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ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

**A COMPREHENSIVE UNDERSTANDING OF INFLUENTIAL FACTORS ON
ENGLISH LANGUAGE TEACHERS' IDENTITY: USING META-SYNTHESIS AND
CONFIRMATORY FACTOR ANALYSIS**

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Ph.D. THESIS

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DEDICATION

To my daughter and my family, whose love and support motivate me.

To my mother and grandmother, who are still with me despite being physically absent.

ETHICS DECLARATION

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 I cited all sources to which I made reference in my thesis,
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17.01.2025

Burak EFE

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ABSTRACT

A COMPREHENSIVE UNDERSTANDING OF INFLUENTIAL FACTORS ON ENGLISH LANGUAGE TEACHERS' IDENTITY: USING META-SYNTHESIS AND CONFIRMATORY FACTOR ANALYSIS

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Teacher identity is a multifaceted construct that shapes teachers' beliefs, practices, and professional development. This study aimed to explore the key factors influencing English language teachers' identity and develop a validated instrument to describe this complex construct. Employing a mixed-methods approach, the study consisted of two phases: (1) a meta-synthesis of the research carried out in 23 years to identify factors shaping teacher identity, thematic analysis and expert validation to group these factors into coherent themes, and (2) quantitative validation of the English Language Teachers' Identity Questionnaire (ELTIQ) through reliability analysis, correlation analysis, and confirmatory factor analysis (CFA). The meta-synthesis and thematic analysis identified 11 themes representing the dimensions of teacher identity: Demographics, Self, Teaching Enthusiasm, Emotional Labour, Community Engagement, Robust Literacy, Investment, Constraints, Adaptability, Learner Voice, and Metaphors. After reliability analysis, the theme, Demographics, was removed and the remaining 10 themes reflect the interplay of personal, professional, and contextual dimensions that shape teachers' roles and experiences. The ELTIQ demonstrated high internal consistency and structural validity, with CFA results showing a good model fit. The study also revealed significant correlations among the themes, highlighting their dynamic interrelationships in shaping teacher identity. This research provides a comprehensive understanding of English language teachers' identity and offers a robust tool for further research and professional development. The findings contribute to the literature by emphasizing the multidimensional and context-sensitive nature of teacher identity. Implications include the use of the ELTIQ for cross-cultural studies, longitudinal research, and practical applications in teacher education and

policy-making. Future research should validate the ELTIQ in diverse contexts and explore additional dimensions to deepen the understanding of teacher identity as an evolving construct.

Key words: Teacher identity, language teacher identity, english language teachers' identity, meta-synthesis, confirmatory factor analysis



ÖZET

İNGİLİZCE ÖĞRETMENLERİNİN KİMLİĞİNİ ETKİLEYEN FAKTÖRLER ÜZERİNE META-SENTEZ VE DOĞRULAYICI FAKTÖR ANALİZİ KULLANARAK KAPSAMLI BİR BAKIŞ

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Öğretmen kimliği, öğretmenlerin inançlarını, uygulamalarını ve mesleki gelişimlerini şekillendiren çok yönlü bir yapıdır. Bu çalışma, İngilizce öğretmenlerinin kimliğini etkileyen temel faktörleri keşfetmeyi ve bu karmaşık yapıyı betimlemek için doğrulanmış bir araç geliştirmeyi amaçlamıştır. Karma yöntem yaklaşımının kullanıldığı bu çalışma iki aşamadan oluşmuştur: (1) öğretmen kimliğini şekillendiren faktörleri belirlemek için 23 yıl içerisinde yapılan araştırmaların meta-sentezi, bu faktörleri tutarlı temalar halinde gruplamak için tematik analiz ve uzman doğrulaması, (2) İngilizce Öğretmenlerinin Kimliği Anketi'nin güvenilirlik analizi, korelasyon analizi ve doğrulayıcı faktör analizi (DFA) yoluyla nicel olarak doğrulanmasıdır. Meta-sentez ve tematik analiz, öğretmen kimliğinin boyutlarını temsil eden 11 tema belirlemiştir: Demografik Özellikler, Benlik, Öğretme Hevesi, Duygusal Emek, Topluluk Katılımı, Güçlü Okuryazarlık, Yatırım, Kısıtlar, Uyum Sağlama, Öğrenci Sesi ve Metaforlar. Güvenirlik analizi sonrasında Demografik Özellikler teması çıkarılmış ve geriye kalan 10 tema, öğretmenlerin rollerini ve deneyimlerini şekillendiren kişisel, mesleki ve bağlamsal boyutların etkileşimini yansıtmaktadır. İngilizce Öğretmenlerinin Kimliği Anketi, yüksek iç tutarlılık ve yapısal geçerlilik sergilemiş ve DFA sonuçları iyi bir model uyumu göstermiştir. Çalışma ayrıca temalar arasında anlamlı korelasyonlar ortaya koyarak, bu temaların öğretmen kimliğini şekillendirmedeki karşılıklı dinamik ilişkileri vurgulamaktadır. Bu araştırma, İngilizce öğretmenlerinin kimliğini kapsamlı bir şekilde anlamayı sağlamış ve ileri araştırmalar ile mesleki gelişim için sağlam bir araç sunmuştur. Bulgular, öğretmen kimliğinin çok boyutlu ve bağlama duyarlı doğasını vurgulayarak literatüre katkı sağlamaktadır. Çalışmanın sonuçları, İngilizce Öğretmenlerinin Kimliği Anketi'nin kültürler arası çalışmalar, uzunmasına araştırmalar ve öğretmen eğitimi ile politika geliştirme

alanlarında pratik uygulamalar için kullanılmasını içermektedir. Gelecekteki araştırmalar, İngilizce Öğretmenlerinin Kimliği Anketi’ni farklı bağamlarda doğrulamalı ve öğretmen kimliğini sürekli gelişen bir yapı olarak daha derinlemesine anlamak için ek boyutlarını keşfetmelidir.

Anahtar kelimeler: Öğretmen kimliği, dil öğretmeni kimliği, ingilizce öğretmenlerinin kimliği, meta-sentez, doğrulayıcı faktör analizi



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ABBREVIATIONS

TI	: Teacher Identity
LTI	: Language Teacher Identity
ELTI	: English Language Teachers' Identity
CFA	: Confirmatory Factor Analysis
TESL	: Teaching English as a Second Language
MoNE	: Ministry of National Education
CVR	: Content Validity Ratio
CVI	: Content Validity Index
ELTIQ	: English Language Teachers' Identity Questionnaire
SPSS	: Statistical Package for the Social Sciences
GFI	: Goodness of Fit
CFI	: Comparative Fit Index
TLI	: Tucker-Lewis Index
RMSEA	: Root Mean Square Error of Approximation
SRMR	: Standardized Root Mean Square Residual
CDST	: Complex Dynamic Systems Theory

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1. INTRODUCTION

This chapter presents essential background information about the study, including its purposes, research questions, significance within the literature, and definitions of important words commonly employed in the research.

1.1. Background of the Study

As the concepts of identity, teacher identity (TI), language teachers' identity (LTI) and English language teachers' identity (ELTI) have garnered considerable interest in educational research, several definitions, approaches, and factors influencing identity, teacher identity, language teachers' identity and English language teachers' identity have been revealed through research studies.

Identity is a complex and multifaceted concept, and there is plenty to comprehend regarding it. Finding a comprehensive definition of identity appears not possible, prompting several researchers to propose multiple distinct definitions of the concept. For example, Norton (2000) describes identity as an individual's comprehension of their relationship with the world, the construction of that relationship throughout time and space, and their perceptions off future possibilities. Likewise, according to Pennycook (2001), it is a continuous negotiation over our relationship with the world. As seen in these definitions of identity, one can clearly infer that scholars acknowledge that the conceptualization of identity emphasizes a more *dynamic* view rather than being *fixed*.

These complexities of identity are similarly reflected in the realm of teaching, where it manifests as teacher identity. This construct is characterized by its complexity and dynamism, influenced by a confluence of personal, professional, and contextual elements. As Miller (2009) stated, teacher identity is defined as "an action of continuous emergence and becoming" which is shaped and defined by social, cultural, discursive and institutional factors, wherever the interaction between the individual and the profession is manifested. According to MacLure (1993), a teacher's identity serves as both a means of self-explanation and an organizing factor in their professional lives. Barrett (2008) and Varghese et al. (2005) characterized teacher identity as an evolving concept, asserting it has substantial impact on teachers' growth and performance. Moreover, "policy, broader culture, social structures in which teachers stay and perform, the personal and professional aspects of teachers' lives, as well as the emotional settings, experiences, beliefs, and practices" (Day, 2011) affect the development of teacher identity. These definitions suggest that teacher identity is constructed and reconstructed through

interactions within social contexts, is fluid, multifaceted, dynamic and constantly evolving (Miller, 2009; Varghese et al., 2005; Olsen, 2008; Yazan, 2018).

The role of a foreign language teacher is distinct from that of a teacher. As cultural intermediaries, English language teachers navigate complex intersections of language, culture, and identity. Their identities are inherently complex and perpetually evolving due to the training they get, academic and work experiences they have and the teaching setting. Therefore, to examine language teacher identity within a particular subject area, and given its status as an evolving research topic, the identity of English language teachers has been studied in recent years. (Kanno & Stuart, 2011; Miller, 2009; Yazan, 2018). The identity of English language teachers warrants investigation due to the multifaceted nature of English as a subject across various contexts and the varied ways teachers navigate institutional and cultural settings (Gu & Benson, 2014; Miller, 2009) and because teaching a language as a profession is a quite multifaceted and context-dependent phenomenon (Flores & Day, 2006). Research demonstrates that LTI and LTI development are not fixed, steady or predetermined, but rather multiple and dynamic. Research indicates that LTI is influenced by teachers' experiences and is constrained by social, cultural, and political contexts (Barkhuizen, 2017; Yazan, 2018). Furthermore, LTI is influenced by emotions (Song, 2016), by personal and professional experience (Hiver & Whitehead, 2018), by teachers' belief and role (Farrel, 2011), by context (Trent, 2014), and so on and so forth.

1.2. Purpose of the Study

The overarching purpose of this study is to conduct a comprehensive analysis of English language teachers' identity, delving into its multifaceted nature and the complex interplay of factors that shape its development. This will entail identifying and analysing the key factors influencing the construction and negotiation of English language teachers' identity. This study seeks to contribute to the existing body of literature and provide deeper insights into the factors that shape English language teachers' identity, offering practical implications for teacher training, professional development and educational policy-making by shedding light on the evolving nature of English language teachers' identity.

Moreover, to establish a thorough understanding of the current research landscape, this study will conduct a critical review of existing qualitative studies on English language teachers' identity. This systematic exploration will illuminate key themes and theoretical frameworks employed in previous research. By synthesizing these findings, the study will develop a robust

foundation and a comprehensive understanding that encapsulates the complexities of English language teachers' identity grounded in evidence-based analysis.

By combining and synthesizing diverse sources and perspectives, this study intends to offer a nuanced and holistic understanding of the factors that determine English language teachers' identity and to contribute to the broader discourse on English language teachers' identity and English language teaching by providing a deeper appreciation for the complexities and dynamics at play.

To achieve these objectives, it becomes imperative to answer the following research questions:

- 1- What are the primary factors that emerge across studies on English language teachers' identity through a meta-synthesis of existing research? Under what thematic categories do these factors align?
- 2- How do these factors and themes interact and influence each other in shaping English language teachers' identity?
- 3- To what extent do the identified factors and themes provide a valid and reliable basis for understanding English language teachers' identity?

1.3. Significance of the Study

The significance of this study lies in its potential to contribute to a robust understanding of English language teachers' identity. By systematically synthesizing and analysing multiple qualitative studies on English language teachers' identity, this study endeavours to contribute to a more comprehensive and nuanced understanding of the factors that shape English language teachers' identity. This study seeks to illuminate under-explored dimensions in the literature, and provide novel insights into the complex and multifaceted nature of English language teachers' identity.

Confirmatory Factor Analysis (CFA) holds critical importance in this study as it enables the rigorous evaluation of the validity and reliability of the identified factors and themes derived from the meta-synthesis and thematic analysis. By employing CFA, the study moves beyond qualitative insights to establish a statistically robust understanding of the relationships and underlying dimensions of English language teachers' identity. This step ensures that the constructs developed from the literature are not only theoretically grounded but also empirically supported. CFA is instrumental in verifying whether the proposed factor structure fits the collected data, thereby lending credibility to the findings. Additionally, it allows for the testing

of hypotheses about the relationships between variables and provides a mechanism for assessing the coherence and consistency of the identified factors across a broader population. The use of CFA in this study ultimately strengthens the reliability and generalizability of the results, offering a validated foundation for future research and practical applications in teacher training, professional development, and policy-making contexts.

By identifying the intricate relationships among the identified factors influencing English language teachers' identity, this study can also provide practical implications for enhancing English teaching and English learning. For example, the findings may inform the design of teacher education programs or professional development initiatives that foster English language teachers' identity development.

1.4. Literature Review

This chapter includes the theoretical framework on identity, teacher identity, the factors that affect teacher identity development, theoretical frameworks on teacher identity construction, language teacher identity. Also, it presents relevant studies on English language teachers' identity.

1.4.1. Identity

Identity is a longstanding construct, and it has been referred by a variety of titles including “self, selfhood, role, personality, person description, agent, persona, etc.” depending on the what point of view it is seen (Benwell & Stokoe, 2006). Despite much research, it has been challenging to describe “identity” in a straightforward manner.

The term “identity” etymologically derives from the Latin word “idem” meaning “the same” and is described as the condition of being a particular person or thing, characterized by the distinctive traits that identify an individual or object (Collins Students’ Dictionary, 2005). It is important to examine the concept of identity from different perspectives in order to fully understand it. It must therefore be investigated from structuralist, post-structuralist, and social constructionist lenses, alongside a variety of definitions of modern views of identity.

From a structuralist point of view, identity is considered as a fixed concept in which a person is expected to belong to a biological or social category. In this way, structuralist viewpoints emphasize the similarities more. According to Snow (2001), a crucial quality from a structural viewpoint signifies an essential social category that implies social similarity, like social status, ethnic origin, or rationality. This includes a collection of connections or networks that indicate

structural unity, or a group of those that are likewise positioned in this structure. These individuals may occupy parallel positions, serve within similar organizations, belong to the equal socioeconomic status, religion, or ethnic origin, and are considered to possess a common identity or to be potential contenders for such an identity.

Contrary to the structuralist view, post-structuralist views emphasize agency over structure and considers people as dynamic, active, and influential on the society. Kondo (1990) asserts that identity is not a fixed entity; rather, it is negotiated, fluid, ambiguous, and shaped by culturally available meanings, as well as the dynamic, power-laden enactment of those meanings in daily contexts.

Identity, according to Lee and Anderson (2009), is identified from social constructionist perspective as “an act manifested in social practices, developed across micro-social (individual) and macro-social (cultural/institutional) time periods and is characterized as changeable, social, and variably associated with controversial and established categories and settings”. Gee (2000) also describes identity as “being recognized as a certain kind of person in a given context”. Hence, it can be clearly understood that when the people expand their social environments, their identities persist in developing and adapting in accordance with the new groups and people they encounter. Luehmann (2007) defines identity from socio-constructivist perspective and summarizes the fundamental components of identity and identity formation as follows:

- Identity is socially constructed,
- Identity is constantly formed and reformed,
- Identity is considered to be multifarious
- Identity is constituted in interpretations and narrations of experiences.

In their socio-constructivist description of identity, Bucholtz and Hall (2005) enumerate the following characteristics of identity:

- Identity is the outcome of linguistic and other semiotic processes, making it a social and cultural construct rather than a predominantly internal psychological phenomenon.
- Identities include broad demographic categories, temporary and context-specific perspectives and functions, as well as locally developed cultural positions.
- Identity can be linguistically indicated by labels, implications, attitudes, styles, or frameworks or mechanisms of language.
- Identity can be constructed through various, frequently intersecting dimensions of the interaction between one's own being and others that include resemblance versus difference, artifice versus authenticity, and illegitimacy versus authority.

- Identity is partially intentional, partially habitual, and not entirely conscious. It results from interactional negotiation, is shaped by others' perceptions, and is influenced by broader ideological processes and structures.

In many academic disciplines, identity and identity construction are fundamental concepts concerning individuals and society. The emphasis on identity as a fundamental notion is noted all across sociological field (Wenger, 1998), psychological field (Gergen, 1991), and philosophical field (Hall, 1996). Therefore, it is essential to investigate the viewpoints of modern scholars in the fields of education, psychology, sociology, and philosophy in order to fully understand the meaning of identity.

Wenger (1998) previously pointed out that identity is a process of growth, indicating that the construction of identity is continuous and widespread. Also, Kress (2010) specifies identity as the result of ongoing transforming interaction between an individual and the 'world', leading to an enhancement of their capacities for action within that context. According to Craib (1998), identity is a process involving external negotiations between the individual and their surrounding social context. Identity is formed in social, cultural, and political settings; therefore, it is comprised of social interactions as well as one's self concept. Accordingly, Wenger (1998) defines the five aspects of identity as follows:

- *negotiated experiences* in which our sense of 'who we are' is formed by our involvement in shared experiences, our own and others' reification of ourselves.
- *community membership* in which we ascertain our identity by the known and unknown.
- *learning trajectory* in which our past experiences and future goals help us define 'who we are'.
- *nexus of multi membership* in which our ability to merge our distinct identities into a single identity defines 'who we are'.
- *a relation between the local and the global* where we determine our identity by exhibiting more universal discourses and styles and by negotiating means of belonging to larger constellations.

Another explanation provided by Georgakopoulou (2006) is that identities are not predetermined entities, fixed attributes, or completed endeavors. They represent practical achievements which are constructed and deconstructed during the regular exchange of verbal communication. In addition, Coren (1997) asserts that identity and self-concept cannot exist in isolation; thus, our appreciation of knowledge may be influenced by the characteristics and standard of the relationships we establish or have established. Hence, identity is not a static,

unchanging collection of characteristics, but rather a complicated, occasionally ambivalent concept that can change over time and space.

Gee (2000) describes identity as “being recognized as a certain kind of person in a given context” and outlines four perspectives for examining identity as detailed below:

- *Nature identity*: Our natures are mostly responsible for who we are.
- *Institutional identity*: The social roles we play in society have a major influence on who we are.
- *Discourse identity*: Our unique accomplishments which are acknowledged by others through interactions are essentially what make us who we are.
- *Affinity identity*: The experiences we have in particular types of groups have shaped who we are.

Hence, it can be clearly understood that as individuals enhance their social environments, their identities evolve and adapt in accordance with the novel people and groups they meet.

Luehmann (2007) also summarizes the essential components of identity and identity formation as follows:

- Identity is the product of social construction,
- Identity is constantly formed and reformed,
- Identity is considered to be multifarious
- Identity is constituted in interpretations and narrations of experiences.

From post-modernist approach, Akkerman and Mejer (2011) states identity is dynamic and evolves through new experiences and insights. In this sense, one can infer that identity is not a fixed construct but a constant phenomenon. It can be seen in several forms and connected to individuals' social actions within society.

When considered holistically, Johnston (2012) asserts that identity is something personal, it comprises of one's unique characteristics of self which involve personality, roles, background, physical traits, life experiences, genetic makeup, ethnic origin, and culture. For him, identity encompasses individual's knowledge, perceptions, emotions, beliefs, and principles.

According to these interpretations, identity is the result of the dynamic interaction of both internal and external factors that form our personalities. The topic of 'who we are' leads to the questions of how we see ourselves as teachers and how others see us in relation to the roles that we play, so taking into account the definitions of identity, teacher identity stands out because it reflects our values, beliefs, and assumptions about how we grow as professionals.

1.4.2. Teacher Identity

In numerous disciplines including philosophy, psychology, social psychology, and sociology, the concept of identity has been investigated (Noonan, 2007; Bernstein & Olsen, 2009; Bosma & Kunnen, 2008). As seen clearly, the concept of identity has drawn interest from a wide range of academic areas.

Also, within the field of teacher education, there has been an increasing amount of interest in the idea of teacher identity. Several researchers have studied how teachers perceive their professional identities (Veen & Sleegers, 2005; Beijaard, et. al., 2000; Day et. al., 2006), and they have led to several different definitions of ‘teacher identity’ and its scope.

Scholars and researchers have examined teacher identity, as seen in the previous section, in a way that is similar to the traditional debate in psychology and sociology, and it centres on identity and looks at it from the perspectives of ‘the self’ or the social roles that the members of the community perform. While a teacher’s beliefs, emotions, motivation or cognition may contribute to their sense of self, the institutional setting where they work every day plays a role as well. Various approaches can be adopted to investigate these two complex components of teacher’s professional lives.

Jansen (2001) posits that teacher identity encompasses an individual’s self-perception, along with what they know, what they believe, actions, interests, and attitudes toward their job and change. Meyer (1997) asserts that a teaching identity is a personal entity that reflects a person’s self-perception and emotional experience as a teacher. The varied social and cultural responsibilities of the teachers in their relationships with students and coworkers can also define teacher identity (Burns & Richards, 2009). Another definition put forward by Beijaard et al. (2004) is that teacher identity encompasses an awareness and recognition of the experience of being a teacher in contemporary schools, characterized by rapid changes, and the strategies teachers employ to navigate these changes. The personal aspect of a teacher’s identity is significant, as teacher identity is inherently unique and psychological. It relates to both the self-perception and the perception of others regarding specific teachers. Besides its psychological dimension, Varghese et al. (2005) state that this phenomenon is inherently social, as it is developed, negotiated, and cultivated through processes occurring within institutional contexts, including teacher education programs and schools.

Cooper and Olson (1996) claim that teacher identity is continuously shaped and reshaped as individuals evolve over time and engage with others. James-Wilson (2001) elucidates the connection between personal and professional identities by specifying the relationship between teachers’ self-perceptions and their perceptions of their students. Zembylas (2005) investigates

teacher identity from the perspective of how emotions affect the way we understand the meanings of teacher and teaching because emotions are not only viewed as psychological manifestations but also are socially controlled and shaped. Therefore, it is possible to conclude that teacher identity involves a number of intricate dimensions and that attempting to examine it from a single point of view may result in a very inadequate understanding.

Based on the definitions provided, teacher identity seems to be constructed and modified continuously, so it could be understood that teacher identity is a process of evolving and is perceived as changing, fluid, and complex. According to Varghese (2005), “the professional, cultural, political, and individual identities” that the teacher adopt are vital to understand teacher identity formation process.

Considering all these definitions of teacher identity, it is a multifaceted process as it encompasses the balance of three relevant dimensions. These are “personal dimension” which focuses on the teachers’ lives outside the school, “professional dimension” which concentrates on the societal and policy requirements on the characteristics of an effective teacher, as well as teachers’ personal educational values, and “situational dimension” which focuses on the teachers’ surrounding at work. As a result of the interactions between these dimensions, teachers’ professional identities are formed (Day et. al., 2006).

Four fundamental characteristics that are vital to the formation of teachers’ professional identities were identified by Beijaard, et. al. (2004) as follows:

- Developing a professional identity is a continuous process. The growth of teachers is perpetual and it constantly progresses.
- Professional identity implies both the person and the context. Teachers are expected to think and act professionally, but they should not limit themselves to merely prescribed professional characteristics which include knowledge and attitude. Teachers address these differently based on the significance they individually attribute to them.
- The professional identity of teachers encompasses sub-identities. Various contexts and relationships of teachers are related to these sub-identities.
- Agency plays an important role in professional identity. Teachers exercise agency in several ways contingent upon their goals that they try to achieve and the sources they have to reach these goals.

When considered holistically, identity is increasingly seen as varied, multi-layered, and changing in sociocultural and educational contexts rather than being seen as a fixed, permanent, and unshifting concept. The ongoing interaction between the teacher and the context shapes the teachers’ identity. This identity is reflected in the teachers’ efficacy, job satisfaction,

occupational commitment, and motivation levels. Considering how the teachers' roles have changed over the years, this developmental process demonstrates how individuals participate in the continuous formation of identity.

1.4.3. Factors Affecting the Formation of Teacher Identity

The essence of teacher identity initiated arguments around the formation of identity and the components of it. Among these arguments, constructivist viewpoint seems to be an acceptable one. Instead of characterizing teachers as passive technicians who implement other people's theories, constructivist theory demands that teachers should be seen as capable of theorizing about their practices and putting their own theories into practice (Griffiths, 2000; Kumaravadivelu, 2003; Wallace, 1995). It is not appropriate to think teachers as blank slates requiring the infusion of pedagogical expertise and knowledge. Teachers' personal beliefs and prior experiences were underpinned by Freeman and Johnson (1998). In the light of this new understanding, researchers have tried to look into a variety of teacher-related topics including cognition, beliefs, and more recently, teachers' professional identity (Kiernan, 2008; Nguyen, 2008; Tsui, 2007; Freeman, 1998; Freeman & Johnson, 1998). According to this viewpoint, a person's professional identity, which is teacher identity here, is the result of intricate processes through which teachers make sense of themselves as teachers and define their professional duties and roles (Lasky, 2005). Such a view probably has an impact on one's professional conduct and development. Research by Barrett (2008) and Varghese et al. (2005), for instance, characterized teacher identity as a dynamic construct and indicated that it had a major impact on the professional growth and effectiveness of teachers.

From socio-cultural standpoint, the process of learning to teach primarily involves the development professional identity rather than acquiring knowledge (Nguyen, 2008; Varghese, 2005). Singh and Richards (2006) emphasized the significance of teachers' identities during their educational tenure and its consequences on teacher education that lead to favourable changes. Therefore, it is possible to reach the conclusion that teachers already have a teacher identity, which is formed through interactions with their environment.

As a dynamic, negotiated, multifaceted concept, numerous components influence the development of teacher identity. First of all, research demonstrates that the lives, experiences, and teaching practices of teachers have an impact on the formation of their personal and professional identity (Day et al., 2006; Zembylas, 2003). In this regard, one's own experiences and relationships with other people are crucial. Building teacher identity involves consideration and reconsideration of the events as the teachers navigate them and engage in a transactional

interaction (Cooper & Olson, 1996). Teachers' enjoyment of their work, dedication, and enthusiasm are influenced by their experiences. For example, if teachers have some severe, negative experiences in the educational environment, those teachers are likely to view themselves as ineffective teachers (Beijaard, 1995).

Teachers' professional selves are significantly impacted by social and institutional circumstances (Kaplan & Garner, 2018). Their perception of themselves as professionals is influenced by their interactions with students, co-workers, and the school administration (Flores & Day, 2006). As people change over time and through their interactions with others, their identities as teachers are always being constructed and modified (Cooper & Olson, 1996). Thus, it is reasonable to assert that their engagements with family members, co-workers, and other members of community add to the complexity of the identity of a teacher (Beauchamp & Thomas, 2009).

