



**A SCOPING REVIEW OF THESES AND DISSERTATIONS ON
LANGUAGE TEACHER IDENTITY IN TÜRKİYE (2010–2024)**

Melek Kondak Can

M.A. THESIS

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YAZARIN

Adı : Melek
Soyadı : Kondak Can
Bölümü : İngiliz Dili Eğitimi
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Yazar Adı Soyadı: Melek Kondak Can

İmza:

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Melek Kondak Can tarafından hazırlanan “A Scoping Review of Theses and Dissertations on Language Teacher Identity in Türkiye (2010–2024)” adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi Yabancı Diller Eğitimi Ana Bilim Dalı’nda Yüksek Lisans tezi olarak kabul edilmiştir.

Danışman: Prof. Dr. Kemal Sinan Özmen

İngiliz Dili Eğitimi, Gazi Üniversitesi

Başkan: Doç. Dr. Ceyhun Karabıyık

(İngiliz Dili Eğitimi, Ufuk Üniversitesi)

Üye: Prof. Dr. Cem Balçıkanlı

(İngiliz Dili Eğitimi, Gazi Üniversitesi)

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(M.A. Thesis)

Melek Kondak Can

GAZİ UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

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ABSTRACT

This thesis presents a qualitative scoping review of 57 graduate studies on language teacher identity in Türkiye (2010–2024), comprising 40 master’s theses and 17 doctoral dissertations. It asks which interpretative frameworks are used, whether theses and dissertations make theoretical contributions, and what research designs they employ. Guided by Arksey and O’Malley and JBI, and reported with PRISMA-ScR items, searches of the CoHE National Thesis Centre identified the corpus. Eligibility followed the Population–Concept–Context (PCC) framework and targeted ELT/FLT theses written in English with “teacher identity,” “professional identity,” or “teacher self” in the title and conducted in Türkiye. Using qualitative content analysis across full texts, the study maps the interpretative frameworks employed, the theoretical contributions made, and the research designs used in the corpus. Findings show limited explicit framework reporting at the MA level and more consistent positioning in PhD work, often within poststructural or critical orientations. Doctoral studies more frequently articulate original models or frameworks compared with MA. Methodologically, the corpus is predominantly qualitative with case study designs leading, alongside a smaller presence of mixed and quantitative designs. Interviews are the main data instrument, thematic analysis is the main analytic approach, sampling relies on non-probability methods overall, led by convenience with purposive close behind, and participants are mainly in-service language

teachers. The study calls for explicit reporting of interpretative frameworks, theoretical contributions, and all research design elements.

Key Words: language teacher identity, scoping review, interpretative framework, theoretical contribution, research design

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**TÜRKİYE’DE YABANCI DİL ÖĞRETMENİ KİMLİĞİ KONULU
YÜKSEK LİSANS VE DOKTORA TEZLERİNİN KAPSAM TARAMASI
(2010–2024)**

(Yüksek Lisans Tezi)

**Melek Kondak Can
GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
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ÖZ

Bu tez, Türkiye’de 2010-2024 arasında dil öğretmeni kimliği üzerine yürütülen 57 lisansüstü çalışmayı (40 yüksek lisans, 17 doktora) nitel bir kapsam incelemesiyle ele alır ve hangi yorumlayıcı çerçevelerin kullanıldığı, tezlerin kuramsal katkı üretip üretmediği ile hangi araştırma desenlerinin tercih edildiği sorularına odaklanır. İnceleme Arksey ve O’Malley çerçevesi ile JBI yönergeleri doğrultusunda yürütülmüş, raporlama PRISMA-ScR öğelerine uygun biçimde yapılmıştır. Derlem, YÖK Ulusal Tez Merkezi (YÖKTEZ) taramalarıyla belirlenmiştir. Uygunluk ölçütleri PCC (Population–Concept–Context) çerçevesine göre tanımlanmış, Türkiye bağlamında yürütülmüş, başlığında “teacher identity”, “professional identity” veya “teacher self” ifadelerini içeren, İngilizce yazılmış ve İngilizce Öğretmenliği (ELT) ya da Yabancı Dil Eğitimi (FLT) bölümlerinde tamamlanmış tezleri hedeflemiştir. Tüm metinlere uygulanan nitel içerik analiziyle derlemde kullanılan yorumlayıcı çerçeveler, yapılan kuramsal katkılar ve benimsenen araştırma desenleri haritalanmıştır. Bulgular, yüksek lisans düzeyinde yorumlayıcı çerçevenin açık raporlanmasının sınırlı kaldığını, doktora düzeyinde ise daha açık olduğunu ve çalışmaların çoğunun postyapısalcı ya da eleştirel yönelimlere dayandığını göstermektedir. Doktora tezleri özgün model ya da kuramsal çerçeve önerme konusunda daha üretkenken, bu oran yüksek lisans tezlerinde düşüktür. Yöntemsel olarak derlem ağırlıklı niteldir, durum çalışması deseni öne çıkar; karma ve nicel desenler daha sınırlıdır. Görüşme başlıca veri toplama aracıdır, tematik analiz başlıca çözümleme

yaklaşımıdır. Örnekleme genel olarak olasılıksız yöntemlere dayanır, kolayda örnekleme başta gelir, onu amaçlı örnekleme izler. Katılımcıların çoğu fiilen görev yapan yabancı dil öğretmenleridir. Bu çalışma, yorumlayıcı çerçevelerin, kuramsal katkıların ve araştırma desenine ilişkin tüm unsurların açık bir şekilde raporlanmasını önermektedir.

Anahtar Kelimeler: dil öğretmeni kimliği, kapsam incelemesi, yorumlayıcı çerçeveler, kuramsal katkı, araştırma deseni

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LIST OF ABBREVIATIONS

SLTE	Second Language Teacher Education
ELTE	English Language Teacher Education
ELT	English Language Teaching
TESOL	Teaching English to Speakers of Other Languages
SLA	Second Language Acquisition
NEST	Native English-Speaking Teacher
NNEST	Non-Native English-Speaking Teacher
CPD	Continuous Professional Development
ICT	Information and Communications Technology
LTI	Language Teacher Identity
MA	Master of Arts
PhD	Doctor of Philosophy
EFL	English as a Foreign Language
FLT	Foreign Language Teaching

CHAPTER I

1. INTRODUCTION

This chapter presents the background of the study, outlines the research problem, states the purpose, discusses the significance of the study, and acknowledges its limitations.

1.1 Background of the Study

Identity has received high research attention across varied disciplines due to its strong impact on personal, social, and professional dimensions of human experience. In fact, this growing scholarly attention is evident in publication trends. Côté (2006) documented a sharp rise in the use of “identity” as a keyword in academic publications, increasing from a few hundred instances per decade in the mid-twentieth century to tens of thousands by the early twenty-first. In the field of education, this interest acquires even greater significance, as the identities of educators influence not only pedagogical practices but also the broader educational experiences of their students. The identities of language teachers are in a peculiar position among educators, since teaching a language has to do with cultural, social, and personal identity.

Interest in Language Teacher Identity (LTI) has been growing over the last two decades, during which it has emerged as an important area of investigation within educational research. There is now widespread recognition that the teaching of languages is not solely about the technical transmission of knowledge regarding languages but is a matter of assuming and enacting cultural and social identities that have implications both for the teacher and learner. As Varghese et al. (2005, p. 22) aptly state, “It became apparent that in order to understand language teaching and

learning we need to understand teachers; and in order to understand teachers, we need to have a clearer sense of who they are.” As Harbon (2016, p. 178) notes, a language teacher’s personal and professional identity development impacts every decision they make. Therefore, an understanding of how language teachers conceptualize and negotiate their professional identities is necessary to further advance the theory, practice, and policy of pedagogy.

By nature, LTI is dynamic and sensitive to context; therefore, it requires constant reconsideration and re-theorization within specific educational and sociocultural settings. Globally, the field has attracted considerable scholarly attention, producing a diverse and expanding body of research that examines LTI from various theoretical and methodological standpoints. The Turkish educational landscape similarly offers a rich context for exploring LTI. Over the years, an increasing number of studies in Türkiye have illuminated different dimensions of this multifaceted construct. However, despite this growing corpus, the national literature remains somewhat fragmented and lacks comprehensive integration. As Sadeghi and Bahari (2022) observe, although LTI has been examined through multiple lenses, a systematic synthesis of findings is still largely absent, leaving a significant gap in the field.

The current study places itself in this gap by undertaking a scoping review of theses and dissertations on LTI in Türkiye between 2010 and 2024. The study tries to offer an overall description of how LTI is theorized and conceptualized from the works systematically analysed. The need for such a synthesis at this opportune moment not only reveals some dominating themes and methodological trends but also teases out some under-researched areas that may be of use for educators, researchers, and policymakers alike. This work also contributes to the wider discussion of teacher identity, situating its findings within the specific sociocultural dynamics of Türkiye to enrich global perspectives into LTI research.

1.2 Statement of the Problem

LTI has become an increasingly popular research area both globally and nationally. Each year, numerous MA theses, doctoral dissertations, and articles are published on LTI, along with frequent conference presentations and special journal issues dedicated to the topic, a trend also noted by Barkhuizen (2019), who notes that this area of research is likely to keep growing. However, with so many new studies being published, it is becoming harder for researchers and

educators to keep track of different ideas and results. Therefore, there is a need for more reviews and syntheses that can bring these studies together and give a clearer picture of the field (Sadeghi & Bahari, 2022; Tajeddin & Nazari, 2025).

In Türkiye, reviews and syntheses on LTI authored by Turkish scholars are scarce. When the focus is limited to studies situated in the Turkish context, this number narrows to one, namely the metasynthesis by Taner and Karaman (2013), which examined published journal articles. Their study did not include MA theses and doctoral dissertations, and they mentioned this as a limitation. They chose their sources based on whether LTI-related terms appeared in the title, abstract, or keywords. This gave them a wider range of studies to include, but it may have led to less focus on identity itself as the main topic. Also, their study did not look at the interpretative frameworks used in the research or whether the studies offered any theoretical contributions. Another point is that the study was done over ten years ago, so there is a clear need for an updated and more focused overview of the field.

This thesis aims to fill that gap. It examines MA theses and doctoral dissertations in Türkiye that clearly refer to teacher identity in their titles. It also examines which interpretative frameworks were used and whether the studies made any theoretical contributions. In addition, it takes a close look at the research designs used, including research methods, data collection techniques and tools, data analysis methods, sampling approaches, sample sizes, and participant groups. By bringing scattered studies into a single, interpretable picture, this review clarifies where LTI research in Türkiye stands, highlights overlooked areas, and makes the literature easier to navigate. In doing so, it offers a solid base for future research on LTI in Türkiye and supports further progress in the field.

1.3 The Aims of the Study

The main aim of this research is to conduct a scoping review of master's theses and doctoral dissertations on LTI written between 2010 and 2024 in ELT and FLT departments in Türkiye. One goal is to examine whether these studies use interpretative frameworks and to see if they make any theoretical contributions to the field. The study also aims to examine the research design of these works in detail, including the research method, data collection techniques and tools, data analysis methods, sampling methods, sample sizes, and participant groups. By

bringing together findings from a wide range of studies, the research will offer a clear picture of how teacher identity has been studied and understood in Türkiye over the past 15 years. In doing so, the study aims to highlight diverse perspectives, point out common patterns, and identify areas that need further attention. Ultimately, it seeks to offer useful insights and recommendations for future research on language teacher identity in both local and international contexts.

The research questions that guide the study are:

1. What interpretative frameworks have master's theses and doctoral dissertations utilized in ELT departments in Türkiye over the past 15 years?
2. Did master's theses and doctoral dissertations make any theoretical contributions to the areas of their focus?
3. What research designs have been employed in these studies?

1.4 The Significance of the Study

The present study is important for both academic research and practical work in the field of LTI. By bringing together master's theses and doctoral dissertations written in Türkiye between 2010 and 2024, it offers a broad and detailed view of how teacher identity has been studied in the Turkish context. One of its key contributions is to show which interpretative frameworks have been used and whether these studies have made any theoretical contributions to the field. In doing so, it helps map out how LTI has been understood and explored in the Turkish setting over the past 15 years. In addition to theoretical insights, the study provides a detailed look at the research design employed in these works, presenting information on research method, data collection techniques and tools, data analysis methods, sampling strategies, sample sizes and participant groups. By identifying patterns and gaps in the existing research, the study strengthens the academic literature and helps shape future directions in LTI research. More broadly, this thesis contributes to a fuller understanding of LTI. As Beauchamp and Thomas (2009, p. 176) put it, "Gaining a more complete understanding of identity generally and teacher identity in particular could enhance the ways in which teacher education programs are conceived." In this way, the study offers something meaningful for educators, researchers, and policymakers alike.

1.5 Limitations of the Study

This scoping review focuses on master's theses and doctoral dissertations on language teacher identity written in Türkiye between 2010 and 2024, with particular attention to their interpretative frameworks, theoretical contributions, and research designs. However, several limitations should be acknowledged. Journal articles and other forms of scholarly publication written by Turkish scholars, reflecting local research and context, were not included, meaning that published work on related topics remains outside the scope. The study does not provide an overview of the specific subfields or thematic areas explored in relation to language teacher identity, nor does it examine the findings, implications, or reported limitations of the individual studies. These areas, while beyond the scope of the current study, may offer valuable directions for future research.

CHAPTER II

2. LITERATURE REVIEW

2.1 Second Language Teacher Education

The scope of SLTE has widened considerably over the past decades. Freeman (2009) frames its development through substance, engagement, and outcomes, showing a shift from narrow training models to broader understandings of teacher learning. This is extended in Freeman, Webre, and Epperson (2019), who revisit what counts as knowledge in teacher education and challenge static, decontextualized views of professional expertise.

Johnson (2009) shows how sociocultural perspectives reshaped SLTE by positioning teacher learning as socially situated. Golombek and Johnson (2019) reinforce this trajectory by demonstrating how Vygotskian concepts can inform pedagogy design in SLTE. A critical orientation is also central. Hawkins and Norton (2009) argue for attention to power and inequality in teacher education, and Gray (2019) connects these concerns to neoliberal pressures shaping teachers' work and program design. Together these contributions establish SLTE as a field where identity, power, and sociocultural context matter as much as methods and training.

Professionalism has become a defining theme in SLTE. Leung (2009) conceptualizes professionalism as rooted in disciplinary knowledge, ethical standards, and recognition of teaching as a profession. Selvi (2019) examines the positioning of nonnative English-speaking teachers and critiques persistent inequities in professional recognition.

Accountability and development also feature prominently. Freeman, McBee Orzulak, and Morrissey (2009) highlight how assessment practices can reduce complex professional work to simplified criteria. Hayes (2019) reframes professional growth as continuing professional development that is sustained and collective rather than one-off training. These accounts show that professionalism in SLTE is shaped by certification and assessment, but equally by equity, recognition, and lifelong learning.

Debates about the SLTE knowledge base continue to focus on linking theory and practice. Ellis (2009) argues that SLA findings inform teaching but cannot be transferred wholesale to classrooms without mediation. Pérez-Paredes (2019) extends this by showing how corpus and technological approaches can help connect SLA insights to teacher education in more tangible ways. Walsh and Mann (2019) emphasize dialogic approaches that support teachers in integrating disciplinary knowledge with the realities of classroom work. Together these perspectives present pedagogical knowledge as negotiated among research, theory, and situated practice.

Teacher development is closely tied to identity and cognition. Borg (2009) highlights how teachers' beliefs shape classroom practice. Li (2019) builds on this by emphasizing context-sensitive understandings of teacher cognition and its link to professional expertise. Identity is equally central. Miller (2009) situates identity within sociocultural frameworks, and Barkhuizen (2019) shows how narrative and positioning approaches illuminate teachers' evolving professional selves. The novice experience remains important. Farrell (2009) details early-career challenges in bridging theory and practice, while Lamb and Wyatt (2019) foreground teacher motivation as a vital dimension of growth. Tsui (2009) adds that expertise is adaptive and context-specific. These contributions suggest that SLTE must address competence, cognition, identity, and motivation together.

SLTE unfolds across diverse contexts that shape how teachers learn. Reinders (2009) highlights the growing role of technology in supporting teacher learning and collaboration. Walsh and Mann (2019) note that digital, blended, and globalized conditions have redefined program design and delivery, calling for flexibility and dialogic engagement. Context, in this view, is not background but a constitutive part of how teacher education works.

Collaboration is a cornerstone of professional learning. Bailey (2009) emphasizes supervision as dialogic and supportive rather than purely evaluative. Gakonga (2019) shows how mentoring structures can provide guided, collaborative support that helps novices connect theory with practice. Together these accounts confirm that collaboration and dialogue are defining features of effective SLTE.

