
GAZİ ÜNİVERSİTESİ
Gazi
1926

THE INTERPLAY BETWEEN MOTIVATION AND IDENTITY FORMATION OF STUDENT TEACHERS: A CASE STUDY IN AN ELT PROGRAM

Bilge Merve Saçan

DOCTORAL DISSERTATION

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

GAZİ UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

MARCH, 2026

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren … (…) ay sonra tezden fotokopi çekilebilir.

YAZARIN

Adı : Bilge Merve

Soyadı : Saçan

Bölümü : İngiliz Dili Eğitimi

İmza :

Teslim Tarihi : …/…/2026

TEZİN

İngilizce Adı : The Interplay Between Motivation and Identity Formation of Student Teachers: A Case Study in an ELT Program

Türkçe Adı : Öğretmen Adaylarının Motivasyon ve Kimlik Oluşumu Arasındaki Etkileşimi: Bir ELT Programında Durum Çalışması

ETİK İLKELERE UYGUNLUK BEYANI

Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

Yazar Adı Soyadı: Bilge Merve Saçan

İmza:

JÜRİ ONAY SAYFASI

Bilge Merve Saçan tarafından hazırlanan "The Interplay Between Motivation and Identity Formation of Student Teachers: A Case Study in an ELT Program" adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi Yabancı Diller Eğitimi Ana Bilim Dalı'nda Doktora Tezi olarak kabul edilmiştir.

Danışman: Prof. Dr. Kemal Sinan Özmen

(İngiliz Dili Eğitimi Ana Bilim Dalı, Gazi Üniversitesi) ……

Başkan: Prof. Dr. Abdulvahit Çakır

(Yabancı Diller Eğitimi Ana Bilim Dalı, Ufuk Üniversitesi) ……

Üye: Prof. Dr. Müzeyyen Nazlı Güngör

(İngiliz Dili Eğitimi Ana Bilim Dalı, Gazi Üniversitesi) ……

Üye: Prof. Dr. Cem Balçıkanlı

(İngiliz Dili Eğitimi Ana Bilim Dalı, Gazi Üniversitesi) ……

Üye: Doç. Dr. Esra Harmandaoğlu Baz

(İngiliz Dili Eğitimi Ana Bilim Dalı, Ankara Müzik ve Güzel Sanatlar Üniversitesi)……...

Tez Savunma Tarihi: 27/02/2026

Bu tezin Yabancı Diller Eğitimi Ana Bilim Dalı'nda Doktora Tezi olması için şartları yerine getirdiğini onaylıyorum.

Prof. Dr. Osman Çimen

Eğitim Bilimleri Enstitüsü Müdürü ……

To my daughter GÖKÇE NEVA, who makes me strong…

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my supervisor, Prof. Dr. Kemal Sinan Özmen, for his invaluable guidance, scholarly insight, and continuous support throughout every stage of this doctoral study. His constructive feedback, academic rigor, and thoughtful mentorship were instrumental in shaping both the direction and quality of this research. I am sincerely grateful for his patience, encouragement, and trust, which supported not only the completion of this dissertation but also my growth as a researcher. I feel fortunate beyond words to have had the opportunity to work under his supervision.

I would also like to thank Prof. Dr. Abdulvahit Çakır, Prof. Dr. M. Nazlı Güngör, Prof. Dr. Cem Balçıkanlı, and Assoc. Prof. Dr. Esra Harmandaoğlu Baz for serving on my dissertation jury. I am grateful for their valuable time, careful evaluation, and constructive feedback, which contributed significantly to the improvement of this study.

My heartfelt thanks go to my dear friends from the PhD class, Gamze and Nesli Çiğdem, whose unwavering support, understanding, and encouragement made this journey more bearable and meaningful. I am also grateful to my colleague Eda, who takes care my little baby whenever I needed. She was always there for me.I gratefully acknowledge the financial support provided by TUBİTAK, which made the completion of this doctoral study possible.

Finally, I owe my deepest gratitude to my mother, whose strength and resilience have always been my greatest source of inspiration, and to my father, whose affection, kindness, and quiet support surrounded me with constant love. I am thankful to my love, my life companion, for standing by my side with unwavering support throughout this journey. I am also profoundly thankful to my little daughter, whose nightly awakenings often turned into quiet moments of writing and reflection, reminding me even in the most exhausting hours, why perseverance, love, and hope matter most. Their unconditional presence carried me further than they will ever know.

THE INTERPLAY BETWEEN MOTIVATION AND IDENTITY FORMATION OF STUDENT TEACHERS: A CASE STUDY IN AN ELT PROGRAM

(Ph.D Thesis)

Bilge Merve Saçan

GAZİ UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

March 2026

ABSTRACT

This qualitative study aimed to explore and compare the identity formation processes of the highly motivated and less motivated English language student teachers in Türkiye. Drawing on the Dynamic Systems Model of Role Identity (DSMRI) and Expectancy–Value Theory (EVT), the study conceptualizes identity and motivation as dynamically interrelated and socially situated. Data were collected through semi-structured interviews, classroom observations during micro-teaching and teaching practicum, reflective journals of student teachers, and researcher's field notes. The findings reveal clear contrasts in the identity trajectories of highly motivated and less motivated student teachers. Highly motivated participants constructed relatively coherent professional identities sustained by dynamically interacting components, including evolving self-efficacy beliefs, ethical commitments, professional belonging, and agentic actions. Their identities were supported by mastery experiences, meaningful feedback, and emotionally rewarding interactions with students, which strengthened expectancy for success and intrinsic and attainment values, enabling them to interpret challenges as developmental and to sustain engagement despite contextual constraints. In contrast, less motivated student teachers exhibited more fragmented and historically grounded identity systems. Their self-efficacy beliefs were shaped primarily by prior schooling experiences and inherited images of teaching, with limited restructuring through teacher education practices. Low expectancy for success, weak attainment value attached to becoming a teacher and heightened emotional and effort-related costs constrained reflective engagement, professional agency, and professional belonging, resulting in more instrumental and peripheral participation. By integrating DSMRI and EVT, the study demonstrates that professional identity formation is not only structurally organized but also

motivationally regulated. Motivation emerged as a key mechanism shaping identity coherence, agency, ethical investment, and future orientation. The findings highlight the importance of mastery experiences, ethical alignment, and meaningful participation in supporting coherent identity development in teacher education.

Key Words : Student teachers' professional identity, student teacher motivation, DSMRI, student teachers in ELT.
Page Number : xvi + 167
Supervisor : Prof. Dr. Kemal Sinan Özmen

ÖĞRETMEN ADAYLARININ MOTİVASYON VE KİMLİK OLUŞUMU ARASINDAKİ ETKİLEŞİMİ: BİR ELT PROGRAMINDA DURUM ÇALIŞMASI

(Doktora Tezi)

Bilge Merve Saçan
GAZİ ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
Mart 2026

ÖZ

Bu nitel araştırmanın amacı, Türkiye bağlamında İngilizce öğretmen adaylarının mesleki kimliklerinin öğretmen eğitimi sürecinde nasıl oluştuğunu incelemek ve yüksek ve düşük motivasyona sahip öğretmen adayları arasındaki farklılıkları karşılaştırmaktır. Çalışma, mesleki kimlik ve motivasyonu dinamik ve karşılıklı etkileşim içinde olan süreçler olarak ele almış; Kuramsal çerçeve olarak Rol Kimliğinin Dinamik Sistemler Modeli (DSMRI) ve Beklenti-Değer Kuramı (EVT) birlikte kullanılmıştır. Araştırmanın verileri, yarı yapılandırılmış görüşmeler, sınıf gözlemleri, yansıtıcı günlükler ve araştırmacı alan notları aracılığıyla toplanmış ve nitel analiz yoluyla incelenmiştir. Bulgular, yüksek motivasyona sahip öğretmen adaylarının mesleki kimliklerini daha tutarlı ve bütüncül biçimde yapılandırdıklarını göstermiştir. Bu adayların öz-yeterlik inançları, uygulama temelli ustalık yaşantıları, anlamlı geri bildirimler ve öğrencilerle kurulan duygusal ilişkiler yoluyla gelişmiş; yüksek başarı beklentisi ve güçlü değer yönelimleri algılanan maliyetleri dengeleyerek mesleki bağlılığı sürdürmelerini sağlamıştır. Buna karşılık, düşük motivasyona sahip öğretmen adaylarının kimlik oluşum süreçleri daha parçalı ve geçmiş deneyimlere dayalı biçimde gelişmiştir. Bu grupta düşük başarı beklentisi, zayıf mesleki aidiyet, sınırlı pedagojik bilgi ve yüksek duygusal maliyet, kimlik bütünlüğünün oluşmasını engellemiştir. Karşılaştırmalı analizler, iki grup arasındaki temel farkların yalnızca ilgi ya da beceri düzeylerinden değil; motivasyonel düzenleme, mesleki aidiyet, özneleşme (agency) ve geleceğe yönelik mesleki hayal gücünden kaynaklandığını ortaya koymuştur. Çalışma, öğretmen eğitimi bağlamında motivasyonun sabit bir bireysel özellik değil, kimlik oluşumunu yapılandıran merkezi bir süreç olduğunu vurgulamaktadır. Bu bulgular,

öğretmen eğitimi programlarında uygulama temelli öğrenme, etik uyum, mesleki aidiyet ve anlamlı katılım mekanizmalarının güçlendirilmesi gerektiğine işaret etmektedir.

Anahtar Kelimeler : Öğretmen adaylarının kimlik gelişimi, öğretmen adaylarının motivasyonu, DSMRI, İngiliz dili eğitimindeki öğretmen adayları.
Sayfa Adedi : xvi + 167
Danışman : Prof. Dr. Kemal Sinan Özmen

TABLE OF CONTENTS

TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU i

ETİK İLKELERE UYGUNLUK BEYANI ii

JÜRİ ONAY SAYFASI iii

ACKNOWLEDGEMENTS v

ABSTRACT vi

ÖZ viii

TABLE OF CONTENTS x

LIST OF TABLES xv

LIST OF FIGURES xvi

CHAPTER I 1

INTRODUCTION 1

1.1. Background to the Study 1

1.2. Statement of the Problem 6

1.3. Purpose of the Study 11

1.4. Significance of the Study 12

1.5. Limitations to the Study 13

1.6. Definitions of Terms 14

CHAPTER II 15

LITERARUTE REVIEW 15

2.1. Second Language Teacher Education 15

2.2. Student Teachers' Identity Formation and Teacher Education 17

2.3. Second Language Teacher Education in Türkiye 19

2.3.1. History of Second Language Teacher Education in Türkiye 20

2.3.2. Studies about SLTE in Türkiye 21

2.4. Theories of Pre-Service Language Teacher Education 26

2.5. Teacher Identity 28

2.5.1. Teacher Identity Research in Türkiye 30

2.5.2. Teaching Practicum 34

2.6. Socio-cultural Theory 36

2.7. Dynamic Systems Model of Role Identity 37

2.8. Motivation in Teacher Education 40

2.8.1. Expectancy-Value Theory in Teacher Education 40

2.8.2. Community of Practice Theory (CoP) 43

2.8.3. Student Teacher Motivation Studies in Türkiye 44

2.9. The Role of Motivation in Identity Formation 45

CHAPTER III 48

METHODOLOGY 48

3.1. Research Design 48

3.2. Research Context 50

3.2.1. The Context at the Time of Data Collection 53

3.3. Participants of the Study 54

3.4. Data Collection Instruments 57

3.4.1. Semi-Structured Interviews with STs 57

3.4.2. Reflective Journals of Student Teachers 59

3.4.3. Observation of Senior Students in the Teaching Practicum School 59

3.4.4. Observation of Junior Student Teachers in Their Micro-Teachings 60

3.4.5. Field Notes of the Researcher 61

3.5. Data Analysis 61

3.6. Trustworthiness 63

3.6.1. Trustworthiness of the Study 63

3.6.2. Credibility 63

3.6.3. Dependability 64

3.6.4. Confirmability 65

3.6.5. Transferability 65

CHAPTER IV 66

FINDINGS 66

4.1. Professional Cognitions 66

4.1.1. Self-Efficacy Beliefs 66

4.1.2. Beliefs about Teaching and Being a Teacher 73

4.1.3. Beliefs About Students and Students' Learning 77

4.1.4. Beliefs Derived from Reflective Practice 78

4.2. Ethical and Moral Values of Teaching 81

4.2.1. Ethical Aspects of Teaching 82

4.2.2. Sub-Theme: Value of Teaching 85

4.2.3. Sub-Theme: Rule-Based Teaching Philosophy 87

4.3. Socio-Cultural Positioning and Professional Belonging 88

4.3.1. Sub-Theme: Emotional Connection to Students 88

4.3.2. Sub-Theme: Communities of Practice 89

4.3.3. Sub-Theme: Systemic Constraints 91

4.3.4. Long Term Aspirations 92

4.3.5. External Discourses 94

4.4. Professional Agency 95

4.4.1. Sub-Theme: Emotional Regulation and Resilience 96

4.4.2. Sub-Theme: Responsibility-Taking and Professional Engagement 97

4.4.3. Sub-Theme: Life-Long Professional Growth 99

4.5. Emotional Experiences 102

4.5.1. Emotional Costs 102

4.5.2. Emotional Rewards 104

4.5.3. Emotional Trajectories 105

4.6. Summary of the Findings 107

CHAPTER V 110

DISCUSSION 110

5.1. In What Ways are the Professional Identities of Highly Motivated Student Teachers Formed During Teacher Education? 111

5.2. In What Ways are the Professional Identities of Less Motivated Student Teachers Formed During Teacher Education? 118

5.3. In What Ways Does the Formation of Highly Motivated and Less Motivated Student Teachers' Identities Show Distinctive Features? 125

CHAPTER VI 132

CONCLUSION 132

6.1. Summary of the Study 132

6.2. Implications of the Study 135

REFERENCES 138

APPENDICES 156

Appendix 1. Consent Form 157

Appendix 2. Semi-structured Interview Questions 158

Appendix 3. STs' Sheet for Why They Would Like to be an English Teacher 161

Appendix 4. Questions to Answer in Reflective Papers.....164

Appendix 5. Example Self-reflection Sheets from STs.....165

LIST OF TABLES

Table 1. *The Name of the Courses Provided at Pre-service Teacher Education Programs* 51

Table 2. *The Statements of the Participants in Detecting Their Motivation Levels* 56

Table 3. *Data Collection Techniques and Research Questions* 57

Table 4. *Duration of Semi-Structured Interviews* 59

Table 5. *Phases of Thematic Analysis* 63

Table 6. *First Theme: Pedagogical Cognitions* 81

Table 7. *Second Theme: Ethical And Moral Values of Teaching* 88

Table 8. *Third Theme: Socio-Cultural Positioning and Professional Belonging* 95

Table 9. *Fourth Theme: Professional Agency* 101

Table 10. *Fifth Theme: Emotional Experiences* 107

Table 11. *Summary of the Findings* 109

LIST OF FIGURES

Figure 1. Dynamic systems model of role identity.....38

CHAPTER I

INTRODUCTION

1.1. Background to the Study

Teacher motivation and teacher identity are two prominent areas in the teacher education literature, considering the substantial amount of research conducted in the field. The popularity of these areas among researchers can be attributed to the significant role of teachers in effective teaching, their responsibility for students' achievement and their critical role in education for a country's economic and social development (Johnson & Freeman, 2001). Understanding teacher motivation, which is concerned with teacher engagement, commitment and persistence, together with insights into the realities of teacghing, is crucial to identify the factors and processes determining teacher quality (Watt & Richardson, 2007) while identity is widely recognized as a significant manifestation of teachers' professional development and engagement with their jobs, as well as teaching quality and effectiveness (Alsup, 2005; Chong & Low, 2009; Olsen, 2008; Sachs, 2005).

Educational systems worldwide highlight the necessity for qualified, motivated teachers as a major factor for the success and sustainability of education, considering teachers' influence on learners' academic and personal development. Sinclair (2008) emphasized the value of teacher quality in shaping students' cognitive, affective and behavioural development. On the other hand, it is an admitted truth that experiencing success or failure in academic activities significantly give shape to critical dimensions of people's identities, including their understanding of self-competence, personal values, interests, and future career aspirations (Kaplan & Flum, 2009).

When examining the developed and rich countries' education systems, one can evidently view their success in teacher education and in student achievement. Governments place importance on building a motivated, dedicated, and effective teaching workforce, and realize

its significant role in improving student achievement (Richardson & Watt, 2016; Sinclair, 2008). For instance, teachers in Finland are highly respected, and admission to teacher education programs is exceptionally competitive (Richardson & Watt, 2016). Teachers' commitment, self-efficacy, their confidence themselves in their abilities have significant implications for students' performance and attitudes (Day, Elliot & Kington, 2005). In teacher education literature, teaching effectiveness, teacher retention and student achievement are commonly associated with teacher motivation and teacher identity. In the Turkish English Language Teacher Education (ELTE) context, previous research has highlighted how teacher identities are shaped by personal backgrounds, cultural expectations, and institutional demands, influencing teachers' self-perceptions and their classroom practices (Atay, 2007; Atay & Ece, 2009; Göktepe & Kunt, 2023; Kavanoz & Yüksel, 2017; Kavrayıcı, 2020; Taşdemir & Seferoğlu, 2021).

Teacher education, which was previously perceived as absorbing a set of knowledge, attitudes and skills determined by the surrounding society and political environment, is currently understood as a field that involves more than obtaining these elements. Teacher education programs are designed to involve areas of what teachers should know and how teachers acquire that knowledge (Richards, 2008). To understand how they learn, work and develop, one needs to focus attention on teacher identity (Varghese et al., 2005). In countries like Türkiye, the way identity is formed is strongly influenced by factors, such as cultural expectations, political reforms, and societal attitudes towards education, making it significant to explore how these contextual factors interact with personal motivations in forming teachers' professional identities.

Despite its conceptual complexity (Beijaard et al., 2004; Beuachamp & Thomas, 2009; Trent, 2015; Tsui, 2007), most perspectives assumes that identity generally refer to the person's sense of who he or she is (Kaplan & Flum, 2009) and that understanding guides how individuals interpret events, constitute their motivation and regulate their decisions and actions (Kaplan, Garner & Brock, 2019). When applied to teacher identity, it can be defined as a teacher's understanding of who he or she is as a professional, and based on this understanding, a teacher draws his or her own professional path.

Teacher identity is dynamic and informed by career choice motivations and goals producing the degree to which a person perceive himself personally and professionally as someone who perform the roles expected from a teacher, occupy the social ties of the profession and is devoted to the career in the long term (Richardson & Watt, 2016). As teachers interact with

professional environments, their identities are exposed to changes, representing a continuous negotiation between their personal values, teaching experiences, and the evolving demands of their roles. This dynamic nature makes teacher identity an ongoing and reflective process that directly influences their engagement and effectiveness in the classroom.

The reviewed literature suggests that the rationale behind the investigation of teacher identity is the effect of it in teacher attrition rates, teaching effectiveness and teaching practice. More specifically, it was claimed that a positive identity is strong evidence for high quality instruction, a more responsive teacher for student needs and more longevity in the profession (Alsup, 2005). While teaching attrition has not been a major concern in Türkiye, teaching effectiveness and instructional practices are critical issues with respect to the importance attached to foreign language teaching in the country, and to the role of English language in the country's social and economic development.

Varying perspectives on identity conceptualized it as compound of motivational components, such as self-perceptions, group memberships, beliefs, values, emotions and habits of actions (Kaplan et al., 2019). Accordingly, various motivational views see identity as involved in motivation (Eccles, 2009; Kaplan et al., 2019; Maehr & Braskamp, 1986; Oyserman, 2014). Bullough (1997) further argued that pre-service teachers hold some prior beliefs regarding teaching and learning, and this is a foundation for how they make meanings and decisions. Therefore, exploring teacher identity necessitates investigating their motivations and perceptions about the profession.

Identity has been recognized as a primary factor in teachers' motivation, effectiveness and retention (Day, Kington, Sammons & Stobart, 2006; Lasky, 2005). As Fairclough (2003) noted, "what commit yourself to is a significant part of what you are" (p. 166). The close relationship between motivation and identity was previously reported by symbolic interactionist Foote (1951), who argued that identification motivates individuals to enact their social roles effectively. Additionally, Barcelos (2016) reported that beliefs and motivations of teachers are key elements of student teachers' identity formation processes.

Psychological theories posit that teachers' personal and professional selves are continuously balanced and reshape through experience. Therefore, the forming of a professional identity is by the way teachers interpret the events and customization of contextual factors. In other words, what leads identity to emerge is the interaction between the person and context. What an individual works can be a regulating or integrating factor in the development of professional identity since people acquire the professional behaviors of the society in

distinctive ways (Flores & Day, 2006). That is why, the result of how the person interact with the related context is considered connected to how identity is formed.

Within teacher education, motivation is associated with student teachers' reasons for entering teacher education programs, their persistence throughout training, and their engagement with coursework and practicum experiences (Sinclair, 2008). These motivational dimensions are therefore considered to have important implications for the identity development of student teachers (STs).

To examine the interaction between teacher identity and motivation, this study utilizes the Dynamic Systems Model of Role Identity (DSMRI) and Expectancy-Value Theory (EVT). One distinguishing characteristic of the participants in this study is their reasons for choosing teaching as a profession and their level of engagement with teacher education, which are conceptualized as indicators of motivation. By integrating these frameworks, the study aims to explore how student teachers' motivations shape their professional identities and influence their engagement with teaching practices. Data were collected through semi-structured interviews, observations of micro-teaching sessions conducted by junior STs and teaching practicum experiences of senior STs, researcher field notes, and STs' weekly reflective journals.

This study utilized DSMRI since it offers an integrative and dynamic view of identity by highlighting four interacting components and removing identity formation from the consequence of linear and deterministic associations. These components are teachers' role goals (their aims and aspirations), self-perceptions (their beliefs about themselves in teaching contexts), action possibilities (the perceived opportunities and constraints they experience), and affect/emotions (the emotional responses tied to teaching experiences), which were considered significant for the sociocultural and political areas of teacher education in Türkiye. Furthermore, exploring identity within this view can be rather significant due to its convenience for dynamic, continuous, reciprocal, non-linear and contextual nature of identity and the difficulty of breaking identity related items into distinctive constructs. Also, it is convenient for developing theories drawing on its components and assumptions with teachers with different features in varied contexts (Kaplan, Garner & Semo, 2015).

On the other hand, EVT accounts for the fact that people's choices and performances are dependent on their beliefs about their achievement levels on a given activity and about the value placed on it. According to EVT, these motivational outcomes are shaped by ability-

related beliefs, perceived task difficulty, individual goals, self-schemas, and affective memories. (Wigfield & Eccless, 2000). These dimensions are, in turn, under the effect of previous experiences and socialization influences (Wigfield & Eccless, 2000). EVT thus offers a powerful framework for understanding student teachers' engagement, persistence, and career decisions, illustrating how identity pathways are linked to expectations and task valuations shaped by earlier experiences and social influences. Integrating DSMRI and EVT allows for a more comprehensive understanding of identity construction as a process shaped by motivational, social, contextual, and future-oriented dimensions. In line with this theoretical framing, the present study approaches motivation not as a variable to be measured in isolation, but as a constitutive dimension of STs' identity formation processes. Accordingly, the study does not seek to explain identity formation in causal terms; rather, it aims to describe and interpret the ways in which professional identities are formed among highly motivated and less motivated STs during teacher education, and how these processes display distinctive features across motivational profiles.

Recent research has emphasized that teacher identity and motivation collaborate dynamically, influencing how prospective teachers engage with their professional roles and practices (Kaplan & Garner, 2017). This interaction has crucial implications for comprehending how students with different motivations experience various identity development trajectories, potentially influencing their long-term classroom effectiveness. However, in Turkish ELTE context, detailed explorations of how these constructs interplay specifically among STs remain limited. This study seeks to address this gap by examining how distinct motivational profiles, highly motivated versus less motivated, are linked to different identity development pathways among STs. Understanding these differences is crucial, as motivation distinctly shapes their identity formation, teaching aspirations, and professional development pathways (Watt & Richardson, 2007).

The reviewed literature indicates that highly motivated STs tend to demonstrate greater commitment and more resilience in professional learning experiences (Sinclair, Dowson & McInerney, 2006) and inherently more strong identity, while less motivated counterparts often experience uncertainty, anxiety, or random engagement with the teaching profession, which may lead to weaker identity construction (Barcelos, 2016). In their comprehensive analysis of the reasons for the choice of teaching to see whether those reasons could be representations of future professional engagement and career development passions, Watt and Richardson (2007) provided three different teacher profiles, composed of highly

engaged persisters, highly engaged switchers and lower engaged desisters. The first cluster showed the highest level of planned effort, persistence and professional development while they were from lower socio-economic background. The highly engaged switchers were more intrinsically motivated and saw teaching as a first stone to start another career and planned to change their careers after some time in teaching. The last group lower engaged desisters were mostly extrinsically motivated, varied in age and background, perceived teaching less rewarding and more challenging, along with concerns about salary and status of the job.

Several theoretical perspectives have explored the relationship between motivation and identity. For instance, L2 motivation self-system of Dörnyei (2007), which drew on the possible-selves theory (Markus & Nurius, 1987) is one of the influential ones. Possible-selves theory (Markus & Nurius, 1987) asserts that representation of possible selves is mirrored in the individuals' perceptions about "what they might become, what they would like to become, what they are afraid of becoming" (Dörnyei & Ushioda, 2009, p. 3). When applied in L2 motivation, Dörnyei (2007) asserted that if learning a second language was among one's ideal and ought to self, this would function as a strong encouragement to learn the language since it could be psychologically stressful to have incongruities between our current and possible future selves (Dörnyei & Ushioda, 2009). Eccles (2009) further related expectancy-value model of achievement motivation to identity by drawing it on social and personal sides of individuals. Personal side has been associated with individual characteristics peculiar to people while social side is associated with individually valued social groups and roles. Additionally, La Guardia (2009), drawing on Self-Determination Theory (SDT), conceptualized identity formation as a process shaped by the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. She argued that the extent to which these needs are supported by social contexts and significant others determines the internalization of values and the development of adaptive, autonomous identity styles.

1.2. Statement of the Problem

Teacher education programs have a prominent role in developing effective teachers (Beijaard et al., 2004; Flores & Day, 2006). However, among the substantial elements influencing teachers' professional development, two central elements are their perceptions about how they see themselves as teachers in relation to others, namely their identity, and the drives that direct them toward the choice of teaching as a career, their commitment, and

persistence in the face of difficulties (Dörnyei & Ushioda, 2011), referred to as motivation. These two constructs share several fundamental characteristics. Both are complex and shaped by a wide range of contextual factors within teaching environments; both are dynamic, involving continuous shifts in their sub-components over time; and both are context-oriented, being influenced by cultural, social, economic, and political conditions in the environments in which teachers are educated and work.

Beyond such commonalities, there is a mutually interactive relationship between the two constructs. Supporting this interrelationship, Kelchterman (1993) asserted that the forming of the professional self is dependent on the intersection of five elements, one of which is job motivation. Day et al. (2006) stated that how teachers see themselves is a major element influencing their sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness. They further argued that while teachers are defining who they are, they are influenced by their personal and social histories and current role, as well as beliefs and values about the type of teacher they hope to become in the constantly changing political, social, institutional and personal conditions. Taken together, these perspectives suggest that motivation does not merely accompany identity formation but actively shapes how teachers interpret experiences, engage with challenges, and imagine their professional futures.

One dimension informing the present study is grounded in two central features of teachers' professional identity emphasized by Beijaard et al. (2004): person and context, and agency. In their review of teacher identity studies, Beijaard et al. (2004) argued that professional identity is constructed through the interaction between personal meanings and contextual demands. This feature is associated with the fact that teachers are expected to develop professionally in line with the societal norms, not by adopting the prescribed knowledge and attitudes, but by dealing with them in a particular context in distinctive ways which are dependent on the value they individually ascribe to them and how they relate them to others (Schepens, Aelterman & Vlerick, 2009). Agency, as another core feature, can be practiced in different ways depending on the goals teachers pursue and the available sources for achieving those goals (Beijaard et al., 2004).

In relation to these two features, it can be assumed that teachers act in ways shaped by the value they attach to their professional lives and by the goals they pursue. The verb "act" here refers to teachers' practices in both professional and personal domains and encompasses experiences before, during, and after teacher education. From this perspective, differences in the value attributed to teaching and in future-oriented goals are likely to result in

qualitatively different identity formation processes among student teachers. Accordingly, motivation emerges as a critical lens through which these differences can be examined. In the present study, the social, cultural, political, and economic conditions of Türkiye, along with language teacher education and appointment policies are considered to have a substantial impact on student teachers' motivation and professional identity formation, necessitating a closer examination of the dynamic relationship between these two constructs.

From a theoretical perspective, examining identity formation through the lens of motivational differences allows for an understanding of how agency, values, emotions, and future orientations are differentially constructed among STs. Such an approach moves beyond deficit-oriented comparisons and instead foregrounds motivation as a dynamic force shaping identity trajectories.

The need to investigate the interaction between motivation and identity within the Turkish ELTE context arises from a set of interrelated elements. Some of them originated from general teacher education policy and some others are peculiar to language teacher education and appointment policy. Firstly, although teaching offers limited career advancement opportunities, relatively low prestige and salary and high levels of responsibility (Kavanoz & Yüksel, 2017; Richardson & Watt, 2006, 2016), the number of people choosing to be a teacher still remains considerable in Türkiye. Research indicates that individuals who prefer a teaching career are mostly from middle to low levels of socio-economic status, lower levels of achievement and one-parent working families (Aksu et al., 2010; Kılınç et al., 2012; Yılmaz-Yıldız et al., 2025). Kılınç et al. (2012) further reported that broader social and economic conditions in Türkiye encourage citizens to seek stable, secure, and less risky career paths, contributing to a preference for public sector employment, including teaching.

A second factor concerns entry into faculties of education. Many Turkish students decide to pursue teaching not primarily due to intrinsic interest but because their university entrance exam scores do not allow access to other professions (G. Özsoy, Özsoy, Özkara & Memiş, 2010; Richardson & Watt, 2016). Based on a questionnaire, the Council of Higher Education (HEC) (2017) in Türkiye reported that the main reasons behind preferences for university and department are determined by job opportunities following graduation, scores taken from the university entrance exam, and the city of the university. Similarly, Şimşek & Erdem (2025) reported that obtaining employment is the primary motivation for attending university. Family influence also plays a significant role in decisions to pursue teaching (Erdem, 2020; Gün & Turabik, 2023). In addition, Kılınç and Mahiroğlu (2009) found that

a substantial proportion of pre-service teachers made their career decisions only after receiving their university entrance exam results. This examination-oriented system has been criticized for prioritizing test performance over the development of reflective, critical, and professionally engaged teachers, particularly in language teacher education programs (Balbay & Doğan, 2021).

A third issue relates to the nature and working conditions of the teaching profession. Teaching is often perceived as an undemanding occupation and is not considered a highly valued profession in many countries, including Türkiye (Richardson & Watt, 2016). Selecting teachers is not based on a policy that prioritizes one's background, talent and personality traits and the requirements of the course (Taşdemir, Iqbal & Asghar, 2020). Moreover, frequent changes in teacher education, training, and recruitment policies have created instability within the system. Recently, a new teacher training and recruitment model has been introduced, requiring graduates of four-year education programs to complete a preparatory training period in Teacher Academies administered by the Ministry of National Education (MoNE). However, there is currently no empirical evidence regarding the effectiveness of this model. Previous research has already raised concerns that constant policy changes have contributed to declining quality in teacher education and to teachers diminished social status (Taşdemir et al., 2020).

A fourth factor is specifically related to language teachers and concerned with the success in English language proficiency outcomes. In state schools, the second grade of primary school is the beginning time for learning English in Türkiye, and it is started even earlier in private schools. The piloting of an intensive English language teaching program in the fifth grade was carried out in some schools to see whether it should be applied for future students, but it was later found to be unsuccessful, and it was decided not to implement it for subsequent cohorts**.** Additionally, the number of departments requiring English language learning before entrance to the departments is considerable at universities, which directs HEC to have more concerns over raising qualified English language teachers. Despite the explicit importance attached to learning English, students' English proficiency in Türkiye is not on the desired level according to reports of national and international exams (Kasap, 2019; OSYM, 2018; Yaman, 2018). This might tarnish English language teachers' images in Türkiye since teachers are believed to be first ones responsible for students' success in most cases. Research has demonstrated a close relationship between teachers' professional

identity and students' academic outcomes in English, further underscoring the importance of examining identity development in this context (Sammons et al., 2007).

In Türkiye, becoming an English language teacher requires graduation from a four-year ELT program or from an English-medium department in a Faculty of Science and Letters, combined with pedagogical formation training. However, the number of qualified graduates far exceeds the number of available teaching positions. According to OSYM (2017), the number of English language teacher candidates awaiting appointment is approximately four times higher than the number of positions available through the Public Personnel Selection Examination (KPSS). This imbalance intensifies uncertainty, undermines motivation, and places an additional burden on student teachers' professional identity development during their training.

Consequently, the job opportunities and salary provided by teaching, the quality of people choosing to be a teacher, the examination focused system prioritizing test performance over reflective teaching practices, frequent policy changes in training, appointment policy and retention of teachers, the success of students in English in the related environment, and the significant gap between the number of those who are planned to be recruited and the language teacher candidates actually appointed render it a critical place to investigate the identity developments of English language teachers considering that those conditions would have an impact on student teachers' motivations, and inherently on their identity formation process as well. While the current studies on motivation and identities of student teachers in Türkiye can provide valuable insights for teacher education and development, many of them focus on static and descriptive analyses rather than dynamic and theory-based investigations (e.g. Arpaci & Bardakçı, 2015; Babanoğlu & Ağcam, 2019; Ölmez-Çağlar, 2022; Taşdemir, & Seferoğlu, 2022). Furthermore, in the Turkish ELTE context, only a few studies (e.g. Kavanoz & Yüksel, 2017; Ölmez-Çağlar, 2022) have examined how motivation and identity formation of student teachers are addressed. Addressing this gap is crucial for understanding how student teachers with differing motivational profiles construct their professional identities during teacher education. A theory-informed investigation of the identity formation of highly and less motivated English language STs is therefore needed to inform the design of teacher education programs that foster sustained motivation, coherent professional identities, and long-term professional commitment qualities that are essential for effective and dedicated teaching practice (Day et al., 2006).

1.3. Purpose of the Study

The present research study aims to explore the features that STs with high and low motivation demonstrate, and how external and internal factors influence these STs' identity construction processes comparatively. By employing DSMRI as an identity frame and EVT as a motivation frame, this research seeks to provide a dynamic and theoretically grounded approach to the development of student teachers, contributing to teacher education practices and policies.

As stated before, there is a natural two-way interaction between motivation and identity formation. Supporting this relationship, the theory of DSMRI (Garner & Kaplan, 2019) asserts that teachers exhibit various features while constructing their identities, which are affected distinctively by epistemological and ontological beliefs, purposes and goals, self-perceptions and self-definitions, and perceived action possibilities in teaching. With respect to the element of purpose and goals, it is asserted that what student teachers expect to become in the future and the extent to which they value their profession are meaningful concerns for their identity formation processes.

Teacher education programs wish to develop qualified teachers who can prosperously fulfil the requirements of changing educational demands. On the other hand, it has been claimed that the learning outcomes teachers will achieve are difficult to predict, even with the best practices (Opfer & Pedder, 2011), since the process of being a teacher is under the effect of multi-elements. Therefore, in line with the framework of the present study, DSMRI, it is tenable that student teachers' identity formation processes will show different features as shaped by their purposes for choosing teaching and their engagement in the teacher education process.

The literature includes studies asserting the inherent relationship between teacher motivation and teacher identity (Garner & Kaplan, 2019; Ölmez-Çağlar, 2022; Wang & Zhang, 2021). However, how these constructs are interrelated through socio-cultural processes and elements has yet to be thoroughly explored in the ELTE context in Türkiye. To uncover these elements and their two-way interactions, the following research questions were addressed:

1. In what ways are the professional identities of highly motivated student teachers formed during teacher education?

2. In what ways are the professional identities of less motivated student teachers formed during teacher education?

3. In what ways does the formation of highly motivated and less motivated student teachers' identities show distinctive features?

1.4. Significance of the Study

The present study is of utmost importance in terms of the context in which it was conducted, the characteristics of the selected participants, the effectiveness of the data collection tools employed and the contributions of its findings for the advancement of the field. As stated earlier, the present study focuses on the two-way relationship between STs' motivation and identity formation.

Firstly, second language teacher education as a professional field is concerned with the answers of two main questions: how do language teachers learn to teach and what do they need to know to be members in their community of practice. To answer the first question, it is necessary to examine the complex factors and processes in which student teachers are involved as learners, student teachers, a language teacher, and within all other contexts they are located (Johnson & Freeman, 2001). Among these, the context in which they are educated has a significant place, since one aim of language teacher education is to promote shifts in teachers' beliefs about language learning and learners (Johnson & Freeman, 2001). Another aim of teacher education institutions is to develop motivated teachers who have strong identities. Bullough (1997) wrote that since teacher identity is at the center of meaning-making and decision-making, teacher education must first begin with identifying the teaching self. Beauchamp and Thomas (2009) argued that holding a clearer understanding of teacher identity could enhance the way teacher education programs are designed. Considering this significance and the context of the current research together, the findings of the present study present useful and practical information for teacher educators, researchers, curriculum developers, SLTE policymakers in language teacher education and STs, in terms of uncovering the processes STs undergo and of looking into cultural, emotional, political, social and contextual influences they experience during teacher education. The findings highlight detailed accounts of the participants' identity formation, providing insights particularly to SLTE lecturers about who their students are and which aspects should be prioritized to support student teachers' identity formation. Moreover**,** the

study guides student teachers in reflecting on their career pathways, since student teachers themselves can have a mirror through which they can envision their possible future careers, leading them to see that the roles they are going to take and the purposes they hold interact with the identities they are likely to construct**.**

Secondly, motivation and identity are dynamic and complex constructs that are influenced by social, cultural, political, and contextual factors. By showing the factors that shape STs during teacher education, which may vary across countries (Watt & Richardson, 2012), this study contributes to the language teacher education literature by exploring the points of intersection between the two constructs in the Turkish ELTE context. As a result, it highlights what precautions may need to be taken and whether revisions are required to improve language teacher education programs.

Thirdly, the researcher uses STs' self-reflections as a data collection tool which have been shown to be influential in their professional development (Korthagen, 2001; Nias, 1989). It is considered that this approach allows STs to crtically examine their teaching practices and reflect on them, leading them to reconceptualize their knowledge and beliefs in language teaching, which has been identified as a significant target of language teacher education.

Finally, the results of the research may point to the emergence of additional areas which needs further investigation for the sake of developing more dedicated language teachers with strong and coherent professional identities.

1.5. Limitations to the Study

One limitation this study has is related to utilizing observation as a kind of data collection tool. In his review of 29 studies, Izadinia (2013) posits that it is possible that students feel less comfortable and more anxious when they are observed during teaching practicum. However, as a measure to preclude those feelings, the researcher ensured that the participants were not evaluated or given marks according to their performances at teaching practicums and micro-teachings.

The findings of the present study are unique to the related research environment, Gazi University, ELT department. Therefore, it is limited by investigating only small sets of students in the department, which may produce other or distinctive results when investigated in a different research setting. Further research could be addressed in other universities to make readjustments in language teacher training in Türkiye.

For practical reasons, the ideas of the participants' mentor teachers were not taken. Hence, the ideas of mentor teachers regarding their mentees' identity development and motivation might be included in future research to see how their ideas might lend to the development of student teachers' identity.

1.6. Definitions of Terms

Teacher Identity: Teacher identity is described as how teachers perceive themselves as teachers in relation to others.

Teacher Motivation: Teacher motivation is defined as the factors leading them to be teachers, their sustainability for the job and persistence in the face of difficulties (Dörnyei & Ushioda, 2011).