Research also emphasizes the significance of teachers' individual traits, attitudes, hopes and beliefs as crucial elements to their identity formation (Kaplan & Garner, 2018; Beauchamp & Thomas, 2009). Teachers create how they view themselves based on their identities as professionals, and their professional identities are made up of attitudes, values, and beliefs regarding a variety of teaching-related aspects (Farrell, 2011). According to Beauchamp and Thomas (2009), involvement in many communities helps teachers' identities to emerge and grow as they gain dialogical experiences. Teachers communicate their personal goals and criteria for their self-perception within the current social context during this process. Teachers are frequently influenced by a set of belief system referred to as "Incoming Goals, Standards, and Beliefs", as Schutz et al. (2018) have described, when they are requested to share or comment on extraordinary or emotionally significant educational experiences. This means that the teachers' initial goals, standards and values serve as the reference points that they use to measure where they are and where they want to be. These are their ideas about what should be taught in the classroom and how. For example, new teachers may not anticipate experiencing management issues, but when they do, they become irate and disappointed due to unanticipated events. Because of this, in their first years of teaching, teachers encounter various alignments and conflicts, resulting in emotional fluctuations like happiness, pride, and anger. It directly affects how teachers establish their identities.

According to this viewpoint, self-efficacy beliefs of teachers are equally significant (Day et al., 2005; Beauchamp & Thomas, 2009). According to Bandura (2000), an individual's judgements about their ability to organize and act in the face of uncertain and unpredictable circumstances determine their efficacy. He contends that the teachers' perseverance and effort,

when faced difficulties, enhance their sense of efficacy and foster a positive identity as professionals. He points out that social contexts have an influence on personal efficacy beliefs, which are not fixed. This is important because people who strongly believe in their own abilities or capacities work harder to overcome obstacles, but those who question their own abilities don't put forth enough effort, so when they encounter difficulties, disappointments, and setbacks, they give up or seek for a common solution. Furthermore, he emphasizes the significance of "collective efficacy" by saying that teachers can work together to address external issues and share goals, which in turn helps them tackle difficulties within the school. Day (2002) asserts that while teaching practices, the atmosphere of workplace, and particular incidents have an impact on teachers' identities in both positive and negative ways, maintaining an acceptable sense of identity is necessary to support teachers' self-efficacy and self-esteem in their profession. In addition, teachers' commitment to the profession and to the levels of teaching is also affected by their self-efficacy and their sense of competence (Day et al., 2005).

According to studies on teacher identity development (Akkerman & Meijer, 2011; Day, 2018; Schutz et al., 2018), teacher identity and emotional needs are also emphasized. According to Akkerman and Meijer (2011), emotional experiences present possibilities for teachers to modify their methods and perspectives on teaching. Teachers' emotions, particularly the critical emotions when confronted with positive or difficult situations, may potentially influence teacher identity work. Teachers' experiences with certain emotions and how they use teaching opportunities are influenced by a variety of schools, classrooms, and other settings. It may both have positive and negative effects, such as increasing their self-efficacy or willingness to teach (Zembylas, 2003). Given the complexity and sometimes contradicting nature of classroom and staff environments, as well as external requirements, teaching and learning objectives, and classroom dynamics, teachers' capacity to recognize and regulate both their own and others' emotions is crucial in forming their identities. Teachers must thus continue to transmit emotional energy throughout each and every lesson they teach in order to educate effectively (Day, 2018).

Motivation, identity, and the self are also strongly correlated (Watt & Richardson, 2007; Kaplan & Gardner, 2018). Therefore, research indicates that the motivation to choose teaching as a profession plays a role in the formation of a teacher's identity. The reasons behind a person's decision to become a teacher have an impact on how their identity is constructed (Richardson & Watt, 2006). The dynamic nature of a teacher's identity is influenced by their career objectives and aspirations, which in turn represent how much they view themselves as individuals who meet the demands of teaching in a social context on both personal and

professional level. Rather than seeing teacher identity as static, such a perspective emphasizes the importance that social and personal identities play in growth across time. In order to achieve objectives, meet needs, and balance needs in the context of the workplace, this perception also takes into account workplace and personal resources (Richardson & Watt, 2018). Teachers' professional motivations are multifaceted, complicated, and dependent on contextual circumstances; in contrast, motivation can be characterized as a distinct trait that determines whether a person is motivated or not (Watt & Richardson, 2007).

In addition, some academics highlight the nexus that exists between identity and resilience. Resilience can be understood as the capacity rather than the permanent attribute. The capacity of teachers to demonstrate daily resilience in the face of adversity and their own ability to handle a number of potentially conflicting problems are related to their resilience. Thanks to their resilience, they are able to persevere in their dedication and eagerness in their work even in the face of unforeseen circumstances and problems which already exist in their profession. If they are unable to handle these, they might struggle to maintain their sense of self positive and steady (Day & Gu, 2014). Their personal and professional identities and their efficacy are closely related, and their handling of this link in specific personal and professional contexts is a complex subject. Nonetheless, this intricate process helps them become more resilient, which is essential for them to be competent educators (Gu & Day, 2007). To become resilient teachers, it is essential for teachers to carefully negotiate their identities (Day & Gu, 2014).

Given that circumstances determine people's perceptions of themselves and others, the impact of contextual factors on teachers' identity has been found significant (Rodgers & Scott, 2008). Contexts like educational institutions, teacher training programs, families, religious organizations, and political organizations influence an individual's identity (Gee, 2000). Since teachers' identities are shaped, altered, or transformed in various contexts, it is imperative that the effects of teaching contexts in which teachers practice should be understood. They might help or impede identity formation. Teachers' identities may be shaped by the school environment, the student population, the influence of their colleagues, and the actions of administrators (Beauchamp & Thomas, 2009). Additionally, as every teaching discipline has a distinct teaching culture of its own, choosing a discipline may contribute to identity (Varghese et al., 2005). The work environment's contextual factors, such as opinions about leadership and school culture, can have a positive or negative effect on how teachers shape and reshape their professional identities. Furthermore, these contextual factors have a significant impact on how teachers conceptualize and rebuild teaching, as well as how they help and impede their professional growth. Negative school environments and cultures have the opposite effect on

teacher's attitudes, even if teachers engaged in cooperative settings are more inclined to acquire favourable views toward teaching (Flores & Day, 2006).

The development of teachers' professional identities is aided by teacher education and teacher education programs (Izadinia, 2013). Thanks to teacher training programs, teachers consciously integrate and regularly interrogate the facets of their professional identities (Olsen, 2013). It is anticipated that programs for teacher education will give teachers the chance to investigate their emerging identities. As teachers acquire knowledge and engage in exploration throughout their training, they also offer a setting in which they can question their beliefs about teaching and what it means to be a teacher. Additionally, teacher training in schools allows them to consider their professional identities deeply within that setting, which aids in the process of identity development (Beauchamp & Thomas, 2009).

According to some authors (Flores & Day, 2006; Beauchamp & Thomas, 2011; Kelchtermans, 2009) teacher identity is primarily understood as complex, dynamic, and changing because identities are created and reconstructed over time as a result of a variety of influences, including the ever-changing and unstable definitions of self by teachers (Trent, 2014). Teachers go through this process throughout their careers, interpreting and reinterpreting their own experiences and ideals throughout time and in various contexts (Flores & Day, 2006). Additionally, because identities are developed via interactions with others, they are changing, unstable, and multifaceted. As a result, meaning is always being constructed and reshaped (Rodgers & Scott, 2008). It is impossible to construct teacher identity by isolating every aspect that could potentially contribute to the development of teacher identity due to the dynamic character of teacher identity (Olsen, 2008). Furthermore, given the contextual and multifaceted nature of identity, it is imperative to comprehend a teacher's identity as a comprehensive amalgam of several I-positions that they hold (Akkerman & Meijer, 2011).

1.4.4. Theoretical Approaches on Teacher Identity Formation

Teachers' professional identity has recently been looked into by numerous scholars (Beijaard et al., 2004; O'Connor, 2008; Howard & Markauskaite, 2010). Schutz et al. (2018) draw attention to the growing interest in learning more about teachers' professional identities and how such identities impact their teaching practices, levels of commitment and motivation.

According to Beijaard et al. (2004), who reviewed the literature on teacher identity, teachers' identities are formed through a dynamic process of interaction between their professional and personal selves. They indicate three areas of study for this field of study, including the development of these identities, their characteristics, and the teacher narratives.

However, Pennington (2002) makes the case for two different theories of teacher identity. First, teachers' social identities can be examined using social psychology techniques, or teacher identity research can provide insights into teachers' professional identity by referencing teacher education literature. Besides, according to Pennington and Richards (2016), an individual's narratives about their sense of identity might reveal their self-image and self-awareness.

Wenger (1998) emphasizes the sociocultural component of identity development within everyday activities involving engagement in social situations, as well as the personal component of identity development through individual reflection through the modes of belonging. Therefore, it makes sense to draw the conclusion that identity is shaped by interactions with the outside world and is dependent on social and cultural elements (Hall, 1997; Stryker & Serpe, 1994).

According to Vygotsky's (1978) sociocultural theory, social interactions and activities help people reconstruct their identities. Its dynamic and spatial nature can be influenced by the process of identity development and reconstruction in ordinary social situations. For example, when someone moves to a different social setting, they also rebuild who they are.

Although the experiences of teachers are fundamental to the formation of their identities, the impact of contextual factors and a community of practice is also highlighted (Freedman & Appleman, 2008; van Huizen, 2005). Wenger (1998) posits that individuals create their identities by participating in communities of practice, where they acquire knowledge and engage in meaning-making. Wenger (1998) presents the three Modes of Belonging "Engagement, Imagination, and Alignment" as a means of comprehending identity formation in addition to outlining the connection between practice and identity.

While engagement includes social interactions between people and their environments in which they learn and improve their skills, imagination refers to how people "position themselves in the world and history" and relate identity with "other meanings, other possibilities, and other perspectives (Wenger, 1998).

Additionally, Bakhtin's (1981) dialogic approach emphasizes the use of discourse in the study of teacher identity. According to dialogic approach, identity is constructed narratively (Wortham, 2001), and it is reconstructed based on how the past and present are negotiated to form the future (Billot, 2010; Lee & Schallert, 2016). Consequently, it is imperative to acknowledge that a teacher's identity is intricately linked to their own stories and experiences within the social, cultural, and political contexts in which they learn, use, and instruct language (Lee & Schallert, 2016; Varghese et al., 2005).

Teacher identity is introduced in relation to many theories in Varghese et al.'s review, including Tajfel's (1978) social identity theory, Lave and Wenger's (1991) theory of situated learning, and Simon's (1995) idea of image-text. According to social identity theory, people can belong to several social groups within a society based on nationality, ethnicity, and class since social groups create the identity.

The notion of membership is highlighted as well in Lave and Wenger's (1991) theory of situated learning, which contends that participation in activities within a community of practice is a prerequisite for learning. In this conceptual framework for social theory of learning, it is said that daily activities form an individual's identity and create a connection between them and society. Moreover, according to Simon's (1995) concept of the image-text, a teacher's identity is claimed to embody an image text which is built over time and discursively reconstructed for each context through the teacher's interaction with students and colleagues.

Trent (2015) highlights the multifaceted and spatial nature of teacher identity, emphasizing that it is necessary to examine it from two different angles: identity in practices and identity in discourse, which is in line with the arguments made by Varghese et al. (2005). While one highlights the significance of language and discourse in the construction of teacher identity, the other one refers to identity exploration as a subject defined by social actions.

There are many studies adopting narrative and reflexive inquiry (Connelly & Clandinin, 1990; Cole & Knowles, 2000; Johnson & Golombok, 2002; Watson, 2006), discourse analysis (Alsup, 2006; Clarke, 2008; Mantero, 2004), socio-cultural approach and constructivist approach (Cross & Gearon, 2004; Hedgcock, 2002; Johnson, 2009) to examine teacher identity. They have offered insightful findings and made it easier to understand the relationships between teachers' personal lives and how those relationships affect their teaching.

Narrative inquiry was first introduced by Connelly and Clandinin (1990), and since then, it has gained popularity as a helpful tool for professional development because it aims to clarify the ways in which research participants interpret their experiences. Discourse analysis is another theoretical framework used in teacher identity research because Alsup (2006) argues that talking plays a crucial role and needs to be better understood. Discourse analysis is also supported by Cohen (2010) in order to comprehend teachers' professional identity.

Lastly, it has been found by the researchers adopting social constructivist and socio-cultural perspectives that race, gender, and social status are crucial elements in teachers' identity development and they have concluded that teacher identity research should focus on marginalization, the status of teaching as a profession, and the teacher-student relationship (Varghese et al., 2005).

1.4.4.1. Teacher Identity Approach of Beijaard, Verloop and Vermunt (2000)

According to Beijaard et al. (2000), teachers' practices in the classroom must be conceptualized through the understanding of identity. Furthermore, they claim that teachers' perceptions of their professional identities are reflected in their understanding of themselves as teachers. Their competence and willingness to invest in implementing innovations in their teaching practice and managing changes in education are undoubtedly influenced by their professional identity. Because of this, Beijaard et al. (2000) requested that teachers characterize their identity based on three domains of expertise and influencing components which may affect their identity. They acknowledge that teachers' identity, their sense of self, is shaped by how they perceive themselves as didactical, pedagogical, and subject matter experts. They highlight the point that a teacher's identity is made up of all these knowledge domains that concentrate on the skills and information that a teacher needs to possess.

First of all, according to Beijaard et al. (2000), teachers are regarded as *subject matter experts* because their professional foundation includes subject matter expertise, which necessitates a deep and thorough comprehension of the subject. Teachers were traditionally seen as the source of information, with the primary responsibility to transmit knowledge to students; however, these days, classrooms are seen as dynamic environments with social, cultural components in addition to linguistic ones (Franson & Holliday, 2009). As a result, they gave the teachers new responsibilities and roles in the classroom, including that of a learning facilitator and classroom manager etc. It is crucial that the teachers possess this subject matter knowledge in order to modify the curricula, enhance the efficiency of the assignments, and pinpoint students' comprehension and misconceptions (Beijaard et al., 2000).

Secondly, teachers are characterized as *pedagogical experts* because they primarily focus on student-teacher interactions that help students in a moral, ethical, social, and emotional sense. This demonstrates how involved and engaged teachers are with the students in the classroom. The needs, issues, and other difficulties that the students face should be known by the pedagogical experts. Thus, it is believed that both the wellbeing of the students and a conducive classroom atmosphere are prerequisites for teaching.

Finally, using their expertise and experience, *didactical field experts* concentrate further on organizing and planning the teaching and learning process. To enhance students' understandings, particular attention is given to the level of the students and their learning methodologies. The responsibilities of teachers have changed in recent years from merely carrying out the lesson plans, assessing the learning objectives, and making plans to starting supervising, encouraging the students' critical thinking. This has led to a progressive transfer

of authority over the learning process from the teachers to the learners. It is anticipated that teachers' views of their professional identities would change as a result of this transition into a different teaching role (Beijaard et al., 2000).

According to Beijaard et al. (2000), the bulk of research on teaching places a strong emphasis on how a teacher's professional identity is shaped by their experiences, biographies, and teaching contexts. Thus, it was acknowledged that these elements influenced teachers' professional identities. Regarding the *teaching context* classroom ecology and school culture are considered the essential factors, they influence a teacher's knowledge. The primary factor contributing to classroom ecology is the everyday practise of teaching activities that occur naturally and on a regular basis. School culture, on the other hand, consists of shared norms and values among community members and promotes a particular style of working. *Teaching experience* is another important factor that is mentioned in terms of how experienced or inexperienced a teacher is. It is widely acknowledged that experience in the classroom broadens a teacher's skills and expertise and seen as a step forward from being inexperienced to becoming an expert. Finally, it is considered that the *biography of the teacher* is a significant factor that influences the teachers' identity. Personal life experiences, such as past schooling, age, or private life, are used as examples to highlight how identities change, how people's understandings alter, and how people choose to express themselves in class.

1.4.4.2. The Dialogical Approach to Teacher Identity Conceptualization by Akkerman and Meijer (2011)

A dialogical approach to conceptualize teacher identity is put forward by Akkerman and Meijer (2011) as a more in-depth concept. They showed that the construct of teacher identity has been studied by numerous scholars recently, with a focus on the ideas that identity is dynamically changing, that identity is related to others by nature, and that identity is made up of several sub-identities. Thus, they divide the characteristics of teacher identity that are most frequently observed into three categories: social nature of identity, discontinuity of identity, and multiplicity of identity. These traits emphasize how identity is fluid and changeable. Rather, an individual's identity is subject to change depending on the context and time.

They first conceptualize identity by emphasizing both its unity and multiplicity. It is stated that identity consists of *multiple I-positions* that are constantly related to one another and shift from one I-position to another. Individuals can articulate their I-positions and attempt to synthesize them through self-dialogue, so maintaining a solid and consistent self. The goal of the syntheses is to preserve cohesion in their identity, which stems from the natural need to

retain a solid and consistent self-concept. Understanding the multiplicity and unity of identity is crucial for teachers, since they frequently deal with conflicts and difficulties that force them to consider several facets of their identities, each of which is a component of their united identity (Akkerman & Meijer, 2011).

By pointing out that different I-positions illustrate the characteristics of the situation in which identity is expressed, Akkerman and Meijer (2011) further highlight the fluctuation of teacher identity. Thus, that identity could alter based on the circumstances. When someone is asked who they are at a time, their response reflects not only themselves but also the other people and things at that exact time.

The social aspect of the identity is the final characteristic of teacher identity that Akkerman and Meijer (2011) suggested. Multiple I-positions are thought to represent the opinions of various community members with whom a teacher engages. Therefore, the dialogical approach encourages teachers to implicitly establish and discuss their identity in connection to the diverse individuals and social groups they encounter or they engage with, acknowledging social characteristics as intrinsic rather than as external influences.

1.4.5. Language Teacher Identity

The identity of language teachers has been conceptualized from various viewpoints. Diverse theoretical frameworks offer distinct yet significant facets of language teacher identity, there exist robust interrelationships among these perspectives. Using a variety of perspectives offers a greater understanding of language teacher identity even though each approach has its own limitations when applied alone (Varghese et al., 2005).

A change in the role of a teacher is made possible by the shifting perspectives on the construction of professional identities, which are based on behaviourist, cognitivist, constructivist, and socio-cultural constructivist assumptions. Burns and Richards (2009) draw attention to the changes in the models and objectives of teacher education, which now see the teacher more as a creative “problem solver and decision maker” rather than as “operative”. Miller (2009) examines the function of language teacher identity within the context of second language teacher education in particular, emphasizing that cognitivist understanding of teacher identity acknowledges the individualized nature of learning, which takes place within teacher’s cognition. A framework for integrating action research into teacher identity has been established by the introduction of constructivist point of view (William & Burden, 1997) in education of teachers. Burns and Richards (2009) posited promoting teacher as a researcher along with the concept of the teacher as a self-criticising, curiosity-driven, and analytically

triggered practitioner sped up the interest in action research within English language teaching contexts. Furthermore, when action research was incorporated into language instruction, researchers discovered that teachers' practices encountered in the classroom were shaped by both their professional and personal identities as well as the strategies and methods they had learnt. The socio-cultural view focuses primarily on the roles that second language teachers within various social, political, and cultural situations. As a result, in a dynamic social and institutional setting, language teachers construct their identities through ongoing learning. Since identity is malleable, social processes and teacher identity are influenced by a variety of factors. Workplace settings, educational activities, cultural aspects, language, gender, and ethnicity are a few examples of these factors.

Similarly, from a socio-cultural perspective of language teacher training that supports the contextual character of language teacher identity formation, Sang (2020) emphasizes the importance of socialising in the growth of language teacher identity. Language teachers take part in activities that integrate language and culture into the learning process. Language teachers create their identities, expertise, and ideas as members of the context of language teaching training through the socialization process.

There is not a consensus on what teacher identity comprises because identity is such a complicated construct. As a result, scholars look into a wide range of subjects and endeavour to achieve different goals. A related phenomenon can be seen in the idea of "language teacher identity" as put forth by Guzman (2010), Mawhinney and Xu (1997), and Simon-Maeda (2004).

Firstly, Duff and Uchida (1997) contend that the lives, their perspectives and experiences of language teachers, along with historical and contemporary events, social milieu all have a crucial interacting relationship. Additionally, the researchers outline several components essential to comprehending language teacher identity. For example, language teachers and students inherently embody various social and cultural roles and identities. These include their positions as educators or learners, their gender and cultural backgrounds, their expatriate or national status, their proficiency as non-native or native speakers, their expertise in specific content areas or TESL/English language instruction, their political beliefs, and their affiliations with families, organizations, and broader society.

Having said that, one way to conceptualize language teacher identity is as a dynamic construct that is co-constructed and contested through language. Language teachers contend that understanding language teaching and learning requires an understanding of "the professional, cultural, political, and individual identities", so language teachers' identity is viewed as a changing process (Varghese et al., 2005).

Teacher identity is contingent upon the professional and personal development trajectories of teachers, which are influenced by the personal, social, cultural, political, and historical contexts in which they carry out their job. Varghese et al. (2005) state that scholars' growing focus on the part of teachers' beliefs, knowledge, and attitudes in classroom practices is the source of the emphasis on language teacher identity.

According to Varghese et al. (2005)'s theory of language teacher identity, there are two main rationales for why language teacher identity matters in language teaching research. Research in language teaching rapidly characterized the language classes as an intricate environment where teacher identity significantly impacts shaping language teaching. Research emphasizing the social, historical, and cultural settings of language teaching uncovers various dimensions of teacher identity, including race, gender, and sexual orientation, which are significant in the field of language education.

Three prevalent themes in studies on language teacher identity are identified by Varghese et al. (2005). First of all, the identity of a language teacher is complex and dynamic rather than a single, stable, unified, or internally coherent phenomenon. Since identities are highly changeable and transformational, they are created and recreated using mediator variables or the self-experiences of the subjects in their practice. Second, a teacher's identity is not context-free since it is inextricably linked to the social, cultural, and political setting. Thus, identities are shaped by the context in which teachers engage as well as by other socio-cultural factors. Finally, language and discourse play a major role in the construction, maintaining, and negotiation of identity.

Similar to this, Martel and Wang (2015) provide a thorough review of the literature on language teacher identity research pointing out four major themes. While some of the aspects are specific to language teachers' identities, others align with the concept of teacher identity. First of all, identities of language teachers are formed by their interactions with contexts such as teacher training programs and schools, personal biographies and previous experiences, and significant others such as mentor teachers, classmates, colleagues, students, or administrators. Second, the identities of language teachers are influenced by their practices, and conversely, their identities also influence those practices. Thirdly, language teachers' identities are examined in relation to how they and others perceive their status as native or non-native speakers. Finally, as language teachers' identities manifest in classroom discussions on culture and pedagogical methods, studies focus on how they see themselves as cultural entities and their motivation to impart cultural knowledge.

Yazan (2018) characterizes language teacher identity as the dynamic self-concept of teachers and their self-imagination in the role of educators, which evolves through participation in diverse communities, interactions with others, and the positioning of themselves and by others within social contexts. Barkhuizen (2017) provides a thorough definition of language teacher identity that takes into account various perspectives from general education, psychology, sociolinguistics, and philosophy. He suggests that an interpretation of his definition can take into account various theoretical stances as well as various contextual realities.

Barkhuizen (2017) provides an explanation of his seven category conceptualization of language teacher identity;

1. “Language teacher identities are cognitive, social, emotional, ideological, and historical” (p.4). According to him, language teachers always attempt to comprehend who they are, who they want to be, and who they fear becoming, which makes language teacher identity cognitive. Additionally, language teacher identity is cognitive since it is intimately related to the pedagogical and content-related attitudes, ideologies, and theories of teachers on language teaching. Also, language teacher identity is social since it is created in both local contexts, like classrooms, and global contexts, like the language teaching profession, with the help of other people who are students, teachers’ colleagues, administrators, and policymakers. He stresses the point that teachers’ ambitions shape who they are, making language teacher identity emotional. Besides, there are differing opinions in language education regarding what is good and bad in practice as well as what is right and wrong. Language teacher identity is always negotiated and therefore ideological. Last but not the least, language teacher identity is historical since it incorporates all prior experiences of the teachers, which over time results in identity changes.
2. “...Language teacher identities exist both internally within the teacher and externally in the social, material, and technological world” (p.5). With this aspect, he highlights the intricate connection between the social and the external interactions of language teachers and their personal traits of teachers, such as emotion, cognition, and biography. He also emphasizes the use of outside resources as well, such as classroom furnishings and instructional materials. He incorporates technological aspects such as remote learning and teaching settings into this materiality.
3. “Language teacher identities encompass becoming and performing, feeling and envisioning, and narrating” (p.6). He states that language teacher’s identity is more of a

performance than an item they possess. Teachers participate in professional development workshops, teach classes, assign homework, grade it, and interact with parents of their students. Because of this, they constantly embody their dynamic identities as language teachers in their performances. Language teacher identity is not just about the teachers' current performance, it is also about their future self-perception, which is connected to their previous teaching and learning experiences. Teachers also reconstruct and shape their experiences by narration, and language teacher identity also tell stories.

4. “Language teacher identities are struggle: they are contested and resisted, by self and others, and they are also accepted, acknowledged and valued, by self and others” (p.7). Here, the idea that teachers employ different facets of their identities in various difficult situations highlights the diversity of the teacher identity. These several language teacher identities, therefore, may also be at odds with one another rather than existing in harmony. Teachers strive for harmony in such a situation as identities clash, which leads them to negotiate for language teacher identity harmony. They might also create malleable identities through social interaction.
5. “Language teacher identities are core and peripheral, personal, and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded” (p.8). The relationship between the various language teacher identities is explained in this statement. Barkhuizen addresses the topic by highlighting some of its most notable aspects. He reiterates that a teacher may have numerous identities that conflict, therefore choosing to prioritize one over the others may lead to identity conflicts or dilemmas. Teachers intentionally draw attention to a certain component their language teacher identity in order to achieve various socio-political goals.
6. “And language teacher identities evolve both temporally and discursively through social interaction with teacher educators, learners, peers, admins, and the broader community” (p.8). The poststructuralist view of identity holds that social interaction is the means by which language teachers' identities are created and maintained. Thus, an understanding of teachers' social lives and the relationships within them is crucial to understand language teacher identity. Furthermore, the dynamic nature of language teacher identity is emphasized, with the suggestion that they change over time, particularly in relation to teaching practice.
7. “... and in material interaction with spaces, places, and objects in classrooms, institutions, and online” (p.9). Since teachers use materials differently depending on

what they think, this language teacher identity feature examines the relationships and interaction among teachers, instructional materials, and the ecological environments in which they teach. They exhibit their unique teacher identities in a variety of settings, such as online contexts, classrooms, and schools.

