

T.C

ÇAĞ ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ

T.C. NOSU

20371963360

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ANA BİLİM DALI

İngiliz Dili Eğitimi

HANGİ AŞAMADA

OLDUĞU (DERS /

TEZ)

Tez

İSTEKDE BULUNDUĞU

DÖNEME AİT

DÖNEMLİK KAYDININ

YAPILIP-YAPILMADIĞI

2023 / 2024 - GÜZ / BAHAR DÖNEMİ KAYDINI YENİLEMEDİM / YENİLEDİM.

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER

TEZİN KONUSU

Yansıtıcı Uygulamaların İdeal Dil Öğretmeni Benliğine Etkisi

Bu arařtırma, İngilizceyi Yabancı Dil olarak öđreten öđretmenler arasında yansıtıcı öđretim uygulamaları ile ideal dili öđretmeni kimliklerinin gelişimi arasındaki karmařık ilişkiyi incelemektedir. Kuantitatif bir arařtırma tasarımı kullanılan bu çalıřma, İngilizceyi Yabancı Dil olarak öđreten öđretmenlerin yansıtıcı uygulamalara ne ölçüde katıldığını arařtırmakta, yansıtıcı uygulamaları ile demografik özellikleri arasındaki olası ilişkileri deđerlendirmekte, ideal dili öđretmeni kimliklerini nasıl algıladıklarını ölçmektedir ve yansıtıcı uygulamalara katılmanın ideal öđretmen kimliklerini geliştirme üzerindeki etkisini incelemektedir.

Arařtırma, Türkiye'deki üniversitelerin Yabancı Diller Fakültesi'nde çalıřan İngilizceyi Yabancı Dil olarak öđreten öđretmenlerden oluşan bir grup içinde gerçekleştirilmiřtir ve en az 100 katılımcı hedeflenmektedir. Veriler, çevrimiçi bir anket aracılığıyla toplanmıřtır ve anket, İngilizce Öđretim Yansıtma Envanteri (EL TRI) ve

İdeal Dil Öđretmeni Kimliđi (IL TS) gibi üç farklı bölümden oluřmaktadır. Ayrıca, katılımcıların yař, cinsiyet, öđretim deneyimi, mezuniyet derecesi, nitelikleri ve mezuniyet bölümü gibi demografik bilgilerini içeren üçüncü bir bölüm de bulunmaktadır.

Veri analizi, SPSS kullanılarak gerçekleştirilmiřtir ve güvenilirlik analizleri, parametrik ve non-parametrik testler, ANOVA, bađımsız t-testleri ve Pearson korelasyon testleri gibi çeřitli istatistiksel yöntemleri içermektedir. Güvenirlik analizleri, EL TRI ve IL TS bölümlerinin geçerliliđini sađlamak için yapılmıřtır. Ayrıca, verilerin normal dađılıp dađılmadığını deđerlendirmek için normal dađılım analizi yapılmıř ve normal dađılıma sahip veriler için parametrik testler, normal dađılmayan veriler için ise non-parametrik testler kullanılmıřtır.


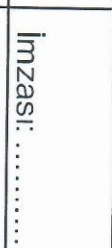


Bu çalıřma, İngilizceyi Yabancı Dil olarak öđreten öđretmenler arasında yansıtıcı uygulamalar ile ideal öđretmen kimlikleri arasındaki ilişkiyi aydınlatarak literatüre katkı sađlamaktadır. Bulgular, öđretmen geliřtirme programlarının tasarımı için önemli iđörüler sunabilir, öđretmenlerin tercihlerine uygun yansıtıcı uygulamaları teşvik edebilir ve İngilizceyi Yabancı Dil olarak öđreten öđretmenler arasındaki motivasyonu artırabilir. Ayrıca, çalıřma, öđretmenlerin yansıtıcı uygulama tercihleri ile motivasyon faktörleri arasındaki etkileřimi göz önünde bulundurarak daha etkili öđretmen geliřtirme stratejilerinin temelini oluřturabilir.

## TEZİN TÜRKÇE ÖZETİ

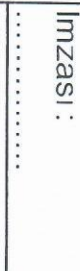




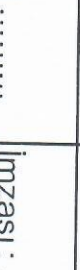

<b>ARAŐTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI</b>	<p>Akdeniz Üniversitesi, Uludağ Üniversitesi, Ankara Üniversitesi, Atatürk Üniversitesi, Anadolu Üniversitesi, Muğla Sıtkı Koçman Üniversitesi, Aydın Adnan Menderes Üniversitesi, Mersin Üniversitesi, Gaziantep Üniversitesi, Çanakkale Onsekiz Mart Üniversitesi, Dicle Üniversitesi, Marmara Üniversitesi, İstanbul Üniversitesi, Hasan Kalyoncu Üniversitesi, Çukurova Üniversitesi, Çağ Üniversitesi, Karadeniz Teknik Üniversitesi, Ege Üniversitesi, Dokuz Eylül Üniversitesi, Alparslan Türkeş Üniversitesi, Gazi Üniversitesi, Cumhuriyet Üniversitesi, Sinop Üniversitesi, Hacettepe Üniversitesi, Sütçü İmam Üniversitesi, Harran Üniversitesi, Arel Üniversitesi, Özyeğın Üniversitesi, Bahçeşehir Üniversitesi,.; Yeditepe Üniversitesi, Erciyes Üniversitesi, Zonguldak Bülent Ecevit Üniversitesi, Kent Üniversitesi, Bilkent Üniversitesi, Orta Doğu Teknik Üniversitesi, Gümüşhane Üniversitesi, Abdullah Gül Üniversitesi, Recep Tayyip Erdoğan Üniversitesi Akdeniz Üniversitesi, Uludağ Üniversitesi, Ankara Üniversitesi, Atatürk Üniversitesi, Anadolu Üniversitesi,</p>
<b>IZIN ALINACAK OLAN KURUMA AIT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)</b>	<p>Muğla Sıtkı Koçman Üniversitesi, Aydın Adnan Menderes Üniversitesi, Mersin Üniversitesi, Gaziantep Üniversitesi, Çanakkale Onsekiz Mart Üniversitesi, Dicle Üniversitesi, Marmara Üniversitesi, İstanbul Üniversitesi, Hasan Kalyoncu Üniversitesi, Çukurova Üniversitesi, Çağ Üniversitesi, Karadeniz Teknik Üniversitesi, Ege Üniversitesi, Dokuz Eylül Üniversitesi, Alparslan Türkeş Üniversitesi, Gazi Üniversitesi, Cumhuriyet Üniversitesi, Sinop Üniversitesi, Hacettepe Üniversitesi, Sütçü İmam Üniversitesi, Harran Üniversitesi, Arel Üniversitesi, Özyeğın Üniversitesi, Bahçeşehir Üniversitesi,.; Yeditepe Üniversitesi, Erciyes Üniversitesi, Zonguldak Bülent Ecevit Üniversitesi, Kent Üniversitesi, Bilkent Üniversitesi, Orta Doğu Teknik Üniversitesi, Gümüşhane Üniversitesi, Abdullah Gül Üniversitesi, Recep Tayyip Erdoğan Üniversitelerinin Yabancı Dil Yüksekokulları</p>
<b>YAPILMAK İSTENEN ÇALIŐMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĐI GİBİ AYRINTILI BİLGİLER</b>	<p>Bu araştırmanın evrenini Güneydoğu Anadolu ve Akdeniz bölgesinde bulunan ve hazırlık eğitimi veren Üniversitelerin Yabancı Dil Yüksekokullarında görev alan Öğretim Görevlileri olmaktadır. Araştırmanın amacı olarak yansıtıcı uygulamaların ideal dili öğretmeni benliklerine etkisi olarak belirlenmiş olup bu amaçla hazırlanmış 48 soruluk bir anket online platformlar kullanılarak tesadufi örnekleme metoduyla ilgili katılımcılar ile paylaşılacaktır.</p>