CHAPTER II

LITERARUTE REVIEW

2.1. Second Language Teacher Education

Second Language Teacher Education (SLTE) as a term originally used by Richards in 1990. He associated the term with providing conveniences to teacher candidates to acquire them the required skills and competencies for effective delivery of knowledge and to probe the ways that effective teachers utilize (Wright, 2010).

Early teacher training approaches for language teachers involved brief training programs and certificates composed to acquire teacher candidates the necessary knowledge and practical classroom skills. (Richards, 2008). However, in 1960s, together with the development of research in applied linguistics, SLTE (Second Language Teacher Education) turned up as a professional area resulting from the outcomes of two events. The first is about the change in its conceptualization, and the second relates to a requirement for skilled language teachers caused by acceptance of English as an international tool of communication and trade (Richards, 2008). This requirement directed educational authorities to have more control on teaching and teacher education, novel teaching policies and standards and forms of accountability for the success of language teaching (Richards, 2008).

Like other professions, SLTE was inevitably affected by the shifts in understanding the nature and source of knowledge of human learning. In other words, what takes place in research about human learning influenced the professional definition of SLTE. SLTE was first operationalized under the epistemological views of positivist paradigms that sees knowledge objective and completely free from the knower. Teacher education was perceived to be an acquisition of a set of beliefs, attitudes, knowledge and competencies, which was reflected in assessment procedures of teachers considering pre-determined standards (Akkerman & Meijer, 2011). The research studies within this view mostly investigated the

qualities of an effective teacher without taking the contextual and individualistic aspects into consideration. Prior to socio-cultural view of Vygotsky (1978), positivist paradigm assumed that teachers could transfer knowledge sourced by what is learnt from theoretical readings, lectures at university, and professional workshops and they implement them (Johnson, 2009). It emphasized the transferability of learned knowledge, which is associated with decontextualized and generalizable features that can be adapted and implemented in various situations. However, depersonalized, decontextualized, oversimplified nature of the positivist view, intricacy of classroom context hindering any kind of generalization, and emergence of its ineffectiveness in terms of improving classroom teaching clearly evidenced a failure in growing up teachers who are successfully transfer theories into practice (Akkerman & Meijer, 2011; Johnson, 2009). Also, it was theoretically proved that teacher development is not linear, representing the idea of treating teachers holistically. Considering all these with the views of Vygotsky about human learning, socio-cultural stance got the stage leading to changes in the content of SLTE in 1980s, which, is at the same time, contributed to its acceptance as a professional area and gave rise to its standardization. It was understood that in addition to the disciplinary knowledge about what learning and teaching are, SLTE should involve in what ways language teachers should teach and how they learn to teach (Johnson, 2009; Johnson & Freeman, 2001).

The most decent conceptualization of SLTE was provided by Wright (2010) who formed it in under three groups of questions. The first group of questions are related to the purposes and goals of the program. It involves what sort of a teacher grows in a SLTE program, and what roles previous beliefs, knowledge and attitude play in educating teachers. The second group of questions is connected to the formal learning experiences of student teachers, aiming to find how student teachers learn to teach, what roles a teacher educator and the content have. Finally, the last group of questions refer to the assessment of the program to investigate whether the program fully reached its aims, or the graduates of the program have the desired impact on language learning of the target students.

It is an undeniable truth that teacher learners are influenced by the complex the elements of their previous beliefs as learners, of the ways in which teaching knowledge develops, the contexts they exist, and teacher education programs they are educated (Johnson & Freeman, 2001). Therefore, a deep investigation of those elements affecting their motivation to teach will provide clear understanding of what type of identity they are likely to construct in their future careers.

For the training of student teachers, the socio-cultural environment of the country, economic conditions of the country, the qualifications required for entering the program and political approaches held in the teacher education programs are significant for revision and development of prospective teachers. Therefore, the following section highlights what took place in Second Language Teacher Education (SLTE) in Türkiye.

2.2. Student Teachers' Identity Formation and Teacher Education

Teaching is a demanding profession that requires a high level of skill and preparation. Accordingly, becoming a teacher means more than simply completing a teacher education program, but it requires the internalization of a teacher identity. However, this identity should not be assumed as a natural outcome of teacher training (Thomas & Beauchamp, 2007). Teaching is not merely about performing a predefined role; rather, it involves engaging critically with both broader societal and immediate classroom contexts, carefully evaluating all relevant factors, and making informed decisions in response.

Effective teaching requires an understanding of students' needs, competencies, previous knowledge, and goals; developing lesson plans that are in accordance with intended learning outcomes; possessing subject-matter expertise and pedagogical knowledge; transforming theoretical ideas into classroom practices; and being able to assess and adapt those practices. Teachers must also manage classrooms effectively, communicate clearly, maintain student engagement, and navigate institutional policies and power dynamics (Danielewicz, 2001). These diverse and complex responsibilities give evidenced that teaching means more than role-playing. It requires the development of a professional identity a process that involves ongoing and intricate social negotiation (Britzman, 2012).

Teacher identity is not static or externally imposed. Although institutional and social influences play a role, student teachers mainly construct their identities through continuous negotiation between their sense of self and the expectations of others (Akkerman & Meijer, 2011; Bakhtin, 1981; Burns & Bell, 2011). In forming their professional identities, student teachers must reconcile their personal beliefs, goals, and aspirations with the requirements and pressures of their learning and teaching environments.

Teacher identity is "negotiated through experience and the sense that is made of that experience" (Sachs, 2005, p. 15). The experience is a crucial aspect to understand teacher identity since it is an identity that all student teachers are familiar with in public education.

Experiences and realities of student teachers about teaching and the meanings associated with teachers and teaching are shaped implicitly by their experiences as students; thus, the student teachers utilize their subjective experiences to image a teacher's work when they first start their teacher education. They combine their educational biography and stereotypical notions of teaching with them, and this generally has counter effect on learning to teach as they have played a role opposite teacher for an important part of their school lives (Britzman, 2012). This familiarity with the teaching profession provides a role model for the students in terms of what a teacher does. However, the pedagogy of teaching is not visible from a student's perspective. A teacher's work is reduced to the skills easy to observe, such as following school rules, transform textbook knowledge, giving grades, and achieving discipline in the classrooms. On the other hand, when they enter teacher education programs, teacher identity seems different from what they assumed. What they know is the superficial practical knowledge about how a teacher acts in the class and what a teacher should do, but teacher identity is composed of investment and commitments, and this is connected to the way a teacher feels. These two do not have the same meaning, on the contrary, they are often in conflict, and this tension leads to student teachers' identity formation (Britzman, 2012). To be aware of this tension, STs are required to have lived experiences, so teacher education programs are the places providing opportunities for them. What experience they hold and how it is perceived and interpreted by the prospective teachers is a major concern during teacher identity development process. Those experiences can be a motivating or demotivating elements which lead them to adopt distinctive identities.

Korthagen (2004) introduced the onion model, a framework developed to back up reflection and personal development. This model represents various levels of change within persons, starting from the outer layer environment and progressing in through behavior, competencies, and beliefs, with identity and mission at the core. It emphasizes that both external and internal levels have an impact on one another and emphasizes the connection between personal identity and the professional role of a teacher. He (2004) particularly emphasizes identity, noting that changes in this area are complex and gradual, as student teachers must see a challenging process of perceiving themselves as educators. Similarly, Freese (2006) highlights the importance of creating opportunities for student teachers to explore and give shape their teacher identities by reflective practice and teaching experiences. Additionally, Smagorinsky, Cook, Moore, Jackson, and Fry (2004) argue for the necessity of putting student teachers in challenging teaching environments in which they

critically consider their beliefs and conceptions of themselves as teachers. In line with this, scholars such as Beauchamp and Thomas (2009) and Hopper and Sandford (2004) advocate for incorporating alternative forms of interaction in practicum settings. These experiences provide student teachers ways to deeply analyze interactions at school, observe professional concepts, and iteratively assess how teachers and stakeholders engage in school discourse. Through these social interactions and practical experiences, student teachers' identities are continually designed and redesigned (Villegas, Varona & Sanchez, 2020).

Teacher education research demonstrated that student teachers are not indifferent to their professional environment in socialization processes, but rather have an agent function in interpreting, making sense and learning from their experiences (Carter & Doyle, 1996; Kelchterman & Ballet, 2002). During their education process, student teachers not only absorb the skills, knowledge and pedagogical attitudes, but they actively develop a sense of themselves as teachers (Beijaard et al., 2004; Beauchamp & Thomas, 2009; Rodgers & Scott, 2008).

Seeing that the way teachers are educated is a crucial concern for teaching effectiveness and success of language teaching, it is required to see what takes place in teacher education and specifically in language teacher education in Türkiye, so the following section covers this topic.

2.3. Second Language Teacher Education in Türkiye

When examined the education systems of developed countries, their policies for teacher education and development stands out as a crucial point since the effectiveness and success of teaching are highly linked to teacher preparation and professional development. SLTE in Türkiye has experienced major reforms over the years, informed by national policies and global tendencies. Given that motivation levels and the development of teacher identity are profoundly shaped by social, cultural, economic, and political factors, it is essential to examine the historical trajectories and strategies employed to cultivate high-quality educators. Additionally, understanding current policies, policy shifts in language teacher education, and the challenges encountered in this domain is crucial for advancing the field.

2.3.1. History of Second Language Teacher Education in Türkiye

Language teacher education attempts in Türkiye dates to the second half of the nineteenth century. For educating language teachers, two schools named Galatasaray Sultanisi and Robert College in 1860s were shown as the keystones of language teacher education in Ottoman Empire. Apart from those schools, the first attempts for learning a second language literally begins in the period of Ottoman Empire by sending people France to learn French, the lingua franca of those times, but it resulted in a failure since there was no governmental control over the training process of those students (Nergis, 2011). The origins of teacher education in Turkey officially dates to 1948 when Darulmuallimin started (Aydın, 2007). During that period, the demand for teachers nationwide was met by Gazi Teacher School, which was established in 1926 in Konya and relocated to Ankara in 1927 (Nergis, 2011). The first teacher education institute was founded under the name of Gazi Institute of Education in 1946 (Nergis, 2011). English Language Teaching (ELT) department was founded in 1944 (Nergis, 2011) and in 1978-1979 academic year, the name of the institution was replaced with Gazi High Teacher School, which formed base for the foundation of Gazi University and the Faculty of Education in June, 1982 (Akyüz, 2009). Indeed, the demand for a foreign language teaching program emerged beginning from the 1940s, and in 1950s, the educational policies were made mainly to have more students in these programs (Nergis, 2011) in response to the rising language teacher shortage of that time. The standardization of teacher education was only achieved by the law of HEI (Higher Education Institution) in 1982 which aimed to collect all teacher education institutions under the control of education faculties.

As English language gained more significance, attempts for teaching a second language were intensified. The first Anatolian high school which provided an intensified English language teaching program in the first years of high school students was opened in 1955, and in 1994, super English language high schools started to operate (Kırkgöz, 2007). The first state-owned English-medium University, Middle Eastern Technical University, was founded in 1956. The increase in globalization, and social and economic developments and demand for keeping up with these gave rise to the importance attached to English, leading Turkey to make policy changes in language teaching. In 1997, the Turkish Ministry of National Education (MoNE), working alongside the Turkish Higher Education Council (HEC), undertook major reforms in the nation's English language policy to improve ELT practices. This led to the launch of the Ministry of Education Development Project**,** a significant

curriculum innovation aimed at enhancing English language instruction in Turkish schools (Kırkgöz, 2007). These attempts were made with the aim of coordinating with EU (Balbay & Doğan, 2021). One implementation of this reform was introducing English to students of Grade 4. This reform can be counted as a turning point in language teaching in Turkey since it presented the Communicative Language Teaching (CLT) to ELT (Kırkgöz, 2007). The new reform led to significant modifications in the curriculum of education faculties, particularly in the restructuring of teacher education departments. These changes included an increased emphasis on methodology courses and an expansion of teaching practicum, providing pre-service teachers with more hands-on experience in school environment (Köklü-Yaylacı & Özyıldırım-Gümüş, 2022). Furthermore, the curriculum was revised to incorporate a dedicated course on teaching English to young learners within language teaching departments. The next reform in 2006 increased the time dedicated for theoretical courses and reviewed to provide more general culture courses. One recent one was 2018 reform which regulates the courses under three headings: field area courses, teaching profession knowledge courses and general culture courses (Köklü-Yaylacı & Özyıldırım-Gümüş, 2022). The structure of both pedagogical and subject-related courses was reviewed, and the practicum as a course was extended to involve two semesters within a single academic year (YÖK, 2018). Despite these changes, the new program does not significantly differ from the previous version. Although HEC's purpose is to standardize pre-service teacher education curricula by applying reforms and policy updates, various contextual conditions at universities impact how these programs are carried out. As a result, a huge variation exists across ELT teacher education programs in the country.

2.3.2. Studies about SLTE in Türkiye

Following a brief overview of historical aspect of language teacher education, it is vital to know what literature carries in relation to the problems encountered in training of EFL teachers, their recruitment and sustainment in the profession to see the possible factors that might lead to a negative effect on the motivation or identity formation of teacher candidates.

Considering the reviewed literature, problems confronted in language teacher education can be categorized as fallacies in admission to the department, low proficiency in the target language, implementation and amount of the courses provided in the department, the block between practice and theory, the low quality of teacher educators, the lack of interaction and cooperation between MoNE schools and education faculties, and the frequent curriculum

shifts applied in the ELTE programs. In the Turkish context, Taner and Karaman's (2013) metasynthesis of identity research highlighted key themes and methodological patterns in studies of foreign language teacher identity, indicating the diversity of approaches and the need for deeper examinations of identity processes during teacher education.

Regarding the conducted reforms in the areas of language teacher education, it should be admitted that MoNE and HEC tried not to lag the recent developments in language teaching and teacher education policies in the world whereas some studies found fallacies in the implementation and sustainability of the reforms. Diaz and Arıkan (2016) argued that graduates of English language departments often lack the time or motivation to enhance their professional knowledge, primarily because self-improvement does not influence their future employment as teachers. Furthermore, the courses provided in various English language teacher training programs at universities differ significantly, depending on the faculty members in each department and their respective areas of expertise (Çınar & Doğan, 2019). Regarding the standard courses obligated by HEC, the content is reported to be complicated particularly for first year of education (Balbay & Doğan, 2021). The study by Tezgiden-Çakçak (2015) at a major state university in Turkey revealed that while the program included some reflective aspects, it failed to adequately prepare teachers as reflective practitioners.

In terms of the approach taken by MoNE and HEC, currently teaching and learning approaches in teacher education are being implemented in line with the views of constructivist approach while the ones before 2005 were carried out in relation to the views of behaviorist approaches (Köklü-Yaylacı & Özyıldırım-Gümüş, 2022). The epistemological shifts carried out in the educating area may have some consequences for the identity developments of language teachers.

For entrance into the departments of English Language Teaching (ELT), students are required to participate in an exam testing the students' knowledge about grammar, vocabulary and skills in reading, which is seen an unreliable way of selecting students since it does not thoroughly assess four language skills (Erdoğan & Savaş, 2022) necessary for being an effective language teacher. Additionally, only the candidates' score from OSYM exam is sufficient to enter this department even though teaching as a profession entails investments made on both personal skills and academic success of the individuals. Similarly, exploring the reasons for choosing to be a language teacher as one of the aims of her study, Ölmez-Çağlar (2022) found ability related motives as the fourth common reason while social utility values and job transferability were found to be the most frequent reasons behind the

preference of being a language teacher. Additionally, Kartal and Başol (2019) argues that the eligibility and completion criteria for language teaching departments should be revised in line with the competencies described by MoNE.

In Uztosun's study (2017) the foreign language pre-service teachers attributed dissatisfaction with their speaking ability to their educational background in which they had no possibility to use English outside of their schools, and they stated that they did not take classes in primary and high school, which promotes particularly their speaking skills. Another study by Mahalingappa and Polat (2013) voiced one director's complaints regarding the low proficiency level of students in language teaching departments.

Mahalingappa and Polat (2013) investigated curriculum frameworks in ELTE program and the perceptions of the program directors about the ongoing program in Türkiye in 2013. They presented remarkable results explaining that the program is constructed not depending on the recent studies in teacher education and many of the courses are given based on not the students' needs, but the composition of faculty. This situation might endanger the identity developments of student teachers. It seems that the trajectories Türkiye has followed in relation to language teacher education repeat its attempts back in history given that the previous initiations for teacher educations were designated ignoring the needs of students, trivializing the social academic background and culture of the teacher candidates and considering more the governmental and political issues.

In their study to gauge the impact of pre 2018 ELTE program in relation to the achievement of generic competencies determined by MoNE, Kartal and Başol (2019) employed both a questionnaire formulated based on elements in the generic competencies document and retrospective interviews with the pre-service teachers and their educators. Even though the pre-service teachers found the content sufficient to teach them the required professional skills according to the results of the questionnaire, teacher trainers reported counter arguments in the interviews. The participants complaint about the theory and practice gap in which teacher trainers have some concerns over whether pre-service teachers can put their learnings into practice. Teacher trainers attributed this to the coursework of the program that neglects the realities of classroom environment. Additionally, they reported the lack of communication between MoNE and HEC in preparing ELTE curriculum.

In 2018, Öztürk and Aydın (2018) reported the problems of pre-service language teachers. One problem about the Turkish ELTE context is the disparity between theory and practice, which was accounted for the fact that student teachers do not experience real classroom

teaching until they completed three years in their departments. Additionally, they touched upon the lack of interaction between mentor teachers and supervisors, and student teachers' divided focus between studying for KPSS exam and learning from teaching practice.

Currently, expecting teachers to remain successful professionals committed to continuous development may appear to be an ideal approach. This perspective, which encourages policymakers to establish policies that closely integrate ELTE with practice and research from the early stages of teacher training, is widely adopted by several socio-culturally advanced countries known for their high-quality teacher education systems. However, Türkiye, as a developing nation that has recently experienced significant socio-cultural and political shifts partly due to large-scale migration leading to a more multicultural society has struggled to keep pace with the evolving global ELTE policies. This challenge persists despite the educational reforms implemented within the country (Öztürk & Aydın, 2018).

According to the appointment policy of Türkiye, teacher candidates who have completed an undergraduate program in literature, translation, or linguistics under Faculties of Letters or Social Sciences, rather than a language teacher education program within an Education Faculty, must obtain a pedagogical formation certificate from an Education Faculty to be eligible to teach languages in MoNE schools. In other words, apart from ELT graduates, the rest of the departments need to take extra pedagogical formation courses to become language teachers in schools (Cephe, 2014; Taneri, 2016), which causes inequality in teacher competencies (Balbay & Doğan, 2021). Furthermore, to qualify as a language teacher in state schools after graduation, candidates must take Selection Examination for Professional Posts in Public Organizations (KPSS) and undergo interviews. Most of the candidates in their last year of teacher training tend to divert their focus from teacher education methods and practical classroom experience to be successful in this exam (Eraslan, 2007; Gündoğdu, Çimen, & Turan, 2008). The exam-oriented process of becoming a language teacher shifts the department's focus, placing less importance on developing critical and reflective educators (Balbay & Doğan, 2021).

Erdem (2020) explored the expected and feared possible selves among Turkish ELT student teachers to see the early phases of their teacher identity formation. Drawing on the possible selves theory, the study aimed to surface how student teachers shape their professional identities. This theory encourages student teachers to reflect on their future potentials, career plans, and intended actions, helping them in exploring and constructing their identities as teachers. The results showed that the participants' positive expectations had a stronger

influence on their emerging teacher identities compared to their feared selves. Finally, the study recommends that teacher educators actively foster positive attitudes and expectations while addressing and reducing fears to support the affective dimension of identity formation in teacher education contexts.

The most recent reform in Turkish teacher education was implemented in 2020. With this reform, the HEC allow faculties of education the authority to determine course content and credit allocations, provided that they align with the National Qualifications Framework for Higher Education in Türkiye and the teacher competencies established by MoNE. Faculties are supposed to structure their curricula based on the distribution of the courses into content knowledge, pedagogical knowledge, and general education. Additionally, they must consider the sequencing of these course categories when deciding the number of courses, their credit values, and allocated class hours.

As it can be understood, a country needs to make revisions and readjustments in their teacher education system taking several factors into account. Those factors are continuously shaped in line with the needs of their students, the socio-cultural form of the society, and economic conditions of the country. When viewed the educational history of Türkiye, one can see that the attempts for placement and acceptance of teachers into jobs were undermined or debilitated by contrasting policies (Kılınç, Watt & Richardson, 2012). For instance, the decision to reduce the age of foreign language learning to nine produced an abrupt need of language teachers, and finally some of teachers whose professions are away from language teaching were recruited as language teachers.

Despite the damage caused by frequent shifts in teacher education and teacher recruitment policy is evidenced in previous studies, (Balbay & Doğan, 2021; Çakıroğlu & Çakıroğlu, 2003; Eşme, 2009; Kılınç et al., 2012; Saban, 2003), the current government made another change in teacher education and recruitment policy explaining it under the name of New Teacher Education Model. The recent 2024 reform planning to be applied for future teachers involve some changes in relation to the growth and appointment policy of teachers. First, becoming a teacher seems to be more challenging and long-lasting process in which student teachers would experience a prolonged process in which their practicum time was extended to longer periods while there was no change in the qualities of teacher educators in education faculties (regarding their area of expertise), the criteria in admission and exit of the programs, which are associated with the major problems having been experienced in teacher education

faculties. Since there was no study with respect to this, the outcomes of the recent reform will give its fruits in the subsequent years.

As can be revealed in the literature, there have been a variety of changes taken place in language teaching and language teacher education system since the foundation of Turkish Republic. Some of those changes undoubtedly contributed to the improvement of the field while some others give rise to new problems that require sound solutions.

Considering the reforms conducted in Turkish education system and evolving nature of identity, it will be valuable to see how student teachers are motivated and how this affects their identity construction. Regarding the communication between the two constructs, the following section highlights the studies focusing on identity, motivation and the interaction of them in other parts of the world and subsequently in Türkiye.

2.4. Theories of Pre-Service Language Teacher Education

Three models of teacher education have been proposed by Wallace (1991) and they were employed both in general teacher education and SLTE. Those models are named as the craft model, the applied science model, the reflective model, which existed in the literature sequentially. In the craft model, professional knowledge and skills are mainly held by the experienced trainer, and trainees acquire these competencies by watching and reproducing their mentors. This model was highly criticized because of its heavy dependence on the trainer's expertise (Richards, 2008; Wallace, 1991).

Of the three models, the applied science model has been the most widely adopted in teacher education programs. This model developed from the impact of successful empirical research in the 19th and 20th centuries. Advocators of this model argue that all problems related to teaching can be addressed through the implementation of empirical research findings. In this approach, scientific knowledge obtained through such research is delivered to trainees by experts, and it is the trainee's responsibility to apply this knowledge into practice. If problems emerge during teaching, they are attributed either to the trainee's misinterpretation or incorrect application of the scientific knowledge. According to this model, only subject matter experts are seen as capable of resolving such issues, implying that classroom practitioners lack the authority or ability to do so independently.

In recent years, the reflective model has become a dominant approach in ELTE programs and frequently appeared in both contemporary teacher training frameworks and academic

research. Terms such as reflection, reflective practice, and reflective practitioners have been frequently employed in teacher education literature (Admiraal & Wubbels, 2005; Birmingham, 2004; Rodgers, 2002), and reflection is often defined as an ideal in various teacher education programs (Ottesen, 2007). Despite its shared use, the concept remains somewhat ambiguous, and various identifications exist. Nevertheless, Schön's interpretation of reflective practice, which highlights the combination of personal experience with theoretical understanding and the mixing of theory and practical application (Humphreys & Susak, 2000) seems to nourish most conceptualizations and frameworks in the field (Pennington, 1995; Ur, 1997; Wallace, 1991).

The primary understanding behind this model is that addressing professional challenges necessitates voluntary and thoughtful engagement, backed up by self-awareness regarding individual's thoughts and attitudes. Dewey's perspective further stresses that becoming a reflective practitioner is comprised of features, such as open-mindedness, responsibility, and commitment (Harford & MacRuairc, 2008). To clarify how reflection relates to teaching, Schön (1991) introduced a distinction between reflection-in-action and reflection-on-action. The former refers to the ability to think critically and adapt during the act of teaching itself, while the latter involves analyzing one's actions after the teaching event to evaluate and learn from the experience. He later proposed reflection-in-practice, referring to "repeated professional experiences that develop a repertoire of expectations, techniques, and mental images" (1991, p. 60). This process contributes to what he called knowing-in-practice, a form of concrete, spontaneous, and intuitive knowledge that deepens with time and experience.

Consequently, it is important for student teachers to experience a broad range of classroom scenarios during their practicum, as this exposure helps them more adept at recognizing and addressing real teaching challenges. However, this repetition can also have drawbacks. Because classroom routines are often monotonous, trainees may not always have meaningful opportunities to engage in reflective thinking about their teaching, which can limit their professional growth and insight.

Building on the ideas of Dewey, Schön, and others, Wallace (1991) introduced a reflective practice framework that has been widely adopted in pre-service English language teacher education. This model distinguishes between two main types of knowledge: received knowledge and experiential knowledge. Received knowledge corresponds to subject-specific content such as language theories, learning and teaching principles, research

findings, and advanced proficiency in the target language. In contrast, experiential knowledge corresponds to Schön's concept of knowing-in-action and refers to the insights teachers acquire through hands-on professional experience, together with opportunities to reflect on those experiences (Wallace, 1991). Wallace argues that the reflective model enables teacher trainees to combine their practical teaching experiences with the theoretical reasoning of the profession, basically supporting the development of their professional competence.

In Wallace's (1991) model, the dynamic interplay between received knowledge and experiential knowledge is put forward. Teacher trainees are stimulated to reflect on their teaching experiences through the lens of theoretical knowledge, while their practical experiences promote their comprehension of that knowledge. When this reflective cycle is successfully completed, it provides trainees with the professional skills required of their teaching roles. A distinctive feature of this model is its recognition of the trainees' pre-existing conceptual frameworks. However, Ur (1997) critiques the model, arguing that it does not emphasize sufficiently the role of received knowledge and places too much responsibility on trainees to develop their professional competence through personal interpretation.

2.5. Teacher Identity

When teacher education lives its early ages, being a teacher meant knowing only what to teach acquired through university-based lectures. This simple conceptualization is differentiated and professionalized pursuing improvements in teacher education research, leading to extend teacher education on areas of how to teach in specific domains and how teacher candidates learn to teach. On the other hand, with the upcoming of socio-cultural perspectives (Vygotsky, 1978) it was understood that it was not sufficient for teachers to know subject matter, content and pedagogical knowledge about teaching and learning. As can be captured from the teacher education research, teachers, in fact, teach what they brought from the past, what they live currently, and what goals they hold, which are all factors related to their professional identity.

Teacher identity is a crucial domain to explore since it gives a framework to teachers to construct their own ideas of 'how to be', 'how to act' and 'how to understand' their work and their place in society" (Sachs, 2005, p. 15). Particularly, the travel followed from being

a student to a teacher involves complex psychological processes that profoundly influence the way student teachers view themselves and their roles within educational contexts (Korthagen, 2004). Teacher education faculties are supposed to change their members identities, leading them to result in shifts in teacher candidates' perceptions about their skills and performance in teaching, their knowledge and beliefs about teachers and teaching, previous emotional and cognitive experiences in teaching and their goals in the teaching career.

Teacher education literature has a burgeoning of studies about teachers' identity, but it is an incontestable truth that reaching a final point for what teacher identity means a losing battle. The reason behind such difficulty in its definition can be accounted for the influence of it in varying research domains subsuming teacher effectiveness, well-being, development, efficacy, decision-making, and motivation (Beijaard et al., 2004; Beauchamp & Thomas, 2009; Day & Kington, 2008) and its nature providing researchers to employ it as an analytic tool to explore various areas of teaching. In other words, such a large scope put teacher identity in a place in which researchers and scholars struggled to define (Beijaard et al., 2004). On the other hand, Mitchell wrote the simplest summary of what teacher identity means by the following words: "a teacher teaches who he is" (as cited in Rodgers & Scott, 2008).

The number of studies about language teacher identity has been incrementally increasing in teacher education field (Barkhuizen, 2017; Trent, 2011; Tsui, 2007; Yazan, 2019). Sachs (2005) sees identity at the center of teaching profession since she thinks it provides a frame on which teachers can build their ideas about how to become and act as a teacher and comprehend their place in society. In effect, a teacher teaches a confluence of aspects of what is brought from past, what is experienced as a learner, what is hold as values, beliefs and attitudes, and connected to the concern of the present study, what aim or aims she/he holds as a teacher. Surgue (1997) argues that the process of identity formation is nourished by multiple sources such as, personality, the family grown in, and significant others, experiences about their teaching practice, the policy context, traditions of teaching and culture. It was also stated to be related to other issues, such as motivation to get into the profession, learning how to teach, adopting pedagogy and dealing with policy changes (Avraamidou, 2014; Izadinia, 2013; Sachs, 2005). "The subject and content of instruction, the methods and approaches to teaching, and the students and specific context in which one teaches are important factors influencing teacher identity." (Pennington & Richards, 2016,

p. 15). Given the dynamic and context-sensitive nature of teacher identity, teacher education research has increasingly turned its attention to the teaching practicum as a central site where professional identities are enacted, negotiated, and reshaped. The following section therefore focuses on teaching practicum as a critical component of teacher education.

2.5.1. Teacher Identity Research in Türkiye

Teacher identity formation has been known as dynamic and multidimensional process that impacts the professional growth of teachers, their instructional practices, and long-term dedication to the profession (Beijaard et al., 2004). Educating teachers has always been a major point in Türkiye. Research on teacher identity has produced valuable insights into the sociocultural, cognitive, and emotional aspects of teacher identity, and similarly the identity studies in Türkiye, where teacher education is managed by central institutions and constructed by national policies, socio-economic conditions, and public perceptions of teaching, make a great contribution to the developments of teachers. Considering identity as being complex and dynamic, and the role conflicts of student teachers face, institutional limitations, teacher education programs and factors affecting student teachers' motivation to become a teacher, it is pivotal to understand in what ways pre-service language teachers form their identities in Turkish ELTE context. This section reviews studies that have explored teacher identity formation in Türkiye, with a particular focus on the elements informing student teachers' professional selves, the challenges encountered, and the theoretical frameworks used to analyze their identity development.

Atay and Ece (2009) worked with 34 student teachers in an ELT department of a public university in İstanbul. They made long interviews with the participants to see the way participants describe their identities. The analysis of them revealed that they have multiple identities whose dominance changes in accordance with the environment they are situated. The participants perceive the acquisition of English as gain in their careers and private lives. They were reported to be aware of their multiple identities and view their Turkish and Muslim identities as dominant ones, and to be more tolerant and flexible as they get to know another culture.

Seferoğlu (2006) examined teacher candidates' reflections on key components of a preservice teacher education programme and found that while theoretical coursework was valued, opportunities to meaningfully connect theory with classroom practice were limited.

This perceived theory–practice gap constrained preservice teachers' reflective engagement and professional learning, suggesting that insufficiently supported practicum experiences may hinder the development of confidence, agency, and a coherent professional teacher identity. Her findings highlight the importance of structured reflective opportunities in supporting preservice teachers' identity development during teacher education.

To uncover English teachers' perceptions of their professional role identity, Yeşilbursa (2012) conducted metaphor-based research in an English preparatory school in Türkiye. Data were collected from 35 English teachers by utilizing interviews, particularly by asking: "What metaphor would you use to describe yourself as an English teacher at this time?" The researcher organized the resulting 35 metaphors into nine distinct categories, ranked from most frequent to least frequent: guide, flexible, nurturer, frustration, authority, entertainer, challenger, novice, and other. Within the guide category, teachers compared themselves to metaphors like an overhead projector, which aids demonstrate and guide students, or an elevator that helps students' development. Those who identified with flexibility selected metaphors such as vegetable soup, emphasizing language teaching as a mix of various skills, emphasizing adaptability to diverse contexts and learners. In the nurturer group, metaphors included mother, parent, and babysitter. Other categories featured metaphors like queen bee, orchestra conductor, craftsman, actress, and entertainer. An additional significant finding was that one teacher, who had not graduated from an ELT department, chose the metaphor student explaining that she continually learned how to teach by reflecting upon her students.

Focusing on the evolution of student teachers' identities from imagined to practiced forms, Hamiloğlu (2014) revealed that student teachers possess multiple identities. The data were collected employing interviews, stimulated recall sessions, and reflective journals from the student teachers. By employing a mixed-method research approach, the study identified five key themes: imagined professional identities, practiced professional identities, personal factors influencing identity transformation from imagined to practiced, professional factors influencing identity transformation from imagined to practiced, and future aspirations and potential future professional identities. According to the participants' narratives, their personal traits, family backgrounds, and past student experiences significantly shaped their perceptions about teaching and their teacher identities. Furthermore, reflective practices assisted them in acknowledging preconceived notions regarding themselves, teaching, and the role of a teacher. Participants implicitly or explicitly linked their personal attributes to their emerging teacher identities, leading them to reconstruct and redefine their sense of self.

During the development and reshaping of their professional identities, awareness of their transformation from student teacher to practicing teacher facilitated their comprehension of the shift from imagined identities to practical identities through reflective self-examination.

Arpacı and Bardakçı (2015) adapted the identity scale developed by Friesen and Besley (2013) into Turkish and it was used as a data collection tool in subsequent studies (Babanoğlu & Ağcam, 2016; Ölmez-Çağlar, 2022). One more study was Yaylı (2015) who worked with three EFL teachers to explore the identity construction of them. She answered the two main research questions. First one was about the elements affecting identity formation of three EFL teachers while the next question probe in what ways the participating teachers overcome the issues originated from multiple identities of their students and their own identity themselves. She presented the results of the first question under the name of five themes: attitudes and perceptions towards teaching and teacher education, previous learning experiences, their reasons for the choice of teaching, their perceptions of graduate studies, and their descriptions of their multiple identities as students and teachers. The participants reported that by careful selection of students in discussing delicate issues in the classroom, and by refraining from some intricate issues such as religion and politics, they can overcome the tensions caused by distinctive identities in class. They referred to their experiences in classroom and their observations of their students as contributing factors for prevention of tensions of identity in the classroom.

Taşdemir and Seferoğlu (2022) aimed to explore the identity elements perceived by English language teachers and their understanding of identity development. Their participants drew the sources of identity on language proficiency, context-based skills, and awareness of themselves and their students. With respect to the self-knowledge and awareness, they reported several characteristics of teachers, and the roles teachers should take. Initially, pre-service teachers reported more on personal attributes and role models when conceptualizing their teacher identities, but as they progress through their practice teaching, there's a noticeable shift towards perceiving institutional roles, responsibilities, and authority inherent in the teaching profession. The participants' reflections represented a dynamic evolution in their self-perception as teachers. Early in their training, they prioritized characteristics like enthusiasm, creativity, and caring nature. Over time, there's an increasing emphasis on roles such as facilitators, role models, and leaders, reflecting a deeper understanding of the various responsibilities of teaching. Engaging in reflective journals and focus group discussions lead

participants to make critical assessments about their experiences, representing more nuanced understanding of their professional identities.

Ölmez-Çağlar (2022) aimed to answer four research questions by using two questionnaires: FIT-Choice Scale by Kılınç et al (2012) and ETIM by Arpacı and Bardakçı (2015). The first question was about the reasons behind being a language teacher in Turkey while the second was to gauge the perceived levels of pre-service teachers' identities. The third question asked whether there were meaningful variations in teacher identity perceptions among grade levels, and the final question sought to answer the degree of which pre- service teachers' career motives predicted their identity formation perceptions. She found that they wanted to be language teachers mainly because of shaping future of children/adolescents and making social contribution, which was followed by job transferability and increasing social equity. The least stated reasons were social influences and fallback career. Also, the perceived identity levels of senior student teachers were found to be higher than freshmen counterparts, which was accounted with the fact that teaching practicum was a valuable factor investing their identity development. Finally, she found that ability and intrinsic career value positively correlated with teacher identity while time for family and fallback career negatively correlated with teacher identity. It was explained that time for family could be evidence of a weak teacher identity reflecting that less time would be devoted for the teaching profession and well-formed teacher identity. Additionally, she argued that the individuals choosing teaching as a second alternative may have difficult times in developing their identities.

Tokoz-Goktepe and Kunt (2021) set out to examine the identity formation of a novice EFL teacher by utilizing one participant's reflective teaching narratives, teaching diary, semi-structured interviews with the participants and the researchers' observation notes. They analyzed their results drawing on the theories of Wenger's (1998) three modes of belonging and Norton's (2000, 2010) power relations. In their study, the participant reported that she was discouraged by the mentor teacher's comments, and she was unable to experiment a technique she prepared. Also, she felt hierarchy at school because of her lack of authority and the need to get permission from the manager, which is an element endangering her identity construction. She felt she has no right to express herself as she was only a guest in the school, leading her to feel that she did not belong to the teacher community.

Kavrayıcı (2020) delved into the possible selves of 186 junior and senior pre-service teachers through a sequential explanatory mixed-method design during the COVID-19 pandemic.

The study emphasized how participants visualize future selves, both desired and feared, along with their associated emotional responses, could inform their future paths. Data were collected using the Possible Selves Scale and semi-structured interviews. The results revealed that participants generally held strong expectations for their ideal future selves, while their fears about negative outcomes were less prominent in certain areas. However, a notable exception was the heightened anxiety surrounding the loss of control dimension, which was closely linked to the uncertainties introduced by the pandemic.

Kaya (2023) investigated how three pre-service language teachers' identities are shaped during the teaching practicum by making use of interviews and reflective papers of student teachers. It was evidenced in her study that previous negative experiences lead participants to refrain from making mistakes which were repeated by their previous teachers. The factors affecting their identity revolved around both their previous experiences at schools and what they saw in the teaching practicum. The participants experienced the outcome of their humanistic approach, which stimulated their students to keen on lessons and increased their identity as a caring teacher.

Görkaş-Kayabaşı and Koç (2024) reported in their review of research that identity studies in Turkey mostly revolves around the issues illustrating the nature and identity construction of teacher candidates and the factors associated with teachers' identity development. The participants of the reviewed studies were mostly composed of pre-service teachers. They concluded that there is a positive relationship between identity perceptions of teachers and their self-efficacy beliefs, school culture, professional autonomy, organizational commitment and professional typologies while burnout and educational shifts were found to be negatively correlated with identity development. They also argued that globalization and process of compatibility with European Union influence teacher identity.

2.5.2. Teaching Practicum

Teaching practicum is widely recognized as a cornerstone of teacher education because it provides preservice teachers with structured opportunities to engage with the realities of classroom teaching. In language teacher education, practicum is particularly significant, as learning to teach a language requires not only pedagogical knowledge but also the ability to manage classroom interaction, respond to learners' needs in real time, and navigate institutional and sociocultural constraints. Practicum therefore represents the primary

context in which prospective teachers begin to move from being students of teaching to legitimate participants in the profession (Freeman & Johnson, 1998).

From a developmental perspective, practicum is not merely a technical training phase but a central learning space where preservice teachers encounter the social, institutional, and cultural dimensions of teaching. These include curriculum demands, exam-oriented practices, classroom discourse norms, and learner diversity, all of which shape how language teaching is enacted in practice (Freeman & Johnson, 1998). Through participation in authentic teaching contexts, student teachers begin to negotiate their emerging professional identities. Teacher identity is increasingly understood as dynamic and socially situated, formed through practice and interaction rather than solely through coursework (Beauchamp & Thomas, 2009). In language teacher education, practicum enables candidates to explore what it means to be an English teacher in real classrooms, where authority, language use, and pedagogical relationships are continuously negotiated.

Practicum also serves as a critical space for confronting prior beliefs about teaching. Language teachers' cognitions are often shaped by earlier learning experiences and can remain stable unless challenged by concrete classroom practice (Borg, 2006). As a result, practicum may generate identity tensions when student teachers attempt to reconcile idealized images of teaching with classroom realities. Research suggests that such experiences can be both affirming and destabilizing: successful lessons and positive interactions may strengthen a sense of "being a teacher," whereas repeated difficulties may lead to doubt or identity conflict (Beauchamp & Thomas, 2009).