Ten domains relating to dimensions of teacher skill and expertise are identified by Richards (2010) as being largely relevant to teaching competency and performance in language instruction. The following is the list of these areas: “learner-focused teaching, pedagogical reasoning skills, language teacher identity, language proficiency, membership in a community of practice, professionalism, content knowledge, teaching skills, contextual knowledge, and theorizing from practice” (p.46). Foundational competencies of language teacher identity are proposed by Pennington and Richards (2016) in the light of these dimensions and narratives. This suggests that someone’s linguistic background and proficiency are reflected in their *language-related identity*. Teaching a particular language necessitates both specialized knowledge of the language being taught and specialized skills for effectively communicating with the language learners. Conversely, language teachers’ *disciplinary identity* encompasses both their experience teaching and their particular thorough understanding of the subject matter gained through formal education. Some of the necessary knowledge supporting language teaching competence include applied linguistic methodologies, curriculum and classroom management, testing and assessment, critical pedagogy, language learning theory, and language teaching approaches and methods. Having disciplinary knowledge makes it easier for teachers to develop their professional identities and gain self-confidence. The formation of a *context-related identity* is contingent upon the educational contexts that offer a range of limitations and prospects for teachers’ work. Positive potential for teaching and learning may be supported by favourable circumstances like competent and encouraging administrators or satisfactory wages. Nonetheless, unfavourable circumstances might impede teaching and learning through detrimental effects or impediments like inadequate resources or inadequate pay. Contextual elements like these have a major role in shaping the identity of teachers.

Pennington and Richards (2016) also emphasized the importance of *self-knowledge* and *self-awareness*. They said that language teachers’ identity consists of their self-perception, which is based on their self-awareness about how they teach and how they include their own values, characteristics, and how to provide good lessons. Additionally, the gradual growth of a language teacher’s identity is influenced by *student-related identity* that is tied to students’ knowledge considering both individual members and learner groups. In this regard,

characteristics, attitudes, and behaviours of students -both positive and negative- are thought to have an impact on the development of teachers' professional identity.

Three categories are used by Pennington and Richards (2016) to list robust competencies of language teacher identity. Initially, language teachers ought to feel secure in their sense of teacher identity thanks to *practised and responsive teaching skills*. They are aware of the necessary knowledge for teaching. They are able to build their perception of the potential in language instruction as well as their ideal teacher identity from observations made during practice teaching and their personal experiences in the classroom. Language teachers strive to create an identity using their specialized and general teaching expertise in accordance to their values and objectives. Second, language teachers should be knowledgeable with the theoretical underpinnings of language learning and teaching. They should also be actively involved in the process of developing theory. Teachers can be both users and producers of the theoretical and practical knowledge through various activities such as teacher study groups, peer coaching, and inquiry seminars. Lastly, language teachers can exchange knowledge, viewpoints, and beliefs by participating in communities of practice like online forums or national and international professional associations. They learn new information and consider alternative viewpoints. By joining a larger community, they collaborate with other teachers to establish their identities as language teachers.

In this study, the concept of language teacher identity is seen from a broad angle, taking into account all of its facets as well as the variables that influence its formation and evolution, such as teachers' feelings, their involvement in communities of practice, and the interactions between their personal and professional identities.

1.4.6. Relevant Studies on English Language Teachers' Identity

Language teacher identity has been examined from a variety of perspectives in the literature, with pre-service teacher education receiving a lot of attention overall (Gu & Benson, 2014; Yazan & Peercy, 2018). Studies on the professional identity and its growth of in-service language teachers are also being conducted. The study of language teachers' identities is generally organized around a number of themes, including agency (Hiver & Whitehead, 2018), contextual factors (Trent, 2014), narrative constructions (Ruohotie-Lyhty, 2013), teachers' beliefs and roles (Farrell, 2011), emotion (Song, 2016), and personal and professional experience (Bukor, 2015).

Song (2016) set out to look at the ways that emotions impact language teachers' identity formation as well as their classroom practices. The study concentrated on the emotional

experiences of five secondary school English teachers in Korea. To collect data, interviews were conducted. The participants discussed in the interviews how they see themselves and the returnee students from their early study abroad programs. The narratives shared by the teachers exposed their own feelings and identities. Teachers' emotional experiences of vulnerability and how that vulnerability helped or hindered their pedagogical and self-transformation were examined in relation to conflicting stories such as cover and secret stories about their students. Teachers avoided turbulent situations when they felt the protective dimension of vulnerability. The participants also experienced anxiety related to their language proficiency and their cultural presumption that a teacher is an expert in everything. They disproved this notion, which increased their comfort level when speaking and teaching in the language. They felt comfortable facing emotional stress when they were exposed to open vulnerability. The research suggested that a curriculum emphasizing grammar expertise more than other subjects was related to the teachers' cover story. It was discovered that rather than viewing the curriculum as a blueprint for both teachers and students, the teachers saw it as a lived experience. The descriptions of emotional experiences in the study allowed language teachers' subjectivity to be observed in institutional and social settings.

Bukor (2015) looked into how English language teachers' identity developed as a result of their professional and personal experiences. This study included three experienced language teachers. Data were gathered through guided visualization, reflexive autobiographical journaling, and in-depth interviews, all of which were interconnected. The findings demonstrated how the participants' views and beliefs were shaped and fostered in their familial ties, and how these characteristics had a significant impact on their experiences at school. Additionally, the teachers' career choices, teaching philosophies, instructional practices, and the formation of their teacher identities were influenced by their perceptions and ideas about schooling. It was asserted that picking teaching as a career allowed instructors to express their reconstructed selves and offered opportunities for personal growth and development. The school serves as a means of compensating for a perceived deficiency in needs related to emotional and psychological support, recognition, and praise for these teachers. Thus, early life events like childhood experiences had a big impact on the formation of teacher identity. Consequently, in her statement that "...teacher identity reflects not only the professional, educational, and pedagogical aspects of being a teacher but -more importantly- the imprints of the complex interconnectedness of one's cumulative life experiences as a human being" (p.323), Bukor (2015) emphasizes the significance of both personal and professional experiences.

In a different study, Farrell (2011) theorized language teachers' identity by looking at three native English speakers with extensive experience teaching ESL college students and more than 15 years of experience in Canada. Over two years, the participants gathered to contemplate their work. According to the researcher, thinking about teacher role identity helps language teachers comprehend how teachers create and redefine their ideas of their own identities as teachers and how they engage with their colleagues and environments. The focus group discussions and subsequent interviews demonstrated the diversity of role identities exhibited by the participants. Three main role identities were identified from the reported information: the teacher as manager (vendor, entertainer) when they felt the need to control everything in the classroom; the teacher as professional (knowledgeable, learner) when they focused on being dedicated to their work; and the teacher as acculturator (social worker, care provider) when they participated in extracurricular activities with students. The study emphasized that it gave teachers a better understanding of who they are as role models and gave them the chance to consider changing their roles if they want.

In another study, Ruohotie-Lyhty (2013) examined the stories narrated by two teachers and provided examples of the challenges they faced as they acclimated to the teaching profession. The purpose of the study was to find out the factors that shape and reshape the participants' initial professional identities. Interviews and reflective essays regarding their starting year in the profession were used to gather data. After going through some trying and hard moments, one of the teachers questioned if she could stay in her position. The second teacher, on the other hand, found the transition phase to be less difficult and was motivated to succeed in her job. The participants' starting points varied from one another despite the fact that their working contexts and teacher education were identical. The teachers presented two completely opposite starts. Despite thinking of herself as an innovative person, Taina, who underwent a difficult transition, said she lacked confidence in her ability to achieve her goals. She felt let down by the difficulties she encountered and thought of herself as a subject matter to teach with the greatest methods. It was alleged that she developed an insecure initial identity as a teacher. Suvi, the other participant, on the other hand, stated that the interaction between the teacher and the students was as essential component of teaching. Despite facing comparable challenges as Taina, she had a smoother induction process since she exercised her own autonomy by experimenting with different methodologies and approaches. She pictured herself as a teacher who collaborated with both her colleagues and her students, developing strong ties with each of them. Her high level of occupational satisfaction and sense of confidence in her decisions were further noteworthy aspects of her case. Taina displayed a passive stance while Suvi had an

agentic stance. An agentic stance demonstrated being prepared to maintain one's agency for continued identity formation, but a passive stance displayed idealized and coerced identities in a conflict. The researcher came to the conclusion that the teachers' differing identities might have to do with their preference for agentic or passive stances as well as their intimate perceptions of teaching profession. They had to deconstruct and reconstruct their teacher selves as a result.

In order to better understand how English teachers shape their identities as teachers, Hiver and Whitehead (2018) looked into the agency that these teachers exercise in the classroom. Four Korean English language teachers in public sector, ranging in experience from three to twenty-two years, were employed to collect data. They also worked at different levels and schools. All of the participants were enrolled in a five-month professional development program. Semi-structured interviews, reflective journals, and video recording observations were used to investigate how teachers exercised agency in their deliberate attempts to enhance students' learning. The study clarified the potential influence that the phenomenological expressions of teacher agency in practices may have on second language teachers' identity formation processes. It was stated that teaching contexts were in fact difficult locations where teachers' identities were co-constructed through their experiences in the classroom. Due to the interfering administrator and the limitations and requirements of a prescribed coursebook, two participants experienced some unfavourable incidents in the classroom. Agencies of these teachers allowed them to make these incidents demonstrate positive results and improvements. Teachers' self-perceptions were cultivated with the sense of achieving agency as teachers when they reflected on these experiences. However, since other teachers felt inadequate and were unable to exercise their pedagogical agency to the fullest extent possible, these kinds of difficult situations were seen as failures by them. Hiver and Whitehead (2018) came to the overall conclusion that the teachers' sense of self, their personal traits, and their working context were all strongly correlated with their ability to exercise agency, which is a complex and ongoing process.

Trent (2014) conducted a qualitative multiple case study to look at how innovations were implemented in English language instruction. The main participants were early-career full-time English language teachers employed by several secondary schools in Hong Kong. The data was gathered across an academic year to enable a longitudinal analysis of teachers' experiences with contemporary teaching techniques, and the tasks conducted in various schools were not utilized in others. Twelve in-depth interviews with teachers and six with the directors of English departments were conducted to learn their experiences during the process. The results

emphasized some significant findings about the formation of professional identity via the implementation of innovative teaching practices. The ability of the teachers to identify themselves as teachers conducting original activities in class was found to be a critical relationship between identity formation and innovation. The teachers' continuous journey of constructing their professional identities was thought to benefit from their involvement in innovation, depending on this positioning effort and the execution of these innovations. Additionally, there was a critical relationship between identity and the context of the school in which implementation varied depending on the cases. These contexts either supported or constrained the teachers' identities. Trent (2014) offered some recommendations for schools that want to support the use of innovations in language teaching and learning in the light of these findings.

In Turkish context, research on language teachers' professional identities primarily focuses on English language pre-service teachers (Babaoğlu & Ağçam, 2019; Karabay, 2016; Kılıç & Cinkara, 2020). However, there are few studies on in-service language teachers' identity in Türkiye, involving both novice and experienced teachers (Atmaca, 2017; Göktepe & Kunt, 2020; Küçükali, 2017).

Küçükali (2017) carried out a case study to look at the formation of an experienced non-native Georgian EFL teacher's identity. Her goal was to investigate how a changing context affects a teacher's professional identity. The participant taught for eight years in Türkiye in addition to eight years in her hometown. Two graphic elicitation tools and semi-structured interviews were used to gather the data. The purpose of the questions was to identify changes in the participant's perception of teaching. The findings were analysed from social constructivist perspective. The study demonstrated how her identity as a teacher changed, highlighting how her background and Turkish context related to each other. The findings demonstrated that the three primary themes of collaboration, teacher development, and intercultural competence accounted for the majority of the changes in teacher identity. The emergence of social, professional, and intercultural sub-identities was associated with these themes. The researcher came to the conclusion that the teacher's overall identity was shaped by the interplay between all of these sub-identities, and the findings corroborated the dynamic and intricate nature of identity.

Atmaca (2017) examined and compared the perceptions of pre-service and in-service English language teachers regarding general and English language teacher competencies as defined by Turkish MoNE (Ministry of National Education) in terms of how these competences affect their identities as professionals. The written statements of the participants were obtained

using a written interview protocol in order to achieve this goal. 48 in-service and 366 pre-service English teachers took part in the research. The findings showed that about 50% of the participants expressed how the competences enhanced their professional teacher identity. Other participants, however, voiced their disagreements due to practical issues, and the discrepancy between theory and reality. Because they contribute to teachers' professional identities in a variety of ways, the researcher suggested that pre-service and in-service teacher training programs should incorporate both generic and English teacher competencies. They assist teachers in identifying their strong and weak aspects and acting accordingly.

By performing a longitudinal case study, Göktepe and Kunt (2020) sought to understand the identity formation of a novice EFL teacher in Türkiye. Post-structural and sociocultural methodologies to teacher education and identity formation were employed. The participant was required to take part in an induction program. The primary sources of data, the participant's experiences as a teacher, was gathered over the course of two years through semi-structured interviews, three reflective teaching narratives, her teaching journal, and the researcher's observation notes. The pre-practicum, practicum, and in-service phases of the participant's teacher training were examined along with how her identity as a language teacher developed. According to the findings, induction programs may have a negative impact on the way novice teachers create their identities as language teachers. The main reasons for this were that they were either denied the opportunity to use their pedagogical insights in the class, or were unable engage in classroom activities as mentor teachers. The study offered a model explaining how the identities of inexperienced language teachers evolved from an envisioned identity to an imposed identity shaped by several influences. These were determined to be pre-service education, dynamic community interactions, teachers' beliefs about teaching and learning, and contextual factors.

Balban (2015) investigated the factors that contributed to the process of how three inexperienced language teachers in their initial years in teaching saw their identities. Data were collected through semi-structured interviews and classroom observations. Two primary themes emerged from the data for each novice teacher's case. These included despair and blaming self, age and professionalism, identity transition, seeking perpetual validation from authority, authority obsessions, and the rejection of teacher identity. In addition, the participants noted that professional development opportunities, workload, student profiles, standardized tests, curriculum policies, and political capitals all played a significant role in shaping their perceptions of teacher identities.

Similar to this, Karataş (2015) investigated the professional development and professional identity of novice language teachers in connection to their perspectives and the difficulties they faced during their first years of teaching. The results showed that the participants' reality shock was either made easier or harder by the school culture. A positive and welcoming school culture encouraged the novices to adapt and provided a platform for professional identity development. In contrast, opposite school culture led to teachers losing their passion for professional development, which in turn altered their self-perceptions negatively.

In a similar spirit, Kocababaş-Gedik (2016) investigated the professional teacher identity formation of novice native English teachers. The professional identity formation of two American novice native-speaking English teachers in Türkiye was examined with respect to their feelings and tensions. According to the study, the tensions and emotions experienced by inexperienced native English teachers could either help or hinder their experience in the community of practice, depending on the situation. Teachers' formation of their professional identities was influenced by this.

Elmas (2020) examined the imagined and practiced identities of five inexperienced temporary English language instructors in the setting of higher education. During one academic semester, semi-structured interviews, focus groups, and field notes were used to gather data. The findings demonstrated that although the participants' positive imagined identities stemmed from their desire to work in a nurturing atmosphere, their actual practiced teacher identities differed because of the uncertainties and conflicts they faced.

Baltacı (2019) sought to investigate how EFL instructors perceived their identities as teachers and organizational citizenship behaviours. Using a qualitative case design, the study included ten participants. Semi-structured interviews, focus group interviews, and classroom observations were employed to gather data for the study. The findings demonstrated how the instructors' professional and personal identities influenced their organizational role identity formation. The teachers made a point of emphasizing the value and respect they received on a professional level as well as their autonomy in the workplace and in society.

Professional teacher identity has been the subject of numerous studies conducted from various perspectives in the literature. Nonetheless, there hasn't been much research done on how professional teacher identities are constructed and developed in online setting. However, a few studies still exist with reference to how they differ and how they are similar to traditional teacher identity construction.

Using qualitative interviews, Richardson and Alsup (2015) conducted a study on the professional identities of seven teachers teaching online for the first time at a college. The

purpose of the study was to examine online experiences of novice teachers and the formation of their online teacher identity. They researchers employed Beijaard et al.'s (2004) "four characteristics of teacher professional identity" to examine the interview data, and they also examined the online teaching context, which differed from the study conducted by Beijaard et al. (2004). The participants came from a variety of backgrounds and were all US citizens. The instructors were given the responsibility to teach online by their universities. Prior to beginning their online classes, six out the seven participants said that they were prepared to teach online and that they had a favourable attitude towards it. Of them, just two had completed extensive training in developing an online course. In conclusion, some similarities with Beijaard et al.'s (2004) four characteristics of teachers' professional identities were found by Richardson and Alsup (2015). To start with, they described professional identity as a process. They have confirmed that the concept of joyful teaching needs redefining in an online context because, in contrast to a face-to-face setting where enjoyment is related with interpersonal relationships with students, participants in an online setting are searching for something different as their identities change. Additionally, the researchers note that a number of factors influence an online teacher's professional identity, and these factors might not have been considered or questioned in a traditional context. That is why, online teachers might need to rebuild their traditional teacher identities or their opinions regarding effective teaching and learning, so they came to the conclusion that an online teacher is unique. They also concentrated on the professional identity context. It is said that every teacher must make decisions in the context of teaching that are a reflection of their individual ideologies, preferences, and values. Time management and classroom management are the participants' shared concerns. They have stated that they approach online teaching very differently than they do in face-to-face setting, using completely different strategies. Additionally, it aims to bring the sub-identities that make up the teacher identity into harmony. It is apparent that when sub-identities clash too severely, a teacher is unlikely to be an effective teacher. For example, compared to face-to-face classes where teaching time is strict, some participants noted that they had to utilize their personal time for teaching. A few of them concentrated on the difficulties of effective communication and displaying their style of teaching in an online context. Finally, the concept of teachers' personal agency is explored and asserted that when teachers are allowed to reflect their personal values and interests into the curriculum, daily lessons, and professional development, they become more inspired, motivated, and self-confident teachers.

Baxter (2012) investigated the methods used by instructors in higher education for professional development and learning as well as types of learning that could have the most

impact on creating and maintaining an online teaching identity. She also looked into resistance discourse expressions in the formation of online teacher identities and what it means to be an effective online teacher with the support of a three-year qualitative study. A phenomenological research methodology was employed, involving two interviews with 12 students working in a faculty moving from blended to totally online teaching. According to Baxter (2012), there were certain areas where the participants were attempting to establish their new identities as online teachers. Upon the analysis of the data, it was discovered that one of the teachers' main concerns was how to grade students that they only met online, and that it was difficult to grade students without knowing enough about them. Additionally, the teachers mentioned that they were unable to obtain insightful feedback from the students regarding their courses and instruction, which would have allowed them to know that they were doing a good job. The teachers also found the virtual group work to be a difficult issue. They were uncertain about whether they were actually group facilitators and believed that virtual group work could not be facilitated to the same extent as face-to-face group work. The researcher acknowledged that this had a detrimental effect on teachers' online identity. One participant made a significant observation on how she felt like a teacher in her first year of teaching despite being regarded as an experienced teacher. In the second interview, some teachers noted how important it was for them to reflect on their own teaching methods, lessons, and even how their body language helped them recognize their behaviours in the lessons. Consequently, Baxter (2012) came to the conclusions that it was beneficial to be able to recognize the resistance discourse among teachers in order to determine their professional learning needs and to guide them in developing their identities in accordance with their needs in online teaching context.

Del Rosal et al. (2017) carried out a study with the purpose of analysing the intercultural communication displayed by 11 teachers who served as language mentors for 11 high school English learners throughout their participation in a 10-week telecollaboration project. Data for analysis came from online interactions and weekly journals kept by the teachers. The data was analysed in order to comprehend the teachers' methods for approaching intercultural communication as well as their and the students' identities during the process. The results showed that the teachers in this study adopted warmer and vibrant online identities while challenging their traditional identities as teachers, authorities, or evaluators. The online identities they presented were essential to their pedagogical choices. In addition to creating possibilities for student mentees to become engaged, reflective, and responsible English learners, teachers also demonstrated their identities online as friends or learners. Additionally, they improved their capacity to respond to the students' cultural needs.

Aboud (2020) looked at the identities of EFL teachers and reported how such identities changed after using e-learning in their classes in a very recent study. The data was provided by six EFL teachers who enrolled in a Ph.D. program at one of the Cypriot universities. The teachers were of all ages, genders, and nationalities with two to nine years of teaching experience. They also participated in some other e-learning training events, including conferences, seminars, and courses. The findings showed that while EFL teachers were incorporating e-learning into their foreign language instruction, internal factors including motivation, attitude, commitment, and autonomy influenced their identity. Furthermore, by utilizing e-learning in their teaching practices, external factors such as the school environment and training program limitations, affected the formation of EFL teachers' identity. Also, throughout this process, their traditional role as teachers evolved into that of a facilitator.



2. METHODOLOGY

This chapter specifically aims to give information about the research methodology employed in this study. It also describes the research techniques conducted throughout this research.

2.1. Research Design

This study is classified as a mixed-methods study. To address the research questions, this study involves both qualitative and quantitative components. The meta-synthesis involves a qualitative analysis of existing literature to identify the key factors that influence English language teachers' identity. Meanwhile, the use of confirmatory factor analysis (CFA) involves a quantitative analysis of the relationships between these factors.

2.2. Qualitative Phase: Meta-synthesis and Thematic Analysis

2.2.1. Literature Search and Selection

Although meta-synthesis research is used effectively in medicine and nursing (Ownsworth et al., 2018), it is seen as a newly preferred method in education sciences (Aspfors & Fransson, 2015; Craggs & Kelly, 2018; Holland, 2019). In recent years, the approach has emerged as a valuable tool and has attracted the interest of researchers seeking a promising avenue to address the lack of integration regarding qualitative research. Meta-synthesis is considered the qualitative version of meta-analysis, which deals more with quantitative studies and combining these results (Walsh & Downe, 2005). To refer to the qualitative nature of meta-synthesis, the phrase “qualitative meta-synthesis” was first coined by Stern and Harris (1985) to refer to an amalgamation of a group of qualitative studies. According to Erwin et al. (2011), the qualitative meta-synthesis research process is summarized into six steps and gives a basic description of the qualitative meta-synthesis process with examples drawn from the literature. The six steps of qualitative meta-synthesis research process are:

- “Step 1. Formulate a clear research problem and question,
- Step 2. Conduct a comprehensive search of the literature,
- Step 3. Conduct careful appraisal of research studies for possible inclusion,
- Step 4. Select and conduct meta-synthesis techniques to integrate and analyse qualitative research findings,
- Step 5. Present synthesis of findings across studies,
- Step 6: Reflect on the process”.

In this meta-synthesis, the research questions and the purpose of the study were clearly stated, and proper research questions were formulated accordingly to ensure that every study under analysis addressed the same issue. The studies relevant to this meta-synthesis were found in reputable flagship databases, including *Proquest*, *Social Science Index*, *Web of Science*, *ERIC*, *FRANCIS*, *ULAKBIM*, *Educational Search Complete*, *Academic Search Complete*, *Education Source*. The relevant keywords used were directly linked to address the research questions following the purposive sampling approach (Patton, 2015). Various keyword combinations included terms like *identity*, *teacher identity*, *language teachers' identity*, *English language teachers' identity*. Specific criteria were set to determine which studies would be included or excluded in the meta-synthesis to maintain relevance and focus. The inclusion and exclusion criteria are listed in the table below (Table 1).

Table 1

The inclusion and exclusion criteria

Inclusion Criteria	Exclusion Criteria
Qualitative design (case studies, narrative analysis, ethnography etc.)	Articles that provide only quantitative and mixed method data
Articles on English language teachers' identity	Articles in the form of literature review books, theses, book reviews etc.
Empirical studies with primary data	Lack of information on methods, sample or concept of identity
Full text peer-reviewed articles in prestigious and scientific indexes or databases	Non-English studies
English language	
Studies conducted over 20 years (2000-2023)	

To guarantee the quality and relevance of the studies included in the meta-synthesis, the inclusion and exclusion criteria listed in Table 1 were carefully chosen. The emphasis on qualitative research designs such as ethnography, case studies, and narrative analysis is consistent with the qualitative nature of the meta-synthesis. By limiting the inclusion to studies that specifically focused on English language teachers' identity, the analysis was narrowed to

the target population. The requirement for empirical studies with primary data guarantees that the included studies present original research findings rather than relying on secondary sources.

The quality and credibility of the chosen studies were ensured by the full-text requirement and the emphasis on peer-reviewed articles published in esteemed and scientific indexes or databases. The selection process was carried out consistently and efficiently because it was limited to English-language studies. And finally, in order to capture current developments and trends in the fields of English language teachers' identity, a time range over twenty years was selected. Figure 1 below presents the selection process. This process resulted in 89 articles that met the inclusion and exclusion criteria, encompassing studies from various countries and diverse educational contexts, providing a broad and representative perspective on the topic (see Appendix 10).

