession?*

Method

Research Design

The main objective of the present study was to investigate teacher burnout among English Language Teaching master students at a public university to find out whether they were affected by teacher burnout. A qualitative research design is employed in the present study to gather EFL teachers' perceptions regarding teacher burnout since qualitative research design is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem (Creswell, 2009). Within the qualitative research design, the case study approach was also used.

The case study approach was determined as a suitable approach for the current study for various reasons. Yin (2013) highlighted that the case study is appropriate when the objective is to carry out an exploratory study, with questions of how or why to investigate a phenomenon within its natural setting, therefore, the case study approach was considered an appropriate approach for the current study. Furthermore, due to the case study's nature, it allows researchers to take participants' perspectives and perceptions into account in a setting.

Participants

For the study, the participants were recruited from English Language Teaching master's class at a public university. A total of 8 EFL teachers agreed to take a part in the current study. Six out of eight participants were female while two of the participants were male. Participants' age varied from 22 to 33. Two of the participants were 22 years old, and two of them were 25 years old while the rest of the participants (n=4) were 23, 26, 30, and 33 years old. As for the teaching experience, three of the participants had 0-2 years of teaching experience. In addition to that, two of them had 2-4 years of teaching experience while one participant had 4-6 years of teaching experience while the rest of the participants (n=2) has 6+ years of teaching experience. In terms of bachelor's degrees, all of the participants had a bachelor's degree in English Language Teaching except only one participant had a bachelor's degree in English Language and Literature. For the teaching certificates, the participants asked whether they hold a teaching certificate such as CELTA, DELTA, or TESOL. Most of the participants did not hold such teaching certificates; however, two of the participants holds a CELTA, one of the participants had DELTA, and one of them had TESOL. Furthermore, participants were asked about their current teaching context. According to the results, participants of this study were currently working in a primary school context (n=2), middle school context (n=1), and high school context (n=1), and the rest of the participants (n=5) were working in a higher education context. Moreover, the workplace of the participants differed. Participants of this study were currently working in a private school (n=2), a language school/course (n=2), a public university (n=2), and a private university (n=1), whereas one participant was giving private lessons. In terms of the working hours, the majority of the participants (n=6) were working as part-time EFL teachers, whereas the rest of the participants (n=2) were working full-time.

Data Collection Instruments & Data Analysis

In the present study, an online open-ended questionnaire was used. This questionnaire was formed after Maslach Burnout Inventory- Educators Survey. At the end of this process, ten questions were formed after MBI-ES. In addition to these ten questions, participants also answered some questions that were targeted to gather demographic data of the sample such as age and gender. The open-ended questionnaire was checked by an expert in the field.

To collect data, participants were informed about the study and the online open-ended questionnaire. After then, the open-ended questionnaire was shared with the participants. Participants were not obligated to participate in this study, participants volunteered to participate in this study. The consent of the participants was asked at the beginning of the open-ended questionnaire. Participants answered questions in their settings outside of the school when they felt comfortable or willing enough to complete the questionnaire.

As for the data analysis, it was carried out in light of Creswell (2009)'s data analysis and interpretation steps. The data analysis process started with the gathering of qualitative data. Then, the data was organized and prepared for analysis. As a next step, the researcher read through all data and then start coding the data by placing them into interrelated themes. As the last step, the researcher interpreted the meaning of the themes.

Results

To analyze burnout among the participants, ten open-ended questions were prepared to obtain more detailed data. All of the participants answered these ten questions regarding their experience within their teaching experience and current teaching context. As for the first open-ended question "Does your job make you feel emotionally drained? If so, please explain the reason why.", teachers' answers were varied. Some of the teachers were feeling emotionally drained due to low salary, school policies, or their responsibilities as can be seen in the following excerpts:

> *"I teach English to young learners in a private school. Although they are very young, their views are very important to the director of the school. Therefore, I need to make my students happy all the time and this is not an easy task. Most of the time I feel like a clown instead of a teacher. Also, I can't apply the techniques I want due to school policy. For these reasons, I feel inadequate and tired, and these make me feel drained." (T6)*

> *"Yes. Considering the amount of responsibility, I have been carrying as a teacher in terms of material preparation, in-class and out-of-class checks of students' homework and extra materials provided, teacher-parent meetings, and administrative meetings, I feel fully drained and exhausted." (T3)*

Some of the teachers still felt emotionally drained but not all the time. They felt emotionally drained from time to time because of the workload, working hours, students' unwillingness to learn, syllabus, etc. The following expressions were made by the teachers who feel emotionally drained from time to time:

> *Sometimes it does. Workload, working hours, students' attitudes towards learning English, and problems related to school management are the reasons. (T4)*

> *Sometimes yes, I feel l am working in vain. Students do not show any effort for learning. If they do not want to learn, how Can l help them? (T1)*

On the contrary, the rest of the teachers did not feel emotionally drained at all. Teachers who work part-time agreed upon this point since they do not work as heavily as full-time teachers. One of the teachers' stated their opinion as in the following:

> *Since I work 20 hours a week, I don't feel exhausted a lot. (T8)*

In terms of the second open-ended question, "How do you feel at the end of a workday? Do you feel fatigued that you have to wake up and face another day on the job?", some of the teachers mentioned that they feel fatigued to face another day on the job as it can be seen in the following:

> *If I have evening classes, that means that I have to work from 9 a.m. to 8:15 p.m. and therefore I feel extremely exhausted. The next day, I woke up tired. Since I have to wake up early to go to school, I try to make it through the day. (T4)*

> *If I have lessons for young learners whose level is beginner, I force myself to go to work. As they are very energetic, I need to repeat everything over and over again. (T6)*

Some of the teachers also stated they feel exhausted after long hours of teaching and/or MA courses, but they did not feel fatigued to wake up and face another day on the job. Teachers who feel this way reported that:

I have 8 hours to teach one day a week so sometimes I feel exhausted because of the long working hours. (T2)

From time to time yes because I have a full-time job and master courses. (T7)

On the contrary, the rest of the teachers (n=2), did not feel fatigued at all. For instance, one of the teachers stated:

Not really. It's not only the negative aspects that I focus on about my job. No matter how much burden I am assigned, I love my job and I am happy the next day. (T3)

For the third question "Are you frustrated by your job? Does your job make you feel like you are working too hard in your job? If yes, please elaborate.", teachers' answers were varied. Some of the teachers felt frustrated by their job because of the challenging nature of teaching, students, low salaries, and deadlines. The following expressions were made by the teachers who felt frustrated because of their job:

I can say that. The reason is that I have a testing duty as well as a teaching job, I do two things at the same. The deadline for exams put a lot of stress on me. (T4)

Being a teacher is challenging. Especially when your boss wants you to connect with all your students. Also, my salary is very low compared to the work I do. For these reasons, I am working too hard. (T6)

Only one of the teachers is frustrated by his or her job to some extent. The following excerpt demonstrates his or her state of mind:

I am frustrated by my job to some extent. Yes, I try to do my best but unfortunately, I do not always feel happy about it. (T5)

The rest of the teachers (n=4) did not experience any kind of frustration because of their job. None of them felt frustrated or felt like working too hard in their job.

Regarding the fourth open-ended question, "Do you feel burned out because of your work? Please explain the reason why.", half of the teachers (n=4) felt burned out because of their job. The following excerpts enlighten their experience of burnout:

As a novice teacher, I was so excited when I start to work. Although I had small problems with my students, everything was fine at least for me. Then my supervisor told me that I am too harsh towards my students and my English proficiency is insufficient to teach English. Hearing these from a more experienced teacher shook my confidence. Therefore, I am burned out because of my job. (T6)

When my students don't try enough, I can feel that way. I feel like I am the only one who puts a lot of effort into it. (T7)

Yes, I sometimes feel burned out due to my job because I am not sure whether this job is appropriate for me or not. (T5)

On the other hand, some of the teachers (n=2) still experienced the feeling of burnout; however, not because of their job. These teachers felt burned out because of some other factors such as the expectations of the parents and school administration. The statements of the teachers can be seen below:

I feel burned out not because of my job, the time I have to spare for my job or my students, but the expectations of the families and the administration. (T3)

Not because of my work but because of MA courses, I feel burned out. (T2)

On the contrary, the rest of the teachers (n=2) did not experience the feeling of burnout at all. For example, one of them stated:

I do not feel burned because of my job. Sometimes students learn and I like seeing them achieve. That boosts me. (T1)

As for the fifth open-ended question "Do you feel that you are a positive influence on other people's lives through your work? Why?" the majority of the teachers (n=6) felt that they are a positive influence through their job on other people's lives through their work. For instance, the following statement was made by one of the teachers who feels like a positive influence on other people's lives via their work:

I feel it. I see they are achieving something. I show them how to do certain things: How to write, read or speak. They achieve and then they believe themselves to do more. Then I see myself doing something good. (T1)

The rest of the teachers (n=2) was not so sure about their influence in terms of whether they are a positive influence in other people's life. The following excerpt belongs to one of these two teachers:

I try my best to make my lessons as enjoyable and as informative as possible. Although my students have fun most of the time during my lessons, I don't know whether this affects their life positively or not. As I only see them two hours a week. (T6)

In terms of the sixth open-ended question "Do you feel like you accomplished many things in your job? If so, please exemplify.", majority of the teachers (n=6) felt like they accomplished many things in their jobs such as better communication skills and experience in classroom management. These statements were made by the teachers who feel like they accomplished many things regarding their job:

Last year, I studied with the students who would take university exams. I helped them to pass the exam. Students came and thanked me after the announcements of the results. That was one of the moments l felt l accomplished things. I am new to my job. I have things to do in the future as well. (T1)

Yes. Considering what I have achieved at this age as an English teacher with many certifications, years of experience in different schools and the ongoing development I have experienced, I believe I have achieved success. (T3)

The rest of the teachers (n=2) did not feel like they accomplished many things in their job. One of these two teachers felt like they could not teach anything to their students.

Regarding the seventh open-ended question "Do you think that your job make you callous toward people since you took your job? Please, explain", the results showed that most of the teachers (n=6) do not feel like they become callous toward people since they start teaching and on the contrary, they have stated that it was the quite the opposite, their job even raised their awareness. For example:

Definitely not. If any, it makes me listen to people more and care about what they say. (T8)

No, quite the contrary it has made me more sensitive and has increased my awareness. (T7)

On the other hand, the other two teachers' answers indicated that they become callous toward people. The following statements belong to these teachers:

Yes, but I try to act professionally in all academic situations. (T5)

I was too naive when I start to work. I didn't know how to say 'no' or to protect my rights. Although this job didn't affect my attitude negatively towards my students. Now, I feel more callous towards my supervisor. (T6)

For the eighth open-ended question "How do you treat your students? How do you see them? Do you see them as impersonal objects? Please explain.", teachers were on a consensus. All of the teachers (n=8) did not see their students as impersonal objects. As can be seen in the following excerpts, teachers valued their students as individuals with unique personalities:

I see all of them as a different and unique colour and I care about them a lot. They are a part of my classroom only for one term, but they also teach me a lot. They all have different backgrounds, dreams, and purposes. Whenever they do something that I am not familiar with, I remind myself of their uniqueness and things get easier to solve and accept. (T7)

As for the ninth open-ended question "Can you deal effectively with the problems of your students? Can you understand how your students feel about things easily?", teachers' answers varied. Half of the teachers (n=4) were able to understand their students' feelings and deal with their problems effectively. Some of them attributed this ability to their teaching experience whereas others attributed this ability to their caring nature and their ability to observe. The following quotations belong to these teachers:

Exactly. I believe that is one of my best features as a teacher. I care about their impressions, utterances, and change in habits. As long as I pay attention to their behaviours, I always deal effectively with their problems. (T3)

As a novice teacher, I didn't have a chance to teach English to anyone before. Therefore, in the beginning, it was very challenging for me to understand my students, especially younger ones. But after a while, I think I start to know them, and this made everything easier. (T6)

On the contrary, two of the teachers stated that they sometimes could not understand how their students feel about things and also have trouble when it comes to handling their students' problems. According to one of the teachers, it is because their students do not know how they feel about certain things:

Sometimes I don't because they do not how they feel about certain things either. I ask them to understand them more deeply, but they cannot explain. (T1)

In addition to these teachers, one teacher simply stated that this was not possible all the time whereas one teacher shared their experience by reporting that due to the limited time they spend together, their students do not share their problems with them. Apart from these teachers, one teacher considered the answer to this question would change depending on the problem.

In relation to the last open-ended question "How do you feel after working with your students? Exhilarated or frustrated? Why?" teachers were in a dilemma. Most of the teachers (n=6) argued that the answer to this question was dependent on some factors such as the flow and the subject of the lesson, students themselves, students' motivation and eagerness, and their feedback. These factors

Depending on the feedback I receive from my students, or their understanding of the lesson being taught, I feel both frustrated and exhilarated after each session. (T5)

It depends on the students. Some people drain your energy and will to live. But for the past 6-7 months I didn't have such students so I'm pretty happy to work with my current students. (T8)

The remaining two teachers stated that they feel exhilarated after working with their students. For instance:

> *Generally exhilarated because I believe that their energy and learning process motivates me a lot. At the end of the day, I know that in a way I affect their lives. (T7)*

Discussion

This qualitative study was conducted to investigate teacher burnout among English Language Teaching MA students in detail. The data was obtained through an online open-ended questionnaire. The goal of the online open-ended questionnaire was to gather detailed insights from ELT MA students regarding teacher burnout. A total of 8 ELT MA students' answers were gathered and analyzed in light of the main purpose and research questions of the present study. The significance of these participants was the role conflict they are experiencing since they act on both roles: teacher and student. As mentioned before, teaching is widely acknowledged as a stressful and demanding profession. The participants of the present study are experiencing the challenging and demanding nature of the teaching profession while trying to continue their studies in the MA program.

Regarding the factors that are causing stress and burnout, the findings of this study (low salary, poor administrative support, parents, heavy workload, negative self-efficacy beliefs, lack of student motivation, and working hours) were in line with the findings of the previous studies (Simões & Calheiros, 2019; Skaalvik & Skaalvik, 2017; Ratasiripong et al., 2020; Amiran, Amiran & Masjedy, 2020; Skaalvik & Skaalvik, 2021; Güneş and Uysal, 2019). In terms of the first research question, considering the response of the participants towards these factors, it is possible to say some teachers are affected by teacher burnout. The reason behind their feeling of burnout differs. Some of them are showing all signs of burnout because of the demands of the teaching profession such as poor administrative support, parents, working hours, low salary, etc. However, it should be also noted that some of the teachers are burned out because of the demands of the MA program not because of the teaching profession. In addition to that, some teachers are showing some signs, but they are not completely affected by teacher burnout. Furthermore, it can be also said that there are one or two teachers that are not affected by teacher burnout.

As for the second research question regarding ELT MA students' feelings towards their profession, it is possible to say that their feelings are varied. Some of the participants held negative feelings towards their job, even one of them stated that they are questioning whether teaching is the right choice for their career. Whereas some of them were bothered by some factors such as poor administrative support, lack of motivation of students, heavy workload of the MA program/ the role conflict, parents, and low salary, they still had positive feelings toward their job.