Inquiry is integral to sustained development. Burns (2009) highlights action research as a means for teachers to investigate and improve their own practice. Banegas and de Castro (2019) extend this by situating action research in local contexts where it can support both professional learning and social change. Burton (2009) presents reflective practice as a core process in teacher education, while Miller and Azevedo Cunha (2019) propose exploratory practice as an orientation that integrates inquiry with everyday teaching. Collectively, these works position teachers as active agents in constructing knowledge from practice.

Taken together, the literature presents SLTE as a field that integrates professionalism, pedagogy, identity, collaboration, and inquiry. The field has moved beyond narrow training toward sustained, socially situated learning that equips teachers to navigate classroom demands and broader professional, cultural, and policy contexts.

2.1.1 Pre-service Teacher Education

Pre-service language teacher education seeks to create foundation knowledge, teaching skills, as well as professional awareness in individuals prior to entering into full-time teaching. Johnson (2009) clarifies that earlier models were chiefly guided by behavioral as well as cognitive paradigms, whereby knowledge was understood as fixed as well as transferable from expert to novice. Nevertheless, modern methods informed through sociocultural theory consider teacher learning as mediated, dialogic, as well as constructed as a result of participation with meaningful social activity (Golombek & Johnson, 2019).

A key issue in teacher education is the ongoing gap between the theory taught at universities and what actually happens in classrooms. Farrell (2009) points out that new teachers often feel confused and stressed as they try to apply what they learned to real teaching situations. Baguley (2019) adds that beginner teachers commonly face anxiety when moving from the structured support of training programs to managing classrooms on their own in different school settings.

The gap between theory and practice has led to calls for more integrated, reflective, and participatory methods in teacher education. Singh and Richards (2009) suggest that the university classroom should not be separated from real teaching practice. Instead, it should be a space for social learning, where future teachers take part in discussions, ask questions, and receive feedback. Similarly, Farrell (2019) supports including structured reflection in teacher training programs. This helps teacher candidates express their beliefs, explore teaching challenges, and build confidence in their teaching decisions.

Another important issue in pre-service language teacher education is linguistic identity, especially for teacher candidates who are not native speakers of English. Selvi (2019) points out that many programs still promote native-speaker standards and overlook the strengths of multilingual teachers and their unique language backgrounds. From a critical teaching perspective, teacher education should question these limiting ideas and prepare all future teachers to think about power, identity, and social issues in their work.

Other teaching approaches, like concept-based instruction and narrative inquiry, which are based on Vygotsky's ideas, are also becoming more popular. Golombek and Johnson (2019) explain that using dialogue, teacher stories, and social tools can help future teachers better understand teaching ideas and make them their own. These methods view learning to teach not as copying expert teachers, but as building one's own identity and understanding through real-life experiences.

2.1.2 In-service Teacher Education

In-service teacher education refers to professional development programs and structures designed to support practicing teachers throughout their careers. These initiatives can be of a diverse range of forms, among them short-term workshops, school-based coaching, action research, mentoring, online courses, as well as teacher networks. In-service education, as argued by Bailey (2009), is a complex interplay of supervision, feedback, and peer collaboration aiming for continuous improvement rather than initial certification.

Dragas (2019) emphasizes the importance of context-sensitive, reflective practice in in-service courses. She advocates for them to allow space for critical reflection, classroom-based inquiry, and peer dialogue, rather than the transmission of generic techniques. Similar stands are taken

with Johnston (2009), who defines collaborative teacher development as a contextualized approach alternative model grounded in mutual support and co-construction of knowledge.

Mentoring is a particularly significant approach in in-service contexts. Malderez (2009) highlights how effective mentoring relations can foster not only skill development but also emotional resilience and professional identity growth. She places strong emphasis on establishing confidence, recognizing the mentor's double function as guide as well as fellow learner, and adapting the process to specific teaching contexts.

Technology is also reshaping in-service education. Reinders (2009) documents how online distance learning platforms, video feedback, and online communities offer professional development for teachers who are in geographically isolated or under-resourced areas. Hüttner (2019) extends this view by showing how video tools support professional vision, as teachers can revisit classroom interactions and discuss pedagogic moves in detail. Hayes (2019) critically examines policies of Continuing Professional Development (CPD), cautioning against one-size-fits-all initiatives that disregard teachers' local circumstances, languages, and limitations. He calls for teacher-led, sustainable models integrated into the day-to-day practices and concerns of educators. Finally, teacher networks provide a grassroots form of in-service development. Padwad and Parnham (2019) explain how such networks operate in low-resource settings, offering collaborative spaces for sharing materials, reflecting on classroom issues, and organizing bottom-up initiatives. These models highlight teacher agency and locally generated knowledge as central features of meaningful in-service education.

SLTE today reflects a shift from prescriptive models of training to more dynamic, reflective, and situated practices of teacher learning. Pre-service education programs are increasingly adopting reflective tools, identity work, and social learning theories to prepare teacher candidates for classroom realities. In-service education, meanwhile, is increasingly opting for teacher-led, dialogic, and technology-enabled models that prioritize context and collaboration. The evolution of SLTE functions as a reminder of a more universal reappraisal of what it means to teach and be a teacher. As Freeman (2009) reminds us, teacher education is no longer about packaging knowledge but about curating rich, contextualized learning processes. Both pre-service as well as in-service settings are thus a part of an enduring project of balancing theory,

practice, identity, and professional agency in a way appropriate to the diverse realities of language teaching worldwide.

2.2 Teacher Identity

Teacher identity is now a central concept in second language teacher education, illuminating how language teachers position themselves as well as are positioned by broader institutional, cultural, and ideological forces. Teacher identity is now viewed as a fluid, socially mediated, and context-sensitive process through which teachers continuously make sense of who they are, what they do, and what they believe in, rather than a stable characteristic.

Another influential view centres identity as discursive and pedagogical, shaped by both internal values and external expectations. Clarke (2009) positions the “ethico-political” nature of teacher identity, as teachers create themselves within, and occasionally, against those institutional discourses they live within. Similarly, Barkhuizen (2017) suggests language teacher identities are not merely personal or professional attributes, but relational, temporal, emotional, and ideological processes that happen over time through interaction as well as reflection.

Ben Said and Cheung (2015) stress both dialogic and performative aspects of teacher identity since it is co-constructed from classroom practices, institutional discourses, and engagement with professional communities. Duff and Uchida (1997), studying EFL teachers in Japan, showed how sociocultural identities are constantly negotiated through tensions between institutional expectations and personal beliefs, particularly in intercultural contexts.

Morgan (2004) further entails a pedagogic dimension with a conceptualization of identity as enacted through teaching itself. According to this view, teachers perform and reshape their identities through classroom discourse, curricular design, and interactions with students. Preece (2016) reinforces this interpretation by stating that teacher identity in applied linguistics should not only be conceived as a psychological construction but as a socially situated practice influenced by language ideologies, power, as well as positioning.

De Costa and Norton (2017) further argue that identity must be examined in relation to affect, investment, and access to symbolic resources, especially in multilingual, marginal settings. They stress the need to connect identity research with broader questions of social justice, agency, and

educational change. Varghese et al. (2016) similarly agree, calling for more theoretically informed and contextually grounded studies that consider the complex intersections between identity, pedagogy, and policy. Together, these perspectives offer insight into language teacher identity as not only constantly changing and multiple, but also closely related to the political, emotional, and institutional landscapes in which language teaching takes place.

2.2.1 History and Origins

Teacher identity studies build on foundational theories from psychology and sociology. Erikson's psychosocial theory, which places identity as a constant psychological process of negotiation between self and social roles, and Mead's symbolic interactionism, which emphasizes identity as socially constructed through interaction, laid early groundwork (*as cited in* Beijaard, Meijer, & Verloop, 2004). Both of these underpinned later conceptualizations of identity as dynamic and situated within social contexts. An important development came from Gee (2000), who identified four types of identity: nature-identity, institution-identity, discourse-identity, and affinity-identity. His model helps explain how language teachers take on, resist, or adjust to different roles in schools and society.

Building on earlier theories, Beijaard, Meijer, and Verloop (2004) reviewed research on teacher identity and identified four key features. They argued that identity is formed and reshaped over time, is shaped by context, includes multiple sub-identities such as subject-matter expert, didactic specialist, and pedagogical guide, and is closely linked to agency.

Their work highlighted the practical importance of identity in understanding how teachers see themselves and carry out their roles. Varghese et al. (2005) extended this work into the field of language teacher identity by introducing three major theoretical perspectives: sociocultural theory, poststructuralist theory, and critical theory. Their contribution helped shift the understanding of identity from a personal trait to a social and ideological process shaped by participation, discourse, and power.

Barkhuizen (2017) brought together important ideas in the field by offering a broad definition of language teacher identity. He writes,

LTIs are cognitive, social, emotional, ideological, and historical—they are both inside the teacher and outside in the social, material and technological world. LTIs are being and doing, feeling and imagining, and storying. They are struggle and harmony: they are contested and resisted, by self and

others, and they are also accepted, acknowledged and valued, by self and others. They are core and peripheral, personal and professional, they are dynamic, multiple, and hybrid, and they are foregrounded and backgrounded. And LTIs change, short-term and over time—discursively in social interaction with teacher educators, learners, teachers, administrators, and the wider community, and in material interaction with spaces, places and objects in classrooms, institutions, and online (p. 4).

He also highlights the importance of narrative and reflection in building and studying teacher identity.

Taken together, these contributions show that the field has shifted from seeing identity as something fixed to understanding it as a complex, socially grounded, and theory-informed concept. This development forms the basis for exploring how language teacher identity has been studied and understood in academic research, including the scoping review of theses and dissertations carried out in Türkiye.

2.3 Language Teacher Identity in Türkiye

Multiple studies show that LTI is closely influenced by the institutions where teachers work. Uras Eren and Atay (2025) demonstrate that a collaborative academic community supports identity development among early-career university teachers. On the other hand, negative institutional factors may cause teachers to consider leaving the profession. Similarly, Taşdemir and Seferoğlu (2024a) explored how teachers entered the field through different paths, some by choice, others by circumstance. They found that socialization and varying levels of agency affected how teachers could realize their professional and personal values. In more difficult institutional settings, like those in conflict zones, teachers still try to adapt. Tokoz Göktepe and Kunt (2023) describe how one novice teacher used imagined identities to deal with the challenges of working in a region with civil unrest and limited resources.

Teacher emotions are deeply tied to identity. In a practicum course, Toker-Bradshaw and Tezgiden-Cakcak (2025) used tools like reflective emotion diaries and issue analysis to support a Korean pre-service teacher. These activities helped her develop “critical emotional reflexivity.” At first, she felt anxious because of her novice status and non-native identity. Over time, she was able to redefine her teacher self and perform it with more confidence. This emotional side of identity was also seen in Taşdemir and Seferoğlu (2024b), who found that early-career teachers often faced tensions related to their roles, language skills, and working

conditions. These challenges led them to develop coping strategies. Uştuk (2022) offered a different view by showing how tensions can actually be helpful. His study proposed that these difficult moments, when explored through dramatized teaching settings, could serve as learning opportunities.

Drama-based approaches were also shown to support identity development. Özmen (2010) used acting theory in a course to help pre-service teachers improve nonverbal communication and express their teacher identities more clearly. Korkut and Özmen (2023) studied teachers in drama training and found that their drama teacher identities were shaped by institutional support, possibilities for action, and belief systems. Uştuk (2022), in addition to exploring emotional tensions, also applied a drama-in-education framework. His findings showed that using dramatized classroom situations could help teachers work through identity struggles. These studies show that drama and embodied experiences can play a strong role in shaping how teachers see themselves.

Some researchers looked at how teachers respond to power and control in their environments. Söğüt (2024) used a social justice approach to show how teachers resisted top-down decisions and decontextualized training. Their narratives revealed limited room for agency but also moments of resistance. Yazan et al. (2023) studied a telecollaboration project where teachers discussed topics like nationalism and refugee issues. Even with policy restrictions, the teachers stayed committed to inclusive education. Tekin (2024) added that some teachers use volunteering and activism outside of schools as a way to grow professionally, especially when formal systems limit their autonomy.

Reflective thinking and teacher research also helped shape identity. Dikilitaş and Yaylı (2018) followed a teacher during four years of action research and found that consistent reflection led to professional growth. Kaya and Dikilitaş (2019) observed a teacher shift from a behaviorist view to a socioconstructivist one, supported by a reflective teaching community. Dikilitaş and Çomoğlu (2022) found that reading published teacher research helped pre-service teachers reflect on their roles and reimagine what it means to be a teacher. These examples show how guided reflection and engagement with research can influence identity.

Digital tools and intercultural settings added new layers to identity work. Can and Karacan (2021) found that when teachers were trained in ICT, they developed multiple identities like

“modern,” “productive,” and “tech-savvy.” Eren (2023) explored a telecollaboration project with Turkish and European teachers. Identity development here was influenced by intercultural adaptation and gender-related issues. Şan (2024) showed that teaching in a flipped classroom also affected identity. Teachers had to adjust their traditional roles and manage new learner-centred dynamics. Exam stress and student resistance were challenges that shaped how their teacher identities evolved.

Other studies focused on how language ideologies and beliefs about expertise influence identity. Aktekin and Çelebi (2020) found that pre-service teachers often struggled to see themselves as experts. They felt they had to master subject knowledge first, sometimes at the expense of pedagogy. Kemaloğlu-Er and Lowe (2023) compared the identity development of a native and a non-native teacher. Even though both embraced models like World Englishes and ELF, they still sometimes felt incomplete. The study argues that identity support should be built into teacher education if these models are to be adopted successfully.

Raman and Yiğitoğlu (2018) looked at how novice teachers explain their use of code-switching in class. Their choices showed how they shifted between different identities depending on institutional norms and personal beliefs. The study highlighted how everyday classroom practice can be a key space for identity negotiation. Some researchers focused on the training process and the communities that support identity formation. Tokoz Goktepe and Kunt (2021) found that when student teachers were not treated as equals or allowed to use their pedagogical ideas, their imagined identities were pushed aside. These imposed identities came not only from beliefs about teaching but also from how power worked in schools. Gümüşok and Seferoğlu (2023) studied experienced teacher educators and found that working with supportive colleagues and being part of a professional community helped build complex teacher educator identities. Their findings suggest that mentorship and collaboration matter well beyond the early years.

Güngör (2017) added that in-service teacher education programs often do not align with how teachers see themselves professionally. The study found that these programs were not contextually relevant and did not offer enough space for reflection, which made it harder for teachers to develop their identities. Some studies focused on key moments that shape identity. Kılıç and Cinkara (2020) asked pre-service teachers to reflect on past events that influenced their identity. These were grouped around people, contexts, and outcomes. These incidents had

a strong impact on how teachers saw themselves. Dikilitaş and Mumford (2023) shared a personal reflection after completing a PhD. The author explored how the roles of teacher, writer, learner, and researcher interacted over time. The study showed that identity keeps evolving through deep reflection, even at later stages in a career.

Ortaçtepe (2015) also explored change over time. She studied two Turkish teachers who went through language socialization in the U.S. They made investments in their identities as experienced EFL teachers, L2 users, and scholars. Their stories showed that identity is always shifting and depends on where the teacher is and what they are doing. Some researchers focused on special teaching contexts. Cinarbas and Daloğlu (2024) studied teachers of visually impaired students. They found that identity in this setting was shaped by training, classroom constraints, and wider views of disability. Complexity theory helped explain how these teachers made sense of their roles.

Ayar (2021) looked at English for Specific Purposes (ESP) teachers. The study found that professional competence was the most important factor in shaping identity. However, self-efficacy did not always match actual outcomes. This showed that beliefs and realities can be out of sync when it comes to identity. Tekin (2024), in addition to studying activism, showed how informal learning spaces allow teachers to grow. In restrictive systems, teachers used out-of-school projects to build new parts of their identity and find purpose in their work. Finally, Atay and Ece (2009), one of the earliest studies in this area, examined how prospective teachers understood their identities within an Islamic cultural context. They found that learning and preparing to teach English was closely linked to their roles in society. Identity was something these teachers constantly had to rethink and adjust.

2.4 Systematic Reviews on Language Teacher Identity

To begin, although there are relatively few comprehensive reviews or metasyntheses on LTI, particularly within the Turkish context, a small number of relevant studies do exist. Among these, four were authored by Turkish scholars and are included here for their contextual relevance and alignment with the present thesis. The most prominent is Taner and Karaman's (2013) metasynthesis, which focuses specifically on LTI studies conducted in Türkiye. Efe (2025) similarly conducts a meta-synthesis of articles on LTI; since it surveys international

literature rather than Türkiye-based studies, its direct relevance to the Turkish context is limited. Bilgi (2023) likewise offers a systematic review of international LTI articles, without direct engagement with research conducted in Türkiye. Güngör and Akcan (2019) examine novice teacher identity as part of a broader discussion on professional identity, offering insights grounded in the authors' experiences in Turkish ELT education. Taken together, these four studies represent, to the best of my knowledge, the only Turkish-authored syntheses that meaningfully engage with LTI. Although they vary in scope and publication type, they offer valuable perspectives on the topic.