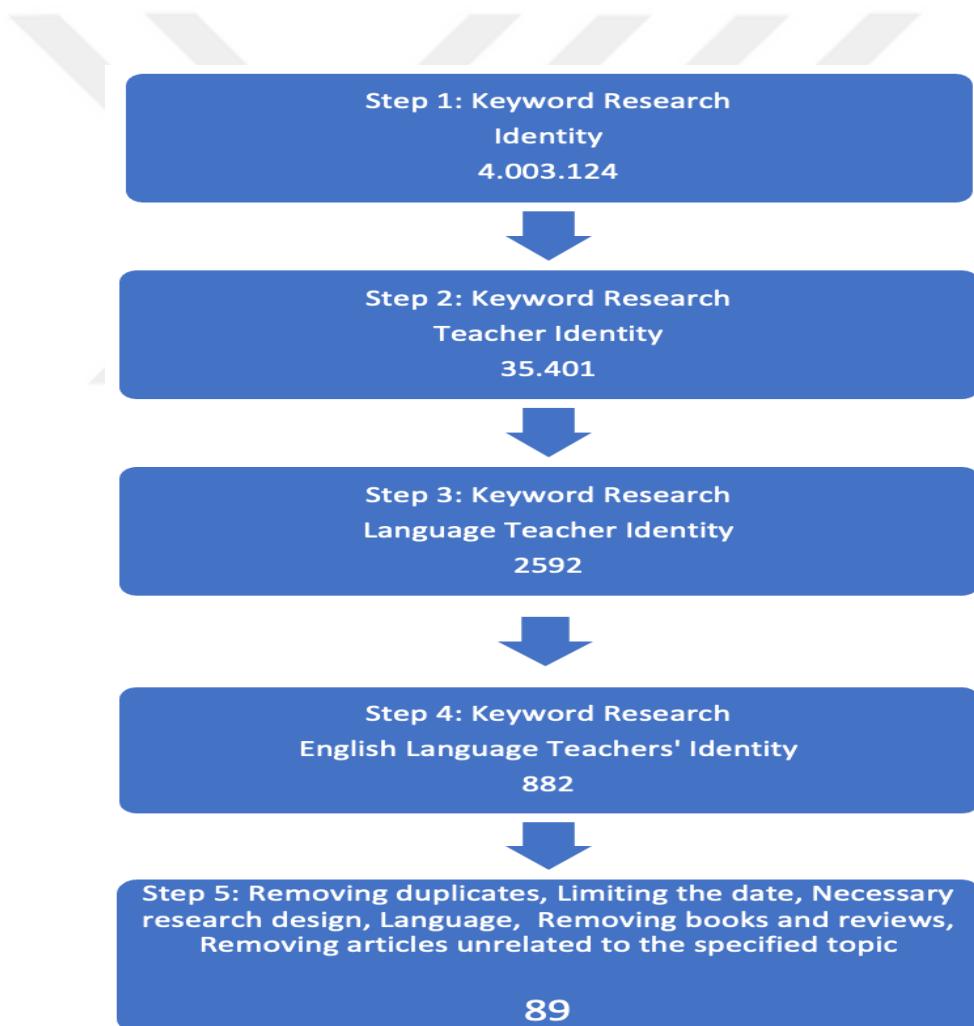


Figure 1. Graphic representation of the selection process of articles for the meta-synthesis

2.2.2. Thematic Analysis

Following the compilation of the core studies based on the inclusion and exclusion criteria, thematic analysis was conducted by the researcher to identify key themes and factors within the data. Thematic analysis is a widely used method for analysing qualitative data and identifying patterns or themes within the data. Braun and Clarke (2006) describe it as a method for identifying, analysing and reporting patterns (themes) within data. It provides a flexible and systematic approach to organizing and interpreting qualitative information. An important question posing here is what a theme is. Braun and Clarke (2006) suggest that “a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (p. 82). Thematic analysis in this present study was conducted based on the following steps proposed by Braun and Clarke (2006):

- 1- Familiarization with the data: A thorough comprehension of the findings and results was established by repeatedly reading the selected studies, which fostered familiarity with the data.
- 2- Initial code generation: Meaningful units within the findings and results were identified and coded using descriptive labels that captured the essence of the information. A systematic and consistent coding approach ensured the comprehensive capture of relevant factors influencing English language teachers' identity.
- 3- Search for themes: Patterns and similarities among the coded segments were analysed to identify potential themes. Connections, recurring concepts, and ideas related to factors influencing English language teacher identity were grouped together.
- 4- Theme review and refinement: Each theme was carefully reviewed to ensure coherence, consistency, and accurate representation of the data. The themes were refined to capture distinct and meaningful aspects of English language teacher identity.
- 5- Theme definition and naming: Clear definitions were provided for each identified theme, accompanied by concise and descriptive names that accurately reflected their content and meaning.
- 6- Identifying relationships between themes: The relationships, connections, and variations between themes were explored to understand their interplay and identify any overarching or sub-themes. Patterns and nuances within the data were analysed to construct a broader conceptual framework.
- 7- Synthesizing the findings: The identified themes and their relationships were synthesized to summarize the key findings related to factors influencing English

language teachers' identity. Patterns and consistencies across the selected studies were analysed to develop a comprehensive understanding.

- 8- Interpretation and reporting: The findings were interpreted within the context of the meta-synthesis, reflecting on their implications for English language teacher identity. The themes, their definitions, and their relationships were clearly reported in the research output.

2.2.2.1. Expert Validation and Theme Consensus

To enhance the rigor, validity, and reliability of the thematic analysis, an expert validation process was conducted as a critical step in ensuring the robustness of the findings. An external expert with a PhD in a relevant field and published research on English language teachers' identity was invited to perform an independent thematic analysis of the same selected studies used in this research. This external analysis served as a mechanism for cross-validation, providing an objective perspective on the data and strengthening the credibility of the identified themes.

2.2.2.2. Independent Thematic Analysis by the Expert

The external expert followed the same methodological approach as outlined for the primary thematic analysis. This process included familiarization with the studies, generating initial codes, and identifying potential themes. The expert worked independently to avoid bias and influence from the researcher's initial analysis. The aim was to ensure that the identified themes were not solely a result of the researcher's interpretation but were reflective of broader, evidence-based patterns present in the data.

2.2.2.3. Comparison of Findings

Upon completing the independent analysis, the expert's findings were systematically compared with the themes identified by the researcher. This comparison focused on several aspects, including:

- **Agreement:** Areas where the expert and researcher identified similar themes or factors, providing mutual reinforcement of these patterns as valid and significant.
- **Divergence:** Themes or factors that were identified by one party but not the other, highlighting areas that required further discussion and clarification.
- **Overlap and Nuance:** Cases where themes appeared similar but differed in scope or emphasis, necessitating a deeper exploration to refine and define the final themes.

2.2.2.4. Resolution of Discrepancies

To address any areas of divergence, a collaborative process was employed. This involved:

- **Detailed Discussions:** Both the researcher and the expert engaged in thorough discussions to explore the rationale behind their respective interpretations. Each party presented evidence from the studies to support their perspectives.
- **Revisiting the Data:** Discrepancies were re-evaluated by revisiting the original data from the selected studies. This ensured that final decisions were grounded in evidence rather than subjective opinion.
- **Iterative Refinement:** Themes were refined iteratively to incorporate insights from both analyses. This step was critical in ensuring that the final set of themes captured the depth and breadth of the data.

2.2.2.5. Achieving Consensus

Through this rigorous process, a consensus was reached on the final set of themes and factors. The agreed-upon themes were those that:

- Reflected significant, recurring patterns across the data.
- Aligned with the purpose of the study and its focus on English language teachers' identity.
- Were supported by clear evidence from multiple sources.

All in all, this validation process contributed to the trustworthiness, credibility, objectivity, reliability, and the depth of the thematic analysis. By integrating expert validation into thematic analysis process, this study demonstrates a commitment to methodological rigor, enhancing the validity and applicability of its findings. This step not only strengthens the study's contributions to the field but also sets a standard for future research involving thematic analysis.

2.3. Quantitative Phase: Questionnaire Preparation and Data Collection

2.3.1. Questionnaire Preparation

2.3.1.1. Expert Evaluation

Following the thematic analysis, to assess the factors under the specified themes, an invitation was extended to several experts with significant expertise in English language teachers' identity and English language teaching, including individuals who have published scholarly articles on this topic and the supervisor of this thesis. Out of the invited experts, eight accepted the invitation, resulting in the formation of a panel comprising professionals with advanced qualifications in these areas. Each expert was asked to rate each item as “*essential*”,

“useful but not necessary” or “not necessary”. This rating system allowed for a detailed assessment of the item’s perceived relevance to English language teachers’ identity. This step was also essential to assess the content validity of the derived factors and themes, ensuring that they accurately represented the constructs being investigated.

2.3.1.2. Content Validity Ratio (CVR) and Content Validity Index (CVI) Analysis

The Content Validity Ratio (CVR) is a statistical measure which is used to assess the content validity of a questionnaire or scale. In this study, the expert ratings were analysed using Lawshe’s (1975) CVR to determine the degree of agreement among experts.

The CVR formula is presented below in Figure 2.

$$\text{CVR} = \frac{n_e - (N/2)}{(N/2)}$$

Figure 2. Content Validity Ratio (CVR) formula

In this formula, n_e represents the number of experts who rated an item as “*essential*”, N represents the total number of experts.

By calculating the CVR for each item, it was possible to determine the degree of agreement among the experts regarding the item’s relevance to the construct of English language teachers’ identity. Items that had a CVR of less than 0.75 were deemed to have inadequate quality or insufficient content validity and were removed from the questionnaire. This made sure that only the items that the experts thought were very important or pertinent were kept.

Table 2*Minimum Value of CVR, P=.05 (Lawshe, 1975)*

Number of Panellists	Minimum Value
5	.99
6	.99
7	.99
8	.75
9	.78
10	.62
11	.59
12	.56
13	.54
14	.51
15	.49
20	.42
25	.37
30	.33
35	.31
40	.29

Table 2 demonstrates the minimum acceptable CVR values for different number of panellists involved in a content validity assessment. Additionally, the Content Validity Index (CVI) for each category was computed. The formula used was $CVI = \sum CVR / N_{Retained}$, where 'Retained Numbers' represent the number of approved concepts. Attributes with CVI values greater than 0.75 were considered acceptable for inclusion, following the threshold established by Lawshe (1975).

2.3.1.3. Item Refinement

To ensure their clarity, comprehensibility, and relevance to the construct of English language teachers' identity, the remaining items were subjected to a thorough and rigorous review and assessment procedure. A group of ten English teachers who graduated from English language teaching, English language and literature, and linguistics departments were consulted to provide feedback on the items of the questionnaire. Their varied viewpoints contributed to

the refinement of the questionnaire by ensuring that the items were understandable, made sense, and accurately represented the intended constructs.

The items underwent some necessary revisions, adjustments, and clarifications based on the feedback from the teachers. This process involved addressing any ambiguities, improving clarity, and making sure that the items were aligned with the broader context of English language teachers' identity. Moreover, some brief explanations were added to some of the items to provide further context and offer clarification for their meaning. These refinements improved the overall quality and comprehensibility of the scale. For instance, the item "ideology" was clarified by adding a brief parenthetical explanation "teaching philosophy", or "flexibility" was clarified by adding "the ability to adapt to new circumstances".

2.3.1.4. Questionnaire Construction

The evaluated, validated and refined items were incorporated in to a Likert-type scale that was specifically designed to describe English language teachers' identity. The questionnaire was aptly named as English Language Teachers' Identity Questionnaire (ELTIQ). It included a response scale ranging from 5 to 1 (5 – Strongly Agree, 1 – Strongly Disagree). This allows for a nuanced assessment of participants' attitudes, beliefs, self-perceptions, teaching practises, perceptions related to their professional roles and experiences.

ELTIQ was painstakingly crafted to capture the complex and multifaceted nature of English language teachers' identity, including a wide range of factors influencing teachers' self-perceptions and professional practices. To ensure clarity, comprehensibility, and relevance to the construct of English language teachers' identity, the questionnaire items were meticulously worded and structured.

In order to facilitate data collection and analysis, Google Forms, which is a convenient and accessible online platform, was used to administer ELTIQ. This format enabled effective data collection and ensured anonymity and confidentiality of participants. Google Forms' user-friendly interface also enhanced the engagement of participants and minimized the possibility of errors during data entry.

Through utilizing a well-structured Likert-type scale and leveraging the effectiveness of Google Forms, ELTIQ provided a valid and reliable instrument for measuring English language teachers' identity. The design of the questionnaire made sure that data was collected accurately and completely, paving the way and opening the door for insightful analysis and deeper understanding of the factors that influence and shape English language teachers' identity.

2.4. Data Collection and Participant Selection

The initial distribution of the questionnaire began with my colleagues and friends, who further shared it with their networks, including their friends and other English language teachers across Türkiye. This snowball sampling approach helped to reach a diverse group of participants from various educational institutions, such as public schools, private schools, and universities. Ultimately, 135 English language teachers participated in the study, representing a range of different ages and varying levels of teaching experience. This method facilitated broad participation, capturing insights from teachers in different regions and teaching contexts across the country.

Table 3

Demographic Information of the Participants

Characteristics	Frequency	Percentage
Gender		
Female	103	76.3
Male	32	23.7
Age		
23 - 29 years old	13	9.6
30 - 34 years old	29	21.4
35 years old	26	19.2
36 – 40 years old	44	32.5
41 – 47 years old	13	9.6
48 – 55 years old	7	5.1
56 – 66 years old	4	2.6
Years of experience		
2 – 7 years	23	17
8 – 12 years	43	31.8
13 – 15 years	37	27.4
16 – 20 years	19	14
21 – 25 years	8	6
26+ years	5	3.8
Type of institution they teach at		
Private	50	37

Public	85	63
Where they teach		
Kindergarten	1	0.7
Primary school	29	21.5
Secondary school	37	27.4
High school	17	12.6
University	51	37.8

Descriptive statistics were calculated to summarize the demographic information of the participants. The frequency and the percentage of participants in each category (gender, age, years of experience, type of institution, and where they teach) were shown in Table 3. This analysis provided insights into the composition of the participants and helped to identify any potential biases or limitations.

ELTIQ was electronically distributed by email or online platforms. Participants were assured of the confidentiality of their responses and they were also given explicit instructions on how to complete the questionnaire. Because the questionnaire was self-administered, participants could complete it in a comfortable setting and at their own pace. Participants were given a fair amount of time to complete the questionnaire, and reminders were sent to encourage participation. Data collection process was closely monitored to make sure that any participants were appropriately guided when needed and any concerns or questions were swiftly handled.

2.5. Data Analysis

2.5.1. Reliability Analysis

The reliability of the themes and the whole questionnaire was assessed using Cronbach's alpha to evaluate the internal consistency of the constructs on Statistical Package for the Social Sciences (SPSS). Each theme and the whole questionnaire were treated as a separate construct, and the following steps were undertaken:

- Cronbach alpha values were calculated for each theme and the whole questionnaire.
- A threshold of $\alpha > 0.50$ was used as the criterion for acceptable reliability.
- Themes with lower reliability values were reviewed, identified and removed from the questionnaire.

2.5.2. Normality Tests

The normality of the data was examined on SPSS to ensure it met the assumptions required for subsequent analyses, particularly CFA. The skewness and kurtosis values for each item were calculated to check the distribution. A skewness range of -2 to +2 and kurtosis values of -7 to +7 were used as criteria for normality (Hair et al. (2010) and Bryne (2010)).

2.5.3. Correlation Analysis

Pearson correlation analysis was conducted on SPSS to examine the relationships between the themes and the overall questionnaire, ensuring that:

- The themes were significantly and positively correlated with the entire questionnaire, indicating their alignment with the overarching construct of teacher identity.
- Correlations among the themes were moderate, supporting their distinctiveness while maintaining relevance to the overall structure.
- High correlations between themes and the whole questionnaire ensured that the themes contributed meaningfully to the construct being measured.

2.5.4. Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis was conducted on SPSS AMOS to validate the factor structure of the themes and their associated items, as identified through the thematic analysis. This step ensured that the data supported the hypothesized relationships between themes (latent variables) and items (observed variables). The analysis included the following components.

2.5.4.1 Path diagram

A path diagram was constructed to visually represent the relationships between the themes and their respective items. Each theme was modelled as a latent variable, and the items were treated as observed variables. The diagram provided clarity on factor loadings, error variances, and covariances, and it served as a diagnostic tool for evaluating model fit.

2.5.4.2. Model Estimation

The CFA was performed using Maximum Likelihood Estimation, allowing for robust parameter estimation while accommodating normality assumptions. The model was tested to determine whether the data adequately fit the specified structure.

2.5.4.3. Model Fit Assessment

The model fit was evaluated using a combination of fit indices to assess how well the structure aligned. The values below were taken into consideration while evaluating the structure.

- Chi-Square to Degrees of Freedom Ratio (CMIN / df): Values ≤ 3 represented a good fit.
- Goodness of Fit (GFI): 0.89 – 0.85 suggested an acceptable fit.
- Comparative Fit Index (CFI): ≥ 0.95 indicated an acceptable fit.
- Tucker-Lewis Index (TLI): 0.90 – 0.95 represented an acceptable fit.
- Root Mean Square Error of Approximation (RMSEA): Values $< .05$ indicated a good fit.
- Standardized Root Mean Square Residual (SRMR): Values $< .08$ showed a good fit. (Kline, 2015; Byrne, 2010; Hu & Bentler, 1999; Schumacker & Lomax, 2016; Browne & Cudeck, 1993).

2.5.4.4. Factor Loadings and Model Modifications

The strength of the relationships between each item and its corresponding theme was assessed through standardized factor loadings (λ). Items with loadings > 0.50 were considered strong indicators of their respective themes. Items with lower loadings were removed from the structure.

To ensure a good fit of the structure, a series of modifications were made based on the modification indices. Covariances between error terms were drawn where modification indices suggested significant relationships. Items that showed high residuals and were flagged by the modification indices as problematic were removed. Each removal was carefully considered to ensure it did not compromise the theoretical integrity of the theme or its representation.

3. FINDINGS

3.1. Qualitative Phase: Meta-synthesis and Thematic Analysis

3.1.1. Literature Search and Selection

For this study, a thorough and comprehensive approach was used to collect relevant data. The study includes peer reviewed articles published in reputable flagship databases including *Proquest*, *Social Science Index*, *Web of Science*, *ERIC*, *FRANCIS*, *ULAKBIM*, *Educational Search Complete*, *Academic Search Complete*, *Education Source* between 2000 and 2023. The keywords “*identity*, *teacher identity*, *language teachers’ identity*, *English language teachers’ identity*” were used to search articles more thoroughly to ensure an inclusive search. After the inclusion and exclusion criteria were also applied and after the elimination of articles, 89 articles were finally chosen for thematic analysis.

3.1.2. Thematic Analysis, Expert Validation and Theme Consensus

After the compilations of the core studies using the inclusion and exclusion criteria, thematic analysis was firstly conducted by the researcher and then by an external expert with a PhD who published research on English language teachers’ identity.

To start with, individual items identified in the articles were considered as codes. Regarding their frequencies, distributions, relationships and connections, co-occurrences, variations, the codes with similar meanings were grouped into themes by the researcher. The researcher’s initial analysis identified 15 themes and 83 items, which were later redefined during the validation process (see Appendix 8). Meanwhile, the external expert also carried out a parallel thematic analysis on the core studies to enhance the rigor and validity of the analysis. The external expert’s analysis results in the identification of 14 themes and 71 items, with some overlapping but also differing from the researcher’s results (see Appendix 9). As a crucial cross-validation, this analysis ensured the reliability and objectivity of the analysis. At the end of the analysis by both the researcher and the external expert, their thematic analysis results were compared to detect areas of agreement and disagreement. Any discrepancies were meticulously examined and resolved through a collaborative process. Each theme was carefully reviewed to ensure consistency, coherence, and accurate representation of the data. Clear and concise names were assigned to the identified themes, which reflects their content and meaning. This consensus extracted 83 items leading to 11 themes including: demographics, self, investment, emotional labour, teaching enthusiasm, robust literacy, community engagement, adaptability, constraints, learner voice and metaphors as shown in Table 4.

Table 4*Extracted Items and Themes*

No.	Items	Themes
1	Age	
2	Gender	
3	Ethnic Background	
4	Religion	Demographics
5	Geography	
6	Education Level	
7	Experience	
8	Characteristics	
9	Awareness	
10	Efficacy	
11	Belief System and Values	Self
12	Ideology	
13	Reflection	
14	Mindset	
15	Language Learning Experiences	
16	School Practicum	
17	BA Education	
18	MA Education	
19	PhD Education	Investment
20	Awareness of Innovations (methodologies, approaches, paradigms)	
21	Academic Research	
22	Attending Conferences, Seminars, Workshops	
23	In-service Training	
24	Inner Criticism	
25	Professional Wellbeing	
26	Personal Wellbeing	
27	Burnout	

28	Mindfulness	
29	Stress Management	Emotional Labour
30	Work-Life Balance	
31	Resilience	
32	Emotional Regulation (fear, anger, sadness, panic, boredom)	
33	Expectations of Others	
34	Managing Conflicts (T-T, T-S, S-S)	
35	Motivation	
36	Creativity	
37	Passion	
38	Flexibility	
39	Critical Thinking	Teaching Enthusiasm
40	Eagerness	
41	Faith	
42	Ambition	
43	Openness	
44	Commitment	
45	Digital (Technological) Literacy	
46	Pedagogical Competence	
47	Linguistic Competence and Proficiency	
48	Language Assessment Literacy	Robust Literacy
49	Content (Theoretical) Knowledge	
50	Sociolinguistic Competence	
51	Multilingualism	
52	Parents	
53	Friends and Family	
54	Colleagues	
55	School Board	Community
56	Students	
57	Mentors and Advisors	Engagement

58	Feedback	
59	Collaboration	
60	Global Citizenship	
61	(Inter)Cultural Competence	
62	Social Justice	
63	Inclusiveness	Adaptability
64	Language Ecology	
65	Institutional Factors (culture, climate, structure, vision, mission)	
66	Extra-curricular Activities	
67	Teaching and Learning Context	
68	Politics	
69	Regulatory Bodies	
70	Policy	
71	Curriculum	Constraints
72	Syllabus	
73	Course Materials and Equipment	
74	Workload (assigned duties, exam preparation, material adaptation etc.)	
75	Physical Disabilities	
76	Differentiation	
77	Rapport	
78	Learner Autonomy	Learner Voice
79	Learner-centeredness	
80	Scaffolding	
81	Created Images by the Society (leaders, sculptors, parents, compass etc.)	
82	Assigned Roles by the Students (artists, judges, promoters, workers, cultural ambassadors, babysitters, friends etc.)	Metaphors

83	Self-attributed images (doctor, gardener, juggler, dictator, babysitter, superhero, captain etc.)
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3.2. Quantitative Phase: Questionnaire Construction

3.2.1. Expert Evaluation

In this step of the research, a panel of eight academic experts who had substantial experience in English language teaching and English language teachers' identity research assessed the items under the specified themes in a purposeful way. Each expert was asked to assign a rating of "essential", "useful but not necessary" or "not necessary" to each item. This thorough evaluation allowed for a detailed assessment of the item's perceived relevance to English language teachers' identity. The following part presents the findings of CVR and CVI analyses of the expert evaluations.

3.2.2. Content Validity Ratio (CVR) and Content Validity Index (CVI) Analysis

According to Lawshe's CVR analysis, these eight academic experts rated the items as "essential", "useful but not necessary" or "not necessary". Their ratings were analysed to determine the degree of agreement. After the analysis, items that had a CVR of less than 0.75 were considered to have low quality and content validity were removed from the scale. Content validity ratios and content validity index are shown in Table 5.

Table 5

CVR and CVI for items and their themes

No.	Items	Themes	CVR	CVI
1	Age		0.75	
2	Gender		0.25	
3	Ethnic Background		0.25	
4	Religion	Demographics	0.25	0.57
5	Geography		0.50	
6	Education Level		1.00	
7	Experience		1.00	
8	Characteristics		0.75	
9	Awareness		1.00	

10	Efficacy		0.75	
11	Belief System and Values	Self	0.75	0.89
12	Ideology		1.00	
13	Reflection		1.00	
14	Mindset		1.00	
15	Language Learning Experiences		0.75	
16	School Practicum		1.00	
17	BA Education		1.00	
18	MA Education		0.75	
19	PhD Education	Investment	0.75	0.81
20	Awareness of Innovations (methodologies, approaches, paradigms)		1.00	
21	Academic Research		0.25	
22	Attending Conferences, Seminars, Workshops		0.75	
23	In-service Training		1.00	
24	Inner Criticism		1.00	
25	Professional Wellbeing		1.00	
26	Personal Wellbeing		1.00	
27	Burnout		0.75	
28	Mindfulness		1.00	
29	Stress Management	Emotional	1.00	0.84
		Labour		
30	Work-Life Balance		0.50	
31	Resilience		0.75	
32	Emotional Regulation (fear, anger, sadness, panic, boredom)		1.00	
33	Expectations of Others		0.25	
34	Managing Conflicts (T-T, T-S, S-S)		1.00	
35	Motivation		0.75	
36	Creativity		0.75	
37	Passion		0.75	

38	Flexibility		0.75	
39	Critical Thinking	Teaching	1.00	0.83
		Enthusiasm		
40	Eagerness		0.75	
41	Faith		0.75	
42	Ambition		0.75	
43	Openness		1.00	
44	Commitment		1.00	
45	Digital (Technological) Literacy		0.75	
46	Pedagogical Competence		1.00	
47	Linguistic Competence and Proficiency		0.75	
48	Language Assessment Literacy	Robust Literacy	0.75	0.64
49	Content (Theoretical) Knowledge		0.75	
50	Sociolinguistic Competence		0.25	
51	Multilingualism		0.25	
52	Parents		0.25	
53	Friends and Family		0.25	
54	Colleagues		0.50	
55	School Board	Community	0.50	0.69
		Engagement		
56	Students		1.00	
57	Mentors and Advisors		1.00	
58	Feedback		1.00	
59	Collaboration		1.00	
60	Global Citizenship		0.25	
61	(Inter)Cultural Competence		0.75	
62	Social Justice		0.75	
63	Inclusiveness	Adaptability	0.50	0.56
64	Language Ecology		0.50	
65	Institutional Factors (culture, climate, structure, vision, mission)		0.75	
66	Extra-curricular Activities		0.25	

67	Teaching and Learning Context		0.75	
68	Politics		0.50	
69	Regulatory Bodies		0.50	
70	Policy		0.75	
71	Curriculum	Constraints	0.75	0.63
72	Syllabus		0.75	
73	Course Materials and Equipment		0.50	
74	Workload (assigned duties, exam preparation, material adaptation etc.)		1.00	
75	Physical Disabilities		0.25	
76	Differentiation		0.75	
77	Rapport		0.75	
78	Learner Autonomy	Learner Voice	1.00	
79	Learner-centeredness		0.75	0.85
80	Scaffolding		1.00	
81	Created Images by the Society (leaders, sculptors, parents, compass etc.)		0.25	
82	Assigned Roles by the Students (artists, judges, promoters, workers, cultural ambassadors, babysitters, friends etc.)	Metaphors	0.75	0.58
83	Self-attributed images (doctor, gardener, juggler, dictator, babysitter, superhero, captain etc.)		0.75	

After the CVR analysis, the items “gender, ethnic background, religion and geography” were removed from the theme “demographics”. No items were deleted from the theme “self”. From the theme “investment”, “academic research” item was deleted. The items “work-life balance and expectations of others” were removed from “emotional labour”. No items were excluded from the theme “enthusiasm”. “Sociolinguistic competence and multilingualism” were deleted from “robust literacy”. The items “parents, friends and family, colleagues, school board” were removed from “community engagement”. From the theme “adaptability”, the items “global citizenship, inclusiveness, language ecology, extra-curricular activities” were excluded.

“Politics, regulatory bodies, course materials and equipment” were deleted from “constraints”. No items were removed from the theme “learner voice”. And finally, “created images by the society (leaders, sculptors, parents, compass etc.)” was eliminated from the theme “metaphors”.

After the removal of some items based on the CVR analysis, 61 items under 11 themes were discovered to be eligible to form the basis of the English Language Teachers’ Identity Questionnaire (ELTIQ).

The new CVI values and selected items can be seen below in Table 6.