The present study has some limitations. To begin with, having a small number of participants due to remote education is one of the limitations of this study. Because of the pandemic, remote education continues, therefore, it was hard for the researcher to reach out to the participants who only had online lessons for this term and as a result of this situation, only 8 participants were recruited for this study. Another limitation of this study is the generalizability of the study for all ELT MA students who are actively working as in-service teachers. Since this study had only 8 participants and was also able to work with participants from one public university, therefore, if it were to replicate in another public university, the results might have differed.

For further research, it is recommended to conduct this study with a larger sample size to increase the generalizability of the research. Moreover, longitudinal studies can be conducted to observe and further analyze the relationship between role conflict and teacher burnout of ELT MA students. It is also recommended to use different data collection tools such as interviews, and diaries to obtain more detailed insight into the matter.

It is possible to recommend a practical implication to improve teachers' professional well-being. As we can interpret from the results of this study and the previous research related to teacher burnout, burnout has a negative impact on teachers' performance on a daily basis. Inventories such as MBI-ES, online open-ended questionnaires, and interviews can be conducted periodically to keep track of the burnout levels of teachers and take necessary precautions. In addition to the precautions, it is also necessary for preserving the well-being of the teachers and improving the quality of education.

Conclusion

The process of language learning and teaching can be negatively influenced by teacher burnout since students, teachers, and the lesson itself are interrelated. Issues caused by teacher burnout can result in serious consequences in the flow of the lesson, and it can also have a negative impact on the quality of the education. In recent years, researchers became interested in the topic of teacher burnout and its impact on education. In light of this awareness, this study was carried out to investigate burnout among a special case, ELT MA students. Since the teachers, in this case, are trying to fulfil the expectations of both roles (being a postgraduate student and also o teacher) at the same time, they require special attention from researchers. At the end of the analysis, this study revealed that role conflict can cause the feeling of burnout among teachers in this case. Therefore, it is crucial to keep an eye out for these teachers and also to investigate this matter in more detail.

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CHAPTER 8

Common Teacher Roles Performed By In-Service EFL Teachers

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Abstract

Language teachers undertake many roles including the instructor, facilitator, controller, participant, prompter, manager, tutor and mentor while performing their profession in a positive learning environment where learning is extensively facilitated. They sometimes take on multiple roles depending on the students' age and readiness. All these roles are vital for creating a fruitful and productive language learning atmosphere where each is carried out for different purposes. Nonetheless, some of these roles are at the forefront of others due to many factors driven by the curriculum, infrastructure and teacher's personality, teaching style or philosophy. With this in mind, this study investigates the mostly preferred roles employed by the teacher in EFL classrooms. It exclusively aims to gain insight into the most and least preferred roles by the teachers, and why and how they are employed in language classrooms. The data was collected from in-service EFL teachers who teach English at Turkish state schools using a questionnaire on different teacher roles. The results revealed that the participant and the organiser/controller have statistically higher scores in performed roles whereas the resource role has the lowest score despite being common for primary school teachers.

Keywords*: EFL teacher roles, EFL teaching, teacher roles.*

Introduction

As in all other courses, language teachers play the leading role in the language classrooms where they are expected to perform best to teach the target language. With this in mind, they undertake many roles including the instructor, facilitator, controller, participant, prompter, manager and mentor to create a fruitful atmosphere which enhances and reinforces language learning. They sometimes take on multiple roles depending on the students' cognitive and affective readiness. Nonetheless, they need to make some kind of distinction between who they are and who they are as teachers (Harmer, 2001) and to present a professional face to the students which they find interesting and effective rather than a stereotype in the classroom. All in all, they adopt a variety of roles to facilitate learning. Huang (2019) defines these roles as "all the teaching-related activities and behaviours that teachers do or are expected to do during the teaching-learning process across different instructional contexts". In a similar vein, Fareh (2018) views them as duties, functions and responsibilities that teachers assume to fulfil in the teaching-learning process. In more simple terms, Keiler (2018) identifies them as what teachers do in classrooms. These viewpoints point to the fact that teacher roles are more concerned about how teachers act in practice.

Claiming that teachers tacitly construct and reconstruct a conceptual sense of who they are (self-image) and what they do (their professional role identity), Farrel (2011) introduces the concept of the Teacher Role Identity that refers to teacher beliefs, values and emotions about teaching and being a teacher. Role identity is a psychological concept, which means one tends to be the same as other individuals or groups through imitating and internalizing the behaviour manner, attitudinal notion and value criteria (Aghaei, 2020, p. 602). Reflecting on teacher role identity helps language educators to see how teachers construct and reconstruct their views of the roles they undertake as language teachers and themselves in relation to their peers and their contexts. Table 1 outlines the common roles played by language teachers.

Table 1.
Main teacher roles in the language classroom (Harmer, 2001)

Controller/ Organizer	**Assessor**	**Participant**	**Resource**	**Tutor**
Organizes the lesson well	Observes and evaluates student performances	Participates in activities to motivate students	Provides necessary language metadata	Goes around the class ad and offers general guidance
In charge of class at the forefront as a leader	Corrects errors/mistakes	Promotes learner autonomy	Guides students where to look for	Creates personal contact with students to facilitate learning

As shown, language teachers are expected to conduct a variety of responsibilities ranging from organization of the lesson and evaluating the students' mistakes to promoting learner autonomy and facilitating learning. Initial teacher education is a foundational time for teachers as they begin to develop their teaching identity as they gain an understanding of what it means to be a teacher (Campbell et al., 2019). In this regard, Korotiaieva and Tkachenko (2018) advocate that today's foreign language teachers should have a broad background knowledge of the social environment that influences their students, different pedagogical techniques, social and cultural aspects of the language being taught, opportunities of the modern information technologies, techniques for diagnosing certain psychological characteristics of learners (p. 194). In addition to having this piece of theoretical knowledge in teaching profession, Naibaho (2019) argues that they must possess some roles during language teaching such as an organizer, an assessor, a prompter, a participant, a resource, a tutor, an observer, a performer, a controller and teaching aid, and that they should implement these roles to succeed in a student-centred learning environment.

A recent study by Suryadi et al. (2022) informed that the teacher played many roles from planning the materials, managing the class, monitoring and evaluating the students' progress implying that teacher professional development and teacher competence become a concern to optimize the teachers' roles. In a similar research, Juryatina and Amrin (2021) reported that the teacher mostly performed the roles of motivator, guide, controller and assessor. Nurfalah and Pupah (2022), on the other hand, reported that the students viewed resource and organizer as the most and least important roles of their teachers, respectively indicating that they still rely on their teacher and see them as the centre of the class in most classroom activities. Conducting research with a group of prospective EFL teachers, Aktekin and Çelebi (2020) noted that they find it difficult to position themselves as experts in and about the English language and that they feel a need to be equipped with expertise first and foremost in the subject matter, and then in didactics, followed by pedagogy (p. 113). These results imply that in ELT teacher education, certain language ideologies are still prevalent and need to be dealt with by teacher educators for transformative outcomes in education.

In light of the existing literature, the present study investigates the common language teacher roles performed by EFL teachers in language classrooms. Accordingly, the following research questions were addressed.

i. *What teacher roles are mostly performed by EFL teachers?*
ii. *Do EFL teachers statistically differ in preferred teacher roles concerning gender, length of professional experience and school level they work?*

Method

Participants of the study were 54 in-service EFL teachers working at primary, lower secondary and secondary state schools in Turkey. They were selected by the purposive sampling method. The demographic features of participants are displayed in Table 2.:

Table 2.
Demographic features of participants

Demographic Features	Groups	n	%
Gender	Female	46	83,6
	Male	9	16,4
Job experience	1-5 years	6	10,9
	6-10 years	13	23,6
	11-25 years	36	65,5
School type	Primary	6	10,9
	Lowe-Secondary	28	50,9
	Secondary	21	38,2

The research data were collected with a Likert-type questionnaire comprised of 12 items which were designed to reveal to what extent each role is conducted/ preferred by the participant teachers. The items in concern are given in Table 3.:

Table 3.
*Categories and related items in the questionnaire**

Teacher Role	No	Item
Organizer/ Controller	1	It is very important for me to organize and control my entire lesson.
	2	I conduct my lesson by making the subject explanations carefully and involving the students in the subject.
	3	My lesson is mostly about explaining the subject, conducting questions and answers, making announcements and making explanations.
Assessor	4	The most important thing in my class is to constantly observe and evaluate to make sure students understand the subject.
	5	My lesson is mostly spent correcting the mistakes of the students.
	6	In my class, I mostly evaluate students by observing their performance.
Participant	7	In my class, I mostly do activities with the students.
	8	In my class, I mostly participate in activities that students do to encourage their learning.
Resource	9	I consider myself the only source of knowledge (English) in my class.
	10	My class is mostly about teaching students how to write and pronounce unfamiliar words.
Tutor	11	The most common form of teaching I employ is to go around the desks during the activities and try to enable the students to use the correct language forms.
	12	It is very important for me to deal with students individually in class.

** Initial Cronbach alpha level: 0.64*

The research data were descriptively analysed using the SPSS 20.0 to see whether the teachers statistically differ in the roles they mostly play and prefer to play in language classrooms concerning the variables of gender, length of experience and educational level of school they work. The subsequent section outlines the analysis results.

Results and Discussion

The statistical analysis indicated no significant difference among the roles conducted by the language teachers in terms of general descriptive statistics, as illustrated in Table 3.

Table 4.

Descriptive statistics of the questionnaire results

Alt Boyut	n	Min.	Max.	$\bar{X}$	SS	Skewness	Kurtosis
Organiser/Controller	55	3,00	5,00	4,08	0,59	-0,11	-0,99
Assessor	55	2,33	4,33	3,49	0,50	-0,49	-0,03
Participant	55	2,50	5,00	4,28	0,56	-0,41[1]	0,11[1]
Resource	55	1,00	4,50	2,10	0,74	0,20[1]	0,23[1]
Tutor	55	2,00	5,00	3,79	0,70	-0,68	0,33
Total	55	2,60	4,33	3,55	0,37	0,15	0,01

Results indicated that the average score of the scale is 3,55±0,37 and the attitude of the participants against the roles is at a medium level. The highest scores are at the participant (4,28±0,56) and organiser (4,08±0,59) roles while the resource role has the lowest score (2,10±0,74). This outcome contradicts some past research claiming that the teachers still perform traditional teacher roles (Cuban, 1993) and in Turkish pre-service EFL the teachers mostly adopt traditional roles such as provider of knowledge (Karagöz, Şükür and Filiz, 2018). The current research revealed no significant difference among the participant teachers in the roles they play concerning their gender and length of their professional experience ($p>.05$). This finding contradicts Makovec (2018). The comparison of school type and teacher roles done with the ANOVA test revealed no significance except for the resource role between Primary and Lower-secondary and secondary schools ($F=3,76$; $p<0,05$). . Namely, the scores of primary school English teachers are higher in resource role than lower-secondary and secondary level teachers in Table 4.

Table 4.

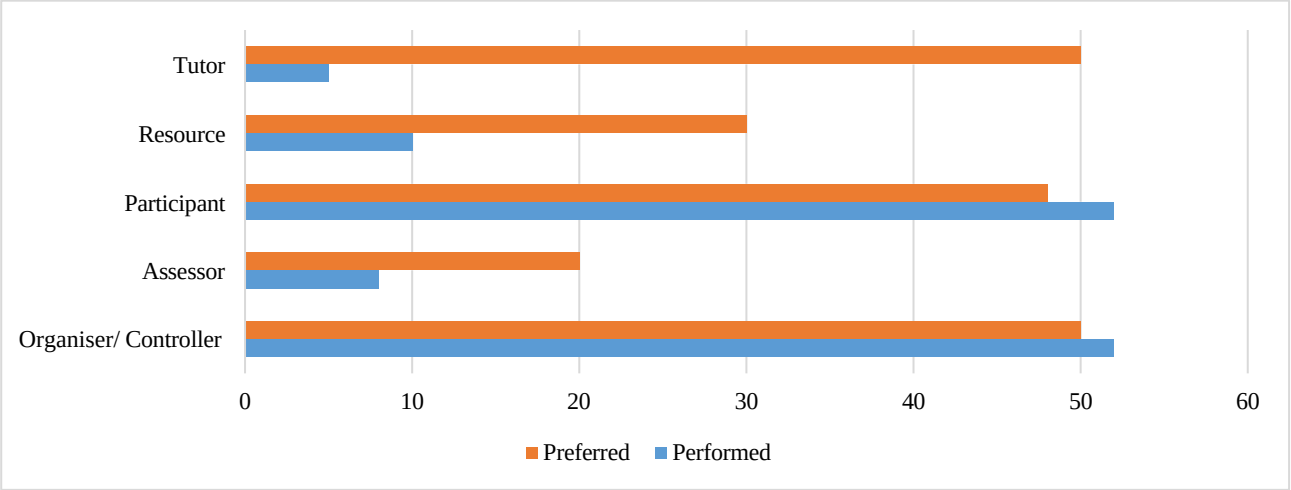
ANOVA results of the scores regarding school level

Sub-dimension	School level	N	$\bar{X}$	SS	F	p	Sig.
Organiser	A-Primary	6	3,89	0,58	0,42	0,659	
	B-Lower-Secondary	28	4,07	0,66			
	C- Secondary	21	4,14	0,51			
Assessor	A-Primary	6	3,39	0,61	0,64	0,533	
	B-Lower-Secondary	28	3,44	0,54			
	C- Secondary	21	3,59	0,42			
Participant	A-Primary	6	4,00	0,55	0,86	0,427	
	B-Lower-Secondary	28	4,29	0,48			
	C- Secondary	21	4,36	0,65			
Resource	A-Primary	6	2,75	0,99	3,76	**0,030**	**A>B,C**
	B-Lower-Secondary	28	2,13	0,70			
	C- Secondary	21	1,88	0,63			
Tutor	A-Primary	6	3,58	0,49	0,29	0,749	
	B-Lower-Secondary	28	3,82	0,70			
	C- Secondary	21	3,81	0,77			
TOTAL	A-Primary	6	3,52	0,42	0,02	0,982	
	B-Lower-Secondary	28	3,55	0,39			
	C- Secondary	21	3,56	0,36			

This finding was expected that the teachers working at primary schools were more expected to be viewed as the source of the knowledge due to the fact that they were working with relatively younger learners (aged between 7 and 9) while those working in secondary schools were considered to teach more autonomous learners (aged between 14 and 18). Lastly, the research aimed to compare

the most performed and preferred teacher roles by the language teachers. Figure 1 shows the related analysis results.

Figure 1.
Mostly performed and preferred teacher roles



As indicated in Figure 1, the teachers mostly perform and prefer the roles of organiser/controller and participant while inconsistencies were found concerning the roles of tutor, resource and assessor. In other words, they fail to perform the roles of tutor, resource and assessor even though they wish to conduct them. This may result from various factors that prevent them from dealing with the students individually or properly assessing their development in the target language such as excessive class size, limited class hours and the intense structure of the EFL curriculum for a secondary school in Turkey.