In addition to identity formation, teaching practicum plays a central role in shaping student teachers' motivation. From an expectancy–value perspective, engagement and persistence depend on expectations for success and the value attached to teaching (Eccles & Wigfield, 2002; Wigfield & Eccles, 2000). Practicum influences expectancies for success through mastery experiences, feedback, and emotional encounters in the classroom. Positive teaching experiences can enhance perceived competence, while persistent challenges such as classroom management difficulties may undermine confidence (Bandura, 1997, 2006). Practicum also reshapes task values, as initial idealistic motivations may be reinforced through meaningful student engagement or challenged by workload, time pressure, and institutional constraints. In this process, the cost dimension of motivation—emotional strain, effort, and opportunity costs—becomes increasingly salient (Eccles & Wigfield, 2002).

Motivation and identity are therefore closely intertwined during teaching practicum. Identity-affirming experiences often function as motivational resources, whereas identity-threatening experiences may diminish motivation. When student teachers perceive alignment between their professional values, self-images, and practicum experiences, they are more likely to sustain engagement and commitment to teaching. Conversely, misalignment between ideals and classroom realities may lead to motivational decline. This interplay is especially visible in language teacher education, where communicative and student-centered ideals may conflict with exam-oriented or rigid instructional contexts.

In the Turkish ELT context, practicum often coincides with heightened awareness of systemic constraints such as centralized appointment systems and public perceptions of teaching. Consequently, practicum experiences may either strengthen commitment to the profession or intensify doubts about a teaching career. Research indicates that the extent to which practicum supports motivated and coherent professional identities depends largely on reflective scaffolding, mentoring quality, and institutional coordination. (Kızıldağ & Tuncer, 2022).

Overall, the literature positions teaching practicum as a central context for understanding student teachers' motivation and professional identity formation in language teacher education. By connecting theoretical knowledge with lived classroom experience (Richards & Crookes, 1988; Zeichner, 2010), practicum functions as a developmental space in which motivational beliefs and professional identities are continuously negotiated and transformed.

To account for the theoretical frame of the current study, the following section introduces the broader frame Socio-cultural theory (Vygotsky, 1978), and the complementary perspectives in the current study, which are the theory of DSMRI (Kaplan & Garner, 2017) and EVT (Ecless et al., 1983).

2.6. Socio-cultural Theory

Teacher identity and motivation have increasingly been examined from sociocultural perspectives that view teacher learning and development as socially situated processes. Sociocultural Theory, largely derived from the work of Lev Vygotsky, emphasizes that cognitive development and meaning making occur through participation in socially and culturally organized activities (Vygotsky, 1978). From this perspective, individuals construct knowledge, beliefs, and identities through interactions with others and

through engagement with institutional and cultural practices (Lantolf & Thorne, 2006). Applied to teacher education, sociocultural perspectives suggest that becoming a teacher is not merely the acquisition of pedagogical knowledge but also a process of negotiating meanings, values, and roles within particular educational contexts (Johnson, 2009). Therefore, teacher identity and motivation should be understood as dynamic constructs that develop through interactions between individuals and their sociocultural environments.

Within language teacher education, sociocultural approaches have been widely used to explain how teachers construct professional identities through participation in communities of practice and through engagement with institutional structures and cultural expectations (Wenger, 1998; Johnson & Golombek, 2011). These perspectives emphasize that teacher identity is shaped by experiences such as teaching practice, interactions with mentors and peers, and reflections on classroom experiences. Similarly, teachers' motivational beliefs are influenced by their interpretations of these experiences and the meanings they attribute to the teaching profession. Thus, teacher identity and motivation are intertwined processes that develop within particular social and institutional contexts.

2.7. Dynamic Systems Model of Role Identity

DSMRI as a meta-theoretical frame conceptualizes the formation of identity building it in the Complex Dynamic Systems approach. It is informed by the psychological and socio-cultural conceptions of identity, and it relies on Maehr's Personal Investment Theory (1984) to operationalize motivated action as sourced by the person's meaning of holding a social-cultural role at practice. This role can be formal or informal, each of which expresses a social-cultural schema and context for normative behaviour (Kaplan, Garner & Brock, 2019) These roles show a frame in which each individual form his or her sole type of their identity (Kaplan et al., 2019). "In the DSMRI, this role identity constitutes a CDS, with motivational elements emerging within the particular context and reciprocally influencing each other to manifest in emergent motivated action." (p. 7) Those elements are named as "ontological and epistemological beliefs relevant to teaching, purpose and goals in teaching, self-perceptions and self-definitions in teaching, and perceived action possibilities in teaching" (p. 72). Those elements and their interrelation are shaped within the contours of four kinds of control mechanisms (Kaplan et al., 2019). Those mechanisms are named as subject domain, culture, social context its relational affordances, and individual's implicit dispositions. What content elements have in common is teacher-informed knowledge and

emotions related to every aspect of teaching. Ontological beliefs refer to the perceived knowledge and emotion derived from formal learning and experiences of the teacher himself or herself and experiences of others (Kaplan & Garner, 2018). Epistemological beliefs are concerned with the degree of inevitability, complexity, and reliability of the origins of ontological knowledge and emotions (Kaplan & Garner, 2018). The third element purpose and goals are associated with knowledge and emotions about what a teacher personally aims to do in relation to teaching. The next element self-perceptions and self-definitions concerns the teacher's knowledge and emotions in relation to his or her individual and social attributes regarding teaching. It is also related to how efficient the teacher think himself or herself and how efficient the teacher is in following the teaching goals. A teacher's "values, interests, personality attributes, physical characteristics, and other self-descriptors that he or she consider relevant for being a teacher in the context" are involved in this element as well (Kaplan & Garner, 2018, p. 73). Finally, self-definitions and self-perceptions regarding membership of social groups are in this category. The last element is named perceived action possibilities which refers to behaviours and strategies that are applicable or inapplicable to perform the role of the teacher, especially for the development of purpose and goals. Figure 1 provides a scheme of the DSMRI that illustrates the components of the system.

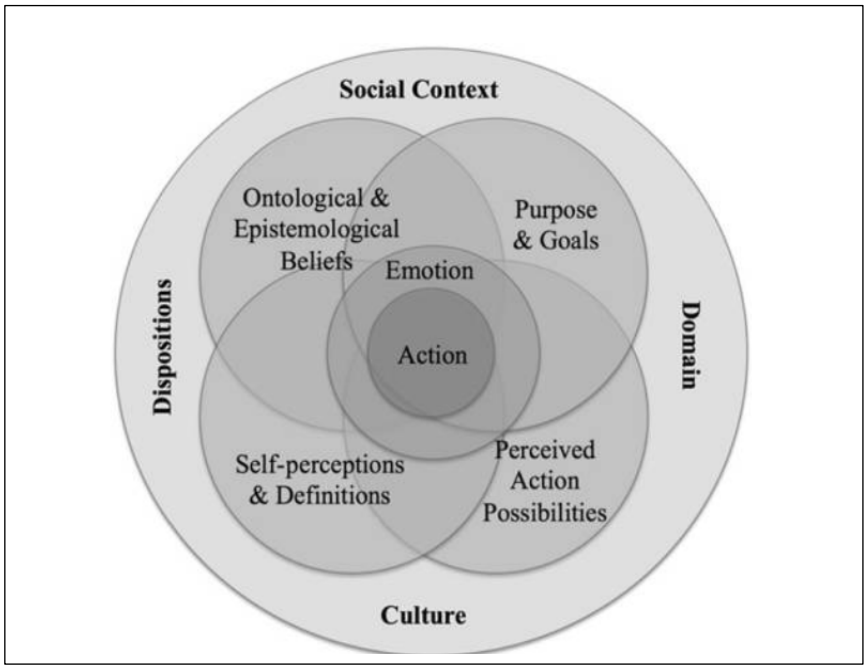


Figure 1. Dynamic systems model of role identity

DSMRI presents an understanding that how a teacher acts is determined by his or her goals based on his or her beliefs about the condition s/he is in, about himself or herself as a teacher in that condition (Kaplan & Garner, 2018) and "these beliefs, goals, self-perceptions and actions are conceptualized as continuously emerging and integrating to reflect who the person is and how he or she acts as a teacher" (p. 72). In this frame, a teacher defines himself or herself based on a representation of a Complex Dynamic System (CDS) (Henry, 2016; Opfer & Pedder, 2011). The repeatedly changing factors of self-perceptions, beliefs, goals, self-definitions, values, goals, emotions and actions are interconnected, and assign meaning to who the teacher is (Kaplan & Garner, 2017). One significant feature of DSMRI is the degree to which an individual considers teaching as a significant part of his or her identity. It emphasizes three aspects of teacher identity: content, structure and process. Differences in them leads to various ways of interpreting situations and responding to events, impact how instructional strategies are considered and implemented and form the ways of professional development (Bullough, 1997). Regarding the first aspect, content refers to four components described. As a second one, structure is related to the degree of compatibility between the components of the system, and the level of integration between teacher as a person and teacher as a professional, and feelings associated with them. High congruence among the components leads to unity and satisfaction while incompatibility between them results in negative emotions and tensions in the role of the teachers (Kaplan & Garner, 2017). As a final aspect, process is associated with the premises of the CDS approach reflecting that teacher identity is repeatedly fashioning itself in non-linear and non-determinant ways which are deeply vulnerable to the system's history, context and characteristics.

In the reviewed literature regarding DSMRI, it was evidenced that DSMRI was mostly utilized as a frame to track the identity changes of participants (Günersel, Kaplan, Barnett, Etienne & Ponnock, 2016; Heffernan, 2016; Vedder-Weiss, Biran, Kaplan & Garner, 2018). One study, for example by Heffernan (2016) aimed to explore the change in the role identities of elementary school pre-service teachers in undergraduate mathematics course. In this study, participants wrote down reflective writing assignments and identity worksheets where they explain their role identity elements and their connections, in addition to the interviews carried out by the researcher. The researcher used the DSMRI to analyze these data and identified three patterns of change among individual students' role identity and motivation, which she labelled "unchanged," "nominally changed," and "notably changed." Moreover, she was able to explain these patterns as originating from the integration of

students' initial role identities, the course activities, and the social dynamics in the context. These changes are explained with combination of student's initial role identities, activities of the course and social aspects in the related context.

In the present study, DSRMI was employed as a theoretical frame to describe the identity formation of student teachers because of some reasons. First it is recent, and applicable to the dynamic nature of identity. Second, the social, economic and cultural elements teacher preparation program in Türkiye seem to challenge student teachers, leading them to follow pathways relevant or totally irrelevant to teaching regardless of their desire to do the teaching as a profession. What consequences might emerge with the recruitment of high and less motivated language teachers is an unclear topic though there has been some research regarding prospective language teachers' motivations (Eren & Tezel, 2010; Ölmezer-Öztürk, 2015; Yöney & Mirici, 2025) and identities of pre-service teachers respectively.

2.8. Motivation in Teacher Education

It is no doubt students' efforts and perseverance are of significance for a satisfying level of success in education, and motivation studies in educational literature were initially carried out with the major aim of increasing students' achievement. However, no one can deny the fundamental role of teachers in assisting students for reaching their goals and success. Similarly, it is widely accepted that students are affected by their teachers' quality in terms of the influence of affective, cognitive, and behavioural outcomes (Hattie, 2003; OECD, 2005). While early motivation research focused largely on students' achievement, EVT provides a useful lens for examining teacher motivation by explaining how expectancy beliefs and task values guide effort, persistence, and professional engagement.

2.8.1. Expectancy-Value Theory in Teacher Education

Originally developed by Eccles and her colleagues, EVT explains achievement behavior as a function of individuals' expectancies for success and the subjective values they attach to a given task (Eccles et al., 1983; Eccles & Wigfield, 2002; Wigfield & Eccles, 2000). Within this framework, individuals are more likely to choose, persist in, and invest effort in activities they believe they can succeed in and that they perceive as valuable.

In teacher education, EVT provides a particularly strong explanatory lens because the decision to become a teacher, to remain in teacher education programs, and to commit to the profession involves long-term investments shaped by both personal beliefs and sociocultural realities. Preservice teachers' motivations are rarely uniform; rather, they reflect a dynamic configuration of beliefs about teaching competence, professional values, identity-related concerns, and perceived costs. EVT allows these dimensions to be examined systematically rather than reducing motivation to a single construct (Wigfield & Eccles, 2000).

The expectancy component of EVT refers to individuals' beliefs about how well they will perform on a task, often operationalized as competence beliefs or expectations of success (Eccles & Wigfield, 2002). In teacher education, expectancies for success are closely related to preservice teachers' beliefs about their teaching capabilities, classroom management skills, subject matter knowledge, and overall professional competence. These beliefs develop over time through prior schooling experiences, feedback from teacher educators and mentors, practicum experiences, and emotional reactions to teaching-related events (Eccles et al., 1983; Wigfield & Eccles, 2000).

The value component is conceptualized as subjective task value**,** which is multifaceted rather than unitary. Eccles and colleagues distinguish four main value components: intrinsic value**,** attainment value**,** utility value, and cost (Eccles & Wigfield, 2002; Wigfield et al., 2009). Intrinsic value refers to the enjoyment or interest derived from engaging in the activity, such as enjoying teaching or interacting with students. Attainment value reflects the personal importance of doing well, often linked to identity (e.g., seeing teaching as central to "who I am"). Utility value concerns the perceived usefulness of the task for future goals, such as job security or career opportunities. Cost refers to the perceived negative aspects of engagement, including effort, emotional strain, opportunity costs, and fear of failure (Eccles & Wigfield, 2002).

The inclusion of cost is particularly relevant in teacher education, as preservice teachers may simultaneously value teaching while perceiving high emotional, cognitive, or systemic costs associated with the profession. Such tensions are especially salient in contexts where teaching is associated with heavy workloads, emotional labor, or structural constraints, making EVT a framework for examining both engagement and vulnerability.

More recent developments in EVT emphasize its situated and sociocultural nature. Eccles and Wigfield (2020) reconceptualized the theory as Situated Expectancy–Value Theory (SEVT)**,** highlighting that motivational beliefs are embedded in social, institutional, and

cultural contexts. According to SEVT, individuals' expectancies and values are shaped not only by personal experiences but also by broader sociocultural discourses, policy environments, and structural opportunities or constraints.

This situated perspective is particularly relevant for teacher education in Türkiye, where centralized teacher appointment systems, public perceptions of teaching, economic conditions, and educational policies strongly shape preservice teachers' motivational beliefs. In such contexts, preservice teachers' motivation cannot be fully understood without considering how institutional realities interact with their personal values and expectations.

EVT has been widely used to examine teaching as a career choice, particularly through the FIT-Choice framework developed by Watt and Richardson (2007). The FIT-Choice model is explicitly grounded in EVT and operationalizes multiple motivational dimensions aligned with intrinsic, personal utility, social utility, and ability-related beliefs. Research using this framework has consistently shown that preservice teachers' motivations are multidimensional, combining altruistic, intrinsic, and pragmatic considerations rather than reflecting a single motivational orientation (Watt & Richardson, 2007).

Beyond career choice, EVT has also been used to understand engagement, persistence, and commitment during teacher education programs. Changes in practicum experiences, mentor support, and institutional climates can reshape preservice teachers' expectancies for success and perceived task values, influencing their identity development and willingness to invest in the profession (Eccles & Wigfield, 2020). In this sense, EVT offers a dynamic lens that aligns well with developmental and identity-oriented approaches to teacher education.

In Türkiye, EVT-informed research on preservice teachers has largely drawn on the FIT-Choice tradition. One of the most comprehensive studies is by Kılınç, Watt, and Richardson (2012), who examined factors influencing teaching choice among Turkish preservice teachers. Their findings revealed that social utility values (e.g., contributing to society), personal utility values, and perceived teaching abilities played central roles in motivating students to choose teaching, reflecting core EVT propositions. Similarly, Akar (2012) investigated Turkish preservice teachers' motivations and perceptions of teaching and found that motivations were shaped by prior learning experiences, social expectations, and pragmatic considerations, supporting EVT's emphasis on socially constructed values and expectancy beliefs. These studies indicate that Turkish preservice teachers often hold mixed motivational profiles that combine idealistic and instrumental values, rather than purely intrinsic or altruistic motivations.

Within language teacher education, EVT has been used to explore why individuals choose to become English language teachers and how they perceive the profession. Topkaya and Uztosun (2012), using an EVT-aligned FIT-Choice framework, found that Turkish preservice English teachers were strongly motivated by social utility values and intrinsic interest in teaching, alongside pragmatic considerations. Their findings highlight the relevance of EVT for understanding motivation in ELT contexts, where subject interest and communicative engagement often coexist with concerns about employment and status.

More recent studies have reinforced these findings. Başöz (2021) reported that Turkish preservice EFL teachers' career choices were influenced by intrinsic career values, social contribution motives, and working with learners, and that some motivational dimensions were associated with academic achievement. Similarly, Damar (2018) identified intrinsic and socially oriented motivational factors among preservice EFL teachers, emphasizing the role of prior experiences and perceived competence.

Given its multidimensional structure, EVT provides a strong theoretical justification for selecting and categorizing participants based on their motivational profiles. Preservice teachers' explanations of why they chose teaching and how they perceive their future in the profession often reflect distinct configurations of expectancy beliefs, values, and perceived costs. In language teacher education in Türkiye, such configurations may include strong intrinsic and social values alongside high perceived costs related to workload, emotional demands, or appointment uncertainty. Therefore, using EVT as a framework to distinguish between highly motivated and less motivated preservice teachers allows motivation to be conceptualized not merely as intensity, but as the quality and composition of motivational beliefs**.** This perspective is particularly valuable for qualitative research that seeks to link motivation with professional identity development, engagement, and agency in teacher education contexts.

2.8.2. Community of Practice Theory (CoP)

Social learning theories proposed that learning continues life long and it is not a passive but an active and unceasing process. Community of Practice theory by Wenger (1998) mainly assumes that human is a social being and learning knowledge means a combination of competence and active engagement. Therefore, the primary purpose of learning is related to obtaining meaning and enabling somebody to have an engagement with the world. Wenger

(1998) drew on the constructs of meaning, practice, identity, community. Those concepts are described as follows. Meaning refers to the way of talking about ability personally or collectively to understand the world and life meaningful. Practice is about the common social and historical sources, frames and views which can keep mutual engagement in action. Identity is related to the way learning changes who we are and "creates personal histories of becoming in the context of our communities" (p. 5). Community is associated with social structures where certain activities are considered valuable, and individuals' involvement is acknowledged as competent participation. In line with the main components in CoP, it can be understood that it requires engagement in a community and making meaning collectively. Wenger (1998) explained identity formation as a two-layered process sourced by three related modes of belonging: engagement**,** imagination, and alignment. Engagement refers to active participation in communal practices in which people build relationships and negotiate meaning by direct involvement. Imagination involves creating mental images of oneself and others beyond immediate experiences, allowing individuals to visualize their roles in broader contexts. Alignment is the process of corresponding one's actions with larger frames, expectations, and goals, facilitating individuals to adapt their practices within wider systems and institutions.

During language teacher education, student teachers engage with imagined communities, defined as groups that are not directly present or accessible and during their practicum, they work to align themselves with larger institutional frameworks. According to Wenger (1998), identity development occurs through a two-fold process: identification and negotiation. Identification is one half of it, providing experiences and material for building identities through an investment of the self in relations of association and differentiation. Negotiability, the other half, is just as fundamental, because it determines the degree to which we have control over the meanings in which we are invested (p. 188). These two aspects of identity formation function across all types of belonging. Identification relates to how individuals establish their membership within communities, whereas negotiability refers to their ability to take ownership of meaning within shared systems of understanding or economies of meaning.

2.8.3. Student Teacher Motivation Studies in Türkiye

Kılınç et al. (2012) applied the FIT-Choice Scale developed by Watt and Richardson (2007) to 1577 pre-service teachers in different educational departments to explore the motivational

reasons of pre-service teachers based on their gender and departments. They also compared the different motivational levels of science related and non-science teachers to see whether there were any meaningful variations in terms of motivational levels. Social utility value was found to be the frequently chosen one, followed by job security, prior experiences of learning and teaching. Kılınç et al. (2012) associated it with the more of a collectivist group of people in Türkiye. They added that families from lower social group direct their children to select more secure jobs referring it to the economic condition of the country. Also, there were meaningful differences between science and non-science group in relation to the fallback career and intrinsic value of teaching. Finally deciding to be a teacher in early years of life was found to be connected to the intrinsic value of teaching.

Within the framework of Vygotsky's socio-cultural theory (1978), the study by Yaylı (2015) investigated the identity construction of EFL teachers by utilizing interviews and a survey with two questions, which are the research questions of the related study as well. She found that one of the factors impacting their identity construction was their reasons for selecting teaching as a career. The participants reported that they opted ELT departments because of the opportunities teaching job provided. Some participants reported it as destiny of them as well.

Kavanoz and Yüksel (2017) reported that in developed countries prospective teachers tend to have intrinsic motivations while their counterparts in developing countries are extrinsically motivated thanks to reasons such as, job security, salary and status of the job.

2.9. The Role of Motivation in Identity Formation

Early conceptualizations of teacher identity already positioned motivation as a central component of teachers' professional self-understanding. In particular, Kelchtermans (1993, 2007, 2009) proposed that teachers' self-understanding consists of five interrelated components: self-image, self-esteem, task perception, job motivation, and future perspective. This framework is especially significant in that it conceptualizes job motivation not as a peripheral affective variable, but as an integral element of professional self-understanding. As such, Kelchtermans' work provides an early theoretical basis for examining the close interrelationship between motivation and identity formation in teaching.

Building on this theoretical grounding, subsequent empirical research has further illuminated how motivation and identity dynamically interact over time. For instance, Wang and Zhang

(2021) explored why some Chinese teachers leave the profession shortly after graduating from teacher education programs. Focusing on three teachers enrolled in a master's program in Chinese language teaching, the authors examined changes in student teachers' motivation alongside the role of identity construction in shaping job motivation. Drawing on self-reflective journals and interviews, they found that while a strong professional identity is important, it does not in itself guarantee sustainability in teaching. Rather, professional identity development was identified as a prerequisite for motivation, though not a sufficient condition on its own. These findings highlight the conditional and dynamic nature of the motivation–identity relationship, suggesting that identity alone cannot sustain long-term commitment without supportive motivational and contextual conditions. Importantly, Wang and Zhang also emphasized the role of external factors—particularly socio-economic and policy-related conditions—in shaping teachers' career decisions, thereby situating motivation and identity within broader structural contexts, especially in developing countries.

Similarly, a growing body of literature conceptualizes teacher motivation and identity as closely intertwined through the interaction of contextual, social, and agentic factors (e.g., Beijaard et al., 2004; Day et al., 2006; Hong, 2010). Collectively, this line of research underscores that motivation and identity are not isolated psychological attributes, but socially situated constructs that are continuously negotiated through practice. In this respect, Hong (2010) examined teacher attrition by working with both pre-service and in-service teachers and linked attrition to weaknesses in key components of teacher identity formation. He conceptualized successful teacher identity as the intersection of five elements: values, self-efficacy, knowledge and beliefs about teaching, emotions, and micropolitics. Notably, these elements closely correspond to motivational dimensions, suggesting that weakened identity components may undermine teachers' motivational resources. Consistent with this view, teachers who dropped out of the profession were found to have the lowest scores across these elements in questionnaires administered to 84 participants.

From a language teacher education perspective, Pennington and Richards (2016) offered a multidimensional model of language teacher identity comprising language-related identity, disciplinary identity, context-related identity, self-knowledge and awareness, and student-related identity. This framework further clarifies how motivational processes are embedded across different identity domains. With regard to context-related identity, the authors reported that unfavorable teaching conditions may demotivate teachers by reducing their

willingness to invest in professional identity development. Similarly, in relation to self-knowledge and awareness, they observed that teachers with humanitarian and student-centered orientations are more likely to foster motivated learners, which in turn positively influences teachers' own sense of professional identity. This reciprocal process illustrates how motivation and identity co-develop through sustained interaction with learners and teaching contexts.

The centrality of motivation within identity formation is also evident in teacher education frameworks. Korthagen (2004**)** conceptualized teacher education through the Onion Model, proposing that teacher development involves interactions among multiple layers, including environment, behavior, competencies, beliefs, identity, and mission. Within this model, identity functions as a mediating layer between internal beliefs and external practices, thereby highlighting its close connection to motivational processes. Of particular relevance is the concept of teachers' mission, defined as their ideals and life purposes. Because mission is inherently linked to values and meaning, it can be understood as a powerful motivational driver within identity formation. Korthagen further argued that change in any one layer may trigger changes in other layers, suggesting that motivational shifts can influence identity development and vice versa.

Finally, motivation has been explicitly positioned as a mechanism of identity change in practicum-based research. Coward et al. (2014) investigated the identity formation processes of 14 student teachers during their teaching practicum and proposed a theoretical framework comprising three interrelated themes: enactive experiences, framing success and difficulty, and motivation. Within this framework, motivation is conceptualized as a core mechanism through which identity renegotiation occurs. The authors argued that identity shifts are possible but not inevitable, depending on how student teachers interpret and respond to their experiences. Interactions with pupils and cooperating teachers were identified as key enactive experiences that could trigger identity change. Drawing on self-determination theory, Coward et al. (2014) conceptualized teacher agency as the capacity to assert personal meanings, use professional identity as an interpretive resource, and justify actions in response to both internal and external demands. This perspective further reinforces the view that motivation operates simultaneously as both a catalyst for identity change and an outcome of identity renegotiation.

CHAPTER III

METHODOLOGY

This chapter describes the methodological procedures conducted in the current study. First, an explanation for the type of the research design was provided, followed by a detailed explanation of the context. Then, the participants and data collection tools were presented. Finally, how data analysis was carried out was reported based on the phases pursued by the researcher.

3.1. Research Design

A qualitative design was adopted to align with the study's aim of exploring pre-service teachers' identity formation and motivation through their personal reasons fort he choice of teaching and contextualized experiences. With this aim, the identity development features of highly and less motivated STs were illustrated and compared. This approach provides a holistic, broad and complex descriptions of student teachers' experiences and actions in a specific environment, which is in accordance with the contextualized, dynamic, and social nature of identity. Merriam (2009) argued that the primary purpose of qualitative research is to discover the way people construe their experiences, how they build up their realities, and the type of significance they put on their experiences. Qualitative research is flexible in nature, allowing for emergence of new insights throughout the processes of data collection and analysis (Mackey & Gass, 2005).

A case study design, which is reported as one of the most frequently employed types of design in qualitative research (Stake, 1995), was employed in the current study since it is believed that it would best fit in what the current study aimed to find. Accordingly, in the present study, the purpose is to illustrate what beliefs and experiences two profiles of STs (highly and less motivated junior and senior STs) hold and what socio-cultural elements

influence the identity development processes of the two groups of STs. To gain the necessary data, semi-structured interviews with STs, reflective journals of the STs, field notes of the researcher, and observations of STs in their micro-teachings at the university and in the teaching practicum at school were utilized to arrive at conclusions.

Case studies are particularly selected by researchers when their purpose is to "retain the holistic and meaningful characteristics of real life events" (Yin, 2003, p. 3) due to the fact that a case study is defined as "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries are not clearly evident" (Yin, 2003, p. 13). As noted by Yin (2003), a key feature of case study research is its thorough investigation of the subject within its real-life context, strengthen by the collection of evidence from various data sources. The study was designed as a case study, since the current study investigated a real context.

When viewing the dynamics of the current research, a comparative multiple case study design was established as the research design since there are multiple contexts (junior student teachers in their micro teachings and senior student teachers in their practicum) in which the participants were situated distinctly. In other words, junior and senior participants each had distinctive contexts to be explored, so that they would be assumed as forming multiple cases rather than a single case. A multiple case study is a qualitative approach in which the researcher compares individual cases, grasps different characteristics to enrich understanding, and investigates a complex phenomenon, while keeping the uniqueness of each case (Baxter & Jack, 2008; Thomas, 2011). Additionally, the nature of the current study is both explanatory and descriptive. While explanatory feature refers to complex relationships and connections that produce a type of identity that might be associated with "causal links in real-life interventions that are too complex for survey or experimental strategies" (cited in Baxter & Jack, 2008, p. 547; Yin, 2003), the descriptive feature points to the deep illustration of context and related events. As reported by Yin (2003), carrying out a case study entails thoroughly examining the contextual environment of the issue under exploration and utilizing multiple data sources to ensure a strong analysis.

3.2. Research Context

The qualitative research approach supplies a comprehensive and detailed understandings of meanings, actions, attitudes, observable or non-observable phenomenon, intentions and behaviours, and these can be met by a naturalistic enquiry (Cohen, Manion & Manison, 2011). As a natural consequence of a qualitative design, detailed descriptions of the place and time of collection are crucial. The reviewed literature suggests that STs' motivations and identity formation processes were shaped by a set of elements involving how they are accepted into their departments, how they are trained at universities, what lessons they take, and how they are employed in contexts they wish to work. Therefore, the subsequent paragraphs describe these elements for ensuring the aspects what a qualitative design requires.

In Türkiye, the student teachers are currently admitted to their departments based on their scores from the two high-stakes examinations. The first is called the Higher Education Institutions Examination (YKS), which tests logical thinking, reasoning, assessment and problem solving, and the other is Foreign Language Test (YDT), which tests knowledge of vocabulary and grammar, and ability in reading comprehension. In line with their scores obtained from these two exams, candidates are placed in ELT or other language-related departments in different universities according to their preferences.

The ELT program's purpose is to prepare qualified language teachers who can work across all levels of formal education. The program structure consists of a one-year obligatory preparatory phase followed by four years of academic coursework and teaching practicum. STs might skip the preparatory year if they achieve the required scores on the university's English proficiency exam or get sufficient results from a standardized exam recognized by ÖSYM.

In their first year, the coursework is comprised of English language skills and components which ensures that their language proficiency levels are adequate. In the following term, theoretical and methodological courses (Linguistics I-II, Second Language Acquisition, Approaches in Language Teaching I-II, English Literature I-II; Teaching Vocabulary and Pronunciation, Special Teaching Methods I), In the third year, methodology (Teaching grammar- Special Teaching Methods I, Teaching Language Skills I-II, Teaching English to Young Learners I-II, and Drama) and Literature and Language Teaching I-II courses are provided. In the last year, ELT courses (Material Design and Adaptation, and Testing), elective courses, and teaching practicum (school experience and teaching practice).

Education sciences courses are presented to them in each year. A table of the lessons are provided hereunder Table 1:

Table 1

The Name of the Courses Provided at Pre-service Teacher Education Programs

Year	The name of the Course
First Year	English Language Skills
Second Year	(Linguistics I-II Second Language Acquisition Approaches in Language Teaching I-II, English Literature I-II Teaching Vocabulary and Pronunciation Special Teaching Methods I
Third Year	Teaching grammar Special Teaching Methods I, Teaching Language Skills I-II Teaching English to Young Learners I-II, Drama Literature and Language Teaching I-II
Fourth Year	Material Design and Adaptation, and Testing, elective courses, and Teaching Practicum

In their third year, in some part of the course of Teaching Language Skills, STs present micro-teachings in which they prepare a 20-minute lesson plan in line with the pedagogical knowledge they are provided in advance. In those micro-teachings, most of the time STs work in pairs to present their mini lessons. While one pair presenting their lessons, the rest of the students pretend as if they were students who are learning English. In these lessons, the aim is to prepare students for a classroom and language teaching environment.

In the fourth year, STs perform within the scope of teaching practicum under the supervision of a responsible professor. They are required to go to a state school that both MoNE and university decide collaboratively. They regularly do their teaching practice in specific days for two academic terms. In the first term, they only observe the mentor teacher, students, classroom, teachers' room and the other details. In the second term, they perform the lessons with the guidance of mentor teacher in the state school. During this process, both the mentor teacher and professor evaluate the performances of STs in terms of the necessary qualifications of a language teacher. In the observed lessons of senior STs, they did their teaching practicum course in a state high school.

Student teachers are allowed to be appointed as EFL teachers if they fulfil the two conditions. The first is holding a bachelor's degree from one of the following departments: English Language Teaching (ELT), English Language and Literature (ELL), English Linguistics, American Language and Literature, Translation and Interpreting. The second is taking an

adequate score from AGS (Exam for Entering Teacher Academy) exam to enter Teacher Academy. However, except for the graduates of ELT, the student teachers need to take a pedagogical formation documenting that they took lessons about language teaching pedagogy. To take the document, they are required to take the courses of SLT pedagogy in two academic terms. They are allowed to take this document either when they are studying in their departments or following the completion and graduation from their departments.

According to the new national appointment policy in 2025, If prospective teachers prefer to have a place in state schools, they need to participate in AGS (Exam for Entrance into Teacher Academy) to have a right to enter teacher academy in which they would be trained for extra two years. The content of this training has not been thoroughly determined yet, but it is reported that they would do teaching practicum in state schools, and they would be graded according to their teaching performance which is subsequently be accepted as their graduation mark for being appointed to the state schools. This new policy seems to change motivations and choices of STs since it will take more time and effort to be a teacher than it used to do while there is no change or revision regarding rewards of teaching.

Additionally, they have options of working in private or state schools as English language teachers, as language instructors at the Schools of Foreign Languages in a university context or they might select to continue their academic life in which they can do master's or doctoral degrees in a university by applying the available professional positions. Those graduates who wish to work in private schools do not necessarily take the above-mentioned exam. These candidates personally apply to the institutions they want to work in, and depending on the institution's employment policy, they are hired as language teachers.

The current study was carried out in Gazi University because of some reasons. First, it was chosen due to the wide range of teaching areas it hosts, and its established role in growing up high number of teachers to give response to Türkiye's educational needs since its foundation in 1926. It was highly preferred by student teachers due to its historical origin and accepted success in producing qualified language teachers. Additionally, the number of quality teachers in foreign language education faculty is large enough to meet the requirements and workload of the department since there are currently 17 teacher educators, almost half of whom are professors highly competent regarding their area of expertise.

3.2.1. The Context at the Time of Data Collection

In 2022-2023 academic year, the time when data start to be collected, an earthquake took place in the south part of Turkey forcing authorities to go back (previously they were lecturing through remote lessons because of the pandemic) to remote teaching since the disaster affected eleven cities in the country, which means challenges of education affecting a large body of students. It was thought that some students from the place where it happened might have difficulty in following their courses and adapting quickly and back to education and overcoming the difficulty of undergoing such a bad experience. Therefore, students were provided with the options of both face to face and remote teaching. This meant that STs could prefer coming into their classrooms to continue their lessons, or they could take part in their lessons through an online platform connected to the classroom. That new regulation was not valid for fourth year STs who were doing their teaching practicum in their schools and so they were required to do their practicum in face-to-face classroom in their pre-determined state schools.

On the other hand, in accordance with that opportunity provided for STs, some of the third year STs participated in their university lessons through zoom sessions in which the teacher educator put a tablet in a position that those students are able to hear, become aware or note down what was taught or what took place in face to face classroom. This seemed to pose a heavy workload for the teacher educator, leading him to have difficulty in making himself heard to the whole of the classroom. For instance, it was observed during data collection that one of Teaching Language Skills lesson, teacher educator was not given any technological support to implement his lesson both face to face and remote simultaneously. Naturally, it resulted in drawbacks in management and implementation of the course since both the teacher educator could not sometimes hear those students' questions clearly and students might have difficulty in understanding their teachers' comments for their microteaching performances.

Also, some of those remote students had to prepare their microteachings in line with the rules and limitations of remote teaching which they were not trained about it previously. As observed during the data collection process, some students were unable to foresee the possible negative sides of remote lessons, such as bad internet connection, management of the classroom, and other issues which lead them to perform their micro-teachings worse than they expected.

3.3. Participants of the Study

The participants of the present study are 3 junior and 5 senior English language STs who are studying at the department of English Language Teaching at Gazi University. Their ages changed between 21 and 23. Even if teacher identity development continues lifelong, and even STs hold some beliefs about what a teacher should be like, the foundation points where professional identity starts to develop is teacher education programs (Beauchamp & Thomas, 2009; Bullough, 1997; Sachs, 2005; Lasky, 2005); therefore, student teachers were chosen as participants to work. They were in their spring term of 2022-2023 academic year when the data were collected. With the aim of obeying the ethical standards and foster a place in which the participants felt comfortable in sharing their beliefs and experiences, their actual names were withheld and replaced with different names so that it would support the trustworthiness and credibility of the study. Their consent forms were taken from them in advance (Appendix 1) and they were guaranteed to stay out from the data collection process in any time they wished.

The participants were selected in two phases. First, convenience sampling was utilized with respect to accessibility concerns, and purposive sampling was employed to detect the cases that yield data that is in accordance with the research purposes. In the beginning, one of the third-year classrooms with 20 students whose course schedule fits in the researcher's timetable was selected, and they were asked to write a paper telling their stories behind being an English language teacher, and their main reasons for becoming a teacher. The same procedure was applied to a fourth-year classroom with 12 STs doing their teaching practicum in the same state school. They were labelled as highly motivated and less-motivated based on their statements and the premises of EVT. According to this theory, if a person believes that he or she can achieve teaching and if those individuals see being teacher an important dimension of his/her personality, then s/he was regarded as highly motivated. In the opposite case, if a teacher perceives himself/herself as incapable of teaching and if his/her occupation does not cover a big part of his/her life, then she/he was categorized as less motivated. More specifically, those who stated both "I did not think I was going to be a teacher", and "I did not believe that I could be a good English teacher" were noted as less motivated. Depending on the premise that the researcher seeks to unveil, interpret and establish a deep understanding, the participants were purposefully selected to arrive at the richest data (Merriam, 2009).

Of 32 STs, five of the students did not want to write their stories and five students gave elusive reasons which were challenging to put them as highly or less motivated, therefore, they were excluded from the data collection process. Following reading their stories of decisions, 8 students were categorized as highly and less motivated (5 highly motivated and 3 less motivated) in accordance with their statements. The statements which directed researcher to put them as highly or less motivated was provided in the Table 2 hereunder. Also, one of their teacher educator's views about his students' interest and effort in their lessons, their engagements in homework and practical courses were taken. Then, the educator was asked to give the names of some students whom he considered that those students had showed special interest and large amount of effort for his lessons. This teacher educator was the only one who was delivering them lessons for the last three academic terms, allowing the researcher to the fact that he was able to recognize them personally better than other educators in the department. Those categorized STs whose names were coincided with their educator's evaluations about their engagement and effort with their courses were determined as the participants of the current study. Two example sheets showing them as highly or less motivated was presented in the part of Appendix 3.

A questionnaire was not employed to identify highly and less motivated participants because the aim of the study was to obtain a deeper and context-sensitive understanding of student teachers' motivational orientations. Since motivation is a complex and dynamic construct shaped by individuals' experiences and interpretations, relying solely on a standardized questionnaire might have limited the richness of participants' perspectives. Therefore, participants' motivational levels were identified through qualitative data sources, particularly their narratives about their decision to become teachers and their reasons for choosing the profession, which allowed for a more nuanced interpretation of their motivational orientations (Eccles & Wigfield, 2002).

