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THE RELATIONSHIP BETWEEN PROFESSIONAL IDENTITY AND PRACTICE OF ENGLISH TEACHERS

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İNGİLİZCE ÖĞRETMENLERİNİN MESLEKİ KİMLİK VE UYGULAMALARI ARASINDAKİ İLİŞKİ

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ÖZ

Öğretmenler öğrencilerinin ilerlemeleri üzerine o kadar odaklanır, vakit ve enerji harcarlar ki, çoğu zaman kendi performanslarını göz önünde bulundurmayı unuturlar. Bu durumda, özyansıtma öğretmenin nasıl öğrettiğinin farkına varmasına yardımcı olmak için çok değerli bir araçtır, ki bu, onu devamında daha iyi bir öğretmen yapar. Yansıtma olmadan öğretim gözleri kapalı öğretimdir – etkili bilgi olmadan yapılan öğretimdir. Bu yüzden, bu çalışmanın asıl amacı Korthagen (2004) tarafından geliştirilen 'Soğan Modeli'nden' faydalanılarak İngilizce öğretmenlerinin mesleki kimlik ve uygulamaları arasındaki ilişkiyi bulmaktır. Bu yansıtma modeli, çalışmanın asıl ilgilendiği, mesleki kimlikle ilişkilendirilmiştir çünkü modelin 6 katmanından biri kimliktir. Dıştan içe soğan modelinin katmanları Çevre, Davranış, Yetkinlik, İnanç ve Misyondur. Bu çalışma, bu katmanların İngilizce öğretmenlerinde nasıl tezahür ettiğini incelemeyi amaçlamıştır. Kendi söylemleriyle gerçek uygulamalarının örtüşüp örtüşmediği incelenmek istenmiştir. Bu çalışmada kategorileme, kodlama ve yorumlama gibi nitel veri analiz stratejileri kullanılmıştır. Çalışma Soğan Modeli (Korthagen, 2004) temelli olduğu için, Strauss ve Corbin (1990) tarafından önerilen 3 kodlama stilinin ilki kullanılmıştır. Buna, önceden belirlenmiş temalarla kodlama yapma denir. Çalışmanın temaları Soğan Modelinin katmanları (ÇEVRE, DAVRANIŞ, YETKİNLİK, İNANÇ, KİMLİK ve MİSYON) olarak önceden belirlenmiştir. Yarı-yapılandırmalı mülakat yoluyla toplanıp kaydedilen nitel veri daha sonra yazıya dökülüp araştırmacı tarafından bir çok kez detaylı bir şekilde okunmuştur. Devamında, verilerin anlamlı bölümleri (katmanlar) bir araya getirilip daha sonra cevaplar doğrultusunda alt-kodlanmak üzere kodlanmıştır. Bu katmanlar Çevre, Davranış, Yetkinlik, İnanç, Kimlik ve Misyon önemliydi çünkü öğretmenlerin nasıl performans sergilediklerine bakabileceğimiz farklı açılar olarak görülebilirdi. Sonrasında, mülakat soruları doğrultusunda öğretmen gözlem formu hazırlanıp kayda değer sayıda

katılımcı kendi sınıflarında gözlemlenmiştir. Gözlemin amacı öğretmenlerin kendi söylemleriyle gerçek performanslarının ne kadar örtüştüğünü bulmaktır. Sonuç olarak, söylenenle yapılan arasındaki en büyük fark DAVRANIŞ katmanında ortaya çıkmıştır. Özellikle, katılımcıların öğrencilerin sınıf içerisindeki olumlu ve olumsuz tutumlarına karşı olan davranışları konusundaki ifadeleri farklılık göstermiştir. İkinci büyük farklılık YETKİNLİK katmanında gözlemlenmiştir. Burada, katılımcılar bir şeyi yapmada iyi olduklarına inanmışlar, halbuki, yeterince başarılı olamadıkları gözlemlenmiştir. Söylenenle yapılan arasındaki üçüncü büyük fark KİMLİK katmanında gerçekleşmiştir. Bir çok katılımcı belirli türde bir öğretmen olduğunu düşünürken gözlemler öyle olmadığını göstermiştir. ÇEVRE, İNANÇ ve MİSYON gözlemlenmesi çok kolay katmanlar olmamasına rağmen, araştırmacı hissettiği ölçüde, gözlemlenen davranış ve tutumlar yazılmıştır.

Anahtar kelimeler : Soğan Modeli, Yansıtma, Mesleki Kimlik, Uygulama.

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ABSTRACT

Teachers spend so much time and energy focused on their students' progress that they often forget to consider their own performance. Self-reflection here is a very valuable tool that helps make the teacher aware of how s/he is teaching, which in turn makes him/her a better teacher. Teaching without reflection is teaching blind – without any knowledge of effectiveness. Therefore, the study specifically had the purpose of finding the relationship between professional identity and practice of English teachers by making use of 'The Onion Model' proposed by Korthagen (2004).This model of reflection is associated with professional identity, in this case the main concern of our study, because it has 6 layers one of which is identity. The layers of the onion model from the outside to the centre are *Environment, Behaviour, Competencies, Beliefs, Identity* and *Mission.* This study aimed at examining how these layers actualized in teachers of English. Whether their self-reports and actual practices were in accordance or not. In this study, qualitative data analysis strategies like categorizing, coding, and interpreting were used. As the study was based on a model called The Onion Model (Korthagen, 2004), the first of the 3 coding styles proposed by Strauss and Corbin (1990) was used. This is called coding carried out according to pre-determined themes. The themes of this study were pre-determined as the layers of the Onion Model (ENVIRONMENT, BEHAVIOUR, COMPETENCY, BELIEF, IDENTITY and MISSION). The qualitative data, which were gathered and recorded through a semi-structured interview, were transcribed and later read in detail many times by the researcher. Next, the meaningful parts of the data (the layers) were put together and coded later to be sub-coded according to the answers. These levels *Environment, Behaviour, Competency, Belief, Identity and Mission* were important because they could be seen as different perspectives from which we could look at how teachers function. Later, a teacher observation form was prepared in accordance with the

interview questions. A considerable amount of the interviewees were observed in their own classes. The purpose of the observation was to find out to what extent the teachers' self-reports and their actual practices coincided. As a result, the biggest differentiation between the reported and the performed was under the layer BEHAVIOUR. Especially, the interviewees' statements about their behaviours towards positive and negative attitudes of the students in the class seemed to show difference. The second top difference was under COMPETENCY. Here, the interviewees' believed that they were good at doing something, however, it was monitored that they were actually not that successful. The third biggest difference between the said and the done was under IDENTITY. Most of the interviewees' thought they were a certain kind of a teacher, yet they were monitored as not to be. ENVIRONMENT, BELIEF and MISSION were layers not very easy to monitor in the observation classes. However, as far as the researcher felt, the surveyed attitudes were put down.

Key Words : Onion Model, Reflection, Professional Identity, Practice

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CHAPTER I

INTRODUCTION

Introduction

Teaching is something considered very personal. Teachers teach from whom they are. This is what makes each of them different. Teaching is not a role in a play or a mask we can put on every morning before we go to school; it is just us in the classroom. We have to learn who we are before we can stand comfortably in front of the room and teach our students. Teaching is a lot about soul searching, discovering who we are as a person and then being able to discover who we are as a teacher.

Recently, teacher identity has emerged as an independent research area (Bullough,1997; Connelly and Clandinin, 1999; Knowles, 1992; Kompf, Bond, Dworet, and Boak, 1996). To explain what this concept means, different authors have given different definitions of identity used in the social sciences and philosophy. Of particular interest in this regard is the study of the symbolic interactionist Mead (1934) and the psychologist Erikson (1968). Erikson focused on identity formation in social contexts and on the phases people go through due to biological and psychological maturation. Each of the stages has its own features regarding the individual's interaction with his or her environment. He suggested a chronological and changing concept of identity. He claimed that identity is not something one has, but something that develops throughout our whole life.

On the other hand, Mead used the notion of identity in relationship with the concept of self; he described elaborately how the self is developed through transactions with the environment.

According to Mead, an individual can arise only in a social setting where there is social communication; in communicating we learn to assume the roles of others and monitor our own actions accordingly. McCormick and Pressley, (1997) state that the concept of identity has different meanings in the literature. What these various meanings have in

common is the idea that identity is not a fixed attribute of a person, but a related phenomenon. Identity development occurs in an intersubjective field and can be best explained as a continuing process, a process of interpreting oneself as a certain kind of person and being recognized as such in a given context (Gee, 2001).

In this study, the relationship between professional identity and the practice of English language teachers will be examined by making use of the levels of reflection (Environment, Behaviour, Competency, Belief, Identity, Mission) proposed by Korthagen (2004) as the Onion Model. It was chosen for the study since it provides a clear model for framing and understanding the very depths of identity formation in teachers.

Statement of the Problem

Teachers spend so much time and energy focused on their students' progress that they often forget to consider their own performance. Self-reflection here is a very valuable tool that helps make the teacher aware of how s/he is teaching, which in turn makes him/her a better teacher. Teaching without reflection is teaching blind – without any knowledge of effectiveness.

It can be difficult and time consuming for teachers to scrutinize their performance, however, just like any other profession, it is crucial for improvement. Asking deliberate questions, reflecting on the answers, then applying changes on how you approach your teaching based on your reflection differs decent teachers from great teachers.

How you see yourself as a teacher indicates your identity in profession. In other words, your professional identity. Teachers need to become aware of themselves, who they are as teachers by reflecting upon what they are doing in the classroom. They need to recognize their strengths and weaknesses and act accordingly. Unfortunately, the problem is that most English Instructors are not aware of their strengths and weaknesses, thus their core qualities, Tickle (1999). This study finds its way through the gap between practice and theory in professional identity. As the undoubtedly vital qualities like creativity, courage, perseverance, kindness, fairness, etc. are given inadequate significance in the literature and seldom appear on official lists of important basic competencies of teachers, this study aims to find out the actualization of core qualities in English Language Instructors.

The research will be carried out by making use of the Onion Model (Korthagen, 2004), which is a rather new model of reflection showing various levels which can influence the

way a teacher functions. These levels are, from the outer to the inner: Environment, Behaviour, Competencies, Belief, Identity and Mission. The core qualities mentioned above, or the character strengths, can be placed on the center 2 layers in the middle, identity and mission.

Significance of the Study

"By three methods we may learn wisdom: First, by reflection, which is noblest; Second, by imitation, which is easiest; and third by experience, which is the bitterest." – Confucius

This study is an attempt to contribute to the educational procedure in the preparatory classes of a Foreign Language School by exploring the English Language Instructor's professional identity, practice and pedagogy by making use of the Onion Model (Korthagen, 2004) which is a model describing different levels on which reflection can take place. It is unique in its nature as it tries to find answers to the research questions determined by utilizing all the layers of reflection mentioned above. It aims to reveal how they view themselves as professionals both from their inner and outer world. What qualities they hold and how these qualities actualize in classroom practice is the main point of the study. It will be a case study and the data will be collected by using qualitative data collection tools such as classroom observation and semi-structured interview.

Aim of the Study

It is commonly held that good teachers are enthusiastic and willing, strict but fair, inspiring, well organized, know what they are doing and pay attention to the welfare of their students. However, the question is how often do we, as teachers, reflect upon the above stated factors and try to self-perceive ourselves. At what times in our career have we thought of what kind of a teacher we are and what we are doing in order to be better? How often have we asked ourselves the following questions:

1. How do I see myself as a teacher?
2. How do others see me as a teacher?
3. What impacts will this have on those I teach?

Research Questions

The purpose of the study is to try and find answers to the following research questions:

- How do teachers of preparatory classes view themselves as English teachers?
- What are the pedagogical competencies of teachers in preparatory schools in terms of classroom practices?
- What is the nature of the relationship between self-reported professional identities and actual practices of English teachers?

Definitions of Some Key Concepts

PI: Professional Identity

OM: Onion Model (Environment, Behaviour, Competency, Belief, Identity, Mission)

R: Reflection

Professional Identity: Professional identity is a continuing procedure of interpretation and re-interpretation which is not solitary but consists of sub-identities that eventuate from the how teachers make sense of themselves as teachers while developing professionally. (Bucholtz and Hall, 2005; Korthagen, 2004).

Onion Model: A 6-layered model (Korthagen, 2004) describing different levels on which reflection can take place.

Reflection: Engaging cognitively and affectively with practical experiences in such a way as to make sense of problematic classroom events beyond a common sense level with the view to learning and professional development (Brookfield, 1995; Osterman and Kottkamp, 2004; Zeichner and Liston, 1996).

CHAPTER II

REVIEW OF LITERATURE

Second Language Teacher Education

At present, what is vital and a fact of life is the English language skills of an adequate number of its citizens, if a country is to participate actively in the global economy and to have access to the knowledge and information that provide the basis for both social and economic development. Central to this attempt are English teaching and English language teachers. Therefore, there is growing demand all over the world for competent English teachers and hereby for more effective approaches to their preparation and professional development.

In the form it is known today, SLTE dates from the 1960s during which English language teaching started a great period of expansion worldwide. Initially, methodologies such as Audiolingualism and Situational Language Teaching came in view, following new methodologies in order to spirit up the field of English as a second or foreign language. The origins of specific approaches to teacher training for language teachers started with short training programmes and certificates dating from this period, skeletonized to give prospective teachers the practical classroom skills they were in need of to teach the new methods. The discipline of applied linguistics dates from the same period, and with it came a body of specialized academic knowledge and theory that made the foundation of the new discipline available. This knowledge was performed in the curricula of MA programmes, which began to be introduced from this period that typically included courses in language analysis, learning theory, methodology, and sometimes a teaching practicum.

The relationship between practical teaching skills and academic knowledge and their representation in SLTE programmes has set off a debate ever since, although a much wider range of issues is now part of the discussion. In the 1990s the practice versus theory distinction was sometimes settled by distinguishing ‘teacher training’ from ‘teacher development’, the former being identified with entry-level teaching skills linked to a

specific teaching context, and the latter to the longer-term gradual development of the individual teacher over time. Training included the development of a repertoire of teaching skills, adopted through observing experienced teachers and practice-teaching in a controlled setting, e.g. through micro-teaching or peer-teaching. Good teaching was regarded as the mastery of a set of skills or competencies. Qualifications in teacher training such as the CELTA (Certificate in English Language Teaching to Adults) were typically offered by teacher training colleges or by organizations such as the British Council. Teacher development, on the other hand, amounted to mastering the discipline of applied linguistics. Qualifications in teacher development, typically the MA degree, were given by universities, where the practical skills of language teaching were usually undervalued.

Recently, the contrast between training and development has been replaced by a reconsideration of the nature of teacher training, which is perceived as a form of socialization into the professional thinking and practices of a community of practice. SLTE is now also effected by perspectives stemming from sociocultural theory (Lantolf, 2000) and the field of teacher cognition (Borg, 2006).

Sociocultural Theory (SCT) finds its origins in the writings of the Russian psychologist L. S. Vygotsky and his colleagues. SCT maintains that human mental functioning is essentially a mediated process that is organized by cultural artifacts, activities, and concepts (Ratner, 2002). Within this framework, humans are understood to make use of existing cultural artifacts and to form new ones that allow them to arrange their biological and behavioral activity. Language use, organization, and structure are the main means of mediation. Developmental processes occur through participation in cultural, linguistic, and historically formed settings such as family life and peer group interaction, and in institutional contexts like schooling, organized sports activities, and work places, to name only a few. SCT argues that although human neurobiology is a necessary condition for higher order thinking, the most important forms of human cognitive activity progress through interaction within these social and material environments.

Wallace (1995) identifies three models of teacher education that have characterized both general teacher education and also teacher education for language teachers, which he calls the craft model, the applied science model and the reflective model which is the main concern of the study . Barduhn and Johnson (2009) characterize these approaches as:

> In the craft model all of the expertise of teaching resides in the training, and it is the trainee's job to imitate the trainer. The applied science model has been the traditional and the most present model underlying most teacher education and training programmes. The followers of

> this model believe that all teaching problems can be solved by experts in content knowledge and not by the 'practitioners' themselves. The third model, the current trend in teacher education development, envisions as the final outcome of the training period that the novice teacher become as autonomous reflective practitioner capable of constant self-reflection leading to a continuous process of professional self-development. (p. 59-65).

With this categorization, the sociocultural view of learning summarized above moves beyond the view of the teacher as an individual entity attempting to elicit content knowledge and unravel the hidden dimensions of his or her own teaching and considers learning as a social process. Rather than viewing it as the transfer of knowledge, a sociocultural perspective regards teaching as creating conditions for the co-construction of knowledge and understanding through social participation.

Onion Reflection Model, in philosophical sense, suggests the presence of a teacher's inner world that has an important role in the formation of that person's true character that could significantly affect his/her teaching work. On the other hand this model again refers to the existence of the teacher's outside world. There is a strong belief in this model that the teacher's success depends on the establishment of the proper relationship and the maintenance of healthy interaction between these two worlds. This model, since it includes an integrated approach, is meaningful and important.

Teacher Cognition

A significant component of current conceptualizations of SLTE is a focus on teacher cognition. This comprises the mental lives of teachers, how they are formed, what they consist of, and how teachers' beliefs, thoughts and thinking processes shape their understanding of teaching and their classroom practices. An interest in teacher cognition stepped into SLTE from the field of general education and brought along a similar focus on teacher decision-making, on teachers' theories of teaching, teachers' representations of subject matter, and the problem solving and improvisational skills applied by teachers with different levels of teaching experience. From the perspective of teacher cognition, teaching is not only simply the application of knowledge and of learned skills, but a much more complex cognitively driven process affected by the classroom context, the teachers general and specific instructional goals, the learners' motivations and reactions to the lesson, the teacher's management of critical moments during a lesson. In the same breath, teaching reflects the teacher's personal response to such issues, hence teacher cognition is greatly concerned with teachers' personal and 'situated' approaches to teaching. In SLTE programmes a focus on teacher cognition can be actualized through questionnaires and

self-reporting inventories in which teachers describe their beliefs and principles; through interviews and other procedures in which teachers put their thinking and understanding of pedagogic incidents and issues into words; through observation, either of one's own lessons or those of other teachers, and through reflective writing in the form of journals, narratives or other forms of written report (Borg, 2006).

Teacher Identity

In Communities of Practice: Learning, Meaning, and Identity, Wenger (1998) wrote:

> 'An identity, then, is a layering of events of participation and reification by which our experience and its social interpretation inform each other… The same way that meaning exists in its negotiation, identity exists—not as an object in and of itself—but in the constant work of negotiating the self.' (p. 151).

According to Wenger, identity is the "nexus of multimembership," the structure of who someone is based on the assemblage of the ways of being suggested by their membership in various communities of practice (Wenger, 1998, p.149). As it illuminates how we develop identities, Wenger's definition is useful.

Wenger (1998) wrote about three ways of building identity that are of particular interest in the context of teaching. Initially, identity is a "negotiated experience" (Wenger, 1998, p. 149). Teacher identity appears through presenting oneself as a teacher in communities of teachers and students and behaving like a teacher in those same communities.