Conclusion

The current research was an attempt to explore common teacher roles performed and preferred by the language teachers working at a state primary, lower-secondary and secondary schools in Turkey. It exclusively aimed to investigate whether the teachers significantly differ in the roles they mostly conducted concerning such variables as gender, length of professional experience and the level of schools they work, and to see whether they differ in the roles they prefer to perform and those they actually perform. The findings of the statistical and frequency analyses showed that English teachers mostly perform participant and organizer/controller roles, while the tutor role was preferred most but performed rarely or at no time (research question 1). Addressing research question 2, there is no meaningful difference detected in teacher roles against gender and the length of work experience. The study is limited to the participation of three groups of EFL teachers working at a state primary, lower-secondary and secondary schools in Turkey. It is also limited to data collection as the data were collected using a Likert-type questionnaire. So, it could be furthered with a larger sampling and by analysing data gathered with different instruments such as interviews, observations and so on.

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CHAPTER 9

The Role of the Instructor in Enhancing L2 Motivation

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Abstract

Zoltan Dörnyei's Motivational Self System (L2MSS) involves three components: the Ideal L2 Self, the Ought-to Self, and the Learning Experience. The Ideal and the Ought-to Selves are concerned with the future self-guides of the learner on both a promotional (Ideal) and prevention (Ought-to) bases. The Learning Experience is concerned with the situational aspect of the learning process. This involves the curriculum, the facilities, peer interaction, and most significantly, the instructor. The aim of this chapter is to display part of the findings of a qualitative study conducted in a higher education institution in Egypt about student perceptions of L2 motivation. The findings revealed that not only is the Learning Experience the dominant component in this study, but also that the instructor plays a pivotal role in enhancing student L2 motivation. This study links this component of the L2MSS to McCroskey and Teven's (1999) three dimensions of teacher credibility: competence (expertise and reliability), trustworthiness (character), and perceived caring (including empathy, understanding, and responsiveness). The implications of the findings highlight the need for more attention to the wellbeing of the instructor as this may have a direct impact on the students' L2 motivation.

Keywords: L2 motivation, teacher credibility, L2MSS, higher education

Introduction

The unique status of the English language in the era of globalization has entailed a special focus on language learning motivation by policy makers in education. It is now a priority for educators (Ushioda, 2013) to examine this aspect of learning to make sure that students can keep up to date with the rest of the world. Motivation investigates 'why people behave as they do' (Dörnyei, 2014a, p. 519). From this perspective, an educator interested in student motivation looks for what drives the students to learn and what obstructs this drive. With a background in mainstream psychology, the L2 Motivational Self System (L2MSS) (Dörnyei, 2005, 2009) was constructed to look at L2 motivation from three angles: the Ideal L2 Self, the Ought-to Self, and the Learning Experience. The Ideal L2 Self looks at motivation from the promotional aspect. It is when the learner has a vivid future image of themself as a language speaker. According to Dörnyei (2018), this the 'key concept' of the L2MSS (p. 3). The Ought-to Self looks at motivation from a prevention perspective, where the student learns the language to avoid a negative consequence. Peer and parental pressure or job promotion are examples of an Ought-to Self. Finally, the Learning Experience is the situational aspect of motivation (classmates, material, curriculum, facilities, textbook etc.). In addition, the Learning Experience also includes the course instructor, which places the significance of this study in the context of the conference.

This chapter is based on my doctoral dissertation submitted to the university of Glasgow for the Doctor of Education degree (ElKhayat, 2022). The study aimed at exploring student perception of the factors affecting L2 motivation in higher education in Egypt using Dörnyei's L2MSS (2005, 2009) as a theoretical framework. For the scope of the book, this paper only focuses on the findings in one of the four themes of the study. One of the research questions of the study and the one that is pertinent to the topic of the chapter is: What enhances students' L2 motivation from their own perspective in this particular context?

Literature Review

The Motivational Self System

The Motivational Self System (Dörnyei, 2005, 2009) is an L2 motivation model influenced by two theories in psychology. The first one is Markus and Nurius's (1986) possible selves, which is concerned with how people view themselves in the future. These prospective selves may be based on negative or ideal images: 'An individual's repertoire of possible selves can be viewed as the cognitive manifestation of enduring goals, aspirations, motives, fears, and threats' (p. 945). Thus, this theory is relevant to L2 motivation in that an ideal future image of the learner may motivate them and even sustain their motivation to learn. The second theory is Higgins' (1987) Self-Discrepancy Theory. According to this theory, there are two selves for each individual: the self that one believes to have, and the self as viewed by others. After that comes three domains for the self. The actual self is what one actually is. The ideal self is what one hopes to be. Finally, the ought to self is what one ought to be in other people's perspective. This leads to six forms of self-representations: actual/own (what one actually is), actual/other (what others perceive the person to be), ideal/own (what one wishes to be), ideal/other (what others wish the person to be), ought/own (what one should be), and ought/other (what others believe the person should be). When two of these self images are not similar, a discrepancy arises.

From this comes the idea of the Ideal Self in the L2MSS. When there is a conflict between what a learner actually is and what that learner hopes to be, this might be an incentive for the learner to work on the L2. Second comes the Ought-to Self, which is concerned with obligations directing the learner's motivation, like fear of punishment or improving English to get a promotion. This component is linked to extrinsic motivation or controlled regulation. Finally, the last component is the Learning Experience: the curriculum, the teaching style and any other element that may influence the learner's motivation inside the class. Thompson and Vásquez (2015) regard this component to be highly significant since the other two (Ideal and Ought-to Self) are shaped by the social interaction offered by the structured and situational contexts the Learning Experience provides. Csizér (2019) remarks that adding the L2 Learning Experience is an acknowledgement of the fact that the two self-guides cannot work in isolation from the learning situation. Studies conducted by Islam, Lamb, and Chambers (2013), Lamb (2012), Papi and Teimouri (2012), Alqahtani (2015), and Teimouri (2017) all show that the Learning Experience is the dominant predictor of motivation in the model.

Instructor Credibility

The college instructor is a communicator. Instructors and professors communicate knowledge to college students. Communicators are judged based on the three Aristotelian appeals: pathos, logos, and ethos (Aristotle, trans, 1932): appeal to the audience's emotions, logic, and the credibility of the speaker. From these appeals, Teven and Katt (2016) discuss the elements of instructional credibility as affinity seeking and clarity. Affinity deals with the extent the instructor cares about the wellbeing of the students and creates a positive atmosphere in the classroom. Clarity refers to how well the instructor is able to explain the material to the students. Later, McCroskey and Teven (1999) refine instructor credibility into three categories: competence (expertise and reliability), trustworthiness (character), and perceived caring (including empathy, understanding, and responsiveness). According to Clune (2009), instructor credibility lies in student perceptions towards their instructor. The data from the current study indicate that the EFL instructors at the university under study had a high level of credibility and hence were able to enhance the L2 Learning Experience for their students. The responses of the participants about their instructors revolved around McCroskey and Teven's three dimensions.

The Study

The foundation of the study is interpretivist/constructivist using Mackenzie and Knipe's (2006) merging of two paradigms as one and the same. Interpretivist/constructivist research is concerned with understanding a specific context rather than seeking any generalisations (Willis, 2007). Reality

in this research paradigm is not unified and not singular but is constructed by both the participants and the researcher (Guba and Lincoln, 2005). Accordingly, the current study is a construction of reality founded in the accounts of the participants regarding their perceptions of L2 motivation at their university. The study does not aim to generalise its findings. Nevertheless, according to Lincoln and Guba (2013) another context at another institution may find similarities in the findings of this construct. Thus, the methods chosen for the study were qualitative questionnaires and semi-structured interviews. Qualitative questionnaires were chosen as a preliminary method, and their advantage is that they allow the participants to say their views in an unconstructed manner (Brown, 2009). The questionnaire offered the opportunity to decide on which questions to ask in more detail in the subsequent interviews. The primary data collection method was semi-structured interviews which allowed the participant to 'reconstruct his or her experience within the topic under study' (Seidman, 2006, p. 14). The interviews were conducted in Arabic as per the participant's preference and each one lasted from 20 to 39 minutes. In transcribing, each participant was given a code (PT and a number), e.g. (PT18).

The study took place in a higher education institution in Egypt, targeting Freshman students who started their academic year taking Remedial English courses. After obtaining the ethical approval from the University of Glasgow and permission was granted from the research site, ads were posted in the students' Facebook group and emails were sent calling for participants. Since the purpose of the study was to get the students to reveal their perceptions on L2 motivation, and since the study does not lend itself to any generalizations, the purposive sampling was an appropriate choice, since this kind of sampling allows for getting in-depth information (Lincoln and Guba, 1985). Purposive sampling is defined by Mackey and Gass (2005) as a sampling that includes a homogeneous group of people with common features. 20 participants answered the questionnaire (12 males and 8 females), out of which 12 participants agreed to have the interview (10 males and 2 females). They were all over 18 years of age, all freshman students, and all took at least one of the two Remedial courses (intermediate level).

The interviews were recorded then transcribed and translated into English. Along with the questionnaires, all the transcripts analysed according to Thematic Analysis (TA) using Braun and Clarke's (2006) approach. Braun and Clarke (2006) define the method as 'identifying, analysing and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) detail' (p. 79). In other words, it is a method that depends on data reduction by looking at patterns within the data (Roulston, 2010; Ayres, 2008). TA represents the core skills of qualitative research (Braun and Clarke, 2006). It is also suitable for research that explores people's views, experiences, or perspectives (Clarke and Braun, 2017). Moreover, as Willig (2014) notes, it allows for both implicit and explicit interpretation of data. Since the study aimed at getting into the perception of the participants regarding their L2 motivation, some of these perceptions may not be explicitly stated but could be interpreted from the data. Data analysis in this method involves six stages: familiarisation with the data, generating initial codes, searching for themes, reviewing themes, refining, and naming themes, then producing the report. As mentioned previously, this chapter tackles only one of the four themes arising from the study.

Findings and Discussion

'The instructors were the best thing'

The main research question of the study revolved around the perceptions of students on the factors affecting L2 motivation in their institution using the L2MSS (Dornyei 2005, 2009) as a theoretical framework. The findings revealed that the three components of the model were present in the participants. The Ideal L2 Self was present through general interest in the English language, the future image of the self as a language speaker, and the resulting desire for self-improvement. The Ought-to Self was present in the fear of failure, and the role of the parents in constantly encouraging their children to improve their English. There was also an overlap between the two Selves in the realisation that English is the lingua franca and career aspirations in science and technology imply English

language proficiency, as well as the desire to have a presence in the international community which is facilitated by knowledge of English. The dominant component in this study, however, was the Learning Experience in its different elements. The participants showed the significance of the Learning Experience through the benefit they had from the course, the fun and games they enjoyed in class with their colleagues, the individual and group activities, and finally, the sense of achievement they had when they improved in the language. The Learning Experience was of such significance that it was partly a motivational constraint for some participants as well.

One overwhelming element in the Learning Experience in the current study was the instructor. Except for a few comments regarding leniency and the desire for more attention from the instructor, all twenty participants had something positive to say about the instructor in both the questionnaires and the interviews. The instructor was sometimes even mentioned when they were questioned about another topic:

> ER: Ok, do you think that the content of the course, especially in the English course, can play on the level of motivation in the student, or not?
>
> PT5: Yes, especially when I feel that the instructor…For example, I once discussed my grade with the instructor. She had given me 4 out of 5, and I discussed it with her and got half a mark. This half a mark made me happy, not because of the grade but because I felt she could really change her mind because I was able to convince her. This is a huge motivation. (PT5)

The instructor in another incident was considered the best thing about the English courses:

> ER: Ok, what was the best thing in ENGL003 and ENGL004? If you can mention one thing from both courses, that would be great
>
> PT4: The instructors are the best thing
>
> ER: Really?
>
> PT4: Honestly, yes
>
> ER: Why?
>
> PT4: The people [instructors] are very nice and they know what they are doing, and their work is accurate. And they don't mind offering help. They are very helpful.

This is an indication that the character and the behaviour of the instructors had a lasting effect on the participants. There were three aspects of the instructor that the study revealed as motivating to L2 learning in this context.

The Competent Instructor

The first element of instructor credibility is competence represented in the instructor's knowledge, professionalism, and qualifications. The participants felt they could trust their instructors because they were qualified enough in their job: 'The two instructors were really very qualified' (PT2). This was indicated in their comments regarding feedback, organised behaviour, and encouraging questions in class. For instance, PT20 found the instructor who gave feedback as more motivating than the one who did not:

> But maybe the kinds of motivation were in ENGL004 when the instructor always gave us feedback so you would know the things you need to work on to

… to.. to practise more in them. In ENGL003 she also gave us feedback, but I do not feel it had a large impact like that in ENGL004. (PT20)

The same applies to PT12:

> Yes, the instructor would give us long feedback after we write anything. It included all the details. This was one of the things that really helped me. Ms G. would pay more attention to this, even more than Mr. S. (PT12)

Another aspect of competence was organized behaviour. The role of curriculum design and organised instruction is identified by Shea, Pickett and Pelz (2003) as the highest-rated feature of effective instruction. Trammell and Aldrich (2016) further reiterate that course organisation and how this organisation is maintained are important. Some participants in the current study commented on the methodical and organised manner of their instructors:

> She would come in and write the agenda of that class on the board. She was very organised; she knew what she was doing from the moment she came in till the moment she left. Mr M. was the same, but he would not write it. For me, I like to see things with my own eyes. (PT5)

As for encouraging questions in class, PT1 stated that the instructors allowed us to ask questions at any time and stop them to understand slowly, and they mostly explained well'. These findings are in line with Deepa and Seth's (2014) study investigating the perceptions of 250 college students on learning effectiveness and the style of class management was the most significant aspect of instructor effectiveness. Thus, the findings imply that the instructor's knowledge and competence may increase L2 motivation.

The Caring Instructor

Perceived caring is perceived from three angles (McCroskey and Teven, 1999). It includes understanding, empathy, and responsiveness. Twelve participants reported that their instructors were helpful: 'one of them did encourage me to speak without fear' (PT21). PT1 affirmed that the faculty staff in the institution in general were helpful: 'most of the faculty staff here are available to help outside the lecture'. Furthermore, when PT3 and a group of her classmates were absent because of some issues regarding their scholarship, the instructor was 'understanding and would tell us what we missed. We went to her at any time, and she would help'. Generally, the instructors showed empathy and encouraged students both inside and outside the class:

> They are very helpful; they offer help to any student who asks them about anything in English in the course or out the course. - yes, they did - yes, they were, via mail and in their free time and they always respond. (PT2)

Teven (2007) found that student perceptions of trustworthiness and competence of their instructor is derived from the instructor's display of caring behaviour towards their students.

The Friendly Instructor

Friendliness is perceived through the student-instructor relationship and interaction both outside and outside the class. PT5 stated: 'I do not like my relationship with the instructor to be restricted to the class'. He also reported an incident when he was sick and his instructor asked after his health: 'Mr M. knew about my case, and knew that I was ill, would ask after me and I appreciated this'. PT4 commented about his relationship with the English instructors: 'It is an amicable relationship. We cannot call it otherwise. Really, they are super nice'. These findings are similar to Gerhardt's (2016) study in a university in Midwestern USA which emphasised that the instructor's sociability was an element of credibility. In the Iranian context Amiryousefi (2018) found that students were more willing to communicate with their instructor inside and outside the class if they perceive him or her as friendly and caring. Dörnyei (2001) advice to teachers to increase student motivation is to work on

the ‘acceptance of the students’, the ‘ability to listen and pay attention to them’, and the ‘availability for personal contact’ (pp. 36-37). The instructors in the current study appear to have worked on that advice, which resulted in motivating the students to attend and participate in class.