Table 2

The Statements of the Participants in Detecting Their Motivation Levels

Highly motivated		Less motivated	
Names	Written Statements	Names	Written Statements
Zehra	"Since I love English and I also enjoy sharing my knowledge with other people, I decided that this department was suitable for me."	Semra	As I mentioned at the beginning, I do not know what occupation I want to do in life, let alone if a want to be a teacher after 4 years of training. Also, to be blunt, you could say Iam 'going with the flow.
Yasin	"At first, I would like to be a computer engineer, but things did not go in the way I expected, then I chose a department that I have also interest and love. I really enjoy sharing things with people, explaining things to them, sharing useful knowledge, and receiving feedback from them"	Faruk	In Türkiye, the salary a teacher earns in a year is not sufficient, so I plan to do it for a short time in the future, but I will change my job, it is just a step for a different job.
Büşra	One of the reasons I chose this profession is the opportunity to form lifelong bonds with students and help shape their futures. It is not a boring profession. This is because no two classes are the same. There are so many individual variables in a class that even if we teach the same topic all day, we can be sure that it will be different each time. And finally, I believe I am passionate about the content I teach.	Zeynep	I am just spending time to get a degree. I am not studying it with much enthusiasm. I do not really like children. I was also considering English Language and Literature because I like literature too, but I chose ELT since it seemed to be a safer career option.
Esma	I did not enter this department with great enthusiasm. However, when I first started university, I asked everyone why they had chosen this department. The answers I received were not so different from mine. It turned out that everyone had different dreams and aspirations, yet somehow all of their paths had led them here. Hearing these responses made me feel better. I realized I was not alone. This feeling, in turn, motivated me to perform my work more effectively. I told myself, "You have made certain choices and now you are here, so at least do it well and make it worthwhile, "and I still tell myself that today.		
Nilay	"When I saw the photos of her with the children, I said, "I want to be like this, too." By getting even more excited, I made my results very good. Every morning when my friends were sleeping, I got up early and worked, and as a result, I succeeded."		

In brief, drawing on their sheets explaining their story behind teaching as a career and their teacher's ideas, their motivation levels were labelled as high and less.

3.4. Data Collection Instruments

In this research, it is attempted to find in what ways highly motivated and less motivated STs form an identity and in what ways they show distinctive features. Drawing on these aims, multiple sources of data collection tools were utilized with the premises of qualitative research and multiple case study. Properly, data for the current study mainly originated from semi-structured interviews and reflective journals of STs as well as observations of STs' teaching practices and field notes of the researcher as complementary data. In line with the purposes stated, this study would like to answer three research questions.

1. In what ways are the professional identities of highly motivated student teachers formed during teacher education?

2. In what ways are the professional identities of less motivated student teachers formed during teacher education?

3. In what ways does the formation of highly motivated and less motivated student teachers' identities show distinctive features?

All data collected through the reported collection methods were employed to address the study's three research questions, as presented in the Table 3 below.

Table 3

Data Collection Techniques and Research Questions

Research Questions	Data Collection Techniques
RQ1. In what ways are the professional identities of highly motivated student teachers formed during teacher education?	Semi-structured Interviews with STs Self-reflective Journals of STs Observation of STs in micro-teachings and teaching practicum Field Notes of the Researcher
RQ2. In what ways are the professional identities of less motivated student teachers formed during teacher education?	Semi-structured Interviews with STs Self-reflective Journals of STs Observation of STs in micro-teachings and teaching practicum Field Notes of the Researcher
RQ3. In what ways does the formation of highly motivated and less motivated student teachers' identities show distinctive features?	Semi-structured Interviews with STs Self-reflective Journals of STs Observation of STs in micro-teachings and teaching practicum Field Notes of the Researcher

3.4.1. Semi-Structured Interviews with STs

In case studies and qualitative research, interviews are one of the most frequently utilized and suitable data collection methods (Dörnyei, 2007; Yin, 2003). They offer researchers to

the opportunity to deeply explore phenomena that are not simply accessible through direct observation (Mackey & Gass, 2005). In this study, semi-structured interviews were employed, in which the researcher used pre-determined questions while there were also some flexibilities for the interviewer to stimulate participants to deepen their answers in order not to limit the richness and depth of the data (Dörnyei, 2007).

The semi-structured interview questions (see Appendix 2) were prepared in accordance with the operationalization of the theories employed in the present study: DSMRI and EVT. According to DSMRI, a teacher's self-definitions and self-perceptions, purpose and goals in the profession, epistemological and ontological beliefs, and actions perceived as possible in the context affect their emotions and actions during the identity development process. In accordance with that theory, the STs were asked about the way they describe themselves, their long-term and short-term goals, beliefs about the teaching profession. These dimensions were transformed into interview questions based on insights drawn from literature and Kaplan and Garner's (2017) study. Additionally, EVT (Wigfield & Eccless, 2000) accounts for the fact that individuals' decisions are determined by beliefs about the extent to which someone will do well on in a particular activity and the level of value attached to it. These aspects are reported to be also under the influence of socialization and previous experiences. In line with this approach, STs were asked about their reasons for choosing teaching, their conceptions of teaching, the social and contextual factors affecting their teaching and teaching perspectives.

The semi-structured interviews were piloted to detect any ambiguities in the questions and probe other ways of asking the same question to gain more detailed and in-depth data. After piloting the interview, minor revisions were made to improve the clarity and effectiveness of the questions. Based on insights gained during the pilot interviews, one additional question was added to the interview in order to capture aspects of participants' experiences that were not sufficiently addressed by the original questions. It was about the significance of cost dimension. In line with this, instead of asking the things they gave up for the sake of being a good teacher, they were asked about what they thought they had missed during the education process.

The first interviews were conducted with the participants in third week of the second term, and the second interviews were conducted in the tenth week of the same term, and they were conducted in participants' mother tongue, since it allows them to express their ideas more freely. The duration of each interview is shown in the following Table 4. They were

conducted online through Zoom sessions because of practicality issues and the participants' timetables. All the interviews were audio-recorded with the permission of the participants. Later, the necessary sections were translated from Turkish to English by the researcher. Then, those chapters were translated into Turkish by another artificial intelligence tool to establish trustworthiness. The two translations were largely similar.

Table 4

Duration of Semi-Structured Interviews

Names of STs	Classroom Level	Detected Motivation Level	Duration of First Interviews	Duration of Second Interviews
Zehra	4th	high	35 minutes	20 minutes
Yasin	4th	high	39 minutes	40 minutes
Büşra	4th	high	40 minutes	40 minutes
Nilay	3rd	high	33 minutes	33 minutes
Esma	3rd	high	38 minutes	33 minutes
Semra	4th	low	31 minutes	28 minutes
Faruk	3rd	low	39 minutes	28 minutes
Zeynep	3rd	low	30 minutes	27 minutes

3.4.2. Reflective Journals of Student Teachers

One way of understanding yourself as a teacher is to write reflection (Chitpin, 2006) and it gives an opportunity to student teachers to interpret what they know and do in practice, check their thoughts and acts, convey their emotions and their understanding about their practice (Spalding & Wilson, 2002). Regarding this, weekly written reflections of STs were sent to the researcher to obtain knowledge about their understandings of themselves as teachers, their long- and short-term purposes, the effect of their social environments on their thoughts about being an English teacher and English teaching, their way of understanding for English teaching. In total, they wrote nine weeks of journals during their second term. The questions the participants had to answer were provided in Appendices 4 part. Drawing on the previous data gathered, the missing points in reflective journals were asked again in the beginning of the semi-structured interviews to make it clear and to obtain detailed explanations for the issues described by the participants. Two of the reflective papers STs sent to the researcher were presented in the Appendix 5 part.

3.4.3. Observation of Senior Students in the Teaching Practicum School

With respect to the qualitative research, one of the primary data collection tools is observations (Creswell, 2016) especially in case studies. Simons (2009) reported that

observations ensure an extensive representation of the research field and might also be exerted for checking data gained from interviews, which is what the current study aimed. In this study, observations of STs in their teaching practicum are utilized for three purposes: as a complementary data source to confirm what STs reported in their semi-structured interviews and its possibility to provide new data that is not reported or witnessed previously in the interviews. Another aim in using observations was to feel close and connected to STs in their lessons so that they were able to freely express their beliefs and experiences. On the other hand, the researcher took part in those lessons as a non-participant role. Finally, to validate previously detected motivation levels of student teachers, their performances in teaching practicum were observed. Because of practical concerns, twenty minutes of observations were achieved for each participant. In the observed lessons, STs were to adhere to the national curriculum constructed by MoNE while they were planning their lessons. While observing them, there was no observation checklist since they were carried out in a naturalistic manner solely to explore what is going on.

3.4.4. Observation of Junior Student Teachers in Their Micro-Teachings

The observations were utilized as a complementary data to semi-structured interviews. First, it is crucial to know what a micro teaching refers to in the present study. In their micro-teachings, one pair of STs selected the weeks they were going to present a mini lesson (twenty minutes of lesson plans prepared by STs) in which they enacted the role of a teacher, and the rest of the students pretended as if they were their friends' students. Those observed micro-teachings were carried out in the lesson named Teaching Language Skills. This lesson was selected to observe drawing on two reasons: first, it was the one they played the role of a teacher in an environment which could be somehow similar to their future classrooms, and second, it fits in the timetable of the researcher who is teaching English in a different university's Foreign Languages School. The teacher educator stated that he allowed them to present their mini lessons either in online lessons in which they connected to the classroom through Zoom or in face to face. STs decided their topics to present and their way of delivering at the beginning of the term. They were to prepare a lesson in which they teach speaking skills to their classmates who were pretending to be their students. An observation checklist was not employed, given that the observations were carried out naturalistically and focused on capturing what was happening in the setting without imposing predetermined categories.

3.4.5. Field Notes of the Researcher

Researcher field notes were used as a supplementary qualitative data source to document contextual, observational, and reflective insights throughout the data collection and analysis processes. In line with qualitative research traditions, field notes allow researchers to capture aspects of the research setting and interactions that may not be fully articulated through interviews or participant-generated data (Bogdan & Biklen, 2007; Creswell & Poth, 2018).

In the present study, field notes were recorded during and immediately after practicum observations, interviews, and informal interactions with the participant student teachers. These notes included descriptions of classroom dynamics, mentor feedback, emotional responses, and critical incidents observed during the practicum, as well as the researcher's initial analytic reflections related to professional identity formation and motivation.

Consistent with reflexive qualitative inquiry, the field notes also served to document the researcher's assumptions and interpretive decisions, supporting reflexivity and analytic transparency (Lincoln & Guba, 1985). During analysis, they were used in triangulation with interviews, reflective journals, and observation data to enhance contextual understanding and strengthen the credibility of the findings.

3.5. Data Analysis

In the current research study, the data derived from semi-structured interviews, observation notes of the researcher, self-reflective journals of STs and self-reflective notes of the researcher were analyzed through reflexive thematic analysis (RTA) following the guidelines offered by Braun and Clark (2006, 2019). It was determined as a convenient type of analysis as it allows a flexible, interpretive and theoretically compatible framework to analyse complex constructs (Braun & Clark, 2019; Terry, Hayfield, Clark & Braun, 2017) as well as the other shared points between what the researcher did and what RTA required. First, in line with the principles of RTA, the researcher was a major and active interpreter of meaning (Braun & Clark, 2021). Second, an iterative and recursive stance was adopted in analysis in which repeated reading, reflection, memo-writing and interpretive engagement were carried out. In line with the dynamic and interconnected nature of identity systems, it is recognized as normal and theoretically meaningful to arrive at overlapping aspects between themes (Braun & Clarke, 2019), which have been witnessed in the current analysis. For instance, one participant's reports on her comparison between her and her peers and

perceiving herself as someone as an outsider was located under the sub-theme of emotional costs, which was also covered in socio-cultural positioning and professional belonging theme. She was not aware that feeling like an outside observer was an emotional burden for her, leading the researcher interpret that she was actually negatively influenced by that comparison. RTA therefore was considered fitting in the current research, as it corresponds to the subjective, contextual dynamic features of identity and motivation (Terry et al., 2017).

According to this type of analysis, a theme is described as a piece significant with respect to the research question, and an illustration of a patterned response of meaning in the data set (Braun & Clark, 2006). Two questions emerge in relation to the decision of addressing codes in the data: what can be treated as a theme and how frequent it is in the data. It is more appealing that there is supposed to be several instances of the theme in the data set, but it does not necessarily mean that being more common is connected to the significance of the theme, which is in line with what researcher conducted in analysing her data. A theme can appear considerably in some parts while it might be reflected quite relatively less in the data set (Braun & Clarke, 2006). Moreover, the strength of a theme does not rely on how frequently it existed. Instead, its importance is determined by the extent to which it describes an issue that is at the core of research question. Some requirements were described in making thematic analysis in Braun & Clark (2006). One requirement is rich description, establishing an accurate reflection of the data set (Peel, 2010). Another one is connected to the type of reasoning in which both deductive and inductive ways were applied in the current data analysis (Braun & Clark, 2013).

In thematic analysis, the identification of the themes is located on either on a semantic or latent level in terms of its interpretation. Regarding the first, "the themes are identified within the explicit or surface meanings of the data, and the analyst is not looking for anything beyond what a participant has said or what has been written" (Braun & Clark, 2006; p. 84). As for the latter, the researcher identifies the underlying ideas, assumptions and conceptualization sourcing the semantic content. In the present study, the analysis was on latent level, aiming to interpret meanings, assumptions and values behind their reports. A step-by-step guide was presented in Table 5 as illustrated by Braun and Clark (2006, p. 87). According to the table, data analysis is comprised of six phases which involve familiarizing with data, producing initial codes, searching for themes, reviewing themes, defining and naming themes and producing the report. As guided by these phases, the researcher first familiarized herself with data by transcribing, rereading and noting down initial codes. Then,

she arranged the codes relevant to each before connecting all data to the relevant theme. Following this, she reviewed the themes with the purpose of confirming if the themes correspond to the coded extracts and whole data, producing a thematic map. Finally, she refined the overall story and analysis producing clear descriptions for each theme and reported vivid, final extracts, associating them back to the research questions and literature (Braun & Clark, 2006).

Table 5

Phases of Thematic Analysis

Phase	Description of the Process
Familiarizing yourself with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
Searching for themes	Collating codes into potential themes, gathering all data relevant to each potential theme.
Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
Producing the report:	he final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

3.6. Trustworthiness

3.6.1. Trustworthiness of the Study

In the present study, trustworthiness was addressed by drawing on the qualitative criteria proposed by Lincoln and Guba (1985) and adapted to a theory-informed thematic analysis approach. Given that the analysis was guided by the DSMRI and EVT, trustworthiness was ensured through systematic attention to credibility, dependability, confirmability, and transferability.

3.6.2. Credibility

Credibility refers to the extent to which the findings accurately represent participants' experiences and meanings. In this study, credibility was supported through data triangulation, as multiple qualitative data sources, including semi-structured interviews, classroom observations, reflective journals, and researcher field notes were used to examine

student teachers' identity and motivational processes. The use of diverse data sources enabled the comparison of perspectives across contexts and strengthened the interpretive depth of the findings (Lincoln & Guba, 1985). Additionally, although thematic analysis does not require statistical inter-coder reliability, collaborative coding was employed to enhance the credibility and transparency of the analytic process. An independent researcher reviewed and coded a subset of the data, and discrepancies in coding were discussed until a shared understanding of codes and themes was achieved, which helped refine the developing thematic structure (Braun & Clarke, 2006, 2021). This dialogic process supported analytic rigor and strengthened the trustworthiness of the interpretations by ensuring that the themes were grounded in the data (Lincoln & Guba, 1985; Creswell & Poth, 2018)

Credibility was further enhanced through prolonged engagement with participants during the practicum period, which allowed identity development and motivational regulation to be examined as evolving processes rather than static outcomes. In addition, although the analysis was theory-informed, themes were developed through close engagement with the data, ensuring that DSMRI and EVT functioned as sensitizing frameworks rather than predetermined coding schemes (Braun & Clarke, 2006, 2019). The inclusion of thick and representative participant quotations also enables readers to evaluate the connection between the data and the interpretations.

3.6.3. Dependability

Dependability concerns the consistency and transparency of the research process. In this study, dependability was addressed by providing a clear and systematic account of the analytic procedures, including data familiarization, initial coding, theory-informed categorization, theme development, and refinement. These procedures were applied consistently across all data sets and participants.

An analytic audit trail was maintained throughout the study, including coding records, theme development notes, and analytic memos. The analysis was conducted in an iterative and recursive manner, with repeated movement between data, codes, themes, and theoretical constructs, which is consistent with qualitative thematic analysis (Braun & Clarke, 2021). This transparency allows the analytic process to be traced and evaluated.

3.6.4. Confirmability

Confirmability refers to the extent to which the findings are grounded in the data rather than shaped solely by researcher bias. Given the theory-informed nature of the analysis, reflexivity played a central role in ensuring confirmability. The researcher explicitly acknowledged her positionality as a researcher within the ELT context.

Reflexive field notes and analytic memos were used to document assumptions, emotional reactions, and interpretive decisions throughout the research process. These practices helped distinguish participants' perspectives from the researcher's interpretations and supported critical self-examination (Finlay, 2002; Lincoln & Guba, 1985). Interpretations were continuously checked against the data corpus, and themes were revised when they lacked sufficient empirical grounding.

3.6.5. Transferability

Transferability refers to the extent to which findings may be meaningful in contexts beyond the immediate study. Rather than aiming for statistical generalization, this study sought theoretical transferability. Detailed descriptions of the research context, including the Turkish ELT teacher education system, practicum structure, and participant characteristics, were provided to enable readers to assess the relevance of the findings to other settings (Lincoln & Guba, 1985). By situating the findings within established theoretical frameworks and clearly articulating contextual conditions, the study allows readers and researchers to consider how the insights may resonate with or inform similar teacher education contexts.

Given the theory-informed analytic design, trustworthiness was also supported through theoretical coherence. The research questions, data sources, analytic procedures, and interpretation were consistently aligned with DSMRI and EVT. These frameworks provided an integrative lens for understanding the dynamic interaction of beliefs, emotions, values, motivations, and contextual affordances without constraining participants' voices. Such coherence strengthens the interpretive credibility of theory-informed qualitative research (Braun & Clarke, 2019).

CHAPTER IV

FINDINGS

This chapter reports the findings of the research study investigating how the identities of highly motivated and less motivated STs were shaped and in what ways they present distinctive features. They were labelled as highly and less motivated based on their reasons for choosing teaching and their engagement and effort devoted to their profession.

4.1. Professional Cognitions

The findings of the present study indicated that what STs believed, knew and experienced before they came into their department influenced their beliefs, and naturally their identities as future teachers. This theme illustrated how STs constructed a belief system, how they interpreted their beliefs and the sources of these beliefs giving shape to their identities. It comprised self-efficacy beliefs, beliefs about teaching and teachers, beliefs about student and student learning, and beliefs derived from reflective practice. Highly motivated participants revealed more dynamic and coherent professional cognitions, whereas counter participants inclined to draw on inherited, unexamined beliefs with more superficial reflective engagement.

4.1.1. Self-Efficacy Beliefs

With respect to the concern of how efficient STs feel in their profession, the data from semi-structured interviews, observations, and self-reflective journals of STs indicated that highly motivated STs were nourished distinctively from various sources interacting dynamically and coherently while their less motivated peers tend to focus more on their previous experiences with their teachers and experiences as learners as factors contributing to their

feeling of inefficiency. More specifically, highly motivated STs gained from previous experiences and knowledge about teaching and learning, as well as the relational and emotional aspects of teaching. Their mastery experiences, feedback from their peers, educators and mentor teachers and their students' participation during the teaching practicum all played a significant role in shaping their identity while the peers with lower motivation were influenced mainly by previous teachers and learning experiences. In this respect, one of the less motivated STs Faruk voiced:

I can define myself as an incompetent teacher now. I know English, but in terms of organizing a lesson, I do not trust myself, as I do not know how and where to start, what part I should teach and what activities need to be used.

These statements can be interpreted as an indication of his lack of pedagogical content knowledge which is one of the reasons behind his low self-efficacy even if he also stated that he knew what to do to manage a class:

There was a course last year about rewards, punishment, and how effective each of them is. I need to read those materials again so that I know what works and to what extent, and so that I can teach them. My own ideas are only sufficient to a point; I need to know what has been written on these issues. For example, when asked how you would deal with a problematic student, or what you would do if a student were not listening to the lesson, establishing eye contact comes to my mind. These are the first strategies I think of.

These statements confirmed the interpretation of the researcher. His pedagogical knowledge mostly revolved around the idea of "I know it from my previous and current teachers". Another source of inefficiency was concerned with his biography. He perceived himself as someone who tasted what unsuccessfulness means, drawing it onto his previous experiences about learning. He reported*: "*As someone who has experienced failure and believed for a long time that I would never succeed, I can share my own experiences with my students." (semi-structured interview, 2, Faruk).

He also explained that because his feeling of inefficiency developed in his high school years had never left him and this feeling prevented him from being a leader in his homework in which group or pair work is necessary. Similarly, another less motivated participant, Semra, noted that she knew it from her mother who is a primary school teacher. As a fourth year student teacher, her pedagogical knowledge could not extend beyond past and experiences of others, as reflected both in her semi-structured interviews and self-reflections. In addition

to this, it was observed by the researcher that Semra's lack of pedagogical knowledge about teaching grammar also stemmed from her lack of knowledge in grammar and her perception about the importance of it as a language area as reflected in her second interview:

I do not know grammar much because I did not learn through grammar, too. I do not think grammar is such an important point. I do not totally say it is not important, but much care should be given vocabulary and speaking. (semi-structured interview 2, Semra)

Furthermore, according to the researcher's observational notes, she never called her students by their names, which might be a sign that she did not show sufficient interest in her students. This might cause their students to take her lesson less seriously and limit her ability to manage the classroom as effectively as her peers.

In the observed lesson, she made the class play a game in which they would spin the wheel, press the square, and answer the question in simple past tense on the smart board. She did not make a demo about how to play the game for her students' understanding; therefore, students did not even understand how to play but still try to participate in the lesson. She also did not check whether students understood the task, nor did she manage turn-taking, which resulted in considerable noise in the classroom.

In one of her self-reflective journals, she wrote that she believes that she could teach, which can be a little mark of her self-confidence. In the following interview, when asked about the source of this confidence, she referred to her mother's profession: "My mother is a teacher. I have known and observed them since my childhood. I can take clues from my mother in the parts where I find difficult if I become a teacher". However, she was not aware of the fact that her mother could help her only in certain pedagogical aspects, such as dealing with the difficult students or drawing or sustaining their attention to the lesson, which hold connections with pedagogical knowledge, but distinct from pedagogical content knowledge, which enables the teacher the knowledge of how to combine pedagogy with subject matter. She also added that she could teach English to her brother using games, which she considered a success, despite her lack of pedagogical and technical knowledge about language teaching: "I vaguely remember some learning theories, teaching methods, but if I had an exam, I would probably fail since I did forget most of them now."

Being different from them, regarding practicum experiences, especially senior STs benefitted considerably since it was gratifying for them to see that their learnt theories were putting into practice meaningfully. Also, their success in student participation, classroom

management, instructing students, which all have relations with the relational and emotional aspects of teaching, reinforced their beliefs about their efficiency in the classroom. Three highly motivated STs put in the reflective journals as follows:

By making use of diverse lesson content, even the students with low proficiency levels attempt to participate in the lesson, which means a lot to me. I feel delighted to see them happily attending the activities since it is our initial aim. As a student teacher, it indicates improvement and success for me, whereas it contributes to my teaching philosophy when I consider myself as a teacher. (week 4, self-reflective journal, Zehra)

I want to talk about my emotions about this day. I was content with my performance today because the students were totally engaged in the lesson. Even when there were some of them that did not trust their English, they wanted to attend and make an effort. Their answers were mostly correct, as well. I think they have improved their understanding of English lessons since the very beginning of the previous semester. Although they used to be unfamiliar with the communicative aspect of English, now they are able to participate in interactive activities compared to those times. For instance, in the past, they did not even know what they were supposed to do in a speaking activity; nonetheless, currently, they can have basic conversations with their peers, which makes me happy. Even little improvements mean a lot. At present, they are still used to translation, though. They are like simultaneous translators sometimes because this is how they have been taught English, sadly. Still, I appreciate all the effort and progress they have made. I hope I have been able to contribute to their level of proficiency, as well as perception of English in a positive way. (week 5, self-reflective journal, Zehra)

I felt effective as a trainee teacher this week since I haven't had big problems. However, even if I have problems, I still felt effective because sometimes setbacks can happen… My strength this week was that I was good at classroom management (*week 3, self-reflective journal, Büşra).*

Additionally, Büşra attributed her sense of efficiency to the congruence between the nature of being a teacher and her own perceptions about her performance on the stage:

Being a teacher is like an art. We are watching a theatre. We think we might get bored at first, but then something else happens. It just flows naturally. I think stage performance is very important in teaching, and I believe I'm good on stage. The students hardly have a

chance to look at each other or get distracted by something else (week 7, self-reflective journal, Büşra).

She also asserted that she could deal with the classroom well if she prepared her own material. Confirming her statements, the researcher's observation notes demonstrated that her students were actively participating in her lesson, as their hands were often up to respond to her questions in the lesson. She was observed to help students while they were making a fill in the blank's activity, which illustrated her closeness to students. Additionally, she was using her body language successfully to give the meanings of the words instead of translating them immediately to Turkish without making hesitations about time management. Even if she sometimes struggled to simplify her language level, she was noted as successful in terms of instructing her students. Finally, she knew her students name by heart, displaying her emotional closeness to them. One further prominent note about her was her questioning of her classroom management from time to time, which she associated with political powers. She emphasized that if she were the real teachers of those students, they would listen and participate more in her future teaching life. Similarly, Yasin likened being a teacher to be a presenter. He expressed that he designed every lesson as if he was a presenter and his students were his guests.

As can be understood from the reflective journals, it was clear to see that successful implementation of an activity, managing a classroom well, seeing that their own materials are working out smoothly and satisfactorily, conforming to the plan they wished, and their students' willingness to participate in their lessons furnished their beliefs about efficiency of themselves as a teacher, as those factors give them confidence to conduct what they believe and plan to do, enhancing the compatibility between their beliefs and practices.

One recurring data across the interviews was that being sufficiently prepared for the lesson and doing rehearsal of the lesson many times before practicing it in the classroom were the elements that increase their self-confidence and diminish their level of anxiety. One of the highly motivated STs, Nilay wrote that when she felt that she prepared sufficiently for the lesson and when she complied with the lesson plan she designed, her level of anxiety reduced:

We did micro-teaching 4 or 5 times in different courses. I was very excited during the first one. It was also a class where I felt intimidated by the teacher. After a certain point, as I communicated more and stuck to the lesson plan I had prepared, my tension went away. I wanted to do more. In the following sessions, I kept thinking about how I could do it better.

One night I even spent hours thinking about what I could do that they weren't doing. What could I do differently from the others? (week 8, self-reflective journal, Nilay)

Additionally, another participant with higher motivation emphasized that her level of stress reduced when she compared her performance now and in the previous year, associating it to the experience she held in the department.

What is more, when I remember the previous years of my departmental studies, I realize that I was stressing over designing lesson materials, preparing lesson plans, applying the methodology and being on the stage simultaneously because I wanted to present a good role model to my students. However, I see how I have gained experiences through all of those processes, which now become way easier. For example, preparing a lesson plan used to take at least a week of deep analysis and research for me when our methodology courses began. Yet, owing to the fact that I have created loads of content related to English so far since then, the process that seemed to be challenging once has become automated and faster. Thereby, the more I get used to being a teacher, the more I enjoy both while preparing lesson plans and during lessons (week. 7, self-reflective journal; Zehra)

As a student teacher, whenever I remember the times when we began having our demo lessons in the second grade for the first time, I realize that managing a class used to sound like a scary and complicated process for me. Nevertheless, when I recall those memories, I see how I have improved as a teacher in the meantime, including my confidence. I am amazed by how much progress I have made in every detail of English Language Teaching, which makes me proud. (week 5, self-reflective journal; Zehra)

Furthermore, the feedback they received from their peers and teachers and were significant concerns for both type of STs. Esma, as a participant with high motivation, explained that she showed her interest both her own micro-teaching sessions and her peers', and her teachers' feedback about them. Additionally, her friends' questions about the homework given to them seemed to reinforce her self-confidence though it caused her to feel tensions seeing that they did not give sufficient care as much as her.

My confidence on this matter is influenced by my teachers' opinions. I am always trying to spend time with my teachers at school. Their comments about any activity in the micro-teaching, it does not have to be mine, are important for me. Also, sometimes some of my friends ask me before they do homework: Can you explain this homework to us? Or how are we going to do this homework? I sometimes get angry with them because they asked me just

one day before the due time for homework. Even if I get angry with those kinds of questions, because I definitely know that they did not even have an idea of what they would properly do, I still feel happy since it shows me that they trust my knowledge about it. (semi-structured interview 1, Esma)

Another prominent point derived from the semi-structured interviews was that even less motivated STs gave significant importance to the feedback received from their educators and their students in the practicum. Regarding this, one less motivated student voiced:

In my previous interview, I did not give much importance to it. I did it with one of my friends. We presented our mini lesson. I remembered how I felt badly at the end of the lesson…I did not remember what we taught or what activities we did, but it was very bad. A bad performance for me in which I could not forget easily. Our teacher said I was doing it too reluctantly. (semi-structured interview 1, Zeynep)

In her case, even though the participant did not remember what was wrong with her teaching performance, the emotional aspect of the feedback coming from her trainer was still in her memory, which could be evidence that less motivated STs can still be emotionally vulnerable to the feedback received. Even if they seemed they had little interest for the lesson, their educators feedback made sense and meant a lot for them because it might threaten their self-worth in the classroom.

As for Zeynep's micro teaching practice, the first thing recognized was her desire to do it online although she had also an opportunity to do it face to face. In her micro-teaching performance, the peers in the class were unable to hear it thoroughly because of the inconveniences in the internet connection. She was unable to see the whole class, as she was connecting to them via Zoom. Some of the peers listened to her while some drew something onto their notebooks in front of them.

As for another less motivated ST, Semra asserted that she feels happy when she observed that her students in the practicum are listening to her carefully, which points to the relational and emotional aspects of teaching in the development of STs' identities.

On the other hand, as a highly motivated student teacher, Zehra reported her trust for herself drawing it on the congruity between her perception about herself and emotional aspect of teaching:

I love communicating with people. I love socializing so I think I am good at teaching. While socializing can sometimes lower our energy, I feel more energized. Even though I can be

tired physically, I feel the same with every age group I worked with. I mean, I feel happy. The most important thing is to I love English for me, so it is easy for me to reflect something I loved. In the opposite case, I mean, if I did not love, it would be difficult for me to do something I did not love (semi-structured interview 1, Zehra).

As can be realized in the data extracts, the self-efficacy sources of the student teachers with higher motivation derived intensely from emotional as well as relational sources which assists them in applying their theories into practice with less hesitance and anxiety. Conversely, their less motivated peers are, in turn, negatively influenced by the emotional aspect of teaching, which caused tensions or incongruities in their identity development processes.

4.1.2. Beliefs about Teaching and Being a Teacher

The data obtained from semi-structured interviews and self-reflective journals revealed that what highly and less motivated student teachers believe about teaching were anchored in their previous teachers and current educators in the department. They composed some images in their minds regarding the features of what a good teacher knows and does in a classroom. These beliefs gave shape to the future teacher they would like or not like to become, affecting both their illustrations of a good teacher and the type of identity they would adopt: "When I think of what a good teacher means, my teacher in my primary school comes to my mind." (semi-structured interview, 1, Zehra). Additionally, their current teachers in the department were stated as role models and counter models shaping their perceptions about what good and bad teachers are like. Regarding this, Nilay reported in her interview that by observing some of her teachers in the department, she sometimes learned how not to be a teacher, and for this reason she was striving to having close relationships with her teachers to learn teaching.

With respect to the definitions of ideal teacher characteristics, recurring codes among STs focused on being well prepared, disciplined, balanced, sincere, patient, friendly, experienced, rich in materials, having high pedagogical knowledge, responsible as well as being loved and respected by their students. Their beliefs about ideal teacher they imagined also reflected highly motivated participants' cognitive and pedagogical goals. In her self-reflective journal, Nilay expressed her desire to be a teacher that could motivate and teach to every type of learner who has different learning styles:

For me, a good English language teacher is a teacher who appeals to every student. I mean, she continues to teach enhancing language level of a student whose English is already good, so I mean a teacher should use a variety of techniques to do this (week 2, self-reflective journal, Nilay).

Additionally, Zehra emphasized the significance of gaining experienced to catch the image she would wish for her own career, and touched upon the importance of the field knowledge for a teachers' success:

Being a good teacher needs a large amount of experience. The knowledge we gained in the department has not been sufficient. We need experience to reach that level. Also, a good teacher should have an academic aspect providing her the information about what happens in her field. (semi-structured interview, 2, Zehra)

She additionally reported that a good teaching involves the use of varied materials, and perceived lessons as carefully planned productions in which she adopted a game-based communicative language teaching:

Including the gaming activities definitely engages them in the lesson. In order not to accidentally ignore their needs concerning English, I try to address a variety of techniques (week 3, self-reflective journal , Zehra).

Being a teacher resembles being a director. Each lesson is like a movie directed by the teacher with necessary preparation. If everything is reviewed well, then the lesson is likely to smoothly proceed and inspire learners with the arousal of motivation. (week 8, self-reflective journal, Zehra)

"I never go to practicum before getting prepared for it from the very beginning (week 3, self-reflective journal, Zehra).

Additionally, she talked about the importance of consistency between her teaching methodology and practicing of it in a real classroom setting. Her perception about the incongruence between her aimed type of method and the one she actually acted in the classroom was asserted as a factor giving her a sense of disturbance, suggesting that a possible incongruity between her way of methodology and implementation of it in the classroom would create a challenge in her identity components. However, that did not take place, and she saw it as a step for further development:

The course I prepared went in the way I expected. I made all the activities I aimed. I wanted, I mean. I am trying to be communicative as much as in my lessons and this lesson went in accordance with my teaching methodology. If not, I would have felt sorry. If I took negative feedback from one of my students or mentor teachers, I would have understood that something was missing or I had done something wrong. (semi-structured interview 2, Zehra)

Even if I did all the things I planned in line with what I have planned in my mind, I think I have still areas which I need to improve myself. (week 2, self-reflective journal, Zehra)

The observation data supported the claim she asserted in her interview. She was successful in managing time and classroom, in addition to her success in sustaining attention of her students. She stuck to the lesson plan she formed and presented them to the class successfully. By adapting the level of her voice, she was successful in cheering students up. She was performing a listening activity in which students were highly engaged. The students listened and filled in the blanks about type of sports which was heard in the extract. She was also presented an example of the homework in handouts, which can be a clear sign of her commitment she showed. She was also using her space successfully to manage and control the whole and giving clear and brief instructions in order not to distract students and jeopardize her management of class. Furthermore, drawing on their own experiences as a learner in teaching practicum, she reported that her major goal is to be a source of interest for her students, in addition to the fact that teaching a language was a process where both teachers and students show mutual care to achieve their purposes:

I became content to see them enjoying the English lesson because my initial goal is to enable them to be interested in learning a foreign language. I do not want teaching to be a mechanical activity, nor do I want to "teach" just because it is what my profession requires me to do; rather, I attempt to create a living, joyful and pleasant classroom atmosphere in which students become comfortable. The source of my inspiration lies here, in my students' eagerness provided by what I offer them; thus, the teaching process consists of reciprocal acts. (week 4, self-reflective journal, Zehra)

As a passionate teacher, Zehra constructed her identity who is a person constantly developing herself in the subject matter, being creative in pedagogy and strong relational skills. Her level professional effectiveness was mainly coming from the love of English and teaching. For her, emotional side of the profession and investing efforts are two building blocks of herself, suggesting an affective and diligence informed professional competence rather than solely emotional.

Furthermore, Esma stated that the kinds of behaviors that are showing the students they are valuable in the eyes of the teacher must be significant concerns for a teacher, emphasizing the role of materials for teachers to motivate her students:

A good teacher should never go into a classroom with only a coursebook, pencil and notebook in her hand. If she goes there with a large packet of materials, then she can gain the students. They will surely wonder what their teachers brought for them and what they are going to do with them. When I image myself in the future, if someone sees me going to a class with only a course book and a pen, you can definitely say that Esma lost all her excitement, which I am really afraid of doing. I do not know, I might be like this in the future. (semi-structured interview 2, Esma)

Contrary to her peers, Zeynep perceived teaching as a difficult job and she explained that before coming to department she was considering that teaching was easy, but through micro-teachings she realized that teaching was far from being that simple:

For instance, if someone says an incorrect pronunciation, or says something grammatically wrong, how can I correct someone without hurting? I realized it is very difficult because I must decide it immediately, I mean I have to know it and decide it simultaneously. That is difficult for me. (week 2, self-reflective journal, Zeynep)

In the following interview to the self-reflective journal, the researcher asked: what was the thing that directed you to perceive teaching as something simple. She responded to it with the general prejudgment existing in the society: “You know how everyone has something in mind, how there is this common prejudice in society that public servants have an easy job. I think I had also been influenced by that idea”.

Being different from highly motivated STs who focused on communicative language teaching, Zeynep as a less motivated student teacher believed that speaking and listening skills should come before reading and writing skills since it would fulfil what students need in the near future, in addition to her belief that teachers should be cheerful and give energy to students. On the other hand, she complained about the bad language education in secondary and high schools in Türkiye in which teachers are mostly using boring activities for students, and always used ordinary methods:

The language teaching education is very bad in Türkiye. Teachers just come, teach grammar and go back. They are not motivated enough, I think. They should be more energetic; they should have a smiling face. They do not teach it in an enjoyable way. If I were, I would teach

more enjoyably. I would use series, games and other types of activities that did not bother students too much (semi-structured interview, 1, Zeynep).

Although these statements look as if they were told by a ST who is committed and idealist, Zeynep was actually among the less motivated ones. She seemingly knew pedagogy of teaching, but her later statements avoided the researcher from imagining her someone who invests intensely for formal courses at the department:

From my point of view, speaking and listening skills are more important than other ones… those skills are the ones they will show their performance. They will need them more in the future. Reading and writing can be gained to students in later years, such as last year of secondary school, or in high school. I think, teaching listening and speaking is already more enjoyable. (semi-structured interview, 1, Zeynep).

These stated beliefs do not fit in what national language education system asked for English teachers, as it requires teachers to focus equally on teaching four skills. Furthermore, she was taking twelve courses in the spring term, 8 of them are the ones she was supposed to take during the sixth academic term and the rest 4 are the ones left from first year in which she stopped participating in lessons and failed at the end of the first year's spring term. There were online lessons, and she was trying to get as more lessons as she could to complete and take diploma soon, which is a clear sign that she was not that much willing to invest in her profession. Taking such number of courses in one term was not possible in face-to-face teaching since there were overlaps among courses interfering participation, but online teaching allowed it by providing students opportunity to watch their online lessons in any time they wished and not forcing students to take part in lessons simultaneously.

Overall, the less motivated participants' statements in relation to the qualities of a good teacher revolved more around students' comfort and emotional states of themselves, whereas their more motivated peers concentrate more on technical, professional and pedagogical aspects of teaching and teachers, as well as their care about their students' feelings and comfort in the class.

4.1.3. Beliefs About Students and Students' Learning

What participants believed about learning mainly originated from their previous experiences as learners, their experiences as student teachers and teacher candidates in the teaching practicum, and experiences in life outside the classroom, such as teaching vocabulary to a

family member. In terms of their understanding of learning, one common theme emerging from all the interviews was using games in teaching, providing an enjoyable learning environment and preparing or adapting materials that are in line with both students' interests and language level. However, one aspect that distinguish STs with higher motivation from less motivated ones was their pedagogical content knowledge, providing the student with the information about where to integrate games and series into their teaching practices. When asked in what part of the lesson they would use the games, less motivated ones stated they did not know it yet, but they would learn as they practice in real schools and added that the course book would already direct them in terms of what they were supposed to do first and last if they became teachers. Contrary to them, their counter peers were more inclined to draw on their technical knowledge about language teaching, alongside considering students' emotions during language teaching.

4.1.4. Beliefs Derived from Reflective Practice

When asked about their perceptions of what they could and could not do in the teaching practicum, as a participant choosing teaching as a fallback career, Semra did not respond to this question in terms of her teaching performance but answered it in a way that focused on self-justification. In other words, her reflection was at a superficial level that does not seem to be critical in any of her teaching practices. This suggested that her inability to critically evaluate her own teaching practices stemmed from the fact that her knowledge base, which was predominantly shaped by her former teachers, was not sufficiently developed to effectively inform or challenge her current instructional practices. She gave only superficial responses, such as "I am trying to give a safe learning environment, I am not correcting them too much. This might hurt them" (semi-structured interview 1, Semra*)*. Contrary to this claim, in the observed lesson, it was revealed that she neglected all the mistakes or errors of her students not with the main purpose of avoiding harm to students' feelings, but rather because of her lack of interest in and knowledge of the profession and subject matter, in addition to her weak performance in managing time and classroom. When asked why she did not give any corrections, she answered that she did not hear or realize any of them, and added that correcting students would cause her to lose control of the class since the topic of the course might go out of its scope.