Second, identity is relational. We define ourselves relative to others in the communities and in contrast to people who do not belong to that community. For example, teacher identity develops through connections with other teachers and through the realization of dissimilarity with non-teachers. Lastly, "We define who we are by where we have been and by where we are going". Identity is a "learning trajectory" Within a 'learning trajectory' model, the construction of identity is related with what and with whom as well as on the past and on the other identities one already possesses (Danielewicz, 2001, p. 149).

Others have also addressed the nature of identity in the specific context of teaching. Hamachek (1999) talked about the importance of teacher identity in the professional lives of teachers when he wrote, "Consciously, we teach what we know; unconsciously we teach who we are" (Hamachek 1999, p. 209). Echoing this point of view, Danielewicz (2001) suggested that good teaching is contingent on identity rather than on ideology or methodology alone. Palmer (2003) agreed, expressing, *"Good teaching cannot be reduced*

to technique; good teaching comes from the identity and integrity of the teacher" (Palmer 2003, p. 4). Lasky (2005) elaborated on previous definitions of teacher identity by proposing tha teacher identity is not really a state of being; it is a self-definition. Furthermore, teacher identity evolves. It is "an answer to the repeating question: 'Who am I at this moment?' " (Beijaard, Meijer and Verloop, 2004, p. 108), including definitions for others and for the self. Thus, components of teacher identity that rest on knowledge and practice, and others that stem from relationships, rapport, and connections with students and colleagues exist.

Others, including Day and colleagues (2005) and Barone, Berliner, Blanchard, Casanova, and McGowan (1996), have also categorized teacher identity as a moral construct that entails a teacher's values and beliefs.

Putting together all these definitions, teacher identity is a self-definition as well as an assemblage of values. It is a dynamic construct that varies depending on personal experiences, relationships with others, and contexts. Finally, teacher identity bridges the personal and the professional, the private and the public, the individual and the collective, and the "out-of-classroom place" and the "in-classroom place" (Connelly and Clandinin, 1999, p. 93).

As proven in the above stated discussion, many theorists have suggested an important connection between teacher identity and practice. Making this relationship more obvious, Robert Bullough, a prominent scholar in teacher education, argued that teacher identity is the foundation of teacher practice. He (2005) wrote, "Identity is... a framework for action and the personal grounding of practice" (Bullough 2005, p.144). However, empirical explorations of this relationship are quite scarce (Roeser, Marachi and Gehlbach, 2002). O'Connor (2008) and Oberski and McNally (2007) indicated this rarity may be a result of current constructions of teacher quality.

In her dissertation titled '*A Holistic Investigation of Teacher Identity, Knowledge, and Practice*', Andrzejewski, (2008) presents an overview of empirical studies related to teacher identity (See Table 2.1). The studies are ordered chronologically. The first column of the table includes the authors and year of publication. Columns two, three, four, and five respectively include the purpose of the study, the data sources, the participants, and a summary of the major findings. Most of the studies reviewed were small-scale qualitative studies involving 20 or fewer participants. However, one larger qualitative study with 59 participants and two survey-based studies with 80 and 109 participants are included.

According to Andrzejewski, although all the studies are exploratory in nature, they represent a variety of purposes which are to describe the nature and characteristics of teacher identity, to investigate teacher identity development and the effect of contextual elements on it, and to examine the relationships between teachers' identities and their classroom practices which in this case, is the purpose of our study. All together, these studies show three major themes in the findings related to teacher identity. The first one is that discourse, narratives, and reflection play a key role in teachers' identity development. Secondly, teaching context profoundly impacts the way teachers see themselves as professionals, and lastly, there is a clear connection between teachers' identities and the ways in which they conduct themselves in their classrooms.

Table 1

Overview Of Studies On Teacher Identity

Authors and Years	Purposes of the Studies	Data Sources	Participants	Major Findings
Stodolsky & Grossman (1995)	Explore high school teachers' conceptions of their content area	Questionnaires	109 English teachers, 85 social studies teachers, 82 math teachers, 81 science teachers, and 42 foreign language teachers	Teachers' views about the structure of their discipline shaped their teacher identities and how they engaged in teaching practice.
Paechter & Head (1996)	Explore the experiences of secondary teachers working in two marginalized subjects: design and technology and physical education	Study comparison		Marginalized subjects are gendered, and the teachers thereof experience their teacher identities differently from teachers of non-marginalized subjects.
Tucker (1996)	Understand how one teacher navigated a strong identity as a musician and a less well- developed identity as a teacher	Field notes and interviews	One music teacher	•Participant struggled to see himself as a teacher. •Participant focused only on "talented" students and was unsuccessful with other students. •Participant had a limited view of music curriculum.
Antonek, McCormick, & Donato (1997)	Examine the role of portfolios in the development of novice teachers' identities	Portfolios	Two students in a foreign language teacher education program	Portfolios served as a location for reflective practice thereby helping participants construct a professional identity.
Dolloff (1999)	Explore the role of prior images of teaching and teachers in the development of teacher identity	Participants' stories, metaphors, and drawings	14 pre- service, elementary, music teachers	The more classroom experience student teachers had, the more similar their self description and descriptions of model teachers were. (continued)

Table 1

(continued). Overview Of Studies On Teacher Identity

Authors and Years	Purposes of the Studies	Data Sources	Participants	Major Findings
Beijaard, Verloop, & Vermunt (2000)	"Investigate experienced secondary school teachers' current and prior perceptions of their professional identity" (p.749)	Questionnaires	80 experienced secondary teachers in the Netherlands	• Most teachers identified "more as subject matter and didactic experts and less as pedagogical experts" (p. 756). • Teachers became less content focused and more balanced over the course of their careers.
Stodolsky & Grossman (2000)	Explore when and how teachers adapt their practice to changing student bodies	interviews supplemented with questionnaires	2 English and 2 math high school teachers	•Teachers whose identities were constructed around multiple teaching goals were more likely to adapt their teaching practice to the changing needs of students. •Teachers' understanding about the nature of their content shaped how they saw themselves as teachers.
Drake, Spillane, & Hufferd-Ackles (2001)	Explore the role of subject matter in the constructions of elementary school teachers' identities as teachers and learners	Participants' stories, field notes, videotapes, and interviews	10 urban elementary school teachers	•Teachers located identity related to literacy in multiple contexts and restricted identity related to math to the classroom. •Teachers exhibited consistency between their self-descriptions and their instructional practices. • Teachers' identities related to math varied. They were similar with regard to literacy.
Estola (2003)	Examine the formation of student teachers' identities through analyzing personal narratives	35 student essays	10 pre-service teachers in Finland	•Pre-service teachers documented the development of their identities by recording their own narratives and the narratives of practicing teachers. •The essays pointed to the important role of hope in becoming a teacher. •Academics and educational policy challenged pre- service teachers' feelings of hope.

Table 1

(continued). Overview Of Studies On Teacher Identity

Authors and Years	Purposes of the Studies	Data Sources	Participants	Major Findings
Vadeboncoeur & Torres (2003)	Explore the ways in which teachers use metaphors to make sense of their teacher identities	Interviews, questionnaires, course requirements, and group conversations	Four pre-service and four practicing teachers enrolled in a professional development course	• Teachers articulated growth and change across the professional development experience through metaphor. • Teachers used metaphor to discuss and challenge binaries inherent in teaching tasks.
Day, Elliot, & Kington (2005)	Investigate the impact of contextual factors on teachers' commitment and identity	In-depth interviews, field notes, and documents	20 experienced teachers in Australia and England	• Collaboration and professional development support committed teacher identity. • Lack of support and appreciation diminish committed teacher identity.
Lasky (2005)	Explore the effects of current reform contexts on teacher identity, agency, and vulnerability	Interviews, questionnaires, documents, and e-mail	59 teachers in an urban school in Canada	•Misalignment between reform movement and teachers' identities led to decreased agency and increased vulnerability.
Flores & Day (2006)	Explore the (re)construction of novice teachers' professional identities during the first two years	Semi- structured (teachers), grounded questionnaire (staff), student essays, and teachers' annual reports	14 new teachers in Portugal	•Researchers found teachers' biographies and their work environment had a strong influence on their teacher identities.
Freese (2006)	"[Examine] the complexities of learning to teach,as well as the complexities of assisting preservice teachers on the journal to becoming teachers" (p.100)	Field notes, journals, action research/self-study paper	One pre-service teacher and one teacher educator	•Reflection is a powerful tool for teacher identity development. •Fear, inability to accept responsibility for the classroom, contradictions between beliefs and practices, and closed- mindedness impeded the participant's professional growth.
Dam & Bloom (2006)	Explore "the potential of school-based teacher education" as an environment in which teachers develop professional identities	Documents, questionnaires, and group interviews	Five student teachers, three university-based mentors, two teacher mentors, and two members of the school management team	•School-based teacher education provides opportunities to learn through participation. •Learning through participation facilitates the construction of professional teaching identities.

Table 1

(continued). Overview Of Studies On Teacher Identity

Authors and Years	Purposes of the Studies	Data Sources	Participants	Major Findings
Smith (2007)	Examine how the knowledge, practice, and identity of novice primary teacher developed	Interviews, questionnaires, tests, lesson plans, and employment documents	Four primary teachers	•Teachers' identities evolved along with their practice and Professional knowledge
Andrzejewski (2008)	Explore the relationships between expert secondary teachers' identities, knowledge and practice	Field notes, participants' sorts of classroom practices, and interviews	Four expert high school teachers	•Expert teachers saw a clear and salient connection between their teacher identities and their classroom practice. •They share five core identities: advocate for students, challenger, classroom manager, learner, and teacher leader and mentor.
Andrzejewski & Davis (2008)	"Explore practicing teachers' understandings of human contact, and specifically the role of touch, in their teaching.	Interviews	Four practicing teachers	• Their identity priorities and practices were well aligned. • Teachers' identities, including their posture toward the risk of touching students and their personal boundaries, shaped the decisions they made about making contact with students.
Cohen (2008)	Explore "how explicit and implicit meanings in teachers' talk functioned" in relation to teacher identity (p. 80).	Participant observations and focus group interviews	Three high school humanities teachers	•Teachers used a range of discourse strategies to construct and enact identity claims associated with their professional identities as teachers.

Professional Identity and Reflection

As mentioned before, the term identity is defined in various ways in the more general literature. It can be clearly seen that the concept of Professional identity is also used in different ways in the domain of teaching and teacher education. In some studies, the term professional identity was related to teachers' beliefs of self (Knowles, 1992; Nias, 1989). It was argued in these studies that the concepts or images of self or self-perception strongly specify the way teachers teach, the way they develop as teachers, and their attitudes/behaviours toward educational changes. In other studies of professional identity, teachers' roles were specifically highlighted (Goodson and Cole, 1994;

Volkmann and Anderson, 1998), as to whether or not they were in relationship with other concepts, or on concepts like reflection or self-evaluation that are important for the development of professional identity (Cooper and Olson, 1996; Kerby, 1991).

Furthermore, with reference to Tickle, 2000, professional identity refers not only to the influence of the conceptions and expectations of the community, including broadly accepted images in society about what a teacher should know and carry out, but also to what teachers themselves find significant in their professional work and lives based on both their experiences in practice and their personal backgrounds.

The two sides of professional identity seem to be strongly interwoven, but have been differently stressed by researchers. Knowles (1992), therefore, characterized professional identity as a vague concept in the sense of what, and to what extent, things are integrated in such an identity.

Recent research and literature also emphasizes the importance of identity in teacher development (Day and Kington, 2008; Olsen 2008). 'One's professional identity profoundly affects the "sense of purpose, self-efficacy, motivation, commitment, job satisfaction and effectiveness" of the teachers' (Day, Kington, Stobart and Sammons, 2006, p. 601). Research (Bucholtz and Hall, 2005; Korthagen, 2004) has also shown that teachers at different stages of their careers (pre-service, beginning or experienced) possess clear beliefs and identities about students, their teaching subjects, their teaching roles and responsibilities. They carry on to show that these identities influence teachers' reactions to teacher education and to their teaching practice. It is maintained that reflective practices will help teachers to consciously direct their own development with their personal identity, their inspiration, willingness and enthusiasm for their profession. Becoming a professional involves not only external realizations but also personal conceptualizations. Professional identity is a continuing procedure of interpretation and re-interpretation. It is not solitary but consists of sub-identities that eventuate from the how teachers make sense of themselves as teachers while developing professionally.

Day and Kington (2008) list three dimensions of teacher identity that are important in understanding the dimensions of professional learning and the influence of the cultural milieu where their work is located. These dimensions and their analysis are useful in understanding how teachers are positioned. Shortly, the dimensions of teacher identity are:

(1) Professional identity in which the professional dimension reflects social and policy expectations of what a good teacher is and the educational ideals of the teacher. It is open to the influence of policy and social trends as to what constitutes a good teacher.

(2) Situated located identity within a school or classroom is a dimension located in a specific school context and is affected by the surrounding environment. It is influenced by students, leadership support and feedback loops from teachers' immediate working surrounding and shapes the teachers' long-term identity.

(3) Personal identity is the third dimension which is located outside school and is linked to family and social roles. Feedback or expectations from family and friends often become sources of tension for the individual's sense of identity (Day and Kington, 2008, p.11).

On the other hand, reflection is a subject that receives great interest recently and is usually described by using a cyclical model. This model shows and promotes how a teacher functions in the classroom. (The ALACT Model, Korthagen and Kessels, 1999; Korthagen et al., 2001). No matter how popular it is, there is no consensus on how to define reflection.

The most frequently cited definitions are those by Dewey (1933-1993) and Schon (1983-1991) which have been the starting points for other definitions. Dewey describes reflective thinking as an active and persistent process aiming to escape from the routine and impulsive thought. On the other hand, Schon sees reflective thinking as an artistic and intuitive procedure appearing at moments of "uncertainty, instability, uniqueness and value-conflict.

Based on a number of definitions in the literature, reflection can be defined as engaging both cognitively and affectively with practical experiences in such a way as to make sense of problematic classroom events beyond a common sense level with the view to learning and professional development. (Brookfield, 1995: Osterman and Kottkamp, 2004; Zeichner and Liston, 1996) In most situations, more deeply engrained perspectives need to be touched. This deeper reflection is called Core Reflection by Korthagen, F. and Vasalos, A. (2005). They argue that when reflection stretches out to the deepest levels of one's personality, it is core reflection that comes into act.

Core Reflection

Core reflection pays attention to the core qualities within people. This is a subject that has received inadequate attention from both educators and researchers up until now. Tickle

(1999, p. 123) mentions about this insufficient attention as: “In policy and practice the identification and development of personal qualities, at the interface between aspects of one’s personal virtues and one’s professional life, between personhood and teacher hood, if you will, has had scant attention.” He continues and talks about what these core qualities are: Empathy, Compassion, Love, Flexibility, Courage, Creativity, Sensitivity, Decisiveness and Spontaneity. Despite the significance of these qualities for teachers, they are rarely mentioned or given place on lists of basic competencies.

Hereby, the focus on core qualities can be connected to a current development in psychology called positive psychology advocated by Seligman and Csikzentmihalyi (2000, p. 7). They argue that treatment is not just mending what is broken but also nurturing what is best. Therefore, they focus on the significance of positive features in individuals, which they prefer to call character strength.

Peterson and Seligman (2003) emphasize that these strengths in character can be valued morally as they fulfil an individual. Hence, these strengths can be situated on the levels of identity and mission (Levels of reflection). Ofman (2000) expresses the difference between qualities and competencies in that qualities come from the inside, whereas competencies are acquired from the outside. This is in accordance with the Onion Model which will be explained in detail below.

Background of the Onion Model

While the notion of reflection in and on practice is examined extensively in the literature, the model of core reflection was more recently developed by Korthagen and Vasalos as an extension of Korthagen’s earlier reflective model, known as the ALACT model (Korthagen, 2001). (See Fig. 1).

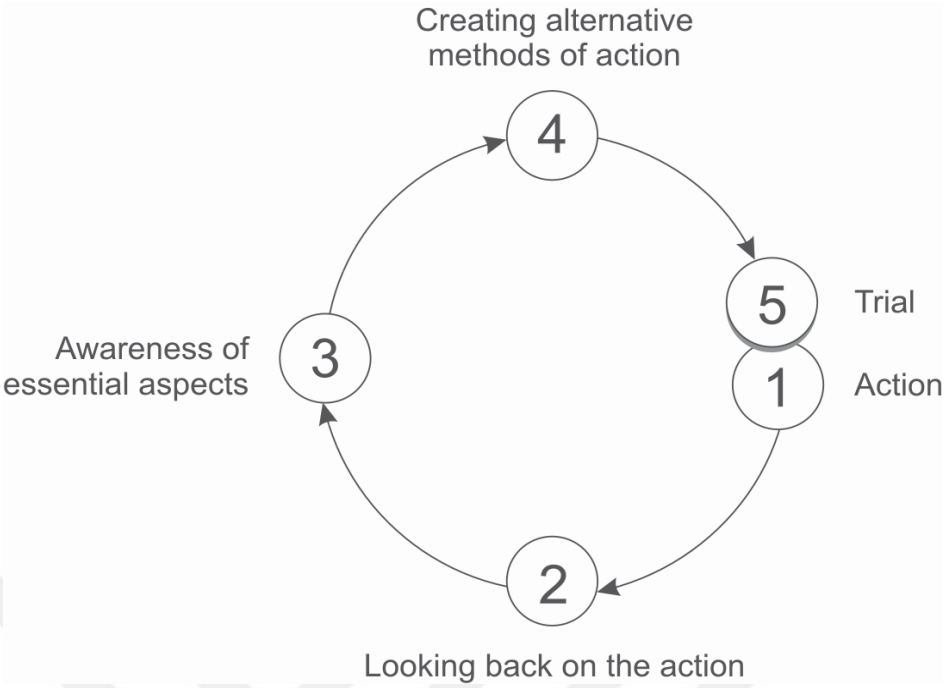


Figure 1. The ALACT model showing the reflection process

In the ALACT model, Korthagen proposed that teachers follow a five stage, cyclical model when they reflect on their practice. This began with stage one: Action, and was followed by (2) Looking back on the action; (3) Awareness of essential aspects; (4) Creating alternative methods of action; and (5) Trial of new practices. This leads back to a new Action phase, and carries on. While believing in the value of this specific way to reflect on teaching experiences, Korthagen reconceptualised his earlier model, claiming that the original ALACT model paid too much attention on how teachers think about their experiences and not enough on how they feel about these experiences and their responses to them. The core reflection model incorporates much deeper levels of reflection that indicate the teacher's sense of mission in their work, and how they perceive professional identity. Korthagen argued that this approach develops a bigger awareness of the "less rational sources of teacher behaviour" (Korthagen and Vasalos, 2005, p.5) and provides a more holistic approach to teachers' reflective practice. To illustrate the levels on which reflection can take place, Korthagen and Vasalos (2005) provided the analogy of an onion. (See Fig. 2). In this model the interbedded circles or layers of the onion represent the various depths of a person's qualities, starting with the more 'superficial' layers of behaviours and competencies, followed by beliefs, identity and mission.