Conclusion

The study has showed that the Learning Experience in general and the instructor specifically can have an integral role in enhancing L2 motivation. Accordingly, higher administrators and decision makers should pay closer attention to the teachers and their needs in order to have a better engagement and benefit for their students. For the teachers to be capable of having a positive influence on students’ motivation, the teachers themselves need to be highly motivated: ‘we might say that, if a teacher is motivated, his/her class is likely to follow suit’ (Dörnyei, 2018, p. 2). Motivating teachers can be achieved through a positive working atmosphere. In addition, since motivational skills can be taught (Dörnyei, 2018), universities can offer professional development opportunities for the EFL teachers through workshops or training sessions.

Moreover, teachers need to have more empowerment and ownership over the curriculum they are teaching in order to be more motivated to teach. Teachers have the ability to evaluate and have a hand in the curriculum because they are the ones who implement it (Alnafaie, 2016). In addition, administrators and policy makers should also empower teachers in policy making, design and development of the curriculum (Bangs and Frost, 2012). This comes in line with a study conducted in Saudi Arabia Mullick (2013) on EFL teachers that showed that a lack of voice and power in the curriculum ended in irrelevant scripted lessons. The current study sheds light on the idea that if there is a desire to have a motivated student who is engaged with the Learning Experience, higher administration and policy makers should perhaps start with the teacher first.

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CHAPTER 10

Burnout Among EFL Teachers: A Systematic Literature Review Using PRISMA

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Abstract

Given that teaching a second/foreign language (L2) is a demanding career, L2 teachers might encounter challenges and difficulties which in turn would lead them to quit their jobs. This issue has been discussed in the literature as teacher burnout which is characterized by three dimensions including emotional exhaustion, depersonalization, and reduced personal accomplishment. To identify the factors affecting L2 teachers' burnout, this systematic review used the PRISMA (Preferred Reporting Items for Systematic reviews and Meta-Analyses) statement to examine the quantitative investigations on EFL teachers' burnout published between the years 2000 and 2022 included in the Google Scholar and ERIC databases. To this end, of the total number of 172 articles extracted, only a synthesis of 39 eligible studies met the inclusion criteria and was incorporated into the final analysis. In general, most of the identified factors that had been investigated in the reviewed articles pointed to personal and individual levels at which EFL teachers' burnout is prone to be either positively or negatively affected. That is, several individual factors have been demonstrated as contributing to EFL teachers' burnout. Furthermore, it should also be noted that reduced personal accomplishment followed by emotional exhaustion is prominent and widespread among English language teachers. Considering the findings of this study, suggestions for future studies as well as implications are provided at the end of this study.

Keywords: burnout correlates, EFL teachers' burnout, PRISMA, systematic literature review

Introduction

Introduced by Freudenberger (1974), burnout has been characterized by three dimensions (i.e., emotional exhaustion, depersonalization, and reduced personal accomplishment). Emotional exhaustion, considered the key dimension, refers to when "emotional resources are depleted" (Maslach, et al., 1986, p. 192). Depersonalization refers to having a careless attitude toward other people. Lastly, reduced personal accomplishment leads people to feel unsatisfied with their job performance (Schaufeli, et al., 1993). Burnout can be experienced in highly emotional and stressful professions (Maslach, et al., 2001). It is widely accepted that teaching is a highly emotional (Frenzel, 2014), demanding and stressful profession by nature which may lead teachers to leave their jobs within five years (Borman, & Dowling, 2008). Regarding burnout origins, it has long been stated that it may have multiple sources (Maslach, et al., 2001). In the field of L2 teaching research, burnout has been deemed a key topic for years and received well-deserved attention (Javadi, 2014; Kermanshahi, & Pishghadam, 2022; Khajavy, et al., 2017). Given that many studies have investigated burnout among L2 teachers, this systematic literature review aimed at focusing on the available evidence to gain a comprehensive and deep understanding of burnout correlates and highlight its sources.

Even though some literature reviews on EFL teachers' burnout have been previously done in the literature (Cheng, 2022; Ghanizadeh, & Jahedizadeh, 2015; Ghanizadeh, & Jahedizadeh, 2015), to the best of my knowledge, no systematic review has been done on the topic. Moreover, what makes this study unique lies in the methodology it employed which is the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) (Liberati, et al., 2009). Recommended for systematic reviews (Knobloch, et al., 2011), the PRISMA statement would give the readers a better understanding of the different phases of the selection process. Furthermore, in this systematic review,

I also categorized the identified burnout correlates based on Chang's (2009) classification. According to her, sources of teachers' burnout can be divided into three groups namely, individual (i.e., personal factors such as personality and demographic data), organizational (i.e., social and occupational factors such as class size and salary), and transactional factors (i.e., the interactions between both individual and organizational factors such as perceived peer support). Reviewing the literature to identify burnout correlates and classifying them based on this categorization would help us to understand why and in what situations EFL teachers are more likely to get burned out. Therefore, this systematic review was performed to seek answers to the following research question: what does the empirical evidence suggest about burnout correlates among EFL teachers?

Method

I adopted this systematic review based on PRISMA guidelines (Moher, et al., 2009). Two databases including Google Scholar and ERIC (Education Resources Information Center) were searched in the first ten days of August 2022. The search terms "EFL teacher OR L2 teacher OR second language teacher OR English language teacher" and "burnout" were used in the search process. The word "educator", instead of "teacher", was also used in the second round of searches. These terms have been searched in keywords, abstracts, and titles of the studies. To reduce any risk of database search biases, I also supplemented my search with an exploratory method by scanning the reference lists of both relevant literature reviews and also the included identified records.

Eligible studies were selected based on the following criteria. I included the studies that a) were quantitatively done (including the quantitative phase of mixed-methods studies), b) were published in Scopus-indexed journals, c) specifically focused on English language teachers, d), have investigated correlational analyses, and e) published in 2000 and 2022. I excluded any types of literature reviews and master/doctoral dissertations. Duplicated records and those that did not meet the inclusion criteria were removed and this resulted in 39 studies remaining for the analysis. The PRISMA flowchart of the selection process of this systematic review can be seen in Figure 1 (see, Appendix A).

Using Microsoft Excel, I examined the identified studies. They were reviewed in full-text to extract the following key information: a) title, b) years of publication c) design of the study, d) sample size, e) teachers' demographics, f) teaching context, g) factors affecting burnout, correlational results, h) country, and j) measurement employed to assess burnout.

Findings

Of the 172 studies found, based on the inclusion criteria, 39 were chosen to analyze (find the entire list of studies at the end of the references list shown by asterisks). In the following section, a summary of the characteristics of the examined articles is presented. These characteristics include the years of publication, locations, samples, settings, measurements, and finally the designs of the studies. Thereafter, the results of burnout correlates are discussed in accordance with Chang's (2009) classification of burnout sources.

Characteristics of included studies

By year, all the included studies were published between 2010 and 2022. The majority of these studies (n = 35) were published after 2014. That is, only six of the studies were published between 2010 and 2014. Therefore, there is an increase in the number of publications on EFL teachers' burnout since 2014. By location, all of the 39 studies were conducted in Asia. Most of the included studies were carried out in Iran (33), China (3), Turkey (2), and Malaysia (1), respectively. By sample size (ranged from 28 to 616), the included studies were divided into four groups including studies that had a) less than 50 participants, b) 51 to 100 participants, c) 101 to 500 participants, and d) more than 500 participants. Most of the studies (n = 27) had a medium to large sample size (i.e.,

101 to 500). Among 11 studies that had small sample sizes (≥ 100), five studies had less than 50 participants. Only one study had a sample size of more than 500 with 616 participants (Yazdi, et al., 2014). Most of the studies surveyed females than males. The range of participants' age across the 39 included studies varied from 18 to 65 years old (with an average of 41.5). By setting, L2 teachers in the reviewed studies were recruited from various contexts including schools, universities, and institutes. The majority of the studies (n = 16) recruited teachers from institutes. Six studies recruited teachers from schools and three studies from universities. Two studies recruited teachers from both universities and institutes. Three studies recruited teachers from both schools and institutes. The remaining nine studies, however, did not specify the settings. By measurement, 54 percent of the reviewed studies (n = 20) utilized the Maslach Burnout Inventory (MBI), and 46 percent of them (n = 19) employed the educator version of it known as the MBI-Educator Survey (MBI-ES) (Maslach, et al., 1996). Lastly, by design, all of the included studies applied a cross-sectional design.

Burnout correlates

The burnout correlates identified in the reviewed studies can be found in Table 1 (Appendix B). Based on Plonsky and Oswald's (2014) guidelines for interpreting effect sizes in L2 research, a set of correlates seemed to have a medium to large correlation with EFL teachers' burnout. Among these correlates, factors such as teachers' traditional conceptions, willingness to receive negative feedback, stress, past negative time perspective, negative emotions (e.g., anxiety), and negative perfectionism seemed to have positive correlations with EFL teachers' burnout. On the other hand, identified factors that had negative correlations with burnout include teachers' constructive conceptions, willingness to receive direct feedback, autonomy, self-efficacy, self-regulation, career self-concept, emotional labour strategies, work engagement, professional self-esteem, emotional regulation, positive emotions (e.g., enjoyment), motivation, grade levels of teaching, creativity, positive perfectionism, and emotional intelligence.

In terms of demographic factors, mixed and contradictory results were found. For instance, regarding EFL teachers' age and burnout, significant negative Vaezi, & Fallah, (2011), positive (Motallebzadeh, et al., 2014), and no correlations Mehrabi, & Radi, (2015) were reported in the reviewed studies. It is worth also mentioning that almost half of the reviewed studies (n = 19) did not specifically focus on each dimension of burnout and reported a total score across all three dimensions. Results from those studies that had worked on each dimension separately demonstrated that reduced personal accomplishment and emotional exhaustion, respectively, were found to be more prominent and prevalent among teachers. According to Chang (2009), sources of teachers' burnout can be categorized into three groups namely, individual, organizational, and transactional factors. As stated above, a variety of factors was found in the reviewed studies as EFL teachers' burnout correlates. Importantly, however, most of the identified factors can be categorized into individual or personal factors group. Considering the reviewed studies, furthermore, only a few studies have considered the role of some organizational (e.g., workplace context and grade levels of teaching) and transactional (e.g., students' L2 achievement and job satisfaction) factors in EFL teachers' burnout.

Discussion and Conclusion

This study aimed at providing the first systematic literature review focused on burnout among EFL teachers. By reviewing the available empirical evidence, I focused on the correlates of burnout. According to the findings, almost all of the identified burnout correlates were documented only in a few studies. For instance, among the 39 reviewed studies, only two studies focused on perfectionism (Mahmoodi-Shahrebabaki, 2017; Shirazizadeh, & Karimpour, 2019) and one study investigated the role of positive and negative emotions in EFL teachers' burnout (Khajavy, et al., 2017); this may consequently limit the reliability and generalizability of the results attained. Therefore, first and foremost, this study highlighted the importance of studying burnout as a growing research field

among English language teachers. Secondly, all of the reviewed articles have been conducted only in some Asian countries (i.e., Iran, China, Turkey, and Malaysia). This result would limit the likelihood that levels of individual burnout may vary across countries (Schaufeli, 2018). Therefore, further research examining the same factors across both different samples and countries is needed to gain an improved understanding and a reliable conclusion on the role of burnout in the area of English language teaching. Thirdly, given that burnout among teachers may have multifaceted sources (Maslach, et al., 2001), I categorized the identified EFL teachers' burnout correlates based on Chang's (2009) classification.

Accordingly, the results demonstrated that the most frequently analyzed factors in the reviewed studies include personal or individual factors, and too little attention has been paid to both organizational and transactional factors which thus require further attention in the area of language teacher burnout research. Fourthly, as mentioned in the findings, all of the reviewed quantitative studies on EFL teachers' burnout have heavily relied only on one-time survey data; cross-sectional designs would narrow the interpretations of the relationships between burnout and its correlates. For example, although it has often been assumed that low levels of teacher's self-efficacy may lead to burnout, using longitudinal data, a recent study on teachers' burnout and self-efficacy stated that "Experiencing burnout more strongly colors teacher's future self-efficacy levels (TSE) than TSE colors future burnout levels" (Kim, & Burić, 2020). Therefore, we need longitudinal data to better deepen our understanding of developmental trajectories of burnout and how EFL teachers would prevent it. Lastly, the present study is not free from limitations. For instance, the inclusion criteria of this systematic review may have resulted in the exclusion of any high-quality studies on burnout among language teachers (e.g., qualitative studies). Moreover, since I only included results from correlational analyses in the reviewed studies, information relating to burnout in terms of its cause and effects may have been excluded. In conclusion, this systematic review can be considered a valuable data source for government and educational leaders and practitioners as well as school principals to make strategic educational decisions at the most macro level which would protect teachers' mental health. Educational psychologists working in universities, institutes, and schools can also benefit from these findings to develop preventive programs with and for teachers. For instance, knowing the factors that would either negatively or positively affect teachers' burnout, people in charge can focus on the ways that may result in not only reducing but also preventing teachers' burnout.