Additionally, it seemed that she associated the reasons for her failure with external reasons to legitimize her presence in the classroom. Semra reported in her interview that classroom

environment is such a place in which non-expected things can happen, attributing her failure not to her lack of knowledge and low teaching abilities, but to the external factors, such as students seeming bored in the last lesson, students' readiness, and the semester holiday in which students stayed away from lessons for an extended time:

Even if we learn about all of the theories, methods, or ways of teaching, they might not work out because classroom is a place in which unexpected things can happen; therefore, I sometimes think there was no need to learn all these theories. (week 8, self-reflective journal, Semra)

Deciding what to do in the class is really difficult because I did not have enough time to think. I should decide spontaneously, I know, but the time passes so quickly. That is, until I decide something, I realize that I am too late to do what I decide. Then, I think it was in vain to think about it. (semi-structured Interview 2, Semra)

In one of the previous weeks, I prepared a similar activity. They seemed they loved it. I prepared the same, but this time they did not understand. I do not know the reason. This time it was difficult for me to tidy up the class. They are easily distracted. (semi-structured interview, 2, Semra)

Theories make sense only if we know the classroom, if not, I need to improvise to handle it. To make improvisations, we do not need knowledge about my field because I need to decide and implement it quickly and theories do not help me in the classroom (week 5, self-reflective journal; Semra)

The students are more attentive when they do not exactly know what their teacher's reaction will be. (semi-structured interview 2, Semra)

Such statements can be interpreted as indications of identity crisis arising from the gap between what was taught to her in the theoretical lessons and what happens in real classrooms. Furthermore, her identity belief system seemed to work under negative loops, in which there were incongruities between her ideal teacher schema and her performance as a professional.

On the other hand, Büşra mentioned the same issue, drawing it onto the difficulty of language teachers may face while teaching:

Our teachers at university always complain things like… we are teaching methods, but those graduates apply the GTM (Grammar Translation Method). I think the biggest reason behind

it is that while we are being taught theories, there is always a deductive approach. Meaning like this: we learn the principles first, then we turn to the issue of how. It is because of that reason every teacher goes back to classical methods in which they were also taught in this way. I think in this way. For example, while we were learning Total Physical Response, we should first see the implementation of it in the classroom, and then we can see what principles, but in language teaching, what is said to us is to make it inductively. I think this can be a problem (semi-strcutured interview 2, Büşra)

In this excerpt, she referred to the mismatch between what she was taught and what she actually applied in her classrooms. However, the observed gap did not seem to influence her perceptions about teaching negatively. On the contrary, it led her develop professionally, as she emphasized that she would give strive for not to be like other teachers who were making use of solely the activities in line with GTM in her lessons.

Additionally, Yasin touched upon the gap between what he was taught in the departmental courses and what he experienced as a teacher trainee in the teaching practicum:

While teaching vocabulary, I remembered that our teachers had said: write the pronunciation, meaning, associations, synonyms, antonyms of the word in its context. We are taught that we can put a picture of the word onto board. I realized that these kinds of things, such as giving all versions of a word can arouse something and push those students whose English levels are good to learn while it was seen like a totally empty page for those who do not English. So I adapted my teaching in response to students' level and their interests. (semi-structured interview 2, Yasin)

This week we were trying to teach some vocabulary about airport. I have prepared the visual versions of them to hang on the board. I tried to draw the students' attention, but some of them have not even seen an airport in their lives yet, so it was difficult to teach them. Authorities should be aware of students' backgrounds. (week 4, self-reflective journal, Yasin)

These statements are demonstrations of the gap between what was taught to him at course and what happens in reality. However, he does not seem to be influenced negatively with that case as affective aspects he experienced seem to compensate the perceived negativities in the language teaching practicum: "The theory practice gap confuses my mind. Nevertheless, I love my students. As I know them better, I can adapt my teaching in line with their levels."

Briefly, while highly motivated STs drew on reflections and see them as a step or opportunity to develop, less motivated peers avoid making reflections or make it superficially not in a critical level. A summary of pedagogical cognitions was displayed in Table 6 as follows:

Table 6

First Theme: Pedagogical Cognitions

Theme 1	Sub-theme	Codes from Highly Motivated STs	Codes from Less Motivated STs
Pedagogical Cognitions	Self-efficacy Beliefs	Multiple efficacy sources Dynamic nourishment Emotional–relational reinforcement Mastery experiences Successful classroom management Student participation boosts confidence Lesson plan rehearsal Reduced anxiety through strong preparation Performance improvement awareness Teaching as art / stage performance	Incompetent teacher self-definition Lack of pedagogical content knowledge "I know it from my previous teachers" *B*iographical failure shaping inefficacy Fear of leadership in group work Mother-based knowledge source Grammar dismissed as unimportant Unclear classroom procedures Poor classroom management Surface confidence from helping sibling
	Beliefs About Teaching and Being a Teacher	Teacher as guide / director Teaching as meaningful craft Communicative approach Varied materials Planned, structured lessons Experience needed for expertise Academic teacher identity Joyful classroom atmosphere Method–practice congruence	Teaching perceived as difficult Teaching previously seen as easy job Focus on cheerful teacher image Complaints about system / boring methods Skill imbalance (speaking–listening > reading–writing) Instrumental orientation toward courses Heavy course load to finish quickly
	Beliefs About Students and Learning	Games and materials purposefully integrated Enjoyable learning environment Activities aligned with level & interests Learning improvement noticed	Games but no idea where to integrate Coursebook dependence Uncertainty about lesson stages
	Beliefs Derived From Reflective Practice	Awareness of theory–practice gap Commitment to avoid frequent use of GTM Adaptation to student level Context-sensitive teaching decisions Practical reflection on difficulties	Superficial reflection Externalizing failure "Classroom is unpredictable" justification Improvisation over knowledge Lack of time awareness Students easily distracted Theories perceived as useless

4.2. Ethical and Moral Values of Teaching

The findings indicated that ethical and moral values formed a central dimension of identity formation. The participants' ethical beliefs influenced the way they interpreted classroom interactions, how they located themselves with respect to the community, how they

visualized the type of teacher they wished to become. Therefore, under this theme, ethical aspects of teaching, moral values of teaching and rule-based teaching philosophy were presented.

4.2.1. Ethical Aspects of Teaching

One aspect that distinguished highly motivated STs Büşra and Esma from the rest of the participants was their beliefs about ethical aspects of teaching. First, Esma as a motivated ST, complained about those who do not shoulder responsibility. She wrote in her reflective journal that micro-teaching performances of this week were very bad, adding that in the long term, she would be affected negatively by these kinds of poorly prepared lesson plans because she thought that micro-teachings are demonstrations considered subordinate to the teaching, and "those being conducted this week resembled anything but teaching". This statement can be evidence that she would be strongly influenced inconveniences in her future profession as she holds strong moral values in relation to teaching. Additionally, she reported: "I did not enter teaching with an overwhelming passion, to be honest. But once I was here, I assumed a sense of responsibility, and I believe others should do the same". Similarly, this extract confirms her high level of responsibility and her beliefs about the role others should take.

Furthermore, as a motivated ST, Esma's experience with a teacher in the department revealed her ethical values as a salient aspect of her professional identity. She criticized teachers who give assignments just to give them and then do not read them properly or unable to provide feedback about it. From her point of view, every assignment needs a clear purpose, and must be evaluated with considering ethical aspects, so that students who put extra effort would not be treated the same as those who submit something merely with the aim of doing the task:

A few weeks before, one of our teachers said you are writing too much in the exams. I am not reading all of them anyway. Then, she realized that she had said something wrong, and added, 'Actually, I do read them'. This is something I do not want to do in my professional life. If a teacher assigns homework, they should assess it thoroughly and responsibly. Because in such a case, we compromise the rightful efforts of students who have completed the assignment with due diligence. We need to be able to distinguish them. Those teachers giving homework just to give, just to make them busy, and those students doing homework

just to fulfill the requirement..., This is ridiculous for me. (week 2, self-reflective journal, Esma)

She further explained that those students who did not put much effort in lessons are threats for the profession:

If *the teaching profession is not respected, I believe it is because of irresponsible teacher candidates like these, those who are unwilling to take any real responsibility. However, I do not allow them to affect me negatively. On the contrary, their attitude motivates me to become better. I never think, 'If they are already bad, what difference does it make if I am too?' I try to create a positive environment toward teaching within my circle of friends. Especially in content-area courses, I make a strong effort to improve myself through extra readings, seminars, and conferences. I am the kind of person who is very inclined to look up to role models. I love teaching (semi-structured interview 2, Esma).*

These statements demonstrated that her professional ethical stance highly predicated in a delicate attention to being fair in profession can sometimes lead to tensions or disruptions in identity development, but her motivation to become a teacher is still nourished more by love of teaching and serving for the society. Nevertheless, following those statements, she added that in the long term, she would be affected negatively by those teachers who took less responsibility. Therefore, ethical stance stands as a stronger identity component that might cause her to be a less committed teacher in the future.

In a similar vein, Yasin's observations of the teachers' room during the teaching practicum revealed an ethical inconsistency between his moral beliefs about what good teaching is and the professional norms he witnessed. Following the interview of his self-reflection journal in which he stated some inconveniencies in teachers' room, he stated that despite his own desire to do meaningful activities and enrich student learning, sometimes he encountered with attitudes between teachers and administrative staff making acceptable minimal preparation and low effort:

For instance, if a hopeful intern, someone like me, full of enthusiasm about the future and confident that he will become a good teacher were to spend even a week in the teachers' room, he would probably lose all of that optimism. In a way, you are confronted with certain realities of the profession, realities you would rather not accept….Even when you try to do something properly, and I'm not referring to one particular teacher here; I'm speaking based on various observations, both administrative staff and subject-group teachers, after

spending some time there, when someone tries to do something right, like saying, Yes, let's do it this way; let's design this activity, it will help the students grasp the concept better, what you often hear instead is: "Just make them do something and move on." Or when you ask, "Hocam, should I prepare this?" you are told: "Just explain that part from the book and move on; keep it spontaneous. Preparation isn't necessary. Hearing such things, even if I'm not personally the one experiencing them but only witnessing them, honestly wears me down. It makes me wonder: *Will I also become like this in the future? (semi-structured interview 2, Yasin)*

These statements demonstrated that this experience was giving him a considerable discomfort because of two reasons. First, he experiences a moral dilemma in which he stays between his ideals and realities of the future schools. Second, that reveals a deeper identity conflict leading him to interrogate his ethical and moral purposes, commitment and responsibilities, which is enhanced by the social community he existed.

In contrast to them, less motivated STs did not specifically articulate explicit ethical concerns with respect to their experiences either in the profession or the department. One participant implicitly raised an issue in terms of fairness and his perception about the professional life of teachers. He described that he was forced to choose a course from a more demanding teacher, as there was no available room for him to select that lesson from a teacher whom he perceived less demanding. He explained that the teacher he selected was more demanding in terms of the homework and assessment type she employed. She was asking for the implementation of an exam they have prepared with justifications for each section in the exam. He reported that if he were to become a teacher, no one would consider the type of exam he prepared. His struggle was therefore around a perceived mismatch between course requirements and the actual responsibilities of teachers. Although not expressed as a moral dimension, his reasoning reflected an underlying ethical sensitivity toward equity in assessment and the relevance of coursework to the realities of the profession.

In a nutshell, when it comes to ethical aspect of teaching, there observed no divergences between highly and less motivated ones, as it was a factor equalizing both group of participants, causing them to have negative feelings and thereby possibly reducing the motivation levels of both profiles of STs.

4.2.2. Sub-Theme: Value of Teaching

This sub-theme illustrates what STs believed about inherent value and social purpose of teaching. It is composed of how they morally justified why teaching matters, their understanding regarding whether it is a socially meaningful profession, and the way they constructed their contribution to the society.

Differences between highly and less motivated participants indicated how the value of the profession was captured by differing motivational orientations. Highly motivated student teachers perceived teaching both as a calling and a profession they loved. They framed teaching as a meaningful contribution to development of their students by broadening their worldview and as a service to the society:

For me, being a teacher, especially being a foreign language teacher is a valuable profession because we do not teach something that they are able use only in the classroom, but they gain an outcome that broadens their perspective on life. (semi-structured interview,1, Zehra)

An English teacher is a tool who enables the students to communicate with the world. (Nilay)

Teachers are guides, in other words, as teachers, we are the ones who shape the new generation. Therefore, from this perspective, as teachers we occupy a leadership position for them. Because the decisions they will make in their future lives depend, for example, on whether I teach them English well now. If I teach it effectively, they will be able to speak it confidently later on. Let me give an example: a student may want to become a football player, and during the process of being transferred to different clubs, they need to use English. Or many of my students want to become pilots or engineers. In many professions, English is essential. So what I'm giving my students now, this English education will become a major investment for their future. And for me, being that person who guides them, who leads them, is what being a teacher means. (semi-structured interview 2, Nilay)

From a cultural standpoint, the foundation for raising generations who are well-developed, open to people from diverse cultures and different backgrounds, and capable of improving themselves with ease, largely depends on English teachers (semi-structured interview 2; Nilay)

I believe that teaching is not an ordinary profession; it is truly the key to the future, and it must be valuable. If people want rectification in the world, this can be achieved through the help of teachers. (Yasin)

Teaching is valuable for me because the matter is the life of a person. It is not a matter that can be dismissed or handled superficially. (semi-structured interview, 2; Esma)

For me, teaching is significant, because in fact, every student is valuable so a teacher should constantly support students without getting exhausted (week 3, self-reflective journal, Esma).

These statements from highly motivated participants were an illustration of deep moral commitment to the profession, viewing teaching socially meaningful and life shaping. They reflected the belief that teaching language represents more than the transmission of linguistic knowledge; rather it is a tool which enables students to enlarge their future selves and to broaden their world view, showing the high attainment value of participants. They also reflected a view of teaching in which responsibility and pedagogy are interconnected. Additionally, they integrate the role of language teaching with cultural and social development.

Contrary to them, less motivated peers presented a more instrumental and pragmatic view of the profession; therefore, the value attributed to the profession was conditional. Some described language teaching as valuable because of its privileged position in the society:

We as English teachers know something that other branches of teachers do not know. I mean, we know something about geography or history, but a history teacher does not know English, which made us privileged in the eyes of society. We are not like the other teachers. In our society, the number of people knowing a foreign language is quite few, so we are valuable in relation to other branches of teaching. (Faruk)

Additionally, he focused on flexible nature of the profession, emphasizing that teaching is solely a possible option among many others since he perceived teaching as an additional job which requires minimal effort and time compared to other career options:

In fact, I am planning to do a different job. I can teach for a short time just to get by. When I find my exact job, I can do teaching as a second job because they work half-days and the rest is theirs.

This suggested that the value he gave for teaching originated from its flexibility and he perceived it as a personal advantage rather than a social contribution. Furthermore, he thought that he could do this job even if he does not love it much, which was supported by his previous teachers delivering course and going back. He perceived them as doing only their tasks, which is accurate. Nevertheless, he does not seem to be aware of the emotional

side of teaching even though he articulated his happiness when he attended the class of a teacher whom he really loved and respected in his department.

Similarly, Semra, as a less motivated teacher, reported that she was planning to go another university and she can use English to her advantage and integrate English with her other career option so that she can become more valuable in that area. Nevertheless, she emphasized she had not decided it yet. How she values English appears to be instrumental, as she considers it worthwhile on the condition that it assists her to pursue an alternative career choice and enhances her value in a later position. Her appreciation of English, therefore derived from a utilitarian perspective which prioritize personal benefit rather than the profession.

In sum, different ethical orientations and motivational profiles interacted influencing the conceptualization of teaching. Highly motivated STs drew their beliefs on a sense of moral purpose and social responsibility, whereas their counter peers articulated a more pragmatic sense of professional value. Thus, their perspectives illustrated that ethical and moral values of teaching plays a central role in giving shape to STs' perceptions of their roles, responsibilities and professional purposes.

4.2.3. Sub-Theme: Rule-Based Teaching Philosophy

Büşra approached this issue in terms of her rule-based teaching philosophy and explained it by giving an example from her previous teachers in high school:

I was a more hardworking person compared to the class average, and I was thinking in this way: hard-working students should be distinguished from those who do not put in the effort, but that was not really the case with my teachers in high school. I think there must be clear rules, such as having a firm due time, deciding what needs to be done first, or what should not be done. Such rules need to be set explicitly and firmly, because they instill a sense of discipline both in the students and in individuals.

These statements are indicative of her philosophy of teaching as a moral domain where efforts should be recognized and rewarded. Highlighting clear rules, firm due time and clear expectations revealed that she conceptualized effective teaching as a rule-based pedagogy. For her, discipline is both a way of classroom management strategy and ethical stance shaping her teacher identity. Her teaching philosophy is grounded in the idea that educating students should be structured and principled, illustrating a moral belief rather than solely

pedagogical. What STs reported about the theme of ethical and moral values of teaching was illustrated in Table 7 as follows:

Table 7

Second Theme: Ethical And Moral Values of Teaching

Theme 2	Sub-theme	Codes from Highly Motivated STs	Codes from Less Motivated STs
Ethical and Moral Values of Teaching	Ethical Aspects of Teaching	Irresponsibility criticism Ethical discomfort with poor preparation Fair assessment / rightful effort Purposeful homework Strong responsibility-taking Ethical vigilance threats to professionalism Fear of becoming "like them" minimal-effort teaching rejection	Ethical discomfort (surface) Emotion-based reactions Limited moral framing Weak responsibility awareness
	Value of Teaching	Teaching as social service Broadening students' worldview Teachers as guides/leaders Investment in students' future Teaching as "key to the future" Every student is valuable High attainment value	Knowing language as privileged Instrumental value Flexible/secondary job Conditional value of English Self-benefit orientation
	Rule-based Teaching Philosophy	Effort must be distinguished Fairness through rules Clear expectations Firm due dates Discipline as ethical principle	Functional, not moral rules No articulated rule-based ethics

4.3. Socio-Cultural Positioning and Professional Belonging

This main theme was connected to how they positioned themselves in the future, the extent to which they felt close and belong to the teaching community, and reasons or outcomes of this belongingness. It also involves systemic constraints, long term aspirations and external discourses.

4.3.1. Sub-Theme: Emotional Connection to Students

One significant aspect that highly motivated STs agreed on was the need to have emotional bonds with the students to be able to succeed in language teaching, which responds to the emotional and relational aspects of identity:

Establishing bonds with the students is one of the most important features of being a teacher because I think good teaching requires being intertwined with the students and being close

to students. For me, the gap between teacher and student creates a setback for learning (week 5, self-reflective journal, Büşra)

The more time I spent with my students, the more I realized that we are getting closed to each other, which gives me the feeling of happiness. (semi-structured interview, 1; Zehra)

Additionally, Yasin reported that he started teaching practicum in a school where most students were conceived as mischievous and many people look at them with prejudgments. He added: "Nevertheless, I was pleased that the students liked me and engaged with me*",* displaying his strength in tolerating negative perception of the society towards his students. Behind this strength was his affectionate side for his students and love for the teaching profession itself.

Similarly, Faruk, as a less motivated ST, observed his current teachers in the department as well. Although he does not view teaching as his first option to work, he expressed a strong admiration for one of his teachers thanks to his relational presence and affection students displayed towards him.

Everybody loves. Teacher C…., even if he gets angry and sometimes scolds us in front of the class. I do not know how he achieved this. When he comes to school, a large group of students surrounds him and asks something. We would like to communicate with him. We love him. I would like to be respected and loved like him.

Although the other two less motivated STs did not mention about their admiration for teachers in the department, he noticed the behaviors of one teacher and observed him carefully. However, his admiration for the teacher seemed not sufficient to give him commitment, as he valued the connection between teacher and student more than teaching of the teacher itself.

4.3.2. Sub-Theme: Communities of Practice

Regarding the aspect of belonging to a teacher community, it was inferred from the semi-structured interviews that highly motivated STs were more inclined to take their educators and mentor teachers as role models since they feel a sense of belonging to the community they were located. Esma reported:

As I said before, I tried to stay close to my teachers. By observing them, I learn both how a teacher is supposed to be and not supposed to be. In one case with one of our teachers, (she

reported the name, but it is not given because of ethical issues), I remember that me and my friends discussed about the behavior of our teacher. I said to myself that if we felt in this way when she behaved us badly, we would not do it to our class in the future. (semi-structured interview, 2; Esma)

Similarly, Esma mentioned one aspect that should be quality of a teacher as being in the community of teachers in which they share their knowledge and practice with others:

Teachers in my environment, or teachers in Türkiye more generally, often share what they do on social media. Many of them post the activities they use on Instagram. What are these people doing? Let's take a look. We could even organize a virtual meeting with them for knowledge sharing. For example, they could say, "Look, this is what I do with my students; it works really well." I want to remain in constant motion like that; I don't want to become stagnant. Academia, for instance, does not let you become stagnant, you are always reading theses and writing something. I am not sure yet, but I can be an academician. (semi-structured interview 2; Esma)

In addition, Nilay explained that she participated a TÜBİTAK project with her instructors, in which they were going to prepare questionnaire for the fourth-year student teachers in practicum, and they would analyze together the results of it for small-scale research. Her active involvement revealed high professional engagement, as being involved in a research community gained her a sense of legitimacy locating herself somewhere close to the community. This experience also reinforced her socio-cultural positioning, as participation in nationally recognized institutions like TÜBİTAK confirms academic credibility and alignment with the professional norms of ELT in Türkiye.

In contrast to them, one of the less motivated STs described herself like a student who was able to understand students well but could not feel herself belong to the teacher community. She expressed that "I feel I do not belong to here", which was a clear demonstration of herself aiming something else other than teaching. Even if she emphasized her empathy with her students, a coexisted feeling of inefficiency and feeling of not belonging to the teacher community seemed to keep her away from the main reason of her existence in that department.

4.3.3. Sub-Theme: Systemic Constraints

None of the STs with high motivation put any hesitations about the location of the place they were going to work in the future since it was not perceived as a big concern. Conversely, Semra stated her worriedness about the appointment policy of the country, which was a sign that her personal aims move beyond her professional aims, preventing her from adopting certain professional purpose. She voiced:

Regarding the appointment issues, you may want to be appointed to another city and move there, but for an entirely different reason you end up staying where you are. If you are not planning to get married, it is possible that you are going to get stuck the place where you are appointed. I mean, I cannot get married just because of this reason. I am afraid of this really much." (semi-structured interview 2, Semra)

On the other hand, one of the motivated participants Nilay stated that if she was appointed to a far place preventing her from doing her postgraduate studies, then she would "take the exam again to be appointed to somewhere else where she can achieve her professional purposes, too". By these statements, it can be interpreted that she did not allow external factors to interfere with her professional aims, which is a crucial point in terms of her activeness to resist external constraints. It also showed her professional agency in which she made effortful choices to protect her long-term aspirations, rather than allowing systemic constraints to limit her professional purposes. She actively seeks alternative ways to remain connected with her ideals about the profession.

Additionally, Esma described the systemic limitations shaping student teachers' participation. Institutional inconsistencies in online participation policies, the challenges of online education, and the broader socio-cultural context of the earthquake all created an unstable learning environment, influencing how the participant positioned herself within the profession and understood the realities of teaching.

In fact, the instructor could have imposed certain requirements in online education for those attending face-to-face or remotely. For example, everyone had the luxury of forgetting the class; we could easily leave our screens. If the instructor had asked everyone to keep their cameras on or made interaction compulsory, it would have been easier for the students who were presenting. Of course, I cannot predict the circumstances during the earthquake period, who was available and who was not. Therefore, the instructor managed the situation well; he did not let the students' morale and motivation decrease and even answered the

questions themselves, accompanying the presenters. They did not make a big issue out of it. One group participated online, and another participated face-to-face.

Being totally different from the rest of the STs, Zeynep was planning to go abroad with her husband, and her only aim was to obtain an education degree which was convenient to present abroad; therefore, she was taking twelve different courses in one term. Her reason behind going abroad was something personal. Even if she reported that she had planned to get a TESOL degree abroad, she was aware of her lack in disciplinary knowledge and she attributed this to the bad teacher education policy of the country:

In Türkiye, teachers are not grown well because the society does not give importance to teachers anyway. Teacher education is not good here. I do not think I know theory. I am planning to go abroad. I am trying to complete the university as much as quick to get my degree. I can do different jobs, such as an interpreter.

Her sole aim was completing lesson credits required for graduation, as can be evidenced in the above statements and the number of courses she had taken in one term. She also attributed the reason of her lack of pedagogical practical knowledge to external factors and were passive about changing and resisting the conditions she complained.

4.3.4. Long Term Aspirations

The participants' long-term aspirations showed how they see themselves in the teaching profession in the future. Their future oriented imaginations reflected how they locate themselves socially, geographically and professionally over time. More specifically, it is related to their career plans and professional trajectories. These aspirations illustrated the way STs position themselves within the broader socio-cultural and institutional structures of teaching.

As a motivated ST, Zehra position herself as a successful academician in Türkiye and she reported that she would apply Fulbright Program as a part of her long-term professional goal. She positioned herself to a wider sociocultural environment, which shows her broader sense of professional belonging as well. In terms of her role, she perceived herself as someone not only teaching in Türkiye but studying in international academic and professional community.

Esma stated that she is planning to be an academician, as that field was giving her a sense of not becoming rusty, but she noted that this aspiration had not been shaped yet, given that she has one more year to study. Considering academia as a place where intellectual growth is ceaseless and valued, continuous learning and research take place, Esma was orienting herself to a community in which she would feel higher credibility, respect and identity alignment. She was not thinking appointed to MoNE schools since she was aware of stagnation there in terms of professional development. Therefore, she situated herself within that profession even though it was not permanent yet.

Büşra as a motivated student teacher reported her long-term aspirations related to her profession, but she felt she limited because of economic reasons:

Getting tenured in a university..., but first there should be a vacant position, I will take it. I think this process will be difficult and I do not think I can take this vacancy. I can do my post-graduate after I graduate so my first aim is to be assigned in a state school because I need money first.

Though she was a ST with higher motivation, she was limited by economic conditions of the country. Similarly, a highly motivated ST Yasin put his concerns about economic conditions of himself:

If I was appointed to İstanbul, I would not know how I can get by with a teacher's salary. I do not want to be appointed to that city, but it depends on my performance in the exam. I am planning to do my postgraduate in testing department in Ankara university, but it depends on the place I would be appointed. I need to earn my own money since my family has not been that rich to send me money years and years. (semi-structured interview, 2, Yasin)

Those statements displayed his economic concerns preventing him from imagining himself in a higher position in teaching. Therefore, in relation to other highly motivated STs, those two teachers seemed to be constrained because of the socio-economic conditions. Their aspiration to pursue a postgraduate study is limited not because they lacked motivation, but because structural constraints overrode their professional goals. Thus, professional identity formation becomes entangled with economic survival, reflecting a complex negotiation between internal motivation and external limitations. Finally, for Semra, teaching was not totally an aim for her let alone a long-term purpose as understood from the interview*:* Being different from my other friends, I am here to finish and go. I do not think I would be a teacher (semi-structured interview 2, Semra).

4.3.5. External Discourses

Regarding the society teachers are located, Semra as a less motivated student teacher stated to be affected by negative comments coming from society. She voiced her thoughts:

When I say that I am a teacher, some people say how nice it is while some others' comments such as 'Why would anyone choose to become a teacher today, especially an English teacher? With artificial intelligence, you can simply type and get a translation; there is no longer a need for language learning'. The same question happens in students, too. So, students' desire can reduce, but I do not know how I can motivate them while I am not that much motivated.

In contrast to her, STs with higher motivation did not explicitly articulate any negativities coming from discourse, but their agency can be interpreted as a counterargument in relation to less motivated participants. Against the common beliefs in the society which view teaching low-status and effortless, they highlighted the socially meaningful and intellectually challenging aspects of teaching. Their resistance against not to become stagnant demonstrated that they were neglecting the negative perceptions of the society and keep their long-term goals alive. An overall summary of the theme of socio-cultural positioning and professional belonging was shown in Table 8 as follows.

Table 8

Third Theme: Socio-Cultural Positioning and Professional Belonging

Theme 3	Sub-themes	Codes from Highly Motivated STs	Codes from Less Motivated STs
Socio-cultural Positioning and Professional Belonging	Emotional Connection to Students	Intertwined with students Teacher–student gap as setback Getting closer over time → happiness Students "liked me and engaged with me" Tolerating societal prejudice about students Affectionate stance / love of teaching	Admiration for "beloved" teacher Desire to be "respected and loved like him" Focus on relational admiration rather than pedagogy
	Communities of Practice	Staying close to teachers Learning how to be/not be a teacher Community sharing (Instagram, virtual meetings) Not becoming stagnant Interest in academia as professional community	I do not feel I belong here" Empathy toward students but not teacher community Identity leaning toward another career
	Systemic Constraints	Location not major concern Retaking exam to protect postgraduate goals Online disengagement Actively resisting external limitations Professional agency despite constraints	Fear of appointment system Marriage & being "stuck" in a city Degree as passport to go abroad "Finish quickly" orientation Blames teacher education / low societal value
	Long-term Aspirations	Fulbright / academic career goals Belonging to international academic community Academia as not becoming rusty Avoiding MoNE stagnation Postgraduate plans (testing) Economic constraints limiting ideal goals	Finish and go I don't think I will be a teacher TESOL abroad / interpreter plans Teaching as temporary step / fallback
	External Discourses	Resisting negative discourse Not letting external factors interfere, Teaching as demanding/meaningful	Societal devaluation of teaching Why become a teacher… AI can translate Students' decreasing desire to learn I don't know how to motivate them while I'm not motivated

4.4. Professional Agency

This theme was related to student teachers' sense of initiative, responsibility, and influence as they engaged in teaching tasks. It illustrates how they positioned themselves as active or passive agents within the teacher education setting. Accordingly, it is composed of the sub-themes of emotional regulation and resilience, responsibility taking and professional engagement and life-long professional growth.

4.4.1. Sub-Theme: Emotional Regulation and Resilience

In terms of the qualities of a good teacher, Esma, as a highly motivated one, perceived herself someone who was struggling in maintaining boundaries between her emotional side and professional responsibilities as a teacher. Drawing on her observations of current teachers in the department, she took notice of two profiles of teachers: those who carry their personal emotional states to the classroom, giving her students the feeling that something was wrong, and those who are able to manage to regulate their emotions and continue teaching without letting her feelings interfere with her job performance:

I have been taking courses from some of my teachers for a long time. I have never seen them come to class looking noticeably upset or extremely cheerful. They are continuing as the same, but I understood some of them. Something wrong had happened. I am sure. It is clearly seen her face.

She also explained that the ability to separate personal life from professional life comes with experience and she believed that she could achieve it as she got experienced. Additionally, she attributed it to the gender differences, as women are considered emotionally weaker than man in the society, and she associated it with women's low ability in hiding their feelings. Similarly, Yasin, as a highly motivated ST, expressed that he gained so much from the experiences in the teaching practicum that he can continue teaching without implicating his annoyance to his learners in the teaching practicum: "I understood that I can continue teaching even if something does not run its course". He also wrote that he was able to find the intricate line between being a friend and being friendly:

In the beginning, I approached situations emotionally and in a way that was detached from rationality, so to speak. I tried to build friendly bonds with students because, in fact, that was what initially warmed me to the idea of teaching. However, after receiving warnings from both my peers and instructors, I believe I have come to recognize the fine line between being a friend and being friendly. I focused on this distinction throughout my practicum. Previously, I hesitated to warn students because I did not want to hurt their feelings. In recent weeks, however, I have been more attentive in this regard. I now know that even if I warn them, they will not resent me, and that I should warn them when necessary (week 5, self-reflective journal, Yasin)

4.4.2. Sub-Theme: Responsibility-Taking and Professional Engagement

With respect to taking responsibilities and engagement with their courses at the department, Esma's experience was a demonstration of her strong level of engagement in her departmental coursework and heightened sense of responsibility. Her reflection indicated that although she was intensely committed to yielding quality work, this commitment often led her to compensate for her peers' limited responsibility, take control of group activities, and shoulder a disproportionate load. During this process, she positioned herself as the main driver of task completion, even when she recognized that such overcommitment might hinder her ability to engage in collaborative work.

This week, I was very busy. I had a lot of homework to do, and I had to prepare two different materials for two different courses, I mean they were homework. I was preparing a presentation for another course, and I was in a group work in which we had to made a mini lesson for young learners. We were having some problems with my groupmates. We did not argue, but my groupmates were taking responsibility sufficiently. That's why my mind felt so overwhelmed. I felt as if I had to run around on behalf of my groupmates as well. I wanted our mini lesson to be really good, so I said, 'Okay, never mind, I'll do it.' I know I shouldn't be doing that, but I guess I still haven't really learned how to work in a group. Normally, tasks are divided in group work, and everyone is expected to take responsibility. But when I see that someone is not going to take responsibility, I find myself saying, 'Fine, I'll do it,' and then I work hard to make everything perfect. While presenting, I was the one who held the group together, telling them, 'Do this, do that' and trying to manage the whole process. (week 3, self-reflective journal 4, Esma)

In contrast to their highly motivated peers, the less motivated STs performed markedly lower professional agency, as can be reflected in the patterns of limited engagement, weak preparation for instruction, and peer mediated restriction of responsibility. Semra's actions in the observed lesson gave the impression that she was solely physically in the classroom. On the positive side, it seemed that she adopted a friendly stance with the students which created a relaxing learning atmosphere. However, the observed notes revealed minimal initiative and insufficient preparation. First of all, she prepared a handout whose font size is too small to read and watch the video (3 minutes) and fill in the blank parts. Then, she made the students watch the video showing a small extract from the series of 'how I met your father' whose language is far from students' level and sound is too low to be heard, interfering some students from participating the activity and enabling both her and them to

lose sight of what they were going to do. The students complained that it was too fast to understand and asked for subtitles since they also wondered what was going on in the series.

Additionally, according to the observation notes of the researcher, Semra was using her mother tongue in giving even in small instructions to students. For instance, she said 'sen gel' as an instruction to ask students to come into the board and chose the suitable word for the fill in the blanks activity she presented on the board. Her use of mother tongue in the observed lesson might be supporting her lack of internalization of the language she was teaching since use of the target language in the classroom is one of the biggest differences between Semra and other STs with higher motivation in the teaching practicum. Also, this might reflect her lack of linguistic knowledge leading her to trust herself less than her peers affecting her self-confidence as well. Contrary to her, Zehra reported:

For now, the main problem left is the fact that we cannot really eliminate the use of L1 among the students. Still, at least we never let our mother tongue interfere with the lesson and make an effort to present a proper role model for them.

These statements displayed the extent to which they showed divergence in the same concern. One of the biggest differences between highly motivated and less motivated STs was the commitment they displayed when things went in the way they wished. For instance, following his micro-teaching, Faruk reported that he did not have sufficient knowledge about the film he was presenting its characters. In his micro-teaching, he gave every student a group name which is a character in Star Wars, and then those groups were going to discuss the topic from the perspectives of those characters by using discourse markers showing their personal viewpoint. He voiced:

I did not like my performance today. I was not master the characters in the film and I did not rehearse my part before my micro-teaching, as I saw that I would just give rights groups to discuss it, and I thought I was able to manage it. It did not seem it was not necessary to know the characters of the film. But that was not so. I was still not that much bad. I did the part what I was responsible for. (semi-structured interview 2, Faruk)

In addition to these, the observation notes confirmed his incompetency. He frequently looked at the papers in his hand and was unable to make an eye contact with his peers. His explanations were fragmented, and he was seemingly unsure of himself. Seemingly, he did not take seriously whether his peers were listening to him or not. Finally, even if his peers did not use discourse markers totally, he did not give any corrections or make insertions into

their responses. His behavior and teaching acts in the observed micro teaching strengthened the researcher's decisions about his motivation level. Furthermore, Faruk was responsible from preparing an example of the homework they instructed at the end of the lesson. Faruk stated that he was responsible for only the homework chapter in the lesson plan and the rest of the work belonged to the other peer in the pair group.

It was inferred from Faruk's micro-teaching performance and effort displayed that the peers were giving less responsibility to those less motivated ones, as they thought that their group performance would seem bad if they give too much work to perform in the class. To preserve their group-worth in the class, students taking courses more seriously were observed as they were giving less responsibility for those less agent ones, which diminished agency of less motivated ones who are already less agentic in departmental courses.

Furthermore, Faruk expressed his concerns about the topic he is going to teach. He explained in his self-reflective journal that if the topic were out of his interests, such as fashion, make-up, things related more with girls, he would struggle to give his attention to lessons and be unable to give sufficient interest. Such statements illuminated a tension between personal identity and professional expectations, which displays how distance between personal interests and professional requirements influence teaching practices of teachers. From the point of DSMRI, an incongruency between his self-interests and professional purposes created a dilemma for him to experience tensions between perceived possible actions and self-definitions. The contrast between two teacher candidate profiles demonstrated that the extent to which a teacher feels herself responsible and engaged, determined by the level of motivation, influence the level of alignment between personal and professional aspects of identities.

4.4.3. Sub-Theme: Life-Long Professional Growth

Regarding the extent they feel themselves as active learners, highly and less motivated STs diverged from each other in terms of their perceptions about what a successful teaching requires.

When asked their perceptions about themselves as a student teacher, the highly motivated student teacher Zehra explained associating it to two dimensions: love of teaching and being a life-long learner who are constantly learning from her students as well, which corresponds to the emotional and dynamic nature of teacher identity. She perceived herself as someone

who is getting knowledge from learners she was engaged in and have affections with the teaching profession itself:

While I am learning how to teach, I am also learning a lot of things from my students at the same time. And I can define myself as someone who loves English language teaching, not just teaching, but English language teaching. I cannot ignore this side because that lies at the core of it. I love being in communication with the class. I mean, generally someone loving this job and accepting returns of it academically and professionally. (semi-structured interview, 2, Zehra)

As a teacher, although I have come far with what I have done during my departmental studies, I feel like I am at the very beginning of my journey in ELT field. I have many more things to learn a long way to go. Still, I am aware of the fact that my teaching skills are advancing very day. (week 8, self-reflective journal, Zehra)

Additionally, when asked about the best part of teaching English, a highly motivated ST Esma responded to it by attributing it to the continuous nature of teaching. In addition to her role as a servant for her society, she perceived teaching English as a life-long process in which she is in a state of flux. She viewed learning as a continuous renewal, which keeps her motivation alive. She also expresses her desire to do a small-scale study about the issues related to teachers:

New individuals constantly emerge, both in technology and in teaching. My worldview changes, the student's worldview changes, and perhaps my environment changes as well. To be honest, this ongoing change makes me happy; it prevents me from feeling stagnant or 'rusted.'*…I realized that I would like to make research about one of the issues we have covered in the course named career planning and development (semi-structured interview 2, Esma).*

She also reported that she had read an article about teacher burnout which asserted a relationship between salaries of teachers in Türkiye and burnout levels of teachers. Therefore, it can be understood that her desire to be teacher extended beyond formal courses and arrived at reading articles displaying her interest for the job. Finally, she asserted that she had conducted an interview one of the graduates of her department who is not much idealist, which gave her the feeling of disappointment. Teachers, in her belief, should keep up with change, revise their activities regularly and remain in touch with academic developments rather than relying solely on generic activities like reading books and listening

to music to develop themselves. Being different from them, Faruk reported that an experienced teacher does not have to study and prepare before his lessons since he felt that teaching becomes automatic with experience. He believed that experienced teachers could rely on routine, improvisation, or the textbook, and therefore do not have to constantly study or need not much preparation. The perspectives STs shared regarding the overarching theme of ethical and moral values in teaching are presented in Table 9.