	<p>Literatürde öğretmenin yansıtıcı uygulamasının kapsamını ve öğrenim araştırmalarının da gösterdiği gibi, yansıtıcı uygulama, öğretmen hazırlığı olarak kabul edilmektedir (Akbari, Behzadpoor ve Davdand Azizah ve Tosriadi, 2018). Ancak giderek artan literatüre rağmen, motivasyonun öğretmenler arasındaki yansıtıcı uygulamalarla nasıl azdır. İkinci dil edinimi üzerine mevcut araştırmalar motivasyonun ancak çoğu çalışma ağırlıklı olarak öğrencilere odaklanmış, dil öğretmeni öğretmenleri arasındaki motivasyonun incelenmesi ihmal edilmiştir</p> <p>çalışma öğretmeni motivasyonunu ve bunun altında yatan neden öğretmenlerinin motivasyonunu potansiyel dil öğretmenleri olarak inc çalışmaları ise daha da azdır (Hiver, 2013; Kubanyiova, 2007). Ayrı yöntemlerinin kullanıldığı bu çalışmalardan elde edilen bulguların, közü olmaları nedeniyle genelleştirilmesi zordur (Hiver, 2013; Kut motivasyonuna ilişkin çalışmalar sıklıkla çoklu olası benliklerin bütün dil öğretmenlerinin ideal benliğini ve bunun öğretmen gelişiminin ilişkisini inceleyen araştırmalar literatürde azdır. Bu nedenle, daha öğretmenlerinin ideal benlikleri ile mesleki gelişim aracı olarak yans etkileşimi daha derinlemesine anlamak için daha büyük ölçekte dair Bu araştırma, yabancı dil olarak İngilizce (EFL) öğretmenlerinin yans bilisi ve öğretmeni bilisi alanında nispeten az araştırılmış bir alanı üzerindeki etkisini araştırarak mevcut literatüre katkıda bulunmayı ar İngilizce öğretmenlerin tercihleriyle uyumlu hizmet içi öğretmen gel yardımcı olabilir. Ek olarak, yansıtıcı uygulama ile öğretmenleri inceleyerek bu çalışma, İngilizce öğretmen eğitmenleri öğretimi uygulamaya yönlendiren motivasyon faktörlerine ışık tutabilir. Ayrıca, İngilizce ö anlamak ve öğretmenlerin geleceğe dair vizyonlarını yansıtma etkinlikleri tasarlamak, potansiyel olarak ideal benliklerini geliştire</p> <p>çalışma için öncelikli bir motivasyon kavnağı olarak hizmet edebilir (S</p>
<p><b>TEZİN AMACI</b></p>	<p>ermeye odaklanan artan sayıda rlığının ve mesleki gelişimin önemli bir , 2010; Farzaneh ve Mohammad, 2014; eğitimde bir diğer önemli faktör olan ılı ilişkili olduğuna dair bilgi ve verimiz arması bir konu olduğunu göstermiştir, nme sürecinde kritik bir rol oynayan dil (Dörnyei, 2005). Yalnızca sınırlı sayıda tenleri keşfetmeye çalışmıştır; dil jeal benlikleriyle ilişkili olarak araştırma ıca, öncelikli olarak nitel veri toplama ;apsamlarının sınırlı olması ve bağlama anyiova, 2007). Ayrıca, dil öğretmeni sel incelemesine odaklanırken, özellikle cır biçimi olarak yansıtıcı uygulamayla genellenebilir veriler elde etmek ve dil itici uygulamalara katılımları arasındaki ra kapsamlı araştırmalara ihtiyaç vardır. itici öğretim uygulamalarının, öğretmen ı olan ideal dil öğretmeni benlikleri naçlamaktadır. Bu çalışmanın bulguları, işleme programlarının tasarlanmasına n ideal benlikleri arasındaki ilişkiyi ılamalarını sürekli olarak geliştirmeye iletmenleri için motivasyon faktörlerini ı kolaylaştırarak öğretmen gelişimi bilir ve detaylandırabilir; bu da kişisel abakvan ve diğerleri 2018. Karimi ve</p>

UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Bu çalışma için veri toplamayı kolaylaştırmak amacıyla katılımcılara çevrimiçi bir anket gönderilecektir. Katılımcıların İngilizce konuşacağı göz önünde bulundurularak anketin tüm bölümlerinin yalnızca İngilizce dilinde sunulmasına dikkat edilmiştir. İletişim dili olarak İngilizceyi kullanma kararı, katılımcıların anket maddelerini kolaylıkla anlayıp yanıtlayabilecekleri varsayımına dayanmaktadır. Bu anket üç ayrı bölüme oluşacaktır. Birinci bölümde Akbari ve arkadaşları (2010) tarafından önerilen İngilizce Öğretimi Yansıma Anketi (EL TRI) yer almaktadır. İkinci bölümde Karimi ve Norouzi (2019) tarafından geliştirilen İdeal Dil Öğretmeni Benliği (ILTS) yer almaktadır. Son olarak anketin üçüncü ve son bölümünde katılımcıların yaş, cinsiyet, öğretmenlik tecrübesi, alınan en yüksek derece, nitelikler ve mezun olunan bölüm gibi demografik bilgileri toplamaya yönelik sorular yer almaktadır. Bu bölümlerin ankete dahil edilmesiyse araştırma hedeflerine ilişkin kapsamlı ve cesitli veriler elde edilmesi amaçlanmıştır.		
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADETSAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) İngilizce Öğretimi Yansıma Ölçeği (Akbari vd., 2010) 2 Sayfa 2) İdeal Dil Öğretmeni Benliği Ölçeği (Karimi ve Norouzi, 2019) 1 Sayfa		
ÖĞRENCİNİN ADI - SOYADI: İlhan Can Özmen	ÖĞRENCİNİN İMZASI: TARİH: 19 / 09 / 2023		
<b>TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU</b>			
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.			
2. Anılan konu .....			
1. TEZ DANIŞMANININ ONAYI	2. TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI

Adı - Soyadı: <b>Şahin Bahadır</b> Unvanı: <b>Dr. Öğretim Üyesi</b>	Adı - Soyadı: <b>Şahin Bahadır</b> Unvanı: <b>Dr. Öğretim Üyesi</b>	Adı - Soyadı: <b>Şahin Bahadır</b> Unvanı: <b>Dr. Öğretim Üyesi</b>	Adı - Soyadı: <b>Şahin Bahadır</b> Unvanı: <b>Dr. Öğretim Üyesi</b>	Adı - Soyadı: <b>Şahin Bahadır</b> Unvanı: <b>Dr. Öğretim Üyesi</b>	Adı - Soyadı: <b>Şahin Bahadır</b> Unvanı: <b>Dr. Öğretim Üyesi</b>	Adı - Soyadı: <b>Şahin Bahadır</b> Unvanı: <b>Dr. Öğretim Üyesi</b>
İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 	İmzası: 
..... / 2023	..... / 2023	..... / 2023	..... / 2023	..... / 2023	..... / 2023	..... / 2023

### ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: <b>Şehnaz ŞAHINKARAKAŞ</b>	Adı - Soyadı: <b>Yücel ERTEKİN</b>	Adı - Soyadı: <b>Deniz Aynur GÜLER</b>	Adı - Soyadı: <b>Mustafa BAŞARAN</b>	Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>	Adı - Soyadı: <b>Hüseyin Mahir FİSUNOĞLU</b>	Adı - Soyadı: <b>Jülide İNÖZÜ</b>
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : 	İmzası : 	İmzası : 	İmzası : 	İmzası : 	İmzası : 	İmzası : 
..... / 20.....	..... / 20.....	..... / 20.....	..... / 20.....	..... / 20.....	..... / 20.....	..... / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi

<input type="radio"/> OY BİRLİĞİ İLE <input type="radio"/> OY ÇOKLUĞU İLE	<input type="radio"/> OY BİRLİĞİ İLE <input type="radio"/> OY ÇOKLUĞU İLE	<p>Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ..... / ..... / 20..... tarihinde ..... / 20..... tarihinde uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.</p>
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ACIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKI YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.

ÇAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ  
ETİK KURULU

**BİLGİLENDİRİLMİŞ ONAM FORMU**

Bu formun amacı araştırma ile ilgili olarak sizi bilgilendirmek ve katılmanız ile ilgili izin almaktır.

Bu kapsamda "Yansıtıcı Uygulamaların İdeal Dil Öğretmeni Benliğine Etkisi" başlıklı araştırma İlhan Can Özmen tarafından **gönüllü katılımcılarla** yürütülmektedir. Araştırma sırasında sizden alınacak bilgiler gizli tutulacak ve sadece araştırma amaçlı kullanılacaktır. Araştırma sürecinde konu ile ilgili her türlü soru ve görüşleriniz için aşağıda iletişim bilgisi bulunan araştırmacıyla görüşebilirsiniz. Bu araştırmaya **katılmama** hakkınız bulunmaktadır. Aynı zamanda çalışmaya katıldıktan sonra çalışmadan **çıkabilirsiniz**. Bu formu onaylamanız, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

**Araştırmayla İlgili Bilgiler:**

Araştırmanın Amacı: Yansıtıcı Uygulamaların İdeal Dil Öğretmeni Benliğine Etkisi ölçmek.

Araştırmanın Nedeni: Tez

Araştırmanın Yürütüleceği Yer: Hazırlık eğitimi veren üniversitelerin Yabancı Dil Yüksekokulları

**Çalışmaya Katılım Onayı:**

Araştırmanın amacını, nedenini, yürütüleceği yer ile ilgili bilgileri okudum ve gönüllü olarak üzerime düşen sorumlulukları anladım. Araştırma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafıma sunuldu. Bu araştırma ile ilgili faydalar ve riskler ile ilgili bilgilendirildim.

Bu araştırmaya kendi isteğimle, hiçbir baskı ve zorlama olmaksızın katılmayı kabul ediyorum.

Katılımcının (Islak imzası ile\*\*\*)

Adı-Soyadı:

İmzası\*\*\*:

Araştırmacının

Adı-Soyadı: İlhan Can Özmen

e-posta: can.ozmen@hku.edu.tr

İmzası:

\*\*\*Online yapılacak uygulamalarda, ıslak imza yerine, bilgilendirilmiş onam formunun anketin ilk sayfasındaki en üst bölümüne yerleştirilerek katılımcıların kabul ediyorum onay kutusunu işaretlemesinin istenilmesi gerekmektedir.

13:40

HD+ 45G 77%



Can ÖZMEN Yesterday

to akbari\_ram, akbari\_r, ...



Hello,

I am Ilhan Can Özmen, I am currently doing my master's degree in English language education and I am currently at the thesis stage. Also, I have been working Hasan Kalyoncu University for 3 years as an instructor (you can find more information in this link here <https://profil.hku.edu.tr/akademik/ogr-gor-ilhan-can-ozmen/>) The subject of my thesis is the effect of reflective practices on the ideal selves of language teachers, so I would like to use the Reflective teaching inventory you developed in 2010 in my thesis and ask for your permission. Here let me share my phone number with you +90 506 022 50 97. I am waiting for your reply.

Sincerely,



Ramin Akbari 08:24

to me, akbari\_r, semihak...



Dear Ilhan

Thank you for your email and your interest in the use of the reflective teaching instrument. Please go ahead with your research and use the instrument for any academic project you deem appropriate.

Regards  
Ramin



13:41

77%



Hello,

I am İlhan Can Özmen, I am currently doing my master's degree in English language education and I am currently at the thesis stage. Also, I have been working Hasan Kalyoncu University for 3 years as an instructor (you can find more information in this link here <https://profil.hku.edu.tr/akademik/ogr-gor-ilhan-can-ozmen/>) The subject of my thesis is the effect of reflective practices on the ideal selves of language teachers, so I would like to use the Ideal Language Teacher Self Inventory you developed in 2019 in my thesis and ask for your permission. Here let me share my phone number with you +90 506 022 50 97. I am waiting for your reply.

Sincerely,



Mohammad N....

Yesterday

to me



Dear Mr./Mrs. Ozmen,

Sure you have the permission to use the inventory as far as it is adequately acknowledged and referred to in the publications and your thesis.

Regards

I am İlhan Can Özmen, I am currently doing my master's degree in English language education and I am currently at the thesis stage. Also, I have been working Hasan Kalyoncu University for 3 years as an instructor (you can find more information in this link here <https://profil.hku.edu.tr/akademik/ogr-gor-ilhan-can-ozmen/>) The subject of my thesis is the effect of reflective practices on the ideal selves of language teachers, so I would like to use the Ideal Language Teacher Self Inventory you developed in 2019 in my thesis and ask for your permission. Here let me share my phone number with you +90 506 022 50 97. I am waiting for your reply.

Sincerely,



Mohammad N....

Yesterday



to me ▾

Mohammad N....

Yesterday

Dear Mr./Mrs. Ozmen,

Dear Mr./Mrs. Ozmen,  
Sure you have the permission to use the inventory as far as it is adequately acknowledged and referred to in the

Zaragoza-Capilla, M. (2018). Ideal teacher self and cultural sensitivity: A study of English language teachers in Spain. *RELC Journal*, 49(3), 299-312.

Zeichner, K. M., & Liston, D. P. (1996). *Reflective teaching: An introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.

## EKLER

### Ek-1 İngilizce Öğretimi Yansıtma Ölçeği (Akbari vd., 2010)

	1	2	3	4	5
1. I talk about my classroom experiences with my colleagues and seek their advice/feedback.					
2. I discuss practical/theoretical issues with my colleagues.					
3. I observe other teachers' classrooms to learn about their efficient practices.					
4. I ask my peers to observe my teaching and comment on my teaching performance.					
5. I read books/articles related to effective teaching to improve my classroom performance.					
6. I participate in workshops/conferences related to teaching/learning issues.					
7. I think of writing articles based on my classroom experiences.					
8. I look at journal articles or search the Internet to see what the recent developments in my profession are.					
9. I carry out small scale research activities in my classes to become better informed of learning/teaching processes.					
10. I think of classroom events as potential research topics and think of finding a method for investigating them.					
11. I talk to my students to learn about their learning styles and preferences.					
12. I talk to my students to learn about their family backgrounds, hobbies, interests and abilities.					
13. I ask my students whether they like a teaching task or not.					
14. As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.					
15. I think of the ways my biography or my background affects the way I define myself as a teacher.					
16. I think of the meaning or the significance of my job as a teacher.					

17. I try to find out which aspects of my teaching provide me with a sense of satisfaction.					
18. I think about my strengths and weaknesses as a teacher.					
19. I think of the positive/negative role models I have had as a student and the way they have affected me in my practice.					
20. I think of inconsistencies and contradictions that occur in my classroom practice.					
21. I think about instances of social injustice in my own surroundings and try to discuss them in my classes.					
22. I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.					
23. In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.					
24. I think about the political aspects of my teaching and the way I may affect my students' political views.					
25. I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.					
26. I think about the ways gender, social class, and race influence my students' achievements.					
27. I think of outside social events that can influence my teaching inside the class.					