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Appendix A: PRISMA-flowchart

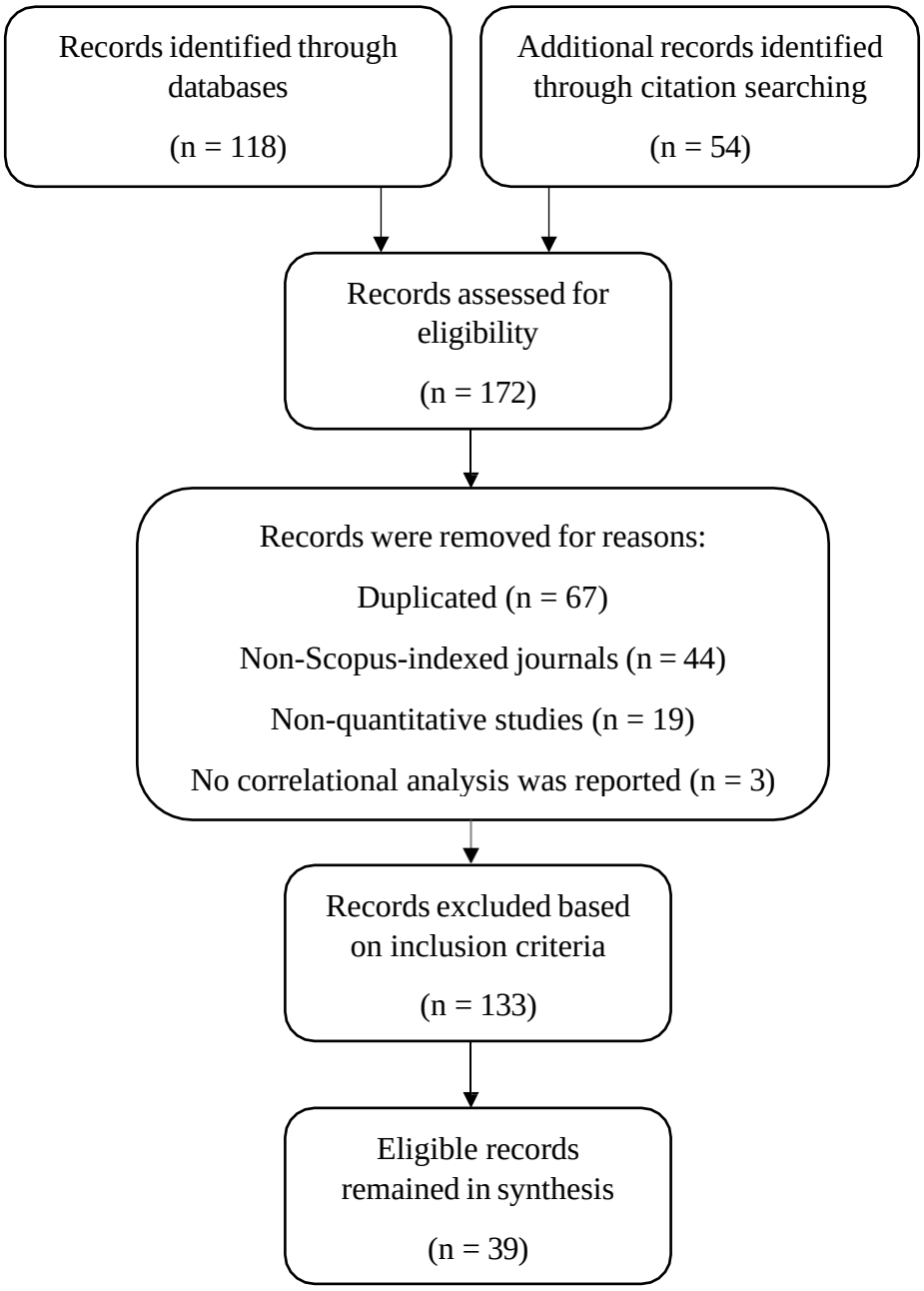


Figure 1. PRISMA-Flowchart of the selection process

CHAPTER 11

A Minimalist Understanding of Constructing Public Servant Teacher Identity

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Abstract

This study aims to unveil the black box of the public servant identity construction process of a teacher of English as a foreign language through the lens of complexity perspective. The process-tracing method was adopted to trace back the causal mechanisms feeding into the participant's dynamic identity shifts. Data were gathered from an interview, two narratives, a reflection from the participant as well as informal conversations. Guided by the grounded theory approach, the data were analyzed through an iterative coding process until the point of saturation. The findings reveal how the life trajectories of an individual lead to a dynamic interplay between earlier school experiences which consequently guide the here-and-now of the teacher identity. Furthermore, teacher identity is found to be fed by many other key concepts crucial in explaining teacher psychology.

Keywords: *Public servant identity, self-concept; teacher identity; teacher immunity; teacher motivation and investment*

Introduction

The concept of teacher identity has been and should be a matter of concern since teachers are the essential and active agents of the education process, and carry the responsibility for learner outcomes. From this perspective, investigating how teachers develop and switch between various identities under which circumstances should be under investigation. Identity has been nourished from divergent fields and other concepts, and its definition and scope are elucidated concordantly. Norton (2013) defines identity from a learner's perspective as "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). In this respect, identity is the way we make sense of our interaction with the surrounding environment, and how we perceive ourselves across time periods. Therefore, teacher identity is constructed within the teacher and outside the social world (Toohey et al., 2015). Thus, it would not be wrong to define identity as a state of continuous *becoming* through the interplay between dynamic images of the self and the social environment. Moreover, how the challenges and conflicts are viewed and interpreted within the dynamic stability, and the extent of the mismatch between the selves underpin the core aspects of teacher identity. Considering the frequent use of the term 'self' implies a revolving notion around self-concept. Lauriala and Kukkonen (2005) distinguish teacher identity and self-concept that serve the same notion under three aspects: the actual self, the ought self, and the ideal self. Yet, the view should also note that teachers are public servants working under a commitment to an organization, forming a professional identity. In other words, a professional identity is constructed dynamically at the interplay between the social roles that emerge from their interaction with others (Flores & Day, 2006; O'Connor, 2008).

However, there is also a distinction to be made in order to distinguish professional identity from public servant identity. Valenzuela's study (2016) indicates that public servants develop a strong sense of affective commitment to bureaucratic labor, while at the same time reasoning their professional selves. Taking teachers as a standpoint, Han's study (2016) presented a contradictory picture in that the teachers perceived their public servant identity as an obstacle to their teaching practice. When viewed from this aspect, public servant teacher identity may be perceived as both an

obstacle and a triggering factor depending on the interpersonal and intrapersonal dynamics. These contradictory views necessitate the need for conceptualizing public servant identity for teacher research.

Teaching is a profession that comes with a pack of many conflicting emotions. Educators go through numerous emotional states by encouraging, inspiring, and providing mentorship to the learners which eventually channels teaching into emotional labor (Bilgi, 2021). Therefore, approaching teaching as an emotional labor, "how teachers develop a resistance that shields them from stress and emotional overload" (Hiver, 2015, p. 215) becomes a matter of concern for this study. Similarly, although it is an unwritten job description, teachers bear the responsibility to understand the learners' needs while academically and individually constructing positive relationships. From this point, the question of how and to what extent the teachers are motivated, and even invested to learn and to teach the language emerges as well. So far, the distinction between intrinsic motivation, that is the motivation stemming from self-rewarding activities, done for its own sake (Deci & Ryan, 1985) and extrinsic motivation, which is shaped by external factors and/or rewards have been on the focus. Apart from this, another factor emerges that is depending neither on intrinsic nor extrinsic motivation entirely: altruistic motivation. In other words, if we consider teaching as a profession that can be viewed as both an emotional labor and a social service, then, intrinsic and extrinsic motivation cannot be enough in explaining the core feeding one's motivation for the profession. From this point, Claeys (2011) introduces another factor, altruistic motivation as "a love for and desire to work with children and/or young persons, and an inclination to serve society" (p. 4). This prosocial value attained to the profession may hopefully offer better teacher well-being as well as learner outcomes. Nevertheless, having a strong sense of motivation does not predicate investment. Darvin and Norton (2015) perceive investment as a crossing of ideology, identity, and capital. Each one is intertwined with one another. However, earlier literature generally views learner identity and investment while the interplay between teacher identity and investment has yet to be discovered from a systematic conceptualization.

Considering the earlier literature discussed, the purpose of this study is to shed light on the causal dynamics that construct and shape public servant teacher identity and to gain a deeper understanding of the relationships among causal mechanisms that are intertwined with teacher identity. The research motives mentioned guided us to develop the following the research questions below:

i. *What complex causal mechanisms are at play for an outcome of public servant teacher identity that is observable in behavior/action?*
ii. *How does the conjoint occurrence of certain events and factors feed into the dynamic trajectory of a public servant teacher identity?*

Methodology

The study, aiming to unveil the possible causal mechanisms that are shaping and reshaping the participant's identity, and how the occurrence of certain events contributes to the identity construction process, was designed as an exploratory single case study using qualitative methods with an integrated data analysis process. By adopting a single case study design, it is intended that the data would provide insights into "the dynamics present within single settings" (Eisenhardt, 1989, p. 534) and allow to "study complex phenomena within their contexts" (Baxter & Jack, 2008, p. 544). To be able to observe and trace back how certain system behaviors come together to contribute to public servant teacher identity, the minimalist approach to process-tracing method guided the data collection and analysis process. Using a process tracing approach necessitates "rigor and attention to details and logic of causal inference similar to that of a detective" (Ricks & Liu, 2018, p.846), and adopting the grounded theory that is crucial in explaining the complexity of the concept of teacher identity. Rather than revealing the principles of order (Horn, 2008), this study aimed to unveil the trajectories -if minimal- of the participant’s emergent causal mechanisms treating them as “unknown unknowns”

(Byrne & Callaghan, 2014, p. 166) with an understanding of not ‘from-till’ but ‘from-through’ (Saldaña, 2003) having the intention of explaining the outcome.

The term causal mechanism should also be distinguished from a mere cause and effect relationship as "mechanisms are not causes, but are causal processes that are triggered by causes and that link them with outcomes in a productive relationship" (Beach, 2017, p. 2). It should be also noted that this study uses a minimalist understanding that provides insinuation due to small empirical shreds of evidence (Beach & Pedersen, 2019), therefore may require further systematic analysis of the whole process.

The participant

The participant of this study, Elif (pseudonym chosen by her will) is a forty-one-year-old English as a foreign language teacher. Initially, Elif majored in a different field from English language teaching and received a master's degree from the same department. Then, she started her Ph.D. program; however, she withdrew from the course due to internal and external reasons against her motives. In the next breath, she changed her major to English Language teaching and completed a four-year program in three years. After her graduation, she started teaching at a private college for a year. Finally, she was appointed to a state school in a remote village and is currently working there.

Data collection and analysis

This exploratory single case study used a series of data collection tools such as a semi-structured interview (SSI), two prompted narrative interactions (NI 1- NI 2) and a reflection paper (R) written by the participant. Member check was also used in order to avoid any misinterpretations that may derive from the narrative analysis.

The semi-structured interview was used to gather data from the participant in order to gain a general understanding of her ideas and thoughts about her motives to learn L2 and to choose English language teaching as a profession, and to grasp her vantage points in her early life. After analyzing the interview guided by the grounded theory approach, emerging themes channeled the beginning of process tracing that would eventually uncover the cause and causal mechanisms. Since the data were not traced back to each part of the causal mechanism empirically and systematically, a minimalist understanding style is provided in explaining the outcome. The process-tracing method was adopted "to provide evidence-based historical explanations and to make causal inferences from historical cases" (Hiver & Al-Hoorie, 2019 p. 95) after the interview when the participant indicated some flux moments in her life that were considered to be at play in her identity construction process. To be able to trace the process and to support the system's dynamic behaviors and emergent outcomes (Mahoney, 2015) occurring, further data were required. Grounded theory (Strauss & Corbin, 1997) guided the coding of data within transcripts via a qualitative data analysis software; Atlas.ti, and the emerging themes later led to more in-depth analysis of the narratives. The participant was prompted to tell two narratives since narratives are "the primary scheme by which human existence is rendered meaningful" (Polkinghorne, 1988, p. 1). The data gathered from the narratives were examined under a thematic analysis and additionally coded line by line to predicating on Barkhuizen's (2016) short story approach as “stories identify, unify, give meaning to… story is life that makes sense” (Martel, 2011, p. 15). In addition, all data were also treated as short stories since “short stories are excerpts of data extracted from a larger set of data such as conversations, interviews, written narratives, and multimodal digital stories” (Barkhuizen, 2016, p. 660). After going through the data with the participant, she was asked to reflect upon how this dynamism influenced her way of teaching, and how her perspectives changed through time as they evolved within the relationships she built with her social environment. Finally, all data were coded and re-coded according to the emerging themes

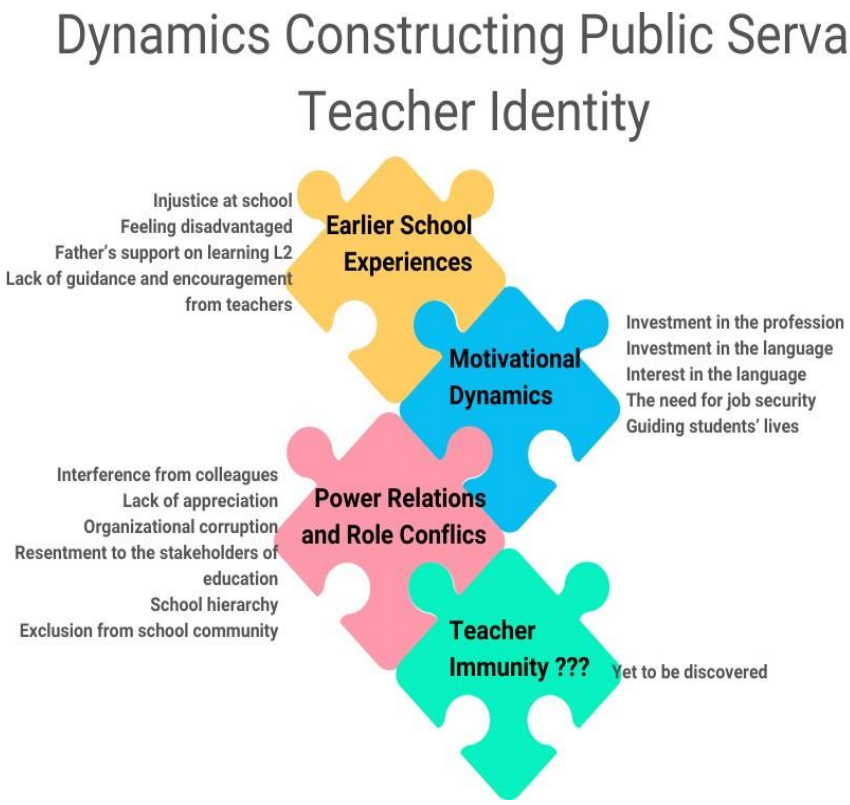
until the point of saturation (Yin, 2009), when the data signaled repetition of information within and across the data leading to gradual confirmation of the findings (Strauss & Corbin, 1997).

Results and Discussion

The data analysis process revealed some of the key concepts that need to be taken into consideration and hinted the significance of extending the scope of teacher research in relation to teacher psychology. Figure 1 reveals the causal mechanisms that were found to be at play in feeding the participant's public servant teacher identity, which are discussed in detail in the following sections. Adopting an explaining outcome process tracing design to provide minimalist understanding of this dynamism, the outcome was Elif's identity. When the process was traced back, the crucial impact of earlier school experiences, motivational dynamics in learning and teaching the language, power relations and role conflicts within the organization, and teacher immunity on a teacher's life trajectory were found to be evident in the data though teacher immunity requires further examination to investigate the extent of its influence. From this perspective, the figure was depicted as a puzzle. When one piece of the puzzle is missing, it would be highly difficult to see the whole picture. Similarly in this case, when one part of the system dynamics was extracted, the others alone would not be enough to explain the process of Elif's constructing a public servant teacher identity.

Figure 1

Causal mechanisms at play in forming public servant teacher identity



Earlier school experiences

Ryan and Irie state: "How we see ourselves now is very much a function of how we interpret or process past events and experiences" (2014, p. 111). That is, earlier experiences of one's are likely to mirror today's judgments. According to the iterative data collection and analysis, some empirical evidence was observed on the significance of earlier school experiences on the participant's public servant teacher identity. From the narratives, it was observed that Elif's educational background signaled dissatisfaction, even frustration towards her primary school teachers, and the system. She

said, *"I would expect my primary school teacher to encourage me more, to inform me more".* She was exposed to school injustice which in turn, resulted in her realization of how disadvantaged her economic and familial situation was.