Table 9

Fourth Theme: Professional Agency

Theme 4	Sub-themes	Codes from Highly Motivated STs	Codes from Less Motivated STs
Professional Agency	Emotional Regulation and Resilience	Maintaining boundaries Carrying emotions to class Regulating emotions with experience Women weaker in society Teaching despite setbacks Line between friend and friendly, Not hurting feelings, warn when necessary Emotionally approaching situations Fear of hurting students Receiving warnings from peers/teachers Learning to be firm Continuing teaching even if things go wrong”	No explicit evidence of resilience or emotional regulation Minimal emotional management, emotionally distant from profession
	Responsibility-taking & Professional Engagement	Overwhelmed with workload Doing peers’ tasks Taking control of group work Aiming for perfect work Holding group together Strong engagement with coursework Active involvement in TÜBİTAK project Academic legitimacy	Unprepared materials Inappropriate video L1 use in instructions Physically present, psychologically absent Minimal initiative Low linguistic confidence Peer-restricted responsibilities Only doing assigned part Topic interest determines effort Struggling with unfamiliar topics
	Life-long Professional Growth	Love of ELT Learning from students Beginning of journey, Advancing every day Continuous change Not feeling rusted Reading articles Career-planning research interest Tteacher burnout awareness Interviewing graduates Keeping up with change	Teaching becomes automatic No need to study Routine teaching Relying on textbook Minimal preparation Experienced teachers don’t need to revise

4.5. Emotional Experiences

The role of emotional experiences as a major theme in the current study was significant, since it affected the identity trajectories and motivational patterns of the participants in both negative and positive senses. Highly motivated participants reported positive feelings, such as joy, satisfaction, happiness, derived from the consistency between theory practice, act of teaching itself, and affirming students' reactions reinforcing their intrinsic and attainment values, thereby contributing to their professional identity. Those were presented under the theme of emotional rewards. On the other hand, they reported also negative feelings such as stress, hesitation and anxiety. However, these feelings were reported to diminish by frequent practice and strong effort devoted for coursework. In contrast, less motivated participants, even if they did not clearly state that they were psychologically exhausted, reflective notes of the researcher gave evidence to present it under the sub-theme of emotional costs such as, anxiety, frustration and insecurity. Those feelings caused them to have lowered sense of professional efficacy and reduced expectancy beliefs.

4.5.1. Emotional Costs

In relation to the aspects STs need to give up or put up with the inconveniencies, at first the researcher interpreted that highly motivated STs did not perceive time and effort, spent as a negative element affecting their motivation, as they consider that for every type of job, they need to give their energy. Similarly, their less motivated peers' statements with respect to the costs confirmed the negligence of cost value, as they thought they did not study much and they did not think they gave up lots of things:

I did not remember I had studied much in any of my courses. I cannot tell a lie. To be honest, just before the written exams I memorized some rules and I got a mark sufficient to pass the course. (semi-structured interview 2, Semra)

In a similar manner, Faruk also stated that he did his homework together with his group mates who helped him a lot. He added that he trusted the knowledge of his peers in the group: "I have never been like a leader in any of group activities. They gave me the part I need to do. I prepared it and I did not wonder the rest much".

However, it was recognized by the researcher that their lack of disciplinary and practical knowledge about language teaching was psychological burdens for them:

My mates' performances were better. When I was explaining something, the topic would constantly shift to something else in the classroom. My lesson was not progressing at the same pace as the others'. (semi-structured interview 2, Semra)

It was recognized that comparing herself with her classmates and realizing that she could not keep up created a psychological burden for her, even if she was not fully aware of it. Those feeling of inefficacy also lead her to feel as if she was outsider in the place she existed and to have feeling of non-belonging to the class.

Yasin also confronted a school culture that is inconsistent with his beliefs about idealized teacher, which was also sub-themed under ethical beliefs of teaching as well. Encountering teachers ignoring preparation and meaningful teaching led him feelings of exhaustion and anxiety about his future professional self.

For another ST with higher motivation, micro-teachings they performed in her previous years were written as causing her to feel anxious even though she held more self-confidence through teaching practicum. She drew it to the teaching community she addressed:

The demonstrations we do in the third year are not like teaching real students, because the people in front of us are our classmates. They have the same level of knowledge as we do, and they tend to look at us more judgmentally. We are not actually teaching them anything—they already know it—which increases my level of anxiety; I keep thinking, what if I make a mistake? *In the actual classroom environment, however, the children do not know methodological or technical aspects of teaching. So even if I skip certain parts, they are unaware of it. Because of this, I felt much better this week. (semi-structured interview, 2, Büşra)*

These statements illustrated that despite being mostly self-confident, the participant felt anxious from time to time during peer-based teaching. Teaching to her peers who have almost the same pedagogical knowledge and inclined more to evaluate her teaching practice seemed to increase her anxiety and led to fear of mistake. Contrary to this, she felt more comfortable in a real classroom environment in which learners did not have field knowledge to judge her performance. Even though she was confident about her teaching, she sometimes encountered with context-originated emotional costs when evaluated by peers.

Additionally, Esma's statements in the sub-theme of responsibility taking and professional engagement in terms of her taking responsibility more than required were interpreted as emotional costs for her as well. On the other hand, as can be evidenced from the reports and

reflexive notes, the sources of emotional costs of motivated STs are high in number and intensity in relation to STs with less motivation. However, these costs were balanced by their higher motivation.

4.5.2. Emotional Rewards

It was interpreted in field notes of the researchers that emotional rewards influence both profiles of STs in distinctive ways. In other words, STs with higher motivation can be affected by emotional rewards since their source of motivation are derived more from the pleasure taken from teaching, the passion they showed for language, pride originated from the beliefs of their mentor and trainers interpretations, and sense of success obtained from their students' feedback in the teaching practicum and peers' feedback for their micro-teaching performances.

…because I enjoy it, it doesn't feel like I'm teaching a lesson in the traditional sense; it feels more like I'm having a different kind of conversation. It never feels like a formal lesson to me. Since it is something I genuinely enjoy, I have a lot of fun, really, a lot. Especially when I feel that I have contributed to the children's learning. (week 3, self-reflective journal, Zehra)

The fact that the students liked me, showed interest in me, became excited when I entered the classroom, and that I could see that spark in their eyes made me truly happy. And in that moment, I said to myself, Yes, I want to do this profession. (semi-structured interview, Yasin)

I have always progressed by growing accustomed to it and genuinely enjoying it. Naturally, this brings success along with it. I believe I am good at communicating with people, and I genuinely love children. (week 7, self-reflective journal, Beyza)

I am someone who absolutely loves talking with people. Being watched by others and engaging in conversation made me feel happy. The fact that they paid close attention to what I was doing also made me feel good. Since it was something, I had never experienced before, I thought to myself, Maybe this is what teaching could be. It felt like something I truly enjoy (semi-structured interview 2, Neslihan)

In a similar way, less motivated peers are sensitive for the feedback obtained from their community (peers, trainers, mentors): *My micro teaching was better last week. Our teacher liked it. After that, I started to question whether I can do this job (week 3, self-reflective*

journal, Zeynep). However, what they lacked is the emotional rewards since they were less vulnerable to the gifts coming from outside.

4.5.3. Emotional Trajectories

Emotional trajectories are defined as experiences STs have undergone from the beginning time to the end of the teaching practicum. Their emotions were susceptible to changes and events surrounding them. In line with their statements in the semi-structured interviews, there were fluctuations and transformations in their emotions based on the contextual constraints, social comparisons and practicum experiences and their perceptions about how they interpret them. In the current study, emotional trajectories were clear in participants' shifting beliefs and feelings towards being a teacher. Evidently, some chose to come to the profession willingly while some others came with mostly the effect of external elements.

Among the participants, Nilay and Esma held different emotional pathways in relation to the other participants, as they were unwilling to come when they first started their education in the department. Esma was an unwilling student teacher since she was not pleased with the profession she chose. However, her enjoyment got increased as time passes:

In fact, I did not initially come to this department with great enthusiasm. However, once I was here, I felt that I had undertaken a responsibility. Then I realized that many others were in a similar situation, no one had chosen the program with exceptional eagerness. Noticing that I was not alone made a difference. Later, while completing the assignments and engaging with the coursework, I realized that I had actually begun to enjoy it. I thought to myself, 'I think I can do this; perhaps I really do enjoy teaching.

Those statements exemplify how her unwillingness were transformed into affection and commitment, which illustrates her emotional trajectory. Recognizing that many of peers shared common feelings provided her the feeling of social normalization and belonging by reducing the emotional burden. This is also associated with her professional belonging, as shared experiences restructured her perceptions of herself within her teaching community.

Apart from this participant, Nilay as a third year ST, described her previous institution as a place surrounded by peers who see teaching as a degree to complete rather than a profession requiring hard work. Those peers who lacks academic ambition and professional purpose was giving her an environment where she could not feel any competitiveness, and vision a

meaningful future. This was diminishing her motivation. She felt she was different from them:

Previously, I was studying at a different university. The students there, since it was a private university, generally saw teaching as something to finish quickly rather than as a profession, so their perspective was quite different from mine. They didn't really have future goals. Because I viewed teaching differently, I wanted to improve myself in this field. Since I was more focused on actually becoming a teacher, I didn't feel like I fit into that environment, and that's why I decided to transfer to this university. (semi-structured interview 1, Nilay)

Then, she continued with her ideas and feelings about her current institution:

Here, some students plan to pursue a master's degree, some aim to be appointed to state schools, and others want to go abroad. When I transferred here, my perspective changed completely. At first, I used to think, "I will just get appointed and continue like that." But after coming here, I decided to advance in my field. I started to see teaching as a science. The activities we do as teachers are also very important here. Right now, is the time when we are expected to show ourselves as teachers, because the responsibility has largely been placed on us. I realized something and I can say that I took responsibility. (semi-structured interview 2, Nilay)

In my previous university, I didn't have a friend group who would say, "Let's study together" or "Let's go to the library." After coming here, that changed. Seeing people who were similar to me. People who were motivated increased my own motivation as well. Some are studying for KPSS, and I have friends with whom I talk about general knowledge. It felt like I had been in a dark period and suddenly came into the light. I felt the desire to do something. (week 7, self-reflective journal, Nilay).

These statements exemplifies that her transfer to a new university lead to shifts in her perceptions about the profession, creating a more motivating community and renewed sense of purpose, and she started viewing the profession as a science and worth to study. In brief, emotions mediating role between social context and the person was clearly evidenced in statements of the participants. Her previously weak engagement was reactivated and transformed into a higher professional diligence by alignment to the community, representing the dynamic nature of teacher identity.

Being the same as highly motivated STs, the less motivated participants also experienced fluctuations in their in their emotions derived from feeling efficient or inefficient. Although

they felt efficient from time to time in terms of teaching ability, that was insufficient for them to hold positive beliefs about their teaching performance, leading them to give less commitments for the teaching profession. Table 10 outlines the insights STs provided concerning the theme of emotional experiences in the teaching profession.

Table 10

Fifth Theme: Emotional Experiences

Theme 5	Sub-theme	Codes from Highly Motivated STs	Codes from Less Motivated STs
Emotional Experiences	Emotional Costs	Ethical dilemmas in school. Future anxiety Exhaustion from school culture. Stress in micro-teaching. Hesitation. Context-based anxiety. Tensions from responsibility overload Judgmental peers. Over-responsibility as burden Peer-based teaching anxiety.	Not studying much. Memorizing before exams Trusting peers' knowledge. Not leader in group work. Lesson shifting to other topics. Not progressing like others. Feeling outsider. Non-belonging. School culture mismatch. Mentors ignoring preparation. Fear of mistake.
	Emotional Rewards	Feels like conversation not lesson Enjoying teaching Fun Contributing to learning Students excited Seeing spark in eyes Loving communication Loving children Being watched and heard something I enjoy Improved performance Desire to do more Positive peer/mentor feedback	Teacher liked my micro-teaching Started questioning if I can do this job Sensitive to feedback Emotional validation from trainers
	Emotional Trajectories	Initial unwillingness Responsibility awakened Shared feelings with peers Enjoyment increased Belonging through normalization Dark period to light Community shift changed perspective Seeing teaching as science Motivation increased with motivated peers Renewed sense of purpose Desire to advance Alignment with community	

4.6. Summary of the Findings

The findings of the current study can be interpreted briefly as follows. First, highly motivated STs drew on more various elements in terms of the aspects nourishing their identity. They relied on their own mastery experiences and reactions of others more, in addition to their

previous experiences about teaching and learning which less motivated peers associated more frequently. Second, in terms of a qualities of a good teacher, highly motivated participants associated it with pedagogical, technical and subject related issues while less motivated ones highlighted emotional comfort of both their students and them. Regarding the reflective beliefs, highly motivated ones perceived them as ladders to step on for further development, whereas their counterparts saw them as disturbances or crisis which confirmed their views of theories of learning as worthless. Third, with respect to the ethical and moral values of teaching, taking responsibility more than required and negative experiences in the teachers' room in the teaching practicum seemed to be critical moments that can reduce their commitments and cause dilemmas in the long term, as their reports confirmed that they were afraid to be like the ones they reprimanded. Additionally, less motivated STs viewed the profession more pragmatically and instrumentally while highly motivated STs can be hindered and exhausted by their overthinking regarding being fair, disciplined and full of purposes. Fourth, the highly motivated STs asked more closeness both with their teachers and students in the teaching practicum and take their teachers as models, as they felt a belonging for the profession, whereas less motivated ones showed a counter behavior. Fifth, highly motivated participants took more responsibility and less constrained by the systemic realities, as their professional aims and personal desires looked balanced, leading them to put achievable goals while less motivated ones mostly put blame for authorities allowing for the growth of less qualified and demotivated teachers and negative perception of the society with respect to the ease of the teaching profession. Sixth, highly motivated STs were able to aspire goals in the long terms with the condition that there were not threatened by the socio-economic levels of them. Thus, socio-economic condition emerged as a limited factor for long term professional goals for both profiles of STs. Next, highly motivated participants desired to be in a working environment in which stagnation does not exist and value life-long learning, but less motivated peers valued stagnation more and felt no need to revise themselves if they were sufficiently experienced. Furthermore, highly motivated STs were found to be more agent in their decisions, which is confirmed by their high responsibility and engagement for the coursework and department, whereas less motivated STs inclined to be less agent, which is strengthened by their peers for the sake of preserving their performance of groupworks. Additionally, cost value seemed to be negligible from the perspectives of participants since motivated participants perceived it not as a cost and less motivated participants viewed it not as a cost, too, confirmed by their statements as they did not put much effort to pass the courses. However, they were seen to compare themselves

with their peers, and this could be a psychological burden which they have not recognized yet. Finally, two highly motivated peers represented their emotional trajectories as a process in which they were not so committed and purposeful in the beginning. Nevertheless, their perceptions of social normalization and shared experiences led them adopt a purpose and invested in their profession while there was no stated shift in relation to less motivated peers. The qualities of the two profiles were shown as in the Table 11 hereunder:

Table 11

Summary of the Findings

Main Themes	Highly Motivated STs	Less Motivated STs
Professional Cognitions	Drew on diverse identity resources Relied on mastery experiences, Feedback from others, and pedagogical–technical knowledge Viewed reflection as a tool for development	Relied mainly on prior schooling experiences. Emphasized emotional comfort; Perceived reflection as disturbance or crisis Viewed theory as largely irrelevant
Ethical and Moral Values of Teaching	Took responsibility beyond requirements Experienced ethical dilemmas and moral fatigue Overthinking fairness, discipline, and purpose sometimes led to exhaustion	Approached teaching pragmatically and instrumentally. Ethical concerns were less salient and less emotionally demanding
Socio-Cultural Positioning & Professional Belonging	Sought closeness with mentors and students Took teachers as role models Developed a strong sense of professional belonging	Displayed distancing behaviors Weaker sense of belonging Less identification with teachers as professional models
Professional Agency	Demonstrated high agency through responsibility-taking, Engagement in coursework, and goal-oriented decisions felt less constrained by systemic realities	Showed limited agency; Tended to attribute difficulties to external authorities and systemic problems; Peer dynamics reinforced low responsibility in group work
Emotional Trajectories	Some began with low initial commitment but developed purpose and emotional investment through social normalization and shared experiences	No clear emotional shift was reported; Emotional engagement with teaching remained largely unchanged

CHAPTER V

DISCUSSION

This chapter intends to critically examine the findings of the current study in relation to the existing literature. It first offers a summary of the study and key findings and subsequently evaluates them against prior research. The structure of the chapter follows the order of the research questions, with each one addressing one research question.

The present research study aimed to inquire into the identity development projections of 5 highly motivated and 3 less motivated STs who were in their third and fourth years in their departments. The research questions sought to explore the elements influencing formation of identities and the distinctive ways participants were affected. To generate answers to the research questions, the researcher utilized semi-structured interviews, self-reflective notes of the participants and researcher's reflexive field notes, observation of participants' teaching practices as data collection tools. This qualitative study drew on DSMRI to interpret the identity trajectories and EVT to determine their motivation levels. Establishment of participants' motivation level was based on two sources: their own reflections about why they come into this department, and their teacher's evaluations about the motivation levels of his own students in terms of the effort and engagement participants displayed for his lessons. Five highly motivated and three less motivated STs were selected purposively based on these sources. Four participants were in their final year of the program, while the remaining four were in their third year. In line with the data derived from data collection tools were discussed respectively for each research question.

5.1. In What Ways are the Professional Identities of Highly Motivated Student Teachers Formed During Teacher Education?

The way highly motivated STs formed their identities has been discussed under this research question by predicating on each theme and sub-theme. This discussion part revolves around the argument that highly motivated STs' identity formation is sustained by identity coherence, which is built and enhanced by dynamic alignment of efficacy beliefs, consistency between beliefs and practices of the participants, ethical beliefs and values of teaching, sense of belonging, emotions and agency of participants.

Accordingly, with respect to the sub-theme of self-efficacy beliefs, the findings of the current research study demonstrated that highly motivated STs held strong, evolving efficacy beliefs originated from mastery experiences, constructive feedback and emotionally rewarding interactions with students. Interview and journal data showed that these efficacy beliefs strengthened more after practicum episodes in which participants received confirming feedback or observed students' engagement as a result of their instructional choices. From the perspective of EVT, mastery experiences and affirming interactions strengthened expectancy beliefs and made teaching episodes emotionally meaningful, increasing intrinsic and attainment value.

Self-efficacy beliefs of teachers are identified as significant contributing elements of teacher identity (Gu & Day, 2007; Garner & Kaplan, 2019; Kelchterman, 2009). In terms of the sources they are drawn, in the current study, the participants were nourished by various elements rather than focusing on limited references. Furthermore, teacher self-efficacy was asserted to be dynamic and socially embedded system, deeply influenced by mastery experiences, emotional reactions and relational support (Bandura, 1997; Tschannen-Moran & Hoy, 2007). Based on the dynamism of those beliefs, there were also moments in which participants with higher motivation approached the classroom with hesitations in terms of classroom management and lack of classroom experience (Ma, Cavanagh & McMaugh, 2021). The same instance was witnessed in study of Marschall (2021) in which Katie (the participant) experiences moments of doubts and anxiety in terms of classroom management, which was attributed to natural development of pre-service teachers. However, the motivated participants in the current study reported a gradual reduce in their anxiety when they did rehearsals before their teaching practice, designed their own materials and experienced teaching practicum. Similarly, Gorospe (2022) found that teaching anxiety of pre-service teachers diminish with better preparation and confidence.

When interpreted from DSMRI perspective, sense of high efficiency provided coherence among their identity components, where beliefs, purposes values and actions cooperated to construct an expanding professional identity (Kaplan & Garner, 2017). According to the researcher, positive self-efficacy beliefs contribute to coherence in identity construction through the mediation of emotions, which reinforces both the intrinsic enjoyment of teaching and the perceived importance of achieving success in the profession. Their positive emotional energy, mastery experiences, relational connections with students, and meaningful practicum successes strengthened this coherence, revealing how identity components dynamically support one another. Accordingly, their self-efficacy beliefs developed as a dynamic, emotionally enriched, and context-based construct. The identity and motivation alignment enabled them to act purposively and engage reflectively, generating a continuous growth for them.

The beliefs of highly motivated STs reflected a desire for consistency between their pedagogical goals and enacted classroom practices. That was represented in Olsen (2008), Beijaard et. al. (2004) and Korthagen (2004) as well. Korthagen (2004) asserted that the unpreventable belief practice inconsistency creates internal tensions, but the results of them rests on the motivational, emotional, and identity resources of the student teacher. For highly motivated participants, these tensions served as developmental opportunities to step on (Beauchamp & Thomas, 2009; Schutz et al., 2007). In the same vein, those STs viewed these inconsistencies as opportunities of further development. From the view of EVT, these belief practice tensions did not result in disengagement because the participants' high attainment and intrinsic value attached to teaching outweighed the temporary costs associated with inconsistency. As a result, tensions were interpreted as challenges rather than as signals to withdraw from the profession.

One prominent data emerging from highly motivated participants was their ethical beliefs towards others in the teaching community. Their expectations regarding peers' responsibility-taking, fairness, and professional discipline came up as a significant factor shaping their long-term commitment to the profession. Interview data revealed that these participants feared a gradual loss of incentive if they were treated in the same way as peers who contributed less, felt less responsible, behaved unfairly, or demonstrated lower levels of professional discipline. In this sense, perceived ethical incongruence within the professional environment posed a potential threat to their motivation and dedication. This finding is in line with prior literature demonstrating that development of pre-service

teacher's early identities revolve around moral convictions before instructional skills are fully formed. (Bullough, 1997; Kelchtermans, 2009). One of the highly motivated participants Esma voiced her concerns about irresponsible peers and teachers and lack of feedback for homework, indicating that she would be negatively affected if it happened more frequently in the department and in her later professional life. In this respect, ethical violations emerged as a potential breaking point which might cause declines in their commitments. To give another example for ethical concerns, Yasin's reflections on the teachers' room culture during practicum revealed a deep ethical discomfort. His motivation therefore was in danger not because he lacked motives to teach, but because he doubts whether he could sustain his moral standards in the institutional realities he encountered. His reflections suggest that if such ethical conflicts became routine, they could erode his commitment over time by turning moral discomfort into motivational cost. These accounts suggest that motivation was threatened not by low expectancy for success or lack of interest, but by the accumulation of perceived moral and emotional costs, highlighting the importance of cost regulation in sustaining teacher motivation over time. This interpretation of the current study is consistent with Kelchterman (2005, 2009) who claimed that self-understanding relied not only on competence, but also on moral convictions that form their conceptualization of what it means to be a good teacher. Additionally, it was added that self-understanding is destabilized when the professional world conflicts with moral expectations. Teacher education literature similarly showed that early-career teachers' identities are shaped by tensions between ideals and school realities (Flores & Day, 2006).

Scholars argued that teaching is essentially a moral work (Hansen, 1998; Socket, 1993). Teachers' sense of purpose is deeply linked to ideals, responsibility, fairness and care. When STs perceive ethical misalignment in their professional environment, it undermines not only their motivation but also their emerging professional identities (Campbell, 2003). This finding is strongly supported by Gu and Day (2007), who show that teachers' long-term motivation and resilience depend on working in ethically supportive professional climates. Furthermore, O'Connor (2008) asserted that preservice teachers often hold strong ethical ideals in the beginning of their profession. However, these ideals are sensitive to the professional contexts. If early experiences contradict these ideals, they may withdraw emotionally and reduce their aspirations. These participants' fears of losing motivation therefore reflect a disruption in the alignment between self-guides and contextual affordances, threatening the coherence and sustainability of their emerging professional

identities (Kaplan & Garner, 2018). Also, being treated the same as those who contribute less represents a perceived increase in cost value in terms of its psychological burden produced.

In the present study, with respect to the theme of socio-cultural positioning and professional belonging, the data revealed that highly motivated peers aimed to establish bonds with their students in the teaching practicum, which also exists in Hargreave's claim (2001). Similarly, it reflects O'Connor's (2008) conclusion that teachers' professional identities are built around meaningful emotional connections that affirm their sense of being effective, valued, and morally grounded practitioners. Furthermore, Mercer and Gregersen's (2020) book on language teacher psychology seem in line with what was asserted here, given that it emphasizes emotional attunement and relational sensitivity help reduce students' linguistic anxiety, foster willingness to communicate, and create meaningful classroom conditions. Thus, emotional relationships are not merely personality traits but pedagogical tools**.**

Additionally, from the point of Wenger (1998), the participants' emphasis on emotional bonding illustrates their understanding that teaching is a relational practice in which identity is negotiated through participation, mutual recognition, and the development of shared classroom meaning. Emotional connections with students therefore serve as both a condition for effective language teaching and a mechanism through which novice teachers move from peripheral to fuller participation in the professional community. From a DSMRI perspective, these emotional bonds operate as major value components that stabilize identity coherence and support a sense of competence and belonging; they give rise to positive self-perceptions, increase perceived action possibilities, and strengthen the consistency between one's ideal teacher self and actual practices. This also clarifies the motivational mechanism. As participants moved toward fuller participation and recognition in the community, the utility value of effort became more visible and personally meaningful, supporting persistence.

Regarding the sub-theme of systemic constraints, as a highly motivated ST, Esma perceived online teaching as an obstacle that restricted her opportunities for interaction with peers and instructors, although she reported that it did not reduce her desire to become a teacher. She complained about participation policy of the school, limited interaction and unstable learning conditions, which resonates with Kelchtermans' work (2005). He called it as vulnerability: the exposure of teachers' sense of self to contextual unpredictability and institutional decisions. Teacher education literature about online learning during the pandemic similarly confirms that institutional flexibility, inconsistent expectations, and unequal access created

conditions that limited preservice teachers' sense of competence, belonging, and professional engagement (Flores & Gago, 2020; König, Jäger-Biela & Glutsch, 2020). Similarly, it was conducted with 3 in-service teachers in Türkiye, and it was found that systemic instability and unclear institutional expectations undermined teacher's sense of competence, professional identity and well-being (Emir, Saral, Saçan & Özmen, 2023).

Additionally, the limited participation caused by online teaching can be interpreted from the perspective of Wenger (1998). He noted that participation in a community of practice can be achieved by personal effort, the affordances and limitations of the environment. When institutional norms are weakly structured, novice teachers might struggle to access learning opportunities necessary to enhance their professional identities. During the online teaching, the instructor's attempts to sustain morale and support students align with research emphasizing the critical role of pedagogical and emotional scaffolding in helping preservice teachers deal with crises and maintain professional growth (Gu & Day, 2007; O'Connor, 2008). Consistently, Güngör (2025) demonstrates that pre-service teachers' engagement with real-world challenges and socially complex contexts fosters both their professional identity and motivation, supporting the present study's finding that identity formation and motivational orientations develop dynamically through interaction with contextual demands, institutional expectations, and personal meaning-making processes.

In line with the same sub-theme, Nilay demonstrated a strong resistance for not to be restricted by contextual limitations by saying that if her future school prevented her ideals for the teaching profession, she would pursue alternative ways to protect her long-term aspirations. This showed her professional agency as well. According to Biesta, Priestley and Robinson, (2015) teachers rely on their personal values, long-term goals and sense of identity to enact agency even in limited conditions. Her commitment displayed in the current study precisely reflects this type of future focused agency. Rather than being constrained by the country's placement policy, she mobilized personal resources to establish coherence between her aspirations and the conditions she must work (Beijaard et al., 2004). Also, Lasky (2005) noted that emotionally invested teachers resist threats to their professional identity by taking purposeful action to preserve their values and aspirations. Her stance reflects what Flores and Day (2006) describe as professional commitment which is attributed to the internalized sense of responsibility and desire for continuous learning that direct teachers to invest in their development despite restrictions. The literature also highlights that teachers who view postgraduate as major in their identity are more likely to show continuous effort

and goal persistence (Day et al., 2006; Kelchtermans, 2005). From another viewpoint, this aligns with Kavrayıcı's (2020) argument that feared based possible selves regulate behavior by protecting proactive agency. From DSMRI frame, it illustrated how agency emerges from the dynamic interplay of identity components. Her ideal teacher self and postgraduate aspirations aligned with positive beliefs about her capabilities and her emotional investment in teaching, enabling her to perceive alternative action possibilities despite structural constraints.

Another common feature of the student teachers with higher motivation was their love both for the language and the profession, which conceptualizes the theme of emotional experiences. One of the participants perceived love as a driving element which assisted her to practice what she believed. Therefore, emotions were found as strong representations of identity signals and motivational drivers, leading them to encounter alignments or misalignments in their emergent teacher identities (Kaplan & Garner, 2019). In line with this, Zembylas (2003) reported emotions as powers generating the energy and meaning needed to translate their beliefs into pedagogical actions. According to him, emotions were core elements feeding identity, and they contribute positively to agency, influence their interpretations of events and sustain their efforts to align pedagogical beliefs with practices. Other scholars also argued that passion for teaching fuels professional agency, persistence, and reflective engagement (Gu & Day, 2007; Hargreaves, 1998). From the DSMRI viewpoint, their emotional attachment acted as a central affective value, producing coherence among the components of identity. It played the role of attractors which ensures stability in the long term (Kaplan & Garner, 2017). Within EVT, this emotional attachment can be conceptualized as a strong source of intrinsic value, which energized sustained effort and buffered participants against moments of difficulty or uncertainty during teacher education.

Regarding the theme of professional agency, one concern that restricted the agency of STs with higher motivation was the socio-economic level of the country. Although they were committed sufficiently to become a language teacher, they noted that their first aim was to be appointed to a state school in which their wages would be paid regularly. Even if they aimed to develop themselves in terms of professionally in the future, their aspirations were stated to be constrained by the economic conditions of the country. In line with their statements, in 2012, Kılınç et al. reported that socio-economic conditions in the country have increasingly pushed citizens to careers perceived as more dependable and safer. One highly

motivated participant also put his concerns about the amount of money he would spend for renting an apartment and hesitated to get by a teacher's salary even if he was appointed to a state school (OECD, 2005). More recently, Ünal and Saklan (2025) investigated pre-service teachers' public service motivation, professional identity and desire to work in public schools, and showed that most pre-service teachers preferred to be in state schools rather than in private schools. This aligns very closely with the present finding that STs asks for state employment first and subsequently think about further advancement in their professions academically when economic stability is secured. Even they were sufficiently motivated, their concerns limited their decision-making regarding the pathway they were going to follow.

With respect to the emotional experiences of STs with higher motivation, even highly motivated STs emerged to be negatively affected by micro-teaching performances when they were in the third year, given that they could be negatively evaluated by their peers based on their teaching performance which was not the same in teaching practicum where students do not have pedagogical knowledge to judge. This finding was in line with Allen and Wright (2014). In their study, they explored how pre-service teachers value practicum experiences as a central point to integrate theory with practice, suggesting that contexts reflecting real teaching may be perceived as more authentic and less evaluative than peer simulations. What was prominent is that even they were negatively influenced, they could be successful in their performances through the strength of emotions and strong effort dedicated for preparation, which corresponds to their reasons for teaching and engagement with their profession.

Another point worthy of discussion was Esma and Nilay's emotional trajectories. Although both participants were classified as highly motivated, they reported that their initial desire to become language teachers was weaker at the beginning of the programme than it became later. This is a significant finding because it shows that early reluctance does not necessarily signal a stable low-motivation identity; rather, motivation and professional identity can be strengthened through experiences that reorganize emotions, values, and perceived possibilities for action. Esma's movement from initial reluctance to later growing enjoyment and commitment, and Nilay's transition from a demotivating institutional environment to a more aspirational community illustrate that emotions function as a dynamic medium through which identity is continuously negotiated in relation to contextual affordances. In this sense, their emotional fluctuations support conceptions of teacher identity as emergent and context-sensitive rather than linear or predetermined (Beijaard et al., 2004).

From a community of practice perspective (Wenger, 1998), their trajectories can be interpreted as shifts from peripheral discomfort toward more legitimate participation, facilitated by shared experiences, recognition, and a sense that they were not alone. These relational conditions appear to give emotional force, moving from uncertainty and distancing to a more hopeful and agentic positioning within the teaching community**.** Within the DSMRI framework, the same process can be understood as a reconfiguration of identity components. Changes in social positioning altered the emotional experience, which then reshaped beliefs, goals, and pedagogical orientations, strengthening identity coherence over time (Kaplan & Garner, 2017). From the EVT lens, this shift is also interpretable as a gradual increase in intrinsic and attainment value or a reduction in perceived cost as participation became more meaningful and emotionally rewarding**.** Emotions therefore did not only accompany identity formation; they actively translated contextual affordances into motivational forces and professional investments, which aligns with the view that teacher emotions mediate learning to teach trajectories (Schutz et al., 2007).

Overall, highly motivated student teachers' identities were formed through the sustained alignment of self-efficacy beliefs, ethical orientations, belonging, agentic action and emotional experiences. Their efficacy beliefs enhanced through practicum-based mastery experiences and relational feedback, which increased expectancy for success and made teaching personally meaningful. Ethical commitments and relational bonds acted as identity elements, yet they also generated rising costs when professional environments were perceived as unfair or morally misaligned. Rather than fragmenting identity, tensions often became developmental triggers because participants could draw on strong value commitments and perceived action possibilities to respond. In this sense, DSMRI explains the coherence among identity components, while EVT clarifies how high expectancy and value helped participants manage or reinterpret costs during identity formation.

5.2. In What Ways are the Professional Identities of Less Motivated Student Teachers Formed During Teacher Education?

The way less motivated STs formed their identities has been discussed under this research question by drawing on each theme and sub-theme. Those less motivated ones do not refer to a total absence of motivation, but to motivational orientations that were more externally determined, fragile, and weakly integrated with professional identity in relation to their highly motivated peers. From an EVT perspective, the identity formation of less motivated

student teachers was shaped by low expectancy for success, weak attainment value attached to becoming a teacher, and heightened perceptions of emotional and effort-related cost. Across cases, identity formation was characterized by continuity with prior beliefs and experiences, limited restructuring through teacher education practices, and weak coherence among beliefs, emotions, goals, and perceived action possibilities.

Accordingly, with respect to the sub-theme of self-efficacy beliefs, less motivated peers revealed that their prior teachers, familial models and personal schooling experiences played a major role in their feeling of inefficiency. The less motivated participants Faruk and Semra relied heavily on externally determined pedagogical images and past experiences, constraining the development of pedagogical content knowledge and feeling of efficiency. Their self-description indicates that identity formation for less motivated participants was shaped less by ongoing mastery experiences within teacher education and more by the continuity of earlier self-perceptions. This finding is consistent with Bandura's (1997) argument that mastery experiences are the strongest source of efficacy beliefs, and early failures can have long term negative effects. In the present study, the limited number of successful teaching experiences constrained opportunities for efficacy beliefs to be reconstructed. Instead of being dynamically reshaped through practice, beliefs about competence remained historically grounded and resistant to change. From a DSMRI perspective, those less motivated peers' identity systems were largely drawn on historical beliefs rather than dynamically shaped by immediate learning contexts (Kaplan & Garner, 2017).

The reason behind their lack of efficiency was closely related to their lack of pedagogical content knowledge, which was confirmed both in their statements and recognition of the researcher in reflective journals. Within EVT view, limited pedagogical content knowledge further lowered perceived control over teaching tasks, reinforcing low expectancy for success and amplifying emotional cost during instructional choices. Teacher education literature previously showed that knowing isolated strategies undermines both teaching quality and teacher confidence (Grossman, 1990; Shulman, 1986).

In relation to the beliefs about good teacher and teaching, Zeynep's initial belief that teaching was an easy occupation, followed by a realization of its cognitive and emotional demands during micro-teaching, reflects a commonly reported pattern in both Turkish and international teacher education literature. Early teaching experiences often destabilize naive beliefs about teaching and confront preservice teachers with the immediacy of pedagogical

decision-making (Allen & Wright, 2014; Darling-Hammond, 2006). In the Turkish ELTE context, recent studies have similarly shown that micro-teaching and practicum experiences frequently function as critical moments that expose the complexity of teaching, yet do not automatically foster professional growth unless they are accompanied by sustained engagement, feedback, and reflective participation (Kavrayıcı, 2020; Ölmez-Çağlar, 2022).

Zeynep's reflections demonstrate an emerging cognitive recognition of teaching as demanding, particularly in relation to decision-making and affective sensitivity toward learners. However, this awareness was not followed by deeper engagement with pedagogical coursework or identity-oriented participation in the teacher education programme. Instead, her strategic accumulation of courses during online education suggests an instrumental orientation toward program completion. Research conducted in Türkiye during and after emergency remote teaching highlights that while online education increased flexibility and access, it also reduced opportunities for interaction, community participation, and professional socialization, especially for student teachers who were already weakly committed to teaching (Bozkurt & Sharma, 2020; Kavrayıcı, 2020). Zeynep's case reflects this pattern. Structural affordances enabled her to prioritize credential completion over identity-related professional learning.

From a DSMRI perspective (Kaplan & Garner, 2017), Zeynep's identity system shows weak coherence across its components. Although her beliefs about good teaching emphasize student enjoyment, communicative skills, and teacher affect, these beliefs are not aligned with her goals, perceived action possibilities, or professional practices. Her short-term goal orientation toward finishing the program quickly conflicts with the long-term identity work required to become a teacher. As a result, identity construction remains limited by lowered participation. DSMRI helps explain how such misalignment among beliefs, goals, emotions, and actions leads to fragile identity configurations that are easily shaped by contextual affordances rather than internalized professional commitments. EVT further clarifies why this configuration persists. Zeynep's realization of teaching difficulty likely lowered her expectancy for success, particularly in high-demand instructional situations requiring immediate pedagogical judgment (Wigfield & Eccles, 2000). At the same time, her strong emphasis on completing the program and obtaining a diploma indicates high utility value, while attainment value associated with becoming a teacher appears limited. When expectancy is low and perceived emotional and effort-related costs are high, EVT predicts avoidance of demanding learning activities and preference for strategies that minimize risk

and effort (Watt & Richardson, 2016). Zeynep's course-taking behavior during online education can thus be interpreted as a defensive strategy rather than a pathway to professional growth.

Her discourse on student enjoyment and teacher cheerfulness aligns with findings suggesting that less committed preservice teachers often conceptualize good teaching primarily in affective terms, prioritizing emotional comfort over pedagogical control (Hargreaves, 2001). While relational sensitivity is an important component of teaching, its dominance in the absence of pedagogical grounding limits identity coherence and professional agency. Turkish teacher education research suggests that student teachers with limited pedagogical content knowledge may foreground affective orientations in their professional identities. When sustained without pedagogical growth, this pattern may constrain long-term professional development (Kavrayıcı, 2020; Grossman, 1990; Lasky, 2005)

Regarding beliefs derived from reflective practice, Semra's response illustrates a pattern of non-critical reflection, in which attention is directed toward self-justification rather than pedagogical decision-making. From a teacher education perspective, this aligns with Korthagen's (2004) argument that reflective capacity is contingent on the depth of pedagogical knowledge and conceptual tools available to the teacher; when such tools are limited, reflection remains at a descriptive or defensive level rather than becoming transformative. In Semra's case, reliance on inherited beliefs from former teachers constrained her ability to question her own instructional practices, resulting in emotionally oriented statements that were not connected to learning objectives or pedagogical effectiveness. This suggests that her perceived action possibilities in the practicum were shaped more by affective self-protection than by an emerging professional understanding of teaching, thereby limiting identity development through reflective practice (Korthagen, 2004; Beauchamp & Thomas, 2009).

Connected to the same sub-theme, Semra's statements indicate a pattern of external attribution in which instructional difficulties are explained through contextual unpredictability rather than through reflection on pedagogical decision-making, a tendency commonly associated with fragile professional identities in preservice teachers (Flores & Day, 2006). From a teacher education perspective, this reflects what Korthagen (2004) describes as an unresolved gap between theory and practice, where limited pedagogical understanding prevents theory from being used as a resource for sense-making. Interpreted through DSMRI**,** such repeated misalignments between ideals, emotions, and

perceived action possibilities create negative feedback loops that destabilize identity coherence, while from an EVT perspective, low expectancy for instructional control combined with high emotional cost reduces motivation to invest in theoretical learning, reinforcing an identity crisis rather than supporting professional growth (Kaplan & Garner, 2017; Wigfield & Eccles, 2000).