Table 6

New CVI values for items and their themes

No.	Items	Themes	CVR	CVI
1	Age		0.75	
2	Education Level	Demographics	1.00	0.92
3	Experience		1.00	
4	Characteristics		0.75	
5	Awareness		1.00	
6	Efficacy		0.75	
7	Belief System and Values	Self	0.75	0.89
8	Ideology		1.00	
9	Reflection		1.00	
10	Mindset		1.00	
11	Language Learning Experiences		0.75	
12	School Practicum		1.00	
13	BA Education		1.00	
14	MA Education		0.75	
15	PhD Education	Investment	0.75	0.88
16	Awareness of Innovations (methodologies, approaches, paradigms)		1.00	
17	Attending Conferences, Seminars, Workshops		0.75	
18	In-service Training		1.00	
19	Inner Criticism		1.00	

20	Professional Wellbeing		1.00	
21	Personal Wellbeing		1.00	
22	Burnout		0.75	
23	Mindfulness	Emotional Labour	1.00	
24	Stress Management		1.00	0.94
25	Resilience		0.75	
26	Emotional Regulation (fear, anger, sadness, panic, boredom)		1.00	
27	Managing Conflicts (T-T, T-S, S-S)		1.00	
28	Motivation		0.75	
29	Creativity		0.75	
30	Passion		0.75	
31	Flexibility		0.75	
32	Critical Thinking	Teaching Enthusiasm	1.00	0.83
33	Eagerness		0.75	
34	Faith		0.75	
35	Ambition		0.75	
36	Openness		1.00	
37	Commitment		1.00	
38	Digital (Technological) Literacy		0.75	
39	Pedagogical Competence		1.00	
40	Linguistic Competence and Proficiency	Robust Literacy	0.75	
41	Language Assessment Literacy		0.75	0.80
42	Content (Theoretical) Knowledge		0.75	
43	Students		1.00	
44	Mentors and Advisors	Community Engagement	1.00	1.00
45	Feedback		1.00	
46	Collaboration		1.00	
47	(Inter)Cultural Competence		0.75	

48	Social Justice		0.75	
49	Institutional Factors (culture, climate, structure, vision, mission)	Adaptability	0.75	0.75
50	Teaching and Learning Context		0.75	
51	Policy		0.75	
52	Curriculum		0.75	0.81
53	Syllabus	Constraints	0.75	
54	Workload (assigned duties, exam preparation, material adaptation etc.)		1.00	
55	Differentiation		0.75	
56	Rapport		0.75	
57	Learner Autonomy	Learner Voice	1.00	0.85
58	Learner-centeredness		0.75	
59	Scaffolding		1.00	
60	Assigned Roles by the Students (artists, judges, promoters, workers, cultural ambassadors, babysitters, friends etc.)	Metaphors	0.75	
61	Self-attributed images (doctor, gardener, juggler, dictator, babysitter, superhero, captain etc.)		0.75	0.75

Following CVR analysis, the remaining items were refined and incorporated into the development of the English Language Teachers' Identity Questionnaire (ELTIQ). These refined items formed the basis for data collection, which was subsequently utilized for further analyses.

3.2.3. Reliability Analysis

After the collection of the data from participants, the first analysis made was the reliability analysis. It revealed important insights into the consistency of the instrument and its underlying themes. The overall Cronbach's Alpha value for the entire questionnaire was calculated as 0.927, indicating excellent internal consistency and affirming the reliability of the questionnaire as a whole. This demonstrates that the items collectively measure the construct of English language teachers' identity in a consistent and cohesive manner.

When examining the reliability of the individual themes, most themes demonstrated good to excellent reliability. For instance, Self (Theme 2), Emotional Labour (Theme 4), Teaching Enthusiasm (Theme 5), Robust Literacy (Theme 6), Community Engagement (Theme 7), Adaptability (Theme 8), Constraints (Theme 9), Learner Voice (Theme 10), and Metaphors (Theme 11) had Cronbach's Alpha values ranging between 0.717 and 0.870, indicating acceptable to excellent reliability. These results suggest that the items within these themes consistently capture the intended constructs. Investment (Theme 3) had a value of 0.605, which is also considered an acceptable value as seen in Table 7.

Table 7

Reliability Analysis of the Themes and the Whole Questionnaire

Questionnaire and Themes	N	Cronbach's Alpha
Whole Questionnaire	61	,927
Demographics (Theme 1)	3	,465
Self (Theme 2)	7	,788
Investment (Theme 3)	8	,605
Emotional Labour (Theme 4)	9	,855
Teaching Enthusiasm (Theme 5)	10	,864
Robust Literacy (Theme 6)	5	,766
Community Engagement (Theme 7)	4	,717
Adaptability (Theme 8)	4	,768
Constraints (Theme 9)	4	,828
Learner Voice (Theme 10)	5	,833
Metaphors (Theme 11)	2	,870
Whole Questionnaire (Without Demographics)	58	,927

However, the Demographics (Theme 1) theme exhibited a lower Cronbach's Alpha value of 0.465, which falls below the commonly accepted threshold of 0.50. Therefore, this theme was removed from the data to be used in the upcoming analyses. Despite this, the reliability of the questionnaire remained high even when Theme 1 was excluded, with Cronbach's Alpha for the remaining themes calculated as 0.927, further emphasizing the robustness of the overall questionnaire.

3.2.4. Normality Tests

The normality of the data was assessed through skewness and kurtosis values for each individual item in the questionnaire. These statistical measures are commonly used to determine whether the distribution of the data deviates significantly from a normal distribution.

For this study, the critical reference values were set at **-2 to +2** for skewness and **-7 to +7** for kurtosis, based on widely accepted thresholds in social science research (Hair et al., 2010; Bryne, 2010). The results indicated that all items in the questionnaire had skewness and kurtosis values within these critical ranges, suggesting that the data followed a normal distribution as seen in Table 8.

Table 8

Normality Tests of the Items of the Scale

Items	Skewness	Kurtosis
Sel1	-1,523	3.235
Sel2	-,497	-,922
Sel3	-,783	-,414
Sel4	-,401	-,646
Sel5	-1,086	1,025
Sel6	-,711	,476
Sel7	-,752	,513
Inv1	-1,140	1.546
Inv2	-,576	,074
Inv3	-,642	,783
Inv4	,406	-1,449
Inv5	-,358	-1,634
Inv6	-1,318	2,392
Inv7	-1,095	1.459
Inv8	-,687	,601
EmLab1	-1,167	3,591
EmLab2	-1,035	1,211
EmLab3	-1,494	2,563
EmLab4	-,825	-,052
EmLab5	-1,165	2,555

EmLab6	-1,132	2,466
EmLab7	-1,019	3,153
EmLab8	-,847	,642
EmLab9	-,919	1.007
TEnt1	-2,221	6,421
TEnt2	-1,442	1,548
TEnt3	-1,427	1,396
TEnt4	-,920	-,190
TEnt5	-1,041	,098
TEnt6	-1,268	,661
TEnt7	-1,111	,351
TEnt8	-1,372	1,475
TEnt9	-1,201	1,438
TEnt10	-,891	,965
RoLit1	-1,257	1,548
RoLit2	-1,205	1,318
RoLit3	-1,074	,168
RoLit4	-,716	-,516
RoLit5	-,832	,395
CoEng1	-,849	,153
CoEng2	-,728	,149
CoEng3	-,749	,363
CoEng4	-,906	,462
Adap1	-,455	,055
Adap2	-,921	1,957
Adap3	-,930	,584
Adap4	-,572	,301
Cons1	-,351	-,270
Cons2	-,726	,087
Cons3	-,656	,199
Cons4	-,949	,546
LeVo1	-,888	1.084
LeVo2	-,738	,584

LeVo3	-,695	,486
LeVo4	-,897	1,270
LeVo5	-1,450	4.480
Meta1	-,317	,293
Meta2	-,016	-,201

This finding is significant because normality is an essential assumption for many statistical analyses, such as correlation analysis and confirmatory factor analysis (CFA), which were conducted in subsequent phases of this study. This finding also enhances the reliability and validity of the subsequent analyses, as deviations from normality could have potentially impacted the robustness of the results. Moreover, the normal distribution of the data supports the generalizability of the findings, as it indicates that the questionnaire items are likely to perform consistently across a broader population.

3.2.5. Correlation Analysis

The correlation analysis was conducted to examine the relationships between the themes and the overall questionnaire scores in the questionnaire. Pearson's correlation coefficient (r) was used to assess the strength and direction of these relationships. This statistical method is particularly suitable for examining linear associations between continuous variables, which aligns with the nature of the questionnaire data.

The analysis revealed that all themes demonstrated statistically significant positive correlations with the overall questionnaire score. This indicates that each theme contributes meaningfully to the overarching construct of English language teachers' identity. The strong correlations between the themes and the total score validate the theoretical alignment of the themes with the questionnaire's central purpose, confirming that the themes collectively capture the multifaceted nature of teacher identity as seen in Table 9.

Table 9

Correlation Analysis of the Themes and the Whole Questionnaire

		Whole Questionnaire										
		Sel	Inv	EmLab	TEnt	RoLit	CoEng	Adap	Cons	LeVo	Meta	Questionnaire
Sel	Pearson Correlation	1	,364**	,701**	,451**	,340**	,440**	,519**	,399**	,526**	,423**	,761**
	Sig.		,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	135	135	135	135	135	135	135	135	135	135	135
Inv	Pearson Correlation	,364**	1	,360**	,343**	,299**	,279**	,247**	,201*	,202*	,203*	,619**
	Sig.		,000	,000	,000	,000	,001	,004	,019	,019	,018	,000
	N	135	135	135	135	135	135	135	135	135	135	135
EmLab	Pearson Correlation	,701**	,360**	1	,568**	,365**	,464**	,534**	,478**	,516**	,413**	,805**
	Sig.		,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	135	135	135	135	135	135	135	135	135	135	135
TEnt	Pearson Correlation	,451**	,343**	,568**	1	,533**	,477**	,456**	,365**	,439**	,346**	,743**
	Sig.		,000	,000	,000	,000	,000	,000	,000	,000	,000	,000
	N	135	135	135	135	135	135	135	135	135	135	135
RoLit	Pearson Correlation	,340**	,299**	,365**	,533**	1	,322**	,393**	,282**	,372**	,303**	,591**
	Sig.		,000	,000	,000	,000	,000	,000	,001	,000	,000	,000
	N	135	135	135	135	135	135	135	135	135	135	135
CoEng	Pearson Correlation	,440**	,279**	,464**	,477**	,322**	1	,530**	,544**	,555**	,438**	,688**
	Sig.		,000	,001	,000	,000		,000	,000	,000	,000	,000
	N	135	135	135	135	135	135	135	135	135	135	135
Adap	Pearson Correlation	,519**	,247**	,534**	,456**	,393**	,530**	1	,541**	,582**	,518**	,714**

Furthermore, the correlations between individual themes were also examined to identify inter-theme relationships. The results showed moderate (0.30 to 0.49) to strong (0.50 to 1.00) positive correlations among most themes, suggesting that the dimensions of English language teachers' identity are interconnected. For example, the themes Emotional Labour and Self exhibited particularly strong correlations, reflecting their close alignment and mutual reinforcement in shaping teacher identity.

The findings from the correlation analysis provide empirical support for the structural coherence of the questionnaire. High correlations between the themes and the overall questionnaire score reinforce the reliability of the questionnaire in measuring the construct it was designed for. Meanwhile, the moderate inter-theme correlations highlight the independence of individual themes while still emphasizing their collective contribution to the overarching construct.

To sum up, the correlation analysis underscores the validity of the questionnaire in capturing the multifaceted nature of English language teachers' identity. The strong relationships between the themes and the overall questionnaire score demonstrate the instrument's reliability and conceptual alignment, paving the way for further analyses such as confirmatory factor analysis (CFA) to validate its structure.

3.2.6. Confirmatory Factor Analysis (CFA)

The confirmatory factor analysis of the observed variables (items of the questionnaire) and latent variables (themes) was conducted on SPSS AMOS. The path diagram provided offers a visual representation of the relationships between the latent variables and their respective observed variables. Figure 3 below confirms the multidimensional structure of the questionnaire and provides valuable insights into the validity and reliability of it.

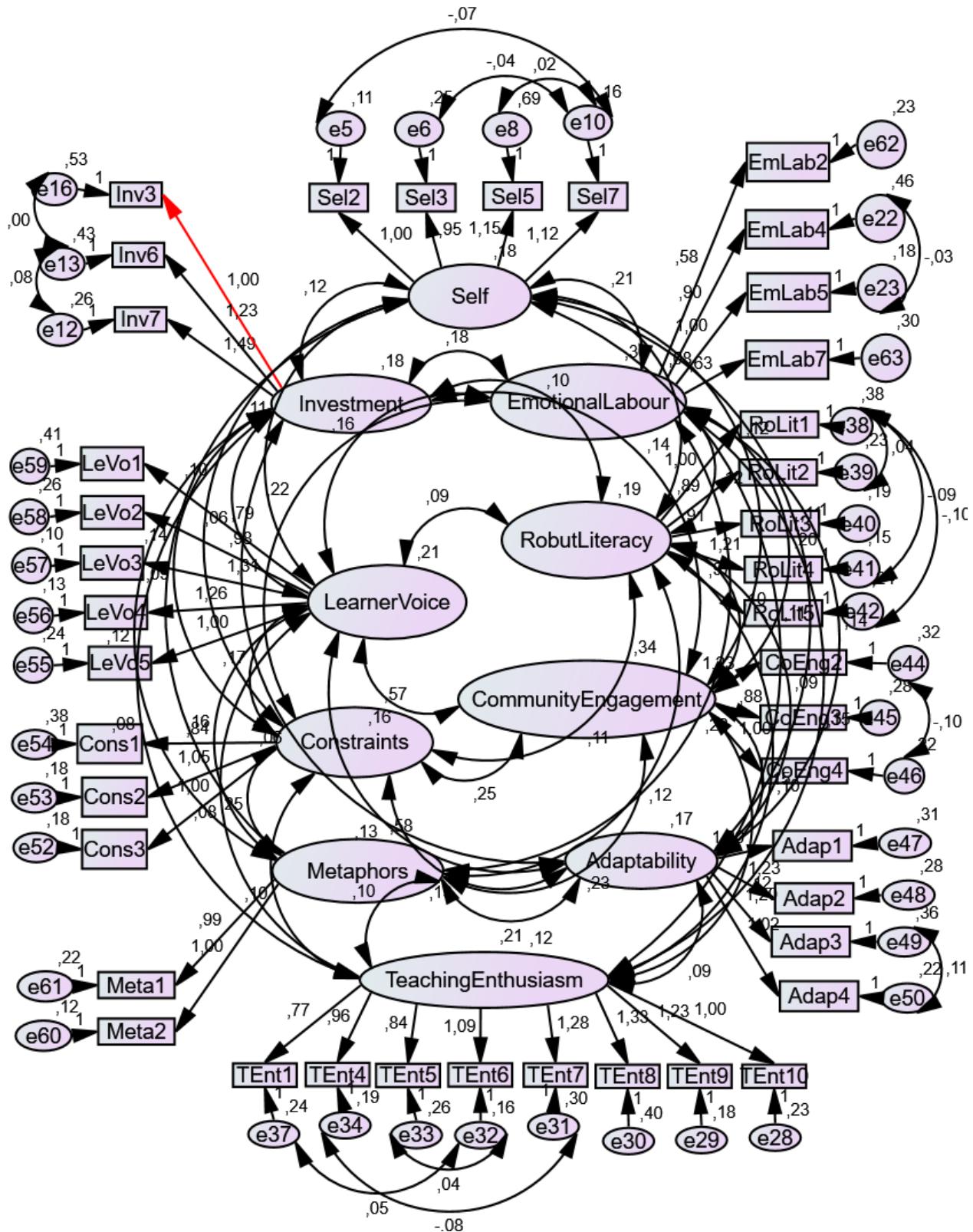


Figure 3. Confirmatory factor analysis path diagram of the questionnaire

When the CFA was initially conducted, the goodness of fit values indicated that it did not adequately fit the data. To address this, a series of model refinements were undertaken based on the modification indices provided by the analysis. The modification indices suggested potential sources of misfit, such as items with high residual variances or low factor loadings. As part of the iterative process, covariances were drawn between specific items and error terms within the same theme, where high modification indices indicated shared variance. These adjustments were made meticulously to ensure they aligned with the overarching conceptual understanding of English language teachers' identity.

The analysis revealed several problematic items with low factor loadings and high modification indices during the initial phases of the CFA. Items with factor loadings below the commonly accepted threshold of 0.50 were identified as contributing weakly to their respective latent constructs. Moreover, certain items exhibited significant discrepancies with other items within the same theme, as indicated by high modification indices and elevated residual variances. These items such as belief system and values, and mindset in Self theme; my own previous learning experiences, PhD education, and in-service training in Investment theme; stress management, emotional regulation, and managing conflicts in Emotional Labour theme; passion in Teaching Enthusiasm theme; workload in Constraints theme were reviewed and deemed misaligned with their theoretical dimensions, leading to their removal from the analysis.

After the removal of these problematic items, the model was reassessed, and further refinements were made. Modification indices identified areas where drawing covariances between specific items or error terms could improve the model fit. These covariances accounted for shared variance between related items, particularly within the same theme, and helped to reduce unexplained discrepancies in the model. The iterative process of removing problematic items and drawing covariances resulted in a more parsimonious and theoretically sound fit, ultimately achieving better alignment with the data.

These adjustments ensured that the final version of the questionnaire retained only reliable and valid items, thereby strengthening the overall structure. For instance, the item "personal characteristics" was removed from the theme "Self". "School practicum, MA education," items were removed from the theme "Investment". From the theme "Emotional Labour", the items "inner criticism, personal wellbeing" were eliminated. "Creativity" item was removed from the theme "Teaching Enthusiasm". "Students" item was eliminated from the theme "Community Engagement". No items were deleted from the themes "Robust Literacy, Learner Voice, Adaptability and Metaphors".

Through all this iterative refinement process, the final version of the model was achieved, with significant improvements in the fit indices as seen in Table 10 below. The finalized model demonstrated a good fit with the data, as evidenced by improved values for key indices, including χ^2/df (χ^2 = Chi-Square; df=Degree of Freedom), GFI (Goodness of Fit Index), CFI (Comparative Fit Index), TLI (Tucker-Lewis Index), RMSEA (Root Mean Square Error of Approximation) and SRMR (Standardized Root Mean Square Residual). These adjustments enhanced the structural coherence of the model, confirming that it accurately represented the multifaceted nature of teacher identity.

Table 10
CFA Goodness of Fit Values

	X²/df	GFI	CFI	TLI	RMSEA	SRMR
Fit Values	1.28	.86	.95	.91	.04	.03
Goodness of Fit Values*	≤ 3	≥ 0.90	≥ 0.97	≥ 0.95	≤ 0.05	< 0.08
Acceptable Fit Values*	$\leq 4-5$	0.89- 0.85	≥ 0.95	.90- .95	0.06- 0.08	

Table 10 presents the goodness of fit values of the CFA, which are essential for evaluating how well the proposed model fits the collected data. As seen, the ratio of chi-square to degrees of freedom is reported as 1.28, which is well within the acceptable range of ≤ 3 for a good fit. The GFI value is 0.86, which falls slightly below the threshold for a good fit (≥ 0.90) but within the acceptable range of 0.85 – 0.89. This suggests that there may be room for slight improvement in some aspects of the structure. The CFI value is 0.95, which meets the threshold for an acceptable fit (≥ 0.95). The TLI value is 0.91, which is within the range for an acceptable fit (≥ 0.90). The RMSEA value is 0.04, which falls within the range for a good fit (≤ 0.05). The SRMR value is 0.03, which is below the threshold for a good fit (≤ 0.08).

Overall, the results of the fit indices suggest that the model provides a good to acceptable fit to the data. Initially, the first version of ELTIQ contained 61 items across 11 themes (see Appendix 5), which were subjected to reliability analysis. Based on the analysis, the Demographics theme, along with its three associated items, was removed. The adjustment reduced the questionnaire to 10 themes and 58 items, which were then subjected to rigorous

refinement during CFA. The removal of problematic items and the drawn covariances based on the modification indices improved the model. Through this iterative process, the final version of the ELTIQ was established, comprising 10 themes and 41 items (see Appendix 6). The improved fit indices confirm the robustness of the refinements, establishing the questionnaire as a reliable and valid tool for describing English language teachers' identity with a multidimensional approach. The reduction to 41 items ensures that the instrument remains concise while maintaining its comprehensive scope.



4. DISCUSSION, CONCLUSION, AND IMPLICATIONS

4.1. Summary of the Study

At the outset of this study, the primary objective was to gain a comprehensive understanding of English language teachers' identity by identifying the emerging factors from the literature and exploring how these factors align under broader themes. This study sought to bridge the gap in existing research by systematically analysing the multifaceted nature of teacher identity and developing a robust questionnaire to explore it. Through a rigorous mixed-methods approach, the study aimed to contribute to the theoretical and practical understanding of teacher identity, offering insights that are both conceptually grounded and empirically validated.

The first phase of the study involved a meta-synthesis of 23 years of research on English language teachers' identity. This analysis identified a range of factors influencing teacher identity, which were then categorized into 11 themes and 61 items through thematic analysis: Demographics, Self, Teaching Enthusiasm, Emotional Labour, Community Engagement, Robust Literacy, Investment, Constraints, Adaptability, Learner Voice, and Metaphors. These themes reflect the complex interplay of personal, professional, and contextual elements in shaping teacher identity.

The second phase of the study focused on the development and validation of the ELTIQ. Through rigorous processes, including expert validation and confirmatory factor analysis, the identified themes and factors were refined to create a reliable and valid instrument. During the reliability analysis, the Demographics theme, along with its associated items, was removed due to insufficient reliability. This adjustment reduced the questionnaire from 11 themes and 61 items to 10 themes and 58 items, which were then further refined during the CFA. The ELTIQ demonstrated strong reliability, with a Cronbach's Alpha of 0.927 for the overall questionnaire, and most themes exhibiting good to excellent reliability. The CFA results confirmed the structural validity of the questionnaire, with fit indices such as RMSEA, CFI, and TLI indicating a good model fit. The final version of the ELTIQ consisted of 10 themes and 41 items, offering a concise yet comprehensive tool for describing English language teachers' identity.

The study also explored the interconnections among the themes and factors, revealing their dynamic and interdependent nature. These findings underscore the holistic and multidimensional nature of teacher identity as a construct.

By identifying and validating the factors and themes influencing English language teachers' identity, this study provides a comprehensive understanding and a practical tool for further

research and professional development. The ELTIQ offers educators, policymakers, and researchers a means to describe and support teacher identity in diverse educational contexts, contributing to the ongoing growth and well-being of language teachers and the quality of language education. This study represents a significant step forward in understanding the complexities of teacher identity, with implications for research, policy, and practice in the field of English language teaching.

4.2. Discussions of the Findings of Research Questions

4.2.1. Research Question 1

What are the primary factors that emerge across studies on English language teachers' identity through a meta-synthesis of existing research? Under what thematic categories do these factors align?

Teacher identity, as a construct, holds critical importance in the field of language education, as it shapes teachers' beliefs, practices, and professional development. By uncovering the factors that influence identity construction, this study aimed to address the complex interplay of personal, professional, and contextual dimensions that define teachers' roles and experiences. The results not only enrich the literature on teacher identity but also provide a practical tool for researchers, policymakers, and teacher educators to describe and support identity development in diverse educational contexts.

Through this research, a multidimensional understanding of English language teachers' identity has emerged, grounded in empirical evidence and theoretical rigor. The thematic analysis, supported by expert validation, expert evaluation, reliability analysis, normality tests, correlation analysis and CFA, identified 10 themes that collectively represent the dimensions of English language teachers' identity.

The “Self” theme includes the factors “self-awareness, efficacy in teaching, ideology (teaching philosophy), and reflective practice (reflecting on your own teaching)”. This theme encapsulates core personal and professional dimensions that are integral to the construction of English language teachers' identity (Day et al., 206). It reflects how teachers perceive and evaluate their own beliefs, abilities, and practices in the teaching profession. Self-awareness refers to teachers' understanding of their own thoughts, strengths, and limitations in the context of their professional roles. It encompasses the ability to critically reflect on personal values and align them with teaching practices. For English language teachers, self-awareness is crucial because teachers who possess high levels of self-awareness are better equipped to adapt their

strategies, make informed decisions, and maintain authenticity in their professional conduct (Johnston, 2012). Efficacy in teaching refers to teachers' belief in their ability to successfully deliver content, manage classrooms, and facilitate student learning. It reflects confidence in one's pedagogical skills and strategies. This factor is pivotal in shaping how teachers approach challenges, adapt to new teaching methods, and remain motivated to achieve desired outcomes in their classrooms (Bandura, 2000). Teachers with a strong sense of efficacy are more likely to experiment with innovative teaching techniques, engage students effectively, and persist in overcoming obstacles (Flores & Day, 2006). A teacher's ideology, or teaching philosophy, refers to the core values, principles, and beliefs that guide their instructional decisions and interactions with students. This factor represents the underlying framework through which teachers define their purpose, goals, and methods in education (Farrel, 2011). For English language teachers, ideology often encompasses perspectives on how languages are learned, the role of the teacher, and the importance of fostering communication skills and intercultural competence (Trent, 2015). Teaching philosophy also influences all aspects of a teacher's practice, from lesson planning to classroom management and assessment (Beijaard et al., 2004). Reflective practice involves the ongoing process of self-examination and critical evaluation of one's teaching methods and experiences. It is a dynamic factor that encourages teachers to assess their successes, challenges, and areas for improvement (Larrivee, 2000). Through reflective practice, teachers gain insights into their strengths and weaknesses, enabling them to refine their approaches and enhance their effectiveness. For English language teachers, reflective practice is particularly important given the complexities of language instruction, which often requires adapting to diverse student needs, cultural differences, and evolving teaching methodologies (Farrell, 2018). Reflective teachers are better equipped to identify what works in their classrooms, troubleshoot issues, and implement evidence-based improvements (Hiver & Whitehead, 2018). Reflective practice also fosters a sense of agency, empowering teachers to take ownership of their professional development. It aligns closely with self-awareness, as it requires a willingness to question assumptions and embrace change (Day et al., 2006). In this way, reflective practice serves as both a tool for growth and a marker of a teacher's commitment to their profession. Together, these four factors form the foundation of the "Self" theme, representing the internal dimensions of teacher identity. The "Self" theme highlights how a teacher's internal beliefs and practices influence their professional identity and interactions with others. By fostering self-awareness, building efficacy, clarifying teaching philosophy, and engaging in reflective practice, English language teachers can achieve a stronger sense of purpose and effectiveness in their work. This theme underscores the

importance of self-exploration and continuous growth in shaping a teacher's identity and ensuring their long-term success in the profession.