**Ek-2 İdeal Dil Öğretmeni Benliği Ölçeği (Karimi ve Norouzi, 2019)**

I would like to be a language teacher...	1	2	3	4	5
1. who has a perfect command of the English language.					
2. who sets a great example for his/her students in using English effectively.					
3. who uses L2 all the time when teaching.					
4. can create a comfortable learning environment in his/her classes.					
5. whose lessons are considered to be fun by his/her students.					
6. who can adopt various strategies to facilitate the learning process.					
7. who caters for students' learning styles and preferences.					
8. who has good rapport with his/her students.					
9. who is liked by her students.					
10. who gets excited/happy by the thought of teaching.					
11. who looks forward to another day at work.					
12. who can use a variety of sources for lesson plans and					
13. classroom practices.					
14. who tries to expand his/her professional/content knowledge.					
15. who attends workshops, seminars, and conferences to keep with the latest trends in his/her practice.					
16. who can integrate technology into his/her teaching practice effectively.					

## ANKET ÇALIŞMA TAKVİMİ

Öğrenci Adı/Soyadı: İlhan Can Özmen

Öğrenci Numarası: 2021008030

TC Numarası: 20371963360

Çalışma Başlığı: Yansıtıcı Uygulamaların İdeal Dil Öğretmeni Benliğine Etkisi

Kullanılacak Ölçekler: İngilizce Öğretimi Yansıtma Ölçeği (Akbari vd., 2010), İdeal Dil Öğretmeni Benliği Ölçeği (Karimi ve Norouzi, 2019)

Bu anket 2023-2024 yılı güz döneminde Türkiye genelinde hazırlık eğitimi veren üniversitelerin Yabancı Dil Yüksekokullarında görev alan öğretim görevlileri ile yürütülecektir, anketin katılımcılar ile online olarak paylaşılması planlanmaktadır.

19-25 Eylül 2023	Etik Onayın alınması
1 Ekim 2023	Anketin katılımcılar ile paylaşılması
1-31 Ekim 2023	Verilerin toplanılması
1-30 Kasım 2023	Verilerin analizi

TÜRKİYE CUMHURİYETİ  
ÇAĞ ÜNİVERSİTESİ  
SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ

Tarih: 13/07/2023

## LİSANSÜSTÜ TEZ ÖNERİSİ

YÜKSEK LİSANS       DOKTORA

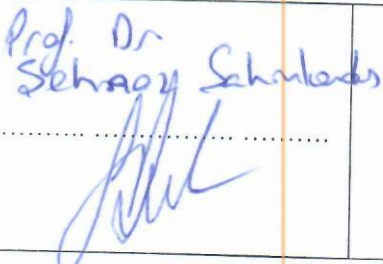
Tezin Yapılacağı Ana Bilim Dalı / Ana Sanat Dalı	İngiliz Dili Eğitimi
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<b>TEZ DANIŞMANI</b>	
Adı Soyadı	Semiha Kahyalar Gürsoy
Ana Bilim Dalı / Ana Sanat Dalı	İngiliz Dili Eğitimi
İMZASI	

<b>İKİNCİ TEZ DANIŞMANI (varsa)</b>	
Adı Soyadı	
Ana Bilim Dalı / Ana Sanat Dalı	
İMZASI	

<b>ÖĞRENCİNİN</b>	
Adı Soyadı	İlhan Can Özmen
Öğrenci No	2021008030
Ana Bilim Dalı / Ana Sanat Dalı	İngiliz Dili Eğitimi
İMZASI	

Tezin Adı	Yansıtıcı Uygulamaların Dil Öğretmenlerinin İdeal Benliklerine Etkisi
Tezin İngilizce veya Diğer Dilde Adı	The Impact of Reflective Practices on Ideal Language Teacher Self

Anabilim Dalı Başkanının Unvanı – Adı – Soyadı – Tarih – İmzası	 Prof. Dr. Selma Şahin	..... / ..... / 20..... .....
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NOT: Tez danışmanı veya tez konusu değişikliklerinde bu FORM yeniden doldurulur.  
TEZ ÖNERİSİNİN 15 SAYFADAN AZ OLMAYACAK ŞEKİLDE HAZIRLANMASI GEREKMEKTEDİR.

Thesis Proposal

The Impact of Reflective Practices on Ideal Language Teacher Self

Ilhan Can Özmen

Master of English Language Teaching Program

Çağ University

(19 Eylül 2023)

## INTRODUCTION

In Palmer's (2010) book "The Courage to Teach," it is argued that good teaching cannot be reduced to mere technique, but rather it stems from the teacher's identity and integrity. Good teaching involves the complex interplay between the teacher's self, the subject matter, and the students (Palmer, 2010). Reflective practice is seen as a significant factor in connecting teachers' experiences with meaningful and rigorous instruction (Torres-Goens & Farley, 2017). Reflective practice entails the deliberate act of looking back at one's teaching practices to assess whether the desired outcomes were achieved or not (McGregor, 2011). It is through reflection that teachers evaluate their own teaching and continuously develop themselves. However, teacher development has been somewhat neglected in the field of foreign language education, and reflective practice has emerged as a concept to fill this gap (Akbari et al., 2010). Reflective practice has gained attention from researchers as an effective method for teacher development (Clegg, 2000; Day, 1999; Farrell, 2012; Korthagen & Wubbels, 1995; Morrison, 1996).

Motivation is another crucial aspect of teachers' practice and training that has been receiving increasing attention (Dörnyei & Ushioda, 2021). Motivation-related theories have gained significant interest among researchers (Dörnyei & Kubanyiova, 2014), and one such theory is possible language teacher selves (Kubanyiova, 2009; Hiver, 2013). Possible selves refer to a person's perceptions of what they might become, what they aspire to become, and what they fear becoming (Markus & Nurius, 1986). These selves serve as a bridge between cognition and motivation (Carver et al., 1994). According to Deci and Ryan's self-determination theory (1985), some teachers may demonstrate higher levels of motivation than others when teaching a second language (L2) due to their inherent interest in the subject matter and their intrinsic desire to learn and improve (Vallerand, 1997). These motivated teachers tend to set specific goals, reflect on their instructional materials, and explore various language practice methods (Dörnyei, 2001). Furthermore, they regularly assess their strategies and retain positive emotions even in the face of failure (Dweck, 2006). According to Dörnyei and Ushioda's (2021) definition of motivation, these teachers have made a deliberate decision to engage in L2 teaching, persist in their efforts, and invest the necessary exertion. Importantly, these motivated

teachers typically possess a clear and vivid image of their ideal language teacher selves, which drives them to persevere and invest effort. Building on this premise, the current study aims to investigate how instructors' reflective practices impact their ideal language teacher selves as a potential motivator.

### **Statement of the Problem**

Reflective practice is considered an essential component of teacher preparation and professional growth, as evidenced by the increasing number of research papers focused on assessing the extent of teacher reflective practice in the literature (Akbari, Behzadpoor, & Dadvand, 2010; Farzaneh & Mohammad, 2014; Azizah, & Tosriadi, 2018). However, despite the growing body of literature, there is a gap in our understanding of how motivation, which is another crucial factor in education, is related to reflective practice among teachers.

Existing research on second language acquisition has shown that motivation is a complex issue, but most studies have predominantly focused on students, neglecting the examination of motivation among language teachers who play a critical role in the language learning process (Dörnyei, 2005). Only a limited number of studies have attempted to explore teacher motivation and its underlying causes, with even fewer investigating the motivation of language teachers in relation to their ideal selves as potential language teachers (Hiver, 2013; Kubanyiova, 2007). Moreover, the findings from these studies, which primarily employ qualitative data collection methods, are difficult to generalize due to their limited scope and context-specific nature (Hiver, 2013; Kubanyiova, 2007).