> *Some students in my class were somehow different. I mean, their parents were working parents like a dentist, lawyer, or something, and … they were taking some private courses from my primary school teacher, and even I tried to take the private courses, too. But when I learned it [exam subjects], it was too late. At that time, I felt somehow disadvantaged about that issue.* (R)

She was also feeling less confident, and aware that neither her parents nor her teacher was knowledgeable enough to guide her in her educational life.The quotes below indicated how she reflected on lacking guidance and encouragement in her primary school years. Furthermore, it was also observable that through Elif's reflection on her teaching practices, the empathy she grows for her students can be traced back to her earlier school experiences. It is highly possible that by relating to her students' similar backgrounds and life trajectories, Elif becomes more susceptible to encouraging her students.

> *Maybe my family also has such a responsibility, but because my family didn't have enough consciousness about it, I expected my primary school teacher would do that, but he didn't.* (R)

> *When I was a kid, I remember that I was thinking that I am not intelligent enough. I cannot be the thing that I wanna be… But these students also have some similar problems like me.* (R)

> *I wanna make them more self-confident than they are because, in small villages, it is really hard to find very self-confident students. Because families do not have the ability to give importance to that issue and the students underestimate their abilities in most things.* (R)

Perceiving their situation as her own, she becomes more susceptible to encouraging her students. Earlier literature confirms that through the emotional load, the sense of responsibility towards students may spark off the occurrence of empathy in some cases. Although growing empathy is specific to situations or particular people, its relevance to language teaching is beyond doubt. The definition of empathy entails "how we seek to understand the minds and emotions of others and how we develop our relationships with other people (Mercer, 2016, p. 92). Therefore, it is suggested from the data that growing empathy towards the students by reflecting on earlier school experiences of the teacher may influence the way we make sense of the profession as well as our self-images.

On the contrary to not being knowledgeable enough to guide his child, Elif's father's impact on her language learning motives were observable though there was not a systematic or conscious guidance provided. Growing up, she watched her father speaking English with foreigners although he dropped primary school. The events she narrated indicated her positive attitude towards the language, and why she thought English is a must-learn language.

> *"So, he improved his English in this way; when I saw him, he was the best example that I could see about this. So, I thought English is a must learn language for me."* (NI 1)

Research acknowledges the importance of school experiences as "a period of compensating, reclaiming, and developing one's sense of self" adding that they are also embedded "in the family due to unreflectively accepted beliefs and perceptions" (Bukor, 2014, p. 321). Some notable studies also suggest the necessity for greater emphasis on earlier experiences acknowledging their impact on the teacher identity construction process (Sachs, 2005; Sfard and Prusak, 2005; Akkerman & Meijer, 2011; Trent, 2011; Morrison, 2013).

Motivation and investment in learning and teaching English

The importance of motivation in the scope of teacher research is not new. In line with earlier literature, the findings of this study indicated the dynamism of motivation embedded within the teachers' identity. The motivational dynamics of the participant revealed many fluctuations through interaction with her environment. Having observed how Elif's earlier school experiences were reflected in her way of thinking, her motivational dynamism in developing a public servant teacher identity was found to be in a state of variety and fluctuation. At first, she had an extrinsic motivation to learn the language derived from her father's enthusiasm and his support in learning English, which was the most influential motive from her words.

> *"My biggest motive in learning English is my father's encouragement. … He always wanted us to learn English."* (NI 1)

In addition, Elif also had intrinsic motivation which was mostly fed by her interest in the language that also serves as a self-affecting reward (Deci & Ryan, 1985).

> *"I have a good English background and interest, and have always loved the language since my childhood."* (NI 1)

Elif's motivation, whether intrinsic or extrinsic, was enough to guide her into taking action to learn the language. However, it was her extrinsic motivation that guided her to teach the language though later on, first accompanied by her intrinsic motivation, then altruistic motivation.If we are to describe Elif's emergent motivational dynamics in teaching the language, a snowball metaphor rolling off the cliff would be suitable in that it absorbs extrinsic, intrinsic, and altruistic motivation across time. The participant explained her motive to become an EFL teacher was initially because of job security she needed at that time. Later on, as she started practicing teaching, she adopted intrinsic motivation as she enjoyed being a teacher. Ultimately, her motivation took an altruistic turn since she attached the sense of contentment to her students while providing them guidance. That is why, the snowball would depict that the participant did not left one motive to adopt another, but rather together with each interaction within the participant's self and her social environment, new perceptions and goals are added to the snowball carrying earlier experiences in it.

> *"Because I could not achieve the success I expected from my chemistry major, and the job security I needed, the other option I had was English [language teaching department]."* (SSI)

> *"I realized that I love being a teacher, communicating with people, and being with children in addition to my interest in the English language."* (NI 1)

> *"Being a teacher, having a chance of somehow leading my students' life to a better route makes me feel contented.* (NI 2)

Surely, motivation alone would not be enough to lead to change, in that it does not necessarily evoke action. Elif's motivation to learn the language caused a great deal of investment. To illustrate, her choice of university was because of that university's success in English. Her interest in the language further shaped her taste in music, and she even spent all her scholarship money on an English course even before deciding to become an EFL teacher. Yet, due to whatever reason outweighed, the investment she made was immense.

> *I did my best to improve my English with movies, books, and the classes I took. I even changed the music genre I listened to improve my listening and speaking skills.* (SSI)

Motivational dynamism can also be observed in Elif's investment to teach the language. Although the participant was driven to the profession by extrinsic motives, it was after her in-practice experiences that reshaped her motivation, which became altruistic motivation. At first, she drew a competent teacher self who is knowledgeable about the subject matter; then she became interested in professional development courses. Committed to her profession, she also set future goals which

included going abroad for broadening her views on teaching and life. Her altruistic motivation turns into an intense process of investment in such a way that she attaches a sense of contentment with her students' enjoyment.

I only feel satisfied when I really do something that students enjoy while learning. (SSI)

All data gathered from the participant provided evidence of how she became committed and motivated to the profession through the desire of helping her students, and from this perspective, the findings are in line with other studies that found altruistic motivation as the influential trigger to teacher motivation (Catherine, 2008; Williams and Forgasz, 2009). Moreover, it was acknowledged that context is crucial in explaining certain system behaviors, especially when examining an identity construction process. Given that the participant is working in a relatively remote area, the school's location may be another case in teacher motivation to challenge teachers to thrive or struggle (Sharplin, 2002; Johnson et al., 2010) though further in-depth data may be required to support this.

Role Conflicts and Power Relations

Among the leading causal mechanisms, another emerged concept was power relations and role conflicts that are thought to have interfered with the participant's earlier experiences and motivation. Richardson and Watt (2018, p. 45) suggest that "Teachers' professional lives are intertwined with their school and community contexts and larger policy frameworks that impinge on their practice" and that eventually and dynamically impact teachers' identity and motivation. Similarly, Elif's work at the school was mostly interfered with her colleagues, and it was observed that the more effort she put into her work, the more discouragement she received, which in turn, led her to be excluded from the school community by many of her colleagues. She pointed out the corruption within the organization she has been working. As a result, earlier experiences with her teachers from primary school came forth from obscurity, only to strengthen today's judgments about her colleagues.

In a context where they don't do their job as it's required, and go late to the lessons, what you do stands out more. (NI 2)

The findings furthermore suggest a resentment to the stakeholders of education that create inequality and injustice, who also lacks appreciation towards teachers. Power relations within the organization, and in the educational frameworks, together with the experiences she has been through, may lead her to develop such an ideology toward the system.

Nowadays, the notion of being a teacher is changing like everything else. People don't appreciate teachers' efforts for their kids. There are some political issues behind this changing perspective. (SSI)

I don't like when especially a teacher has some benefits because of his or her stance. That's not fair. (SSI)

The findings of this study emphasized the importance of healthy relationships in the school community, in line with other studies (Adelabu, 2005; Bennell, 2004; Mathew, 2005) although this hardship may also channel more commitment to the profession through hardships (Cardelle-Elawar & Nevin 2003) as it was the case in this research. In addition, a sense of appreciation, and connectedness as well as a sense of recognition of competence by others (Van Lankveld et al., 2017) were found to be among the crucial factors in forming teacher identity. Therefore, we are hereby to assume that role conflicts in teachers' professional life channels teacher identity; then these emotions are in the process of an "ongoing becoming in a context embedded in power relations, ideology and culture" (Zemblyas, 2003, p. 23). From this perspective, Palmer's definition of identity by taking a holistic interpretation of the process would be more comprehensive and suitable to meet the complexity of the concept:

By identity I mean an evolving nexus where all the forces that constitute my life converge in the mystery of self: my genetic makeup, the nature of the man and woman who gave me life, the culture in which I was raised, people who have sustained me and people who have done me harm, the good and ill I have done to others and to myself, the experience of love and suffering – and much, much more. In the midst of that complex field, identity is a moving intersection of the inner and outer forces that make who I am, converging in the irreducible mystery of being human. (Palmer, 1997, p. 17)

Conflicts within the self-concept

Apart from the outer challenges teachers face, perhaps the most difficult conflict to face is the one within the self which was also among the observable causal mechanisms under role conflicts. Stuck between what she aimed to accomplish at school, and what she received for reaching her goals sowed the seeds of role conflicts for Elif. Having a minimalistic glimpse of Elif's teaching practices, she displayed a conflict between her feared self that she started to form through her earlier school experiences and an ideal self, switching one from another through interaction within the system components at play. Elif is aware of her responsibilities as a teacher and tries to outdo herself in her work. The underlying reason for this may be understood from her previous experiences, as she develops a feared self that she is dedicating herself not to become that self. Consequently, Elif develops an ideal self as a teacher. This ideal self includes a competent teacher as well as a teacher as a role model.

I try to be an example for my students with what I do, what I talk, and everything. It might be seen as a burden but on the other way, it's a mission to have a role on their education. (SSI)

Markus and Nurius (1987) claim that possible selves within a person's self-system constitute cognitive representations of deep-seated personal efforts, aspirations, fears, and threats that serve to channel motivation, and thus "provide an essential link between the self-concept or identity and motivation" p. 158). Furthermore, the aspects of possible selves provide evidence for continuity of identity supporting the fluidity of the self (Markus & Nurius, 1986). From the data, it is observed that the feared self is mostly fed by the participant's earlier life trajectories while her ideal self is shaped by her university experiences evolving with current events at school. Although these two selves seem to be in an endless conflict, Elif is aware of them, and is not trapped in between but rather fed by them. She relates this by saying *"I try to be in harmony with my teacher self."*

Developing Teacher Immunity through a self-organization process

Another key concept that emerged from the study was teacher immunity. L2 teacher immunity is found to be crucial in that teachers who develop a productive and robust resistance are highly likely to survive (Hiver, 2015) and thrive in the profession despite the adverse challenges (Klusman et al., 2008). Therefore, acknowledging the teacher identity construction process as a complex, multidimensional dynamic process (Akkerman & Meijer, 2011), understanding how teachers are triggered by disturbances, how they respond to these challenges whether through constructing coping mechanisms or certain behavioral actions and how they develop resilience-if any- should be a matter of concern to be investigated through the complexity perspective.

It is observed from the narratives that the conflicts Elif experienced led her to develop an immune system, which in turn guided her to develop a healthier identity. Four phases of self-organization stages regarding teacher immunity proposed by Hiver (2015) are as follows: 1) Triggering stage, 2) Coupling stage 3) Realignment stage 4) Stabilization stage which can be observed from the data. Firstly, Elif's motivational system was triggered by interference from her colleagues in her work. This was a disturbance and a triggering stimulus against her comfort zone. Then, she tried to develop a coping mechanism: that is to avoid the critical comments and to try not to stand out with her work much. In her third stage, she had a changing mindset while making sense of these disturbances, and found a way to control them by attaching more value to her work. And finally,

although surrounded by discouragement and demotivation, she accepted the situation the way it is, and shifted her focus to her students, becoming a more devoted teacher. This also brought another related term: the teacher autoimmune disorder, that is, "the residue of experience solidifies into a permanent, maladapted and fossilized resistance" (Hiver, 2015, p. 227). Concordantly, from all the observations, it may not be wrong to assume that maybe it was because of her early school experiences, and her teachers that made her invest in the profession that intensively. Moreover, it may also be possible that her colleagues bear a resemblance to her former teachers having autoimmune disorders toward students' failures and school conflicts. Lastly, perceiving her colleagues with an 'I'm-just-doing-it-to-pay-the-bills' attitude, her public servant teacher identity is strengthened as she felt responsible and grew empathy towards her students.

Public servant teacher identity

Being the final stop of the findings, and the starting point of the process tracing the design, the outcome is Elif's public servant identity. The term 'public servant identity' is generally used to describe the self within actions related to bureaucratic actions. Identity construction within a bureaucratic context is challenging due to the hierarchical nature of the system and the power relations within. The individuals, then are likely to experience powerlessness (Seeman, 1959) when there is dissatisfaction towards the administration, and conflicts between the teachers and the authority (Cox & Wood, 1980) since school bureaucracy places power and authority to the top while teachers are absent in decision-making process (Tsang, 2016). This study presented how a language teacher contributed to her perspective of teaching as a profession by referring to the shifts she experienced. In her university years, she defined a good teacher as the one who has *"all the necessary qualifications about her discipline".* By that time, she focused on improving her communicative competency, methodological knowledge, and techniques for enhancing her teaching experiences. Later, together with her village school experiences, her ideology and perspectives on being a teacher were evolving into a more altruistic turn. The last narratives offered a great deal of insight into how she reshaped the definition of being a good teacher and her job description. The quotes below provide evidence for the identity shift from "teacher as a competent instructor" to "teacher as a public servant".

> *As teachers, I think we should show them an easy and beautiful path to walk on.* (SSI)
>
> *I am able to take care of each student's teaching process and the issues personally.* (SSI)
>
> *I want them to realize that they have choices, not just one option, and because they live in a village, they maybe think just they have one or two options.* (NI 2)
>
> *I think I became a fresh breath for my school. I lead to a change in my students' perceptions of school. I try to give them a vision of life.* (SSI)

Although the literature is yet to reveal more about how public servant identity is constructed, Valenzuela (2016) expresses this construction "as a paradoxical and un-determined project, featuring interrupted yet sustained narrations of self and/or distorted yet committed narratives on workplace reality" (p. 1). Moreover, he emphasizes that public servants develop a strong sense of attractive attachment while reasoning their professional selves. However, there is also a negative connotation to public servant identity in Han's (2016) study that teachers also perceive this identity as a burden to their teaching practices. In this case, the participant is found to be in a process of constructing a committed, altruist teacher identity who is ready to provide a vision for her students, broaden their minds and plant the seeds for a future path where she tries to mitigate the inequality her students might face, through the empathy growing process by reflecting upon her earlier school experiences. To conclude, this study has defined public servant teacher identity as follows: *how, and to what extent the teachers make sense of their profession, on what they base their motivation and if and how it channels investment in the profession, how they discuss their job description, and how they recognize the power relations within the hierarchical system they operate.*

Conclusion, Suggestions, and Limitations

The process tracing method enabled this study to open a small black box of Elif's many identities. Surely, the causal mechanisms need more systematic and empirical investigation. Hopefully, by gathering more data from the participant, we might open another black box of the identity construction process even though the process is dynamically changing and evolving with each interaction. Thus, this study puts emphasis on how one's earlier school experiences are reflected in their later teaching practices, the perspective of the profession, and the investment one makes in the field. Surely, this research had boundaries as teacher identity is a complex process to be examined across time, and its scope is beyond what has been covered in this paper. As the nature of case studies, the intention was to dig deeper into the participant's experiences and perspectives through a set of interviews and narratives. By doing so, this study achieved to present a comprehensive understanding of the participant, yet it did not aim to draw a generalization of findings to represent a population. In addition to being time-consuming to analyze a vast amount of data in qualitative research, it is also not replicable in achieving the same results by conducting the study with the same procedure in that we acknowledge the uniqueness of individual characteristics and the contextual and psychological processes they have been through.