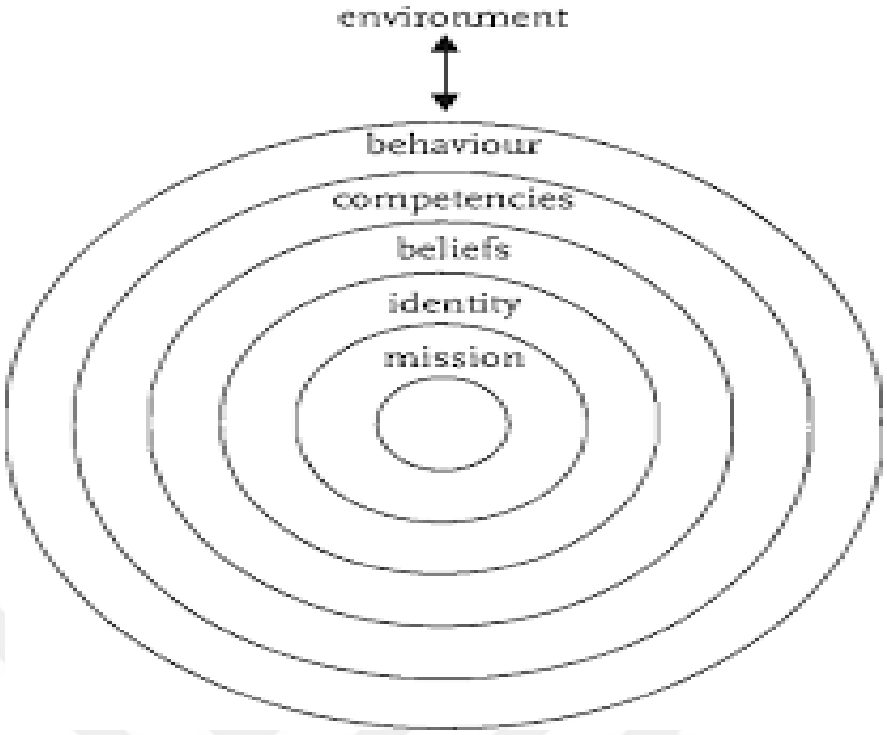


Figure 2. The Onion model showing the reflection process

Korthagen and Vasalos claimed that most of the teacher reflection involves the outer layers of behaviour and competencies, and it is at this level that teachers are usually evaluated in respect to their teaching 'quality.' Korthagen and Vasalos (2004), however, expressed that it is at the deeper levels, especially those of identity and mission that the true 'essence' of a teacher resides. Core reflection has the purpose of exploring and examining a teacher's/teacher educator's practice both at the outer level and at these deeper levels. Korthagen and Vasalos (2005) also put forth that by formulating the ideal situation, together with the factors experienced as inhibiting the realization of that condition, the individual has become aware of a deep and inner tension or discrepancy. The essential thing here to bear in mind is for the teacher to take a step backward, and to become aware of the fact that she has an option to choose as to whether or not to allow these limiting factors to determine her behaviour. (Korthagen and Vasalos, 2005, p. 10). According to Korthagen and Vasalos (2005), awareness of such a choice contributes greatly to a person's professional and personal growth and autonomy. Core reflection aims to bring the teacher's core qualities to the fore, in order to identify and utilize them to overcome obstacles and to obtain their ideal teaching situation. They continue to say that core qualities can be made up of blends or intersections of three elements which are thinking (for example, clarity, creativity, objectivity); feeling (openness, sensitivity, care,

compassion); and wanting (strength, commitment, intention, initiative), and can be used to explore the authentic self, or the 'real me,' that teachers embark in their work.

The Onion Model (Korthagen)

Trying to put the essential qualities of a good teacher into words is something very difficult. Nowadays, all over the world, a lot of attempts are being made to describe such qualities through lists of competencies, something that seems to be strongly supported by policy-makers (Becker, Kennedy and Hundersmarck, 2003). However, doubts have arose about the validity, reliability and practicality of these lists, and many researchers question whether it is actually possible to describe the qualities of good teachers in terms of competencies (Barnett, 1994; Hyland, 1994). It is quite remarkable in this respect that history is repeating itself. When looked back, around the middle of the 20th century, the 'performance-based' or 'competency- based' model in teacher education started to gain popularity. The idea was that concrete, observable behavioral criteria could be served as a basis for the training of novice teachers. For the following few years, so called process-product studies were acted out with the intention of identifying the teaching behaviors which displayed the highest correlation with the learning results of students. This was later translated into the concrete competencies that should be acquired by teachers.

However, this development, led to serious problems. In order to ensure adequate validity and reliability in the assessment of teachers, long and very detailed lists of skills were formulated, which gradually resulted in a kind of fragmentation of the teacher's role. Practically, these long lists proved highly unwieldy. Furthermore, it was becoming increasingly obvious that this view of teaching took insufficient account of the fact that a good teacher cannot just be described in terms of certain isolated competencies, which can be learned in a number of training sessions:

In 1970, a contrasting view presenting the way teachers should be educated turned up known as Humanistic Based Teacher Education (HBTE), in which more attention was given to the person of the teacher. HBTE originated in humanistic psychology, a movement whose well- known representatives were Rogers and Maslow. It was promoted, amongst others, by Combs et al. (1974) at the University of Florida in Gainesville, and by the University of California School of Education at Santa Barbara, where George Brown and his colleagues pursued the notion of 'confluent education', in

which thinking and feeling ‘‘flow’’ together in the learning process (Shapiro, 1998). Joyce (1975, p. 130) notes that HBTE, above all, emphasizes the unity and dignity of the individual. This view of education reserves a central role for personal growth (Maslow, 1968, uses the term self-actualization). As Joyce (1975, p. 132) maintains, the viewpoint of HBTE cannot be reconciled with the laying down of standardized teaching competencies.

HBTE failed to obtain the expected support. However, the fact that this movement focused attention on the person of the teacher seemed to enlighten the further development of teacher education. For example, Combs et al. (1974) spare an entire chapter to ‘the self’ of the effective teacher.

The controversy between a competency-based view of teachers and the teacher’s self-emphasis is still met in recent discussions on teaching and teacher education. In these discussions, policy-makers generally focus on the importance of outcomes in terms of competencies, whereas, many researchers emphasize the more personal characteristics of teachers (Tickle, 1999), such as enthusiasm, flexibility, or love of children.

However, narrowing down the discussion to this classical dichotomy is not enough because more factors seem to be involved. At this point, the above mentioned model called ‘onion model’ can be of help. It is an adaptation of what is known in the literature as Bateson’s model (Dilts, 1990). It shows that there are various levels in people that can be influenced. This model takes its name from its shape. There are circles within each other from the centre to the outside which looks just like an onion cut into half from the middle. It describes different levels on which reflection can take place. This model of reflection is associated with professional identity, in this case the main concern of our study, because it has 6 layers one of which is identity. The layers of the onion model from the outside to the centre are *Environment, Behaviour, Competencies, Beliefs, Identity* and *Mission*.

According to the model, only the outer levels (environment and behavior) can be directly observed by others. Each of the levels can be seen as different perspectives from which we can look at how teachers function. From each perspective, there is a different answer to the question of the essential qualities of a good teacher, while it is also possible to employ various perspectives parallel to one another.

The outermost levels are environment (the class, the students, the school) and behaviour. These are the levels that seem to be attracted most by student teachers since they often focus on problems in their classes, and how to overcome these problems.

Very effective to the level of behavior is the next inner level, the level of competencies (the latter including knowledge, for example subject matter knowledge). In order to make a clear distinction between the levels of behavior and of competencies, it is important to emphasize that competencies are usually perceived as an integrated body of knowledge, skills, and attitudes (Stoof, Martens and Van Merrienboer, 2000). Hereby, they represent a potential for behavior, and not the behavior itself. It depends on the circumstances whether the competencies are actually put into practice, i.e. expressed in behavior or not (Caprara and Cervone, 2003). An important assumption behind the model is namely that the outer levels can influence the inner levels: the environment can influence a teacher's behavior (a difficult class may trigger very different reactions from the teacher than a friendly one), and through behavior one can develop the competency also to use in other circumstances. An opposite influence, however, also exists, i.e., from the inside to the outside. For example, one's behaviour may have an impact on the environment (a teacher who praises a child, may affect this child), and one's competencies determine the behavior one is able to reveal.

Initially, it is realized that a teacher's competencies are determined by his or her beliefs. For example, if a teacher believes that attention to students' feelings is just ''soft'' and unnecessary, he or she will most probably not develop the competency to show empathy towards them. The level of belief has begun to draw international attention since about 1980, under the influence of the so- called cognitive shift in psychology. Researchers studying the teacher behaviour and their training, keynoted that it is important to know what teachers think, what their beliefs are (Clark, 1986; Pajares, 1992). The beliefs teachers hold regarding learning and teaching determine their actions, a point often overlooked in the more behaviorist approach. Various authors (Feiman-Nemser, 1983) state that teachers have spent many years as students in schools themselves, during which time they have enhanced their own beliefs about teaching, many of which are diametrically opposed to those offered to them during their teacher education. For example, they may have developed the belief that teaching is the transmission of knowledge, and most teacher educators find this belief not very fruitful to

becoming a good teacher (Richardson, 1997). However, in most cases, it is these old beliefs that prevail (Wubbels, 1992).

Teacher Belief

For the last 15 years, the concept of belief has been focused on considerably and research into this area has taken many directions in several key areas of interest to ELT (English Language Teaching) professionals (Borg, 2001). This research ranges broadly from investigations of language learners' beliefs Carter, 1999; Cotterall, 1995, 1999; Horwitz, 1988, 1999), language teachers' beliefs (Bailey et al., 1996; Johnson, 1999), a comparison between the two groups (Kern, 1995; Kuntz, 1997; Peacock, 1999), to the exploration of the relationship of teachers' beliefs to their teaching practice (Borg, 1998; Kagan, 1992; Kennedy, 1996; Raymond, 1997; Woods, 1996). Numerous studies examining pre-service teachers' beliefs identified how teachers' prior in-class learning experiences influenced their beliefs (Armaline and Hoover, 1989; Brown and McGannon, 1998; Horwitz, 1985; Johnson, 1994; Tillema, 1995). However, few empirical studies have focused on in-service/practising teachers (Peacock, 2001).

Rokeach (1968) defines belief as "any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being preceded by the phrase "I believe that…" (Rokeach 1968, p.113). Although this definition seems simple and dates from nearly 50 years ago, there has been no general agreement on an improved definition in the years since then. This lack of a clear definition of the concept of belief is the first problematic area that has caused confusion in research.

The second confusion is related to terminology. Pajares (1992, p. 307) has labeled beliefs a "messy construct" because researchers have used different terms to refer to beliefs. He states that beliefs "travel in disguise and often under alias" (Pajares 1992, p.309). The aliases include: attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, conceptual systems, preconceptions, dispositions, implicit theories, explicit theories, personal theories, internal mental processes, action strategies, rules of practice, practical principles, perspectives, repertoires of understanding and social strategy (Pajares, 1992, p. 309).

The last problem associated with the concept of beliefs is the difficulty of differentiating beliefs from knowledge.

As stated above, the term "belief" is plagued with "definitional problems, poor conceptualizations, and differing understandings of beliefs and belief structures" (Pajares, 1992, p.307). Of course, teachers' beliefs have been referred to by various terms, such as, "implicit knowledge" (Richards, 1998), "constructs" (Kelly, 1955), "teachers" implicit theories" (Clark and Yinger, 1977; Clark and Peterson, 1986), "personal practical knowledge" (Clandinin and Connelly, 1987), "maxims" (Richards, 1996), "teacher perspectives" (Tabachnick and Zeichner, 2003), personal theories (Olson, 1980; Sendan and Roberts, 1998), "teacher cognitions" (Kagan, 1990; Borg, 2003), and BAK (beliefs, assumptions and knowledge) (Woods, 1996).

Clandinin and Connelly (1987) seem to have foreseen the terminology problem and suggested that the terms are "simply different words naming the same thing" (op. cit. 488). However, an examination of the terms reveals that not all of them carry the same meaning. The reason for the proliferation of the terms could result from researchers who make up new definitions which best defines their work. To overcome confusion about the terms, Pajares (1992) suggests that researchers should clearly define what the term they are using means and clarify what beliefs are being examined. For example, Tabachnick and Zeichner (2003) use the term 'teacher perspectives' to refer to beliefs. They define teacher perspectives as a set of ideas and actions used in teaching. In their study, they analyzed the relationship between teachers' beliefs and behaviours in relation to knowledge and curriculum, the teacher's role, teacher-pupil relationships, and student diversity. Based on their findings, they claim that classroom behaviour expresses teachers' beliefs about teaching. Sendan and Roberts (1998) use the term personal theories, which suggests that the teacher is involved in a process of hypothesis testing. They also argue that beliefs are dynamic and can change if they prove wrong. In their study, they focused on how a student teacher's thinking about teaching effectiveness changes.

Teacher Roles

ELT teachers come across a set of issues that are greatly specific to ELT, and therefore the role of an ELT teacher is a unique one. Being an ELT teacher is both a satisfying/rewarding and a challenging occupation, because a lot of energy is required to inspire students to maintain their motivation to learn the language. When teaching a second language, the teacher must be aware of the fact that all classes have common needs.

Moreover, the teacher must find a balance between controlling the classroom and facilitating these needs.

The most common factor relating to all ELT students is that they are proceeding into the unknown. Whenever they enter the ELT classroom they are taking risks in communicating what may be uncomfortable for them – and so the teacher is their 'guiding light.' ELT teachers must be aware of how this factor differs from group to group. For example, lots of support is a kind of must for teaching at the Elementary level, however, not that necessary with advanced students. The teacher's role should be to aim to foster, support, and create as much speaking as possible.

The fundamental role of an ELT teacher is one of facilitator. This can mean being patient and keeping silent as students collect their thoughts before speaking. The interests of the students should be followed and tailored to the interests of the class, i.e. facilitating their needs. However, fulfilling the role of facilitator doesn't mean letting the class erupt into anarchy. As stated, putting the majority of speaking time into the hands of the students will enhance their learning, but only after they are prepared for this. Furthermore, the teacher is the main source of comprehensible authentic language input. Therefore, control must be relaxed if the students are to learn and not merely be taught.

So, an ELT class needs a teacher who is an enabler. A teacher who not only knows the subject matter and the methodology but also how to work with other human beings. Decisions in an enabler's class may be shared or even negotiated. The lead is thus taken from the students, and consequently the conditions that will enable the students to learn for themselves are created.

Teaching and learning are practices that are socially situated and deeply embedded in emotional experiences (Hargreaves, 1998). We need to understand how emotions guide our professional practices and decisions when discussing professional identity, or the individual's ability to negotiate and improvise aspects of a professional role. In fact, reason and emotion are interdependent because our reasoning depends on emotional choices (Zembylas, 2003, p. 223). Investigating the complex and dichotomous nature of teachers' emotions requires an understanding of how individuals handle with and respond to professional situations in different school contexts.

Identity can be defined as the type of person an individual is recognized as being in a given context (Gee, 2000, p. 99). In this study, the concept of identity has reflective and

active dimensions, encompassing both teachers' professional identity and their in-class performances. Individual reflection and social communication with others is seen to be central to the development of teachers' professional identities, and professional identities are viewed as the means by which individual teachers negotiate and reflect on the socially situated aspects of their role. An individual's behaviour will emerge from their interactions with others (Mead, 1934, pp. 140–142), and emotions are socially constructed and saturated (Blumer, 1969; Mead, 1934).

Teachers often possess a strong personal commitment towards their profession, and teachers' emotions guide the formation of their identities (Nias,1986; Zembylas, 2003). Teaching involves ''human nurturance, connectedness, warmth and love'' (Hargreaves, 1994, p. 175), and each teacher's individual beliefs about their role in caring for students form a crucial part of their identity. Kelchtermans and Ballet (2002) add that political interests and personal values shape teachers' emotions and function as a rationale for their professional actions. This goes hand in hand with MacLure's (1993) observation that identities or political belief systems are used frequently by teachers to justify the way they choose to engage in their work. Teachers are passionate beings (Hargreaves, 1998, p. 835–836), so their professional philosophy is mediated by their personal belief system.

Teaching is ''charged with positive emotion'' (Hargreaves, 1998, p. 835) and takes place at the intersection of personal and public life (Palmer,1998). The teachers in Nias's (1986) study of professional socialization were seen to invest their sense of self in their work, and to have similar personal and public identities as a result. Emotions are the means through which teachers personally interpret the demands placed upon them, and discussing teacher identity ''requires the connection of emotion with self-knowledge'' (Zembylas, 2003, p. 213).

Research on teachers' work has emphasized the importance of care and commitment, suggesting that many teachers define themselves as people through the roles they play within their professional lives (Barber, 2002; Nias, 1989). It is important to note that teachers' work also consists of what Forrester (2005, p. 274) terms ''non-work'' in the sense that there is no economic benefit for caring, and such activities do not technically constitute work. However, the ethical and humanistic dimensions of teachers' work frequently act as a source of intrinsic motivation for individual teachers, and inspire them to remain committed to the profession.

Teachers, as people, cannot be separated from their craft (Nias, 1989, p. 203), and the act of teaching requires individuals to possess a genuine emotional understanding and empathy towards others (Hargreaves, 2001, p. 1059). The role that emotions play in teachers' work is rarely acknowledged in public policy, and professional teacher standards (NSW Institute of Teachers, 2005) tend to downplay or ignore the emotional dimensions of the teaching role.

CHAPTER III

METHODOLOGY

In this chapter, the design of the research, research questions, hypothesis, population and sampling, data collection procedure and instruments, data analysis methods, and treatment process are dealt with in detail.

Research Design

Each and every researcher tries to find answers to their questions, attempts to realize and understand better what is going on around them. However, they carry this out in a different way. Some choose to use numbers and statistics as in quantitative method while others prefer interpretations and artful speculations offered by qualitative method. In the latter, there is a great deal of convergence in how scholars 'tame the data' and try to make sense of it (Richards 2005). As Punch (2005) points out, perhaps nowhere is that diversity more apparent than in approaches to the analysis of qualitative data. Within the divergence of data type, this study aims to find out the relationship between professional identity and practice of English teachers by making use of the qualitative research design. According to Bogdan and Biklen (2007), qualitative research is an umbrella term to cover a number of research techniques showing some of the following five characteristics, reflecting the interpretivist-constructionist views of knowledge. Fortunately, there is some common agreement today about these core characteristics that define qualitative research. A number of authors of introductory texts convey these characteristics, such as Creswell (2013), Hatch (2002), and Marshall and Rossman (2011).