The “Investment” theme includes the factors “BA education, awareness of innovations (methodologies, approaches, paradigms), and attending conferences, seminars, workshops etc.”. This theme captures the time, effort, and resources that English language teachers dedicate to their professional growth and development (Day & Gu, 2014). This theme reflects the deliberate and ongoing commitment of teachers to enhance their knowledge, skills, and practices in the dynamic field of language teaching. BA education represents the foundational formal training that teachers receive in their undergraduate programs, typically focused on language education, pedagogy, linguistics, and teaching methodologies (Beijaard et al., 2004). This factor highlights the critical role of initial teacher education in shaping teachers' knowledge base, attitudes, and professional identity. For English language teachers, BA education provides the theoretical and practical foundation for their work. It introduces them to key concepts in second language acquisition, instructional strategies, and assessment practices (Kumaravadivelu, 2003). Moreover, it equips them with the skills to address diverse learner needs and adapt to varying teaching contexts. The experiences gained during undergraduate studies, such as teaching practicums, coursework, and mentorship, contribute significantly to the early formation of teacher identity (Trent, 2015). BA education also serves as the starting point for a teacher's lifelong learning journey, fostering an appreciation for professional growth and the value of continued investment in their career. It sets the stage for teachers to build upon their initial training through further learning opportunities (Johnson & Golombok, 2002). Awareness of innovations (methodologies, approaches, paradigms) emphasizes the importance of staying updated on emerging trends, methodologies, and paradigms in language teaching. The field of English language teaching is dynamic, with frequent advancements in technology, pedagogy, and learner-centred approaches (Richards & Rodgers, 2014). Teachers who are aware of these innovations can better meet the evolving needs of their students and the demands of modern classrooms (Farrell, 2018). Awareness of innovations includes familiarity with new teaching methods, technological tools, and paradigms that emphasize inclusivity, intercultural competence, or global citizenship (Trent, 2015). Teachers who actively engage with these advancements demonstrate a proactive attitude toward professional development and adaptability in their practice. For English language teachers, being aware of innovations ensures they remain competitive and effective in their roles. This awareness fosters creativity, encourages experimentation with new techniques, and enhances the quality of instruction they

provide to their students (Hiver & Whitehead, 2018). Attending conferences, seminars, workshops etc. reflects teachers' commitment to investing in their growth beyond formal education. These events provide opportunities for teachers to learn from experts, share experiences with peers, and stay informed about the latest research and practices in the field (Gu & Benson, 2014). For English language teachers, attending such events offers several benefits such as networking, skill enhancement, research awareness, motivation and inspiration (Borg, 2015). The "Investment" theme underscores that teacher identity is not static; it evolves through continuous learning, reflection, and adaptation (Day & Gu, 2014). This theme highlights the importance of fostering a culture of professional growth within the teaching community, encouraging teachers to invest in their development and, by extension, their students' success. It also reflects the personal agency of teachers in shaping their professional journeys and contributing to the advancement of their field (Hiver & Whitehead, 2018).

The "Emotional Labour" theme includes the factors "professional wellbeing, burnout, mindfulness, and resilience". This theme encapsulates the emotional and psychological demands that English language teachers experience in their professional lives (Kelchtermans, 2009). It highlights how teachers navigate, regulate, and manage their emotions to maintain their effectiveness and well-being in the classroom and beyond. Professional wellbeing refers to teachers' overall sense of satisfaction, balance, and emotional stability in their work. It encompasses feelings of accomplishment, job satisfaction, and the ability to manage work-related stress effectively. English language teachers with high levels of professional wellbeing are more likely to exhibit positive attitudes, engage effectively with students, and sustain their commitment to the profession (Zembylas, 2005). Conversely, poor wellbeing can lead to emotional exhaustion, diminished job satisfaction, and a decreased ability to cope with professional challenges (Dewaele & MacIntyre, 2014). This factor highlights the critical importance of fostering supportive work environments that prioritize teacher well-being as a foundation for successful teaching and learning. Burnout refers to the emotional, mental, and physical exhaustion that results from prolonged exposure to workplace stressors (Maslach & Leiter, 2016). It is a significant risk for teachers, particularly in demanding roles like English language teaching, which often involve managing diverse student needs, maintaining high levels of engagement, and coping with administrative pressures. The factor of burnout emphasizes the detrimental impact of unaddressed stress on teachers' performance, well-being, and professional identity (Hakanen et al, 2006). Symptoms of burnout include feelings of detachment, a reduced sense of accomplishment, and chronic fatigue. Teachers experiencing

burnout may struggle to connect with their students, lose motivation, or even leave the profession entirely. Recognizing and addressing burnout is essential for sustaining teacher identity and effectiveness. This involves implementing strategies to reduce stress, such as workload management, professional support networks, and fostering a positive school culture that values teacher well-being (Kelchtermans, 2009). Mindfulness refers to the practice of maintaining a present-focused, non-judgmental awareness of one's thoughts, emotions, and surroundings. For teachers, mindfulness serves as a powerful tool for managing the emotional demands of their profession (Jennings et al, 2011). It helps them regulate stress, build emotional intelligence, and maintain a balanced perspective in challenging situations. In the context of English language teaching, mindfulness enables teachers to stay attuned to their students' needs, respond calmly to unexpected challenges, and create a positive classroom atmosphere (Dewaele et al, 2019). Teachers who practice mindfulness are better equipped to manage their emotions, avoid reactive behaviours, and sustain their energy and focus throughout the school day. Mindfulness also promotes self-care, which is critical for preventing burnout and enhancing professional wellbeing. Mindfulness also reflects the importance of cultivating emotional awareness and resilience as part of teachers' professional identity. Resilience refers to teachers' ability to bounce back from setbacks, adapt to challenges, and maintain their professional and emotional stability in the face of adversity (Gu & Day, 2007). It is a crucial factor in sustaining teacher identity, as it enables teachers to navigate the complexities of their roles without losing motivation or effectiveness. For English language teachers, resilience involves coping with challenges such as student disengagement, workload pressures, and changing educational policies. Resilient teachers are more likely to view challenges as opportunities for growth, maintain a positive outlook, and persist in their commitment to student success (Beltman et al., 2011). Building resilience often involves developing coping strategies, fostering supportive relationships, and engaging in reflective practice. Resilience underscores the importance of equipping teachers with the skills and resources needed to thrive in their profession. The "Emotional Labour" theme represents the emotional dimension of teacher identity and its critical role in sustaining teachers' professional effectiveness and well-being. It emphasizes that teaching is not just an intellectual or technical endeavour but also an emotional one. The ability to manage emotional labour is integral to teachers' identity and long-term success (Zembylas, 2005). By addressing these factors, schools and institutions can foster healthier, more supportive environments that empower teachers to thrive both professionally and personally. This, in turn, enhances the quality of education and the well-being of students and educators alike.

The “Teaching Enthusiasm” theme includes the factors “motivation, flexibility (the ability to adapt to new circumstances), critical thinking, eagerness, faith in teaching, ambition, openness in teaching, commitment”, which collectively represent the dynamic and proactive attitudes that shape teachers’ professional identity. This theme reflects the passion, energy, and dedication that teachers bring to their profession. It encapsulates the intrinsic and extrinsic motivations that drive teachers to excel, their ability to adapt to challenges, and their unwavering commitment to fostering student growth (Day, 2018). Motivation serves as the driving force behind teachers’ actions, goals, and persistence in their profession. It reflects both intrinsic factors, such as a love for teaching and a desire to make a difference in students’ lives, and extrinsic factors, such as career advancement or recognition. For English language teachers, motivation often stems from the fulfilment of seeing students develop their language skills and succeed in their personal and academic journeys. Highly motivated teachers are more likely to approach their work with enthusiasm, creativity, and a willingness to go the extra mile. Motivation plays a pivotal role in sustaining teaching enthusiasm, particularly in the face of challenges or setbacks (Watt & Richardson, 2007). Flexibility refers to teachers’ capacity to adapt their methods, attitudes, and strategies in response to changing circumstances. This includes handling unexpected classroom dynamics, embracing new technologies, or addressing diverse student needs. In the context of English language teaching, flexibility is essential for accommodating varied learning styles, cultural differences, and evolving curriculum demands. Teachers who demonstrate flexibility are better able to innovate, remain relevant, and effectively manage the complexities of their roles. This factor underscores the importance of adaptability as a hallmark of teaching enthusiasm, enabling teachers to maintain their energy and effectiveness in dynamic educational environments (Gu & Benson, 2014). Critical thinking involves the ability to analyse, evaluate, and make informed decisions about teaching practices and classroom management. It reflects a teacher’s capacity to reflect on their work, identify areas for improvement, and implement evidence-based strategies. English language teachers rely on critical thinking to assess the effectiveness of instructional methods, adapt lesson plans, and address student challenges. This factor highlights the intellectual engagement and problem-solving skills that fuel teaching enthusiasm, ensuring that teachers remain thoughtful and purposeful in their work (Day & Gu, 2014). Eagerness reflects a teacher’s readiness and enthusiasm to engage in their profession and continuously strive for excellence. It manifests as a proactive attitude, a willingness to learn, and a desire to create meaningful experiences for students. For English language teachers, eagerness often translates into enthusiasm for experimenting with new teaching techniques, integrating innovative resources, or fostering

engaging classroom activities. This factor captures the excitement and passion that teachers bring to their work, inspiring students and colleagues alike (Beauchamp & Thomas, 2009). Faith in teaching refers to teachers' belief in the value and impact of their profession. It reflects a sense of purpose and conviction that teaching is a meaningful and transformative endeavour. For English language teachers, this belief is often tied to the understanding that language skills can open doors to new opportunities and empower students in global contexts. Faith in teaching reinforces teachers' commitment to their roles, particularly in challenging times. It serves as an internal motivator, driving teachers to persevere and maintain their enthusiasm for fostering student growth and success (Day et al., 2007). Ambition reflects a teacher's drive to achieve personal and professional goals, whether through career advancement, professional development, or the pursuit of excellence in their craft. Ambitious teachers are characterized by a growth mindset and a desire to continually improve. In English language teaching, ambition may involve seeking advanced certifications, engaging in research, or striving to become a leader in the field. This factor underscores the importance of setting goals and aspiring to make a meaningful impact, which contributes to sustained teaching enthusiasm (Flores & Day, 2006). Openness in teaching refers to teachers' willingness to embrace new ideas, feedback, and experiences. It reflects a mindset of curiosity, experimentation, and adaptability. For English language teachers, openness often involves exploring innovative methodologies, integrating cultural diversity into lessons, or collaborating with peers to enhance teaching practices. This factor fosters an environment of continuous learning and improvement, aligning with the dynamic nature of teaching enthusiasm (Varghese et al., 2005). Commitment represents teachers' dedication to their students, profession, and personal growth. It reflects a long-term engagement with the values and goals of teaching, including a willingness to invest time, energy, and resources to achieve desired outcomes. For English language teachers, commitment manifests in various ways, such as preparing personalized lesson plans, supporting students beyond the classroom, or pursuing ongoing professional development. This factor underscores the depth of teachers' enthusiasm and their resolve to overcome challenges and make a lasting difference (Kelchtermans, 2009). The "Teaching Enthusiasm" theme represents the dynamic and proactive attitudes that define teachers' passion for their profession. It highlights the intrinsic and extrinsic dimensions of teaching enthusiasm, emphasizing its central role in shaping teacher identity. By fostering these factors, schools and institutions can support teachers in sustaining their passion, energy, and effectiveness in the classroom, ultimately enhancing educational outcomes for students.

The “Robust Literacy” theme includes the factors “digital (technological) literacy, pedagogical competence, linguistic competence and proficiency, language assessment literacy, and content (theoretical) knowledge”, which together capture the depth and breadth of professional literacy needed for teaching excellence. This theme encompasses the foundational knowledge, skills, and competencies that teachers must possess to effectively perform their professional roles. It reflects the multidimensional expertise required to navigate the complexities of English language teaching, particularly in a globalized and technologically advanced educational landscape. Digital literacy refers to teachers’ ability to effectively use technology for teaching, communication, and professional development. In today’s educational contexts, this involves familiarity with digital tools and platforms, such as learning management systems, virtual classrooms, online assessment tools, and educational software. For English language teachers, digital literacy is particularly critical in delivering lessons that are engaging, accessible, and aligned with students’ technological expectations. Teachers with strong digital literacy can adapt to technological advancements, enhance the learning experience, and remain relevant in an increasingly digitalized world (Widodo et al., 2020). Pedagogical competence reflects teachers’ ability to design, implement, and evaluate effective instructional strategies tailored to their students’ needs. This factor encompasses understanding educational theories, classroom management techniques, and diverse teaching methodologies. For English language teachers, pedagogical competence includes designing lessons that cater to varying language proficiency levels, implementing communicative approaches to language teaching, managing classroom dynamics in diverse and multicultural settings. This factor is essential for creating an inclusive and effective learning environment where students can thrive. Pedagogical competence ensures that teachers can bridge the gap between theory and practice, delivering lessons that foster student engagement and language acquisition (Ho, 2023). Linguistic competence refers to teachers’ mastery of the language they teach, including their ability to use it accurately and effectively. Proficiency involves not only grammatical correctness but also fluency, vocabulary range, and the ability to communicate across various registers and contexts. For English language teachers, linguistic competence is non-negotiable, as it underpins their credibility and effectiveness in the classroom. This includes demonstrating a high level of language proficiency in both spoken and written forms, serving as a linguistic role model for students, understanding the nuances of English, such as idiomatic expressions, cultural references, and regional variations. Strong linguistic competence enables teachers to provide accurate explanations, respond effectively to student queries, and instill confidence in their learners (Kapranov, 2020). Language assessment literacy refers to teachers’ knowledge and

skills in designing, administering, and interpreting assessments that measure students' language proficiency and progress. This factor includes understanding the principles of fair and valid assessment and the ability to align evaluations with instructional goals. For English language teachers, this involves creating formative and summative assessments that accurately reflect students' abilities, using standardized tests and rubrics to evaluate speaking, listening, reading, and writing skills, providing constructive feedback that supports student growth and learning. Language assessment literacy is critical for ensuring that assessments are meaningful and effective tools for monitoring and enhancing student learning outcomes (Torres-Rocha, 2023). Content knowledge refers to teachers' understanding of the theoretical foundations of language teaching, including linguistics, second language acquisition, and curriculum design. This factor provides the intellectual grounding for their teaching practices and informs their instructional decisions. For English language teachers, content knowledge includes understanding the structure and function of the English language, such as phonetics, syntax, and semantics, familiarity with theories of second language learning and pedagogy, designing curricula and lessons that align with educational standards and best practices. Strong content knowledge ensures that teachers can teach with confidence and authority, bridging the gap between theory and practice to provide high-quality instruction (Karimpour et al., 2022). The "Robust Literacy" theme represents the comprehensive expertise that underpins teachers' ability to deliver effective, innovative, and impactful instruction. It underscores that effective teaching requires a robust combination of knowledge and skills across various domains. By fostering these competencies, English language teachers can adapt to evolving educational demands, ensure student success, and maintain excellence in their professional roles. It also emphasizes the importance of continuous learning and development to sustain high standards of teaching in a complex and dynamic global context.

The "Community Engagement" theme includes the factors "mentors and advisors, feedback (from colleagues and students), and collaboration", which collectively underscore the value of interpersonal engagement, support networks, and teamwork in shaping teachers' growth and effectiveness. It highlights the relational and collaborative aspects of English language teachers' professional identity. It emphasizes the importance of building and sustaining connections within and beyond the immediate teaching context. Mentors and advisors play a critical role in supporting teachers' professional development, particularly during the early stages of their careers. This factor reflects the guidance, encouragement, and expertise provided by more experienced educators, administrators, or academic mentors who assist teachers in navigating

their roles (Lengeling et al., 2016). For English language teachers, mentors and advisors can provide insights into effective teaching practices and classroom management, guidance on professional growth, such as pursuing advanced certifications or research opportunities, and emotional support during challenging situations, such as handling difficult student interactions or institutional demands. Mentorship fosters a sense of belonging and confidence in teachers, helping them develop a clearer professional identity. It also creates a pathway for sharing institutional knowledge, ensuring that new teachers feel supported and equipped to thrive in their roles. Feedback is a powerful tool for growth, enabling teachers to reflect on their practices and identify areas for improvement. This factor emphasizes the importance of receiving constructive input from colleagues, supervisors, and students as part of an ongoing process of professional identity development. For English language teachers, feedback can take multiple forms. It could be from colleagues and supervisors, which may include observations and evaluations that highlight strengths and suggest refinements in teaching methods or classroom management, or from students which may include insights into what students find engaging or challenging, helping teachers adapt lessons to better meet their needs. Constructive feedback encourages self-awareness, promotes reflective practice, and fosters a culture of continuous improvement. By being open to feedback, teachers demonstrate a commitment to enhancing their skills and building stronger relationships with students and peers (Mutlu & Ortaçtepe, 2016). Collaboration refers to working with colleagues, administrators, or external partners to achieve shared goals and improve teaching practices. This factor highlights the collective nature of education, where teachers benefit from exchanging ideas, co-developing resources, and supporting each other in professional and personal growth. For English language teachers, collaboration can involve team-teaching or co-planning lessons to share expertise and diversify instructional approaches, participating in professional learning communities to discuss challenges, share best practices, and stay updated on trends in language education, and engaging in interdisciplinary projects that integrate language learning with other subjects, fostering a more holistic approach to education. Collaboration not only enhances the quality of teaching but also fosters a sense of community among educators. It creates opportunities for innovation, problem-solving, and mutual support, reinforcing the relational dimension of teacher identity (Guerrero-Nieto & Castañeda-Trujillo, 2023). The "Community Engagement" theme emphasizes the significance of relationships, communication, and teamwork in shaping teachers' professional identity. It underscores that teaching is not a solitary profession but one deeply embedded in community and relational networks. By engaging with mentors, seeking and incorporating feedback, and collaborating with peers, English language teachers can

enhance their professional skills, maintain enthusiasm for their work, and contribute to a supportive and dynamic educational environment. It also reflects the vital role of interpersonal relationships in shaping a strong and resilient teacher identity.

The “Adaptability” theme includes the factors “(inter)cultural competence, social justice (equal practices), institutional factors (Culture, Climate, Structure, Vision, Mission), teaching and learning contexts”, which collectively reflect the multidimensional nature of adaptability in teaching. It highlights teachers’ ability to navigate and respond effectively to diverse and dynamic educational environments. It encompasses the skills, values, and knowledge required to address the challenges and opportunities arising from cultural, institutional, and contextual variations in teaching. (Inter)cultural competence refers to teachers’ ability to understand, respect, and respond effectively to the cultural diversity of their students and teaching contexts. For English language teachers, this factor is particularly critical, given the global and multicultural nature of English as a subject and medium of instruction. Key aspects of (inter)cultural competence include recognizing and valuing students’ cultural backgrounds and experiences as assets in the learning process, adapting teaching methods to align with culturally specific learning styles and expectations, and encouraging intercultural understanding and communication among students to foster inclusivity and global citizenship. Teachers with strong (inter)cultural competence create inclusive classrooms that empower students to connect their linguistic and cultural identities with their learning. This competence enhances the teacher’s ability to navigate diverse teaching contexts and build meaningful relationships with students from various backgrounds (Nguyen, 2017). Social justice in teaching emphasizes the importance of promoting equity, fairness, and inclusivity in educational practices. This factor reflects teachers’ commitment to addressing systemic inequalities and ensuring that all students have access to quality education and equal opportunities to succeed. For English language teachers, social justice entails designing lessons and assessments that accommodate diverse learner needs, including those of marginalized or disadvantaged students, challenging biases and stereotypes in classroom materials and interactions, and creating a supportive environment that fosters the confidence and participation of all students (Guerrero-Nieto and Castañeda-Trujillo, 2023). By integrating social justice into their practice, teachers contribute to a more equitable and inclusive educational system. This factor aligns closely with adaptability, as it requires teachers to remain aware of societal dynamics and adjust their approaches to meet the needs of diverse learners. Institutional factors refer to the organizational and cultural elements of schools or educational institutions that influence teaching practices and teacher identity.

These factors include the institution's values, goals, policies, and support systems. For English language teachers, institutional factors can shape adaptability in several ways:

- **Culture and Climate:** A supportive and collaborative school environment fosters teacher growth and innovation.
- **Structure:** Organizational policies, such as workload distribution and professional development opportunities, impact teachers' ability to adapt and thrive.
- **Vision and Mission:** Alignment with the institution's goals and values provides teachers with a sense of purpose and direction.

Teachers who understand and align with institutional factors are better equipped to adapt their methods and expectations to meet institutional priorities while maintaining their professional identity (Aktekin & Çelebi, 2020). Teaching and learning contexts refer to the diverse settings in which English language instruction takes place. This includes variations in student demographics, classroom environments, technological resources, and socio-political factors. Adaptability within teaching and learning contexts involves modifying instructional strategies to suit different class sizes, proficiency levels, and learning objectives, addressing the unique challenges of urban, rural, or online learning environments, and navigating external influences, such as educational policies, curriculum changes, or community expectations. Teachers who excel in this area demonstrate the flexibility and resourcefulness needed to provide effective instruction across a range of contexts (Othman & Aljuhaish, 2021). The "Adaptability" theme emphasizes the importance of flexibility, cultural sensitivity, and responsiveness in teaching. It underscores that adaptability is a cornerstone of teacher identity, enabling educators to respond effectively to the complexities of their profession. By cultivating adaptability, English language teachers can enhance their effectiveness, foster inclusive learning environments, and contribute to the broader goals of equity and excellence in education. It also reflects the dynamic and evolving nature of teaching, emphasizing the need for continuous learning and responsiveness in an interconnected and diverse world.

The "Constraints" theme includes the factors "policy, curriculum, and syllabus", which collectively highlight the challenges teachers face in navigating prescribed frameworks and expectations. It focuses on the external factors and structural limitations that influence teachers' professional practices and identity. These constraints often stem from institutional, systemic, and regulatory requirements that shape the educational landscape. Policy refers to the broader educational regulations and standards set by governments, educational authorities, or

institutions that guide teaching practices. These policies encompass guidelines on assessment, student outcomes, teacher evaluations, and other critical aspects of education. For English language teachers, policies can act as both enablers and constraints:

- **Enablers:** Policies may provide clear objectives and resources that support effective teaching and learning.
- **Constraints:** Rigid policies can limit teachers' autonomy and creativity by imposing strict standards or performance metrics (Aljuhaish et al., 2020; Ping Wang, 2020).

Navigating policy constraints requires adaptability and critical thinking, as teachers must balance compliance with policies while striving to meet the unique needs of their students. This factor highlights the tension between external expectations and teachers' professional judgment, which can significantly impact their identity and sense of agency. Curriculum refers to the structured framework of content, skills, and learning objectives that teachers are required to deliver. It provides a roadmap for instruction and serves as a guideline for ensuring consistency and alignment across educational programs. For English language teachers, the curriculum often includes prescribed topics and themes related to language skills (listening, speaking, reading, and writing), standards for language proficiency and competency levels, and guidelines for integrating cultural and contextual elements into language instruction. While the curriculum offers a structured approach to teaching, it can also act as a constraint by limiting teachers' flexibility to address the specific needs and interests of their students (Guerrero-Nieto & Castañeda-Trujillo, 2023). For instance, a rigid curriculum may restrict opportunities for creativity, experimentation, or tailoring lessons to local contexts. Teachers must skilfully interpret and adapt the curriculum to align with their instructional goals while meeting institutional requirements. The syllabus represents the detailed, practical implementation of the curriculum. It outlines the specific topics, timelines, activities, and assessments that guide classroom instruction. Unlike the broader curriculum, the syllabus is often more immediate and prescriptive in nature. For English language teachers, the syllabus can present several constraints:

- **Limited scope for personalization:** A highly structured syllabus may leave little room for teachers to incorporate innovative or student-centred approaches.
- **Time constraints:** Teachers may feel pressured to cover all syllabus content within tight timelines, sometimes at the expense of deeper learning or engagement.

- **Standardized assessments:** Syllabi often align closely with assessment requirements, which can lead to a focus on test preparation rather than holistic language development (Nazari & Karimpour, 2022; Vosoughi, 2020; Ghiasvand et al., 2023).

Despite these challenges, the syllabus also provides a clear framework for lesson planning and helps ensure consistency across classes. Teachers often need to find creative ways to work within the constraints of the syllabus while maintaining a focus on student engagement and meaningful learning experiences. The "Constraints" theme highlights the structural and systemic limitations that English language teachers encounter in their professional roles, which shape teaching practices and influence teacher identity. It emphasizes that while constraints are an inherent part of teaching, they also require teachers to exercise adaptability, problem-solving, and professional judgment. Understanding and navigating these constraints is critical for maintaining teaching effectiveness and preserving a sense of agency. It also underscores the importance of equipping teachers with the skills and support needed to operate within these limitations while fostering innovation, engagement, and meaningful learning outcomes for their students.

The "Learner Voice" theme includes the factors "differentiation (considering individual differences), rapport (with students), learner autonomy, learner-centeredness, and scaffolding", which together highlight the role of student engagement and empowerment in shaping effective teaching practices. It emphasizes the importance of prioritizing students' needs, perspectives, and agency in the learning process. It reflects a learner-centred approach to teaching, where the individuality and autonomy of each student are recognized and valued. Differentiation refers to the practice of tailoring teaching methods, materials, and assessments to meet the diverse needs, abilities, and learning styles of individual students. It acknowledges that every learner is unique and requires personalized support to achieve their full potential. For English language teachers, differentiation involves modifying lesson content or activities to suit varying proficiency levels, from beginner to advanced learners, employing diverse teaching strategies, such as visual aids, group work, or interactive exercises, to address different learning preferences, and providing additional resources or scaffolding for students who need extra support while challenging more advanced learners with enriched content. By practicing differentiation, teachers foster an inclusive and supportive environment where all students feel valued and are able to succeed. This factor reflects a commitment to understanding and addressing the unique strengths and challenges of each learner (Tomlinson, 2017). Rapport refers to the positive, respectful, and

trusting relationships that teachers build with their students. It is a cornerstone of effective teaching, as it creates an environment where students feel safe, motivated, and supported in their learning journey. For English language teachers, rapport involves actively listening to students' ideas, concerns, and feedback, demonstrating empathy and understanding of students' experiences and challenges, and encouraging open communication and fostering a sense of belonging in the classroom. Strong rapport not only enhances student engagement but also improves classroom management and facilitates deeper learning. Teachers who build meaningful relationships with their students are better able to inspire confidence, encourage participation, and support emotional and academic growth (Zembylas, 2005). Learner autonomy refers to students' ability to take responsibility for their own learning, making decisions about how, when, and what to learn. It empowers students to become active participants in their education rather than passive recipients of knowledge. For English language teachers, fostering learner autonomy involves teaching students strategies for self-directed learning, such as goal-setting, time management, and reflection, providing opportunities for choice and decision-making in classroom activities, such as selecting topics or project formats, and encouraging students to seek resources and practice independently outside the classroom. By promoting autonomy, teachers help students develop critical skills for lifelong learning, including self-motivation, problem-solving, and adaptability. This factor highlights the role of the teacher as a facilitator, guiding students toward independence and ownership of their learning (Benson, 2013). Learner-centeredness reflects an instructional approach that prioritizes students' needs, interests, and experiences in the design and delivery of lessons. It shifts the focus from teacher-led instruction to active student engagement and collaboration. For English language teachers, learner-centeredness involves designing activities that promote interaction, creativity, and critical thinking, such as group discussions, role plays, and problem-solving tasks, adapting lesson plans based on students' feedback and progress, and creating a classroom environment that encourages student participation and values their contributions. Learner-centred teaching fosters a sense of ownership and relevance in the learning process, motivating students to engage more deeply and take an active role in their education. This factor emphasizes the importance of flexibility, adaptability, and responsiveness in meeting the evolving needs of students (Nunan, 2013). Scaffolding refers to the structured support teachers provide to help students achieve learning goals that they might not yet be able to accomplish independently. It is a dynamic and adaptive process where the teacher gradually reduces the level of assistance as students develop the skills, confidence, and knowledge to perform tasks on their own. This factor plays a crucial role in promoting student

growth and fostering a deeper understanding of the subject matter. For English language teachers, scaffolding involves breaking down complex tasks or concepts into smaller, more manageable steps and guiding students through them, providing tools and resources, such as vocabulary lists, graphic organizers, sentence starters, or visual aids, to support student comprehension and expression, modeling tasks or skills before asking students to practice them independently, such as demonstrating how to structure an essay or how to engage in a role-play activity, and adjusting the level of support based on the learners' progress, gradually shifting responsibility to the students as they become more confident and competent. Scaffolding is particularly important in English language teaching because it bridges the gap between students' current abilities and the language proficiency required to succeed in real-world or academic contexts. By providing the right amount of support at the right time, teachers can ensure that students feel both challenged and supported, avoiding frustration or disengagement (Walqui, 2006). The "Learner Voice" theme underscores the importance of recognizing and prioritizing students' individuality, agency, and contributions in the learning process. It highlights the evolving role of teachers as facilitators who empower students to become active, confident, and self-directed learners. By focusing on the "Learner Voice," teachers not only enhance student outcomes but also enrich their own professional identity through meaningful and impactful teaching practices. It also reinforces the idea that effective teaching is a collaborative and responsive process, centred around the needs and perspectives of the learners it serves.