Future research may adopt a retrodictive qualitative modelling approach with more teachers with a variety of backgrounds to draw similarities, and to what extent earlier school experiences of a teacher influence her identity. Further investigation of public servant teacher identity guided by the process tracing method may reveal the evidence for the concepts of teacher immunity concerning the contextual environment, job crafting of teachers through time and within the framework of their interaction with their social circle, and empathy growing process regarding earlier life trajectories.

Implications of this study suggest that teachers acknowledge their worth, and weigh their commitments and reasoning behind their motives to better understand themselves as human beings, teachers, and public servants within their educational framework. Understanding teachers without any labels, but as mere individuals will hopefully enable us to thrive in teacher psychology, which then surely will enrich the learning atmosphere and learner outcomes. In addition to these, curriculum designers of teacher education programs are suggested to take these psychological factors at play in consideration when preparing student teachers for real-life experiences in readying them for future trajectories.

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CHAPTER 12

Tracing the Development of Teacher Agency of an EFL Teacher: A Case Study

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Abstract

This study aims to trace the dynamics of teacher agency of a novice EFL teacher, from a private university in Turkey, in relation to the surrounding and experiences. I used the pseudonym *Viceroy* with the participant teacher's suggestion and consent. Once identifying the teacher prototype, it is aimed to find out how teacher agency is developed through the attractor states. In order to achieve the aims of the study, Complex Dynamic Systems Theory (CDST) perspective was adopted and a Retrodictive Qualitative Modelling (RQM) approach was utilized. Data included two narratives, answers to six open-ended interview questions, two critical incident reports, and a reflection report. A grounded approach was adopted for data analysis. The rich data were coded by using Atlas.ti software program. First, data were open coded, then axial coding was conducted, and finally selective coding was utilized to define the core category. The results showed that the participating teacher's agency is mediated by his social environment, interaction with students and colleagues, and institutional factors.

***Keywords*:** complex dynamic systems theory, complexity theory, language teacher agency, attractor states, retrodictive qualitative modelling.

Introduction

Teachers are seen more in relation to learners, but teachers are 'agents in their own right' (Kalaja et al., 2015). Ruggles (2009) define teacher agency as teachers' power, autonomy, or capacity in decision makings to make a real difference, to exercise leadership and to experience professional practice which could impact students' outcomes. In the following years, teacher agency was defined as the ability of teachers to make informed classroom and professional development decisions based on classroom needs, reflections, and considerations (Seipel et al., 2021). More contemporary definition of teacher agency was uttered by LaFrance and Rakes (2022). They defined it as the capacity of teachers to act purposefully to direct their professional growth, find solutions to challenges they face, and improve their practice. Therefore, Emirbayer and Miche (1998) described the concept of agency as 'slippery', which causes confusion due to its multiple interpretations. In the lens of those definitions, the concept of teachers' agency has recently been a commonly studied research topic. To advocate this, given that agency is manifested in identity negotiations and active participation, critical incidents explicitly play an important role in shaping identity and making agency. They also found that the critical incidents in participant's life capital enhance enacting agency on the way of reshaping identity.

The agentic teachers locate themselves in their environment as the active risk-takers and initiative individuals. Also, they have a positive self-image, who appreciate autonomous actions in all around their teaching environment. Advocating openness to change, an agentic teacher prototype experience themselves as individuals who can change and make a change in their surroundings (Block & Betts, 2016).

To study teacher agency, the Complex Dynamic Systems Theory (CDST) becomes prominent as teaching is all complex and dynamic by itself. CDST was first introduced by Diane Larsen-Freeman in 1997. Larsen-Freeman was the first scientist to apply dynamic systems to applied linguistics, specifically second language acquisition, using a physical world analogy to focus on how components of the whole interact. Study of change is centralized in CDST, so it is a theory of change.

Therefore, “change and emergence are central to any understanding of complex dynamic systems.” (Larsen-Freeman, 2015, p.11). As she adds, CDST is nonlinear, unstable and unpredictable, so it is chaotic. Hiver and Al-Hoorie (2019) argue that “Complexity Theory has ushered in a new way of thinking, challenging some basic conceptions about how scientific inquiry should be conducted” (p.1). As teacher agency is also complex, dynamic and the development of it is nonlinear, I adopt complex dynamic system principles in this study. As one of the properties of CDS, the attractor states are formed in a long term and in a short term in a system. Hiver (2015) calls attractor states as the stable outcomes for dynamic systems, an EFL teacher in our context. Each attractor state acknowledges about what the system is doing at that moment and how it is acting.

Teaching is an extremely difficult profession in any field. In recent decades, teachers have been more aware of this challenging progression. Teachers, whether beginning or experienced, are exposed to a range of challenges during their careers (Mercer, 2020). Thus, they need survival strategies which enables them sustain the profession. Developing agency, being an agentic teacher in other words, may be tool to succeed. The definition of teacher agency worded by LaFrance and Rakes (2022), as aforementioned, is the most comprehensive one which is adopted in this study as I seek to explore the development of agency and the causal mechanisms like directed motivational growth, taking action and making decision for their career. Therefore, this study aims to trace the dynamics of teacher agency as the capacity of teachers to act purposefully to direct their professional growth, and to find solutions to challenges faced during teaching process. This study also intends to add to the literature by adopting a Complex Dynamic Systems Theory (CDST) perspective in a Retrodictive Qualitative Modelling (RQM) frame. Overall, the purpose of the study is to investigate the development of agency of a novice teacher in relation to the surrounding and experiences. After identifying the main teacher type, it is aimed to understand what kind of factors and processes have ‘pushed’ *Viceroy* to the particular prototype (i.e. agentic) he embodies. Two research questions (1) *What are the attractor states that emerged in relation to an EFL teacher’s agency development?* and (2) *How is the participant teacher’s agency development shaped by his educational experiences?* were asked to fulfil the aims of the study.

Method

This study pursued a Retrodictive Qualitative Modelling (RQM) in a single-case, integrated method approach. The study involves inductive analysis of data gathered from the participant teacher (Duff, 2007). Since it is aimed to provide a deeper understanding of the individual teacher agency and the attractor states, case study is considered to be appropriate for this study. Thus, the narrative case study approach was used to provide a comprehensive examination of the research questions. This research focuses on the agentic development of the individual teacher as well as their connections with various ecological systems. To study human development, one must consider the entire ecological system in which growth occurs. As a result, collecting narrative reports is a suitable strategy for both narratively digging into teacher agency and the settings in which agency is manifested. Table 1 provides a summary description of the design.

Table 1

The Research Design of the Study

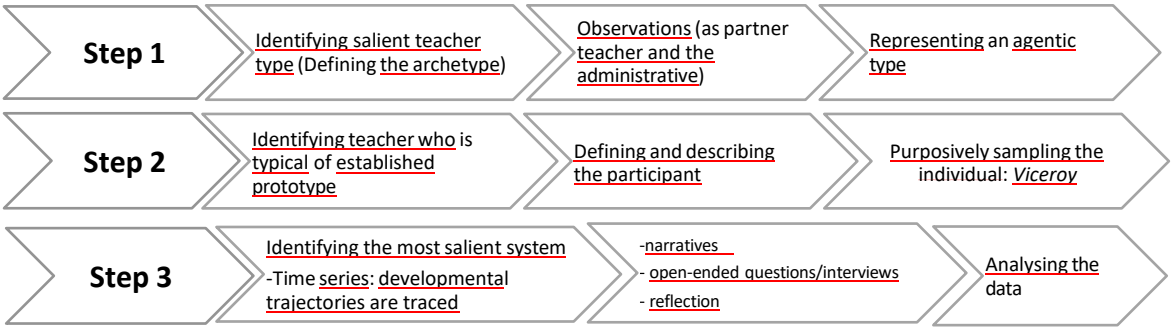
Data Collection Tools	2 Narratives (Term 1, Term 2) 6 Open-ended interview questions 2 Critical Incidents 1 Self-reflection on: a) adaptation to the teaching environment b) reaction to educational challenges c) effect of the process (decision-making, taking initiatives, risk-taking)

Setting & Participants	1 novice EFL university lecturer, 23 years old, working at a private university, teaching Integrated Skills and Writing classes, with the pseudonym '*Viceroy*'
Data Analysis	Atlas.ti
	Grounded Approach (coded, re-coded until saturation)
Test & Analyses	(Step 1: Open coding, Step 2: Axial coding, Step 3: Selective Coding)

Regarding the methodological framework of the study, Retrodictive Qualitative Modelling (RQM), a novel methodological framework of researching complex dynamic systems, was first proposed to applied linguistics by Dörnyei in 2014. In RQM approach, the study progresses backward from an emergent outcome: Tracing backwards from 'what is' to 'what was' (Dörnyei, 2014). Dörnyei (2014) proposes that RQM approach "reverses the usual research direction by starting at the end—the system outcomes—and then tracing back to see why certain components of the system ended up with one outcome and not another" (p. 80). I adopted CDS approach considering that complex dynamic systems are sensitive to initial conditions. This approach allowed me to trace the individual teacher's agency and the attractor states backward after identifying the teacher who is typical of established prototype, which is *agentic teacher*. Through this model, in other words, the developmental trajectories are traced backward, and causal mechanisms are identified, rather than the mere reasons. In 2014, Dörnyei believed that '*RQM is still little more than an idea*', and '*no study following this approach has yet been published*', but in little less than a decade, we can benefit from a number of studies which have adopted RQM approach. Figure 1 highlights the study design that I utilized based on Dörnyei's (2014) proposition.

Figure 1

Retrodictive Qualitative Modelling Design of the Study Based on Dörnyei's (2014) Proposition



As for the participant of the study, data was collected in a school of foreign languages context from a 23-year-old male beginning EFL university lecturer who had been teaching for less than a year at a private university located in the South-eastern part of Turkey. The participant lecturer, *Viceroy*, teaches Integrated Skills (maincourse) and Writing classes at 5 CEFR levels (A1, A2, B1, B2, C1) at the English preparatory class. I purposively selected the participant. Although he was a novice teacher, who started doing MA just a semester after he started teaching, I thought he was an agentic teacher because I had chance to observe some agentic archetype characteristics of him such as decision-making, taking initiatives, and risk-taking during the teaching process. Therefore, based on my observations as a colleague and partners who are teaching in the same two classes, I picked the Viceroy as the best participant of the study. Upon the participant's suggestion and consent, I used the pseudonym '*Viceroy*', which is defined by Oxford Learner's Dictionary as "a person who was sent by a king or queen to govern a colony". Considering the participant teacher is the governor of his own teaching environment, this pseudonym is thought to be the best fit.

In this study, multiple data collection tools were utilized in an integrative method to provide deeper insight about the phenomenon, teacher agency, under investigation. As a longitudinal research study, four types of measures for data collection were utilized: two narratives, an interview involving

six open-ended questions, two critical incidents; and one reflection on adaptation to the teaching environment, reaction to challenges, and impact of the process on the teacher. First, to achieve the research aims, narrative reports were used. To Barkhuizen and Consoli (2021), "narrative inquiry means working with stories" (p.2). They also state that although there are some concerns such as lack of involvement of stories, not including enough specific details of the data analysis techniques, and no innovation in this method, narrative inquiry methodology has gained importance and legitimacy in language learning and teaching. Through this, thus, I was able to learn about the participant teacher by examining the implicit process of his narratives in certain situations. Also, as his trajectories, the narratives helped me to see that the participant was more connected emotionally, cognitively, reflectively with the content of his stories (Barkhuizen & Consoli, 2021).

Secondly, I asked six open-ended questions in order to get deeper insight about the agency of the participant teacher. Dörnyei (2003) proposes that the best data are those that "include phrases and sentences that have indeed been said by real informants" (p.52). In line with this proposition, I used open-ended questions for the interview as the second data collection tool of the study. Additionally, I asked the participant teacher to write down the incidents that he thinks to be critical. Brookfield (1990) define a critical incident as a "vividly remembered" event (p. 84). Similarly, Richards and Farrell (2010) identify that "a critical incident is an unplanned and unanticipated event that occurs during a lesson and that serves to trigger insights about some aspect of teaching and learning" (p. 13). Teachers take it as critical because it is important and it has some meaning from which teachers can learn. In accordance with the proposed definitions of a critical incident by the scholars, I received two critical incidents from the participant.

As the final data collection tool searching the participant teacher's agency development, the participant teacher was invited to provide a final written reflection on (a) his adaptation to the teaching environment as a novice teacher, (b) his reaction to educational challenges he faced, and (c) how the process effected his agency in terms of decision-making, taking initiatives, and risk-taking. In order to make sense of dense text data (Creswell, 2021) gathered from the participant, I adopted a grounded approach in the coding process following the three basic steps: (1) open, (2) axial, and (3) selective coding (Strauss & Corbin, 1990). After reading the data several times, I coded and re-coded data until saturation (Saldaña, 2016). Atlas.ti software program was used in three steps of coding: In the open coding process, which involves examining, analysing, comparing, and categorising text data, in axial coding process, involving a set of steps in which data are put back together and categories are connected after open coding, and finally selective coding, which involves connection all categories together around one core category (Bryman, 2012). The coding process is utilised based on Strauss and Corbin (1990). All the analysed data have generated five main categories: C*lassroom practices, directed motivational growth, teacher selves, willingness to take action, and managemental capacity*.

Findings

Aligned with the two aims of the study, the analysis of the qualitative data revealed five categories as the attractor states that shape the novice teacher's agency. As a result, the visualized teacher agency attractor states are given in Figure 2. The causal mechanisms that play role in Viceroy's agency construction are composed of 25 codes gathered under five categories. The categories and the sub codes are given in Table 2.