With respect to the ethical beliefs of teaching, less motivated STs experienced **implicit ethical tension** related to fairness and the perceived relevance of coursework, even though these concerns were not explicitly articulated as moral issues. From a teacher education perspective, such tensions often arise when institutional demands are viewed as misaligned with the realities of teaching, limiting their integration into professional identity (Korthagen, 2004; Flores & Day, 2006). Interpreted through **DSMRI and EVT**, this perceived low utility value and high cost of demanding coursework reduced motivational investment, preventing ethical considerations from becoming a coherent part of identity formation (Wigfield & Eccles, 2000).

Concerning their values of teaching, less motivated participants positioned teaching as an instrumental rather than as a core professional identity. Teaching was primarily valued for its flexibility and short-term utility, which aligns with research in the Turkish teacher education context showing that teaching is often approached as a fallback career shaped by socio-economic constraints, job security concerns, and policy uncertainty (Kılınç et al., 2012; Kavanoz & Yüksel, 2017; Ölmez-Çağlar, 2022). Within this context, professional commitment remained limited, and participation in teacher education was oriented more toward program completion than identity development.

From an EVT perspective, this orientation reflects relatively high utility value, but low attainment and intrinsic value associated with becoming a teacher (Wigfield & Eccles, 2000; Richardson & Watt, 2016). Teaching and English were valued, only if they supported alternative career pathways or short-term needs, rather than as identity related elements. Combined with salient lack of effort and emotional costs, this configuration reduced sustained engagement with demanding pedagogical and reflective practices, helping explain participants' instrumental approaches to coursework and practicum. Interpreted through DSMRI (Kaplan & Garner, 2017), these motivational patterns resulted in weak alignment among identity components.

Related to the theme of professional belonging, those less motivated participants demonstrated a weak sense of professional belonging, which teacher education literature

identifies as a major constraint on preservice teachers' identity formation (Beijaard et al., 2004; Flores & Day, 2006). Drawing on Wenger's (1998) community of practice framework, it can be interpreted that the participant indicates a stalled identity trajectory in which empathy with students does not translate into legitimate participation or recognition within the teacher community. Although relational sensitivity is an important resource, research shows that professional identity develops through sustained participation, mutual engagement, and a sense of membership rather than through affective connection alone (Wenger, 1998; O'Connor, 2008). When feelings of inefficiency coexist with non-belonging, student teachers are likely to remain positioned as peripheral participants, limiting identity coherence and long-term commitment to teaching (Korthagen, 2004; Beauchamp & Thomas, 2009).

With respect to the sub-theme of external discourses, the findings of the study illustrated how negative societal discourses function as a powerful contextual influence on STs' identity formation. Teacher education research has shown that when the teaching profession is publicly devalued, particularly in relation to technological developments such as artificial intelligence, preservice teachers may internalize these narratives, leading to diminished professional worth and weakened commitment (Flores & Day, 2006; Gu & Day, 2007). From Wenger's point of view (1998), such discourses undermine teachers' sense of legitimacy and recognition within the broader community of practice, restricting opportunities for belonging and identity consolidation. Interpreted through EVT, these societal messages increase perceived cost and reduce attainment value, making it more difficult for less motivated ones to invest emotionally in teaching or to position themselves as motivational agents for their future students.

Regarding the theme of agency, less motivated STs demonstrated reduced professional agency, reflected in limited engagement, minimal instructional preparation, and restricted responsibility-taking. Such patterns are frequently associated with fragile professional identities and surface-level participation in teacher education (Beijaard et al., 2004; Flores & Day, 2006; Allen & Wright, 2014). From a DSMRI perspective, weak agency indicates constrained perceived action possibilities, whereby student teachers do not view themselves as capable of shaping instructional processes (Kaplan & Garner, 2017). Interpreted through EVT, low expectancy for success combined with heightened effort-related cost discourages sustained investment in preparation and instructional decision-making (Wigfield & Eccles, 2000).

Observational data from Semra's practicum further illustrates this. The use of materials inconsistent with learners' proficiency levels, limited technical preparation, and frequent reliance on the mother tongue for routine classroom instructions point to reduced pedagogical control and low linguistic self-efficacy, both of which have been linked to constrained professional agency in language teacher education (Mahalingappa & Polat, 2013). When interpreted through Biesta et al.'s (2015) model of teacher agency, these behaviors suggest that agency remained externally regulated and context-dependent, shaped by prior beliefs, limited expectancy, and weak identity commitment rather than by proactive instructional decision-making. It reinforces the view that professional agency in language teaching emerges through the integration of pedagogical competence, linguistic confidence, and identity investment, rather than through relational orientation alone (Beijaard et al., 2004; Flores & Day, 2006).

Faruk's micro-teaching experience further demonstrates that professional agency can be constrained not only by individual motivation but also by peer-mediated group dynamics. To protect collective performance, more engaged peers limited the responsibilities assigned to less motivated members, thereby reducing opportunities for active teaching practice (Allen & Wright, 2014). Similar findings have been reported in the Turkish ELTE context, where performance-oriented peer dynamics were found to danger less motivated student teachers and restrict their agency (Pekmezci & Ertaş, 2024). From a DSMRI perspective, this restricted Faruk's perceived action possibilities and weakened identity coherence (Kaplan & Garner, 2017). Interpreted in EVT, reduced responsibility lowered expectancy for success and increased perceived cost, resulting in diminished instructional engagement (Wigfield & Eccles, 2000; Kavrayıcı, 2020).

With respect to the sub-theme of emotional rewards, less motivated STs tend to be highly sensitive to external feedback while lacking internally emotional rewards from teaching experiences. Studies conducted in the Turkish context show that when pre-service teachers' motivation is externally regulated, feedback taken from instructors or peers functions as a temporary validation rather than a stable source of professional confidence, triggering self-doubt instead of growth (Kasapoğlu, 2020; Kavrayıcı, 2020). In such cases, positive feedback does not consolidate professional identity but enriches its fragility, as student teachers lack the internalized value and expectancy beliefs needed to interpret feedback developmentally. This suggests that, for less motivated Turkish ELT STs, feedback becomes

an evaluative mirror rather than an emotional resource, reinforcing identity vulnerability rather than supporting identity coherence.

Overall, the findings indicate that the professional identities of less motivated STs were formed through fragmented, historically grounded, and weakly integrated identity systems. Their identity development was shaped by limited mastery experiences, low expectancy for success, and instrumental values of teaching, which constrained sustained engagement with pedagogical learning and professional participation. Interpreted through the DSMRI framework, misalignments among beliefs, emotions, goals, and perceived action possibilities produced negative feedback loops that undermined identity coherence and agency (Kaplan & Garner, 2017). From an EVT perspective, low attainment and intrinsic value, together with high emotional and effort-related cost reduced motivation for identity reorganization and professional growth (Wigfield & Eccles, 2000; Watt & Richardson, 2016). Situated within the Turkish ELTE context, these patterns were further intensified by structural affordances, peer dynamics, and negative societal discourses that weakened professional belonging and reinforced externally regulated motivation. Collectively, these findings suggest that less motivated STs' identities remained vulnerable to contextual pressures and oriented toward program completion rather than toward the agentic construction of a teacher identity.

5.3. In What Ways Does the Formation of Highly Motivated and Less Motivated Student Teachers' Identities Show Distinctive Features?

Building on the findings related to highly and less motivated student teachers, this research question comparatively examines how their professional identity formation processes diverge across key identity dimensions**.** Overall, clear contrasts emerged across sources of self-efficacy, conceptualizations of good teaching, reflective engagement, ethical orientation, sense of belonging, agency and responsibility-taking, future imagination, identity coherence, and motivational regulation.

With respect to the sources of self-efficacy beliefs, highly motivated participants rely on varied elements contributing positively to their identity development processes, whereas their counter peers took their biographies as central to their feeling of inefficiency. Highly motivated participants constructed their efficacy beliefs through multiple, dynamically interacting sources, including mastery experiences in practicum, elaborate preparation,

feedback from mentors and peers, and emotionally meaningful interactions with students. This pattern aligns with teacher education literature emphasizing that robust self-efficacy emerges when preservice teachers can integrate mastery experiences with social persuasion and affective feedback, allowing efficacy beliefs to function as a developmental resource rather than a fixed feature (Bandura, 1997; Tschannen-Moran & Woolfolk Hoy, 2007). In contrast, less motivated participants' reliance on past schooling and familial teacher models constrained their identity development by reinforcing inherited perceptions of competence or inadequacy. Rather than being revised by current learning opportunities, these inherited beliefs appeared to constrain their identity development by reinforcing pre-existing perceptions of incompetence or adequacy. This finding resonates with Lortie's (1975) notion of the apprenticeship of observation, which suggests that unexamined prior experiences may dominate preservice teachers' beliefs when opportunities for meaningful mastery and reflection are limited. From a DSMRI perspective, the key distinction lies not in the level of self-efficacy itself, but in whether efficacy beliefs operate as expandable identity resources or as restrictive biographical narratives that limit perceived action possibilities (Kaplan & Garner, 2017). Thus, motivation regulates whether efficacy beliefs contribute to coherence and growth or to static and fragile identity patterns. From an EVT perspective, these differences indicate that highly motivated STs held stronger expectancy beliefs for successful teaching, whereas less motivated peers' biographically anchored beliefs lowered their expectations for improvement, increasing the perceived cost and limiting motivational regulation.

From a teacher education perspective in Türkiye, this contrast is also supported by empirical work showing that preservice teachers' efficacy beliefs are shaped both by practicum experiences and by earlier schooling histories, but that those who rely predominantly on past experiences tend to display more fragile and context-dependent efficacy (Üstüner et al., 2009; Yılmaz et al., 2004). More recent research in Türkiye further suggests that when preservice teachers are unable to transform biographical beliefs through practice-based learning, their professional identities remain weakly developed and less adaptive (e.g. Kasapoğlu, 2020; Kavrayıcı, 2020).

With respect to their beliefs about qualities of a good teaching, less motivated student teachers' conceptualizations of good teaching centered primarily on students' comfort and emotional atmosphere, whereas more motivated peers demonstrated a more integrated understanding combining emotional care with pedagogical knowledge, subject knowledge,

and professional responsibility. Research in teacher education has consistently shown that novice and less committed teachers often conceptualize good teaching primarily in relational and emotional terms, particularly student comfort and enjoyment, as these aspects are more immediately visible and less cognitively demanding (Hargreaves, 2001). In contrast, more professionally engaged student teachers tend to develop a multidimensional understanding of teaching that balances emotional side with instructional quality, subject-matter knowledge, and responsibility for student learning (Beijaard et al., 2004; Darling-Hammond, 2006). From an EVT perspective, this contrast reflects differences in expectancy and task value. Less motivated student teachers' emphasis on comfort corresponds to lower expectancy in terms of instructional effectiveness and avoidance of performance-related costs, whereas highly motivated participants' integrated views signal stronger attainment value and more tolerance for pedagogical challenge (Eccles & Wigfield, 2002). Within DSMRI, this integration supports identity coherence by aligning affective, cognitive, and moral dimensions of teaching.

Regarding their reflection levels, highly motivated STs treated reflection as a step for improvement, which is consistent with teacher education research emphasizing that reflective practice becomes developmental when candidates analyze causes, question assumptions, and plan alternative actions (Hatton & Smith, 1995; Korthagen, 2004). In contrast, less motivated STs' reflection aligns with work arguing that when candidates lack a strong knowledge base or feel threatened, reflection often becomes defensive (Hatton & Smith, 1995; Korthagen, 2004). This divergence can be explained through EVT. Reflective engagement is sustained when expectancy for improvement outweighs emotional and psychological costs, whereas low expectancy and high threat lead to defensive or avoidant reflection. Thus, reflection functioned not merely as a skill, but as a motivationally determined identity practice.

A further contrast emerged in how ethical and moral concerns were stated. While highly motivated STs explicitly verbalized their ethical concerns in terms of balancing responsibility, fairness, and respect for students' efforts, less motivated peers did not articulate ethical issues in the same way**.** However, this does not mean that they lack ethical standards. Rather, their ethical orientations appear more implicit and indirect, implied in how they describe course experiences, assessment practices, and the perceived relevance of their coursework to real teaching.

Crucially, ethical values operated as a motivational regulator across both groups. When participants perceived ethical alignment, fairness, and authenticity, motivation was reinforced. Conversely, when ethical costs became salient, such as perceived unfairness or misalignment between effort and professional relevance, willingness to invest in teaching or the programme was threatened. This reframes ethics not as a peripheral sub-theme of professional identity, but as a boundary condition for motivational investment**.** For highly motivated participants, strong ethical commitments increased motivation when affirmed by teacher educators but generated profound doubt when violated. For less motivated participants, implicit ethical misalignment intensified disengagement by associating effort as useless. Therefore, the findings suggest that ethical values function as powerful regulator of motivation for both highly and less motivated STs. This interpretation aligns with teacher education research emphasizing that ethical tensions and perceived moral misalignment can undermine professional commitment and intensify identity vulnerability, even among initially motivated teachers (Kelchtermans, 2005). Additionally, consistent with the present findings regarding the influence of context on pre-service teachers' professional development, Güngör and Güngör (2024) argue that assessment practices in teacher education are shaped by sociocultural activity systems and have significant implications for how future teachers construct their roles and professional commitments.

This perspective reframes ethics from being just one sub-theme among others to being a critical for teacher motivation. Regardless of a student teacher's initial level of interest or career intention, if the profession comes to be seen as ethically inconsistent, unfair, or misaligned with their moral expectations, their willingness to invest in teaching can be undermined.

In relation to the sense of belonging, highly motivated STs actively sought closer relationships with both mentors and their students during practicum, viewing their teachers as professional role models and developing a stronger sense of belonging to the profession, whereas less motivated peers tended to distance themselves from such relationships, reflecting weaker professional identification. Such relational experiences shape motivation by influencing expectancy beliefs and perceived task value through social recognition and feedback, thereby regulating sustained engagement in teacher identity construction. This finding aligns with research conceptualizing teacher identity as socially constructed through participation, recognition, and relational engagement within professional communities (Wenger, 1998). Highly motivated STs' efforts to build close relationships with mentors and

students reflects an element which strengthens professional belonging and identity commitment (Beijaard et al., 2004; O'Connor, 2008). In contrast, less motivated STs distancing from teachers and students suggests a more peripheral or instrumental form of participation, limiting opportunities for identity affirmation and learning through modeling (Wenger, 1998). Teacher education research further indicates that such relational disengagement is often associated with weaker professional identification and reduced investment in becoming a teacher (Flores & Day, 2006). From the EVT perspective, belonging functioned as an affective expectancy signal. Relational recognition enhanced perceived competence and task value, whereas distancing increased emotional costs and weakened motivational regulation.

In terms of agency and responsibility-taking, highly motivated STs demonstrated stronger professional agency by taking more responsibility and setting achievable goals despite systemic constraints, whereas less motivated peers tended to externalize responsibility and attribute professional challenges to institutional and societal factors. This contrast reflects well-established distinctions in the teacher education literature regarding agency and responsibility-taking. (Biesta et al., 2015; Lasky, 2005; Sachs, 2005). Nilay's actions illustrate how a vivid future self transforms structural constraints into negotiable conditions rather than barriers**.** In contrast, less motivated participants' weak future imagination positioned them as passive recipients of systemic realities, limiting their capacity to enact professional agency (Flores & Day, 2006; Kelchtermans, 2005). Nilay's proactive stance also aligns with the notion that teachers are not passive recipients of policy structures, but active doers being capable of shaping their own career trajectories (Biesta et al., 2015). Her decision demonstrates what Eteläpelto et al. (2013) describe as identity-based agency, in which teachers make choices guided by their long-term professional aspirations, even when institutional or environmental constraints arise. Similarly, Sachs (2005) argues that teachers with strong professional identities are more likely to resist limiting contextual conditions and engage in actions that support their future selves. From an identity perspective, this difference suggests that highly motivated STs construct a more resilient professional identity grounded in purpose and responsibility, whereas less motivated peers remain passive recipients of systemic conditions rather than active shapers of their professional trajectories.

When the identity formation processes of highly and less motivated student teachers are compared, some contrasts emerge in terms of future orientation, identity coherence, and motivational regulation. Their identities were supported by vivid and desirable teacher

possible selves that guided their effort, sustained their engagement, and helped them interpret challenges as developmental opportunities (Kavrayıcı, 2020; Markus & Nurius, 1986). In contrast, less motivated counterparts participated instrumentally in teacher education without internalizing a teacher identity or envisioning a future self within the profession. Consistent with Dewi and Al Fajri (2023), the findings of the present study indicate that preservice teachers' motivational orientations play a central role in shaping how they construct and negotiate their professional identities. However, the current study extends this work by demonstrating how these motivational differences lead to distinct identity trajectories, resulting in more coherent identities among highly motivated participants and more fragmented identity pathways among their less motivated counterparts.

From a DSMRI perspective, highly motivated participants displayed strong coherence among beliefs, emotions, purposes, and actions, generating positive feedback loops that sustained identity development (Kaplan & Garner, 2017). Less motivated participants, however, demonstrated fragmented identity systems marked by low expectancy beliefs, emotional detachment, weak professional purposes, and high perceived costs. EVT explains this divergence by highlighting how low expectancy and high emotional cost undermine motivational regulation, preventing the stabilization of a teacher identity.

In the current research study, one dimension that predominantly stated among highly motivated STs was the life-long learning feature in describing themselves as future teachers. This links to their ways of negotiating between their multiple identities in practice and in harmony as well. According to DSMRI (Kaplan & Garner, 2017), the facet of structure implies that the level of integration between the core role and other role identities of the individual positively influence their identity development process. In this vein, what gives motives for perceiving teacher learning as a continuous and life-long process was linked to the force that attracted them into the teaching profession and engaged in the department. Therefore, it can be articulated that adopting a professional purpose positively influences their perceptions about themselves, about language learning and teaching, about being a teacher, and action possibilities, leading a positive loop among dimensions of the identity system. Contrary to them, for less motivated participants, the belief that experienced teachers no longer need to learn suggested a static view of teaching and limited identification with ongoing professional growth.

In sum, the comparative analysis demonstrates that the divergence between highly and less motivated STs' professional identity formation is not attributable to isolated differences in

beliefs or experiences, but to fundamentally different elements of motivation and identity alignment. Highly motivated participants constructed coherent, future-oriented identities characterized by strong expectancy beliefs, high attainment and intrinsic value, and manageable perceptions of cost, which enabled them to integrate self-efficacy, ethical commitments, belonging, agency, and lifelong learning into a stable professional self. In contrast, less motivated participants exhibited fragmented identity systems marked by biographically anchored beliefs, weak future imagination, low expectancy for growth, and heightened emotional and effort-related costs, resulting in instrumental participation and limited agency. From a DSMRI perspective, these differences reflect the presence or absence of coherence among beliefs, emotions, goals, and perceived action possibilities, while EVT explains how motivational regulation either sustained positive identity feedback loops or reinforced identity fragility. In conclusion, the findings highlight that motivation functions not merely as an accompanying variable but as a central organizing force that shapes the direction, coherence, and sustainability of professional identity formation in teacher education.

CHAPTER VI

CONCLUSION

6.1. Summary of the Study

This study set out to examine how student teachers' professional identities are formed during teacher education by focusing on three interrelated questions: 1. In what ways are the professional identities of highly motivated student teachers formed during teacher education? 2. In what ways are the professional identities of less motivated student teachers formed during teacher education? 3. In what ways does the formation of highly motivated and less motivated student teachers' identities show distinctive features? Drawing on qualitative data from interviews, observations, reflective journals, and researcher's field notes, and guided by the DSMRI and EVT, the study presents an account of identity formation as a dynamic, socially situated, and motivationally regulated process.

The findings related to the first research question demonstrated that highly motivated student teachers constructed their professional identities through relatively coherent and dynamically reinforcing systems. Their identity formation was supported by evolving self-efficacy beliefs grounded in mastery experiences, meaningful feedback, and emotionally rewarding interactions with students. These experiences strengthened expectancy for success and sustained high intrinsic and attainment values, enabling participants to interpret challenges, such as classroom management difficulties, belief–practice tensions, and systemic constraints, as developmental rather than discouraging. Within the DSMRI framework, beliefs, emotions, ethical commitments, and perceived action possibilities mutually reinforced one another, producing identity coherence. From an EVT perspective, high expectancy and strong value orientations outweighed perceived costs, allowing highly motivated student teachers to remain agentic and engaged even in demanding or uncertain contexts.

In contrast, the findings related to the second research question showed that less motivated student teachers' identities were formed through more fragmented and historically grounded systems. Their self-efficacy beliefs were shaped primarily by prior schooling experiences, familial models, and inherited images of teaching rather than by mastery experiences within teacher education. Limited pedagogical content knowledge, externalized attribution styles, surface-level reflection, and weaker professional belonging constrained opportunities for identity restructuring. While less motivated student teachers were not indifferent to teaching, and in some cases demonstrated emotional sensitivity and concern for students, their engagement tended to remain instrumental. Interpreted through DSMRI, these patterns reflected identity systems dominated by pre-existing beliefs and negative emotional feedback loops, which inhibited the emergence of coherent goals and action possibilities. EVT further clarified why these configurations persisted. Low expectancy for success, weak attainment value attached to becoming a teacher and heightened emotional and psychological costs made sustained professional investment motivationally unsustainable.

The comparative analysis connected to the third research question revealed that the most salient distinctions between highly and less motivated student teachers did not lie simply in differences in skill or interest, but in how motivational resources, identity coherence, and future orientation were changed over time. Highly motivated student teachers demonstrated inbound identity trajectories characterized by increasing participation, responsibility-taking, and legitimate membership within the teaching community. Their identities were supported by vivid and desirable teacher possible selves that guided effort, sustained engagement, and framed challenges as meaningful. Less motivated student teachers, by contrast, often exhibited peripheral or outbound trajectories, participating instrumentally in teacher education without fully internalizing a teacher identity. Across cases, differences in belonging, agency, ethical orientation, and reflective engagement were closely tied to differences in expectancy value regulation and the capacity to integrate identity components into coherent systems.

The study makes several theoretical contributions to research on teacher identity and motivation. First, by integrating DSMRI and EVT, it demonstrates that professional identity formation cannot be fully understood without considering motivational regulation. The findings of the current study also show that identity coherence is not merely a structural phenomenon but a motivationally sustained one.

Second, the study contributes to teacher identity literature by illustrating that ethical and moral values of teaching function not simply as one identity component among others, but as a critical condition for motivation. For highly motivated STs, ethical commitments reinforced motivation when supported, but generated doubts when threatened. For less motivated STs, ethical evaluations were often implicit rather than explicitly articulated, yet they still shaped judgments about fairness, authenticity, and the legitimacy of teacher education demands. Across both groups, once perceived ethical cost became salient, motivation was at risk of decline. This finding suggests that ethical alignment between teacher education practices and student teachers' moral expectations plays a crucial role in sustaining professional commitment.

Third, the study challenges linear or deterministic views of identity development in teacher education. The findings show that initial reluctance, fragile motivation, or weak identification does not necessarily avoid later engagement, nor does early enthusiasm guarantee sustained commitment. Instead, identity formation emerged as a dynamic process shaped by participation opportunities, relational experiences, motivational regulation, and contextual factors.

The results of the current study also highlighted how motivation contributes to identity formation. First, it increases the sources of self-efficacy beliefs which play a significant role in identity development of STs, creating an opportunity for them to be fed from rich and distinctive sources. Second, it functions as an instrument for critical reflection which informs STs about the effectiveness of their pedagogical acts. Third, it played as a psychological tool increasing their resilience in the face of unpredictable conditions and challenges. Fourth, it provides more agency to practice what they believe, leading them to be responsive to the instances around them. Finally, it operates as a tool eliminating contextual limitations, increasing their resilience for challenging situations.

Another significance of the present study was that participants with higher motivation also carry a large psychological burden similarly their counter peers since their identity sources are varied. Therefore, it can be interpreted that they are more vulnerable to the perceived costs. However, this burden is productive but emotionally demanding, not maladaptive. In other words, despite their vulnerability, what sustained them in the profession is their strong efficacy beliefs, cost they perceived as low, agency derived from their motivational orientations and their success in regulating their emotions. Contrary to them, those less

motivated participants seemed to have less psychological burden, as their sources of identity are more limited, leading them to be less agent in their actions.

In conclusion, this study demonstrates that professional identity formation in teacher education is a dynamic, relational, and motivationally regulated process. Highly motivated and less motivated student teachers do not merely differ in enthusiasm or ability; they differ in how beliefs, emotions, values, agency, and future orientations are aligned and sustained over time. By integrating DSMRI and EVT, the study shows that motivation is not a fixed personal trait but a structuring force that shapes identity coherence, participation, and professional commitment. Understanding identity formation through this integrated lens offers valuable insights for teacher education research and practice, emphasizing the need to support not only what student teachers learn, but also how they come to see themselves as teachers.

6.2. Implications of the Study

The findings of the current study have several important implications for teacher education programs, particularly regarding how professional identity formation and motivation are supported during initial teacher education.

First, the findings highlight the critical role of mastery experiences in shaping student teachers' efficacy beliefs and identity development. Opportunities to engage in practicum experiences, receive meaningful feedback, and reflect enabled student teachers to reconstruct their sense of competence through practice rather than relying solely on inherited images of teaching. These opportunities were particularly crucial for less motivated peers whose expectancy for success was more fragile. When responsibility was introduced gradually and accompanied by recognition and support, STs' professional confidence and identity coherence were enhanced.

Second, the study demonstrates that teacher education programmes need to address motivational regulation, together with the development of pedagogical knowledge and skills. Supporting student teachers in understanding effort, value, and perceived cost, particularly emotional and ethical costs, appears essential for preventing identity fragmentation. Reflection activities, mentoring practices, and assessment approaches that reduce threat while maintaining professional standards can help keep motivation across diverse student teacher profiles.

Third, the findings underscore the importance of professional belonging and meaningful participation. Legitimate participation in school communities, recognition from mentors, and emotionally meaningful relationships with students emerged as key conditions for inward-oriented identity trajectories. In contrast, programmes that promote instrumental participation risk reinforcing peripheral or fragile professional identities, particularly among less motivated candidates.

The study also suggests that uncertainty and setbacks are a normal part of student teachers' identity development. Given socio-economic conditions and the limited material rewards associated with teaching, it is understandable that not all student teachers enter these programmes with strong passion or long-term commitment. What appears to sustain engagement, however, is the emotional force derived from personal reasons for teaching, the value attached to the profession, and the importance placed on doing one's work well. In this respect, motivation functions as a central emotional mechanism that gives direction and continuity to identity development processes.

Another important implication concerns the persistent theory-practice gap in teacher education. When discrepancies between university-based theories and classroom realities are not adequately addressed, STs may experience confusion or a sense of being lost. Under such conditions, they may adapt to existing practices without integrating their personal beliefs or theoretical understandings, potentially undermining identity coherence and ethical commitment. Teacher educators' awareness of this gap and their ability to mediate between theory and practice are crucial.

The findings further indicate that student teachers with lower motivation can be reengaged with the teaching profession when they are supported both pedagogically and emotionally, even if they initially express uncertainty about becoming teachers. In this process, teacher educators play a key role as sources of confidence, motivation, and professional modeling. Student teachers closely observe the lived practices, attitudes, and professional behavior of their instructors when constructing images of their own future roles.

Additionally, less motivated STs may be threatened by highly motivated peers who give less responsibility and workload to them, which makes their identities more fragile and leads them to be less agentic in their actions. Therefore, coursework and assessment criteria should be balanced by a combination of individual and group work in order to promote fairness, ethical responsibility and participation.

Finally, the study highlights that professional identity formation is shaped not only by individual motivation and practicum experiences, but also by institutional and policy-level conditions. While current teacher education programmes emphasize disciplinary knowledge, coursework, and standardized practicum structures, these alone are insufficient to ensure coherent identity development, particularly for student teachers with fragile expectancy beliefs. Policies that overemphasize course completion and assessment procedures may wrongly promote instrumental participation.

Relatedly, the findings draw attention to the importance of ethical coherence in assessment and evaluation practices. Perceived unfairness, inconsistency, or lack of authenticity in assessment leads to ethical cost that undermines motivation regardless of initial interest in teaching. This suggests that policy frameworks should prioritize transparency, proportionality, and alignment with real teaching practices.

Overall, the study suggests that motivation should be treated as a policy related and programme concern, rather than as a fixed individual characteristic. Motivation emerged as a dynamic, context-sensitive process shaped by expectancy of success, value, and perceived cost, and strongly influenced by institutional practices and participation opportunities. Integrating motivational and identity principles into programme design, practicum structures, and early career support may help prevent fragmented professional identities and support more sustained engagement with the teaching profession.

Future research could extend this work by examining identity motivation dynamics longitudinally, particularly during the transition from preservice to in-service teaching. The use of additional quantitative designs may also help clarify how expectancy, value, and cost interact with identity components over time. Comparative studies across different teacher education contexts could further illuminate how structural and other cultural factors shape professional identity trajectories.

REFERENCES

Admiraal, W., & Wubbels, T. (2005). Multiple voices, multiple realities, what truth? Student teachers' learning to reflect in different paradigms. *Teachers and Teaching, 11*(3), 315–329.

Akar, E. O. (2012). Motivations of Turkish pre-service teachers to choose teaching as a career. *Australian Journal of Teacher Education, 37*(10), 67–84.

Akkerman, S. F., & Meijer, P. C. (2011). A dialogical approach to conceptualizing teacher identity. *Teaching and Teacher Education, 27*(2), 308–319.

Aksu, M., Engin-Demir, C., Daloğlu, A., Yıldırım, S., & Kiraz, E. (2010). Who are the future teachers in Turkey? Characteristics of entering student teachers. *International Journal of Educational Development, 30*(1), 91–101.

Akyüz, Y. (2009). *Türk eğitim tarihi.* Ankara: Pegem.

Allen, J. M., & Wright, S. E. (2014). Integrating theory and practice in the pre-service teacher education practicum. *Teachers and Teaching: Theory and Practice, 20*(2), 136–151.

Alsup, J. (2005). *Teacher identity discourses: Negotiating personal and professional spaces.* Mahwah: Lawrence Erlbaum.

Arpacı, D., & Bardakçı, M. (2015). *Adaptation of Early Teacher Identity Measure into Turkish.* Gaziantep University Journal of Social Sciences*, 14*(3), 687–719.

Atay, D. (2007). Beginning teacher efficacy and the practicum in an EFL context. *Teacher Development, 11*(2), 203–219.

Atay, D., & Ece, A. (2009). Multiple identities as reflected in English-language education: The Turkish perspective. *Journal of Language, Identity, and Education, 8*(1), 21–34.

Aydın, R. (2007). *Türkiye'de eğitimle ilgili yapılan bilimsel toplantılarda ve Millî Eğitim Şûralarında ele alınan öğretmen sorunları ile Millî Eğitim Bakanlığı'nın politika ve uygulamalarının değerlendirilmesi (1980–2004).* Doktora Tezi, Ankara Üniversitesi Eğitim Bilimleri Enstitüsü, Ankara.

Babanoğlu, M. P., & Ağçam, R. (2019). Teachers' professional identity construction: A qualitative study of novice EFL teachers. *Journal of Language and Linguistic Studies, 15*(2), 526–548.

Bakhtin, M. M. (1981). *The dialogic imagination: Four essays.* Austin: University of Texas.

Balbay, S., & Doğan, C. (2021). English language teaching and language teacher education in Turkey: An evolutionary overview. *International Journal of Progressive Education, 17*(5), 364–376.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: W. H. Freeman.

Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science, 1*(2), 164–180.

Barcelos, A. M. F. (2016). Student teachers' beliefs and motivation, and the shaping of their professional identities. In P. Kalaja, A. M. F. Barcelos, M. Aro & M. Ruohotie-Lyhty (Eds.), *Beliefs, agency and identity in foreign language learning and teaching* (pp. 132–153). Basingstoke: Palgrave Macmillan.

Barkhuizen, G. (Ed.). (2017). *Reflections on language teacher identity research*. London: Routledge.

Başöz, T. (2021). I've decided to become an English teacher: Pre-service EFL teachers' reasons for choosing teaching as a career. *Kastamonu Education Journal, 29*(5), 813–821.

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report, 13*(4), 544–559.

Beauchamp, C., & Thomas, L. (2009). Understanding teacher identity: An overview of issues in the literature. *Cambridge Journal of Education, 39*(2), 175–189.

Beijaard, D., Meijer, P. C., & Verloop, N. (2004). Reconsidering research on teachers' professional identity. *Teaching and Teacher Education, 20*(2), 107–128.

Biesta, G., Priestley, M., & Robinson, S. (2015). The role of beliefs in teacher agency. *Teachers and Teaching, 21*(6), 624–640.

Birmingham, C. (2004). Phronesis: A model for pedagogical reflection. *Journal of Teacher Education, 55*(4), 313–324.

Bogdan, R. C., & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods* (5th ed.). Boston: Pearson.

Borg, S. (2006). *Teacher cognition and language education: Research and practice*. London: Continuum.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77–101.

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners.* London: Sage.

Braun, V., & Clarke, V. (2016). Thematic analysis as a qualitative method. In D. Silverman (Ed.), *Qualitative research* (4th ed., pp. 369-385). London: Sage.

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health, 11*(4), 589–597.

Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research in Psychology, 18*(3), 328–352.

Britzman, D. P. (2012). *Practice makes practice.* Albany: SUNY.

Bullough, R. V. (1997). Practicing theory and theorizing practice in teacher education. In J. Loughran & T. Russell (Eds.), *Teaching about teaching: Purpose, passion and pedagogy in teacher education* (pp. 13–31). London: Falmer.

Burns, D., & Bell, M. (2011). The professional identity of teacher educators: Career on the cusp? *Professional Development in Education, 37*(5), 701–715.

Campbell, E. (2003). Moral lessons: The ethical role of teachers. *Educational Research and Evaluation, 9*(1), 25–50.

Carter, K., & Doyle, W. (1996). Personal narrative and life history in learning to teach. In J. Sikula, T. J. Buttery & E. Guyton (Eds.), *Handbook of research on teacher education* (2nd ed., pp. 120–142). New York: Macmillan.

Cephe, P. T. (2014). İngilizce öğretmeni eğitiminde yaklaşımlar ve uygulamalar. *II. Ulusal Yabancı Dil Eğitimi Çalıştayı Bildirileri (8–9 Kasım 2013)* içinde (s. 59–64). Ankara: Hedef Kopyalama.

Chitpin, S. (2006). The use of reflective journal keeping in a teacher education program: A Popperian analysis. *Reflective Practice, 7*(1), 73–86.

Chong, S., & Low, E.-L. (2009). Why I want to teach and how I feel about teaching. Formation of teacher identity from pre-service to the beginning teacher phase. *Educational Research for Policy and Practice, 8*(1), 59–72.

Cohen, L., Manion, L., & Morrison, K. (2011). *Research methods in education* (7th ed.). Abingdon: Routledge.

Coward, F. L., Hamman, D., Johnson, L., Lambert, M., Indiatsi, J., & Zhou, L. (2015). *Centrality of enactive experiences, framing, and motivation to student teachers' emerging professional identity*. *Teaching Education, 26*(2), 196–221.

Cresswell, M. J. (2016). *Logics and languages.* London: Routledge.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). London: Sage.

Çakıroğlu, E., & Çakıroğlu, J. (2003). Reflections on teacher education in Turkey. *European Journal of Teacher Education, 26*(2), 253–264.

Çınar, K., & Doğan, C. (2019). Türkiye, Almanya ve Finlandiya öğretmen yetiştirme sistemlerinin incelenmesi. *Karamanoğlu Mehmetbey Üniversitesi Edebiyat Fakültesi Dergisi, 2*(2), 204–218.

Damar, E. A. (2018). Identifying motivational factors of pre-service EFL teachers. *Academic Journal of Interdisciplinary Studies, 7*(1), 147–151.

Danielewicz, J. (2001). *Teaching selves: Identity, pedagogy, and teacher education*. Albany: SUNY.

Darling-Hammond, L. (2006). *Powerful teacher education: Lessons from exemplary programs*. San Francisco: Jossey-Bass.

Day, C., & Kington, A. (2008). Identity, well-being and effectiveness: The emotional contexts of teaching. *Pedagogy, Culture & Society, 16*(1), 7–23.

Day, C., Elliot, B., & Kington, A. (2005). Reform, standards and teacher identity: Challenges of sustaining commitment. *Teaching and Teacher Education, 21*(5), 563–577.

Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: Stable and unstable identities. *British Educational Research Journal, 32*(4), 601–616.

Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Massachusetts: D. C. Heath.

Dewi, S. S., & Al Fajri, M. S. (2023). Investigating pre-service EFL teachers' initial motivations and identity formation: Evidence from an Indonesian university. *SAGE Open, 13*(4), 1–15.

Diaz, A. P., & Arıkan, A. (2016). A comparison of Argentinean and Turkish English language teacher education curricula. *Sustainable Multilingualism, 9,* 154–167.

Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative and mixed methodologies.* Oxford: Oxford University.

Dörnyei, Z., & Ushioda, E. (2011). *Teaching and researching motivation* (2nd ed.). Harlow: Pearson.

Dörnyei, Z., & Ushioda, E. (Eds.). (2009). *Motivation, language identity and the L2 self.* Bristol: Multilingual Matters.

Eccles, J. (2009). Who am I and what am I going to do with my life? Personal and collective identities as motivators of action. *Educational Psychologist, 44*(2), 78–89.

Eccles, J. S., & Wigfield, A. (2002). Motivational beliefs, values, and goals. *Annual Review of Psychology, 53,* 109–132.

Eccles, J. S., & Wigfield, A. (2020). From expectancy-value theory to situated expectancy-value theory: A developmental, social cognitive, and sociocultural perspective on motivation. *Contemporary Educational Psychology, 61*, 101859.

Eccles, J. S., Adler, T. F., Futterman, R., Goff, S. B., Kaczala, C. M., Meece, J. L., & Midgley, C. (1983). *Expectancies, values, and academic behaviors*. In J. T. Spence (Ed.), *Achievement and achievement motives: Psychological and sociological approaches* (pp. 75–146). New York: W. H. Freeman.

Emir, G., Saral, N. Ç., Saçan, B. M., & Özmen, K. S. (2023). The stressors affecting teacher burnout in emergency remote teaching context. *Teaching and Teacher Education, 134*, 104313.

Eraslan, L. (2007, Haziran). *Öğretmenlik mesleğine girişte KPSS yönteminin değerlendirilmesi.* Ulusal Genç Bilim Adamları Sempozyumu'nda sunulmuş bildiri, Kocaeli Üniversitesi, Kocaeli.

Erdem, C. (2020). Exploring the relationships between possible selves and early teacher identity of Turkish pre-service teachers. FIRE: *Forum for International Research in Education,* 6(3), 94-115.

Erdoğan, P., & Savaş, P. (2022). Investigating the selection process for initial English teacher education: Turkey. *Teaching and Teacher Education, 110,* 1–12.

Eren, A., & Tezel, K. V. (2010). Factors influencing teaching choice, professional plans about teaching, and future time perspective: A mediational analysis. *Teaching and Teacher Education, 26*, 1416–1428.

Eşme, İ. (2009). *Öğretmen yetiştirmede geri adımlar.* Ankara: Yayınlanmamış Rapor.

Eteläpelto, A., Vähäsantanen, K., Hökkä, P., & Paloniemi, S. (2013). What is agency? Conceptualizing professional agency at work. *Educational Research Review, 8,* 45–65.

Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research.* London: Routledge.

Finlay, L. (2002). Negotiating the swamp: The opportunity and challenge of reflexivity in research practice. *Qualitative Research, 2*(2), 209–230.