The "Metaphors" theme includes the factors "assigned roles by the students (Artists, Judges, Promoters, Workers, Cultural Ambassadors, Babysitters, Friends etc.) and self-attributed images (Doctor, Gardener, Juggler, Dictator, Baby-sitter Superhero, Captain etc.)", which together reflect the relational and reflective dimensions of teaching as a profession. It explores the symbolic representations that teachers and students use to conceptualize and communicate their perceptions of the teaching role. These metaphors provide insight into how teachers understand their professional identity and how they are viewed by their students. Assigned roles by the students refer to the various metaphors or symbolic roles that students attribute to their teachers based on their experiences and perceptions. These roles often reflect how students view their teachers' influence, behaviours, and contributions to their learning journey. Examples of such roles include:

- Artists: Teachers who creatively design lessons and activities that engage and inspire students.
- Judges: Teachers who evaluate and assess students' work fairly and critically.
- Promoters: Teachers who motivate and encourage students to reach their full potential.
- Workers: Teachers who are perceived as diligent and hardworking in their efforts to ensure student success.
- Cultural Ambassadors: Teachers who introduce students to new cultures and perspectives through language teaching.
- Babysitters: Teachers who manage classroom behaviour but are sometimes seen as maintaining order without deeper engagement.
- Friends: Teachers who build close, trusting relationships with their students and create a friendly learning environment (Nguyen, 2016; Vosoughi, 2020; Trent & Gao, 2009; Moradian et al., 2022; Menard-Warwick et al., 2019).

These roles highlight the diverse ways students interpret their interactions with teachers. Understanding these assigned roles helps teachers reflect on their practices and adapt their approaches to meet students' expectations and needs. Self-attributed images refer to the metaphors teachers use to describe their own professional identity and role in the classroom. These images often reflect teachers' values, beliefs, and personal interpretations of their responsibilities. Common self-attributed images include:

- Doctor: A teacher who diagnoses students' learning challenges and prescribes solutions to address their needs.
- Gardener: A teacher who nurtures students' growth, providing care and patience to help them flourish.
- Juggler: A teacher who balances multiple responsibilities, such as lesson planning, grading, and classroom management.
- Dictator: A teacher who enforces strict discipline and maintains control over the classroom.
- Babysitter: A self-critical metaphor for managing behaviour rather than engaging in meaningful teaching.
- Superhero: A teacher who goes above and beyond to support students and overcome challenges.

- Captain: A leader who steers the classroom toward collective goals, fostering teamwork and collaboration (Nguyen, 2016; Vosoughi, 2020; Trent & Gao, 2009; Moradian et al., 2022; Menard-Warwick et al., 2019).

These self-attributed images reveal how teachers perceive their role and the emotional, intellectual, and relational dimensions of their work. They also provide a lens through which teachers can analyse their strengths, challenges, and aspirations in the profession. The "Metaphors" theme offers a unique perspective on teacher identity by emphasizing the symbolic and relational aspects of the profession. It highlights the dynamic interplay between external perceptions and internal self-concept in shaping teachers' professional identity. It underscores the importance of reflection and relational awareness in teaching. By analysing the metaphors assigned by students and attributed by themselves, teachers gain valuable insights into their professional identity and its impact on student experiences. It also highlights that teaching is not just a practical endeavour but also a deeply symbolic and relational one, where perceptions and self-conceptions play a pivotal role in shaping the classroom dynamic.

4.2.2. Research Question 2

How do these factors and themes interact and influence each other in shaping English language teachers' identity?

Understanding the interconnections among the factors and themes influencing teacher identity is essential to fully grasp the dynamic and multifaceted nature of this construct. Teacher identity, as supported by Complex Dynamic Systems Theory (CDST), is not a static entity; rather, it evolves through a continuous interaction of personal beliefs, professional practices, and external factors (Larsen-Freeman & Cameron, 2008). CDST emphasizes that identity construction involves dynamic interactions among interconnected components, resulting in non-linear and context-sensitive patterns of change. Applying this lens, this study explored how various factors and themes interact and influence each other, providing a comprehensive understanding of teacher identity formation. By exploring how these factors and themes interact and influence each other, this study sought to illuminate the complexity of identity formation and its implications for teachers' roles, experiences, and professional growth.

The findings of this study revealed significant relationships among the identified themes, emphasizing their interconnectedness in shaping English language teachers' identity. Through

correlation analysis and the conceptual framework validated by CFA, it became evident that these themes do not operate in isolation but are deeply interrelated, which aligns with CDST principles underscoring the importance of interconnectedness and emergent properties in dynamic systems. Themes such as Self, Teaching Enthusiasm, Investment and Emotional Labour emerged as internal dimensions to identity construction, representing the individual and intrinsic aspects of teacher identity. Concurrently, themes like Constraints, Learner Voice, and Adaptability highlighted the impact of external and contextual factors on teachers' identity and its formation. These interactions underscore the holistic nature of teacher identity and its reliance on both internal and external dimensions.

These findings reinforce the notion that teacher identity is shaped through continuous interactions between internal beliefs and external realities. For instance, a teacher's Self - encompassing self-awareness, efficacy, and reflective practices - is dynamically influenced by contextual elements like Constraints (e.g., curriculum policies) and Learner Voice (e.g., rapport and feedback). Similarly, emotional labour interacts with adaptability, where teachers regulate emotions and adjust practices to navigate diverse teaching contexts (Zembylas, 2005; Flores & Day, 2006). This interplay demonstrates that teacher identity is not a collection of isolated traits but a holistic construct dependent on systemic interrelations.

CDST further highlights the importance of sensitive dependence and feedback loops in identity construction. For example, as teachers engage with students (e.g., fostering rapport or promoting learner autonomy), these interactions can trigger reflective changes in their professional self-concept. This process often leads to a positive feedback loop, where increased confidence and efficacy encourage further engagement and adaptation, reinforcing the dynamic nature of identity development (Nguyen, 2016).

By framing teacher identity as an emergent system within CDST, this study contributes to the theoretical discourse by illustrating how internal and external dimensions coalesce to shape and reshape professional identity. It extends existing research by demonstrating that teacher identity development is not merely linear but deeply influenced by context-sensitive interactions and adaptive processes. Furthermore, the findings offer actionable insights for practice. For educators and institutions, fostering environments that support teacher reflection, collaboration, and autonomy can amplify positive feedback loops and enhance professional growth (Day & Gu, 2014). Providing flexible policies and encouraging a culture of adaptability

can mitigate constraints and empower teachers to navigate their dynamic professional landscapes effectively.

By examining these interrelationships, the study contributes to a deeper understanding of how teacher identity is constructed and negotiated in response to personal, professional, and contextual dynamics. This exploration not only enriches the theoretical discourse on teacher identity but also provides actionable insights for educators and institutions to support teachers in their identity development, ensuring both personal well-being and professional success.

In conclusion, this study reaffirms the view that teacher identity is a dynamic and multifaceted construct shaped by continuous interactions within a complex system. Understanding these interrelations through the lens of CDST enables a richer appreciation of the processes underpinning identity construction and offers valuable guidance for fostering sustainable professional development.

4.2.3. Research Question 3

To what extent do the identified factors and themes provide a valid and reliable basis for understanding English language teachers' identity?

The validity and reliability of the identified factors and themes are critical to establishing a robust framework for understanding English language teachers' identity. For any theoretical model or instrument to be meaningful and applicable, it must be empirically validated and demonstrate consistency in measuring or describing the construct it aims to capture (Messick, 1995). This study aimed to validate the extent to which the identified factors and themes provide a valid and reliable basis for understanding the multifaceted construct of English language teachers' identity, ensuring both conceptual alignment and practical utility.

Through rigorous processes such as expert validation, expert evaluation, reliability analysis, normality tests, and confirmatory factor analysis, the study established the structural integrity of the English Language Teachers' Identity Questionnaire (ELTIQ). The expert validation phase was crucial in ensuring that the identified themes and factors aligned conceptually with existing literature and were representative of the construct. Experts with extensive experience in teacher identity research evaluated the initial themes, providing critical feedback that guided refinements. This iterative process established the content validity of the ELTIQ, ensuring its relevance and comprehensiveness.

Reliability analysis, conducted through Cronbach's Alpha, demonstrated high internal consistency for the overall instrument and individual themes, with most themes exceeding the accepted threshold. This consistency highlights the instrument's ability to measure teacher identity reliably across diverse contexts. Normality tests confirmed that the data met the assumptions required for robust statistical analyses, further strengthening the reliability of the results.

The CFA results provided evidence of the structural validity of the ELTIQ, with fit indices such as RMSEA, GFI, CFI, TLI indicating a good and acceptable model. Iterative refinements during the CFA phase, including the removal of problematic items and the addition of covariances suggested by modification indices, further enhanced the model fit. For instance, the removal of the Demographics theme and other low-loading items refined the instrument, leaving 10 themes and 41 items in the final version. This process exemplifies the importance of balancing theoretical grounding with empirical evidence in the development of measurement tools (Schumacker & Lomax, 2016).

These results validate the ELTIQ as a reliable and comprehensive instrument for understanding the multifaceted construct of teacher identity. By providing evidence of its validity and reliability, this study underscores the utility of the ELTIQ for researchers, educators, and policymakers, offering a solid foundation for further research and practical applications in the field of English language teaching. By capturing the dynamic and multifaceted nature of teacher identity, the ELTIQ contributes to advancing both theoretical and practical understandings of this critical construct. Furthermore, the validated instrument provides a foundation for future research, enabling cross-cultural comparisons, longitudinal studies, and targeted interventions aimed at supporting teacher development (Day & Gu, 2014; Flores & Day, 2006).

In conclusion, this study underscores the importance of rigorous validation in instrument development, emphasizing that a robust tool like the ELTIQ can significantly contribute to the field of English language teaching by providing actionable insights into the complexities of teacher identity.

4.3. Implications of the Study

The findings of the study have significant implications for research, policy, and practice in the field of English language teaching. By developing and validating the English Language Teachers' Identity Questionnaire (ELTIQ), this study provides valuable insights into the multidimensional nature of teacher identity and offers a practical tool for describing and supporting it. There are some key implications of this study.

4.3.1. Implications for Research

Advancing the Study of Teacher Identity: This study contributes a validated instrument, the ELTIQ, which future researchers can use to explore teacher identity across various contexts. The identification of 10 themes offers a structured framework for examining the complex interplay of personal, professional, and contextual dimensions in teacher identity formation.

Cross-Cultural Research: The ELTIQ provides a robust basis for cross-cultural studies, enabling comparisons of teacher identity in different cultural and institutional settings. This can enrich the understanding of how cultural and contextual factors influence identity construction and negotiation.

Longitudinal Studies: Researchers can use the ELTIQ to conduct longitudinal studies, tracking changes in teacher identity over time. This can offer insights into how identity evolves throughout teachers' careers and in response to professional development or contextual changes.

Exploring Inter-Theme Dynamics: The study highlights the interconnections among themes, paving the way for future research to explore these dynamics in greater depth.

4.3.2. Implications for Policy

Supporting Teacher Identity Development: Policymakers can use the findings to design programs and initiatives that support teacher identity development. For example, professional development programs can be tailored to address key themes helping teachers navigate challenges and strengthen their sense of professional identity.

Informing Teacher Evaluation: The ELTIQ can inform teacher evaluation frameworks by emphasizing holistic and identity-based metrics rather than focusing solely on performance

outcomes. This approach acknowledges the importance of personal and professional dimensions in teacher effectiveness.

Creating Supportive Environments: Some themes such as Constraints underscore the need for policies that address systemic barriers, such as rigid curricula and heavy workloads. By fostering supportive institutional environments, policymakers can enhance teacher well-being and job satisfaction.

4.3.3. Implications for Practise

Professional Development Programs: Teacher educators can use the ELTIQ to identify areas for professional growth, such as enhancing Robust Literacy (digital, pedagogical, and assessment competencies) or fostering Emotional Labour skills like resilience and mindfulness. Tailored professional development programs can empower teachers to strengthen these dimensions of their identity.

Empowering Teachers: By recognizing the multidimensional nature of teacher identity, institutions can provide teachers with greater autonomy and opportunities for self-reflection. This aligns with themes such as Self, Teaching Enthusiasm, and Metaphors, which highlight the importance of self-awareness and self-concept in professional identity.

Fostering Collaboration: Themes like Community Engagement emphasizes the value of collaboration and mentoring. Schools and institutions can promote peer learning, mentorship programs, and professional learning communities to support teachers in building strong relational networks.

Enhancing Classroom Practises: The findings on Learner Voice and Adaptability encourage teachers to adopt learner-centred and culturally responsive practices. By integrating scaffolding, differentiation, and rapport-building strategies, teachers can create more inclusive and engaging learning environments.

4.3.4. Implications for Teacher Wellbeing

Addressing Emotional Labour: The study highlights the centrality of Emotional Labour in teacher identity, emphasizing the need to support teachers in managing stress, preventing burnout, and building resilience. Institutions can provide resources such as

mindfulness training, counseling services, and workload adjustments to enhance teacher well-being.

Promoting Work-Life Balance: By addressing the themes of Constraints and Investment, schools can help teachers balance professional demands with personal growth, ensuring long-term job satisfaction and retention.

All in all, this study offers actionable insights for researchers, policymakers, and practitioners, providing a comprehensive understanding of English language teachers' identity. The validated ELTIQ serves as a valuable tool for exploring this complex construct, while the findings highlight the importance of supporting teachers holistically. By addressing the implications outlined above, stakeholders can create more supportive, engaging, and effective educational environments that empower both teachers and students.

4.4. Future Recommendations and Limitations of the Study

4.4.1 Future Recommendations

Future studies should focus on validating the English Language Teachers' Identity Questionnaire (ELTIQ) in various cultural, linguistic, and institutional settings to ensure its applicability and robustness as a tool for understanding teacher identity in diverse educational landscapes. Such validation efforts would not only strengthen the instrument's reliability and validity but also provide deeper insights into how teacher identity is shaped and influenced by unique cultural and contextual factors.

Longitudinal studies can offer valuable insights into the evolution of teacher identity over time. Future research should explore how career stages (e.g., novice, experienced, veteran), significant life events, professional experiences, and policy changes influence identity development. Tracking these changes will enhance the understanding of teacher identity as a dynamic and continually evolving construct.

Future studies should include a diverse range of participants, such as teachers from various educational levels (e.g., primary, secondary, tertiary) and non-traditional contexts (e.g., private language schools, online education). Incorporating voices from underrepresented regions and marginalized groups will offer a more comprehensive understanding of teacher identity across diverse socio-economic and institutional settings.

While this study identified 10 themes, future research could delve into additional dimensions of teacher identity that may emerge in unique educational contexts or through the

application of innovative methodologies. Such exploration could uncover context-specific factors or previously unexamined aspects of identity, enriching the understanding of this multifaceted construct.

And finally, The ELTIQ, while designed for English language teachers, could inspire similar instruments for teachers in other disciplines. Future research could adapt and test the instrument to explore how identity varies among teachers of mathematics, science, humanities, or vocational education.

These recommendations highlight opportunities to extend the scope and impact of your study, ensuring that the ELTIQ and its findings contribute to ongoing research and practice in teacher identity. By addressing these areas, future studies can build on your work, deepening the understanding of teacher identity and supporting educators in diverse and dynamic professional landscapes.

4.4.2. Limitations of the Study

The factors that affect English language teachers' identity may be influenced by contextual factors, such as cultural or institutional differences. These contextual factors may limit the generalizability of the findings to other contexts.

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APPENDICES

Appendix A. Ethics Committee Approval

ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Burak EFE
ÖĞRENCİ NO	2020007006
TEL. NO.	
E - MAIL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP- YAPILMADIĞI	2023 / 2024 BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	A Comprehensive Theoretical Model of Influential Factors on English Language Teachers' Identity: Using Meta-Synthesis and Structural Equation Modeling
TEZİN AMACI	The study aims to delve into English language teachers' identity, to contribute the existing literature, to critically review existing qualitative research studies and to offer a nuanced and holistic understanding of the factors affecting their identity
TEZİN TÜRKÇE ÖZETİ	Bu çalışma İngilizce öğretmenlerinin kimliğini oluşturan karmaşık örgütü, bu örgütü oluşturan etmenleri, bu konuda yazılmış nitel çalışmaların değerlendirilmesini ve ortaya yeni bir bütünsel anlayışın koyulmasını amaçlamaktadır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Türkiye'deki İngilizce öğretmenleri üzerinde yapılacaktır.
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Gönüllülük esasına göre yapılacaktır.
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAGI GİBİ AYRINTILI BİLGİLER	Tüm Türkiye'deki İngilizce öğretmenleri üzerinde yapılacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAGI	English Language Teachers' Identity Questionnaire

EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLUDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) 3 Sayfa English Language Teachers' Identity Questionnaire					
	ÖĞRENCİNİN ADI - SOYADI: Burak EFE			ÖĞRENCİNİN İMZASI: (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.) TARİH: 27 / 06 2024		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir. 2. Anılan konu Eğitim-Öğretim faaliyet alanı içerisinde girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)		ANA BİLİM DALI BAŞKANININ ONAYI		SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	
Adı - Soyadı: Jülide İNÖZÜ	Adı - Soyadı:		Adı - Soyadı: Şehnaz ŞAHINKARAKAŞ		Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	
Unvanı: Prof. Dr. İmzası: (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)	Unvanı:		Unvanı: Prof. Dr.		Unvanı: Prof. Dr.	
	İmzası:		İmzası: (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)		İmzası: (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)	
27.06.2024 / / 20....	 / / 20.....	 / / 20...	
ETİK KURULU ASİL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHINKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN	Adı - Soyadı: Şirvan KALSIN	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Hüseyin Mahir FİSUNOĞLU	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr. İmzası : (Enstitü Müdürlüğünd e Kalan Asıl Sureti İmzalıdır.)	Unvanı : Prof. Dr. İmzası : (Enstitü Müdürlüğünd e Kalan Asıl Sureti İmzalıdır.)	Unvanı: Prof. Dr. İmzası : (Enstitü Müdürlüğünd e Kalan Asıl Sureti İmzalıdır.)	Unvanı : Prof. Dr. İmzası : (Enstitü Müdürlüğünd e Kalan Asıl Sureti İmzalıdır.)	Unvanı: Prof. Dr. İmzası : (Enstitü Müdürlüğünd e Kalan Asıl Sureti İmzalıdır.)	Unvanı : Prof. Dr. İmzası : (Enstitü Müdürlüğünd e Kalan Asıl Sureti İmzalıdır.)	Unvanı : Prof. Dr. İmzası : (Enstitü Müdürlüğünd e Kalan Asıl Sureti İmzalıdır.)
..... / / 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
OY BİRLİĞİ İLE	<input checked="" type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniverstitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, / / 20..... - / / 20..... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="radio"/>					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTITÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix B. Consent Form

Tarih: 27.06.2024

**ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU**

BİLGİLENDİRİLMİŞ ONAM FORMU

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

Bukapsamda "A Comprehensive Understanding of Influential Factors on English Language Teachers' Identity: Using Meta-Synthesis and Confirmatory Factor Analysis" başlıklı araştırma "Burak EFE" 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 katıldıkten sonra çalışmadan **cıkabilirsiniz**. Bu formu onaylamanzı, **araştırmaya katılım için onam verdiğiniz** anlamına gelecektir.

Araştırmaya İlgili Bilgiler:

Araştırmamanın Amacı: The study aims to delve into English language teachers' identity, to contribute the existing literature, to critically review existing qualitative research studies and to offer a nuanced and holistic understanding of the factors affecting their identity.

Araştırmamanın Nedeni:

Araştırmamanın Yürüttüleceği Yer: Türkiye

Çalışmaya Katılım Onayı:

Katılmam beklenen çalışmanın amacını, nedenini, katılmam gereken süreyi ve yeri ile ilgili bilgileri okudum ve gönüllü olarak çalışma süresince üzerine düşen sorumlulukları anladım. Çalışma ile ilgili ayrıntılı açıklamalar yazılı ve sözlü olarak tarafımı sunuldu. Bu çalışma ile ilgili faydalı ve riskler ile ilgili bilgilendirildim.

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

Katılımcının (Islak imzası ile*)**

Adı-Soyadı:

İmzası***:

Araştırmacının

Adı-Soyadı: Burak EFE

e-posta:

İmzası: Enstitü müdürlüğünde evrakin aslı ıslak imzalıdır.

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

Appendix C. Online Consent Form

ENGLISH LANGUAGE TEACHERS' IDENTITY SCALE

Dear colleague,

I, Burak EFE, am a PhD(c) in English Language Teaching Department at Çağ University Institute of Social Sciences, and I am working as an English language instructor at Beykent University at the same time. I am carrying out this research to fulfill my PhD thesis under the supervision of Prof. Dr. Jülide İNÖZÜ.

As English teachers, there are variety of factors that affect our identities, so the aim of my research is to investigate what factors have an influence on English language teachers' identity. The survey has 11 sections, which is estimated to take 10-15 minutes to complete. Please be advised that this is not a test, and there are no wrong or right answers. Your answers will be completely anonymous and no identificatory information is required. Thank you so much for your contribution in advance.

This research is carried out for a scientific purpose only, and the confidentiality of participant information is taken as a basis. No information that will reveal your identity will be collected in the study. All information you share will be kept in my personal Gmail account for the duration of the research and will be destroyed when the research period is over. No other parties other than my supervisor and I will have access to the research data. Research results may be used to guide future research without revealing your identity. Participation in this research is entirely voluntary. There will not be any fee or rewards for participating the study. If you participate, you also have the right to withdraw your consent at any stage of the study without giving any reasons. If you withdraw from the study, the data collected from you until that moment will be destroyed and not used for the research. If you would like to receive additional information about the research project, please contact me:

E-mail: burak.efe@beykent.edu.tr

Phone: 0 532 772 14 41

If you agree to participate, please tick the statement below.

I agree to participate in the research voluntarily, without any pressure and coercion. ()

Appendix D. Demographic Information Form

DEMOGRAPHIC INFORMATION

Please select your gender

Male ()

Female ()

Prefer not to say ()

Your age

.....

Years of experience in English language teaching

.....

Type of institution you teach at

Public ()

Private ()

Where do you teach?

Kindergarten ()

Primary school ()

Secondary school ()

High school ()

University ()

English Language Teachers' Identity Scale

Please indicate the degree of agreement or disagreement with each of the following items by selecting the appropriate response.

5- Strongly agree

4- Agree

3- Neutral

2- Disagree

1- Strongly disagree

Appendix E. The First Version of English Language Teachers' Identity Questionnaire

SECTION 1

I think that my age has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that education level has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that experience has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 2

I think that personal characteristics have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that self-awareness has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **efficacy in teaching** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **belief system and values** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **ideology (teaching philosophy)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **reflective practice (reflecting on your own teaching)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **mindset (way of thinking)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 3

I think that my own previous learning experiences have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that school practicum has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that BA education has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that MA education has an influence on my identity as an English language teacher.

If you don't have an MA degree, please select "skip this statement".

- 5- Strongly agree
 - 4- Agree
 - 3- Neutral
 - 2- Disagree
 - 1- Strongly disagree
- Skip this statement ()

I think that PhD education has an influence on my identity as an English language teacher.

If you don't have a PhD, please select "skip this statement".

- 5- Strongly agree
 - 4- Agree
 - 3- Neutral
 - 2- Disagree
 - 1- Strongly disagree
- Skip this statement ()

I think that awareness of innovations (methodologies, approaches, paradigms) has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that attending conferences, seminars, workshops etc. has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that in-service training has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 4

I think that inner criticism has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that professional wellbeing has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **personal wellbeing** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **burnout** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **mindfulness** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **stress management** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **resilience** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **emotional regulation (Fear, Anger, Sadness, Panic, Boredom)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that managing conflicts (Teacher-Teacher, Teacher-Student, Student-Student) has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 5

I think that motivation has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that creativity has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that passion has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that flexibility (the ability to adapt to new circumstances) has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **critical thinking** has an influence on my identity as an English language teacher.

5- Strongly agree

4- Agree

3- Neutral

2- Disagree

1- Strongly disagree

I think that **eagerness** has an influence on my identity as an English language teacher.

5- Strongly agree

4- Agree

3- Neutral

2- Disagree

1- Strongly disagree

I think that **faith in teaching** has an influence on my identity as an English language teacher.

5- Strongly agree

4- Agree

3- Neutral

2- Disagree

1- Strongly disagree

I think that **ambition** has an influence on my identity as an English language teacher.

5- Strongly agree

4- Agree

3- Neutral

2- Disagree

1- Strongly disagree

I think that **openness in teaching** has an influence on my identity as an English language teacher.

5- Strongly agree

4- Agree

3- Neutral

2- Disagree

1- Strongly disagree

I think that **commitment** has an influence on my identity as an English language teacher.

5- Strongly agree

4- Agree

3- Neutral

2- Disagree

1- Strongly disagree

SECTION 6

I think that **digital (technological) literacy** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **pedagogical competence** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **linguistic competence and proficiency** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **language assessment literacy** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **content (theoretical) knowledge** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 7

I think that **students** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **mentors and advisors** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **feedback (from colleagues and students)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **collaboration** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 8

I think that **(inter)cultural competence** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **social justice (equal practices)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **institutional factors (Culture, Climate, Structure, Vision, Mission)** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **teaching and learning contexts** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 9

I think that **policy** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **curriculum** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **syllabus** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **workload (Assigned Duties, Exam Preparation, Material Adaptation etc.)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 10

I think that **differentiation (considering individual differences)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **rapport (with students)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **learner autonomy** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **learner-centeredness** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **scaffolding students (supporting)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 11

I think that **assigned roles by the students (Artists, Judges, Promoters, Workers, Cultural Ambassadors, Babysitters, Friends etc.)** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **self-attributed images (Doctor, Gardener, Juggler, Dictator, Babysitter, Superhero, Captain etc.)** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

Thank you for your answers and contributions!