Broadening the scope, the remainder of the section includes international studies selected for their quality, focus, and contribution to key areas of teacher identity research. While globally the number of LTI-specific syntheses remains limited, the works included here reflect what I judged to be the most trustworthy and relevant. Some focus broadly on LTI, such as Sadeghi and Bahari (2022), Tajeddin and Nazari (2025), Cheung (2014), and Ng and Cheung (2022). Others examine specific subtopics. For instance, Yuan (2019) and Swearingen (2019) explore non-native English-speaking teacher identity, and Moonthiya and Stevenson (2024) investigate identity construction in transnational education settings. These specialized perspectives complement the broader reviews by showing how identity develops in varied and often marginalized contexts. Complementing these are broader SLTE reviews, including Khany and Valizadeh (2023) and Li and Li (2025), which situate identity research within wider teacher education landscapes. Additional contributions come from teacher identity syntheses such as Rushton et al. (2023) and Van Lankveld et al. (2017), together with Zhang and Zhou (2025).

Most notably within the Turkish corpus, Taner and Karaman (2013) conducted a metasynthesis focused specifically on LTI in Türkiye, analysing 44 studies published between 2000 and 2011, all authored or co-authored by Türkiye-based researchers. This makes the review a uniquely context-specific reflection of the national research landscape. Using template analysis, the authors examined how teacher identity is framed and identified key patterns in the literature. Their findings showed that beliefs about teaching and pre-service teachers were the most frequently studied areas. They also highlighted gaps in the research, calling for more attention to underrepresented themes such as collaboration, professionalism, motivation, reflection, and culture. A notable limitation of their study was the exclusion of graduate theses and dissertations. In contrast, the present thesis focuses exclusively on such works, applies stricter

inclusion criteria by selecting only those with identity-related terms in the title, and extends the time frame to fifteen years, from 2010 to 2024. It also differs by systematically examining interpretative frameworks, offering a more focused and theoretically grounded perspective on LTI in Türkiye.

In a related yet internationally oriented contribution, Efe (2025) conducted a meta-synthesis of research on English language teacher identity over a 23-year period, combining qualitative thematic analysis with quantitative validation. The study first synthesized existing literature to identify factors shaping teacher identity, which were grouped into eleven themes such as self, teaching enthusiasm, emotional labour, community engagement, and adaptability. A subsequent quantitative phase led to the development of the English Language Teachers' Identity Questionnaire (ELTIQ), which demonstrated strong reliability and validity. The findings highlighted the dynamic interplay among personal, professional, and contextual dimensions of identity, underscoring its multidimensional and evolving nature.

Subsequently, Bilgi (2023) conducted a systematic review of 35 empirical studies published between 2010 and 2022, aiming to explore how language teacher identity has been conceptualized across psychological and sociological dimensions. The review identified three central influences on identity development: contextual dynamics, individual characteristics, and instructional practices. A consistent theme was the formative role of teacher education programs in shaping how pre-service and in-service teachers envision their professional identities. While authored by a Turkish researcher, the study compiles international work and does not engage directly with research conducted in Türkiye.

Similarly, Güngör and Akcan (2019) reviewed research on novice language teacher identity published between 2005 and 2018, analysing how early-career teachers construct their professional identities through social interaction, participation in communities, and discourse. Framed within sociocultural theory, their analysis highlights connections between identity development and factors such as teacher emotions, pre-service education, knowledge construction, and professional development. Although authored by Turkish scholars, their review centres on international research rather than studies situated in Türkiye.

Expanding further, Sadeghi and Bahari (2022) reviewed 61 peer-reviewed studies published between 2010 and 2020, focusing on English as a second or foreign language teacher identity.

Their review traced a shift in the field from normative to interpretative paradigms and mapped key theoretical frameworks such as social identity theory, poststructuralism, positioning theory, sociocultural theory, the Bakhtinian framework, and communities of practice. They also examined identity types, including narrated identities, identities-in-practice, future selves, gendered identities, and sociocultural identities, and explored how these are shaped by pedagogical, institutional, and political forces. This breadth makes their review a valuable point of comparison for the present thesis.

More recently, Tajeddin and Nazari (2025) analysed 60 studies published between 2010 and 2020 that explored various aspects of LTI. Their synthesis examined how identity and identity tensions are constructed, how context mediates these processes, and how interventions can facilitate change. They found that while the studies addressed a range of identity dimensions, most adopted descriptive approaches. Context was shown to both support and constrain identity development. The authors concluded by calling for more research on identity formation at the classroom level and in underrepresented areas of teacher education. These concerns resonate with the present thesis. In a closely related strand, Yuan (2019) conducted a critical review of 22 studies on non-native English-speaking teacher (NNEST) identity in L2 school contexts between 2008 and 2017. The analysis identified three main themes: identity development through social engagement, identity conflict at intrapersonal, interpersonal, and contextual levels, and identity crises contributing to teacher attrition. Yuan also critiqued common methodological trends, proposed a tentative framework for identity trajectories, and advocated for action-oriented approaches that support diverse teachers' identity development.

In addition, Swearingen (2019) reviewed 17 studies on the identity development of NNEST candidates in graduate TESOL programs in the United States, Canada, and Australia. The review identified four main themes: native speaker ideologies, racialized and gendered identities, academic identity conflicts, and the emotional dimensions of identity. Although many participants experienced tension between personal expectations and institutional norms, they also demonstrated agency in challenging dominant discourses. The review recommends that TESOL programs explicitly critique native speakerism and promote reflective, inclusive identity development.

Along similar lines, Moonthiya and Stevenson (2024) conducted a systematic review of 46 empirical studies published between 1990 and 2022 on the identities of non-English-dominant teachers in transnational teacher education programs. Framed through identity-in-practice and identity-in-discourse perspectives, the study found that most research emphasized discursive representations of identity while neglecting practice-based aspects. It also noted a lack of integration between identity research and teacher education, calling for more practice-oriented and theoretically connected investigations.

Turning to earlier work, Cheung (2014) reviewed 28 journal articles published between 2003 and 2013, focusing on narrative-based studies of LTI. The research was grouped into two categories: studies that aimed to define LTI and those that used narrative to explore it in practice. Across both groups, LTI emerged as a dynamic and multifaceted construct shaped by emotional, contextual, and sociocultural forces. The review also identified key gaps in the literature, including limited longitudinal and comparative research, minimal attention to experienced teachers and primary school settings, and a lack of empirical work involving teachers from marginalized backgrounds. Cheung emphasized the need for future research that explores teacher emotions and identity trajectories over time.

Additionally, Ng and Cheung (2022) synthesized reflections from eighteen applied linguists, analysing them through four philosophical lenses: pragmatist, critical, hermeneutic, and phenomenological. The chapter explores definitions of LTI, the influence of social, cultural, and political factors on identity construction, and its relevance across applied linguistics. It also outlines future research directions, portraying teacher identity as a dynamic and globally significant concept.

Beyond LTI, Li and Li (2025) systematically review 54 studies on the teaching-research nexus in language teacher education, following PRISMA selection guidelines. Their analysis spans macro, meso, and micro levels, showing how policy discourses, institutional conditions, and practitioner characteristics shape collaborations between teachers and researchers. They also propose a sustainable ecological framework that organises these influences. Although not focused solely on LTI, the review clarifies how research–practice relations and local ecologies condition teacher learning and identity development in ELT settings.

More broadly, Khany and Valizadeh (2023) offer a systematic review of research articles in SLTE from 1980 to 2020. Their analysis charts major topic areas and methodological patterns and notes several consistent issues, including the absence of an explicit theoretical framework in about a quarter of studies and uneven use of analytic software in qualitative work. Although the review is not limited to identity, its findings reinforce concerns about conceptual clarity and reporting practices that are also visible in LTI syntheses, which makes it a useful backdrop for interpreting trends in identity-focused theses and articles.

From a higher-education perspective, Van Lankveld, Schoonenboom, Volman, Croiset, and Beishuizen (2017) synthesise 59 studies on university teacher identity. They identify five psychological processes in identity development, namely appreciation, connectedness, competence, commitment, and future trajectory, and show how departmental climates and sector-level conditions can either support or constrain these processes. While the review addresses higher education teachers in general, its focus on how local and institutional contexts shape identity speaks directly to ELT teacher educators and to LTI studies conducted in university settings.

Turning to how identity is measured, Zhang and Zhou (2025) conducted a systematic review of 37 quantitative self-report scales on teacher identity, covering studies from 2000 to 2024. Their analysis revealed that 21 studies lacked operational definitions, and 27 were not theoretically grounded. While many instruments demonstrated acceptable reliability and some construct validity, content and criterion validity were often weak. Using the DSMRI framework, the authors mapped existing domains and proposed five additional ones, including emotional and professional orientation. Several of these tools have been used in LTI research, making the review a useful resource for understanding how identity is measured in educational contexts.

Finally, stepping back to the wider literature, Rushton, Rawlings Smith, Steadman, and Towers (2023) provide a broad systematic review of teacher identity across 412 studies published between 2000 and 2021. They organise the field into seven thematic areas that include models and frameworks, narratives, becoming a teacher, contexts, communities, change and conflict, and subject specialisms. Their mapping shows strong growth after 2010 and draws attention to coverage gaps, especially limited work from Global South contexts, fewer studies in primary

and early years settings, and less attention to non-core subjects. Although not limited to language teaching, this review helps situate LTI within wider identity scholarship and clarifies where language-focused work is well represented and where it is thin.

CHAPTER III

3. METHODOLOGY

This chapter explains how the study was carried out. It begins with the research design and continues with details about the sample. Then, the instrument used for data collection is introduced. The data collection procedure is explained next, followed by the steps of data analysis. Finally, the chapter addresses validity and reliability, as well as the ethical considerations taken into account throughout the research process.

3.1 Research Design

This study uses a qualitative scoping review to map how Language Teacher Identity (LTI) is addressed in Turkish MA and PhD theses from 2010 to 2024. The review follows Arksey and O'Malley's framework, refined by Levac et al. and JBI guidance, and is reported against PRISMA-ScR items; a priori protocol, research questions, eligibility, sources, screening plan, charting variables, and synthesis logic were specified and time-stamped before searching, with any deviations disclosed in Results (Arksey & O'Malley, 2005; Levac, Colquhoun, & O'Brien, 2010; Peters et al., 2020; Tricco et al., 2018). Figure 1 presents the PRISMA-ScR checklist used to guide and document the reporting of this scoping review.

A scoping review does not aim to synthesize evidence or aggregate findings across studies. Instead, it provides a narrative, descriptive overview of the existing research (Arksey & O'Malley, 2005). As described by Sargeant and O'Connor (2020), a scoping review systematically charts key concepts, evidence types, and sources through comprehensive

Figure 1

PRISMA-ScR Checklist

Table. PRISMA-ScR Checklist		
Section	Item	PRISMA-ScR Checklist Item
Title	1	Identify the report as a scoping review.
Abstract Structured summary	2	Provide a structured summary that includes (as applicable) background, objectives, eligibility criteria, sources of evidence, charting methods, results, and conclusions that relate to the review questions and objectives.
Introduction Rationale	3	Describe the rationale for the review in the context of what is already known. Explain why the review questions/objectives lend themselves to a scoping review approach.
Objectives	4	Provide an explicit statement of the questions and objectives being addressed with reference to their key elements (e.g., population or participants, concepts, and context) or other relevant key elements used to conceptualize the review questions and/or objectives.
Methods Protocol and registration	5	Indicate whether a review protocol exists; state if and where it can be accessed (e.g., a Web address); and if available, provide registration information, including the registration number.
Eligibility criteria	6	Specify characteristics of the sources of evidence used as eligibility criteria (e.g., years considered, language, and publication status), and provide a rationale.
Information sources*	7	Describe all information sources in the search (e.g., databases with dates of coverage and contact with authors to identify additional sources), as well as the date the most recent search was executed.
Search	8	Present the full electronic search strategy for at least 1 database, including any limits used, such that it could be repeated.
Selection of sources of evidence†	9	State the process for selecting sources of evidence (i.e., screening and eligibility) included in the scoping review.
Data charting process‡	10	Describe the methods of charting data from the included sources of evidence (e.g., calibrated forms or forms that have been tested by the team before their use, and whether data charting was done independently or in duplicate) and any processes for obtaining and confirming data from investigators.
Data items	11	List and define all variables for which data were sought and any assumptions and simplifications made.
Critical appraisal of individual sources of evidence§	12	If done, provide a rationale for conducting a critical appraisal of included sources of evidence; describe the methods used and how this information was used in any data synthesis (if appropriate).
Summary measures	13	Not applicable for scoping reviews.
Synthesis of results	14	Describe the methods of handling and summarizing the data that were charted.
Risk of bias across studies	15	Not applicable for scoping reviews.
Additional analyses	16	Not applicable for scoping reviews.
Results Selection of sources of evidence	17	Give numbers of sources of evidence screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally using a flow diagram.
Characteristics of sources of evidence	18	For each source of evidence, present characteristics for which data were charted and provide the citations.
Critical appraisal within sources of evidence	19	If done, present data on critical appraisal of included sources of evidence (see item 12).
Results of individual sources of evidence	20	For each included source of evidence, present the relevant data that were charted that relate to the review questions and objectives.
Synthesis of results	21	Summarize and/or present the charting results as they relate to the review questions and objectives.
Risk of bias across studies	22	Not applicable for scoping reviews.
Additional analyses	23	Not applicable for scoping reviews.
Discussion Summary of evidence	24	Summarize the main results (including an overview of concepts, themes, and types of evidence available), link to the review questions and objectives, and consider the relevance to key groups.
Limitations	25	Discuss the limitations of the scoping review process.
Conclusions	26	Provide a general interpretation of the results with respect to the review questions and objectives, as well as potential implications and/or next steps.
Funding	27	Describe sources of funding for the included sources of evidence, as well as sources of funding for the scoping review. Describe the role of the funders of the scoping review.

JB1 = Joanna Briggs Institute; PRISMA-ScR = Preferred Reporting Items for Systematic reviews and Meta-Analyses extension for Scoping Reviews.

* Where sources of evidence (see second footnote) are compiled from, such as bibliographic databases, social media platforms, and Web sites.

† A more inclusive/heterogeneous term used to account for the different types of evidence or data sources (e.g., quantitative and/or qualitative research, expert opinion, and policy documents) that may be eligible in a scoping review as opposed to only studies. This is not to be confused with information sources (see first footnote).

‡ The frameworks by Arksey and O'Malley (6) and Levac and colleagues (7) and the JB1 guidance (4, 5) refer to the process of data extraction in a scoping review as data charting.

§ The process of systematically examining research evidence to assess its validity, results, and relevance before using it to inform a decision. This term is used for items 12 and 19 instead of "risk of bias" (which is more applicable to systematic reviews of interventions) to include and acknowledge the various sources of evidence that may be used in a scoping review (e.g., quantitative and/or qualitative research, expert opinion, and policy documents).

Source: Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., ... & Straus, S. E. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): checklist and explanation. *Annals of internal medicine*, 169(7), 467-473.

searching and structured charting in order to describe the extent, range, and nature of research, identify knowledge gaps, and, where appropriate, assess whether a full systematic review is warranted.

To conduct a scoping review in a systematic way, qualitative content analysis was selected as the primary method of data analysis. "Content analysis is a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (Krippendorff, 2018, p. 24). As Cohen, Manion, and Morrison (2007, p. 475) explain, "it simply defines the process of summarizing and reporting written data—the main contents of data and their messages." This method supported the systematic coding and categorization of findings across the selected studies. It was particularly suitable for organizing data from both MA and PhD theses and presenting it in a way that shows the current state of graduate-level research on the topic. By applying qualitative content analysis within a qualitative scoping review framework, this study aimed to synthesize how teacher identity has been approached in MA and PhD theses in Türkiye during 2010–2024.

3.2 Inclusion and Exclusion Criteria

The selection of studies for this scoping review was guided by clearly defined inclusion and exclusion criteria designed to identify theses that centrally investigate Language Teacher Identity (LTI) within Turkish higher education contexts. These criteria were developed following the Population, Concept, Context (PCC) framework recommended for scoping reviews (Peters et al., 2020) to ensure systematic and transparent study selection.

3.2.1 Eligibility Framework

The PCC framework provided the conceptual foundation for developing selection criteria:

- **Population:** Pre-service or in-service language teachers, or studies explicitly centered on their professional identity development and formation.
- **Concept:** Language Teacher Identity and related constructs (e.g., professional identity, teacher self) as the primary research focus rather than peripheral topics.

- **Context:** Theses examined and awarded by universities located within Türkiye's higher education system.