Furthermore, while studies on language teacher motivation often focus on holistic examinations of multiple possible selves, research specifically examining the ideal self of language teachers and its relationship with reflective practice as a form of teacher development is scarce in the literature. Therefore, there is a need for more extensive investigations on a larger scale to obtain more generalizable data and gain a deeper understanding of the interplay between language teachers' ideal selves and their engagement in reflective practice as a means of professional development.

This research study aims to contribute to the existing body of literature by investigating the impact of reflective teaching practices of English as a Foreign Language (EFL) instructors on their ideal language teacher self, which is a relatively underexplored area in the field of teacher cognition and motivation.

(Karimi & Norouzi, 2019; Kubanyiova, 2007). The findings of this study can potentially provide valuable insights for teachers and administrators in understanding the types of reflective practices that EFL instructors prefer to use for their professional development, and help in designing in-service teacher development programs that align with teachers' preferences. Additionally, by examining the relationship between reflective practice and teachers' ideal selves, this study can shed light on the motivational factors that drive EFL instructors to continuously improve their teaching practice. The findings may also have implications at the local level, as they can inform stakeholders in identifying the specific types of reflective practice activities that teachers engage in, and integrating these activities into institutional teacher development programs. Furthermore, understanding the motivational factors for English language teachers and designing teacher development activities that facilitate teachers' reflection on their future self-visions can potentially enhance and elaborate their ideal selves, which can serve as a powerful source of motivation for self-improvement (Sahakyan et al., 2018; Karimi & Norouzi, 2019).

### **Significance of the Study**

This study can contribute to the body of literature by examining the impact of EFL instructors' reflective teaching practices on their ideal language teacher self as a relatively understudied area in research on teacher cognition and motivation (Karimi & Norouzi, 2019; Kubanyiova, 2007). The conclusion of this study can help teachers and administrators better understand the various reflective practices that EFL instructors choose to use for their development and in-service teacher development activities may be created with teacher preferences in mind. By investigating the ideal language teacher self, the study may also be useful for understanding the sources of motivation that drive EFL instructors to become better practitioners. Furthermore, by comprehending how reflective affects language instructors' ideal selves, it is possible to obtain important insights into the interaction between teachers' choices for reflective practice and their motivational factors. On a local spectrum, this study might assist all stakeholders in defining the types of reflective practice that teacher choose to engage in, and these forms of reflective practice activities might be included into institutional teacher development programs. The study's finding could also assist stakeholders in identifying various motivational factors

for English language teachers and in creating teacher development activities that would encourage teachers to consider, personalize, and narrow their future self-visions, which could potentially enhance and elaborate their ideal selves. As elaborated and improved, ideal selves might operate as agents for higher levels of motivation (Sahakyan et. al., 2018), this could in turn serve as a more effective source of incentive for improving oneself (Karimi & Norouzi, 2019).

## **REVIEW OF LITERATURE**

### **Reflection, and Reflective Thinking**

Reflection, also known as reflective thinking, has a long history that can be traced back to the time of Greek philosophers, specifically the Socratic method of questioning, which aimed to stimulate critical thinking (Pitsole & Maila, 2013). Since then, reflection has become an essential aspect of various fields of study, enabling individuals to critically analyse their actions, beliefs, assumptions, or practices. Despite numerous attempts to define reflection, no consensus has been reached on a definitive definition (Akbari et al., 2010; Farrel, 2008; Jay & Johnson, 2002; Kalk et al., 2014; Yeşilbursa, 2013). However, reflection can be broadly defined as a meta-cognitive process for monitoring, analysing, and questioning one's actions, beliefs, habits, or practices in a critical and analytical manner (Mede, 2010). Dewey (1993) defines reflective thinking as an active, persistent, and careful consideration of any belief or supposed form of knowledge in light of grounds that support it and the further consequences to which it leads. Reflective thinking is a deliberate, logical cognitive process that enables individuals to gain certain values. First, reflective thinking liberates individuals from routine actions, allowing them to intentionally plan activities in line with specific aims, and transforming routine and repetitive actions into purposeful, insightful, and intelligent actions (Dewey, 1993).

In addition to various definitions of reflection, different approaches have been proposed as guidelines for professionals, particularly teachers, to effectively reflect on their practice (Farrell, 2019). Reflection is a fundamental aspect of professional development that has been studied from multiple theoretical perspectives. Schön's (1983) reflection-in-action and reflection-on-action frameworks, for instance, offer distinct approaches to reflective practice, with the former emphasizing on-the-spot problem solving and the latter stressing a retrospective examination of experiences. In addition, Mezirow's

(1991) transformative learning theory proposes that reflection can lead to significant changes in one's beliefs and perspectives, while Boud et al's (1985) model of reflection focuses on the critical examination of experiences to improve one's performance.

Numerous theoretical perspectives have been developed to comprehend and engage in reflective practice, providing diverse lenses for educators to view and explore reflection (Kinsella, 2010). These diverse perspectives enable educators to examine reflection in various contexts and disciplines, and tailor their reflective practices to their specific needs and goals (Loughran et al., 2006)

Reflection and reflective thinking have been widely studied across various fields of study, emphasizing the importance of critical analysis of one's actions, beliefs, assumptions, or practices (Ash & Clayton, 2009; Brookfield, 2017; Hatton & Smith, 1995). Although no definitive definition of reflection exists, it is widely accepted as a meta-cognitive process for monitoring, analysing, and questioning one's actions in a critical and analytical manner, enabling individuals to gain certain values, including transformative action and purposeful planning (Ash & Clayton, 2009).

### **Reflective Practice**

The simplest definition of reflection according to McGregor (2011) is the deliberate act of "looking back" at one's deeds in order to determine if one's teaching was achieved or not. Reflective practice played significant part in the class since it directed education in a more meaningful and careful approach so as to share and participate in the experiences of the students (Torres-Goens & Farley, 2017). Early in the 20th century, John Dewey, an American educator, had a significant influence on the development of reflective practice. Dewey (1910, p. 16) defined reflection as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends constituting reflective thinking.

Reflective practice has received a lot of attention in many professional contexts, with a pivotal impact on the educational sector. Reflective practice is considered to be an effective way of empowering teachers. In this sense, Zeichner and Liston (1996) differentiate between the concepts of teachers as technicians, and teachers as reflective practitioners. Zeichner and Liston (1996) posit that being a teacher as a technician translates into basing one's judgement about their own practice on fixed beliefs,

practices, or assumptions offered by others; thus, it is rather inadequate in identifying and solving problems. It's critical to distinguish between knowledge that is based on practice and knowledge that is applied (Torres-Goens & Farley, 2017). Even many language educators concur that instructors should reflect in some way; nevertheless, the agreement ends there because there is still no agreement on what reflective practice is and whether reflective activities genuinely aid teacher development (Farrell, 2007). It is important to note that while there may be some debate on the specifics of reflective practice, there is a growing body of research that suggests that engaging in reflective activities can positively impact teacher development and ultimately improve student learning outcomes (Zeichner & Liston, 1996; Larrivee, 2000).

### **Reflective Practice: Benefits and Challenges**

Reflective practice offers several opportunities for professionals to enhance their skills and knowledge. It allows them to gain a deeper understanding of their teaching practices and the factors that influence them, such as their beliefs, values, and assumptions. It also provides opportunities for self-reflection, self-evaluation, and self-improvement, which can enhance their professional competence and promote lifelong learning (Schön, 1983; Boud et al., 1985; Hatton & Smith, 1995; Brookfield, 1998; Moon, 2004).