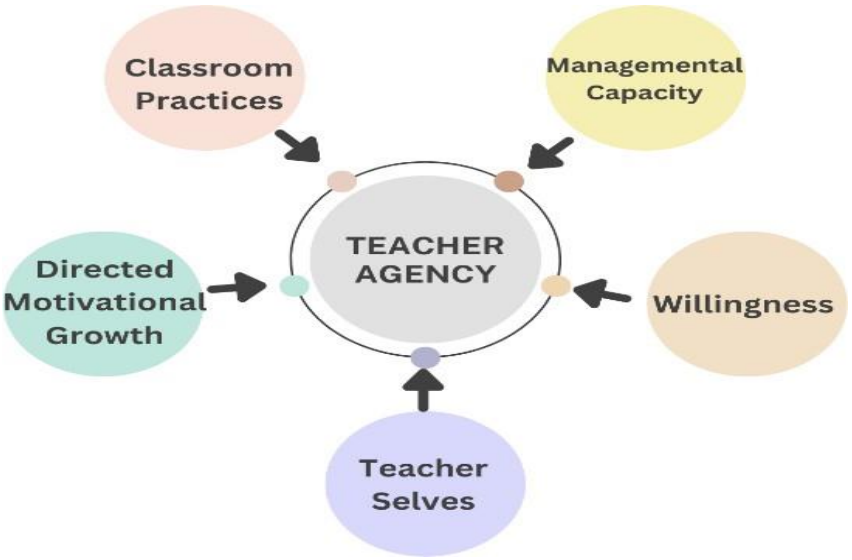
Table 2

The Categories Emerged in Relation to Viceroy's Agency (25 Codes under 5 Categories)

Classroom Practices	Directed Motivational Growth	Managemental Capacity	Teacher Selves	Willingness to Take Action
Attitudes towards Students	Affordances	Active Decision-Making	Self-Image	Openness to Change
Equilibrium of T-ST Relationship	Institutional Contribution	Autonomous Actions	Personal Style	Feeling Responsible
Taking Initiatives	Collegiality	Stress-management	Professional Identity Construction	Taking Initiatives
Theory vs Practice	Professional Engagement	Self-regulation	Self-Confidence	Affordances
Risk-Taker	Embracing Challenges	Solution-Oriented		Awareness of Responsibility
Constraints	Profession Choice			
	Promoted Agency			

Figure 2

Teacher Agency Attractor States



The first attractor state resulted from the data was related to classroom practices. Teacher-student relationship is as vital as the academic instruction given on a regular basis. Teachers do not take the classroom management for granted, and they try to build a balanced relationship during their educational service. Based on the Viceroy's narratives, critical incident notes, the answers to the open-ended questions, and reflection report, we can see that he was mostly concerned about establishing a balanced teacher-student relationship. In his first days of teaching experience, he frequently referred to it:

> *I'm considering what kind of balance the teacher-student relationship should have these days. As a teacher, I find my bearings. Now, I could predict what I would encounter in the process. I had very good relations with students.*

He believed that establishing a balanced relationship is important, but he could not manage it, and as a result, it caused some classroom management problems, he stated:

> *…it is very important to establish strong relationships with students, but in such cases it can lead to bad results. While establishing these relationships, it is necessary to carefully control the emotional side of it and the balance of the scale needs to be perfect.*
>
> *I realized something at that moment, maybe if I had a more balanced relationship with the students, this process would have been easier for them and for me.*
>
> *…I would have the opportunity to establish the solid relationship between the teacher and the student that I dreamed of before starting my career.*

Besides basic teacher roles such as information provider, role model, and assessor *(Harden & Crosby, 2000),* teachers have an initiator role. As suggested in the literature, t*aking initiatives* and *taking risks are* two other selective codes after Viceroy elaborated on teacher as an initiator:

> *I always liked to do things and start things, so I can say that I am a good initiator. I wanted to create a community and I was able to do that with the help of the institute I work for. I established a club called the Speaking club.*
>
> *As a rational person, risk taking was always one of my worst enemies because I don't like to take risks. Nevertheless, in this new process, I had to take risks at many points.*
>
> *I shaped my own teaching in this 6-month period and I took many risks in this process. Activities, teaching techniques, and decisions made, and they were all risks at some point.*

Viceroy also mentioned the challenge raised because of the mismatch between theory learned in practicum and the practice he experienced in his first years of teaching experience. The challenges at this point and the freedom provided seem to have contributed to his agency development:

> *…the things I learned during four years were actually invalid. I did not expect that I should say goodbye to the things that I learned at university so early and find my own methods, but I was able to do it.*
>
> *I had a hard time, especially when I realized that the things, I learned in theory during my 4 years at the university did not actually work in practice. Nevertheless, I had enough freedom at the institution where I worked and this gave me a space to learn my own methods.*

Teachers have physical and psychological hurdles throughout their careers, such as maintaining their career cycle, shouldering the emotional weight of teaching, and fulfilling the highest institutional or parental expectations. Accordingly, he seems to have embraced the challenges as a source of self-exploration and motivation, rather than as a reason to demotivation:

> *When I saw that the things I learned didn't actually work, this actually made me feel happier instead of forcing me because I would be able to discover my own methods and reflect myself on my teaching. I can't say that it didn't challenge me, but this challenge was more of a challenge that motivated me.*

It can be concluded from the findings related to *classroom practices* theme, that the way teachers establish teacher-student relationship, embrace challenges in teaching, and take initiatives and risks for the sake of better classroom practices functioned as the attractors contributing to agency development.

The following attractor state reported was related with teacher's directed motivational growth. According to Fessler and Christensen (1992), teachers experience enthusiasm and growth phases, they display job satisfaction, feel competent and intrinsically motivated through professional support provided by the experts and institutions in their career. In line with this, Viceroy stressed

the importance of *Institutional Contribution* and *Collegiality*, which were some other selective codes that Viceroy voiced:

> *Actually, I haven't experienced any constraints in my work environment…it was easy for me to get used to the environment at the university where I work. I think that is because I work at the university where I studied. When we look at it, I was in a position to know the culture… I had a colleague who helped me a lot, I had co-workers who helped me.*
>
> *With the help of our management, I was able to set up speaking club which I wanted. I am very happy and grateful for this opportunity…your colleagues in the environment you work in are very, very important.*

Besides collegial and institutional affordances provided, it can be concluded that Viceroy 's agentic insight went hand in hand with his professional engagement:

> *I wasn't feeling very well before the classes and it scared me a little because as a professional I think my private life should not affect my work life.*
>
> *I learned that I can no longer work with the Intermediate 1 class. Of course, I was a little surprised and I realized that I needed to establish that relationship with another class... I was going to teach to another class. Of course, as a professional, this did not affect me much, but sometimes my eyes were looking for my former students.*

Managemental capacity appeared to be another attractor state. Professional development initiatives encourage teachers' autonomy in the classroom and help them create growth mindsets (Lamb, 2008). They are also more independent in customising their curriculum, materials, and procedures, and they are intrinsically driven to continue their professional development. In Viceroy's case, his capacity or ability to control his thoughts, emotions, and actions in his educational environment mediated to self-regulate:

> *…when I was very indecisive in teaching-related situations, I got help from my colleagues and even included students in the decision-making process. I thought that I had to solve this problem at that time.*
>
> *I tried to put my worries aside while making my decisions, and it actually worked. I realized that I wasn't actually a bad decision maker, I was actually complicating my own work with my worries.*
>
> *I had enough freedom at the institution where I worked and this gave me a space to learn my own methods. I think it is very important and valuable to have the necessary freedom in your first year of work.*
>
> *…I was trying to put myself in the mood like an actor while climbing the stairs. I never let my feelings affect me at any point in my life.*

The results also showed that teacher selves were also highlighted as the attractor states. Teacher selves are adaptable, and they can be transformed by experiences and professional development activities for teachers that promote self-awareness (Zembylas, 2003). Similarly, self is stated as a concept involving a future-oriented dimension (van Lier, 2008). In line with this, Viceroy represented a future-oriented, developmental perspective with more self-confidence. In his narrative frame he reported:

> *I can say that I want to be better than I am now. Because I believe that this is the purpose of our life as human beings, to be better than we were yesterday. I can say that my expectation for the future is that is mentality I have now…I would be able to discover my own methods and reflect myself on my teaching.*
>
> *I was now more confident as a teacher and was able to manage the process much better*

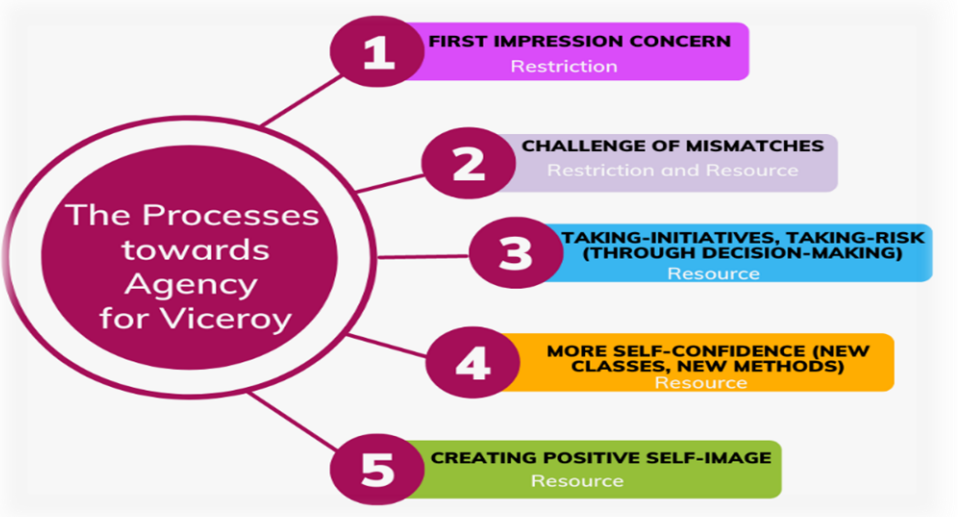
The final attractor state illustrated was related with willingness to take action. Viceroy was passionate about taking action as he was open to novelty, he felt responsible for the institution he works for and all humanity in a broader sense, and he felt encouraged to come up with novel solutions to the obstacles he faced:

> *I wanted to be a teacher because I wanted to change things...I knew that I could change something here because changing a person and making them better than they are is the closest you'll get to changing world. I wanted to establish a club for this.*
>
> *Sometimes my methods didn't work, but I never insisted on them because change is constant. Once you acknowledge the chaos and reorganize your life to make room for the amount of change that comes at you, the adjustment eases your struggles.*

Finally, thinking of his process of agency development, Viceroy seems to have a developmental, transient, and dynamic system behaviour, so he has passed through some certain processes governed by strong attractors (Dörnyei, 2014) as it is shown in Figure 3.

Figure 3

The Processes towards Agency for Viceroy



The processes shaped by the attractor states in Viceroy's trajectories can be better explained by his agentic personal style. In his initial moments of teaching experience, he was concerned with making a good first impression. This concerns appears to be a restriction on agency development. Also, Viceroy's disappointment and difficulty when he realized that the theory he had learned did not work in practice, and they were invalid to him can be regarded as both a restriction and a source of agency development. As a consequence of freedom he has in his teaching environment, we can also see how his personal style as a novice teacher has changed through taking initiatives and taking teaching-related risks. It can be concluded that the more he took initiatives and risks, the more he contributed to his agency development. Another shift in his agency can be observed once he dealt with new students at an unfamiliar proficiency level as well as novel methods he had to apply in his classes, so that he felt more self-confident in his practices. This can be also referred as a source of agency construction. In the final process he experienced, which contributed to being an agentic teacher, Viceroy created a positive self-image.

Discussion

Within complex dynamic systems theory perspective, this study aimed to trace the development of agency of a novice EFL teacher, *Viceroy*, in relation to his surrounding and his teaching experiences, and to find out what kind of states and processes have directed him to the agentic prototype. Reports of his interviews and narratives indicated that his attitude towards students

before, during, and after classroom practices functioned as a triggering tool which assists to manage the instructional practices although they were challenging for a novice teacher at university level. Additionally, Viceroy had a directed motivational growth, so that he was open to changes, benefits from professional development opportunities. As a self-confident, self-regulated teacher who has a positive self-image showed his managemental capacity thanks to active decision making and autonomous personality. Little (1995) theorised an autonomous teacher as someone who has 'a strong sense of personal responsibility for their teaching" (p. 179). In line with this, although he started at an institution where he was required to fulfil high level instructional expectations, the disappointment he felt because of lack of practice in practicum, some certain obstacles in his professional life, he survived thanks to his agentic character. Dynamic systems tend to settle into temporary attractors although they are never static, but dynamic. Our data revealed that Viceroy shifted in five processes depending on the attractors. Believing that observing phase shifts may not necessarily be interpreted as bad news, this shifts motivated me to trace the attractor states towards an agentic teacher.

Agency is always negotiated in light of the current circumstances, which may function as resource or restriction of agency (e.g., Rainio, 2008). While some processes came over as a restriction to agency development, most of them functioned as resources of agency construction and development. For instance, Viceroy was concerned with establishing an equilibrium in his relationship with his students for a good first impression as a teacher. This state restricted him to develop agency. On the other hand, a few months later in his teaching experience, he learned to be self-confident, feel more freedom to take initiatives. Therefore, when learner instructors are given opportunity to develop their professional experiences, they are more likely to engage in long-term personal and professional growth. It should be evident that the support from management, and the appreciation from students in the process became the strongest initiative to build agency.

The findings of this study revealed that the participant teacher, Viceroy, embodies an agentic prototype that developed in less than a year of teaching experience. As aforementioned, LaFrance and Rakes (2022) define agency as the capacity of teachers to act purposefully to direct their professional growth, find solutions to challenges they face, and improve their practice. As the data suggests, Viceroy's agency is rooted in his capacity and willingness to direct his professional growth, and in the solutions he provided for the challenges he faced for the sake of effective classroom practices. Therefore, in order to empower teachers as agentic practitioners, language teachers can be reinforced with more effective practices in practicum (Boran, 2020), professional development opportunities such as mentor-mentee or peer-coaching (Yoğun, 2020) initiatives should be provided by the institution during in-service period. Also, in order to find out their own methods of dealing with educational obstacles, novice teachers should feel the freedom to take action and take educational risks under experts' or more experienced teachers' supervision.

To acknowledge limitations of this retrodictive study, it has two limitations. As for the first one, only one individual participant was included in this study, and the agency development of a novice teacher with less than a year of teaching experience was traced. This study could be done with more teachers who have more experience in the field, so that the researcher can have more options to select the most appropriate prototype. The second limitation to the research would be about prototype identification process. RQM offers a research template for deriving essential dynamic moves from idiosyncratic situations in a systematic manner (Dörnyei, 2014). Although it was challenging to implement the original RQM ideas to the full for a research, the template it offered was useful while identifying the prototype for the research. Also, in the process of defining the archetype, I depended on my observations as the partner and the administrator of the participant teacher. For this reason, the participant teacher may have not spoken up his thoughts openly. Some other tools could be administered in this process of an RQM study, and the future studies can implement RQM prototype identification step more precisely in order for identifying the most salient teacher type in the first step.

Conclusion

Attractor state is an outcome pattern that a system tends to approach and stabilize in through its self-organization (Hiver, 2015). So it can be proposed that *Viceroy* settled down towards five main attractors over time. With certain inputs, which is called perturbation, viceroy was patterned from one attractor state to another towards developing an agentic prototype. At this point, the data highlighted a close understanding of the attractor states of language teacher agency through a RQM template which resulted in rich data. The rich data-narratives, answers to the open ended questions, and reflection report- enabled us to be informed about the agentic teacher from various aspects. Given that teacher agency aims to describe teachers' efforts to make choices within their context, Viceroy represents positive relationships with his learners, colleagues, and sustains the curricular requirements. It can be summarized that *Viceroy* has a clear directed professional growth, willingness to take action, positive teacher selves, and relatively effective managemental skills related with the classroom practices. On the other hand, there is a frequent stress to teacher-student relationship, rather than to the teaching, his initial feelings contradict the ultimate ones. Therefore, by retrodicting the attractors of agentic prototype, it can be concluded that Viceroy's agency is mediated by his social, interaction with students and colleagues, and institutional factors.

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