3.2.2 Inclusion Criteria

Studies were included in the review when all of the following conditions were satisfied:

Document Type and Institutional Context

- Master's thesis or doctoral dissertation completed within an English Language Teaching (ELT) or Foreign Language Teaching (FLT) department
- Awarded by a university located in Türkiye, as confirmed through title pages, approval pages, or repository metadata
- Full text accessible through the CoHE National Thesis Centre or institutional repositories

Conceptual Focus

- Title explicitly contains one or more target terms: "teacher identity," "professional identity," or "teacher self," including their plural forms
- Research aims and questions confirm that identity constructs constitute the principal focus of investigation rather than secondary or incidental topics

Temporal and Linguistic Parameters

- Degree awarded between January 1, 2010 and December 31, 2024
- Complete thesis written in English

Research Context and Data Quality

- Empirical research conducted within Turkish educational contexts or explicit analysis of Turkish teacher education systems

- Sufficient methodological detail available to extract minimum required data fields: year of completion, university, degree level, department, participant information, research methodology, and analytical approach

3.2.3 Exclusion Criteria

Studies were excluded from the review when any of the following conditions applied:

Jurisdictional and Institutional Scope

- Completed outside Türkiye or at overseas campuses of Turkish universities (including METU North Cyprus campus)
- Empirical data collection or analysis conducted outside Turkish educational contexts

Disciplinary Boundaries

- Completed within departments outside ELT/FLT scope, such as English Language and Literature, Cultural Studies, Curriculum and Instruction, or other non-language teaching focused programs

Conceptual Relevance

- Target identity terms absent from thesis titles
- Identity constructs appearing only as minor themes, background concepts, or incidental findings rather than central research foci
- Studies where identity emerges solely as an unexpected outcome without being theoretically or methodologically integrated

Temporal and Access Limitations

- Degrees awarded before 2010 or after 2024
- Full texts unavailable in English

- Complete texts inaccessible after reasonable retrieval attempts or files significantly corrupted or incomplete
- Duplicate records across repositories, with only the most complete and authoritative version retained

3.2.4 Study Selection Procedure

The selection process followed a two-stage screening approach to ensure systematic and reliable identification of eligible studies:

Stage 1: Initial Screening

Title and abstract screening was conducted to apply inclusion criteria related to document type, temporal parameters, linguistic requirements, and preliminary conceptual relevance. This stage enabled rapid identification and exclusion of clearly ineligible studies.

Stage 2: Full-Text Assessment

Complete texts of potentially eligible studies underwent detailed examination to verify departmental affiliation, confirm conceptual centrality of identity constructs, assess research context alignment, and evaluate data extractability for review purposes.

Quality Assurance Measures

Following established scoping review protocols, two independent reviewers conducted screening at both stages after completing a calibration exercise using a sample of studies. Disagreements between reviewers were resolved through discussion and consensus. All exclusion decisions made during full-text assessment were documented with specific reasons and summarized following PRISMA-ScR reporting guidelines.

3.2.5 Special Considerations

Several edge cases required specific decision rules to ensure consistent application of criteria:

Interdisciplinary Programs: Studies from joint or interdisciplinary programs were included when ELT or FLT was listed as a primary awarding unit or when language teacher education was the clear disciplinary focus.

Related Constructs: Studies investigating adjacent concepts such as teacher self-efficacy or professional beliefs were included only when explicitly connected to identity formation, negotiation, or development within the theoretical framework.

Multi-Context Studies: Research involving multiple countries or educational systems was included when Türkiye represented a primary research site with disaggregated reporting that allowed separate analysis of Turkish contexts.

These criteria were designed to create a comprehensive yet focused corpus of studies that would provide meaningful insights into how Language Teacher Identity has been researched within Turkish higher education contexts during the specified timeframe. Any necessary post-hoc amendments to these criteria were documented with justification and their potential impact on results was noted in subsequent chapters.

Table 1

The exclusion criteria and number of studies removed

Exclusion reason	Number of studies	Notes
Conducted abroad	5	Includes 3 at METU North Cyprus campus and 2 at other foreign institutions
Outside ELT/FLT departments	10	Includes English language and literature, cultural studies, and curriculum and instruction
Total excluded	15	—

Note: METU = Middle East Technical University; ELT = English language teaching; FLT = foreign language teaching.

3.3 Sample

This scoping review includes 57 studies, consisting of 17 doctoral dissertations and 40 master's theses on LTI in Türkiye, published between 2010 and 2024. 2010 is the earliest year a study meeting the inclusion criteria was found. Thus, not only does the sample cover a duration of 15

years, but it also covers the earliest examples of LTI studies across the country. Each study was completed within an ELT or FLT department and written in English. A key inclusion criterion was that the title contained the terms “teacher identity,” “professional identity,” or “teacher self,” including their plural forms. In this way, the sample consists solely of studies that take language teacher identity as their central focus. All studies were produced at universities located in Türkiye. Works completed in other departments or at foreign institutions, even if authored by Turkish researchers, were not included. The number of studies was not decided in advance but emerged through a step-by-step selection process. All were retrieved from CoHE National Thesis Centre. The final sample includes studies from 16 universities, 12 of which are public and 4 foundation universities. Since these institutions are located in different parts of Türkiye, the sample reflects a wide range of regional educational contexts and provides a broad picture of how LTI has been studied across the country.

Table 2

The Summary of the Sample of LTI Studies in Türkiye (2010–2024)

Category	Description
Total number of studies	57
Doctoral dissertations	17
Master’s theses	40
Time span covered	2010–2024 (15 years)
Earliest study year	2010
Field/Department	ELT (English Language Teaching) or FLT (Foreign Language Teaching)
Language of theses	English
Key terms in title	“teacher identity”, “professional identity”, “teacher self” (incl. plural forms)
Universities included	16 total: 12 public, 4 foundation
Geographic coverage	Various regions across Türkiye
Excluded studies	15 total: 5 abroad (3 METU North Cyprus campus, 2 at other foreign institutions), 10 from departments outside ELT/FLT (e.g., ELL, Cultural Studies, Curriculum and Instruction)
Inclusion criteria	Conducted in Türkiye; completed in ELT/FLT; meets keyword criteria; within time frame
Source database	CoHE National Thesis Centre

3.4 Instruments

The main tool used in the current research was a Google Sheets document, created to systematically collect and organize key information from the selected theses and dissertations. This was done to prepare summary tables. The sheet included details such as the thesis number, title, year of publication, university, interpretative frameworks, theoretical contributions, research method and data collection techniques, data collection tools, data analysis methods, sampling methods, sample size, participants, and keywords. This clear and organized format helped keep the information consistent across all entries and made it easier to spot patterns and common features in the sample. The information collected in this document served as the foundation for the tables included in the study.

3.5 Data Collection Procedure

The data collection process was carried out in a clear and organized way. It aimed to find, review, and gather useful information from selected theses and dissertations. The process began with a broad search using specific criteria. Each study had to be published between 2010 and 2024, focus on LTI, and include the words “teacher identity,” “professional identity,” or “teacher self” in the title, including their plural forms. While 2024 was set as the predetermined end point, 2010 was not established in advance but instead marked the earliest year in which a study meeting all inclusion criteria was identified. The search itself was conducted after 2024 to ensure that all eligible studies completed by the end of that year had been archived and made accessible in the CoHE system.

Only studies submitted to ELT or FLT departments at universities in Türkiye were included. Works written by Turkish authors abroad or in departments outside ELT or FLT were not accepted. This distinction was necessary because such studies, although sometimes accessible through the CoHE system, fall outside the institutional and disciplinary scope defined for this research. Turkish researchers who completed their studies abroad sometimes have their theses and dissertations listed in the CoHE system. These were excluded, as the aim was to focus solely on research conducted and evaluated within Turkish universities.

Similarly, studies conducted at overseas campuses of Turkish universities, such as the North Cyprus campus of METU, were not included. This decision was made to ensure that the data reflected research produced within the Turkish context and academic environment. In addition, some studies that focused on language teaching but were written in departments such as English Language and Literature (ELL), Cultural Studies, or Curriculum and Instruction were excluded. Although these studies addressed relevant topics, they were excluded to maintain disciplinary alignment, as they were likely supervised and evaluated by faculty outside the ELT/FLT field.

To minimize the risk of omitting any relevant studies, the keyword search was carried out multiple times by the researcher. Additionally, a colleague independently repeated the same search using identical keywords to further ensure the completeness and accuracy of the dataset. After the keyword search, each study was checked more closely to see if it matched the criteria. In total, 15 studies were excluded based on these criteria, 5 due to being conducted abroad (3 at METU's North Cyprus campus and 2 at other foreign institutions abroad), and 10 due to being from departments outside ELT or FLT despite addressing relevant subject matter. As a result, 57 studies met all inclusion criteria: 17 doctoral dissertations and 40 master's theses, all retrieved from the CoHE thesis database.

3.6 Data Analysis

This study employed a qualitative content analysis approach to examine the full texts of theses and dissertations included in the dataset. As Krippendorff (2018) explains, qualitative content analysis “involves a close reading of textual matter, reorganizing relevant parts of it into analytical categories, and creating interpretations, narratives of scholarly interest relating to the meanings and uses of the analysed text” (p. 411). In this study, the method was used not only to extract factual information from the texts but also to identify recurring trends and underlying patterns in LTI research conducted in Türkiye.

After completing the data collection process, all full-text theses and dissertations were downloaded and saved in a web library called Zotero. This library was divided into two folders: one for master's theses and another for doctoral dissertations. The folder structure was designed to match the layout later used in the Google Sheets document. Each Zotero entry included

essential details such as the title, author, year, university, research method, and the abstract, all recorded after scanning the texts. This setup allowed for easy searching and structured archiving. The final dataset included 17 doctoral dissertations and 40 master's theses. A Google Sheets document was created with two separate tabs: one for MA theses and one for PhD dissertations. Each tab contained labeled columns for thesis number, year, title, university, interpretative frameworks, theoretical contributions, research method and data collection techniques, data collection tools, data analysis methods, sampling methods, sample size, participants, and keywords.

Each thesis was reviewed and the information was entered manually. The process began by recording basic details such as the thesis number, year, and title. Titles often offered valuable clues about the research method, participant group, theoretical approach, or theoretical contribution; however, these clues were not recorded, as the titles were not treated as a primary data source. No data was documented unless it was confirmed through the full text.

The interpretative frameworks were identified next. In some theses or dissertations, a section titled "theoretical background" was available, and this section was used as a starting point when present. However, not all studies included a section with that label. Moreover, even when such a section was present, it did not necessarily indicate the specific framework adopted by the study. In some cases, it was used only to introduce general theories rather than to declare the study's actual interpretative stance. For this reason, the review focused on locating explicit statements that clearly identified the framework, such as "... was the interpretative framework" or "this study was based on...". To support this process, keyword searches were also conducted using terms like "theory," "framework," "theoretical background," and "based," in order to locate relevant references elsewhere in the text.

The following step involved identifying the theoretical contributions. Although titles or abstracts sometimes contained relevant information, each study was examined in detail to find clear statements about making a theoretical contribution. This included the development of a new model, the proposal of a new concept, or the extension of an existing theory. These claims might appear in the significance of the study section, located within the introduction, or in the summary of the study section, found within the conclusion. When such claims were not found in those sections, a keyword search was conducted across the full text using terms like

“suggested model,” “suggested framework,” or similar expressions that might indicate a theoretical proposal. However, verbal claims alone were not enough. What mattered was whether the theoretical contribution could be clearly identified in the work, often presented through visual elements such as diagrams or figures. If such evidence was available, the study was marked as having made a theoretical contribution.

Next, data related to the research design were collected. This included the research method, data collection techniques and tools, data analysis methods, sampling strategy, sample size, and participant information. While some of this data appeared in the title or abstract, the most reliable source was the methodology section

Information was validated across multiple layers. Titles were used to form an initial impression, abstracts were consulted to either reinforce or adjust that impression, and full texts were examined to confirm and complete the details. In this way, each stage of the process incorporated its own internal verification mechanism. The entire procedure was repeated twice to enhance accuracy. Additionally, the full process was independently carried out by a second researcher to ensure inter-rater reliability. Given the structured and repetitive nature of academic writing, key information tended to appear in more than one section, which increased the likelihood that all relevant details were identified during the review. Once finalized, the information recorded in the Google Sheets file was systematically organized into analytical tables. Each table corresponds to a specific category from the spreadsheet and was created to support a focused discussion of patterns and trends across the studies. These tables form the foundation of the analysis presented in the Findings chapter.

3.7 Validity and Reliability

Making sure the data is valid and reliable is an important part of doing solid research. Validity is often understood as “the ability of an instrument or observational procedure to accurately capture data needed to answer a research question” (Kleinsasser, 2005, p. 137). Reliability in qualitative research refers to how accurately the data reflects what actually happened during the research process. In Kaplan and Goldsen’s (1965) words, “The importance of reliability rests on the assurance it provides that data are obtained independent of the measuring event,

instrument or person. Reliable data, by definition, are data that remain constant throughout variations in the measuring process” (as cited in Krippendorff, 2018, p. 277).

In this research, several steps were taken to ensure both the validity and reliability of the data. The data was collected and organized with care. A Google Sheets document was created to manage the data, with separate tabs designated for doctoral dissertations and master’s theses. Each study was listed under columns such as thesis number, year, title, university, interpretative framework, theoretical contributions, research method and data collection techniques, data collection tools, data analysis methods, sampling type, sample size, participants, and keywords. These categories made it easier to keep things clear and well-organized.

At first, abstracts were checked to collect the needed details. Many abstracts lacked information needed or did not fully align with the main content. Even when abstracts appeared to include the necessary data, the full texts were still examined to ensure data was correct. Only information that was explicitly stated in the theses and dissertations was recorded to avoid incorrect interpretations. After the initial data collection is completed, a colleague reviewed the entries and the studies included in the review to check for accuracy and completeness. Any inconsistencies or errors were discussed and resolved collaboratively to ensure consistency across the dataset. This careful and systematic process, along with a second round of checking, helped reduce mistakes and improve the accuracy and trustworthiness of the data.

3.8 Ethical Considerations

This study was carried out in line with ethical research principles and received official approval from Gazi University. Since there were no human participants involved, no personal data were collected, stored, or processed during any part of the research. All the data used in this scoping review came from publicly available master's theses and doctoral dissertations listed in the CoHE National Thesis Centre in Türkiye. Private or unpublished materials were never used.

To make sure the research stayed consistent and fair, a clear set of inclusion criteria was created beforehand. All studies were reviewed using the same standards, and no thesis or dissertation was left out based on personal judgment. Only the information that was clearly stated in the original texts was included. The researcher did not go beyond what the authors themselves

reported and did not make any extra interpretations. This helped keep the process neutral and based only on what was written in the source documents.

The original studies are properly cited, and readers can easily find them in the references. The collected data were not shared with anyone except the researcher's academic advisor and one colleague who helped with cross-checking. No information was shared or used outside the context of this thesis. Throughout the entire process, ethical values like transparency, fairness, and academic honesty were carefully followed. The researcher stayed objective and treated each study with respect for the original authors' work and intentions.

CHAPTER IV

4. FINDINGS

This chapter reports the findings. It begins with a brief descriptive overview of the included theses and dissertations, then presents results in summary tables aligned with the research questions on interpretative frameworks, theoretical contributions, and research designs.

4.1 Overview of the Included Theses and Dissertations

This section profiles the corpus before the research question analysis. The aim is transparency: to show when and where the included theses and dissertations are concentrated, without interpretation. Table 1 lists the doctoral corpus, and Table 2 lists the master's corpus. Table 3 reports the yearly distribution of the works included between 2010 and 2024, providing a quick view of periods of higher activity. Table 4 presents the distribution by university, indicating which institutions contribute most to the corpus. These tables are descriptive references and are not analysed against the research questions in this subsection.