However, reflective practice also presents several challenges for professionals. One of the main challenges is the potential for self-doubt and self-criticism, which can lead to feelings of discomfort and insecurity. In addition, reflective practice can be time-consuming and emotionally demanding, as it requires professionals to engage in critical self-analysis and to confront their own assumptions and biases (Schön, 1983; Boud et al., 1985; Hatton & Smith, 1995; Brookfield, 1998; Moon, 2004).

Furthermore, reflective practice may also be influenced by contextual factors, such as institutional culture, policy, and accountability requirements. These factors can shape the way professionals engage in reflective practice and can limit their ability to engage in critical self-analysis and reflection (Bolton, 2010; Mann, Gordon, & MacLeod, 2009). Reflective practice is a valuable tool for enhancing professional competence and promoting self-awareness and personal growth. It offers several opportunities for professionals to gain a deeper understanding of their teaching practices and to engage

in ongoing learning and development (Mann, Gordon, & MacLeod, 2009). However, reflective practice also presents several challenges, including the potential for self-doubt and self-criticism, the time and emotional demands, and the influence of contextual factors (Brockbank & McGill, 1998).

### **A Model for Reflective Practice**

Many teachers struggle with implementing reflective practice due to lack of guidance and structure (Farrell, 2015; Schön, 1983). A model for reflective practice provides a framework for teachers to engage in reflective practice. The use of a model for reflective practice provides a structure for teachers to engage in this reflective process (Abelson & Stoddard, 1997). Several models for reflective practice have been proposed in the literature, including Schön's Model of Reflective Practice, Boud's Model of Reflective Practice, Hatton and Smith's Model of Reflective Practice, Mezirow's Transformative Learning Theory, John's Model of Structured Reflection, Kolb's Experiential Learning Model. Schön's model of reflection-on-action is perhaps the most widely cited model of reflective practice in language teaching (Farrell, 2015; Mann, Gordon, & MacLeod, 2009). According to Schön, reflective practitioners engage in a continuous cycle of planning, action, and reflection, in which they critically evaluate their own actions and beliefs, identify areas for improvement, and develop new strategies for practice. Schön's model is grounded in the notion of "professional artistry," in which practitioners are seen as active problem-solvers who draw on their own experiences and expertise to navigate complex teaching situations (Schön, 1983).

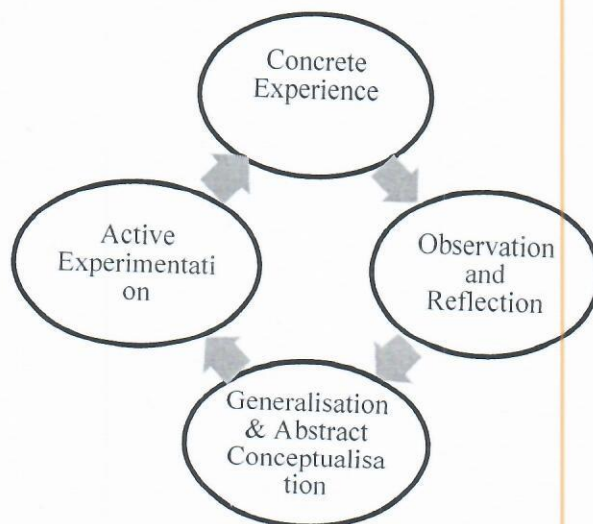


Figure 1. *Schön's Reflection for Action* (Schön, 1983)

Boud's model of reflection-in-action is another widely cited model of reflective practice in language teaching (Farrell, 2015; Mann et al., 2009). Boud's model emphasizes the role of reflection in the moment of action itself, rather than afterwards. According to Boud et al. (1985), reflective practitioners should develop the capacity to "think on their feet" and adapt their teaching strategies in real-time, based on ongoing feedback and observation. Boud's model is grounded in the concept of "reflection-in-action," in which practitioners are seen as actively engaged in the process of teaching and learning (Boud et al., 1985).

Hatton and Smith's model of critical reflection has gained prominence in recent years as a framework for reflective practice in language teaching (Farrell, 2015; Mann et al., 2009). Hatton and Smith argue that reflective practice should involve more than just reflecting on past experiences; it should also involve questioning assumptions, considering alternative perspectives, and examining the social, cultural, and political contexts in which teaching and learning occur (Hatton & Smith, 1995). Hatton and Smith's model is grounded in the notion of "transformative learning," in which practitioners develop new insights, perspectives, and understandings about themselves, their students, and their practice.

Mezirow's transformative learning theory is another influential model of reflective practice that has been applied in language teaching (Farrell, 2015; Mann et al., 2009). Mezirow argues that reflective practice should involve critical reflection on assumptions and beliefs, which can lead to transformative learning - a fundamental shift in perspective that can fundamentally change the way we understand ourselves, our students, and our teaching practice (Mezirow, 1991). Mezirow's model is grounded in the notion of "meaning perspectives," or the underlying assumptions and beliefs that shape our understanding of the world (Mezirow, 1991).

John's model of structured reflection is a practical framework for guiding language teachers through the process of reflection, with a focus on developing action plans for improvement (Farrell, 2015; Mann et al., 2009). John's model involves four stages: describing the situation, reflecting on the experience, learning from the experience, and planning for future action (Johns, 2004). John's model is grounded

in the notion of "critical incident analysis," in which practitioners reflect on specific incidents that have challenged their assumptions and beliefs (Johns, 2004).

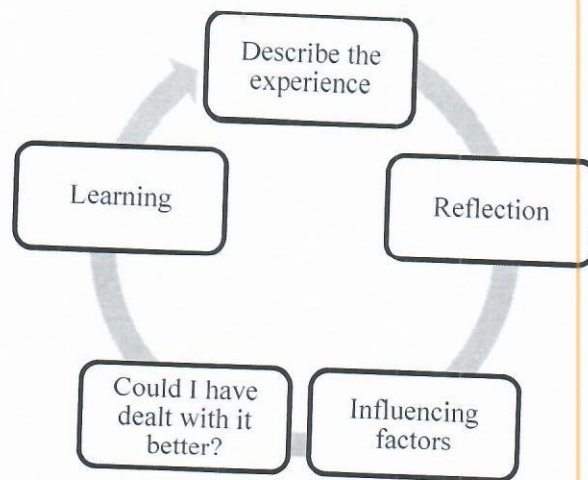


Figure 2. *Johns's Model of Reflection* (Johns, 2004)

Kolb's experiential learning model is another widely cited framework for reflective practice in language teaching (Farrell, 2015; Mann et al., 2009). Kolb argues that reflective practice involves a continuous cycle of concrete experience, reflective observation, abstract conceptualization, and active experimentation (Kolb, 1984). Kolb's model is grounded in the notion of "experiential learning," in which practitioners learn through reflection on concrete experiences (Kolb, 1984).

Reflective practice models offer valuable frameworks for guiding language teachers through the process of reflection, enabling them to critically evaluate their own teaching practices and beliefs, and develop new strategies for practice (Hughes & Tight, 2018). Aforementioned models are just a few of the models that have been proposed in the literature (Farrell, 2015; Hatton & Smith, 1995; Mann et al., 2009). While each model has its own unique theoretical underpinnings and practical applications, they all share the common goal of helping language teachers to become more reflective and effective practitioners.

### **The Self-concept**

Self-concept is a multidimensional construct that encompasses an individual's beliefs, attitudes, and perceptions about themselves. It is considered a crucial aspect of an individual's psychological makeup as it influences their behaviours, emotions, and decision-making (Oyserman & Fryberg, 2006). The self-concept, as a term is defined as the "totality of a complex, organized, and dynamic system of

learned options, attitudes, and feelings holds to be true about his or her personal existence” (Mehrad, 2016, p. 62).