First of all, qualitative research is naturalistic as it takes actual settings as a source of data. Qualitative researchers give importance to the context in which the data is collected, with the belief that any action is best understood when it is observed in its setting. Second, the data collected is descriptive and takes the form of words and pictures or diagrams

rather than numbers. Descriptions can be very rich and full of detail since "the qualitative research approach demands that the world be examined with the assumption that nothing is trivial, that everything has the potential of being a clue that might unlock a more comprehensive understanding of what is being studied" (Bogdan and Biklen, 2007). Third, qualitative researchers are more interested in the process rather than the final outcomes. It is how change takes place that is focused on rather than the actual change itself. Fourth, data is not gathered with the purpose of proving a hypothesis posited at the beginning of a study, but rather with the aim of forming a theory. That is to say, qualitative research adopts an inductive, bottom-up approach, and the qualitative researcher can never really know exactly what to expect from the research. Finally, meaning has a significant place in this approach because researchers using this approach are concerned with how people make sense of their daily lives. Namely, qualitative research places the participant at the centre of the study, decreasing the distance between the researcher and the participant. Whether to follow a quantitative or qualitative approach depends largely on the nature of the research subject, as each approach lends itself more to certain issues, being advantageous in certain situations but disadvantageous in others (Silverman, 2006). The reason why a qualitative approach was employed for the current study will be discussed below.

Professional identity and reflection by themselves are based on an interpretivist view of the world; therefore, it would follow that it could be best observed using qualitative methods. Referring back to Bogdan and Biklen's (2007) five characteristics of the qualitative research approach, first of all, this study was naturalistic because it was carried out with instructors teaching their normal workload in their normal working environment. The data was descriptive, pieces of discourse in the forms of recorded interviews and real observations of actual classroom practices. It was concerned with the process of reflection: how an instructor reflects and what he/she thinks about his/her profession and practice. It was inductive, because there was no definite hypothesis from which to start off; rather, theories were formulated in the light of the data collected. Finally, the total study and process involved an investigation of how the instructors participating reflected on their practices and gave meaning to their actions in a given situation.

This study was carried out with voluntary instructors working at different preparatory programs in Turkey. The programs included both State and Private Institutions. It was a 3-

month case study carried out in the second semester of the 2014-2015 academic year. The tools used for the research were classroom observation and semi-structured interview.

At the beginning of the second semester, informal interviews were conducted with instructors who were voluntary to participate in the study. These discussions were done on purpose in order to prepare the interview questions and the classroom observation form. These pre-meetings and 2 expert counseling from the field helped arrange the questions mentioned which could be considered as the pilot study of the research. Next, the 54 voluntary instructors of different preparatory programs were interviewed and recorded later to be transcribed. When an adequate number was reached, the classroom observations were conducted in order to find out different angles and formations of the reality (triangulation).

The study specifically has the purpose of finding the relationship between professional identity and practice of English teachers by making use of 'The Onion Model' proposed by Korthagen (2004). This model takes its name from its shape. There are circles within each other from the centre to the outside which looks just like an onion cut into half from the middle. It describes different levels on which reflection can take place. This model of reflection is associated with professional identity, in this case the main concern of our study, because it has 6 layers one of which is identity.

The layers of the onion model from the outside to the centre are *Environment, Behaviour, Competencies, Beliefs, Identity* and *Mission.* (See Figure 3).

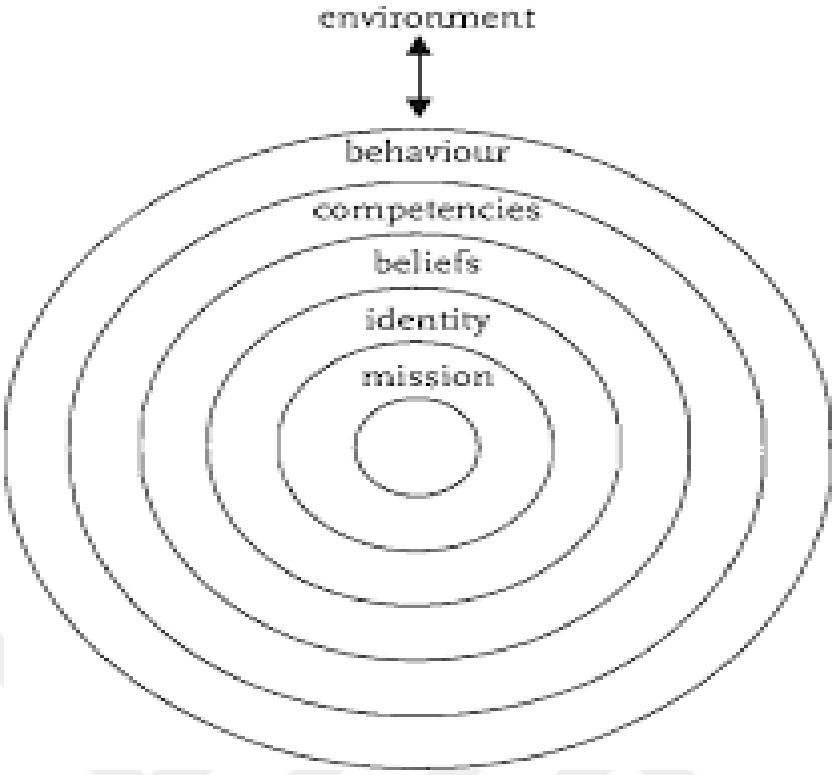


Figure 3. The Onion model of Korthagen

This study aims at examining how these layers actualize in teachers of English. Whether their self-reports and actual practices are in accordance or not.

Population and Sampling

The population of the study consists of instructors teaching at different preparatory programmes in Konya and Ankara. These preparatory institutions include Selcuk University, Mevlana University, Necmettin Erbakan University, Karatay University and Gazi University. Preparatory programmes in Turkey are schools in which language education (English, German, French, Russian, Arabic) is provided for the students before starting their majors. However, our study is related only with the English language teaching. These schools are annual and consist of 2 terms. The study was carried out in the second semester of 2014-2015 academic year. Weekly teaching hours may change from university to university. Students approximately attend 5 or 6 hours daily which makes 25 - 30 hours of English per week. A total of 750-800 hours of English is taught throughout the year. The common feature of all these institutions are that they all tend to have a skills-based syllabus.

As for the sampling, convenience sampling in which members of the population are chosen based on their relative ease of access (Wiederman 1999), was used in this study.

The sample of the study is composed of 54 English instructors working at the above mentioned preparatory programmes. These instructors range from novice to senior teachers. Some had only taught for a few years, while others had a build-up over years. Of course, each participant has his/her own unique character, yet it is possible to categorize them through this observatory study. With an objective viewpoint, 3 different groups of instructors (no matter male or female, newly starter or experienced, working in a private or state school) participated in the study. In the first group, teachers tended to be more enthusiastic and vivacious. They were much more energetic than others and seemed to be optimistic about life. The second group consisted of teachers who were shy and timid. They were not very talkative and appeared to be non-communicative. Completing the interview was some like crossing the mountains for them. The last group of instructors were the pessimistic group. Continuously complaining was the most outstanding feature of these teachers. Nothing in life seemed to satisfy them, their focus was on the negative side, they always saw the glass half empty.

The 54 instructors were in advance told about the research being carried out and the purpose of the interview and were voluntary to participate in the study. An appointment was given to the researcher by each participant for the oral interview. The interview included questions prepared with the aim of measuring how the layers of reflection (Environment, Behaviour, Competency, Belief, Identity and Mission) proposed by Korthagen (2004) actualize in English teachers.

Data Collection and Procedure

Instruments

In this study, 2 different data collection instruments were employed. These are semi-structured interview and classroom observation which will later be described in detail in the following sections.

Interview

Carrying out interviews is one of the most often used methods of collecting qualitative data. Various types of interviews can be employed in applied linguistics such as single or multiple sessions, structured interviews, unstructured interviews, and semi-structured interviews. (Dörnyei, 2007). In this dissertation, the preferred interview type is semi-

structured and open-ended questions are asked to the interviewees. Within this context, twenty pre-prepared guiding questions (See Appendix 1) were posed to the instructors from five different preparatory programmes and their responses were recorded and transcribed by the researcher.

Classroom Observation

'Classrooms are exceptionally busy places, so observers need to be on their toes' (Wragg 1999, p. 2). The biggest strength of observational data is that it allows researchers to directly see what people do instead of having to rely on what they normally say they do.

Therefore, this kind of data can provide a much more objective account of behaviours and events than the self-reported data. Following the oral interviews 20 instructors out of 54 were voluntary for their lessons to be observed. A classroom observation form was prepared for approximately %30 of the total participants. The form was in a checklist format prepared as yes/no questions. The questions were in accordance with the interview questions so as to check the relationship between self-reported and observed data.

Credibility and Trustworthiness

Frequently, qualitative research is the target of the criticism of researchers following the positivist tradition, who say it lacks reliability and validity, key methodological issues necessary for the credibility of quantitative research. Miles and Huberman (1994) mention some qualitative researchers who choose not to dwell on issues of data analysis on the grounds that they consider it impossible to determine absolutely the validity of the findings; or because they believe that there exists no unambiguous social reality independent of how the social actors involved describe it, so there is no need to invent 'methodological canons' to explain it. However, a significant number of those involved in qualitative studies, for example LeCompte and Goetz (1982), Miles and Huberman (1994), Nunan (1997) and Silverman (2006), suggest that qualitative studies should be designed and carried out in ways that reduce threats to reliability and validity, while still being consistent with the epistemological stance of qualitative research. These 2 terms are named as credibility and trustworthiness in qualitative research. The theoretical constructs behind the study have been carefully defined in the literature review, and the codes used in the analysis of the data have been described in as much detail as possible. Finally, the data collection and analysis techniques have been carefully pictured out.

Internal reliability is the extent to which independent researchers would arrive at the same conclusions after analyzing the data of a particular study. Since standardized instruments of measurements are very rarely used in qualitative research, agreement on description of events rather than frequency is sought after. LeCompte and Goetz (1982, p.41) suggest five strategies to reduce threats to internal reliability: low-inference descriptors, multiple researchers, participant researchers, peer examination, mechanically recorded data. In this study, these strategies have been applied to the extent of its' possibility. The interviews conducted between the researcher and the participants were transcribed verbatim rather than depending on high-inference researcher comments. Independent coders, research assistants in the field of ELT who were familiar with qualitative data analysis, were consulted at several points during the coding process in order to reduce the ambiguity of the coding system. Results of similar studies in the field have been referred to, and ultimately the results of this research will be presented in the form of a doctoral dissertation in order for other researchers to access the data. Finally, the data was collected in the form of Word documents and WAV sound files which were all stored in the researcher's personal computer.

As Myers (2000) points out, qualitative research often comes under attack for lacking generalizability, but she goes on to say that problems of sampling and generalizability are not necessarily relevant to the goals of this type of research and the reality of the study. These ideas are in concurrence with LeCompte and Goetz (1982, p.43-44), who add that other reasons for qualitative researchers ignoring the problems of external validity include the fact that the qualitative researcher sets out to describe in detail aspects of a single phenomenon, and that s/he enters the field having suspended all existing knowledge of the field, altogether meaning that "the credibility of research, which is contextual, theoretically eclectic, and comparative is threatened by and grounded in factors different from those pertaining to experimentation and other forms of quantitative research".

The construct validity of the study has been addressed by triangulating data from multiple sources, and by having an independent coder to cross-check the coding system developed by the researcher, as well as asking the participants to read the interpretations of the findings that were arrived at after analysis of their interviews and observation sheets. In this way "the interpretation of mundane phenomena are examined rather than assumed" (LeCompte and Goetz, 1982, p. 53).

Internal validity is related to the problem of whether the observer and the participants share the conceptual categories, and the threats it faces include history and maturation, observer effects, selection and regression, mortality and spurious conclusions (LeCompte and Goetz, 1982, p.44). In the study, since all participants are peers with established professional relationships and have no personal gain from trying to impress the researcher, it has been assumed that they behaved normally during their observed lessons and audio-recorded interviews. Because of the nature of the current study, mortality has not constituted a threat; the 54 participants remained constant throughout the study.

Procedure

In this part, the interview process and the classroom observation experiences are presented in detail.

This study was carried out with 54 voluntary instructors working at different preparatory programs in Turkey. The programs included both State and Private Institutions. It was a 3-month case study carried out in the second semester of the 2014-2015 academic year. The tools used for the research were classroom observation and semi-structured interview.

At the beginning of the second semester, informal interviews were conducted with instructors who were voluntary to participate in the study. Short meetings were carried out with small groups and their thoughts and feelings were collected for further usage. These discussions were done on purpose in order to prepare the interview questions and the classroom observation form. These pre-meetings and 2 expert counseling from the field helped arrange the questions mentioned which could be considered as the pilot study of the research. Next, the 54 voluntary instructors of different preparatory programs were asked to give an appointment for the interviews. On the whole, it took 6 weeks to fulfill them. Each interview lasted 10 minutes on average, ranging from 7 to 20 minutes. The interviews were recorded by the help of a voice recorder. The recorded data took a week to be transcribed.

The following step was to observe an adequate number of the instructors in their actual practices. Many of them were reluctant to be observed while teaching, however, sufficient number accepted to participate in the study. Appropriate day and hour was arranged with 20 instructors in order to find out different angles and formations of the reality (triangulation). The second part of the research continued for 5 weeks, altogether making the study a 3-month case study.

Stake (1995) defines analysis as a ‘matter of giving meaning to first impressions as well as to final compilations’, and making sense of our first impressions. In this study, qualitative data analysis strategies like categorizing, coding, and interpreting were used. Coding is the process in which the researcher separates the gathered data into meaningful chunks after examining it in detail and tries to find out what it would mean conceptually. These parts can sometimes be a word, a sentence, a paragraph or even a whole page of data (Yıldırım and Simsek, 2013). As the study was based on a model called The Onion Model (Korthagen, 2004), the first of the 3 coding styles proposed by Strauss and Corbin (1990) was used. This is called coding carried out according to pre-determined themes.

During the analysis and interpretation part of the study, the steps recommended by Creswell, (2013) were used.

Step 1. Initially, the data was organized and prepared for analysis. This involved transcribing the interviews and sorting and arranging the data gathered from the observations.

Step 2. Later, all the data was read and examined in detail. This first step had already provided a general sense of the information and an opportunity to reflect on its overall meaning. What general ideas are participants saying? What is the tone of the ideas? What is the impression of the overall depth, credibility, and use of the information?

Step 3. The next step was the coding of all the data. Coding is the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins (Rossman and Rallis, 2012). It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant (called an in vivo term). For the coding, the help of an inter-coder was applied to. During the whole process, the independent coder was first asked to code the interview questions, and later to code the answers to the questions. The simultaneously figured out codes were compared for consistency. With an in-depth cross-check, the rate of consistency was found to be approximately %90. Since the literature Miles and Huberman (1994) suggests that at least %80 of consistency is necessary for good qualitative reliability, the rate was considered adequate to carry on the study.

Step 4. Step 4 is using the coding process to generate a description of the setting or people as well as categories or themes for analysis. However, in this study, as mentioned before,

the themes were pre-determined, (Strauss and Corbin, 1994). So, at this stage, the teacher observation forms were put together and examined. Notes were taken in order to describe and narrate in the following step.

Step 5. The most popular approach to convey the findings of a qualitative analysis is to use a narrative passage. Many qualitative researchers also use visuals, figures, or tables as adjuncts to the discussions. In this study, an observatory and descriptive narration was used to inscribe the data gained from the interviews and the classroom observations.

Step 6. The final step in the data analysis involved making an interpretation of the findings or results. Asking, "What were the lessons learned?" captures the essence of this idea (Lincoln and Guba, 1985). Personal interpretation and meaning derived from a comparison of the findings with information elicited from the literature or theories were used.

Data Analysis

The transcribed data were categorized and coded according to the above mentioned themes determined beforehand. This style is the first of the three coding styles defined by Strauss and Corbin (1990). Coding carried out according to pre-determined themes. This is referred to as selective coding. Selective coding is the process in which all categories are unified around a 'core' category while categories that need more explicitness are filled in with descriptive data. As the study was based on The Onion Model and its layers, the themes determined in advance were Environment, Behaviour, Competency, Belief, Identity and Mission. Single researchers find another person who can cross-check their codes for what is called inter-coder agreement (or cross-checking) (Creswell, 2013). Such an agreement might be based on whether two or more coders agree on codes used for the same passages in the text. It is not that they code the same passage of text but whether another coder would code it with the same or a similar code. In this study, an independent colleague was consulted to help code the question and answers. The consistency percentage of the coding was approximately %90. Miles and Huberman (1994) recommended that the consistency of the coding be in agreement at least 80% of the time for good qualitative reliability. As a result, The questions prepared for the interview in accordance with these themes were coded with the given answers as open codes. Open coding is the interpretive process by which are data are broken down analytically. The purpose of open coding is to help the analyst gain new insights into the data by breaking

through standard ways of thinking about phenomena related in the data. (Strauss & Corbin, 1990). The themes were coded as in Table 2.

Table 2.

Codes of Interview Questions

ENVIRONMENT	Teachers' out of class problems	TOP
	Teachers' environmental influences	TEI
	Teachers' negative environmental experiences	TNEE
BEHAVIOUR	Teachers' survival skills	TSS
	Teachers' positive attitudes	TPA
	Teachers' negative attitudes	TNA
COMPETENCY	Teachers' in-class capabilities	TICC
	Teachers' in-class in capabilities	TICI
	Teachers' failure reasons	TFR
	Teachers' realization time	TRT
BELIEF	Choosing teaching as a profession	CTAP
	Beliefs about being a teacher	BABT
	Belief Reasons	BR
	Teacher Belief Changes	TBC
IDENTITY	Teacher Roles	TR
	Teacher Emotions	TE
	Teachers' Other Work Experiences	TOWE
MISSION	Teachers' Institution Preferences	TIP
	Teachers' Commitment Rates	TCR
	Teachers' Commitment Reasons	TCR

In this sense for example, for the theme *Behaviour*, the code TPA was coded for Teacher's Positive Attitudes. The sub-codes were regarded as below and were in accordance with the content of the interviewees' responses:

- P (Praise)
- A (Appreciate)
- PF (Positive Feedback)
- E (Encourage)
- GH (Get Happy)
- GS (Give Something)

Detailed data of the sub-codes are given in the following chapter, Findings and Discussion. The classroom observation sheets, prepared in accordance with the interview questions, were analyzed and each question was rated as YES or NO in compliance with the teachers'

classroom practices. Finally, the relationship between what the teachers say they do and what they actually do was examined by comparing the self-reports and the classroom practices.

Themes, Selective coding and Open coding

According to Miles and Huberman (1994, p.56), "coding is analysis". The coding process involves the dissection of field notes in a meaningful way without severing the relationships between the parts. Codes are labels that assign meaning to, retrieve and organize chunks of the descriptive information gathered during a study. Organization of these chunks requires a system of categorization enabling the researcher to retrieve, extract and cluster the segments in relation to the research questions. Reading through the data, it is possible to identify certain words or phrases, patterns of behaviour or ways of thinking that repeat and stand out. Codes are assigned to represent these topics and patterns (Bogdan and Biklen, 2007, p. 173). It is this clustering and display of condensed chunks as codes that prepares the researcher to draw conclusions (Miles and Huberman, 1994, p. 57).