Table 3

The Corpus of Selected Doctoral Dissertations

Author & Year	Title of Study
Sürücü Şen (2024)	Preservice efl teachers' early teacher identity constructions: reflective narrations during practicum
Aydın (2024)	Student teachers' identity formation from a poststructural perspective: toward a framework for second language teacher education
Buğra (2024)	Teacher identity construction of pre-service elt teachers
Şahintaş (2023)	Habits of minds and hearts in neoliberal academia: a qualitative inquiry into english language teacher educators' professional and political roles and professional identity

Kızılet (2023)	English student teachers' professional teacher identity development in the practicum
Karaağaç Tuna (2022)	An investigation into efl instructors' possible language teacher selves
Cınarbasi (2022)	Language teacher cognition and professional teacher identity formation of teachers of students with visual impairments: a case study
Mumford (2021)	Using activity theory to understand teachers' academic writing identity and eap practice
Taşdemir (2021)	A narrative inquiry into early career english language teacher identities
Sahin (2021)	Professional identity development of efl teachers working at rural schools in turkey
Erdem Coşgun (2021)	An investigation of professional identity development across student, novice and experienced efl teachers: their expectations and fears for the future
Gümüşok (2020)	An investigation into professional identities of english language teacher trainers and their post-teacher training experiences
Eryılmaz (2020)	Professional identity development of teacher trainers in english language education
Karakaş (2016)	An examination of pre-service elt teachers' sense of self-efficacy, emotional intelligence and teacher knowledge as constituents of teacher identity construction
Ekizer (2016)	The relationship between professional identity and practice of english teachers
Bozoğlu (2014)	Self- and other-perceptions of nonnative english teacher identity in turkey: a sociopsychological approach
Avşar (2011)	Co-construction of learner and teacher identities in efl classroom context

Table 4

The Corpus of Selected Master's Theses

Author & Year	Study title
Başdal (2024)	Possible selves and self-efficacy related emotions: a case study on pre-service efl teachers' practicum experiences
Maviş (2024)	Professional identity constructions of preservice english teachers through telecollaboration projects
Ateş (2024)	Examining the early teacher identity of preservice english language teachers
Yaşar (2024)	Investigating the language teacher identity perceptions of non-native early career english teachers
Özmen (2024)	The impact of reflective practices on ideal language teacher self
Dikmen Kaba (2023)	A phenomenological study on pre-service efl teachers' identity development: reflections on possible selves before, during and after emergency remote teaching
Ulusoy Tanık (2023)	The effect of being an instaeacher on english teachers' professional development and teacher identity
Karlı (2023)	Developing a teacher identity during the course of a practicum
Duygun (2023)	The possible relationship between self-efficacy beliefs, teacher identities, and choosing teaching as a career for efl instructors
Topluk (2023)	Foreign language teachers' professional identity reflections related to teaching students under temporary protection
Düzün (2022)	Orientation to teacher identity as an interactional resource in l2 testing and evaluation classroom interaction in a teacher education context
Yücesan (2022)	The effects of distance practicum on the professional identity of pre-service english teachers
Aslan (2022)	An investigation of efl teachers' perceptions of their professional identity throughout the covid-19 pandemic
Yaşar (2021)	The effects of online teaching on the emotional state, online readiness, and perceived identity among english preparatory program instructors
Özdemir (2021)	A narrative inquiry into teacher identity: stories of english as a foreign language teachers
Bayram (2021)	Investigating the effects of online teaching on teacher identity (re) construction: towards a 'hybrid' teacher, a case study

Runova (2021)	Blogging and microblogging as a tool to develop teacher identity
Dürüst (2021)	The role of emotional labor in english language teachers' professional identity
Çelebi (2021)	Transformative experiences of efl lecturers' professional identity in online education
Dilek (2021)	The relationship between efl teachers' professional identity and professional autonomy
Yılmaz (2021)	The impact of self-efficacy, commitment to work, and ethical practices on the measurement of english teachers' professional identity
İlgin Yaşar (2020)	An investigation of the relationship between efl instructors' perceptions on technology use and their possible language teacher selves
Özsoy (2020)	Investigating the relationship between the reflective practices and the possible language teacher selves of efl instructors at a turkish state university
Elmas (2020)	Temporary novice english language instructors' (re)negotiation of imagined and practiced teacher identities: a case study in turkey
İnce (2020)	The effect of international teaching practicum on pre-service english teachers' intercultural communicative competence (icc) and teacher identity (ti)
Keskin (2020)	An investigation of turkish foreign language teachers' perception of professional identity
Çelik (2019)	Every voice matters: a case study on the factors affecting the professional development and identity (re)construction of novice english language teachers
Kazımlar (2019)	Exploring efl instructors' perceptions of professional identity: the turkish context
İlgör (2019)	The relationship between english teachers' professional identity perceptions and self-efficacy beliefs
Baltacı (2019)	Investigating professional identity and organizational citizenship behaviors of efl instructors: a case study in a higher education context
Civelek Kazancı (2017)	English language teachers in the movies: focus on pedagogy and teacher identity
Bekereci (2016)	Efl student teachers' professional identity construction in a dual diploma program
Aslan (2016)	A narrative inquiry into the professional identity formation of second career efl teachers
Taşdemir (2016)	The perceptions of pre-service efl teachers on their professional identity formation throughout practice teaching
Kocabaş Gedik (2016)	Novice native english-speaking teachers' professional identity construction in relation to their emotions and tensions
Mutlu (2015)	The identity (re)construction of nonnative english teachers stepping into native turkish teachers' shoes
Arpacı (2015)	An investigation on the relationship between prospective teachers' early teacher identity and their need for cognition
Balban (2015)	Reflections on teacher identity: a case study of novice language teachers
Sayar (2014)	Investigating efl teachers' and their students' conceptions of professional teacher identity through metaphor analysis
Yavuz (2010)	Teacher identity: an investigation of personal and professional experiences of turkish efl teachers

4.1.1 Distribution of Studies by Year

Table 5 presents the distribution of studies by year. Covering 2010–2024, the set includes 57 studies (40 MA, 17 PhD). Output is uneven early on, with a local high in 2016 (6 studies), then rises from 2019 and stays higher from 2020 onward, peaking in 2021 (12). The later years remain active (7 in 2023; 8 in 2024), showing a sustained level rather than a one-off spike. MA theses make up most of the work throughout, while PhD dissertations appear more steadily from

2016 and are more visible in the recent peak years. Taken together, the table shows growing interest in the topic and a gradual shift toward doctoral research alongside continued MA output.

Table 5

Distribution of Studies by Year

Year	Freq (MA)	Freq (PhD)	Total	Total %
2010	1	0	1	1.8%
2011	0	1	1	1.8%
2014	1	1	2	3.5%
2015	3	0	3	5.3%
2016	4	2	6	10.5%
2017	1	0	1	1.8%
2019	4	0	4	7.0%
2020	5	2	7	12.3%
2021	8	4	12	21.1%
2022	3	2	5	8.8%
2023	5	2	7	12.3%
2024	5	3	8	14.0%

4.1.2 Distribution of Studies by University

Table 6 presents the distribution of studies by university. Across 16 universities, there are 57 studies in total (40 MA, 17 PhD). Middle East Technical University leads with 14 studies (8 MA, 6 PhD), followed by Bahçeşehir University with 9 (7 MA, 2 PhD). Gazi University and Çağ University each contribute 6; Bolu Abant İzzet Baysal University contributes 5; İhsan Doğramacı Bilkent University 4; Çukurova University 3; and Çanakkale Onsekiz Mart University 2. The remaining institutions (Akdeniz, Anadolu, Bursa Uludağ, Hacettepe, Maltepe, Sakarya, University of Gaziantep, and Yıldız Technical) each have one study. Doctoral work is concentrated in a small group of universities, especially Middle East Technical, Gazi, Bahçeşehir, Çukurova, and Çanakkale Onsekiz Mart, while several institutions contribute only MA theses.

Table 6

Distribution of Studies by University

University	Freq (MA)	Freq (PhD)	Total	Total %
Akdeniz University	1	0	1	1.8%
Anadolu University	0	1	1	1.8%
Bahçeşehir University	7	2	9	15.8%
Bolu Abant İzzet Baysal University	5	0	5	8.8%
Bursa Uludağ University	1	0	1	1.8%
Çağ University	6	0	6	10.5%
Çanakkale Onsekiz Mart University	0	2	2	3.5%
Çukurova University	1	2	3	5.3%
Gazi University	2	4	6	10.5%
Hacettepe University	1	0	1	1.8%
İhsan Doğramacı Bilkent University	4	0	4	7.0%
Maltepe University	1	0	1	1.8%
Middle East Technical University	8	6	14	24.6%
Sakarya University	1	0	1	1.8%
University of Gaziantep	1	0	1	1.8%
Yıldız Technical University	1	0	1	1.8%

The universities represented in this study are located across 11 different cities in Türkiye and include both public and foundation institutions. Table 7 shows the distribution by university type. A total of 12 public universities and 4 foundation universities contributed to the research on language teacher identity, with the foundation institutions being Bahçeşehir University, Çağ University, İhsan Doğramacı Bilkent University, and Maltepe University. This institutional diversity demonstrates a wide geographical spread and highlights the engagement of both public and foundation universities in advancing scholarly work in this area.

Table 7

Distribution of Studies by University Type

University type	Count (n)	Share (%)	Notes
Public	12	75%	Representing a range of state universities across Türkiye
Foundation	4	25%	Includes non-profit private institutions
Total	16	100%	—

Note: Percentages are based on the total number of universities (N= 16).

4.2 Interpretative Frameworks in MA Theses and Doctoral Dissertations

Table 8 indicates that most MA theses did not name an interpretative framework explicitly (22 of 40). This does not mean a framework was absent, only that it was not stated. Among the studies that did name one, the mentions are concentrated in a small set. Possible Selves is the most frequent mention (4), followed by Communities of Practice (3). Social Identity Theory and Sociocultural Theory appear less often (2 each). All other frameworks are single mentions. Because some theses used more than one framework, these figures count mentions rather than distinct studies.

Taken together, the pattern suggests two things. First, there is limited consistency in how MA theses report theory. The high share of unspecified cases points to a tendency to foreground methods or practical questions while leaving the theoretical lens implicit. Second, where theory is named, there is a modest center of shared practice around Possible Selves and Communities of Practice, with a long tail of one-off choices. This mix implies that authors draw on diverse perspectives, but there is not yet a stable, widely adopted framework for this topic at the MA level. Clearer reporting of the chosen lens and its role in the design and analysis would make studies easier to compare and would help accumulate findings across theses.

Table 8

Interpretative Frameworks in MA Theses

Interpretative Framework / Model	Count
Possible Selves Theory	4
Communities of Practice (Wenger, 1998)	3
Social Identity Theory (Tajfel & Turner, 1979)	2
Sociocultural Theory (Vygotsky, 1978)	2
Bottom-Up Learning	1
Computer Assisted Language Learning (CALL)	1
Critical Discourse Analysis	1
Ecological Systems Theory (Bronfenbrenner, 1979, 2005)	1
Emotional labor (Hochschild, 1983)	1
Frames Model of Teacher Identity (Pennington, 2015)	1
Imagined and Practiced Identities (Xu, 2013; Kanno & Norton, 2003; Norton, 2001)	1
Interactionist Approach (Zembylas, 2007)	1
Intercultural Communicative Competence (ICC) (Byram, 1997)	1
Krumboltz Career Decision-Making Theory	1
LTI conceptualization (Gao, 2016)	1
Mobile Assisted Language Learning (MALL)	1
Reflective practice model (Akbari, Behzadpoor & Dadvand, 2010)	1
Self-Determination Theory (Ryan & Deci, 2017)	1
Social Cognitive Theory (Bandura, 1960)	1
Social Constructivist Theory (Vygotsky, 1978)	1
Social Theory of Learning (Wenger, 1998)	1
Social Exchange Theory (Emerson, 1976)	1
Social Representations Theory (Moscovici, 2000)	1
Taxonomy of OCB dimensions (Organ, 1988)	1
Teachers' Perceptions of Professional Identity (Beijaard et al., 1999)	1
UTAUT Model (Venkatesh et al., 2003)	1
Yazan's conceptual framework (2018)	1
Not specified	22

Note: Counts are framework mentions, not numbers of studies.

Grouping the MA theses by broader paradigms shows two main centers (see Table 9). The Sociocultural and Social Constructivist paradigm and the Identity and Self-concept group each account for 11 mentions, which is about one fifth of all coded entries. Together they form the core of the theorizing. After these, the Psychological Motivation and Agency group and the Pedagogical and Reflective Practice group are smaller. Technology-enhanced learning frameworks are used occasionally, and organizational or structural models are rare.

This pattern suggests that MA work in this area is anchored mainly in social views of learning and in how teachers or learners see themselves. Motivation, agency, and reflective practice appear, but they are not the dominant lens. Technology is a supporting lens rather than a central driver, and there is very little engagement with organizational or structural theories. In practice, this means most theses interpret their questions through social interaction and identity formation, with fewer studies asking how motivation, pedagogy models, technology, or institutional structures shape the findings.

Table 9

Interpretative Frameworks in MA Theses Grouped Under Broader Paradigms

Paradigm / Overarching Approach	Frameworks / Models	Count	MA %
Sociocultural and Social Constructivist Paradigm	Sociocultural Theory (Vygotsky, 1978); Social Constructivist Theory (Vygotsky, 1978); Communities of Practice (Wenger, 1998); Social Theory of Learning (Wenger, 1998); Interactionist Approach (Zembylas, 2007); Ecological Systems Theory (Bronfenbrenner, 1979, 2005); Social Exchange Theory (Emerson, 1976); Social Representations Theory (Moscovici, 2000)	11	19.6%
Identity and Self- concept Theories	Possible Selves Theory; Social Identity Theory (Tajfel & Turner, 1979); Imagined and Practiced Identities (Xu, 2013; Kanno & Norton, 2003; Norton, 2001); Frames Model of Teacher Identity (Pennington, 2015); LTI conceptualization (Gao, 2016); Teachers' Perceptions of Professional Identity (Beijaard et al., 1999); Yazan's conceptual framework (2018)	11	19.6%
Psychological Motivation and Agency Theories	Self-Determination Theory (Ryan & Deci, 2017); Social Cognitive Theory (Bandura, 1960); Emotional Labor (Hochschild, 1983); Krumboltz Career Decision-Making Theory	4	7.1%
Pedagogical and Reflective Practice Models	Reflective Practice Model (Akbari, Behzadpoor & Dadvand, 2010); Bottom-Up Learning; Critical Discourse Analysis; Intercultural Communicative Competence (Byram, 1997)	4	7.1%
Technology- Enhanced Learning Frameworks	Computer Assisted Language Learning (CALL); Mobile Assisted Language Learning (MALL); UTAUT Model (Venkatesh et al., 2003)	3	5.4%
Organizational and Structural Models	Taxonomy of OCB dimensions (Organ, 1988)	1	1.8%
Not specified	—	22	39.3%

Note: Counts represent the number of MA theses explicitly reporting the given framework/model. Grouping was based on theoretical origin, epistemological stance, and conceptual similarities.

Across the doctoral dissertations (see Table 10), theory use centers on a small set and then spreads widely. Social Identity Theory and Sociocultural Theory are the most frequent, with three mentions each. A second tier appears with Poststructuralism and Possible Selves, two mentions each. Nearly all other frameworks are single mentions, and a few dissertations do not name a framework at all.

Table 10
Interpretative Frameworks in Doctoral Dissertations

Interpretative Framework	Freq.	Total %
Social Identity Theory	3	10.3%
Sociocultural Theory (Vygotsky, 1978)	3	10.3%
Poststructuralism	2	6.9%
The Possible Selves Theory	2	6.9%
Activity Theory	1	3.4%
Analytic Lens (Gee, 2000)	1	3.4%
Community of Practice (Wenger, 1998)	1	3.4%
Complexity Theory	1	3.4%
Conceptual Metaphor Theory (Lakoff and Johnson, 1980)	1	3.4%
Cultural–Historical Activity Theory (CHAT)	1	3.4%
Dialogical Self Theory (Akkerman & Meijer, 2011)	1	3.4%
Figured Worlds (Holland et al., 1998)	1	3.4%
Positioning Theory	1	3.4%
Neoliberalism	1	3.4%
Professional Identity Framework (Davey, 2013)	1	3.4%
Situated Learning Theory (Lave & Wenger, 1991)	1	3.4%
Social Theory of Learning (Wenger, 1998)	1	3.4%
Socio-psychological Approach	1	3.4%
Socioculturalism	1	3.4%
Spatial Map Theory (Halsey, 2006)	1	3.4%
The Onion Model (Korthagen, 2004)	1	3.4%
Not specified	2	6.9%

Note: Counts are framework mentions, not numbers of studies.

Taken together, the table points to a field that reads doctoral topics mainly through identity formation and sociocultural views of learning, while also drawing on critical and discourse-oriented lenses. The long tail of one-off frameworks suggests that doctoral projects align theory closely with the specific question and context. In practice, this yields strong attention to how

identities, participation, power relations, and discourse shape the phenomena under study, with many tailored theoretical choices rather than one dominant model.

Two paradigms carry most of the weight in the dissertations (see Table 11). The Sociocultural and Social Constructivist group and the Identity and Self-concept group each account for 9 dissertations. Cognitive, Psychological, and Analytical frameworks form a smaller but visible cluster. Poststructural and other critical lenses appear less often. Only a few dissertations do not name a framework. Taken together, the table shows a field that reads doctoral topics mainly through social interaction and identity. Cognitive and analytical perspectives are present as a secondary strand, and critical work is a noticeable minority. Theory is usually stated, but choices vary across paradigms; no single framework dominates.