Self-concept is shaped by various factors including genetic, environmental, and social factors. During childhood and adolescence, self-concept is often influenced by feedback from parents, teachers, and peers. As individuals move into adulthood, their self-concept may continue to evolve based on their experiences and interactions with other. According to Erikson’s theory (1968) of psychosocial development, self-concept develops through a series of stages, each involving a different developmental task.

Self-concept has been shown to have a significant impact on various aspects of an individual's life, including academic achievement, mental health, and interpersonal relationships. For example, a study by Marsh and colleagues (2015) found that academic self-concept was a strong predictor of academic achievement, even after controlling for prior achievement and other factors. Additionally, low self-concept has been linked to depression, anxiety, and other mental health issues (Baumeister et al., 2003). Finally, individuals with positive self-concept tend to have better interpersonal relationships, as they are more confident and able to communicate effectively with others (Harter, 1999).

Several factors influence self-concept development, including cultural and social factors. According to Markus and Kitayama’s (1991) theory of independent and interdependent self-construals, individuals in Western cultures tend to have an independent self-concept, emphasizing individualism and autonomy, while individuals in Eastern cultures tend to have an interdependent self-concept, emphasizing relationships and interconnectedness. Self-concept development is a multidimensional process that can be influenced by various environmental factors. Buriel and Cardoza (2013) suggest that socioeconomic status and family background are pivotal determinants of self-concept development. However, other studies have identified additional environmental factors that contribute to self-concept development, including cultural context and peer group influence (Oyserman et al., 2006). Oyserman et al. (2006) argue that cultural values and norms shape an individual’s self-concept and affect their attitudes and behaviours. In addition, peer groups can have a substantial impact on self-concept development, particularly during adolescence when individuals may conform to the expectations and

norms of their peers (Brown, 2004). Therefore, a comprehensive understanding of self-concept development necessitates the examination of a range of environmental factors.

### **Possible Selves**

Possible selves theory is a psychological construct that has gained considerable attention in recent years in various fields, including education (Schippers et al., 2015; Scheurs et al., 2005). The theory proposes that individuals have multiple representations of themselves that vary based on their perceptions, beliefs, and experiences, and that these representations influence their motivation, behaviour, and outcomes (McLean et al., 2018; Markus & Nurius, 1986; Phan, 2015). Higgins (1987) introduced the concept of ideal selves, which refer to individuals' desired or aspirational self-representations, and ought selves, which refer to individuals' obligations or responsibilities to others or themselves. Markus and Nurius (1986) expanded on the theory and introduced the concept of possible selves, which refer to individuals' cognitive representations of their potential future selves, including the selves they hope to become, fear becoming, and expect to become. According to Markus and Nurius (1986) possible selves have a powerful impact on individuals' motivation, decision-making, and well-being, and they can be shaped by various factors, such as personal experiences, socialization, and culture. Research has shown that teachers who have a positive self-concept as language teachers are more likely to be motivated and engaged in their work. For example, Cheng and colleagues (2018) found that teachers who had a positive self-concept as language teachers were more likely to be intrinsically motivated, which is associated with better teaching practices. Similarly, Liu and colleagues (2019) found that teachers who perceived themselves as competent and effective language teachers reported higher levels of motivation and job satisfaction.

The possible selves theory has been applied in various educational contexts, including language teaching, where it has been used to understand and enhance learners' motivation, identity, and achievement (Dörnyei, 2009; Norton, 2013; Oyserman & Destin, 2010; Phan, 2015). However, the theory can also be applied to understand and enhance language teachers' professional identity and development, particularly in relation to their ideal selves. For instance, language teachers' ideal selves may include a strong commitment to students' learning, a deep understanding of the subject matter,

effective teaching strategies, and a willingness to reflect and improve (Borg, 2006). Teachers' ideal selves can motivate them to pursue professional development opportunities, engage in reflective practices, and strive for excellence in teaching. On the other hand, teachers' ought selves may include obligations and responsibilities to their institutions, colleagues, and students, which can create tensions and challenges in their professional roles (Dörnyei & Ushioda, 2009). Therefore, understanding and enhancing language teachers' possible selves can provide insights into their motivation, decision-making, and well-being, and inform strategies for their professional development and support.

The possible selves theory offers a useful framework for understanding the complex and dynamic nature of individuals' self-representations and their implications for motivation, behaviour, and outcomes. Its application to language teaching can inform research and practice on language teachers' professional identity, development, and well-being, particularly in relation to their ideal and ought selves (Markus & Nurius, 1986; Oyserman & Markus, 1990; Dörnyei, 2009)

In the context of language teaching, possible selves theory can shed light on the factors that shape language teachers' perceptions of themselves as professionals and their career aspirations (Borg, 2003; Liu & Littlewood, 2019). The framework of ideal language teacher self, which emphasizes the characteristics and qualities of an effective language teacher, can be seen as a manifestation of the possible selves theory in the language teaching context. The ideal language teacher self can be viewed as a representation of the "best possible self" that a language teacher can aspire to be, based on their past experiences, future goals, and societal expectations (Borg, 2006; Johnson, 2009). The ideal language teacher self includes a strong commitment to students' learning, a deep understanding of the subject matter, effective teaching strategies, and a willingness to reflect and improve (Borg, 2006). By striving to achieve this ideal self, language teachers can enhance their professional identity and motivation, and improve their teaching practice (Farrell, 2015).

### **Ideal Language Teacher Self**

The ideal language teacher self refers to a set of attributes, characteristics, and dispositions that are considered essential for effective language teaching. These include a strong commitment to students'

learning, a deep understanding of the subject matter, effective teaching strategies, and a willingness to reflect and improve (Borg, 2006).

Research has shown that the ideal language teacher self is not a static construct but rather a dynamic and evolving one that is shaped by various personal, social, and contextual factors (Nguyen, 2015). Studies have also identified several other important dimensions of the ideal language teacher self, such as empathy, enthusiasm, creativity, cultural sensitivity, and the ability to build positive relationships with students (Barkhuizen, 2010; Zaragoza-Capilla, 2018). The ideal language teacher self is closely linked to the concept of teacher identity, which refers to the way that teachers see themselves in relation to their profession, their students, and their social and cultural contexts (Beijaard, Meijer, & Verloop, 2004). Teacher identity is a complex and multifaceted construct that is influenced by a range of factors, such as personal beliefs and values, past experiences, and professional development opportunities (Farrell, 2011). Overall, the literature suggests that the ideal language teacher self is a dynamic, multifaceted construct that is influenced by various personal, social, and contextual factors. It is an essential component of effective language teaching and is closely linked to the concept of teacher identity. By cultivating the ideal language teacher self, teachers can enhance their teaching skills, promote student-centered learning, and foster ongoing professional growth and development.

'Self,' broadly defined as the way we make sense of ourselves and the image of ourselves that we present to other' (Day, 2011), can serve as a useful theoretical frame in helping us explore 'the state of the hearts and minds' of teachers (Dinkelman, 2011). Informed by previous studies in educational psychology (Higgins, 1987; Markus and Nurius 1986), researchers in education have conceptualized identities as 'an ideal, and actuality and an expected phenomenon' (Thomas and Beauchamp, 2011) influenced by various historical, institutional and socio-cultural forces. Through their daily practice and social interactions, teachers are likely to construct different forms of selves, including their actual self, ideal self and ought to self (Lauriala and Kukkonen, 2005).

Among different identities teachers/teacher educators may possess, their ideal identities represent their personally valued orientations and goals, which play an influential role in shaping and reshaping their professional practice and continuing development. This view also aligns with the notion of 'prospective

reflection' (Beauchamp and Thomas, 2010) which can serve as a powerful means for teachers/teacher educators to agentively navigate contextual demands and their associated ought identities, actively imagine their future practice, and gradually close the divide between their ideal and actual identities. This kind of understanding merges with body of 'prospective reflection' which means teacher as huge component of the L2 process agentively navigate contextual demands through their ought to selves, and have vision for their future practices and get close to their ideal self (Yuan, 2018).