This study is based on the layers of the Onion Model (Korthagen 2004). Therefore, the themes have been pre-determined. The six main themes are ENVIRONMENT, BEHAVIOUR, COMPETENCY, BELIEF, IDENTITY and MISSION. The questions were determined so as to give an answer to each theme. The questions were coded selectively and the answers were open coded as below:

Environment

1. What are the things you have to cope with out of class?

The first question of the first layer was coded as 'TOP' (Teachers' out of class problems). The answers to this question were coded as:

- PP (Personal Problems)
- TL (Turkish Language)
- SE (School Environment)
- N (Nothing)
- W (Workload)

2. What kind of things out of class influence you?

The second question of the first layer was coded as 'TEI' (Teachers' environmental influences). The answers to this question were coded as:

- PP (Personal Problems)
- PA (Partners' Attitudes)
- TL (Time Limitation)
- SE (School Environment)
- NFE (Negative Feelings about English)
- N (Nothing)

3. Can you give a specific example of a negative thing happening out of class?

The third question of the first layer was coded as 'TNEE' (Teachers' negative environmental experiences). The answers to this question were coded as:

- NNT (No Negative Thing)
- T (Traffic)
- PP (Personal Problems)
- AP (Administrative Problems)

Behaviour

4. What do you do to survive/overcome this situation?

The first question of the second layer was coded as 'TSS' (Teachers' survival skills). The answers to this question were coded as:

- TR (Talk to Respondent)
- DMB (Do My Best)
- TP (Think Positively)
- N (Nothing)
- MTB (Manage Time Better)

5. What is your behaviour towards something positive in the class?

The second question of the second layer was coded as 'TPA' (Teachers' positive attitudes). The answers to this question were coded as:

- P (Praise)
- A (Appreciate)
- PF (Positive Feedback)
- E (Encourage)

- GH (Get Happy)
- GS (Give Something)

6. What is your behaviour towards something negative in the class?

The third question of the second layer was coded as 'TNA' (Teachers' negative attitudes). The answers to this question were coded as:

- TSP (Talk to Student(s) Personally)
- I (Ignore)
- TCL (Take Care Later)
- W (Warn)
- T (Tolerate)
- EN (Empathize and Negotiate)
- S (Shout)
- EP (Eliminate Politely)

Competency

7. What are the things you are capable of doing in the class?

The first question of the third layer was coded as 'TICC' (Teachers' in-class capabilities). The answers to this question were coded as:

- E (Everything)
- TE(Teaching English)
- MB (My Best)
- RP (Role Play)
- CM (Classroom Management)
- T (Technology)
- HPA (Holding Positive Atmosphere)
- MS (Motivating Students)

8. What are the things you cannot do in class?

The second question of the third layer was coded as 'TICI' (Teachers' in-class incapabilities). The answers to this question were coded as:

- MSS (Making Students Speak)
- MS (Motivate Students)

- N (Nothing)
- DS (Deal With Each Student Separately)
- P (Pacing)

9. What are the reasons, in your opinion, for not being able to do them?

The third question of the third layer was coded as ‘TIR’ (Teachers’ incapability reasons). The answers to this question were coded as:

- C (Curriculum)
- CC (Crowded Classes)
- PE (Previous Exposure)
- LSC (Lack of Self-confidence)
- FS (Feeling Shy/Ashamed)
- LE (Lack of Environment)

10. When did you realize that you cannot do them?

The fourth question of the third layer was coded as ‘TRT’ (Teachers’ realization time). The answers to this question were coded as:

- FY (First Year)
- AA (Always aware)
- SC (Since Childhood)
- AYP (As Years Pass)

Belief

11. Why did you choose to be an English teacher?

The first question of the fourth layer was coded as ‘CTAP’ (Choosing teaching as a profession). The answers to this question were coded as:

- GAE (Good At English)
- GRM (Good Role Models)
- MI (My Ideal)
- NOC (No Other Choice)
- C (Coincidence)
- LWWP (Love Working With People)

12. What were your beliefs about teaching then?

The second question of the fourth layer was coded as 'BABT' (Beliefs about being a teacher). The answers to this question were coded as:

- PF (Positive Feelings)
- DO (Demanding Occupation)
- CDP (Commitment/Devotion/Patience)
- EE (Easy/Enjoyable)
- RH (Respectful/Honourable)
- RS (Rewarding/Satisfying)
- TEE (Teach Everyone Everything)

13. Were there any specific reasons for feeling this way?

The third question of the fourth layer was coded as 'BR' (Belief Reasons). The answers to this question were coded as:

- GRM (Good Role Models)
- OTP (Observing Teaching Profession)
- NSR (No Specific Reason)
- TPD (Theory-Practice Difference)
- LMJ (Love My Job)
- EAS (Experiences As Student)

14. To what extent have your beliefs changed now?

The fourth question of the fourth layer was coded as 'TBC' (Teacher Belief Changes). The answers to this question were coded as:

- SO (Same Opinion)
- PC (Positive Change)
- NC (Negative Change)
- E (Eutopia)

Identity

15. Who are you? How do you see your role in language teaching?

The first question of the fifth layer was coded as 'TR' (Teacher Roles). The answers to this question were coded as:

- G (Guide)

- F (Facilitator)
- RM (Role Model)
- A (Authority)
- NS (Native Speaker)
- M (Motivator)
- FM (Friendly Mother)
- EI (English Instructor)

16. How does this role make you feel?

The second question of the fifth layer was coded as ‘TE’ (Teacher Emotions). The answers to this question were coded as:

- GH (Good/Happy)
- PC (Privileged/Comfortable)
- S (Satisfied)
- A (Awesome)
- I (Important)
- U (Unimportant)

17. Have you had any other work experience other than teaching that may have affected your teaching style/philosophy?

The third question of the fifth layer was coded as ‘TOWE’ (Teachers’ Other Work Experiences). The answers to this question were coded as:

- TG (Tourist Guide)
- VD (Vice Director)
- CM (Company Manager)
- T (Translator)
- N (No)

Mission

18. Why are you teaching here?

The first question of the sixth layer was coded as ‘TIP’ (Teachers’ Institution Preferences). The answers to this question were coded as:

- LTUS (Like Teaching University Students)

- PR (Personal Reasons)
- TAE (Teaching Adults Easy)
- C (Coincidence)
- AF (Academic Field)
- MD (My Dream)

19. To what extent do you feel committed to your job?

The second question of the sixth layer was coded as 'TCR' (Teachers' Commitment Rates). The answers to this question were coded as:

- F (Fully)
- GE (Great Extent)
- NMC (Not Much Committed)

20. What are the reasons for feeling this way?

The third question of the sixth layer was coded as 'TCR' (Teachers' Commitment Reasons). The answers to this question were coded as:

- R (Responsibility)
- DMB (Doing My Best)
- RJ (Right Job)
- BWA (Bad Working Atmosphere)

CHAPTER IV

FINDINGS AND DISCUSSION

Introduction

In this chapter of the dissertation, findings gathered through two main qualitative data collection instruments are presented including the discussion part. Initially, findings gathered from the interview transcriptions are examined in detail later, the classroom observation form results are presented and discussed. Then, all the findings are used together to answer the research questions of the study.

Findings about Semi-structured Interview

Research Question 1: How do teachers of preparatory classes view themselves as English teachers?

In order to get an answer to the first research question, a semi-structured interview was conducted to teachers of English at preparatory programs in Konya and Ankara. 54 voluntary teachers participated in the study. The purpose of the interview was to collect information about how teachers view themselves as English teachers in terms of the Onion Model (Korthagen 2004) layers, which is a model of reflection showing various levels which can influence the way a teacher functions. A total number of 20 questions were asked to the interviewees and were recorded. These interviews were later transcribed in order to be examined in detail. Each layer was elaborated with 3 or 4 questions. The first two and the last two layers having 3, and the two layers in the middle including 4 questions. Each question under the pre-determined themes were selective coded later to be open coded.

According to Dörnyei (2007), content analysis has recently become associated with qualitative research as it concerns a second-level, interpretive analysis of the underlying deeper meaning of the data. As a result of a content analysis carried out through a very

long process with in-depth attention, the results below were found and interpreted for each participant. The answers of the interviewees were analyzed in terms of the 6 layers of the Onion Model. Sample answers of the teachers for each layer can be examined in detail on the Appendices section. For Environment (See Appendix 3), Behaviour (See Appendix 4), Competency (See Appendix 5), Belief (See Appendix 6), Identity (See Appendix 7) and for the last layer Mission (See Appendix 8).

TEACHER 1

ENVIRONMENT

The first (outer) layer of the Onion Model is Environment. 3 questions were asked to Teacher 1 in order to understand to what extent the atmosphere out of class affects her teaching. The first question of the first layer was coded as 'TOCP' (Teachers' out of class problems). Teacher 1 replied to this question as *'I usually don't have a lot of problems out of the class. For some units, getting prepared for the lesson takes time.'* Therefore, the answer of Teacher 1 for this question can be coded as N (Nothing). Teacher 1 seemed quite calm and relaxed although she had a loaded timetable.

The second question of the first layer was coded as 'TEI' (Teachers' environmental influences). 'I have a busy life. Also, I have many classes. I mean, the whole timetable. We are working with partners. Arranging the course can sometimes be difficult.' This question aimed at finding out what kind of things out of the class influenced the teacher and whether or not these things affected her performance in class. She talked about not having a lot of free time for her personal activities because of the many courses she gives so; her answer was coded as TL (Time Limitation) which was one of the most popular answers for this question. She also mentioned about the partner problems they sometimes faced but they could overcome it by talking it out.

The third question of the first layer was coded as 'TNEE' (Teachers' negative environmental experiences). This layer wanted Teacher 1 to think of something negative in specific happening out of class that would affect her. Her answer was not coded as it was not a reoccurring answer. The answer she gave was again about her classes and her program. If there were extra things happening within their institution, this really did have a great impact on her lesson plans and she felt nervous about how to catch up. ***'****Sometimes I can't finish the course as I planned before. Some extra things may cause this like extra conferences, meetings or sometimes ss are expected to take part in a scientific study.'*

BEHAVIOUR

The second layer of the model is Behaviour within which Teacher 1 was expected to answer 3 questions. This layer intended to understand what things the teacher does when coming across certain situations. The first question of this layer is connected with the last question of the previous layer. *'I try to hurry or I talk to my partners.'* The first question of the second layer was coded as 'TSS' (Teachers' survival skills). Teacher 1 told the interviewer, in this case the researcher, that she would choose to communicate with her colleague if she felt that she was behind the curriculum or she would do her best to catch up. In other words, she would MTB (Manage Time Better).

The second question of the second layer was coded as 'TPA' (Teachers' positive attitudes). The teacher was asked how she would react if something positive happened in the class. She was asked to talk about what reaction she would give when a student does something good in her lesson. Teacher 1 frankly answered that she would be quite happy and that she would try to show her appreciation verbally. She would A (Appreciate) the thing done. *'I mostly appreciate the students when they do the tasks they are given or when they get high grades, or I try to motivate them positively, giving positive responses like 'well done', 'absolutely perfect'. 'great', etc.'*

The third question of the second layer was coded as 'TNA' (Teachers' negative attitudes). The answer Teacher 1 gave to this question was: *'I talk to my students either individually or as a whole class depending on the type of the problem.'* This answer was coded as TSP (Talk To Student(s) Personally). Teacher 1 seemed to be a problem solver and chose to communicate with the correspondent as it can be understood from the above asked questions. She likes talking things out and coming to a conclusion either personally or as a group based on what the problem actually is.

COMPETENCY

The third layer of the Onion Model is Competency within which the teacher in name was supposed to answer 4 questions about her cans and cant's in class. Teacher 1 seemed to be a rather classical teacher of English in Turkey having concerns about pronunciation, however quite self-confident in teaching grammar, reading, etc.

The first question of the third layer was coded as 'TICC' (Teachers' in-class capabilities).

'*I believe I am highly good at presenting new vocabulary, grammar, reading & writing skills. I mostly use mimes, gestures and I love role playing activities.*' Teacher 1 was a

middle-aged teacher with a teaching experience of over 15 years. She seemed to be enthusiastic and energetic in classes, sparing time for each skill in language learning. Her answer to the 7th question was sub-coded as TE (Teaching English) and RP (Role Playing). Although she did not use the term 'Teaching English', it can be inferred from her words that she thought she was capable of teaching English quite well.

'Of course, because of not being a native speaker, I sometimes have to check pronunciation of the vocabulary that I rarely meet'. The second question of the third layer was coded as 'TICI' (Teachers' in-class incapabilities). The intention of this question was to try and learn either what kind of things the teacher found difficult (did not have the ability) or did not have the appropriate circumstances to act out during classes. Without hesitation, Teacher 1 gave the above underlined answer. As is for most of the English teachers in Turkiye, Teacher 1 mentioned about having pronunciation problems from time to time. For this question, the answer of Teacher 1 was not sub-coded as it was not a repeating answer.

The third question of the third layer was coded as 'TIR' (Teachers' incapability reasons). The third question of the third layer was in connection with the previous question, asking the reasons the teacher thought she could give for her incapabilities in class. Teacher 1 laughed and said: '*I think I have classical answers to this question. Not being a native speaker, not using the target language in my daily life, or even not having the chance of hearing the word or the words from a native speaker are among these reasons'.* Her answer was sub-coded as LE (Lack of Environment).

The fourth and the last question of the third layer was coded as 'TRT' (Teachers' realization time). The answer Teacher 1 gave was: *'While getting prepared for the lesson'.* The teacher had said previously that she sometimes had pronunciation problems with some words and now she expressed that she usually faced this problem before lessons while preparing for her classes. She is a hardworking teacher and decreases the level of her pronunciation problem by checking the words out before attending her classes. Again, her answer was a unique one, so it could not be sub-coded.

BELIEF

The fourth layer of the Onion Model is Belief. In this layer, Teacher 1 was required to give answers to 4 questions regarding her beliefs about her profession. All the questions were in connection with each other trying to make whole at the end. These questions also tried to

make a comparison between what the teacher's beliefs were about her profession before becoming an English teacher and after working for some time.

The first question of the fourth layer was coded as 'CTAP' (Choosing teaching as a profession). *'I graduated from an Anatolian High School and in those years language education was perfect. I was good at English, so I didn't think to choose another job'.* Her answer to the first question of the layer Belief was sub-coded as GAE (Good At English). Teacher 1 talked about her English background and how well she was taught. She did not think about choosing any other profession. She thought that she was good at English and she made use of this advantage.

The second question of the layer in respect intended to learn Teacher 1's beliefs about teaching when she was at High School. This question was coded as 'BABT' (Beliefs about being a teacher). The answer Teacher 1 gave was: *'I've always believed that teaching is something that you learn through teaching. So, it's a kind of process which is ongoing and hasn't got limitations'.* Her answer was not sub-coded as no other teacher talked about learning teaching through teaching. She clearly expressed that even when she was a student at High School and still now, she believed that teaching was a life-long learning and never had an end.

The third question of the fourth layer was coded as 'BR' (Belief Reasons). Here, Teacher 1 was required to give her reasons, if any, for feeling the way she did or the reason why she believed so. *'Theory and practice have always been different. Real teaching environment doesn't present you the atmosphere told or taught in the teaching methodology courses. At the beginning of my teaching career I was trying to do as the books offered. After a while, I believe, everyone forms his or her own way of teaching and this creates the style of every individual teacher'.* She had quite a long answer for this question and talked about how theory and practice do not go hand in hand in reality. She was not the only teacher to express this, so her words found a place in the sub-coding as TPD (Theory-Practice Difference).

The fourth and the last question of the fourth layer was coded as 'TBC' (Teacher Belief Changes). Teacher 1 had been teaching for more than 10 years and admitted that no matter how many years passed by, her beliefs would be the same and added that: *They didn't change a lot, I'm still in the same opinion.* Her answer to this question was sub-coded as SO (Same Opinion). She said that her beliefs about being a teacher when she was a student were exactly the same with what she thought today.

IDENTITY

The fifth layer of the Onion Model is Identity. As the core of the study is about professional identity, this layer was given whole lot more significance than the others. This layer offered 3 questions in which Teacher 1 was required to talk about her place in language teaching. What kind of a teacher she thought she was, the reasons for feeling this way and if there were any other profession she had previously done that may have affected the way she taught.

The first question of the fifth layer was coded as 'TR' (Teacher Roles). *'I'm like a friendly mother to my students trying to do the best for them'.* The answer Teacher 1 gave to this question showed how emotional she in fact was. She put herself in the boots of the students' mothers. Her answer was sub-coded as FM (Friendly Mother), because she was not the only interviewee to give this respond.

The second question of the fifth layer was coded as 'TE' (Teacher Emotions). Here, Teacher 1 was required to talk about her feelings about the role she put on in the previous question. Teacher 1 thought for a while and said she felt very comfortable being like their mother. Her actual words were: *'Privileged and comfortable. I feel really happy when I see how the students improve during the process'.* Her answer was sub-coded as P/C (Privileged and Comfortable). She continued to say that if the students were comfortable in class, so would she be and vice versa.

This question did not get many answers in fact. Most of the interviewees said 'NO', however, a few of them thought that the experiences they had other than teaching have had influences on what they are today. The third question of the fifth layer was coded as 'TOWE' (Teachers' Other Work Experiences). Teacher 1 said: *'I took the CELTA in 2011. It was really a cornerstone in my teaching career. It helped me alot in terms of putting extra bricks on my creativity and practicality.'* Teacher 1 was very enthusiastic when talking about her experience. However, her answer was not sub-coded as it was not a re-occurring answer. Only Teacher 1 talked about taking CELTA.

MISSION

The last layer of the Onion Model is Mission, in which Teacher 1 was to answer 3 questions regarding her reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. She was quite honest and gave frank answers.

The first question of the sixth and the last layer was coded as 'TIP' (Teachers' Institution Preferences). *'It's my job in the first place and I like dealing with university students'.* Teacher 1 said she preferred teaching adults than children, so she was well enough with university students. Her answer was sub-coded as LTUS (Like Teaching University Students) and this was by far the most popular answer to this question.

The second question of the sixth layer was coded as 'TCR' (Teachers' Commitment Rates). *'To a great extent. While I'm teaching, I mean when I'm in the class, I feel as if I'm on the stage in front of the audience. So, it's my performance for which everyone is waiting for'.* The second question asked Teacher 1 how committed she was to her job. She got very excited and expressed that it was like a theatre stage and everybody in the class was waiting for her performance. She was very committed to her job. Her answer was sub-coded as GE (Great Extent) which was one of the 3 answers given to this question.

The last question of the interview was coded as 'TCR' (Teachers' Commitment Reasons) and was asked to find the reasons of the commitment rates. Teacher 1 said: *'The most important reason for me is responsibility. I'm responsible for not only my students but also for myself.'* Responsibility was the main factor for her commitment to her job. She regarded responsibility as something mutual. She said that if she weren't responsible towards her students, they would also not feel responsible towards her class. Her answer was sub-coded as R (Responsibility) which was again one of the most popular answers to this last question.