Table 11

Interpretative Frameworks in Doctoral Dissertations Grouped Under Broader Paradigms

Paradigm / Overarching Approach	Frameworks / Models	Frequency	Share of Total (%)
Sociocultural and Social Constructivist Paradigm	Sociocultural Theory (Vygotsky, 1978); Socioculturalism; Community of Practice (Wenger, 1998); Social Theory of Learning (Wenger, 1998); Cultural–Historical Activity Theory (CHAT); Activity Theory; Situated Learning Theory (Lave & Wenger, 1991)	9	31.0%
Identity and Self-concept Theories	Social Identity Theory; Possible Selves Theory; Dialogical Self Theory (Akkerman & Meijer, 2011); Professional Identity Framework (Davey, 2013); The Onion Model (Korthagen, 2004); Positioning Theory	9	31.0%
Poststructural and Critical Paradigm	Poststructuralism; Figured Worlds (Holland et al., 1998); Neoliberalism	4	13.8%
Cognitive, Psychological, and Analytical Frameworks	Complexity Theory; Conceptual Metaphor Theory (Lakoff & Johnson, 1980); Analytic Lens (Gee, 2000); Socio-psychological Approach; Spatial Map Theory (Halsey, 2006)	5	17.2%
Not specified	—	2	6.9%

Note: Frequencies are counts of doctoral dissertations explicitly reporting the given framework/model.

Following the earlier overview of MA and PhD specialties, table 12 reports only the interpretative frameworks used in both degree levels. Many works do not state a framework, especially MA theses. When a framework is named, two groups are most visible: identity-focused approaches (Possible Selves, Social Identity) and sociocultural or participation-focused approaches (Sociocultural theory, Communities of Practice), with occasional use of Social Theory of Learning. Dissertations are more likely than MA theses to name identity or sociocultural lenses, while MA theses more often appear under “Not specified.” Overall, the

table depicts limited reporting of frameworks and a concentration on identity and sociocultural approaches when frameworks are stated.

Table 12

Common Interpretative Frameworks in MA Theses and Doctoral Dissertations

Interpretive framework	MA	PhD	Total
Not specified	22	2	24
Possible Selves Theory	4	2	6
Social Identity Theory (Tajfel & Turner, 1979)	2	3	5
Sociocultural Theory (Vygotsky, 1978)	2	3	5
Communities of Practice (Wenger, 1998)	3	1	4
Social Theory of Learning (Wenger, 1998)	1	1	2

Note: Counts are framework mentions, not numbers of studies.

Table 13 reports the counts of interpretive frameworks by degree and shows a shared core in sociocultural or social constructivist and identity or self-concept approaches. Table 14 presents the same distribution as percentages of framework mentions within each degree, which makes the contrasts clearer.

The shared core across degrees is clear: sociocultural or social constructivist approaches alongside identity or self-concept theories. Together, these signal a field that explains teacher learning through social participation and meaning-making, while also centering how teachers see and position themselves. MA theses cluster around practice-proximal paradigms. Reflective practice, technology-enhanced learning models, organizational perspectives, and motivation or agency theories are present on the MA side, which suggests a pragmatic orientation tied to classroom improvement and professional growth.

Doctoral dissertations bring in paradigms that extend theoretical scope. Poststructural and critical perspectives, as well as cognitive or analytical frameworks, appear on the PhD side, pointing to work that engages more with critique, theorization, and complex analysis. A final pattern is transparency of theoretical grounding. MA entries often leave the framework unspecified, while dissertations usually name one, which implies higher expectations for explicit theorization at the doctoral level.

Table 13

A Comparison of Interpretative Frameworks in MA Theses and Doctoral Dissertations by Overarching Paradigm

Paradigm / Overarching Approach	Frameworks / Models (MA)	MA Count	MA %	Frameworks / Models (PhD)	PhD Count	PhD %
Sociocultural and Social Constructivist Paradigm	Sociocultural Theory (Vygotsky, 1978); Social Constructivist Theory (Vygotsky, 1978); Communities of Practice (Wenger, 1998); Social Theory of Learning (Wenger, 1998); Interactionist Approach (Zembylas, 2007); Ecological Systems Theory (Bronfenbrenner, 1979, 2005); Social Exchange Theory (Emerson, 1976); Social Representations Theory (Moscovici, 2000)	11	19.6%	Sociocultural Theory (Vygotsky, 1978); Socioculturalism; Community of Practice (Wenger, 1998); Social Theory of Learning (Wenger, 1998); Cultural–Historical Activity Theory (CHAT); Activity Theory; Situated Learning Theory (Lave & Wenger, 1991)	9	31.0%
Identity and Self-concept Theories	Possible Selves Theory; Social Identity Theory (Tajfel & Turner, 1979); Imagined and Practiced Identities (Xu, 2013; Kanno & Norton, 2003; Norton, 2001); Frames Model of Teacher Identity (Pennington, 2015); LTI conceptualization (Gao, 2016); Teachers' Perceptions of Professional Identity (Beijaard et al., 1999); Yazan's conceptual framework (2018)	11	19.6%	Social Identity Theory; Possible Selves Theory; Dialogical Self Theory (Akkerman & Meijer, 2011); Professional Identity Framework (Davey, 2013); The Onion Model (Korthagen, 2004); Positioning Theory	9	31.0%
Psychological Motivation and Agency Theories	Self-Determination Theory (Ryan & Deci, 2017); Social Cognitive Theory (Bandura, 1960); Emotional Labor (Hochschild, 1983); Krumboltz Career Decision-Making Theory	4	7.1%	—	—	—
Poststructural and Critical Paradigm	—	—	—	Poststructuralism; Figured Worlds (Holland et al., 1998); Neoliberalism	4	13.8%
Pedagogical and Reflective Practice Models	Reflective Practice Model (Akbari, Behzadpoor & Dadvand, 2010); Bottom-Up Learning; Critical Discourse Analysis; Intercultural Communicative Competence (Byram, 1997)	4	7.1%	—	—	—
Technology-Enhanced Learning Frameworks	Computer Assisted Language Learning (CALL); Mobile Assisted Language Learning (MALL); UTAUT Model (Venkatesh et al., 2003)	3	5.4%	—	—	—
Cognitive, Psychological, and Analytical Frameworks	—	—	—	Complexity Theory; Conceptual Metaphor Theory (Lakoff & Johnson, 1980); Analytic Lens (Gee, 2000); Socio-psychological Approach; Spatial Map Theory (Halsey, 2006)	5	17.2%
Organizational and Structural Models	Taxonomy of OCB dimensions (Organ, 1988)	1	1.8%	—	—	—
Not specified	—	22	39.3%	—	2	6.9%

Table 14

Interpretative Frameworks by Paradigm: MA vs PhD (Counts)

Paradigm / Overarching Approach	MA Count	MA %	PhD Count	PhD %
Sociocultural & Social Constructivist	11	19.6%	9	31.0%
Identity & Self-concept	11	19.6%	9	31.0%
Psychological Motivation & Agency	4	7.1%	0	0.0%
Pedagogical & Reflective Practice	4	7.1%	0	0.0%
Technology-Enhanced Learning	3	5.4%	0	0.0%
Cognitive/Psychological & Analytical	0	0.0%	5	17.2%
Poststructural & Critical	0	0.0%	4	13.8%
Organizational & Structural	1	1.8%	0	0.0%
Not specified	22	39.3%	2	6.9%

4.3 Theoretical Contributions

The theoretical contributions in the corpus are concentrated at the doctoral level: 9 of 17 PhD dissertations articulate an explicit contribution, whereas only 2 of 40 MA theses do so. At PhD level, these contributions are predominantly frameworks/models, complemented by one scale/instrument anchored in a conceptual model and one conceptualization. At MA level, one study introduces a new framework and another extends an existing one; the remainder report empirical findings without a formal theoretical product. Overall, the pattern indicates that theorizing is largely undertaken in PhD work, while MA research in this area remains primarily descriptive or applied.

Table 15

Distribution of Theoretical Contributions in MA Theses and PhD Dissertations

Degree	With theoretical contribution	Without theoretical contribution	Total	Total %
PhD	9	8	17	29.8%
MA	2	38	40	70.2%

Table 16

Theoretical Contributions in MA and PhD Dissertations

Degree	Author (Year)	Contribution title	Type
PhD	Sürüç Şen (2024)	Emerging teacher identity framework for preservice EFL teachers	New framework
PhD	Aydın (2024)	A proposed post-structural model of teacher identity formation	New theoretical model
PhD	Aysan Şahintaş (2023)	English language teacher educators' professional identity conceptualization	Conceptualization
PhD	Kızılet (2023)	Student teachers' professional teacher identity development model	New model
PhD	Karaağaç Tuna (2022)	Possible Language Teacher Selves Scale	Scale/instrument
PhD	Çınarbaş (2022)	Complex system's possible behaviors	New model
PhD	Taşdemir (2021)	Suggested framework for early-career LTI	New framework
PhD	Şahin (2021)	Preparation and support model for rural EFL teachers	New model
PhD	Erdem Coşgun (2021)	Data-driven EFL teacher professional identity development model	New model
MA	Ateş (2024)	Holistic framework of factors affecting early LTI levels (pre-service EFL)	New framework
MA	Runova (2021)	Expansion of Deng & Yuen's (2011) framework	Extension of a framework

In deciding which theses and dissertations make a theoretical contribution, researcher relied only on explicit statements made by the authors themselves. A study was coded as theoretically contributory when the author clearly presented a model, framework, conceptualization, or scale and signalled this in the text, figures, titles, or section headings. For instance, in Sürüç Şen (2024) the abstract states that “The findings provide a detailed framework upon how Turkish pre-service EFL teachers construct, develop, and negotiate their identities during the practicum period, which might help empower pre-service EFL teachers to gain more reflective insight upon themselves as teachers,” and later the thesis explains that “In this vein, the framework for the negotiation of the emerging teacher identities of Turkish preservice EFL teachers has been designed hereunder to provide a deeper understanding at the elements of the dynamic interplay in the (re)construction of emerging teacher identities” (p. 187).

Aydın (2024) signals a theoretical product already in the title, *Student Teachers' Identity Formation From A Poststructural Perspective: Toward a Framework for Second Language Teacher Education*, and further marks it through the section heading “Proposed Theoretical Model: The Post-Structural Account of Teacher Identity Formation”.

Similarly, in Aysan Şahintaş (2023), it is stated that “Given all, the participants’ professional identity can be conceptualized as a fragmented, individualized, responsabilized, multiple, contextual and complex structure; a constant struggle; an emotional ambivalence; and an agentic power” (p. 386). On this basis, the author presents Figure 2, which conceptualizes English language teacher educators’ professional identity.

Kızılet (2023) likewise makes the intended theoretical product explicit by stating that “this study established that being a teacher requires a wider approach than sole knowledge focus and offered a model for developing professional teacher identity development” (p. 131). In line with this, the thesis also includes a figure that visually presents this model (p. 61).

In Karaağaç Tuna (2022) the theoretical product is a scale; the abstract explains that “With the purpose of identifying the possible language teacher selves, a four point likert type scale was developed and then administered to collect the quantitative part of the data” (p. vi). Moreover, In Çınarbaş (2022) the abstract states that “Lastly, this study implicates practical and theoretical suggestions for language teacher identity and cognition in the context of special education schools” (p. v), and the body of the thesis contains “Figure 31: Complex System’s Possible Behaviors” (p. 297), which is treated as a representation of identity and cognition within a complex system.

Taşdemir (2021) introduces a framework with the statement that “Under the light of the findings of this study and the literature, the following framework in Figure 4 is suggested to understand in-service, early career LTIs:” and Şahin (2021) states that “Based on these findings, the present study suggests a preparation and support model for rural EFL teachers” (p. 256), and the thesis includes a figure that visually presents this model. In Erdem Coşgun (2021), it is explicitly stated that “Considering the results of the present study, a data-driven EFL Teacher Professional Identity Development (TPID) model is suggested (see Figure 8)” (p. 152).

The two MA theses that were coded as involving theoretical contribution also contain explicit phrasing that signals a framework or an extension of an existing one. In Ateş (2024), it is stated that “Figure 4-1 presents the factors affecting early teacher identity formation and development, reached through qualitative data analysis in a holistic framework” (p. 61).

In Runova (2021) the author writes

...my research paper expanded Deng and Yuen's (2011) framework adding one more form of online social interactions. Apart from commonly employed reading, writing, and/or commenting modern kinds of Web logs and Video logs gave an opportunity to produce and perceive individual's speaking (audio recordings, video posts, video broadcasting or so-called live streams, etc.) and whereby varied the channels of teacher development (p. 85).

This explicit reference to expanding an existing framework and adding one more form of online social interactions is the basis for coding this thesis as an extension of a framework rather than an empirical study.

Taken together, these quotations show that the coding of theoretical contributions in this study rests on what the authors themselves claim as frameworks, models, conceptualizations, or scales, supported by their titles, section headings, figures, and explicit statements of theoretical aim, rather than on my own interpretations of their findings.

4.4 Research Designs in MA Theses and PhD Dissertations

The sections that follow unpack these patterns in turn: Research Method, Data Collection Instruments, Data Analysis Methods, Sampling Methods, and Participants and Sample Sizes; they highlight convergences and contrasts between MA and PhD work, draw attention to noteworthy gaps and tendencies, and situate the discussion alongside references from the broader literature.

4.4.1 Research Methods Across Studies

The majority of MA theses, 24 out of 40, employed qualitative research methods, suggesting a clear preference for in-depth, exploratory approaches among master's level researchers. Mixed-methods studies accounted for 9 of the MA theses, reflecting some interest in combining qualitative and quantitative data to enrich findings. Meanwhile, only 7 theses used a purely quantitative design, indicating that numerical or statistical approaches were relatively uncommon in this context.

Among the 17 PhD dissertations, qualitative research was even more dominant, with 13 studies following this approach. Mixed-methods research was used in 4 dissertations, while none employed a purely quantitative methodology. This pattern points to a strong alignment with

interpretative research paradigms at the doctoral level, where deeper theoretical and contextual explorations of teacher identity appear to be prioritized.

Overall, the findings highlight a strong orientation towards qualitative research in both MA and PhD studies on language teacher identity in Türkiye. While mixed-methods approaches were present at both levels, more so in MA theses, they remained secondary to qualitative designs. The absence of quantitative studies at the doctoral level and their limited use in master's theses suggest that researchers in this field overwhelmingly favor interpretative, context-sensitive methodologies over numerical or generalizable ones. This trend underscores the complex, situated nature of teacher identity, which is often best explored through qualitative inquiry.

Table 17

Distribution of Research Methods Across Studies

Research Method	MA	MA %	PhD	PhD %	Total	Total %
Case Study	15	37.5%	7	41.2%	22	38,6%
Narrative Inquiry	3	7.5%	5	29.4%	8	14,0%
General Qualitative	5	12.5%	1	5.9%	6	10,5%
Phenomenology	1	2.5%	0	0.0%	1	1,8%
Mixed Methods	9	22.5%	4	23.5%	13	22,8%
Quantitative	7	17.5%	0	0.0%	7	12,3%
Column totals	40		17		57	

4.4.2 Data Collection Instruments Across Studies

Data collection is concentrated in a small self-report core. Interviews (33 uses, 31.4%), reflective writing (19, 18.1%), questionnaires (16, 15.2%), and scales (15, 14.3%) make up about four fifths of all instruments. Other techniques are occasional, for example 6 observations and small numbers of artefacts or field notes, with a single video recording. With 105 total instruments across 40 theses, the average MA study uses about 2.6 tools, typically pairing interview narratives with basic survey measures.

Interviews remain central (17 uses, 33.3%) but the toolkit is broader. Observations reach 6, reflective writing and questionnaires appear 4 times each, and scales are less common. Interactional and process-tracing methods are introduced here, notably discussions or focus groups and stimulated recall (two uses each), with occasional narrative frames and field visits.

The 51 instruments across 17 dissertations give an average of 3 per study, indicating stronger triangulation.

Table 18

Distribution of Data Collection Instruments Across Studies

Data collection tool	Freq (MA)	MA %	Freq (PhD)	PhD %	Total	Total %
Interviews	33	31,4%	17	33.3%	50	32.1%
Reflective writing	19	18,1%	4	7.8%	23	14.7%
Questionnaires & surveys	16	15,2%	4	7.8%	20	12.8%
Scales	15	14,3%	2	3.9%	17	10.9%
Classroom observations	6	5,7%	6	11.8%	12	7.7%
Artefacts	5	4,8%	3	5.9%	8	5.1%
Field notes	3	2,9%	1	2.0%	4	2.6%
Inventories	3	2,9%	1	2.0%	4	2.6%
Elicitation tasks	2	1,9%	2	3.9%	4	2.6%
Discussions	0	0,0%	2	3.9%	2	1.3%
Stimulated recalls	0	0,0%	2	3.9%	2	1.3%
Document analysis	1	1,0%	1	2.0%	2	1.3%
Meetings	1	1,0%	1	2.0%	2	1.3%
Video recordings	1	1,0%	0	0.0%	1	0.6%
Field visits	0	0,0%	1	2.0%	1	0.6%
Narrative frames	0	0,0%	1	2.0%	1	0.6%
Critical-incident reports	0	0,0%	1	2.0%	1	0.6%
Essays	0	0,0%	1	2.0%	1	0.6%
Audio recordings	0	0,0%	1	2.0%	1	0.6%

Across 57 works, 156 instruments are reported. Interviews dominate with 50 uses (32.1%), followed by reflective writing (23), questionnaires (20), and scales (17). Observations total 12 and are balanced across degrees. Survey-oriented tools are concentrated in MA work, while discussion-based, recall-based, and narrative approaches appear mainly in PhD research. Overall, the pattern shows a shift from compact interview and survey designs in MA theses toward more diverse, context-sensitive, multi-method designs in doctoral studies.