Appendix F. The Final Version of English Language Teachers' Identity Questionnaire

SECTION 1

I think that **self-awareness** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **efficacy in teaching** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **ideology (teaching philosophy)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **reflective practice (reflecting on your own teaching)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 2

I think that **BA education** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **awareness of innovations (methodologies, approaches, paradigms)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **attending conferences, seminars, workshops etc.** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 3

I think that **professional wellbeing** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **burnout** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **mindfulness** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that resilience has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 4

I think that motivation has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that flexibility (the ability to adapt to new circumstances) has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that critical thinking has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that eagerness has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that faith in teaching has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that ambition has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that openness in teaching has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that commitment has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 5

I think that digital (technological) literacy has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that pedagogical competence has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **linguistic competence and proficiency** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **language assessment literacy** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **content (theoretical) knowledge** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 6

I think that **mentors and advisors** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **feedback (from colleagues and students)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **collaboration** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 7

I think that **(inter)cultural competence** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **social justice (equal practices)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **institutional factors (Culture, Climate, Structure, Vision, Mission)** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **teaching and learning contexts** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 8

I think that policy has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that curriculum has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that syllabus has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 9

I think that differentiation (considering individual differences) has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that rapport (with students) has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **learner autonomy** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **learner-centeredness** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **scaffolding students (supporting)** has an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

SECTION 10

I think that **assigned roles by the students (Artists, Judges, Promoters, Workers, Cultural Ambassadors, Babysitters, Friends etc.)** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

I think that **self-attributed images (Doctor, Gardener, Juggler, Dictator, Babysitter, Superhero, Captain etc.)** have an influence on my identity as an English language teacher.

- 5- Strongly agree
- 4- Agree
- 3- Neutral
- 2- Disagree
- 1- Strongly disagree

Thank you for your answers and contributions!

Appendix G. Scientific Research and Publication Ethics Board Decision



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü



Sayı : E-23867972-050.04.04-2400006850

26.07.2024

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

İlgi: Rektörlük Makamının 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 Doktora Programında tez aşamasında kayıtlı olan Burak EFE 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 : Öğrenciye Ait Tez Etik Dosyası.

Appendix H. Researcher's Thematic Analysis

No.	Themes	Items
1	Personal Attributes	Age, Gender Identity, Cultural Heritage, Religious Beliefs, Geographic Background, Experience
2	Professional Identity	Teaching Ideals, Self-Evaluation, Personal Philosophy, Values in Teaching, Growth Mindset, Ideology
3	Professional Practices	Enthusiasm, Adaptability, Problem-Solving Skills, Passion, Creativity, Analytical Thinking, Dedication, Creativity in Lesson Planning, Openness
4	Institutional Relationships	Peer Collaboration, Constructive Feedback, Supportive Mentors, Administrative Support, Educational Policies, Curriculum Design
5	Skills and Competencies	Technology Integration, Instructional Strategies, Multilingual Proficiency, Assessment Techniques, Sociolinguistic Awareness, Cross-Cultural Understanding
6	Emotional Dynamics	Stress Tolerance, Emotional Awareness, Work-Life Integration, Persistence, Managing Burnout, Positive Outlook, Wellbeing, Criticism, Resilience
7	Learner Engagement	Building Trust, Recognizing Student Differences, Encouraging Student Independence, Student-Centered Methods, Guided Learning
8	Ethical Considerations	Equity and Fairness, Diversity in Teaching, Inclusive Practices, Justice-Oriented Teaching, Context, School factors,
9	Adaptation to Contexts	Vision Alignment, Navigating Teaching Challenges,

		Environmental Awareness, Promoting Global Perspectives, Conflict Resolution Skills
10	Role Representation	Teacher as a Leader, Teacher as a Guide, Creative Identity Metaphors, Different metaphors (parents, baby-sitter, friends etc.)
11	Individual Beliefs	Personal Ethics, Inspirational Figures, Educational Integrity, Self-Criticism
12	Career Development	Engaging in Professional Learning Communities, On-the-Job Training, Staying Updated on Innovations, Research and Inquiry
13	Educational Background	Undergraduate Studies, Graduate Studies, Advanced Professional Certification
14	Adaptability	Institutional Vision
15	Constraints	Challenges in Curriculum, Teacher Workload, Limited Access to Resources, Politics, Syllabus, Policies, Assignments

Appendix I. External Expert's Thematic Analysis

No.	Themes	Items
1	Background Characteristics	Teaching Experience, Educational Attainment, Regional Influence, Personal History, Linguistic Background, Age, Gender, Religion
2	Professional Self	Confidence in Teaching, Ethical Responsibility, Reflective Thinking, Core Teaching Beliefs, Growth Orientation, Autonomy,
3	Teaching Practices	Enthusiasm for Innovation, Classroom Flexibility, Critical Thinking, Creativity in Instruction, Motivation to Teach, Ambition, Passion, Faith, Commitment
4	Professional Collaboration	Collaboration with Colleagues, Collaboration with Colleagues, Community Networks, Trust Building, Decision-Making
5	Competence and Skills	Integration of Technology, Knowledge of Linguistics, Testing and Evaluation Strategies, Research Skills, Cross-Cultural Sensitivity
6	Emotional Competence	Emotional Resilience, Managing Work Pressure, Self-Regulation, Mindfulness, Balancing Personal and Professional Roles, Burnout, Anger, Fear
7	Learner-Centered Teaching	Student Engagement, Understanding Learner Needs, Empowering Students, Individualized Support
8	Equity and Inclusion	Ethical Fairness, Justice in the Classroom, Inclusive Pedagogy, Promoting Diversity
9	Context Adaptation	Adapting to Institutional Culture, Responding to Local Educational Policies,

		Handling Institutional Constraints, Navigating Classroom Dynamics
10	Professional Roles	Teacher as Facilitator, Teacher as Mentor, Teacher as Role Model, Teacher as Cultural Guide
11	Professional Growth	Commitment to Lifelong Learning, Participation in Professional Development Programs, Academic Engagement, Staying Abreast of Educational Trends
12	Academic Foundations	Undergraduate Teacher Training, Advanced Certifications, Specialized Language Teaching Qualifications
13	Institutional Barriers	Workload Challenges, Limited Educational Resources, Bureaucratic Procedures
14	Metaphors	Language Learning as a Personal Journey, Teaching as Gardening, Teacher as Explorer, Classroom as a <u>Theater</u>

Appendix J. List of the Articles Used for Meta-synthesis

	Author(s) & Year	Title	Context
1	Zeynep Aysan-Şahintaş (2019)	“It's in my blood”: An expatriate English language teacher's pedagogical practices and identity	Türkiye
2	Rawia Hayik(2023)	A ballerina with a hijab: An Arab EFL teacher's identity between cultural norms and change	Palestine - Israel
3	Parvin Safari (2018)	A critical reflection on (re)construction of my identity as an English language learner and English teacher	Iran
4	Mo Chen , Wenli Zhang, Qun Zheng (2023)	Academic literacy development and professional identity construction in non-native English-speaking novice English language teachers	China
5	Bahram Behin, Fatemeh Esmaeili, Rasul Asadollahi (2019)	An English Teacher's Professional Identity Development: The Effect of Educational Policies	Iran
6	John Trent* and Xuesong Gao (2009)	‘At least I’m the type of teacher I want to be’: Second-career English language teachers’ identity formation in Hong Kong secondary schools	Hong Kong
7	John Trent (2012)	Becoming a teacher: the identity construction experiences of beginning English language teachers in Hong Kong	Hong Kong
8	Nashid Nigar, Alex Kostogriz, Laura Gurney (2023)	Becoming an English language teacher over lines of desire: Stories of lived experiences	Australia
9	Amanda Giles, Bedrettin Yazan (2023)	Constructing teacher identity in teacher collaboration: What does it mean to be a teacher of culturally and linguistically diverse English learners?	U.S.A.
10	Vahid Hassani, Mohammad Khatib (2020)	Contributions of KARDS to professional identity of high school teachers in an EFL context	Iran
11	Chinh Duc Nguyen (2017)	Creating spaces for constructing practice and identity: innovations of teachers of English language to young learners in Vietnam	Vietnam
12	Michelle Mingyue Gu (2011)	Cross-border pre-service teachers in Hong Kong: ‘to be or not to be integrated, that is the problem’	Honk Kong
13	Mahmood Reza Moradian, Akram Ramezanzadeh and	Cultural identity construction of Iranian EFL teachers: a narrative study in the context of private language institutes	Iran

	Fatemeh Ershadi (2022)		
14	Wing Yee Jenifer Ho (2023)	Discursive john of online teacher identity and legitimacy in English language teaching	Online (Youtube teachers from different countries)
15	Dánisa Salinas, Maximiliano Ayala (2017)	EFL student-teachers' identity construction: A case study in Chile	Chile
16	Dánisa Salinas (2017)	EFL teacher identity: Impact of macro and micro contextual factors in education reform frame in Chile	Chile
17	Jhon Eduardo Mosquera-Pérez, Jhon Jairo Losada-Rivas (2021)	EFL teachers' professional identity: A narrative study with Colombian graduate students	Colombia
18	Nafiye Çigdem Aktekin, Hatice Çelebi (2020)	ELT student teacher identity construction: Exploring teacher roles and domains of expertise	Türkiye
19	Mostafa Nazari, Sedigheh Karimpour (2023)	Emotions, perspectives, and English language teacher identity construction: A phenomenographic-narrative study	Iran
20	Julia Posada-Ortiz (2021)	English language preservice teachers' identity construction within academic and other communities	Colombia
21	Julio César Torres-Rocha (2023)	English language teacher educators' critical professional identity constructions and negotiations	Colombia
22	Alberto Mora, Paulina Trejo, Ruth Roux (2013)	English language teachers' professional development and identities	Mexico
23	Bharat Prasad Neupane, Surendra Prasad Bhatt (2023)	English language teachers' professional journey and construction of their identity	Nepal
24	Fábio Henrique Rosa Senefonte (2018)	English teachers' identities concerning their knowledge of slang	Brazil
25	Ming-i Lydia Tseng (2017)	Exploring Taiwanese preservice teachers' identity construction in the context of service-learning: Conflict and development	Taiwan
26	Magdalena Keskin, Gökhın Öztürk (2022)	Exploring the perceptions regarding language teacher educator identity: A multiple case study on three ELT teacher educators	Türkiye
27	Sedigheh Karimpour, Roya	Exploring the role of religious ideology in English language teachers'	

	Jafari, Mostafa Nazari (2022)	identity construction: A community of practice perspective	Iran
28	Carmen Helena Guerrero-Nieto, Jairo Enrique Castañeda-Trujillo (2023)	Facing neoliberalism in education: How English language teachers enact their critical identities	Colombia
29	Mehmet Durmaz, Nur Yiğitoğlu (2017)	Factors in the professional identity development of alternatively certified English languages teachers (ACELTS)	Türkiye
30	Juliana Othman, Sultan Fahd Aljuhaish (2021)	Factors Influencing Non-Native EFL Teachers' Identity Construction at a Saudi School in Kuala Lumpur, Malaysia	Malaysia
31	John Paul C. Vallente (2020)	Framing pre-service English language teachers' identity formation within the theory of alignment as mode of belonging in community of practice	Phillippines
32	Oleksandr Kapranov (2020)	Framing The Identity Of An Ideal Primary School Teacher Of English	Norway
33	John Trent (2009)	From rigid dichotomy to measured contingency. Hong Kong preservice teachers' discursive construction of identity	Hong Kong
34	Laura M. Kennedy (2023)	Here ghost nothing: A novice teacher's letter to the ghosts that haunt them	South Korea
35	Julio César Torres-Rocha (2017)	High School EFL Teachers' Identity and Their Emotions Towards Language Requirements	Colombia
36	Didiê Ana Ceni Denardi, Glória Gil (2015)	How Do I See Myself? What Do I Want To Become? A Study On English As An Additional Language Teachers' Identity Reconstruction	Brazil
37	Lasisi Ajayi (2010)	How ESL Teachers' Sociocultural Identities Mediate Their Teacher Role Identities in a Diverse Urban School Setting	U.S.A.
38	Fatma Toköz Göktepe, Naciye Kunt (2021)	“I'll do it in my own class”: novice language teacher identity construction in Turkey	Türkiye
39	Daphnee Hui Lin Lee (2023)	Identity dilemmas of an English language teacher: negotiating tensions underpinning transformations in the language profile of a primary school in Hong Kong	Hong Kong
40	Taye Emmanuel Akinmulegun,	Identity formation of non-native English-speaking teachers and prospective teachers through	Northern Cyprus

	Naciye Kunt (2022)	perceptions towards native-speakerism: the Turkish Cypriot story	
41	Anne Li Jiang (2022)	Identity Work as Ethical Self-Formation: The Case of Two Chinese English-as-Foreign- Language Teachers in the Context of Curriculum Reform	China
42	Hussein Meihami (2019)	Identity-oriented English Language Teachers' Education Programs as the Arena of Becoming a Glocal English Language Teacher	Iran
43	Mike Metz (2021)	Ideology, identity, and pedagogy in English language arts teachers' linguistic styling in U.S. classrooms	U.S.A.
44	Ali Shehadeh, Anne Burns (2012)	Imagined Community Falling Apart: A Case Study on the Transformation of Professional Identities of Novice ESOL Teachers in China	China
45	John Trent (2015)	"Inclusive and Different?" Mainstream Preservice Teachers' Perceptions of Preparedness to Teach in Linguistically Diverse Classrooms in Australia	Australia
46	Darío Luis Banegas, Sal Consoli (2021)	Initial English language teacher education: the effects of a module on teacher research	Argentina
47	Mayez Almayez (2022)	Investigating the place of religion within the professional identity construction of two Muslim English language teachers in Saudi Arabia	Saudi Arabia
48	Thomas S C Farrell, Vanja Avejic (2021)	"It is Easy to Fall into a Monotonous Routine": Reflections of an EFL Teacher in Central America	U.S.A.
49	Diego Ubaque-Casalla (2021)	Language Pedagogy and Teacher Identity: A Decolonial Lens to English Language Teaching From a Teacher Educator's Experience	Colombia
50	Marjan Vosoughi (2020)	Language Socialization: Recounting an English Language Teacher's Professional Identity Construction via Narrative Accounts	Iran
51	Elif Kemaloglu-Er, Robert J. Lowe (2023)	Language Teacher Identity, World Englishes, and ELF: A Duoethnography Between a "Native Speaker" Teacher and a "Non-Native Speaker" Teacher	Türkiye, Japan
52	Chinh Duc Nguyen (2016)	Metaphors as a window into identity: A study of teachers of English to young learners in Vietnam	Vietnam

53	Silvia Vaccino-Salvadore (2021)	“My Religion Guides Me, Even as a Teacher”: Examining Religious Identities of English Language Teachers in Kuwait	Kuwait
54	Minh Hue Nguyen (2016)	Negotiating contradictions in developing teacher identity during the EAL practicum in Australia	Australia
55	Diego Ubaque-Casallas, Harold Castañeda-Peña (2020)	Non-Normative Corporalities: Transgender/Blind Identity in an English as a Foreign Language Student Teacher	Colombia
56	Li Li (2020)	Novice Teachers' Discursive Construction of Their Identity: Insights from Foreign Language Classrooms	China
57	James Scotland (2013)	Operating in global educational contact zones: How pedagogical adaptation to local contexts may result in the renegotiation of the professional identities of English language teachers	Qatar
58	Angela Mary Gayton (2016)	Perceptions About the Dominance of English as a Global Language: Impact on Foreign-Language Teachers' Professional Identity	Scotland, France, Germany
59	Uswatun Qoyyimah, Parlo Singh, Beryl Exley, Catherine Doherty & Yosi Agustiawan (2023)	Professional Identity and Imagined Student Identity of EIL Teachers in Islamic Schools	Indonesia
60	Samaneh Eslamdoost, Kendall A. King & Zia Tajeddin (2020)	Professional Identity Conflict and (Re)Construction among English Teachers in Iran	Iran
61	Melike BEKEREÇİ-ŞAHİN, Perihan SAVAŞ (2022)	Professional Identity Trajectories of Rural EFL Teachers and Their Developmental Needs	Türkiye
62	Matt Kessler (2021)	Prospective English language teachers' projected identities in personal statements plus experienced teachers' reactions	U.S.A.
63	Roderick Lander (2018)	Queer English Language Teacher Identity: A Narrative Exploration in Colombia	Colombia
64	Raziyah Fallah, Azizeh Chalak,	Reconstruction Of Iranian English Foreign Language Teachers' Professional Identity In Online Classes	Iran

	Hossein Heidari Tabrizi (2021)		
65	Ferney Cruz- Arcila (2020)	Rural English Language Teacher Identities: Alternative Narratives of Professional Success	Colombia
66	Julia Menard- Warwick, Eric Ruiz Bybee, Enrique David Degollado, Sophia Jin, Shannon Kehoe, Katherine Masters (2019)	Same Language, Different Histories: Developing a “Critical” English Teacher Identity	Guatemala, Nicaragua, India
67	Sultan Fahd Aljuhaish, Juliana Othman, Fatiha Senom (2020)	Saudi EFL Teachers’ Identity Formation in Saudi Schools: A case Study	Saudi Arabia
68	Jenelle Reeves (2008)	Teacher investment in learner identity	U.S.A.
69	M. Martha Lengeling1, Irasema Mora Pablo2, Blanca Lucía Barrios Gasca (2016)	Teacher Socialization of EFL Teachers at Public School Levels in Central Mexico	Mexico
70	Farhad Ghiasvand, Maryam Kogani, and Faezeh Nemati (2023)	Teachers as conflict managers”: mapping novice and experienced Iranian EFL teachers’ professional identity conflicts and confrontation strategies	Iran
71	Pınar Kahveci (2021)	Teachers’ Narratives as a Lens to Reveal their Professional Identity	Türkiye
72	Lee Jin Choi, and Mi Yung Park (2022)	Teaching Practicum During COVID- 19: Pre-Service English Language Teachers’ Professional Identities and Motivation	South Korea
73	Handoyo Puji Widodo, Fan Fang, Tariq Elyas (2020)	The construction of language teacher professional identity in the Global Englishes territory: ‘we are legitimate language teachers’	China
74	Heri Santoso (2021)	The Cultural Identities of Foreign Language Teachers	Indonesia
75	Mehmet TUNAZ, Arif SARIÇOBAN (2023)	The Effects Of Teacher Education Programs On Preservice English Language Teachers’ Identity Formation: A Cross-Cultural Comparative Study*	Türkiye, Finland

76	Sevcan Mutlu & Deniz Ortaçtepe (2016)	The identity (re)construction of nonnative English teachers stepping into native Turkish teachers' shoes	Türkiye, U.S.A.
77	John Trent (2015)	The identity construction experiences of early career English language teachers in Hong Kong. Great expectations and practical realities	Hong Kong
78	Nonny Basalama, Karmila Machmud (2018)	The Influence of Role Model Affects Teacher Identity Development in English as a Foreign Language Teaching Context	Indonesia
79	Victória Oliveira da Silva, Larissa Dantas Rodrigues Borges(2021)	The Language Teacher Identity Construction: A Case study Involving TEFL Undergraduate Students	Brazil
80	Mostafa Nazari, Sedigheh Karimpour (2022)	The role of emotion labor in English language teacher identity construction: An activity theory perspective	Iran
81	Fernanda Ramos Machado, Gloria Gil (2017)	The processes of construction, deconstruction and reconstruction of an IFSC English language teacher's professional identity	Brazil
82	Ping Wang (2020)	Too many constraints: five first-year EFL teachers' professional identity construction	China
83	I-Chen Huang, Manka M. Varghese (2015)	Toward a Composite, Personalized, and Institutionalized Teacher Identity for Non-Native English Speakers in U.S. Secondary ESL Programs	U.S.A.
84	(Mark) Feng Teng (2019)	Understanding Teacher Autonomy, Teacher Agency, and Teacher Identity: Voices from Four EFL Student Teachers	China
85	Hanife TAŞDEMİR, Gölge SEFEROĞLU (2022)	Understanding Teacher Professional Identity: Voices from Pre-Service English Language Teachers	Türkiye
86	Yaregal Mulu, Adinew Tadesse, Jeylan Wolyie, and Abera Admasu (2022)	Unpacking the Perceived Personal and Contextual Conditions Shaping English Language Teachers' Professional Identity Formation in Secondary Schools	Ethiopia
87	Thembinkosi E Mabila, Buliswa I Msana (2023)	Unravelling Professional Identity: A Narrative Exploration of Early Career English Second Language Teachers In a Rural Setting	South Africa

88	Phan Le Ha & Phan Van Que (2006)	Vietnamese Educational Morality and the Discursive Construction of English Language Teacher Identity	Vietnam
89	John Trent & Xiaoyi Liu (2023)	You better watch out, short stories of competition, surveillance, and compliance in the construction of vocational education English language teachers' professional identities in China	China



Appendix K. Ethical Permission Letter



T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük



Sayı : E-81570533-044-2400007857

03.09.2024

Konu : Bilimsel Araştırma ve Yayın Etiği
Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

- İlgi : a) 31.07.2024 tarih ve E-23867972- 050.04.04-2400007019 sayılı yazınız.
b) 26.07.2024 tarih ve E-23867972- 050.04.04-2400006850 sayılı yazınız.
c) 24.07.2024 tarih ve E-23867972- 050.04.04-2400005842 sayılı yazınız.

İlgi yazında söz konusu edilen Mısra ÖZAKIN, Burak EFE ve Kenan KAHRAMAN isimli öğrencimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix L. Form for Thesis Title Change

ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ DOKTORA PROGRAMI TEZ KONUSU-BAŞLIĞI DEĞİŞİKLİĞİ FORMU																
ÇAĞ ÜNİVERSİTESİ SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜ'NE																
Tarih/ <i>Date</i> : 17.01.2025																
<p>Aşağıda bilgileri verilen tez savunma sınavı yapılan öğrencinin tez konusunun, başlığının önerildiği şekilde değiştirilmesi uygun görülmüştür. Gereğini saygılarımla arz ederim.</p> <p>Yapılan Tez Savunma Sınavı Bilgileri:</p> <p>Tarih/<i>Date</i>: 17/01/2025 Saat/<i>Time</i>: 13.30 Yer/<i>Place</i>: Çağ Üniv. Fen-Edebiyat Fakültesi 301 No'luDerslik</p> <p style="text-align: center;">(Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.) Prof. Dr. Sehnaz ŞAHINKARAKAŞ (Anabilim Dalı Başkanı) Department Chair (Unvanı, Adı, Soyadı, Tarih, İmzası)</p> <hr/> <p>ÖĞRENCİ BİLGİLERİ/ABOUT THE STUDENT</p> <table border="0"> <tr> <td>Adı Soyadı/<i>Name-Surname</i>:</td> <td>Burak EFE</td> </tr> <tr> <td>Öğrenci No/<i>No</i>:</td> <td>2020007006</td> </tr> <tr> <td>Anabilim Dalı/<i>Department</i>:</td> <td>İngiliz Dili Eğitimi</td> </tr> <tr> <td>Öğrencinin İmzası</td> <td>(Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)</td> </tr> <tr> <td>Statüsü/<i>Status</i>:</td> <td><input checked="" type="checkbox"/> Doktora / <input type="checkbox"/> PhD</td> </tr> </table> <hr/> <p>ESKİ VE ÖNERİLEN TEZ KONUSU, BAŞLIĞI İLE İLGİLİ BİLGİLER / ABOUT THE PREVIOUS AND CURRENT THESIS TOPIC</p> <table border="1"> <tr> <td>ESKİ TEZ KONUSU, BAŞLIĞI/ PREVIOUS TOPIC OF THE TITLE</td> <td>English Language Teachers' Identity: A Metasynthesis of Research on English Language Teachers' Identity</td> </tr> <tr> <td>YENİ TEZ KONUSU, BAŞLIĞI/ CURRENT TITLE (TÜRKÇE)</td> <td>İngilizce Öğretmenlerinin Kimliğini Etkileyen Faktörler Üzerine Meta-Sentez Ve Doğrulayıcı Faktör Analizi Kullanarak Kapsamlı Bir Bakış</td> </tr> <tr> <td>YENİ TEZ KONUSU, BAŞLIĞI/ CURRENT TITLE <u>İNGİLİZCE</u></td> <td>A Comprehensive Understanding of Influential Factors on English Language Teachers' Identity: Using Meta-Synthesis and Confirmatory Factor Analysis</td> </tr> </table> <hr/> <p>1. TEZ DANIŞMANININ UNVANI - ADI - SOYADI - KURUMU - BÖLÜMÜ - UZMANLIK ALANI - İMZASI- TARİHİ</p> <p>Prof. Dr. Jülide İNÖZÜ – İngiliz Dili Eğitimi (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.). 17.01.2025</p> <p>2. TEZ DANIŞMANININ UNVANI - ADI - SOYADI - KURUMU - BÖLÜMÜ - UZMANLIK ALANI - İMZASI TARİHİ</p> <p>.....</p> <hr/> <p style="text-align: center;">SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN UNVANI - ADI - SOYADI - İMZASI - TARİHİ</p> <p>Prof. Dr. Mahir FİSUNOĞLU (Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.) - 17.01.2025</p>	Adı Soyadı/<i>Name-Surname</i>:	Burak EFE	Öğrenci No/<i>No</i>:	2020007006	Anabilim Dalı/<i>Department</i>:	İngiliz Dili Eğitimi	Öğrencinin İmzası	(Enstitü Müdürlüğünde Kalan Asıl Sureti İmzalıdır.)	Statüsü/<i>Status</i>:	<input checked="" type="checkbox"/> Doktora / <input type="checkbox"/> PhD	ESKİ TEZ KONUSU, BAŞLIĞI/ PREVIOUS TOPIC OF THE TITLE	English Language Teachers' Identity: A Metasynthesis of Research on English Language Teachers' Identity	YENİ TEZ KONUSU, BAŞLIĞI/ CURRENT TITLE (TÜRKÇE)	İngilizce Öğretmenlerinin Kimliğini Etkileyen Faktörler Üzerine Meta-Sentez Ve Doğrulayıcı Faktör Analizi Kullanarak Kapsamlı Bir Bakış	YENİ TEZ KONUSU, BAŞLIĞI/ CURRENT TITLE <u>İNGİLİZCE</u>	A Comprehensive Understanding of Influential Factors on English Language Teachers' Identity: Using Meta-Synthesis and Confirmatory Factor Analysis
Adı Soyadı/<i>Name-Surname</i>:	Burak EFE															
Öğrenci No/<i>No</i>:	2020007006															
Anabilim Dalı/<i>Department</i>:	İngiliz Dili Eğitimi															
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Statüsü/<i>Status</i>:	<input checked="" type="checkbox"/> Doktora / <input type="checkbox"/> PhD															
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