TEACHER 2

ENVIRONMENT

Teacher 2 was a 10-year experienced teacher with a PhD in ELT. Before the interview she seemed quite relaxed and comfortable. The answers she gave to the questions under the layer Environment were very short and to the point. For example, question 1 and 3 were answered as *'NO'* and question 2 asking what kind of things out of class influenced her was replied very briefly as '*Teaching environment, motivation of the students*'. Therefore, question 1 'TOP' (Teachers' out of class problems) was sub-coded as N (Nothing), question 2 'TEI' (Teachers' environmental influences) as SE (School Environment) and question 3 'TNEE' (Teachers' negative environmental experiences) as NNG (No Negative Thing). It can be inferred from what Teacher 2 said for the first layer that she did not allow any factors outside to interfere with her teaching in the class.

BEHAVIOUR

3 questions were directed to Teacher 2 under the heading Behaviour which was the second outer layer of the Onion Model. The fourth question of the interview was related with the previous question. Teacher 2 answered the question before as 'No', so she did not have to overcome anything at this point. Question 4 'TSS' (Teachers' survival skills) did not need a sub-code. The following two questions asked about the reactions of the interviewee towards a positive and a negative behaviour in class. 'TPA' (Teachers' positive attitudes) was sub-coded as P (Praise) and 'TNA' (Teachers' negative attitudes) had 2 sub-codes as I (Ignore) and TCL (Take care later) since the answer of Teacher 2 to the sixth question was: *'I just ignore them first. If needed, I'll take care of them later on'.*

COMPETENCY

The third layer of the Onion Model is Competency. At this layer Teacher 2 was directed 4 questions within which she was supposed to talk about her capabilities and in-capabilities in class. Teacher 2 seemed not so humble in terms of competency. She said she was capable of doing anything in the class, she did not have limits and she did her best. The only time she felt bad was about ss motivation. The reason she gave for not being able to motivate the students from time to time was that she sometimes felt burnout and it would not be reasonable to put all the blame always on the students. The last question of the layer asked Teacher 2 when she realized this problem but she did not give any time or date, '*it sometimes happens'* was the only answer she gave. Her sub-codes for this layer were: E (Everything) and MB (My Best) for question 7, MS (Motivate Students) for 8. Question number 9 and 10 were not sub-coded as they were not repeating answers.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 2. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 2 chose to be an English teacher because of her mother. Her mother was always inspiring and a very good role model for her. Before becoming a teacher she had positive beliefs about teaching because she had the chance of observing the profession in all aspects. Teacher 2 was still in the same view; her beliefs had not changed in spite of all the years gone by. Question 11 was sub-coded as both GRM (Good Role Models) and MI (My Ideal) while question 12 was as PF (Positive Feelings). The 13th question asking about

reasons for the beliefs was sub-coded as OTP (Observing Teaching Profession) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 2 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 2 said she had many roles in class most important of which, according to her, was mentoring. She made the students learn and this made her feel awesome because she led the way and the students made their own learning. Teacher 2 had no other work experience that may have affected her teaching style or philosophy. As a result, her answers were sub-coded as: 16. A (Awesome) and 17. N (No). Question number 15 was not sub-coded as no other interviewee talked about being a mentor.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 2 was quite brief and said she was very happy to teach university students and she felt committed to the fullest extent even though she felt burnout now and then. She thought that she was doing the right job, she was certain of this so she never let any obstacle make her tackle on the way. Her last 3 answers were sub-coded as: LTUS (Like Teaching University Students), F (Fully) and RJ (Right Job).

TEACHER 3

ENVIRONMENT

Teacher 3 was a very experienced teacher having taught for 20 years. For the first question she talked about the balance between the demands of her family and her job. It was difficult and she had to cope with being a mother and a teacher at the same time. Teacher 3 had no outside influences that affected her teaching but from time to time health problems could be a problem. Her first question was sub-coded as PP (Personal problems), second question as N (Nothing) and third question as PP (Personal Problems) again.

BEHAVIOUR

The next 3 questions asked about what Teacher 3 did, in other words, her behaviours. Teacher 3 tried to think positively to survive/overcome negative situations in general and if something positive happened in class (if a student did sth positive) she praised or gave a present to encourage the other students. On the other hand, if something negative happened in the class Teacher 3 chose to tolerate it if not too rude. She said she would try to empathize with her students and understand them. Her answers were sub-coded as: TP (Think Positively) for question number 4, P (Praise) and E (Encourage) for question 5 and T (Tolerate) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 3 in which her capabilities in class were mentioned. Teacher 3 said she was capable of motivating the students in class, understanding their needs and doing her best to teach the target language. On the other hand, she admitted not having enough time for speaking activities due to the crowded curriculum. She was always aware of this fact. However, this was not regarded as an in-capability. Her answers were sub-coded as: MS (Motivating Students) and MB (My Best) for question 7 MSS (Making Students Speak) for question 8, C (Curriculum) for number 9 and AA (Always Aware) for the last question of this layer.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 3. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 3 chose to be an English teacher because she always admired her English teachers at both Secondary and High School. She used to pretend to be an English teacher when she was a child. Before becoming a teacher she believed that it was the perfect job for her and teaching somebody something would be a great feeling. The reason for feeling this way was her inspiring teachers at school. Teacher 3 was still in the same view; she still loved teaching and her beliefs had not changed in spite of having taught for 20 years now. Question 11 was sub-coded as both GRM (Good Role Models) while question 12 was as PF (Positive Feelings). The 13th question asking about reasons for the beliefs was sub-coded as GRM (Good Role Models) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 3 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 3 said she was most of the time active in class and the students were passive. She was not pleased with this situation and tried to change it when she had enough time. This role made her feel authoritative but she did not like this role at all. Teacher 3 had no other work experience that may have affected her teaching style or philosophy. As a result, her answers were sub-coded as: 15. A (Authority), 16. A (Awesome) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 3 was courageous enough to talk about the education system at other schools such as High Schools and thought that a University was the best place to be a teacher. She liked her job very much and she felt largely committed to her profession. When she saw how grateful the students are, this makes her satisfied and happy. The last 3 answers of Teacher 3 were sub-coded as: LTUS (Like Teaching University Students), GE (Great Extent) and RJ (Right Job).

TEACHER 4

ENVIRONMENT

Teacher 4 was a novice teacher having been teaching for only 5 years. Before the interview she was nervous and tried to get details about the questions. She gave answers to the questions after giving a thought and with some short pauses. She talked about having a heavy workload like preparing all the students exam papers due to the fact that she was for the Testing Office. The only thing that affected her negatively out of class was the relationships with partners and the dissatisfaction of other instructors. Therefore, question 1 ‘TOP’ (Teachers’ out of class problems) was sub-coded as W (Workload) question 2 ‘TEI’ (Teachers’ environmental influences) as PA (Partners Attitudes) and question 3 ‘TNEE’ (Teachers’ negative environmental experiences) was not sub-coded as it was not a re-occurring answer.

BEHAVIOUR

3 questions were directed to Teacher 4 under the heading Behaviour which was the second outer layer of the Onion Model. The fourth question of the interview was related with the previous question. Teacher 4 answered the question before as *'dissatisfaction of other instructors'*, so she said that she had to do her best to satisfy them and this was all she could do have to overcome this negative situation. Question 4 'TSS' (Teachers' survival skills) was sub-coded as DMB (Do My Best). The following two questions asked about the reactions of the interviewee towards a positive and a negative behaviour in class. 'TPA' (Teachers' positive attitudes) was sub-coded as GS (Give Something) and 'TNA' (Teachers' negative attitudes) as I (Ignore). Teacher 4 did not seem so enthusiastic when answering the questions about Behaviour.

COMPETENCY

The third layer of the Onion Model is Competency. At this layer Teacher 4 was directed 4 questions within which she was supposed to talk about her capabilities and in-capabilities in class. Teacher 4 was self-confident and said she was capable of solving the problems in class quite easily; she had a very good communication with the students due to her young age. On the other hand, she sometimes had motivation problems in class; however she could solve it by bringing enjoyable activities into class. Otherwise, there was nothing she could not do. The reason she gave for not being able to motivate the students from time to time was that sometimes lessons could be boring. The last question of the layer asked Teacher 4 when she realized this problem and her answer was especially in crowded classes and at the end of terms. Her sub-codes for this layer were: HPA (Holding Positive Atmosphere) and CM (Classroom Management) for question 7, MS (Motivate Students) for 8. Question number 9 was sub-coded as CC (Crowded Classes) since Teacher 4 gave crowded classes as a reason for her in-capability and 10 was not sub-coded as it were not repeating answers.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 4. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 4 chose to be an English teacher because she liked teaching English. Before becoming a teacher she thought that teaching should be productive and creative in that she had such teachers back at the university she graduated. Teacher 4 was still in the same

view; her beliefs had not changed in the 5 year time. The first 2 questions 11 and 12 were not sub-coded as no other teacher talked about it. The 13th question asking about reasons for her beliefs was sub-coded as GRM (Good Role Models) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 4 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 4 said she was only a teacher of English at the School of Foreign Languages and this role made her feel privileged. Teacher 4 had no other work experience that may have affected her teaching style or philosophy. As a result, her answers were sub-coded as: 15. EI (English Instructor), 16. PC (Privileged/Comfortable) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 4 said she liked the level of university students and the environment it offered. She thought she could easily improve herself there. In terms of Commitment, Teacher 4 did not give a rate of commitment, rather mentioned about giving something to the students and feeling motivated afterwards. Her reason for feeling this way was because it was her job. Her last 2 answers were sub-coded as: 18. LTUS (Like Teaching University Students) and 20. R (Responsibility). Number 19 was not sub-coded as she did not give an expected or repeated answer.

TEACHER 5

ENVIRONMENT

Teacher 5 was an instructor at a private university. For the first question he talked about the workload he had to cope with out of class, feeling fatigue and stressed. Teacher 5 referred to the relationships with counterparts and managers as things that influence him out of class. The last question of this layer asked for a specific example of something negative happening out of class. Teacher 5 complained about having no day-off during the week-days. Previously they did have but later it was abolished. His first question was sub-

coded as W (Workload) second question as SE (School Environment) and third question as AP (Administrative Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 5 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 5 said that they had voiced their complaint about their suspended day-offs and were waiting for an answer. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did sth positive) he would show a big smile on his face and would appreciate. On the other hand, if something negative happened in the class Teacher 5 chose to pay no heed to it at first but if it happens again he would try to solve it by negotiating. His answers were sub-coded as: TR (Talk to Respondent) for question number 4, A (Appreciate) for question 5 and I (Ignore) and EN (Empathize and Negotiate) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 5 in which his capabilities in class were mentioned. Teacher 5 said he was capable of managing the students in class. On the other hand, it seemed nearly impossible for him to motivate demotivated students which had many underlying reasons the solutions of which were beyond his solutions and he was aware of this fact from the first day of his teaching. He was always aware of this fact. His answers were sub-coded as: CM (Classroom Management) for question 7, MS (Motivate Students) for question 8, for number 9 no sub-code was given due to its uniqueness as an answer. FY (First Year) was the last code for the last question of this layer.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 5. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 5 chose to be an English teacher because he had always been interested in English and thought that teaching is a demanding occupation though it is a respected one. Teacher 5 did not have any specific reason for feeling this way and there were no changes in his beliefs in spite of the years gone by. Teacher 5 was still in the same view. Question 11 was sub-coded as GAE (Good at English) while question 12 was both as DO (Demanding Occupation) and RH (Respectful/Honourable). The 13th question asking about reasons for

the beliefs was sub-coded as NSR (No Specific Reason) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 5 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 5 said that he was only an English instructor and he had an active role in teaching English. This role allowed him to become more interested and engaged in his teaching. Teacher 5 had no other work experience that may have affected his teaching style or philosophy. As a result, his answers were sub-coded as: 15. EI (English Instructor) and 17. as N (No). Question number 16 was not sub-coded because it was not a repeating answer.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. Teacher 5 talked about the institutions he had worked before and what it took to become a member of the University he was today. He loved his job very much and he felt totally committed to his profession and the institution he worked as he earned his living from there and had the opportunity to improve his teaching skills. Teacher 5 was the only interviewee to talk about the intrinsic motivation and gave this as a reason for considering this question in the way he did. The last 2 answers of Teacher 5 were sub-coded as: AF (Academic Field), F (Fully). The very last question of the interview was not sub-coded as '*intrinsic motivation'* had not been told by any interviewee, as mentioned before.

TEACHER 6

ENVIRONMENT

Teacher 6 was also an instructor at a private university. For the first question she talked about the daily routines and her studies for ALES Exam. Especially, at the weekends she was very busy studying. Teacher 6 said that every positive thing happening in her life would affect positively and similarly any negative thing would have a negative effect on her. The only thing Teacher 6 thought as a negative event those days was what would happen if she failed the ALES Exam. She seemed quite nervous and worried as the exam

was approaching. Her first question was sub-coded as PP (Personal Problems) second question was not sub-coded because it was not a repeating answer and third question as PP (Personal Problems) again.

BEHAVIOUR

The next 3 questions asked about what Teacher 6 did, in other words, her behaviours towards positive and negative attitudes in class. Teacher 6 said that in order not to be unsuccessful in the exam she tried to think positively and study harder. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she would definitely appreciate the positive behaviour and reward him/her in one way or another. On the other hand, if something negative happened in the class Teacher 6 chose to change the negative situation into a positive one, empathy was her key to understanding her students. Therefore, her answers were sub-coded as: TP (Think Positively) and DMB (Do My Best) for question number 4, A (Appreciate) and GS (Give Something) for question 5 and EN (Empathize and Negotiate) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 6 in which her capabilities in class were mentioned. Teacher 6 misunderstood the question and was accepted this way. She said she was capable of loving the students and making them love her back and so she could not shout at or argue with any of her students. When she was asked the reason for the previous question, she said personal problems should not be reflected in class. The answer she gave to the last question was considered not acceptable for the ongoing study. None of her answers were regarded reasonable for this layer, thus her answers were not sub-coded.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 6. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 6 chose to be an English teacher because she loved her secondary school teacher and she decided to be a teacher after she met him. Her beliefs about teaching those days were that as long as you have a student-centered class, you will always be successful. Fun and learning should be combined together. Her reason for this was the traditional education system of Turkey. She always wanted to change the system and always felt sorry for the

students in it. Her thoughts have not changed, though now she knows that it is not that easy to change a whole system. Question 11 was sub-coded as: GRM (Good Role Models) while question 12 was not sub-coded as no other interviewee talked about the traditional education system of Turkey. The 13th question asking about reasons for the beliefs was sub-coded as EAS (Experiences As Student) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 6 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 6 said that she was a person who was responsible for teaching her students and this role used to make her privileged but now it only made her feel ordinary. Teacher 6 extraordinarily had work experience as a manager and a salesperson in the USA but she thought this had no affect on her teaching. As a result, her answers were sub-coded as: 15. EI (English Instructor) and 17. as CM (Company Manager). Question number 16 was not sub-coded because Teacher 6 now felt ordinary which was not a re-occurring answer.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 6 always wanted to teach adults and that is why she chose to work at a university. However when she was asked her commitment to her job, she did not give a satisfying answer or a rate showing her commitment. So, the 19th question of the interview was not sub-coded. Her last answer was that she loved her profession and was content with working at the institution she was at the moment. The last answer of Teacher 6 were sub-coded as: 18. LTUS (Like Teaching University Students). 19. and 20th questions were not sub-coded as they were considered irrelevant.

TEACHER 7

ENVIRONMENT

Teacher 7 was asked 3 questions. For the first question she said she had nothing to cope with out of class other than students' family problems now and then. Teacher 7 misunderstood the second question and talked about the number of students in class that

influenced her. However, the question asked the things that influenced her out of class. Thus, the second question was not sub-coded. When she was asked to give an example of something negative happening out of class, she could not remember at the time. Therefore, only the first answer of Teacher 7 was sub-coded as N (Nothing).

BEHAVIOUR

The next 3 questions asked about what Teacher 7 did, in other words, her behaviours. Teacher 7 tried to be strong and healthy to survive/overcome negative situations in general and if something positive happened in class (if a student did sth positive) she would praise and encourage it. On the other hand, if something negative happened in the class Teacher 7 would ignore and wait for it to decrease and stop. This means that, as a teacher of the class, she would not do anything in specific to solve the problem. Her answers were sub-coded as: P (Praise) and E (Encourage) for question 5 and I (Ignore) for the last question of this layer. The fourth question was not sub-coded because only Teacher 7 talked about it.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 7 in which her capabilities in class were mentioned. Teacher 7 said she tried to use learning materials abundantly and that she was an effective user of technology. However, she admitted not having enough time to deal with each student separately from time to time and the reason she gave for this was lack of time. Her answers were sub-coded as: T (Technology) for question 7, DS (Deal With Each Student Separately) for question 8, C (Curriculum) for number 9 and tenth question was not sub-coded as it was a unique answer.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 7. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 7 chose to be an English teacher because she admired her English teacher at High School. Teacher 7 did not talk about her beliefs before starting the profession, but rather mentioned about what she thought now, how she enjoyed teaching and helping others learn something. She did not have any specific reasons for feeling this way, she just liked being beneficial to others. She was a rather novice teacher and her feelings had not changed yet. Question 11 was sub-coded as both GRM (Good Role Models) while question 12 was as EE (Easy/Enjoyable). The 13^{th} question asking about reasons for the beliefs was sub-coded

as NSR (No Specific Reason) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 7 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 7 said she was a guide and she organized the learning materials. This role makes her feel good and just like most of the interviewees; she has had no other work experience other than teaching English. As a result, her answers were sub-coded as: 15. G (Guide), 16. GH (Good/Happy) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution Teacher 7 did, how committed she felt to her job and the reasons for feeling this way. Teacher 7 loved teaching adults, she had no passion for working with children and intimately expressed that she was committed to her job with all her heart because she really did love teaching. The last 3 answers of Teacher 7 were subsequently sub-coded as: LTUS (Like Teaching University Students), F (Fully) and RJ (Right Job).

TEACHER 8

ENVIRONMENT

Teacher 8 was state university instructor. For the first question she talked about her family matters, children and their school requirements as the things she has to cope with out of class and she continued to say that any kind of political issue going on out of class would influence her. When she was asked to give an example of something negative happening out of class, she talked about being seduced by terrible drivers every day. Teacher 8 seemed quite irritated by this and explained her behaviour towards this in the following question under the layer BEHAVIOUR. Her first question was sub-coded as PP (Personal Problems) second question was not sub-coded because it was not a repeating answer and third question as PP (Personal Problems) again.