4.4.3 Data Analysis Methods Across Studies

Table 19 compares the distribution of data analysis methods across MA theses and doctoral dissertations and reports the combined totals. Many MA theses report qualitative designs. However, most of the analysis work comes from a smaller group of mixed and quantitative MA studies that apply several procedures to data from questionnaires or tests. The most frequent steps are descriptive statistics (16 uses) and assumption or diagnostic checks (14). Parametric tests are used 13 times. Correlation and reliability each occur 10 times. Non-parametric tests occur 5 times, and regression occurs 2 times. In short, MA analysis is practical and tool-driven. It focuses on screening the data, producing clear summaries, and running light inferential tests.

PhD studies are mainly qualitative in both design and analysis. They rely on coding and interpretation to build explanations from texts, interviews, and cases. The most common methods are thematic analysis and content analysis, used 11 times each. Framework-guided qualitative analysis occurs 5 times, and within- or cross-case analysis occurs 4 times. Some procedures appear only in PhD work, such as discourse analysis, frame analysis, and mixed-methods integration. When quantitative steps are included in PhD studies, they are usually there to support and validate the qualitative findings rather than to replace them.

Across all studies, four methods stand out: content analysis (22), descriptive statistics (20), thematic analysis (18), and assumption or diagnostic checks (16). Factor techniques are occasional (EFA 5, CFA 3), and advanced modeling is rare (regression 2). Taken together, the combined totals show a clear pattern: qualitative designs are numerically dominant, but the intensity of analysis comes from mixed and quantitative studies.

Table 19

Distribution of Data Analysis Methods Across Studies

Data Analysis Methods	Freq (MA)	MA %	Freq (PhD)	PhD %	Total	Total %
Assumption/diagnostic checks	14	11.4%	2	3.3%	16	8.7%
Confirmatory Factor Analysis (CFA)	2	1.6%	1	1.6%	3	1.6%
Content analysis	11	8.9%	11	18.0%	22	12.0%

Conversation Analysis	1	0.8%	1	1.6%	2	1.1%
Correlation analysis	10	8.1%	3	4.9%	13	7.1%
Crosstabulation	1	0.8%	0	0.0%	1	0.5%
Data screening	3	2.4%	2	3.3%	5	2.7%
Descriptive qualitative analysis	2	1.6%	0	0.0%	2	1.1%
Descriptive statistics	16	13.0%	4	6.6%	20	10.9%
Discourse analysis	0	0.0%	1	1.6%	1	0.5%
Document analysis	1	0.8%	1	1.6%	2	1.1%
Effect size	1	0.8%	0	0.0%	1	0.5%
Exploratory Factor Analysis (EFA)	4	3.3%	1	1.6%	5	2.7%
Frame Analysis	0	0.0%	1	1.6%	1	0.5%
Framework-guided qualitative analysis	4	3.3%	5	8.2%	9	4.9%
Grounded theory / Constant comparison	4	3.3%	3	4.9%	7	3.8%
Item analysis	1	0.8%	1	1.6%	2	1.1%
Metaphor analysis	1	0.8%	1	1.6%	2	1.1%
Mixed-methods integration / validation	0	0.0%	1	1.6%	1	0.5%
Narrative analysis	2	1.6%	2	3.3%	4	2.2%
Non-parametric inferential tests	5	4.1%	0	0.0%	5	2.7%
Parametric inferential tests	13	10.6%	2	3.3%	15	8.2%
Post-hoc tests	3	2.4%	1	1.6%	4	2.2%
Regression analysis	2	1.6%	0	0.0%	2	1.1%
Reliability analysis	10	8.1%	2	3.3%	12	6.5%
Thematic analysis	7	5.7%	11	18.0%	18	9.8%
Within-/Cross-case analysis	5	4.1%	4	6.6%	9	4.9%
Column totals	123		61		184	

4.4.4 Sampling Methods Across Studies

In the MA theses, convenience sampling is the most common approach, followed by purposive and then criterion; 9 out of 40 did not name a sampling method, and 3 MA theses combined two

methods within a single study. In the PhD dissertations, purposive sampling predominates, with convenience next; 3 out of 17 did not name the method, and 3 dissertations used two methods in the same study. Overall, convenience and purposive are the main approaches, and 12 studies did not name their sampling method. This pattern suggests a general preference for non-probability sampling in language teacher identity research in Türkiye, with limited use of systematic or representative selection strategies.

Table 20

Distribution of Sampling Methods Across Studies

Sampling Method	Freq (MA)	MA %	Freq (PhD)	PhD %	Total	Total %
Convenience Sampling	14	31.8%	4	20.0%	18	28.1%
Purposeful Sampling	9	20.5%	8	40.0%	17	26.6%
Not Mentioned	9	20.5%	3	15.0%	12	18.8%
Criterion Sampling	7	15.9%	2	10.0%	9	14.1%
Snowball Sampling	2	4.5%	3	15.0%	5	7.8%
Cluster Random Sampling	1	2.3%	—	0%	1	1.6%
Random Sampling	1	2.3%	—	0%	1	1.6%
Stratified Sampling	1	2.3%	—	0%	1	1.6%

Note: Counts refer to method mentions, not unique theses. Some theses used more than one sampling method

4.4.5 Participants and Sample Sizes Across Studies

MA theses include 3,794 participants and concentrate on in-service professionals: EFL teachers 35.9% (1,363) and EFL instructors 30.9% (1,171) together make up about two thirds of MA samples. Pre-service teachers are sizable but secondary at 17.2% (653), while students are marginal at 5.3% (200). Teacher trainers are virtually absent.

Doctoral dissertations include 1,075 participants and shift the emphasis toward earlier formation: pre-service teachers are the largest group at 35.3% (379), followed by EFL instructors 30.2% (325), students 20.2% (217), and EFL teachers 11.6% (125). This pattern signals a stronger theoretical focus on identity development during preparation.

Combined across studies (n = 4,869), EFL instructors and EFL teachers are almost equal at about 31% each (1,496 and 1,488), pre-service teachers account for 21.2% (1,032), students 8.6% (417), teacher trainers 0.5% (25), and other groups 8.4% (411). Overall, MA work tends to use broader, practitioner-centered samples, whereas doctoral work relies on smaller, more focused groups to examine specific questions in depth.

Table 21

Participants and Sample Sizes Across Studies

Participant group	MA	MA %	PhD	PhD %	Total	Total %
EFL Teachers	1363	35.9%	125	11.6%	1488	30.6%
EFL Instructors	1171	30.9%	325	30.2%	1496	30.7%
Pre-Service	653	17.2%	379	35.3%	1032	21.2%
EFL Students	200	5.3%	217	20.2%	417	8.6%
Teacher Trainers	1	0.0%	24	2.2%	25	0.5%
Others	406	10.7%	5	0.5%	411	8.4%
Totals	3794	—	1075	—	4869	—

Note: MA “Others” (n=406) comprised 396 Education Faculty students from non-ELT departments, 5 blogger teachers, and 5 “Instateachers” (teachers active on Instagram; employment status unclear); PhD “Others” (n=5) were ELT graduates, with professional positions unclear.

CHAPTER V

5. DISCUSSION

This chapter interprets the findings in relation to the three research questions, addressing interpretative frameworks, theoretical contributions, and research designs with attention to methods, data collection instruments, data analysis, sampling, and participants.

5.1 Interpretative Frameworks in Master's Theses and Doctoral Dissertations

Drawing on a systematic review of 61 articles published between 2010 and 2020, Sadeghi and Bahari (2022) conclude that sociocultural theory predominates, followed by communities of practice and discourse-oriented approaches. In the present thesis corpus, MA theses display a wider mix, notably Possible Selves, Communities of Practice, Social Identity, and Sociocultural Theory. Doctoral dissertations align more closely with Sadeghi and Bahari's pattern, with greater emphasis on sociocultural and poststructural perspectives. Sadeghi and Bahari (2022) identify one primary framework for each article, yielding 20 distinct named frameworks; they also include an Integrated perspective category for multi-framework studies, bringing the total to 21. The present thesis corpus spans 43 distinct frameworks across 57 works, with 24 studies not explicitly naming a framework. Across the two sources, there are ten frameworks in common. Excluding the Integrated perspective, Sadeghi and Bahari list ten frameworks not represented in this corpus; conversely, this corpus contains 33 frameworks not reported in their review. In this thesis, multi-framework studies are counted under each named framework rather than combined into an Integrated perspective.

Similarly, Moonthiya and Stevenson (2024) review 46 studies (1990–2022) on non-English-dominant teachers' identities in transnational programs, organizing perspectives as sociocultural, critical or poststructural, discourse-oriented, and identity-in-practice/identity-in-discourse. The MA and PhD studies analyzed here align with the first three strands and do not present identity-in-practice/identity-in-discourse as a separate category. This is a difference in terminology, not in substance, since many MA and PhD studies analyze practice and discourse without using that label. These studies also name more specific theories, for example Possible Selves, Social Identity, Activity Theory, Positioning, and Figured Worlds, which indicates a move toward operational frameworks that guide design and analysis; overall the overlap supports external validity and the added specificity can be framed as a contribution.

Extending the scope, Van Lankveld et al. (2017) synthesize 59 studies on university teachers' identity, examining what supports or constrains identity development and describing underlying psychological processes; they situate most work in constructivist or critical paradigms and note sociocultural and discursive lenses as most common, with few post-positivist and some unclear cases. In comparison, the corpus analyzed here converges on the same center, since sociocultural and critical orientations are likewise prominent. The key differences are in how frameworks are articulated and labeled, with poststructural perspectives made explicit rather than folded into a broad critical category, and with greater specificity in naming frameworks. Both bodies of work include studies that do not specify a framework, which indicates a persistent reporting gap.

Returning to SLTE, Khany and Valizadeh (2023) conducted a systematic review of 236 research articles published between 1980 and 2020. Across the corpus, the recurring frameworks emphasize teacher identity and development, while in Khany and Valizadeh (2023) the most used are social constructivist theories (27.9%, especially sociocultural) and constructivist theories (22.5%). Overlap with the present corpus includes sociocultural and broader constructivist perspectives, as well as CALL. Beyond the overlap, the review lists 5 frameworks not represented here, including critical theory, cultural competence theory, linguistic theory, Systemic Functional Linguistics, and Krashen's Hypothesis. Both datasets also report many studies without a named framework: 42.1% in this corpus, corresponding to 24 items across MA and PhD tables, and 27.1% in the review. Taken together, the high rates of unnamed frameworks

in this corpus and in Khany and Valizadeh (2023) point to a systemic under-reporting of theoretical positioning in SLTE.

Stepping out to the broader education literature, Rushton et al. (2023) synthesize 412 studies published between 2000 and 2021 across subjects and contexts, organizing findings into seven thematic groups, which provides a field-level baseline for interpreting how often explicit interpretive lenses are used. Across the articles, 37 studies centred a specific identity model or framework, and 27 studies used narrative as a methodological approach or conceptual framework. Together, these account for 64 of 412 studies that worked with an explicit interpretive lens. In the corpus examined here, an interpretive framework is specified in 33 of 57 theses and dissertations with 24 not specifying a framework. Overall, the proportion reporting an explicit lens is much higher in this corpus than in the journal literature synthesized by Rushton et al. (2023).

Taken together, this corpus draws on a broader repertoire of named interpretive lenses than recent syntheses. At the same time, there is a substantial share without a stated framework, which signals a persistent reporting gap. As Rushton et al. (2023) note, the field should state its conceptual and theoretical frameworks clearly and consistently, so readers across contexts can see how identity is understood in the literature and more easily identify areas of agreement and difference.

5.2 Theoretical Contributions Reported by the Studies

After outlining patterns in interpretive frameworks, the discussion evaluates the extent of theoretical contribution. In this thesis, a study is counted as making a theoretical contribution when the full text presents a clear theoretical claim, usually supported by a figure or diagram, and the claim takes one of the following forms: development of a new model, proposal of a new concept, or extension of an existing theory. Using this criterion, 11 of 57 studies in the corpus make a theoretical contribution. These are unevenly distributed across degrees: 9 of 17 doctoral dissertations and 2 of 40 master's theses. This pattern is consistent with reporting practices described in R.Q.1. Many MA theses do not state a framework, while dissertations more often

name their interpretive lens. The findings suggest an association between explicit framework reporting and theoretical contribution in this corpus.

By comparison, Rushton et al. (2023) reviewed 412 teacher-identity publications and reported very few explicit theoretical contributions: only eight studies introduced a new model or framework, six published after 2010. The proportion in the present corpus is therefore higher. This comparison should be interpreted cautiously, because theses and journal articles differ in length and purpose, the coding criteria are not identical, and most identifiable contributions here come from doctoral dissertations. Dissertations typically have more space and an explicit expectation to demonstrate an original contribution, which can raise the observed rate. The figures are therefore suggestive rather than directly comparable.

In brief, the evidence indicates theoretical contributions in the corpus, primarily at the doctoral level. Direct comparison with published reviews is not possible, since available syntheses do not report theoretical contributions using comparable criteria.

5.3 Research Design Profile of the Studies

With the nature of contributions clarified, the analysis now examines how the studies were designed and executed. This section addresses RQ3 by mapping the methodological profile of the corpus and comparing it with against recent field reviews. It proceeds in five parts: research methods, data collection instruments, data analysis methods, sampling strategies, and participant groups. The goal is to present the corpus clearly and compare it directly with the wider literature.

5.3.1 Research Methods Across Studies

The results of this thesis are broadly consistent with Sadeghi and Bahari (2022), demonstrating a clear dominance of qualitative approaches in L2 teacher-identity research. In the theses, case study is the most common design, while in the journal literature narrative inquiry is most frequent, with mixed methods ranking second in both. Quantitative designs appear only rarely, and direct comparisons should be read with care because Sadeghi and Bahari report a mix of designs and data collection tools.

Extending beyond this corpus, in Li and Li's (2025) review of the teaching–research nexus in language teacher education, based on 54 empirical studies from 2013–2024, the same ordering appears: qualitative is most common, mixed methods follow, and quantitative is least represented. This pattern mirrors the thesis corpus and reinforces the field's qualitative tilt. Consistently, Yuan (2019) synthesizes 22 studies on nonnative English teacher identity in L2 school contexts from 2008 to 2017; they all employed a qualitative case study design, which aligns with the corpus's qualitative orientation.

Focusing on transnational LTE, based on a 46-study review, Moonthiya and Stevenson (2024) report that all included studies are qualitative, with narrative inquiry most common (about 37%) and case study also frequent. The thesis corpus is likewise qualitative, but case study leads (about 46%), and mixed-methods and quantitative designs are present. Intensive designs are rare in both, with two ethnographies in the review and one phenomenology in the corpus. Overall, the review favors narrative accounts. The thesis corpus, by contrast, prioritizes case study and uses a wider mix of methods, so the two contexts differ in their methodological preferences.

Broadening to SLTE overall, Khany and Valizadeh (2023) systematically review research from 1980 to 2020 and report 38.1% qualitative, 13.1% mixed methods, 7.3% quantitative, and 41.5% non-empirical work; restricting the comparison to empirical studies, the distribution mirrors the thesis corpus, with qualitative most common and quantitative least represented. Collectively, the comparisons confirm a sustained qualitative tilt in L2 teacher-identity research.

5.3.2 Data Collection Instruments Across Studies

Having established the dominance of qualitative designs, attention now shifts to the instruments used to generate data. As the only review of LTI research produced within the Turkish context, Taner and Karaman (2013) provide a crucial local benchmark, depicting a survey-oriented profile in which interviews are common, journals and classroom observation are less used, and triangulation is typical. Relative to that benchmark, the present dataset recenters on interviews and reflective writing and itemizes a broader, more granular set of instruments, including standardized measures. Taken together, the contrast suggests a shift in the national literature from questionnaire-centered designs toward text- and interview-based instrumentation.

In parallel, Sadeghi and Bahari's (2022) TESOL-focused systematic review, concludes that L2 teacher identity research is predominantly qualitative, typically combining interviews, classroom observations, and questionnaires; Yuan's (2019) review of NNEST identity studies likewise reports interview-led designs with limited observation. These profiles align with the scoping review in identifying interviews as the core instrument, while the latter gives greater weight to reflective writing and incorporates measurement-oriented tools such as scales and inventories.