Flores, M. A., & Day, C. (2006). Contexts which shape teacher identities. *Teaching and Teacher Education, 22*(2), 219–232.

Flores, M. A., & Gago, M. (2020). Teacher education in times of COVID-19 pandemic in Portugal: National, institutional and pedagogical responses. *Journal of Education for Teaching, 46*(4), 507–516.

Foote, N. (1951). Identification as the basis for a theory of motivation. *American Sociological Review, 16*(1), 14–21.

Freeman, D., & Johnson, K. E. (1998). Reconceptualizing the knowledge-base of language teacher education. *TESOL Quarterly, 32*(3), 397–417.

Freese, A. R. (2006). Reframing one's teaching: Discovering our teacher selves through reflection and inquiry. *Teaching and Teacher Education, 22*(1), 100–119.

Garner, J. K., & Kaplan, A. (2019). A complex dynamic systems perspective on teacher learning and identity formation: An instrumental case. *Teachers and Teaching: Theory and Practice, 25*(1), 7–33.

Gorospe, J. D. (2022). Pre-service teachers' teaching anxiety, teaching self-efficacy, and problems encountered during the practice teaching course. *Journal of Education and Learning, 11*(4), 84–95.

Grossman, P. L. (1990). The making of a teacher: Teacher knowledge and teacher education. *Teachers College Record, 91*(1), 105–140.

Gu, Q., & Day, C. (2007). *Teachers' resilience: A necessary condition for effectiveness. Teaching and Teacher Education, 23*(8), 1302–1316.

Gün, F., & Turabik, T. (2023). A correlational analysis of pre-service teachers' lifelong learning tendencies and their professional goals. *Cumhuriyet International Journal of Education, 8*(1), 214–234.

Gündoğdu, K., Çimen, N., & Turan, S. (2008). Öğretmen adaylarının Kamu Personeli Seçme Sınavına (KPSS) ilişkin görüşleri. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 9*(2), 35–43.

Günersel, A. B., Kaplan, A., Barnett, P., Etienne, M., & Ponnock, A. R. (2016). Profiles of change in motivation for teaching in higher education at an American research university. *Teaching in Higher Education, 21*(6), 628–643.

Güngör, M. A., & Güngör, M. N. (2024). Relocating assessment in pre-service teacher education: An emerging model from an activity theory lens. *European Journal of Teacher Education, 47*(2), 348–368.

Güngör, M. N. (2025). Empowering pre-service teachers for social justice: A case study in Türkiye's post-disaster education landscape. *Social Justice Research, 38*, 312–331.

Hamiloglu, K. (2014). *Turkish student teachers' reflections on their professional identity construction and reconstruction process during the practicum.* Doctoral Dissertation, University of Leicester, Leicester.

Hansen, D. T. (1998). The moral is in the practice. *Teaching and Teacher Education, 14*(6), 643–655.

Harford, J., & MacRuairc, G. (2008). Engaging student teachers in meaningful reflective practice. *Teaching and Teacher Education, 24,* 1884–1892.

Hargreaves, A. (1998). The emotional practice of teaching. *Teaching and Teacher Education, 14*(8), 835–854.

Hargreaves, A. (2001). Emotional geographies of teaching. *Teachers College Record, 103*(6), 1056–1080.

Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education, 11*(1), 33–49.

Heffernan, K. (2016). *Promoting preservice teachers' mathematics identity exploration.* Doctoral Dissertation, Temple University, Philadelphia.

Henry, A. (2016). A complex dynamic systems perspective on identity and its development: The dynamic systems model of role identity. *Journal of Teacher Education, 67*(4), 291–302.

Hong, J. Y. (2010). Pre-service and beginning teachers' professional identity and emotions. *Teaching and Teacher Education, 26*(4), 1530–1540.

Hopper, T., & Sanford, K. (2004). Dialogues of support: Teacher identity in practicum. *Teaching Education, 15*(3), 247–261.

Humphreys, K., & Susak, Z. (2000). Learning how to fish: Issues for teachers engaging in self-evaluation and reflective enquiry in school. *Research in Education, 64*(1), 78–90.

Izadinia, M. (2013). A review of research on student teachers' professional identity. *British Educational Research Journal, 39*(4), 694–713.

Johnson, K. E. (2009). *Second language teacher education: A sociocultural perspective.* New York: Routledge.

Johnson, K. E., & Golombek, P. R. (2011). *Research on second language teacher education: A sociocultural perspective on professional development.* New York: Routledge.

Johnson, K., & Freeman, D. (2001). Teacher learning in second language teacher education: A socially-situated perspective. *Revista Brasileira de Linguística Aplicada, 1*(1), 53–69.

Kaplan, A., & Flum, H. (2009). Motivation and identity: The relations of action and development in educational settings—An introduction to the special issue. *Educational Psychologist, 44*(2), 73–77.

Kaplan, A., & Garner, J. K. (2017). A complex dynamic systems perspective on identity and its development: The Dynamic Systems Model of Role Identity. *Developmental Psychology, 53*(11), 2036–2051.

Kaplan, A., & Garner, J. K. (2018). A complex dynamic systems perspective on teacher learning and identity formation: An instrumental case. *Teachers and Teaching: Theory and Practice, 25*(1), 1–27.

Kaplan, A., Garner, J. K., & Brock, B. (2019). Identity and motivation in a changing world: A complex dynamic systems perspective. In A. J. Elliot (Ed.), *Advances in motivation and achievement, 20* (pp. 101–127). Bingley: Emerald.

Kaplan, A., Garner, J. K., & Semo, S. (2015, April). *Teacher role-identity and motivation as a dynamic system.* Paper presented at the Annual Meeting of the American Educational Research Association (AERA), Chicago, IL.

Kartal, E., & Başol, G. (2019). Evaluation of ELT programs in Turkey. *Educational Sciences: Theory & Practice, 19*(2), 112–132.

Kasap, S. (2019). Akademisyenlerin gözünden Türkiye'deki İngilizce eğitimi. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi, 16*(1), 1032–1053.

Kasapoğlu, H. (2020). Status of teaching profession from the perspective of the teachers. *Eurasian Journal of Educational Research*, *20*(87), 119–136.

Kavanoz, S., & Yüksel, H. G. (2017). Pre-service EFL teachers' professional identity development through teaching practicum. *Journal of Language and Linguistic Studies, 13*(2), 289–305.

Kavrayıcı, C. (2020). Evaluation of the factors affecting teacher identity development of pre-service teachers: A mixed-method study. *Eurasian Journal of Educational Research, 89*, 93–110.

Kaya, F. (2023). Identity (re) construction of Turkish pre-service language teachers during the practicum. *International e-Journal of Educational Studies*, *7*(14), 243-256.

Kayabaşı, B. G., & Koç, G. (2024). Systematic review of research on teacher identity in Türkiye. *Anadolu University Journal of Education Faculty*, *8*(1), 490-516.

Kelchtermans, G. (1993). Getting the story, understanding the lives: From career stories to teachers' professional development. *Teaching and Teacher Education, 9*(5–6), 443–456.

Kelchtermans, G. (2005). Teachers' emotions in educational reforms. *Teaching and Teacher Education, 21*(8), 995–1006.

Kelchtermans, G. (2009). Who I am in how I teach is the message: Self-understanding, vulnerability and reflection.Teachers and Teaching*: Theory and Practice, 15*(2), 257–272.

Kelchtermans, G., & Ballet, K. (2002). The micropolitics of teacher induction: A narrative-biographical study on teacher socialisation. *Teaching and Teacher Education, 18*(1), 105–120.

Kılınç, A., & Mahiroğlu, A. (2009). The attractors of teaching biology: A perspective from a Turkish context. *Australian Journal of Teacher Education, 34*(5), 15–39.

Kılınç, A., Watt, H. M. G., & Richardson, P. W. (2012). Factors influencing teaching choice in Turkey. *Asia-Pacific Journal of Teacher Education, 40*(3), 199–226.

Kırkgöz, Y. (2007). English language teaching in Turkey: Policy changes and their implementations. *RELC Journal, 38*(2), 216–228.

Kızıldağ, A., & Tuncer, H. (2022). A Scoping Review on Practicum of Turkish Pre-Service EFL Teachers during COVID-19. *OPUS Journal of Society Research*, *19*(45), 129-142.

Korthagen, F. A. (2004). In search of the essence of a good teacher: Towards a more holistic approach in teacher education. *Teaching and Teacher Education, 20*(1), 77–97.

Korthagen, F. A. J. (2001). *Linking practice and theory: The pedagogy of realistic teacher education.* Mahwah: Lawrence Erlbaum.

Köklü-Yaylacı, Ö., & Özyıldırım Gümüş, G. (2022). Teacher education from past to present: A case analysis. *Trakya Üniversitesi Sosyal Bilimler Dergisi, 24*(1), 385–407.

König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: Teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education, 43*(4), 608–622.

La Guardia, J. G. (2009). Developing who I am: A self-determination theory approach to the establishment of healthy identities. *Educational Psychologist, 44*(2), 90–104.

Lantolf, J. P., & Thorne, S. L. (2006). *Sociocultural theory and the genesis of second language development.* Oxford: Oxford University.

Lasky, S. (2005). A sociocultural approach to understanding teacher identity, agency and professional vulnerability in a context of secondary school reform. *Teaching and Teacher Education, 21*(8), 899–916.

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. London: Sage.

Lortie, D. C. (1975). *Schoolteacher: A sociological study*. Chicago: University of Chicago.

Ma, K., Cavanagh, M. S., & McMaugh, A. (2021). Preservice teachers' reflections on their teaching self-efficacy changes for the first professional experience placement. *Australian Journal of Teacher Education, 46*(10), 62–76.

Mackey, A., & Gass, S. M. (2005). *Second language research: Methodology and design.* Mahwah: Lawrence Erlbaum.

Maehr, M. L. (1984). Meaning and motivation: Toward a theory of personal investment. In R. Ames & C. Ames (Eds.), *Research on motivation in education: Vol. 1. Student motivation* (pp. 115–144). New York: Academic.

Maehr, M. L., & Braskamp, L. A. (1986). *The motivation factor: A theory of personal investment.* Lexington: Lexington.

Mahalingappa, L. J., & Polat, N. (2013). English language teacher education in Turkey: Policy vs academic standards. *European Journal of Higher Education, 3*(4), 348–364.

Markus, H., & Nurius, P. (1986). Possible selves. *American Psychologist, 41*(9), 954–969.

Marschall, G. (2021). The role of teacher identity in teacher self-efficacy development: The case of Katie. *Journal of Mathematics Teacher Education, 25*(6), 725–747.

Mercer, S., & Gregersen, T. (2020). Teacher Wellbeing. Oxford: Oxford University.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San Francisco: Jossey-Bass.

Nergis, A. (2011). English language teacher education in Turkey: A historical overview. *Procedia – Social and Behavioral Sciences, 15*, 181–185.

Nias, J. (1989). Teaching and the self. In M. L. Holly & C. S. McLoughlin (Eds.), *Perspective on teacher professional development* (pp. 151–171). London: Falmer.

Norton, B. (2000). *Identity and language learning: Gender, ethnicity and educational change.* Harlow: Longman.

Norton, B. (2010). Language and identity. In N. Hornberger & S. McKay (Eds.), *Sociolinguistics and language education* (pp. 349–369). Bristol: Multilingual Matters.

O'Connor, K. E. (2008). You choose to care: Teachers, emotions and professional identity. *Teaching and Teacher Education*, 24(1), 117–126.

Olsen, B. (2008). How reasons for entry into the profession illuminate teacher identity development. *Teacher Education Quarterly, 35*(3), 23–40.

Opfer, V. D., & Pedder, D. (2011). Conceptualizing teacher professional learning. *Review of Educational Research, 81*(3), 376–407.

Organisation for Economic Co-operation and Development. (2005). *Teachers matter: Attracting, developing and retaining effective teachers.* Paris: OECD.

Ottesen, E. (2007). Reflection in teacher education. *Reflective Practice, 8*(1), 31–46.

Oyserman, D. (2014). Identity-based motivation: Core processes and intervention examples. In S. Karabenick & T. Urdan (Eds.), *Advances in motivation and achievement, 18* (pp. 213–242). Bingley: Emerald.

Ölçme, Seçme ve Yerleştirme Merkezi. (2018). *2018 e-YDS İngilizce değerlendirme raporu* (Rapor No. 6). https://dokuman.osym.gov.tr/pdfdokuman/2018/GENEL/e-YDSRaporu22052018.pdf sayfasından erişilmiştir.

Ölmez-Çağlar, F. (2022). Career motivations as sources of teacher identity in foreign language education. *Participatory Educational Research, 9*(5), 105–126.

Özsoy, G., Özsoy, S., Özkara, Y., & Memiş, A. D. (2010). Öğretmen adaylarının öğretmenlik mesleğini tercih etmelerinde etkili olan faktörler. *Eğitimde Kuram ve Uygulama, 6*(1), 68–85.

Öztürk, G., & Aydın, B. (2019). English language teacher education in Turkey: Why do we fail and what policy reforms are needed? *Anadolu Journal of Educational Sciences International, 9*(1), 181–213.

Peel, K. L. (2010). A beginner's guide to applied educational research using thematic analysis. *Practical Assessment, Research & Evaluation, 17*(8), 1–17.

Pekmezci, F. B., & Dağdeviren Ertaş, B. (2024). Pre-service teachers in Türkiye in the framework of attitude towards the teaching profession, school belonging, and motivation. *Teaching and Teacher Education, 142*, 104514.

Pennington, M. C. (1995). The teacher change cycle. *TESOL Quarterly, 29*(4), 705–732.

Pennington, M. C., & Richards, J. C. (2016). Teacher identity in language teaching: Integrating personal, contextual, and professional factors. *RELC Journal, 47*(1), 5–23.

Richards, J. C. (1990). The dilemma of teacher education in second language teaching. In J. C. Richards & D. Nunan (Eds.), *Second language teacher education* (pp. 3–15). Cambridge: Cambridge University.

Richards, J. C. (2008). Second language teacher education today. *RELC Journal, 39*(2), 158–177.

Richardson, P. W., & Watt, H. M. G. (2006). Who chooses teaching and why? Profiling characteristics and motivations across three Australian universities. *Asia-Pacific Journal of Teacher Education, 34*(1), 27–56.

Richardson, P. W., & Watt, H. M. G. (2016). Factors influencing teaching choice: Why do future teachers choose the career? In J. Loughran & M. L. Hamilton (Eds.), *International handbook of teacher education* (pp. 275–304). Singapore: Springer.

Rodgers, C. (2002). Defining reflection: Another look at John Dewey and reflective thinking. *Teachers College Record, 104*(4), 842–866.

Rodgers, C. R., & Scott, K. H. (2008). The development of the personal self and professional identity in learning to teach. In M. Cochran-Smith, S. Feiman-Nemser, D. J. McIntyre, & K. E. Demers (Eds.), *Handbook of research on teacher education: Enduring questions in changing contexts* (3rd ed., pp. 732–755). New York: Routledge.

Saban, A. (2003). A Turkish profile of prospective elementary school teachers and their views of teaching. *Teaching and Teacher Education, 19*(8), 829–846.

Sachs, J. (2005). Teacher professionalism: Why are we still talking about it? *Teachers and Teaching, 11*(4), 15–25.

Sammons, P., Day, C., Kington, A., Gu, Q., Stobart, G., & Smees, R. (2007). Exploring variations in teachers' work, lives and their effects on pupils: Key findings and implications from a longitudinal mixed-method study. *British Educational Research Journal, 33*(5), 681–702.

Schepens, A., Aelterman, A., & Vlerick, P. (2009*).* Student teachers' professional identity formation: Between being born as a teacher and becoming one*. Educational Studies*, *35*(4), 361–378.

Schön, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic.

Schön, D. A. (1991). *The reflective practitioner: How professionals think in action.* Aldershot: Ashgate.

Schutz, P. A., Cross, D. I., Hong, J. Y., & Osbon, J. N. (2007). Teacher identities, beliefs, and goals related to emotions in the classroom. In P. A. Schutz & R. Pekrun (Eds.), *Emotion in education* (pp. 223–241). New York: Academic.

Seferoglu, G. (2006). Teacher candidates' reflections on some components of a pre-service English teacher education programme in Turkey. *Journal of Education for Teaching, 32*(4), 369–378.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15*(2), 4–14.

Simons, H. (2009). *Case study research in practice.* London: Sage.

Sinclair, C. (2008). Initial and changing student teacher motivation and commitment to teaching. *Asia-Pacific Journal of Teacher Education, 36*(2), 79–104.

Sinclair, C., Dowson, M., & McInerney, D. M. (2006). Motivations to teach: Psychometric perspectives across the first semester of teacher education. *Teachers College Record, 108*(6), 1132–1154.

Smagorinsky, P., Cook, L. S., Moore, C., Jackson, A. Y., & Fry, P. G. (2004). Tensions in learning to teach. *Teaching and Teacher Education, 20*(1), 8–25.

Sockett, H. (1993). *The moral base for teacher professionalism*. New York: Teachers College.

Spalding, E., & Wilson, A. (2002). Demystifying reflection: A study of pedagogical strategies that encourage reflective journal writing. *Teachers College Record, 104*(7), 1393–1421.

Surgue, C. (1997). Student teachers' lay theories and teaching identities: Their implications for professional development. *European Journal of Teacher Education, 20*(3), 213–225.

Şimsek, S., & Erdem, A. R. (2025*)*. Motivation levels of pre-service teachers receiving training at state universities in Türkiye. *Journal of Educational Theory and Practice Research, 11*(3), 326–340.

Taner, G., & Karaman, A. C. (2013). A metasynthesis of research on foreign language teacher identity in Turkey: Implications for teacher education. *Uluslararası Eğitim Programları ve Öğretim Çalışmaları Dergisi, 3*(6), 63–76.

Taneri, P. O. (2016). Öğretmen adaylarının pedagojik formasyon sertifika programının niteliği hakkındaki görüşleri (Çankırı ili örneği). *Kastamonu Eğitim Dergisi, 24*(3), 997–1014.

Taşdemir, M. Z., Iqbal, M. Z., & Asghar, M. Z. (2020). A study of the significant factors affecting pre-service teacher education in Turkey. *Bulletin of Education and Research, 42*(1), 79–100.

Taşdemir, M., & Seferoğlu, G. (2022). Understanding pre-service teachers' professional identities: Voices from English language teacher education. *Journal of Language and Linguistic Studies, 18*(1), 249–267.

Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). Thematic analysis. In C. Willig & W. Stainton Rogers (Eds.), *The SAGE handbook of qualitative research in psychology* (2nd ed., pp. 17–37). London: Sage.

Tezgiden-Cakcak, S. Y. (2015). *Preparing teacher candidates as passive technicians, reflective practitioners or transformative intellectuals?*. Doctoral Dissertation, Middle East Technical University, Ankara.

Thomas, L., & Beauchamp, C. (2007). Learning about self through the practicum. *Journal of Education for Teaching, 33*(1), 55–68.

Toköz Göktepe, F., & Kunt, N. (2023). Obstructions in normative teacher identity development: A case study in Turkey. *Professional Development in Education, 49*(3), 442–457.

Topkaya, E. Z., & Uztosun, M. S. (2012). Choosing teaching as a career: Motivations of pre-service English teachers in Turkey. *Journal of Language Teaching and Research, 3*(1), 126–134.

Trent, J. (2011). 'Four years on, I'm ready to teach': Teacher education and the construction of teacher identities. *Teachers and Teaching: Theory and Practice, 17*(5), 529–543.

Trent, J. (2015). Towards a multifaceted, multidimensional framework for understanding teacher identity. In Y. L. Cheung, S. B. Said & K. Park (Eds.), *Advances and current trends in language teacher identity research* (pp. 44–58). New York: Routledge.

Tschannen-Moran, M., & Woolfolk Hoy, A. (2007). The differential antecedents of self-efficacy beliefs of novice and experienced teachers. *Teaching and Teacher Education, 23*(6), 944–956.

Tsui, A. B. M. (2007). Complexities of identity formation: A narrative inquiry of an EFL teacher. *TESOL Quarterly, 41*(4), 657–680.

Ur, P. (1997). Teacher training and teacher development: A useful dichotomy? *The Language Teacher, 21*(10), 19–20.

Uztosun, M. S. (2017). Profiles of Turkish pre-service teachers of English in terms of language learning backgrounds. *Journal of Language and Linguistic Studies, 13*(2), 235–250.

Ünal, A., & Saklan, E. (2025). The relationship among pre-service teachers' public service motivation, intention to work public sector and teacher professional identity. *Western Anatolia Journal of Educational Sciences, 16*(2), 2586–2609.

Varghese, M., Morgan, B., Johnston, B., & Johnson, K. A. (2005). Theorizing language teacher identity: Three perspectives and beyond. *Journal of Language, Identity, and Education, 4*(1), 21–44.

Vedder-Weiss, D., Biran, L., Kaplan, A., & Garner, J. K. (2018). Reflexive inquiry as a scaffold for teacher identity exploration during the first year of teaching. In E. Lyle (Ed.), *The negotiated self: Employing reflexive inquiry to explore teacher identity* (pp. 227–237). Rotterdam: Sense.

Villegas, A. M., Varona, M., & Sanchez, L. (2020). Social interaction and teacher identity development. *Teaching and Teacher Education, 92*, 103072.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Massachusetts: Harvard University.

Wallace, M. (1991). *Training foreign language teachers: A reflective approach.* Cambridge: Cambridge University.

Wang, D., & Zhang, L. J. (2021). Sustainability as a goal in teaching workforce retention: Exploring the role of teacher identity construction in pre-service teachers' job motivation. *Sustainability, 13*(5), 1–18.

Watt, H. M. G., & Richardson, P. W. (2007). Motivational factors influencing teaching as a career choice. *Journal of Teacher Education, 58*(1), 21–44.

Watt, H. M. G., & Richardson, P. W. (2012). An introduction to teaching motivations in different countries: Comparisons using the FIT-Choice scale. *Asia-Pacific Journal of Teacher Education, 40*(3), 185–197.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity.* Cambridge: Cambridge University.

Wigfield, A., & Eccles, J. S. (2000). Expectancy–value theory of achievement motivation. *Contemporary Educational Psychology, 25*(1), 68–81.

Wright, T. (2010). Second language teacher education: Review of recent research on practice. *Language Teaching, 43*(3), 272–302.

Yaman, İ. (2018). Türkiye'de İngilizce öğrenmek: Zorluklar ve fırsatlar. *RumeliDE Dil ve Edebiyat Araştırmaları Dergisi,* (11), 161–175.

Yaylı, D. (2014). Tackling multiple identities in an EFL teaching context, Turkey. In G. Barkhuizen (Ed.), *Reflections on language teacher identity research* (pp. 1-15). London: Routledge.

Yazan, B. (2019). Identities and ideologies in a language teacher candidate's autoethnography: Making meaning of storied experience. *TESOL Journal, 10*(4), 1–15.

Yeşilbursa, A. (2012). Using metaphors to explore EFL teachers' perceptions of their professional role identity. *The Qualitative Report, 17*(64), 1–13.

Yılmaz Yıldız, S. B., Kiraz, E., & Beyazbal, S. (2025). Trends and transformations or deformations in teacher training: An 18-year interval study of prospective teachers in Türkiye. *Participatory Educational Research, 12*(3), 253–272.

Yılmaz, H., Köseoğlu, P., Gerçek, C., & Soran, H. (2004). Öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi, 27*, 236–244.

Yin, R. K. (2003). *Case study research: Design and methods.* Thousand Oaks: Sage.

Yükseköğretim Kurulu. (2018). *Yeni öğretmen yetiştirme lisans programları.* https://www.yok.gov.tr/kurumsal/idari-birimler/egitim-ogretim-dairesi/yeni-ogretmen-yetistirme-lisans-programlari sayfasından erişilmiştir.

Zeichner, K. (2010). Rethinking the connections between campus courses and field experiences in college- and university-based teacher education. *Journal of Teacher Education, 61*(1–2), 89–99.

Zembylas, M. (2003). Emotions and teacher identity: A poststructural perspective. *Teachers and Teaching: Theory and Practice, 9*(3), 213–238.

APPENDICES

Appendix 1. Consent Form

Title of the Study:
The Interplay between Motivation and Identity Formation of Student Teachers: A Case Study in an ELT Program

Researcher:
Bilge Merve SAÇAN

You are invited to participate in a research study that aims to explore pre-service English language teachers' professional identity development and motivation during teacher education. Your participation is voluntary. If you agree to take part, you may be asked to participate in interviews, classroom observations, and/or reflective writing activities. You may choose not to answer any question and may withdraw from the study at any time without any negative consequences.

All information collected in this study will be kept confidential. Your real name will not be used in any reports or publications; instead, a pseudonym will be used. The data will be used only for academic purposes.

There are no known risks associated with participation. While there may be no direct benefit to you, your participation will contribute to a better understanding of teacher education and professional development.

By signing below, you confirm that you have read and understood the information above and agree to participate in this study voluntarily.

Participant's Name: _____

Signature: _____

Appendix 2. Semi-structured Interview Questions

1. Kendini bir İngilizce öğretmeni olarak nasıl tanımlarsın?

2. İyi bir İngilizce öğretmeninin özellikleri nelerdir? Kendini bu role uygun görüyor musun?

3. İngilizce öğretimin en önemli tarafı nedir?

4. Kendi İngilizce seviyen ve becerilerin hakkında ne düşünüyorsun? Sence yeterli misin?

5. Sence İngilizce öğretmenleri ne gibi zorluklarla karşılaşıyor İngilizce öğretirken?

6. Kariyer olarak uzak ve yakın hedeflerin neler?

7. Sence İngilizce öğretmeni olmak ve öğretmek senin kimliğinin neresinde yer alıyor, ne kadar önemli?

8. Okulda staj yaparken neleri yapabiliyorsun? Neleri yapmakta zorlanıyorsun?

Micro-teaching de neleri yapabiliyorsun? Neyi yapmakta zorlanıyorsun?

9. Öğretmen olmaya hazır hissediyor musun?

10. Bölümün seni öğretmen olma konusunda nasıl destekliyor veya seni uzaklaştıran yönleri var mı?

11. Başarılı bir İngilizce öğretmeni olma konusunda kendine ne kadar güveniyorsun?

12. Öğretim konusundaki özgüvenini neler etkiliyor?

13. İngilizce öğretmenin en güzel tarafı nedir?

14. İngilizce öğretiminde iyi olmak senin için ne kadar önemli?

Iyi olmk. Sinirli ve bağıran bir insan değilm . iyi bir vicdansız olması gerekşşr .

15. İngilizce öğretmenliği bölümü ilerdeki kariyerin için ne kadar önemli?

16. Bu bölümde okurken ne gibi zorluklar yaşadın? Nelerden feragat ettin?

17. Üniversitede gördüğün dersler İngilizce öğretmenliğine bakışını nasıl etkiliyor?

18. Stajdaki deneyimlerin motivasyonunu ve kimliğini nasıl etkiliyor?

(Micro teaching deneyimlerin motivasyonunu ve kimliğini nasıl etkiliyor?)

19. Türkiye deki sosyal ve kültürel faktörler İngilizce öğretmenliğine bakışını nasıl etkiliyor?

20. Arkadaşların ve öğretmenlerin tarafından öğretmen olma konusunda desteklendiğini düşünüyor musun? Nasıl?

21. Staja başladığından andan beri İngilizce öğretmeni olma konusunda fikirlerin değişti mi? Eğer evetse nasıl?

English Version

1. How would you describe yourself as a future English teacher?

2. What qualities do you think make a good English teacher? Do you see yourself fitting into the role of an English teacher? Why or why not?

3. What do you believe is the most important part of teaching English?

4. How do you feel about your own English proficiency and teaching skills?

5. What challenges do you think English teachers face in Turkey?

6. What are your short-term and long-term career goals?

7. How important is becoming an English teacher to your personal identity?

8. What do you feel capable of doing during your teaching practicum?

9. Are there things you feel unable or unprepared to do as a student teacher? Why?

10. How do you think your teacher education program supports or limits your teaching development?

11. How confident do you feel about becoming a successful English teacher?

12. What factors affect your confidence in teaching English?

13. What do you enjoy most about learning to teach English?

14. How important is it for you to be good at teaching English?

15. How useful do you think your ELT education is for your future career?

16. What sacrifices or difficulties do you experience while studying to be a teacher?

17. How do your university courses shape your views about teaching English?

18. How does your practicum experience affect your motivation and professional identity?

19. Are there any cultural or social factors in Turkey that influence how you see yourself as an English teacher?

20. Do you feel supported by your instructors, peers, and mentors during your teacher education?

21. Have your feelings about becoming an English teacher changed since you started your training? If yes, how?

Appendix 3. STs' Sheet for Why They Would Like to be an English Teacher

An example sheet from a highly motivated student teacher in the fourth year classroom

"A small spark can start a great fire.", as one of my favourite Latin sayings suggest, so desire can be a power supply throughout the journey of success. In other words, what is mainly crucial for one to succeed in their area of specialization is to be passionately interested in it mainly for the arousal of motivation. This fondness may provide resilience while handling the potential challenges encountered in the work process. Indeed, I feel lucky for having discovered what works for me to pursue a career that allows me to focus on my interest professionally by means of learning vast knowledge associated with it. In view of this, this essay will examine my underlying motives for choosing English Language Education as a profession.

There are several rationales behind the fact that being a part of the academic discipline of English Language Teaching is ideal to me by being among my main incentives in life. One of the primary grounds for this is the fact that I am enthusiastic about learning new languages, and English is the language that has influenced me intellectually in many ways with what it has offered to me so far. When my interest in English started, I was just a kid, wanting to be a part of this branch. My first teacher of English used songs, pictures, videos and so on in her lessons, rather than being dependent on the book and it was engaging enough for me. I remember that I was singing the song unconsciously when I was back home after her lesson. The possibility of being able to communicate in other languages sounded interesting back then. Accordingly, songs that I listened to, books that I read, movies or series I watched have been increasingly in English starting from then, and it has clearly helped me to improve it. Therefore, luckily, I have always been a distinctive student in English lessons as it was my interest already, which directly influenced my achievements regarding it. For instance, whenever my classmates had a question about English at secondary and high school, they asked those questions to me, and it led me to think that I enjoy learning from others while sharing my experience with them, as well as promoting myself as a role model for my interest. Those English lessons were the sign for me to follow this educational path; as a matter of fact, at the last year of secondary school, I was certain that I wanted to be where I am at the moment. To illustrate, I used to jot this down to the corner of my notebooks or test books to motivate myself each time I studied when I was at secondary school. Moreover, being proficient in a foreign language, which is the current lingua franca of the world, enables me to increase my intercultural competence via building

a worldwide connections with people coming from a variety of backgrounds no matter what our culture is, so I am empowered to broaden my social awareness in multicultural settings

I rarely get the chance to do it face to face, yet online platforms such as Discord do help me to use English in a daily context; thereby, I have many decent friends from other countries thanks to this language, which has broadened my horizons. I have not had the chance of going abroad yet; still, my universal understanding has developed by learning about the surroundings and routines of my online friends from other countries thanks to English language. In fact, since learning more languages will probably enhance my perspective of the universe even more, there are other languages that I plan to be fluent at in the near future considering how even a single foreign language has contributed to me.

In addition, the value of educators for communities is undeniable. Learning itself is an incessant process, so is teaching since each day provides us a new experience, and being a teacher does not change that. The significance of being an ideal teacher is also emphasized by our beloved dear leader Mustafa Kemal Atatürk; hence, it would be honorable to follow his wisdom by heart. When it comes to English Language Teaching context, it gets more exciting because I begin learning from others this time by means of sharing my knowledge with them.

Teaching a language is definitely a means of bringing people together with the aim of building both monocultural and multicultural rapports through communication, so this process is beyond classroom walls even if it mainly occurs there. My passion has doubled as I started experiencing what being a teacher actually feels like. Hence, teaching does not necessarily mean that teachers cannot learn from their experiences or students. It is the complete opposite, which gives me joy. Whenever I am in my English teacher role, I realize that my students contribute to the reason why I am there, particularly when I sense that they appreciate the lesson either directly or indirectly. I do not get tired; rather, I become energized after each lesson, knowing that I am in the right place. Therefore, discovering more about English Language Education advances my professional skills concerning this branch of study, and inspires me to learn more and more about the basics of the English Language Teaching practices in order to offer an optimal learning experience for EFL learners. I prefer this learning process to be life-long; accordingly,

I am in favor of following a path providing me boundless intelligence related to this field in order to provide a competent role model for my students, which is distinctly an indispensable part of being an efficacious teacher.

Overall, I can clarify that English itself has shaped my personality; thus, the first time I had an English lesson was a milestone for me. Briefly, English Language Teaching, which has always been my passion for a long time, has provided me with a new world that cultivates my mind by enabling me to undergo training for an area of study that I am enthusiastic about. I am fully content with the fact that it is my branch of study. I hope I keep learning more concepts about TEFL for the rest of my life.

An Example Sheet from a Less Motivated Student Teacher in a Fourth Year Classroom

Choosing a career path is an integral part of one's life. I am aware that in this essay the expectation is for us to explain when, why and how we decided to become a teacher. I am unsure not only if I want to be a teacher but also what I want to do as an occupation in the future.

For me choosing English Language Teaching was not exactly an option that I anticipated. The only reason I also took the language exam on the university exam was to have physical evidence of my language competency at the moment without studying for it. The results I received from the exam were not a surprise. Choosing a field to study in my higher education was and still is a challenge for me. I did not want to 'waste' my score and decided to apply for the ones I could get in. I know it has now been almost 4 years since I started university and yet I am still not sure if I want to pursue a career in language teaching.

I had many interests growing up that at some point I wanted to pursue a career in but in the last years, I have been having trouble differentiating between them because I do not know if those interests are only lifelong hobbies that I want to do in my free time or a job that I could do on day to day basis. At the moment being an English Teacher is not a goal of mine in life but a means to an end for me to get to a point in life where I could be content within myself. Yet, it being a tool for me to achieve what I want in life does not mean I will be negligent to my students. I am aware of the struggles students might have in school and academics from observation and experience. I aim to make the lessons a neutral if not happy place.

As I mentioned at the beginning, I do not know what occupation I want to do in life, let alone if a want to be a teacher after 4 years of training. Also, to be blunt, you could say I am 'going with the flow'. I wanted this essay to be honest on the matter in hopes of helping me discover and/or create goals in life and for you to have a chance to understand even a small section of my thought process on the matter.

Appendix 4. Questions to Answer in Reflective Papers

1. How was your week for you? Please, explain details.
2. How do you think you are affected by your experiences in the field / at school?
3. Based on your experiences, do you think your motivation to become a teacher has changed? Why?
4. What do you remember specifically from this week? Were there any events or experience affecting you much?
5. How do you perceive yourself as a teacher this week?
6. What were your weaknesses and strengths this week?

Appendix 5. Example Self-reflection Sheets from STs

An Example Self-Reflection from a Highly Motivated Student Teacher in the Fourth Year Classroom

Being a trainee teacher, who learns how to integrate theory into practice at the practicum high school, helps me enhance my understanding of teaching English since I have a chance to use my creative abilities to prepare lessons to see if they are appropriate for real-life circumstances or not, as well as being in close contact with students and other teachers. This invaluable process is crucial for the development of my teaching philosophy.

Initially, today's summary will be presented by me. Our mentor was not with us today; thus, we substituted for her the whole day with my other colleagues, which includes 4 hours of English lessons according to the program of the school. She did not want us to challenge students much today, so we kept everything simple. I want to begin with the positive aspects of today during which four of us taught, [redacted] I observed two of my friends' performances during the first two hours. I taught in the 3rd hour. Since we were done with Theme 11, I made some listening and colloquial expressions exercises from the workbook with the students at first. Indeed, what surprised me was the fact that workbook activities are both more effective and engaging than those of the student book. Learners seemed to be concentrated on the lesson and wanted to answer the questions. Obviously, there are always some students who attend the lesson more willingly than the others, yet I tried to include every single one of them equally by asking about their ideas, whenever I felt like some students were about to dominate the classroom atmosphere, and it worked. Then, I played the game that I prepared based on the new unit, which has started to be taught to the students this week, called Bamboozle. We played this game in which students try to get the top score by means of answering the questions on the board correctly by means of separating the whole class into two teams. In fact, we had so much fun while playing the game since students' focus is maximized when there is a slightly competitive environment. I also became happy to see them concentrating on using English in addition to understanding my instructions in target language to a great extent. Unfortunately, there was a slight inconvenience. Due to the fact that our mentor was not there, we also had to take the books, USBs, and some other necessary sources out of her locket by ourselves, as well as putting them back when we were done with them. While doing so, some of the other teachers from different branches in the teachers' room observed us to check as if we were going to harm our mentor's locket, sadly. For instance, one of them even said "Do you want me to help?"

even though her branch is not even English. In my opinion, it was disrespectful to us because we were not doing anything wrong.What I learned from today is the fact that going to the practicum on a regular basis has definitely been crucial for us to evaluate our own performance, along with our mentor and supervisors. Primarily, I was also content with my teaching performance today since I was able to give instructions clearly with proper use of body language, walk around the classroom confidently, interact with students effectively, engage all students in the atmosphere, correct the errors with a suitable manner towards the students, and manage my time in a successful way. I am happy to discover that I can achieve them at the same time, which is thanks to practicum. Once again, I have noticed the significance of being a trainee teacher during our senior year of ELT. Additionally, I have witnessed that students love playing games in English. Even the most naughty ones want to participate in game sessions

willingly. Students remember what we cover during the games more effortlessly due to the excitement they have, as well. Furthermore, the number of students participating in the lesson has increased compared to the old times. For now, the main problem left is the fact that we cannot really eliminate the use of L1 among the students. Still, at least we never let our mother tongue interfere with the lesson and make an effort to present a proper role model for them. Besides, I realized that I can teach to my students at the school without needing the help of our mentor. The fact that she was not at the school with us did not affect me at all.

Overall, today has been another practicum day that is vital for my development as a student-teacher. Being an English teacher is like being a doctor since we have to detect the students' weaknesses in addition to their strengths by getting to know them in order to give them remedy for their current language-related issues by providing them with appropriate sources, just like how doctors learn about their patients initially to prescribe the suitable treatment.

An Example Self-Reflection from a Less Motivated Student Teacher in the Fourth Year Classroom

This week's internship was mostly quiet and a bit boring. Many students were absent, so the lessons did not feel very productive. In one class, we watched a movie called *The Man from Earth* and talked about it afterward. In the last lesson, the classroom teacher did not start a new topic and only did some exercises. Because of this, the week did not feel very exciting or useful in terms of learning how to teach.

My communication with the classroom teacher, supervisor, friends, and students was similar to previous weeks. These interactions did not really change how I feel about becoming a teacher. I still see teaching as a practical option rather than something I strongly want to do. During this week, I noticed more clearly that I am interested in studying at a second university in the future. This made me think again that teaching may remain a backup plan for me rather than my main career goal.

As a student teacher, I continue to struggle with managing myself and staying fully focused. Sometimes I get lost in my thoughts and miss things happening in the classroom. I also feel that I am not as confident or as assertive as I should be. Even though others may think I am prepared, I personally do not feel that way, and this makes me unsure of my abilities.

When I think about myself as a teacher, I feel that I act more relaxed and carefree than other teachers and student teachers I have observed. At the moment, I believe this can sometimes work in my favor because students seem more attentive when they are not sure how their teacher will react. Still, I am not always sure when I should be stricter. Although I am getting to know the students better, I feel that I do not fully understand how learning happens, partly because I am not sure how I learn myself.

If I become a teacher, I would like to be someone students feel comfortable with and can talk to easily, even about small, everyday things. I do not want to be seen as only an English teacher, but as someone who can help students in other subjects as well. My ideas about teaching have not changed much over the years, but I now look at the profession a little more positively.

I believe that what we learn in theory does not always work in real classrooms because every class and every student is different. Teachers need time to understand their students in order to choose the right methods. To me, being a teacher is like being a water fountain: always offering something, even though not everyone chooses to stop and take it



GAZİLİ OLMAK AYRICALIKTIR...