BEHAVIOUR

The next 3 questions asked about what Teacher 8 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 8 carried on with the previous question and admitted that if she faces traffic seduction she simply swears.. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she feels happy and praises the students. On the other hand, if something negative happened in the class, Teacher 8 chose to speak personally, if it is related to one person. If not, she would talk to the whole class and tell them how disturbed she is by this situation. Therefore, her answers were sub-coded as: GH (Get Happy) and P (Praise) for question 5 and TSP (Talk to Student(s) Personally) for the last question of this layer. Question number 4 was not sub-coded as nobody else said anything about swearing.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 8 in which her capabilities in class were mentioned. Teacher 8 said she was capable of doing many things concerning instruction. However, she could not draw well, which she considered as an in-capability. She had never been a skillful drawer even when she was a child. So, her realization time was since childhood. Her answers were sub-coded as: E (Everything) for question 7 and S (Since Childhood) for the 10th question. Questions 8 and 9 were not sub-coded because no other interviewee talked about drawing in-capability.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 8. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 8 chose to be an English teacher because she was influenced by a foreign guest and thought that it was one of the best jobs in the world. She had very good teachers at that time and this was the reason for thinking this way. Her beliefs about teaching had not changed and she still thought that it is the best job one can ever have. But, the power holders should value teachers much more than they do today. Question 11 was not sub-coded as nobody talked about being affected by a foreigner and choosing the profession while question 12 was sub-coded as PF (Positive Feelings). The 13th question asking about reasons for the beliefs was sub-coded as GRM (Good Role Models) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 8 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 8 said that she felt like a worker in the ELT kitchen. This was a rather extraordinary answer given by Teacher 8 never heard of before. This role made her feel awesome from time to time when students give feedback or when they graduate. Teacher 8 had teacher training experience other than teaching which she thought is a must. She expressed that researchers without experience are useless. As a result, her only answer sub-coded was: 16. A(Awesome). 15th and 17th questions were not sub-coded because they were not re-occurring.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 8 chose to work at a university because of personal reasons. It was near her house and her family. However when she was asked her commitment to her job, she said she felt committed to her job but not to her institution. This was just a feeling of her; she did not have a specific reason for it. Her only sub-coded answer was question number 18 as PR (Personal Reasons). 19th and 20th questions were not sub-coded as they were considered unique and not repeating.

TEACHER 9

ENVIRONMENT

Teacher 9 was an instructor at a private university. Before the interview she seemed quite nervous. The answers she gave to the questions under the layer Environment were very pessimistic. Question 1 asked what kind of things she had to cope with out of class and she said feeling tired, stress and taking work home. The things that influenced her out of class were her colleagues' attitudes, relations with her students and working conditions. The example she gave for a negative thing happening out of class was again about day-offs. They needed to get permission whenever they had extra things to do. Therefore, question 1 'TOP' (Teachers' out of class problems) was sub-coded as: W(Workload) and P(Personal Problems), question 2 'TEI' (Teachers' environmental influences) as SE (School

Environment) and question 3 ‘TNEE’ (Teachers’ negative environmental experiences) as: AP (Administrative Problems). It can be inferred from what Teacher 9 said for the first layer that she was not content with what is going on outside her classroom.

BEHAVIOUR

3 questions were directed to Teacher 9 under the heading Behaviour which was the second outer layer of the Onion Model. The fourth question of the interview was related with the previous question. Teacher 9 answered the question as ‘Nothing’, because she did not have any choice. Question 4 ‘TSS’ (Teachers’ survival skills) was sub-coded as N(Nothing). The following two questions asked about the reactions of the interviewee towards a positive and a negative behaviour in class. ‘TPA’ (Teachers’ positive attitudes) was sub-coded as A (Appreciate) and ‘TNA’ (Teachers’ negative attitudes) as S (Shout). Teacher 9 admitted that if she was too frustrated she would pull her face and sometimes shout to the classroom.

COMPETENCY

The third layer of the Onion Model is Competency. At this layer Teacher 9 was directed 4 questions within which she was supposed to talk about her capabilities and in-capabilities in class. She said she was capable of controlling and organizing things in class. She was very talented in doing this. On the other hand, she could not keep calm when something went wrong in class. The reason she gave was that because some problems could be beyond her solution capacity and she realized this on the first days of her teaching. Thus, her sub-codes for this layer were: CM (Classroom Management) for question 7, FY (First Year) for 10. Question number 8 and 9 were not sub-coded as they were not repeating answers.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 9. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 9 chose to be an English teacher because she loved English and culture-related courses. Before becoming a teacher she had positive beliefs about teaching, she thought that teaching required a great deal of commitment, devotion, patience and a lot of effort. She thought this way because when she was a student, she had the chance of observing all her teachers. Teacher 9 was still in the same view; her beliefs had not changed in spite of all the years gone by but she confessed not being as idealistic as before. Question 11 was

sub-coded as GAE (Good At English) while question 12 was as CDP (Commitment/Devotion/Patience). The 13th question asking about reasons for the beliefs was sub-coded as OTP (Observing Teaching Profession) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 9 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 9 said something that no other teacher ever talked about. She saw herself as a control-freak teacher. Her answer was not considered related, so it was not sub-coded. This role made her sometimes feel important, other times worthless. Her second answer also did not mean anything. She was considered indecisive and her answers were quite vague. She did not have any other work experience, however she had siblings who were teachers and Teacher 9 thought that this may have effects on her teaching. As a result, her only answer sub-coded was: 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 9 quite liked teaching English and being with young people all the time. Not only earning money, but also the satisfaction she got from what she did mattered a lot. She thought that she was committed to her job to a great extent because she always tried to do her best. Her last 3 answers were sub-coded as: LTUS (Like Teaching University Students) and PR (Personal Reasons) for 18, F (Fully) for 19 and DMB (Doing My Best).

TEACHER 10

ENVIRONMENT

Teacher 10 was also very experienced in teaching. For the first question she talked about the exposure to Turkish life, she complained about no native speakers being outside. The things outside class that influenced her were brain and restriction of behaviour. What she meant by brain was understood in the following question. When she was asked to give a specific example of a negative thing happening out of class, she talked about not being able

to use her imagination, thus feeling like a robot. Her first question was sub-coded as TL (Turkish Language), second question as PP (Personal Problems) and third question as PP (Personal Problems) again.

BEHAVIOUR

The next 3 questions asked about what Teacher 10 did, in other words, her behaviours. Teacher 10 had talked about being like a robot, always being in a routine like coming to school, going shopping, etc. In order to overcome this situation, she went on holidays when possible and is she had enough money. She used the internet, twitter, etc. If something positive happened in class (if a student did sth positive) she would get excited, happy and enthusiastic. On the other hand, if something negative happened in the class, Teacher 10 would be sad, sometimes immune to that behaviour, rarely angry and frustrated. Her only answer sub-coded was: GH (Get Happy) for question 5. The 4th and the 6th answers were not sub-coded as they were considered unique.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 10 in which her capabilities in class were mentioned. Teacher 10 said she was capable of letting the students use their imagination, making them think and their dreams come true. However, sometimes she was not successful in doing this due to the way of being brought up. Teacher 10 realized this when she seldom had classes that had difficulty in thinking. Her only answer sub-coded was: PE (Previous Exposure) for question 9 since the other 3 answers of Teacher 10 were not re-occurring.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 10. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 10 chose to be an English teacher because she had no other choice and she did love English. In those days, she thought that she could be a different, good teacher as she had been brought up abroad; she had very good English and a very good English teacher whom she took as an example. Teacher 10 thought like this 20 years ago but now when the syllabus, the books, the students' problems arose; she understood that she was in the real world now. So, her beliefs changed in time. Question 11 was sub-coded as NOC (No Other Choice) while the 13th question asking about reasons for the beliefs were sub-coded as GRM (Good Role Models) and EAS (Experiences As Student) and the last

question of the layer was sub-coded as NC (Negative Change). The 12th question was not sub-coded as it was not a repeating answer.

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 10 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 10 said she was a kind of guide for the students. She tried to broaden their minds, make them think in a different way and become enthusiastic about English. This role made her feel special. Teacher 10 did not have any other work experience but she was brought up among foreigners in languages, so she thought that this may have had affected her style of teaching. As a result, her answers were sub-coded as: 15. G (Guide) and 17. N (No). Question 16 was not sub-coded as it was not repeating.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 10 was working at the institution at the time because she had no other choice. She loved Konya, languages and students. Konya was near everywhere, so she also liked the location of the city. Teacher 10 felt responsible towards the students and that human relationships needed to be positive. Thus, she felt %100 committed to her job. The last 3 answers of Teacher 10 were sub-coded as: LTUS (Like Teaching University Students), GE (Great Extent) and R (Responsibility) for the last question of the interview.

TEACHER 11

ENVIRONMENT

Teacher 11 was asked 3 questions. For the first question she initially said she was the Vice Director of the school and that she had a lot of paper work. Secondly, she was a mother. These things were very hard to cope with for her. If these things interfere with her profession, she would be influenced by this. For the last question of this layer, Teacher 11 was required to give a specific example of something negative happening out of class. She said that if she was tired or had a health problem, she could not concentrate on her lessons which made her feel inefficient. Therefore, the answers of teacher 11 for the first question

were sub-coded as: W (Workload) and PP (Personal Problems). The second question was coded as PP (Personal Problems) and question 3 as PP (Personal Problems) again.

BEHAVIOUR

The next 3 questions asked about what Teacher 11 did, in other words, her behaviours. Teacher 11 tried to sleep more and to plan her work. If something positive happened in class (if a student did sth positive) she would appreciate it and show her appreciation immediately. She would sometimes give a gift like chocolate. On the other hand, if something negative happened in the class Teacher 11 would ignore if it is not much irritating. However, if the situation is irritating, she would want the student(s) to go out. Thus, her answers were sub-coded as: MTB (Manage Time Better) for question 4, A (Appreciate) and GS (Give Something) for question 5 and I (Ignore) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 11 in which her capabilities in class were mentioned. Teacher 11 mentioned about being an experienced teacher, she had been teaching for 10 years. She carried on to say that she was capable of classroom management, teaching grammatical rules and using technology in class. She said she could do anything from acting to singing, but she could not draw well. This was her only in-capability in class just because she was not talented for this. She was not born for this. Her answers were sub-coded as: CM (Classroom Management), TE (Teaching English) and T (Technology) for question 7, SC (Since Childhood) for question 10. Question number 8 and 9 were not sub-coded as no other interviewee talked about a talent for drawing.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 11. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 11 chose to be an English teacher because she liked working with students and she liked teaching. She always wanted to be an English teacher, it was her dream. Question number 11 was sub-coded as LWWP (Love Working with People) and MI (My Ideal). Teacher 11 only thought of being a good teacher and doing her best before becoming a teacher. There was no specific reason for thinking in this way; it was just a way of motivating herself. She was in the same view, her beliefs had not changed and she

always tried to improve herself although she faced different kind of problems every day. Question 12 was sub-coded as PF (Positive Feelings) and the 13th question asking about reasons for the beliefs was sub-coded as NSR (No Specific Reason) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 11 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 11 said she was a guide and a source. This role makes her feel happy and important. Teacher 11 tried translating once and is now the Vice Director of SOFL (School of Foreign Languages), however, she did not think that these experiences contributed anything to her profession. As a result, her answers were sub-coded as: 15. G (Guide), 16. GH(Good/Happy) and I (Important) 17. VD (Vice Director) and T (Translator).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution Teacher 11 did, how committed she felt to her job and the reasons for feeling this way. Teacher 11 always wanted to work at a university. She liked teaching adults and frankly expressed that she was sometimes committed to her job because from time to time she had psychological and financial problems. She had a lot of paper work, she helped the Director and it was not easy to handle everything at the same time. Thus, the last 3 answers of Teacher 11 were subsequently sub-coded as: LTUS (Like Teaching University Students), NMC (Not Much Committed) and BWA (Bad Working Atmosphere).

TEACHER 12

ENVIRONMENT

Teacher 12 was a state university instructor in Ankara. For the first question she talked about her academic studies. She was a PhD student at an ELT Department and the things she had to cope with were time limitation and work load. Teacher 12 could not give a specific example of a negative thing happening out of class but sometimes she found it difficult to be a teacher and a student at the same time. She seemed very tired and sleepless. It was obvious that she needed a long summer holiday. Her first question was

sub-coded as W (Workload), second question as TL (Time Limitation) and third question as PP (Personal Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 12 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 12 tried to study regularly and manage time better in order to overcome the previous situation she talked about. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she praised them whenever they did something good in class. On the other hand, if something negative happened in the class, Teacher 12 chose to speak personally later on. Therefore, her answers were sub-coded as: MTB (Manage Time Better) for the 4th question, P (Praise) for question 5 and TSP (Talk to Student(s) Personally) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 12 in which her capabilities in class were mentioned. Teacher 12 said she was capable of making the students feel comfortable; they could reach her whenever they needed her. However, she admitted not being able to pay attention to learner differences very often because of crowded classes. When she was asked the time she realized this in-capability, she said at the very beginning of her teaching career. Her answers were sub-coded as: HPA (Holding Positive Atmosphere) for question 7, DS (Deal with Each Student Separately) for question 8, CC (Crowded Classes) for question 9 and for the 10th question FY (First Year).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 12. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 12 chose to be an English teacher because it was her ideal, she loved the language itself. Those days, she thought that teaching was easy and enjoyable because of the environment and the things she heard from around. Teacher 12 had been teaching for 15 years now and her beliefs changed totally. She now understood how demanding a profession teaching is. Question 11 was sub-coded as: MI (My Ideal) while question 12 was sub-coded as EE (Easy/Enjoyable). The 13th question asking about reasons for the beliefs was sub-coded as EAS (Experiences as Student) and the last question of the layer was sub-coded as E (Eutopia). She confessed being living in a eutopia then.

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 12 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 12 said she thought she was a good facilitator and this made her feel really good. Lastly, she had no other work experience that would contribute to her teaching style. As a result, her answers were sub-coded as: F (Facilitator) for 15, GH (Good/Happy) for 16 and N (No) for the last question of this layer.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 12 chose to work at a university because she loved working there and she felt rather committed to her job. The reason she gave for her commitment was her colleagues, administrators and her students. They altogether made her feel this way. Her sub-coded answers were LTUS (Like Teaching University Students) for question 18, GE (Great Extent) for question number 19 and the 20th question was not sub-coded as it was not re-occurring.

TEACHER 13

ENVIRONMENT

Teacher 13 was an instructor at a state university. She had a PhD. In ELT and was an assistant professor. Before the interview she seemed quite energetic and curious about the questions. Question 1 asked what kind of things she had to cope with out of class and she said nothing actually but sometimes students with different levels of English disturbed her. The things that influenced her out of class were from time to time health problems, but, other than that she did not allow anything outside to affect her teaching. Therefore, question 1 ‘TOP’ (Teachers’ out of class problems) was sub-coded as: N (Nothing), question 2 ‘TEI’ (Teachers’ environmental influences) as: NFE (Negative Feelings about English) and question 3 ‘TNEE’ (Teachers’ negative environmental experiences) as: PP (Personal Problems).

BEHAVIOUR

3 questions were directed to Teacher 13 under the heading Behaviour which was the second outer layer of the Onion Model. The fourth question of the interview was related with the previous question. Teacher 13 had answered the question as 'Health problems' which she tried not to think about in order to overcome. Question 4 'TSS' (Teachers' survival skills) was sub-coded as TP (Think Positively). The following two questions asked about the reactions of the interviewee towards a positive and a negative behaviour in class. 'TPA' (Teachers' positive attitudes) was sub-coded as A (Appreciate) and P (Praise). 'TNA' (Teachers' negative attitudes) as I (Ignore) and TCL (Take Care Later).

COMPETENCY

The third layer of the Onion Model is Competency. At this layer Teacher 13 was directed 4 questions within which she was supposed to talk about her capabilities and in-capabilities in class. She said she tried to do her best in all parts of the class. On the other hand, she had difficulty in catching the attention of the students and motivating the de-motivated students. Teacher 13 was a humanistic teacher thinking of her students' psychology as well. The reason she gave for the motivation problem was that students should not always be thought of robots; they should be considered as human beings and tolerated when they do not want to do anything related to the lesson. The time she realized this problem was seldom encountering in some classes. Thus, her sub-codes for this layer were: MB (My Best) for question 7, MS (Motivate Students) for 8. Questions 9 and 10 were not sub-coded because of no re-occurring.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 13. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 13 chose to be an English teacher because it was her ideal. She had and English teacher at Secondary School who was her role model and who inspired her to choose teaching. Before becoming a teacher she always had positive feelings about teaching with no specific reason. Teacher 13 was still in the same view; her beliefs had not changed in spite of all the years gone by. Question 11 was sub-coded as MI (My Ideal) and GRM (Good Role Models) while question 12 was as PF (Positive Feelings). The 13th question asking about reasons for the beliefs was sub-coded as NSR (No Specific Reason) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 13 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 13 said that she was a teacher at the same time a director. She was a person who monitors and facilitates classroom events. This role made her feel awesome, because she was the leader, the director of the class. She showed the way and the students chose their own way of learning. For the last question of this layer, she told the interviewer that she did not have any other work experience other than teaching. As a result, her answers were sub-coded as: 15. A (Authority), EI (English Instructor) and F (Facilitator). For 16. A (Awesome) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 13 liked teaching at university level and she felt committed to her job to the fullest extent. She was happy to be a teacher, she felt herself at the right point, doing the right job. She considered the negative things going on around as the flavors of the teaching process. Her last 3 answers were sub-coded as: LTUS (Like Teaching University Students) for 18, F (Fully) for 19 and RJ (Right Job) for the last question of the interview.

TEACHER 14

ENVIRONMENT

Teacher 14 was also a very experienced teacher having taught for 25 years. For the first question she talked about the developing of materials being a big load for her. The things that influence her out of class were family problems and health problems. When she was asked to give a specific example of a negative thing happening out of class, she talked about some students saying that learning English is not necessary and that they will not use it in the future. This situation affected her negatively. Her first question was sub-coded as W (Workload) second question as PP (Personal Problems) and third question was not sub-coded as it was not a repeating answer.

BEHAVIOUR

The next 3 questions asked about what Teacher 14 did, in other words, her behaviours. Teacher 14 talked about what she did to survive the negative attitudes of the students she mentioned in the previous question as trying to make them play games and give them rewards, try to hold a positive atmosphere. If something positive happened in class (if a student did sth positive) she would praise them in short. On the other hand, if something negative happened in the class, Teacher 14 would warn them and say that they are teenagers and that they should be aware of their responsibilities. Therefore, her answers sub-coded were: TP (Think Positively) for question 4, P (Praise) for number 5 and W (Warn) for number 6.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 14 in which her capabilities in class were mentioned. Teacher 14 said she was capable of teaching anything related to her subject. However, sometimes she could not make all the students in class speak, this was a problem for her as they did not feel comfortable and they did not have enough self-confidence. She said that she realized this problem when they had speaking exams. Her answers sub-coded were: TE (Teaching English) for question 7, MSS (Making Students Speak) for question 8, LSC (Lack of Self-confidence) for number 9. The last answer was not sub-coded as it was not re-occurring.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 14. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 14 chose to be an English teacher because she liked learning foreign languages. Before she became a teacher, she thought she could teach everything easily, but now she understood that it was not so easy to do. She believed in this way because she thought that her students liked English as much as she did. The last question of the layer asked Teacher 14 whether or not her beliefs had changed and to what extent. She told the interviewer that most things changed when the students started to trust and like her. So, her beliefs changed in time. Question 11 was sub-coded as GAE (Good At English) while the 12^{th} question asking about her beliefs were sub-coded as EE (Easy/Enjoyable), and the last question of the layer was sub-coded as PC (Positive Change). The 13^{th} question was not sub-coded as it was not a repeating answer.