## **METHODOLOGY**

### **Research Design**

The present study employs a quantitative research design, utilizing regression analysis to examine the relationships among variables. The research design is descriptive, non-experimental, and cross-sectional, and data will be collected via an online survey comprising mainly of Likert-scale items. Thus, the study's data are predominantly quantitative in nature, and the regression analysis will enable us to determine the strength and direction of the relationships among the variables under investigation.

### **Sampling and Sampling Size**

For the present study, the population was defined as the entirety of English as a Foreign Language (EFL) instructors who were employed in the School of Foreign Languages at universities located in Turkey. The sample for the research study consisted exclusively of EFL instructors who will willingly participate in the study. The sampling method for present study is random sampling. Although sampling size for the present study is not determined it is planned to achieve at least 100 participants.

### **Research Questions**

The objective of this research is to examine the potential correlation between the reflective practices of English as a Foreign Language (EFL) instructors and their ideal language teacher identities, using statistical analysis to determine the significance of any identified relationship. The study aims to address the following research questions in a scholarly manner:

1. In what measure do educators who teach English as a foreign language partake in reflective practice?

2. Is there a correlation between the frequency of reflection practice among EFL language educators and their demographic characteristics (age, gender, years of experience, degree, department)?
3. What is the extent of EFL instructors' perception of their idealized language teacher identities?
4. Is there a correlation between the idealized language teacher identity of EFL instructors and their demographic characteristics (age, gender, years of experience, degree, department)?
5. Does engaging in reflective practices have an impact on the development of idealized language teacher identities among EFL instructors?

### **Instruments**

To facilitate data collection for this study, an online survey will be dispatched to the participants (Appendix A). Notably, all sections of the survey will be presented exclusively in the English language, considering that the participants will be English speakers. The decision to employ English as the language of communication will be based on the assumption that the participants could comprehend and respond to the survey items with ease. The present survey will be composed of three distinct sections. The first section featured the English Language Teaching Reflection Inventory (ELTRI), as proposed by Akbari and colleagues (2010). The second section was the Ideal Language Teacher Self (ILTS), developed by Karimi and Norouzi (2019). Lastly, the third and final section of the survey sought to gather participants' demographic information, such as age, gender, years of teaching experience, country of origin, highest degree obtained, qualifications, and department of graduation. The inclusion of these sections in the survey was intended to obtain a comprehensive and diverse set of data pertaining to the research objectives.

### **Data Analysis**

The gathered data from the questionnaire will undergo quantitative analysis using SPSS. Initially, the ELTRI, and ILTS data will undergo reliability analyses, along with their corresponding factors. Reliability will be examined through Cronbach Alpha analysis. A normality assessment will follow for the research questions to determine the most appropriate statistical procedures. In cases of normal distribution, parametric tests will be employed, while non-parametric tests will be utilized for non-

normal data. For the third research question, regression analysis will be conducted, and the same procedure will be applied to the sub-questions of the third research question. Descriptive statistics will be utilized to answer the first research question. Descriptive statistics will also be used to answer the second sub-question. For sub-questions of both first and second research questions ANOVA and Independent T-test will be carried out. Also, for further investigation Pearson Correlation Test will be conducted on the data as well for third research question.

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## Appendices

### PART 1- The English Language Teaching Reflection Inventory

Please read the following items below and choose the appropriate response which suits best to your teaching practice. (1: never, 2: rarely, 3: sometimes, 4: often, 5: always)

	1	2	3	4	5
1. I talk about my classroom experiences with my colleagues and seek their advice/feedback.					
2. I discuss practical/theoretical issues with my colleagues.					
3. I observe other teachers' classrooms to learn about their efficient practices.					
4. I ask my peers to observe my teaching and comment on my teaching performance.					
5. I read books/articles related to effective teaching to improve my classroom performance.					
6. I participate in workshops/conferences related to teaching/learning issues.					
7. I think of writing articles based on my classroom experiences.					
8. I look at journal articles or search the Internet to see what the recent developments in my profession are.					
9. I carry out small scale research activities in my classes to become better informed of learning/teaching processes.					
10. I think of classroom events as potential research topics and think of finding a method for investigating them.					
11. I talk to my students to learn about their learning styles and preferences.					
12. I talk to my students to learn about their family backgrounds, hobbies, interests and abilities.					
13. I ask my students whether they like a teaching task or not.					
14. As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.					
15. I think of the ways my biography or my background affects the way I define myself as a teacher.					
16. I think of the meaning or the significance of my job as a teacher.					
17. I try to find out which aspects of my teaching provide me with a sense of satisfaction.					
18. I think about my strengths and weaknesses as a teacher.					
19. I think of the positive/negative role models I have had as a student and the way they have affected me in my practice.					
20. I think of inconsistencies and contradictions that occur in my classroom practice.					
21. I think about instances of social injustice in my own surroundings and try to discuss them in my classes.					
22. I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.					
23. In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty.					
24. I think about the political aspects of my teaching and the way I may affect my students' political views.					

25. I think of ways through which I can promote tolerance and democracy in my classes and in the society in general.					
26. I think about the ways gender, social class, and race influence my students' achievements.					
27. I think of outside social events that can influence my teaching inside the class.					

### PART 2- Ideal Language Teacher Self

Please use the first line written in bold as the start of each numbered item in this section, and choose the response that best indicates how true each statement is for you. (1: very untrue of me, 2: untrue of me 3: neither true/untrue of me 4: true of me 5: very true of me)

I would like to be a language teacher...	1	2	3	4	5
1. who has a perfect command of the English language.					
2. who sets a great example for his/her students in using English effectively.					
3. who uses L2 all the time when teaching.					
4. can create a comfortable learning environment in his/her classes.					
5. whose lessons are considered to be fun by his/her students.					
6. who can adopt various strategies to facilitate the learning process.					
7. who caters for students' learning styles and preferences.					
8. who has good rapport with his/her students.					
9. who is liked by her students.					
10. who gets excited/happy by the thought of teaching.					
11. who looks forward to another day at work.					
12. who can use a variety of sources for lesson plans and classroom practices.					
13. who tries to expand his/her professional/content knowledge.					
14. who attends workshops, seminars, and conferences to keep with the latest trends in his/her practice.					
15. who can integrate technology into his/her teaching practice effectively.					

### PART 3- Demographic Information

Please choose the appropriate response for each item.

1. What is your age?

- a. 21-30
- b. 31-40
- c. 41-50
- d. 51 and over

1. What is your gender?

- a) Female
- b) Male

2. How long have you been teaching English?

- a. 1-5 years
- b. 6-10 year

- c. 10-15 years
- d. 15-20 years

3. What is the highest degree that you completed?

- a. B.A.
- b. M.A.
- c. Ph.D.

4. What department did you graduate from?

- a. English Language Teaching
- b. English Language and Literature
- c. American Culture and Literature
- d. Translation and Interpreting
- e. Linguistics
- f. Other:

Thank you for your participation!



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2300008805  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hk.

27.09.2023

REKTÖRLÜK MAKAMINA

**İlgi:** Rektörlük Makamınının 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazısı.

İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında tez aşamasında kayıtlı olan **İlhan Can Özmen** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Prof. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 adet öğrenciye ait tez evrakları dosyası.





T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2300009283

10.10.2023

Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 27.09.2023 tarih ve E-23867972- 050.01.04-2300008805 sayılı yazınız.  
b) 27.09.2023 tarih ve E-23867972- 050.01.04-2300008818 sayılı yazınız.  
c) 02.10.2023 tarih ve E-23867972- 050.01.04-2300008955 sayılı yazınız.

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Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