Similarly, Bilgi's systematic review (2023) of pre-service and in-service language teachers' identity construction from 2010 to 2022 portrays a largely qualitative toolkit in which interviews are central, narratives and classroom observation are also visible, and studies often combine multiple instruments. Relative to that profile, the present dataset accords more weight to reflective writing and to measurement-oriented instruments such as scales and inventories, whereas Bilgi highlights a stronger presence of narratives and occasional arts-related techniques like visuals and metaphors.

Likewise, in Moonthiya and Stevenson's (2024) qualitative-only review of 46 studies, self-report sources dominate, especially interviews ($n = 40$), with textual data also common, while observational data are less frequent and arts-informed methods are rare. The present dataset similarly prioritizes interviews and reflective writing but itemizes a wider set of specific instruments, including measurement-oriented tools such as scales and inventories. Because the review aggregates instruments into broad categories, while the present dataset itemizes specific tools, a direct comparison is limited. In sum, both show reliance on interviews and texts, with limited observation and arts-informed techniques, although the present dataset displays greater instrument diversity.

Van Lankveld et al. (2017) synthesize 59 university teacher-identity studies and report an interview-led profile; focus groups, observation, documents, and questionnaires are secondary, with occasional autobiographies or diaries. Both profiles are interview-centred and light on observation, which means identity is examined mainly through participants' accounts rather than classroom observation. The key difference is the tilt toward reflective writing and the addition of standardized measures such as scales and inventories in the thesis corpus. This mix

points to two shifts: toward ongoing, process-focused texts, and toward clear, comparable measures. Overall, triangulation is broader in the corpus while the qualitative core remains; the review leans on narrative self-report, whereas the corpus layers narrative with clear measures. In sum, interviews remain the anchoring instrument across contexts and time frames. Across the thesis corpus and recent reviews, interviews are the principal data source, while other tools serve mainly for triangulation. This pattern indicates that identity research continues to privilege participants' narrated accounts as its primary evidential basis..

5.3.3 Data Analysis Methods Across Studies

With instruments identified, analytic approaches are described next. Yuan's critical review (2019) of NNEST identity research reports a mainly interpretive analytic profile in which qualitative content analysis predominates, with narrative inquiry and discourse analysis also employed. By contrast, this scoping review converges on that qualitative core yet shows broader methodological range, using thematic and framework-guided analyses and, importantly, measurement-oriented techniques and statistical testing (e.g., factor analyses, reliability checks, and parametric inferential tests).

In the broader SLTE literature, Khany and Valizadeh's systematic review (2023) report qualitative coding as the predominant analysis, with content and discourse analysis also used, alongside descriptive and inferential statistics. This converges with the corpus in locating a qualitative core and some statistical work. In contrast, the corpus itemizes a more differentiated array of techniques, including assumption and diagnostic checks, reliability analysis, parametric and nonparametric tests, factor analyses, regression, thematic and framework-guided analyses, grounded and narrative approaches, and within or cross-case analyses.

5.3.4 Sampling Methods Across Studies

With the analysis outlined, attention turns to participant selection. Khany and Valizadeh's systematic review (2023) of SLTE research reports sampling to be largely non-probability, led by purposive, with convenience and snowball occasional; probability procedures (random, cluster, stratified) appear but are in the minority. In comparison, the thesis corpus also relies mainly on non-probability sampling but reverses the ordering by foregrounding convenience

over purposive, uses snowball more, includes criterion sampling, and shows even sparser use of probability techniques with some studies not stating a method. Overall, both align on the primacy of non-probability approaches, while the thesis corpus leans more toward convenience-based selection and Khany and Valizadeh emphasize purposive sampling.

5.3.5 Participants and Sample Sizes Across Studies

Participant demographics and sample size are discussed next. As the only meta-synthesis on LTI in the Turkish context, Taner and Karaman (2013) offer a key reference point for participants: studies most often involve pre-service teachers, in-service teachers appear less often, and teacher educators and mentors are rarely the focus; they also call for more work on teacher educators. In comparison, the thesis corpus shows a more even mix of in-service teachers and instructors alongside a substantial pre-service group, and it brings in students and other stakeholders, although teacher trainers remain uncommon. Overall, the pattern suggests movement from a pre-service-heavy profile toward a broader participant pool, while confirming the continuing gap around teacher educators.

Turning to Bilgi's systematic review (2023), it reports an in-service majority followed by pre-service, with small numbers of university teachers and other participants. Read against this, the thesis corpus again centers on in-service participants but distinguishes EFL teachers from EFL instructors, includes students and teacher trainers explicitly, and shows a more even balance between in-service and pre-service. Together, these comparisons underline the predominance of working teachers, the broader stakeholder coverage in the thesis corpus, and the persistent scarcity of teacher educators.

Overall, sampling has broadened from a pre-service-heavy profile to a more balanced pool that includes in-service teachers and other stakeholders, while teacher educators remain markedly underrepresented.

CHAPTER VI

6. CONCLUSION

In this chapter, the summary of the present study, implications of the study and suggestion for further research studies are presented.

6.1 Summary of the Study

This thesis presents a scoping review of 57 graduate works on language teacher identity produced in Türkiye between 2010 and 2024, comprising 40 master's theses and 17 doctoral dissertations in ELT and FLT departments. The study is guided by three questions: which interpretative frameworks are used, whether the theses and dissertations make theoretical contributions, and what research designs they employ. By mapping frameworks, potential theorizing, and methodological choices, the thesis offers a consolidated view of how language teacher identity has been studied locally and points to patterns and gaps for future work.

Methodologically, the study adopts a qualitative scoping review and uses qualitative content analysis to code and compare evidence across the corpus. Inclusion required the terms “teacher identity,” “professional identity,” or “teacher self” in the title, ensuring that identity was the central focus. Searches and screening were repeated to reduce omissions, with exclusions applied to studies conducted abroad or outside ELT and FLT. Data from the full texts were extracted into a structured spreadsheet and cross-checked, and a second researcher replicated the process to support reliability. These procedures produced the analytical tables that underlie the findings chapter.

The scope is intentionally focused on graduate theses and dissertations, and this boundary clarifies the contribution of the thesis as a map of theoretical lenses, theorizing attempts, and research designs across fifteen years of graduate scholarship in Türkiye. Taken together, this design provides a transparent and replicable account of the topics investigated, the methods employed, and the interpretative frameworks used, offering a platform for more cumulative and theory-aware research on language teacher identity in the Turkish context.

With respect to theoretical framing, reporting practices are uneven. Many studies identify an interpretive lens, while a noticeable group do not specify one. When frameworks are stated, two clusters recur most often. One draws on identity and self-concept traditions, such as Possible Selves and Social Identity perspectives. The other builds on sociocultural and participation-based views, such as Sociocultural Theory and Communities of Practice. Doctoral dissertations are more likely than master's theses to make their frameworks explicit, which points to stronger expectations for theoretical positioning at the PhD level.

Evidence of theoretical contribution is present but concentrated at the doctoral tier. Most explicit contributions, for example new or extended models, conceptual frameworks, or scales, originate from dissertations. A smaller set of master's studies also report such outputs. Taken together, these cases indicate that doctoral studies are the primary source of theoretical contribution in the local literature, while master's studies more often advance the field through applied analyses and focused case work.

Methodologically, case study designs lead the corpus, followed by mixed methods. Narrative, discourse-oriented, and framework-guided analyses are also represented. Quantitative-only designs appear occasionally. Interviews are the dominant data source, often triangulated with reflective writing, lesson artifacts, and classroom documents. Compared with earlier field profiles, this corpus records wider use of instruments such as scales and inventories, while observation-based and arts-informed techniques remain limited. Analysis procedures are primarily content and thematic analysis, with narrative and discourse analysis used where appropriate, and basic statistics applied in studies that include measurement tools.

Sampling practices are largely non-probabilistic. Convenience sampling is common, with purposive and snowball sampling also reported. Several studies do not clearly state a sampling

strategy, which indicates a continuing need for more transparent reporting. Participant profiles extend beyond pre-service cohorts to include in-service teachers and university instructors, although teacher educators remain under-represented.

In relation to international reviews, the Turkish graduate literature mirrors the global qualitative tilt and the secondary place of mixed methods. At the same time, the proportion of theses and dissertations that do not name a framework points to a persistent reporting gap. Overall, the field appears theoretically engaged but uneven in the articulation of its lenses, methodologically qualitative with selective diversification of tools, and increasingly attentive to varied teacher populations while still overlooking certain stakeholders. These patterns define the current state of graduate-level research on language teacher identity in Türkiye and highlight practical directions for future work.

6.2 Implications of the Study

The scoping review maps how language teacher identity has been studied in Türkiye and points to concrete steps for improving theorization, design, and reporting. Because the dataset covers 57 theses and dissertations between 2010 and 2024 and analyzes interpretative frameworks, theoretical contributions, and methods, the implications below target thesis authors, supervisors, and programs who shape local research practice. The section begins with guidance on explicit signaling of key information, then turns to interpretative frameworks, theoretical contributions, and research design.

The most important implication is clear and consistent signaling of key information across theses and dissertations, since many studies lacked crucial information or were not explicit enough. Where possible, titles should indicate the phenomenon, context, participant group, and, where relevant, the analytic lens. Abstracts should mirror the title and the core claims; had they consistently reported the essentials, this scoping review could have been conducted from abstracts alone, yet many omitted critical information or did not align with the full text, which reduced clarity and made comparison and synthesis harder. Studies should include all required parts and use each part to state, explicitly, the information it exists to convey. For example, a study should include a theoretical background section, and that section should not read as a

broad survey of related theories; it should present the specific framework the study adopts and briefly explain how it shapes the design and analysis. When theses and dissertations follow this explicit, section-appropriate reporting, readers and researchers can understand, evaluate, and build on the work more easily, which supports cumulative and comparable research across all fields.

Turning to interpretative frameworks, many studies do not name a lens explicitly at the MA level, while dissertations more often do so. In such cases, as mentioned above, theoretical background sections can help, yet they sometimes catalog several identity-related theories without identifying the specific interpretative lens that actually guides the study. Authors should use that space to state the framework they base the study on and how it informs design and analysis, and they can also signal the chosen lens in the abstract and, where suitable, in the title, so there are multiple routes to clarity. Even two or three sentences of positioning can make the analytical path easier to follow, and can support later readers who want to compare studies across lenses.

Supervisors can prompt students to make this explicit by asking for a short paragraph in the theoretical background that names the interpretative lens and explains how it informs design and analysis, by encouraging the lens to be signaled in the abstract and, where suitable, in the title, and by requesting a two or three sentence positioning note in proposals and early drafts. These light-touch cues preserve flexibility while improving clarity and comparability across studies. At the program level, the finding that 24 of 57 studies do not state an interpretative lens, with omissions concentrated in MA work, supports the use of light structural reminders rather than new requirements. Programs could include a short “framework statement” field in proposal and thesis templates, add a single rubric line to note whether it is present, mirror the same check on submission and defense forms, and provide a one-page example that shows how concise the statement can be. These small steps would make framework signaling routine, preserve flexibility, and bring MA expectations closer to common PhD practice.

As to theoretical contributions, they are mostly found in dissertations, with fewer at the MA level. This pattern suggests setting realistic, step-by-step expectations for theorizing in theses. Rather than aiming to build full models, each study can make one precise theory move that grows out of its findings. Examples include refining a definition for the local context, stating

where a well-known concept is likely to apply or not, proposing a simple if-X-then-Y relation supported by the data, or giving a short, evidence-based account of a possible mechanism. Making one such move keeps MA work feasible, gives clearer targets for dissertations, and supports cumulative theory over time.

Methodologically, qualitative designs dominate, with case study leading, while mixed methods are secondary and quantitative designs are rare. To strengthen inference and transferability, supervisors can encourage design pluralism by planning modest but purposeful mixed-methods designs and increasing longitudinal follow-ups where feasible. Building on this design profile, interviews are the anchoring instrument, reflective writing is visible, and observational data are relatively limited. Future theses should triangulate beyond interviews by adding systematic classroom observation. The corpus's interview-centered profile, with stronger use of reflective writing, supports this shift toward richer triangulation and a more balanced evidence base.

With respect to sampling, the corpus relies mainly on non-probability approaches, which has clear consequences for research quality and training. Convenience taking precedence over purposive in the studies, the relatively frequent use of snowballing, and the fact that nearly one fifth of theses did not state a sampling method point to a need for stronger design justification and reporting discipline. Future theses should begin with alignment between research question and sampling plan, specify inclusion and exclusion criteria, recruitment channels, and the logic for sample adequacy. At the program level, a practical fix is to make the naming of the sampling strategy explicit. Many theses describe recruitment but do not clearly state the method. Supervisors can encourage students to begin the subsection with a one sentence declaration followed by a brief justification, inclusion and exclusion criteria, recruitment channels, and the basis for sample adequacy. If more than one technique is used, each should be named and ordered, for example, convenience followed by snowball. If no formal method was used, the text should say so and explain why. These practices increase transparency, limit selection bias, and strengthen the credibility and transferability of findings.

Finally, participants are mainly working teachers, with a more balanced mix of in-service and pre-service than older national profiles, but teacher educators remain underrepresented. Authors and supervisors should ensure that mentors and teacher educators are intentionally included, support comparative designs across pre-service and in-service settings, and require multi-

stakeholder perspectives that examine how identity is negotiated across programs and workplaces.

Taken together, these implications indicate a shared priority for SLTE research in Türkiye: making studies easier to read, compare, and build on through explicit signaling and light structural scaffolds. Concise framework statements, a single theory move grounded in the findings, triangulation beyond interviews, and clear naming and justification of sampling strategies are associated with higher quality and greater transferability. These habits are reinforced when supervisors and programs include small template prompts and rubric checks that preserve flexibility while improving transparency. Through such practical shifts, future work on language teacher identity is likely to become more cumulative, locally responsive, and consequential for classrooms and teacher education.

6.3 Suggestions for Further Research

This thesis presents a qualitative scoping review of 57 graduate studies on language teacher identity in Türkiye from 2010 to 2024, focusing on interpretative frameworks, theoretical contributions, and research designs across MA theses and doctoral dissertations. Based on its results, the following suggestions aim to guide future LTI research in Türkiye.

- One purpose of a scoping review is to assess whether a field is mature enough for systematic review. The present map, which includes 57 graduate studies and many additional publications beyond the thesis corpus, indicates that the Türkiye-based LTI literature is sufficiently developed for warrant systematic reviews.
- Future research would benefit from a refreshed synthesis of journal articles on LTI in Türkiye, since the most recent comprehensive review dates to 2013. Because that review searched not only titles but also abstracts and keywords, its scope was intentionally broad. A review that replicates those criteria would provide a wider reference point and allow comparison with newer findings. A focused update that mirrors this thesis's tighter inclusion criteria, using title-only screening and including only studies where language

teacher identity is the central phenomenon, would provide a clearer and more precise map of the field.

- Alongside this, an integrative synthesis that combines journal articles, MA theses, and doctoral dissertations can be conducted in two versions using the same source set. The first would mirror this thesis's inclusion criteria, with title-only screening and inclusion limited to studies where LTI is the central phenomenon, and would allow direct comparison across publication types. The second would apply broader screening of titles, abstracts, and keywords to capture adjacent or peripheral LTI work, and would offer a useful counterpoint by capturing the field's full breadth.
- On the methodological front, the field would benefit from diversifying methods and data sources beyond qualitative-only and interview-heavy designs, so that multi-modal datasets capture identity more holistically. Relatedly, greater attention to under-studied actors and roles, including teacher educators, practicum mentors, supervisors, and school leaders, would clarify how they influence identity formation.
- This review did not analyze the internal content of theses, including reported findings, pedagogical implications, limitations, and recommendations, and it did not map the components or themes used alongside language teacher identity. A follow-up study could focus on these elements and compare patterns across degree levels, contexts, and time.

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- Baltacı, H. Ş. (2019). *Investigating professional identity and organizational citizenship behaviors of EFL instructors: A case study in a higher education context* (Master's thesis). Middle East Technical University.
- Başdal, M. (2024). *Possible selves and self-efficacy related emotions: A case study on pre-service EFL teachers' practicum experiences* (Master's thesis). Bolu Abant İzzet Baysal University.
- Bayram, A. (2021). *Investigating the effects of online teaching on teacher identity (re)construction: Towards a 'hybrid' teacher, a case study* (Master's thesis). Maltepe University.
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- Civelek Kazancı, B. (2017). *English language teachers in the movies: Focus on pedagogy and teacher identity* (Master's thesis). Akdeniz University.
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- Dikmen Kaba, E. N. (2023). *A phenomenological study on pre-service EFL teachers' identity development: Reflections on possible selves before, during and after emergency remote teaching* (Master's thesis). Bolu Abant İzzet Baysal University.
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- Elmas, T. (2020). *Temporary novice English language instructors' (re)negotiation of imagined and practiced teacher identities: A case study in Turkey* (Master's thesis). Middle East Technical University.
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- Maviş, S. (2024). *Professional identity constructions of preservice English teachers through telecollaboration projects* (Master's thesis). Bolu Abant İzzet Baysal University.

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