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 14 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 14 said she was an ordinary English teacher trying to do her best. This role made her feel privileged and she had not yet had any other work experience other than teaching. As a result, her answers were sub-coded as: 15. EI (English Instructor), 16. P (Privileged) and 17. N (No). Question 16 was not sub-coded as it was not repeating.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 14 said she was there to teach teenagers English and she felt so committed to her job that she was not thinking of giving up yet even though she had the chance to retire. The reason she gave was that she had the power to overcome all the problems she faced if she could be patient enough. Thus, she felt %100 committed to her job. The last 2 answers of Teacher 14 were sub-coded as: LTUS (Like Teaching University Students) and F (Fully) for question 19. The last answer was not sub-coded because no other interviewer talked about being patient enough to cope with problems.

TEACHER 15

ENVIRONMENT

Teacher 15 was an instructor at a state university. For the first question he said he had nothing to cope with out of class and the things that affected him out of class were the negative attitudes of other university lecturers towards them and their school. The last question of this layer asked for a specific example of something negative happening out of class. Teacher 15 stated the misconceptions of students about the quality and effectiveness of the education provided to them by his institution. His first question was sub-coded as N (Nothing) second question as NFE (Negative Feelings about English) and the third question was not sub-coded as it was unique.

BEHAVIOUR

The next 3 questions asked about what Teacher 15 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 15 said that in order to overcome the previous problem, he tries to explain to the students that the education given by his university complies with the standard language teaching practices. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did sth positive) he would appreciate it and be more willing to teach. On the other hand, if something negative happened in the class, Teacher 15 never chose to humiliate his students in class. If it is a class-wide problem he would spare time to talk to them about how to overcome it. If personal, he would talk in private after class. His answers were sub-coded as: TR (Talk to Respondent) for question number 4, A (Appreciate) for question 5 and TSP (Talk to Student(s) Personally) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 15 in which his capabilities in class were mentioned. Teacher 15 said he could enrich the activities in class and use various sources to teach a certain subject. On the other hand, no matter how hard he tried, he could never be successful in encouraging his students to speak English. The reason of this was the lack of environment for the students, speaking of English was not an essential need in their everyday life. He was always aware of this fact; it had always been so and would continue to be so. His answers were sub-coded as: TE (Teaching English) for question 7, MSS (Making Students Speak) question 8, for number 9 LE (Lack of Environment). AA (Always Aware) was the last code for the last question of this layer.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 15. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 15 chose to be an English teacher because he was interested in English when he was at High School, he was good at English, however, he had no specific beliefs, it was just a job that he could do for a living and he did not have any specific reasons for feeling this way. Teacher 15 had been teaching for more than 10 years and he admitted still not having any beliefs about his profession. Question 11 was sub-coded as both GAE (Good at English) while question 12 was not sub-coded as Teacher 15 had no certain beliefs about his job. The 13th question asking about reasons for the beliefs was sub-coded as NSR (No

Specific Reason) and the last question of the layer was not sub-coded as the interviewer still did not have any beliefs.

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 15 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 15 said that once his role was to be a facilitator and to provide enriching activities, but now it was limited to giving or providing information only. This current role made him feel unimportant, kind of useless. Teacher 15 had no other work experience that may have affected his teaching style or philosophy. As a result, his answers were sub-coded as: 16. U(Unimportant) and 17. as N (No). Question number 15 was not sub-coded because it was not a repeating answer.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. Teacher 15 said that he had always wanted to work with young adults; they were easier to teach and to get on with than children. Teacher 15 confessed not being much committed to his job since he had lost his enthusiasm in the last years due to the incorrect policies or regulations in the country related to language teaching. The last 3 answers of Teacher 15 were sub-coded as: TAE (Teaching Adults Easy), NMC (Not Much Committed) and BWA (Bad Working Atmosphere) for the very last question of the interview.

TEACHER 16

ENVIRONMENT

Teacher 16 was again an instructor at a state university. For the first question he said things were usually smooth out of class and there were no problems fortunately. He had nothing to cope with and the things that affected him out of class were the personal conflicts outside of him and the overall atmosphere of the country. He did not give any specific example of a negative thing as everything was ok for him outside the class. His first question was sub-coded as N (Nothing), second question as PP (Personal Problems) and the third question was sub-coded as NNT (No Negative Thing). Teacher 16 was a very

qualified teacher having taught over 20 years and was very self-confident, aware of what he was doing.

BEHAVIOUR

The next 3 questions asked about what Teacher 16 did, in other words, his behaviors towards positive and negative attitudes in class. Teacher 16 answered the previous question as *nothing,* so the first question of the layer Behaviour had to be skipped. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did sth positive) he would encourage and praise them. On the other hand, if something negative happened in the class, Teacher 16 either tried to connive at it or eliminate it politely. His answers were sub-coded as: E (Encourage) and P (Praise) for question number 5 and EP (Eliminate Politely) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 16 in which his capabilities in class were mentioned. Teacher 16 said he could teach his subject efficiently and hold a positive atmosphere in the class. However, he could not prevent his students from speaking Turkish. The reason he gave for this was lack of motivation which he realized some time ago, he could not give an exact date but he talked approximately. His only answer sub-coded was: TE (Teaching English) and HPA (Holding Positive Atmosphere) for question 7. The remaining 3 questions of this layer were not sub-coded as they were not repeated by any other interviewee.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 16. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 16 chose to be an English teacher because the school where he started teaching temporarily was excellent and his colleagues were exemplary. Teacher 16 was very honest to say that initially, he did not regard it as a career because of his experiences as a student before 9/12/1980. As above mentioned, Teacher 16 was an experienced teacher and now his thoughts had changed in favor of teaching. Question 11 was sub-coded as both GRM (Good Role Models), question 12 was not sub-coded as Teacher 16 did not regard teaching as a career which was a statement no other teacher talked about. The 13th question asking about reasons for the beliefs was sub-coded as EAS (Experiences As Student) and the last question of the layer was sub-coded as PC (Positive Change).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 16 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 16 was very humble in answering the following questions. He said that he was an English teacher still trying to further his education. He did not regard himself as an accomplished teacher as he did not feel he was much of a help to the students. This role made him feel unimportant and useless. Teacher 16 had no other work experience that may have affected his teaching style or philosophy. As a result, his answers were sub-coded as: 15. EI(English Instructor), 16. U(Unimportant) and 17. as N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. Teacher 16 quite briefly and frankly said that he took a test years ago and got a place. Teacher 16 liked his job but the awkward position of his school prevented him from feeling fully committed since in the minds of the students his school was a temporary resting place. The rules and regulations seemed to support this view. The last 3 answers of Teacher 16 were sub-coded as: C (Coincidence), NMC (Not Much Committed) and BWA (Bad Working Atmosphere) for the very last question of the interview.

TEACHER 17

ENVIRONMENT

Teacher 17 was a state university instructor. For the first question she talked about her family matters, the only thing she had to cope with was her family. The illnesses and the homework of her children were the things that influenced her out of class. When she was asked to give an example of something negative happening out of class, she talked about not being able to find an organized baby-sitter for 3 years and how this was overwhelming her. Extraordinarily, all the answers of Teacher 17 for the first layer of the model were sub-coded as: PP (Personal Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 17 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 17 carried on with the previous question and was said she was still hopefully in search of a regular baby-sitter. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she tried to encourage them to do better. On the other hand, if something negative happened in the class, Teacher 17 would talk to them and explain the reality of life.. Therefore, her answers were sub-coded as: E (Encourage) for question 5 and TSP (Talk to Student(s) Personally) for the last question of this layer. Question number 4 was not sub-coded as nobody else said anything about trying to find a baby-sitter.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 17 in which her capabilities in class were mentioned. Teacher 17 was not very humble in terms of her capabilities. She said she was capable of doing everything related to English and that there was nothing she could not do. Thus, her only answer sub-coded at this point was question 7 as E (Everything).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 17. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 17 chose to be an English teacher because her secondary school teacher encouraged her to be so. She always loved teaching without any reason. She had been teaching for more than 15 years, however, her thoughts had not changed and she was not burnout yet. Question 11 was sub-coded as GRM (Good Role Models) while question 12 was sub-coded as PF (Positive Feelings). The 13th question asking about reasons for the beliefs was sub-coded as NSR (No Specific Reason) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 17 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher

17 said that she was trying to be a model for her students about English which made her feel privileged. Teacher 17 had no other work experience other than teaching. As a result, her answers sub-coded were: 15. RM (Role Model), 16. PC (Privileged/Comfortable) and 17. As N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 17 chose to work at a university because she loved teaching at university level. When she was asked her commitment to her job, she said she felt really committed to her job, like %100 because it was her job and she was earning money from that. Her sub-coded answers were question number 18 as LTUS (Like Teaching University Students), 19th as F (Fully) and the 20th question as R (Responsibility).

TEACHER 18

ENVIRONMENT

Teacher 18 was a very novice state university instructor. For the first question she talked about a lot of things including workload, assignments, quizzes and students wanting too much to socialize with her. The things that affected her out of class were first of all her mood and secondly the administrators being unfair from time to time. This made her burnout already. When she was asked to give an example of something negative happening out of class, she again emphasized students being too frank outside, wanting to socialize too much. Teacher 18 seemed quite irritated by this and explained her behaviour towards this in the following question under the layer BEHAVIOUR. Her first question was sub-coded as W (Workload) and PP (Personal Problems), second question as SE (School Environment) and the third question as PP (Personal Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 18 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 18 carried on with the previous question and said that when she faced something like the previous question she simply chose to make jokes and talk to them like a friend. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she would laugh, clap and do many things like that. On the other hand, if something negative

happened in the class, Teacher 18 reminded them why they were there and chose to talk like a big sister. Therefore, her answers were sub-coded as: TR (Talk to Respondent) for question 4, GH (Get Happy) for question 5 and TSP (Talk to Student(s) Personally) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 18 in which her capabilities in class were mentioned. Teacher 18 said she was good at classroom management although she was not strict and sometimes ineffective about warning the students. However, she said that she could do everything in class; there was nothing she could not do. She even danced. So, the following 2 questions had to be skipped. Her answers were sub-coded as: CM (Classroom Management) for question 7 and N (Nothing) for question 8.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 18. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 18 chose to be an English teacher because she adored her English teacher at Primary School. She believed that it was the best job for her because she was emotional, friendly and outgoing and that her character was suitable for being a teacher. Her beliefs about teaching had not changed much although she was more impatient now than before. Question 11 was sub-coded as GRM (Good Role Models) while question 12 was sub-coded as PF (Positive Feelings). The 13th question asking about the reasons for the beliefs was not sub-coded as no other teacher talked about their characters being suitable for the job and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 18 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 18 said that she was a guide and a big sister. This role made her closer to students. She was not an authority but a friend that they love. They were not afraid of her but afraid of hurting her feelings. Teacher 18 did not have work experience other than teaching. As a

result, her answers sub-coded were: 15. G (Guide), 17. N(No). The 16th question was not sub-coded because it was not re-occurring.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 18 answered this question as being too lazy to take all the exams again for a different institution; she did not know why she was there. However when she was asked her commitment to her job, she said she felt committed to her job but not to her institution as most of the administrators were not fair. Her sub-coded answers were question number 18 as PR (Personal Reasons) and 20th question as BWA (Bad Working Atmosphere). Question 19 was not sub-coded as it was considered unique and not repeating.

TEACHER 19

ENVIRONMENT

For the first question, Teacher 19 talked about finding the right materials according to the level of the students being a challenge for him. What influenced him out of class was the motivated-demotivated student. The last question of this layer asked for a specific example of something negative happening out of class. Teacher 19 said the long working hours could be sometimes disturbing and that was all. His first question was sub-coded as W (Workload) and the remaining 2 questions were not coded since they were not recurring.

BEHAVIOUR

The next 3 questions asked about what Teacher 19 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 19 misunderstood the first question of the second layer asking how he overcame the previous situation he mentioned in the first layer. He answered as searching the internet to get the right materials. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did sth positive) he usually gave positive feedback like a small gift. On the other hand, if something negative happened in the class, Teacher 19 would warn them to concentrate more. His answers were sub-coded as: GS (Give Something) and PF (Positive Feedback) for question 5 and W (Warn) for the last question of this layer. Question number 4 was not sub-coded as it was not a repeating answer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 19 in which his capabilities in class were mentioned. Teacher 19 said he was good at giving grammar structures, however, not so good at making the students talk. The reasons he gave for not being able to make the students speak was because they were shy, afraid of making mistakes and they were used to being taught grammar since their childhood. As the years passed, he understood that oral communication in class was not that easy. His answers were sub-coded as: for question 8 MSS (Making Students Speak), for number 9 FS (Feeling Shy/Ashamed) and PE (Previous Exposure). AYP (As Years Pass) was the last code for the last question of this layer. The first question of this layer was not coded as no other interviewer talked about being good at giving grammar structures only.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 19. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 19 chose to be an English teacher because he had no better alternative than being an English teacher at that time. The only belief he had about it was that he liked teaching English and that was all. He had no specific reason for thinking so and unfortunately, over the years, his pure thoughts about teaching changed negatively. Question 11 was sub-coded as NOC (No Other Choice) while question 12 was as PF (Positive Feelings). The 13th question asking about reasons for the beliefs was sub-coded as NSR (No Specific Reason) and the last question of the layer was sub-coded as NC (Negative Change).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 19 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 19 said that students considered him as a friend rather than a teacher and he sometimes thought that this was wrong. This role made him feel sometimes good but sometimes bad as there could be discipline problems from time to time. Teacher 19 had no other work experience that may have affected his teaching style or philosophy. As a result, his answers were sub-coded as: 15. FM (Friendly Mother) and 17. as N (No). Question number 16 was not sub-coded because it was not a repeating answer.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. After graduation, Teacher 19 used to feel more ambitious and preferred to work at a university. As long as the working conditions were good, he felt committed to his job because bad working atmosphere and demotivated students affected his behaviour about everything. The last 3 answers of Teacher 19 were sub-coded as: AF (Academic Field), NMC (Not Much Committed) and BWA (Bad Working Atmosphere).

TEACHER 20

ENVIRONMENT

Teacher 20 was an experienced state university instructor. For the first question she talked about being a mother. She wanted to be a good mother and there was nothing that challenged her out of class other than that. The things that affected her out of class were first of all her children and some of her colleagues. When she was asked to give an example of something negative happening out of class, she remembered her mother's death 4 years ago. Since then she was having some difficulties. Her first question was sub-coded as PP (Personal Problems), second question as PP (Personal Problems) and PA (Partners' Attitudes) and the third question as PP (Personal Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 20 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 20 carried on with the previous question and said that there was nothing she could do about her mother's death. She was trying to cope with it. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she always tried to encourage her students to do good things and she sometimes praised them. On the other hand, if something negative happened in the class, Teacher 20 tried to explain the negative sides of their behaviours even if she got angry. Therefore, her answers were sub-coded as: N (Nothing) for question 4, E (Encourage) and P (Praise) for question 5 and TSP (Talk to Student(s) Personally) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 20 in which her capabilities in class were mentioned. Teacher 20 said she could do many things related to English. She sometimes had trouble in making the students speak English in class. The reason she gave for this was student demotivation. Students also felt embarrassed when they made mistakes. She realized this just at the beginning of her career. Her answers were sub-coded as: HPA (Holding Positive Atmosphere) for question 7 and for question 8. For number 9, the answer was sub-coded as FS (Feeling Shy/Ashamed) and the last question of the layer as FY (First Year).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 20. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 20 chose to be an English teacher because she adored her English teacher at High School. Her teacher encouraged her to be an English teacher. She said she absolutely loved teaching English because she wanted to teach everything about English, she was satisfied with her job. Her beliefs about teaching had not changed at all. Question 11 was sub-coded as GRM (Good Role Models) while question 12 was sub-coded as PF (Positive Feelings). The 13th question asking about the reasons for the beliefs was sub-coded as LMJ (Love My Job) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 20 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 20 said that she was a good guide. This role made her feel privileged. Teacher 20 did not have work experience other than teaching. As a result, her answers sub-coded were: 15. G (Guide), 16. P/C (Privileged/Comfortable) and 17. as N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 20 loved working at the institution she was at that moment because she wanted to help young people, she liked being with them. She felt

really committed to her job because as she mentioned before, she was happy to have a job like that. Her sub-coded answers were question number 18 as LTUS (Like Teaching University Students), 19 as F (Fully) and 20th question as RJ (Right Job).

TEACHER 21

ENVIRONMENT

For the first question, Teacher 21 talked about poor public perfection and planning-programming. Everybody expected perfect English from her and they wanted her to go hand in hand with the changing technology. This demotivated her to some extent. The things that affected her out of class were the negative stories she heard from the students about their background English education. From time to time she had such problems like arguments with partners or administrative problems which affected the classroom environment. Her first question was sub-coded as PP (Personal Problems) and W (Workload), second question as NFE (Negative Feelings about English) and the third question as PA (Partners' Attitudes).

BEHAVIOUR

The next 3 questions asked about what Teacher 21 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 21 carried on with the previous question and said she did her best to overcome the problem. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she was encouraged by what happens in class and it gave her positive feedback, she would show positive reactions. On the other hand, if something negative happened in the class, Teacher 21 would show immediate reaction, she said she was a human being and she admitted yelling to the students from time to time. Therefore, her answers were sub-coded as: DMB (Do My Best) for question 4, PF (Positive Feedback) for question 5 and S (Shout) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 21 in which her capabilities in class were mentioned. Teacher 21 said she could do many things, including making the students speak, enjoying what they do, simplifying if necessary and making the lesson colorful enough. However, she had difficulty in making them catch up because of their background education, strengths and weaknesses. She also found it difficult to motivate the demotivated students because of the teacher and the needs of the society, the

environment they used. She said half the blame was on the teacher and the other half belonged to the needs of the society. She understood this when she strived hard for the whole lesson and at the end it did not work. Her answers were sub-coded as: HPA (Holding a Positive Atmosphere) for question 7, MS (Motivate Students) and P (Pacing) for question 8. For number 9, the answer was sub-coded as LE (Lack of Environment) and the last question of the layer was not coded as it was not recurring.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 21. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 21 chose to be an English teacher because she felt she had the capability for the job. She used to believe that it would be easy to motivate the students and that dedication was important for motivation and concentration. She thought that ability would be enough because you always had to take challenges and try to improve yourself. Her beliefs about teaching had changed thoroughly, now she knew that ability was not enough. Question 11 was sub-coded as GAE (Good At English) while question 12 was sub-coded as EE (Easy/Enjoyable). The 13th question asking about the reasons for the beliefs was not sub-coded and the last question of the layer was sub-coded as E (Eutopia).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 21 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 21 said that she was an assistant to the students and this role made her feel privileged. She had working experience other than teaching English which was working for a company as a manager. This experience increased her communication skills, according to Teacher 21. As a result, her answers sub-coded were: 16. P/C (Privileged/Comfortable) and 17. CM (Company Manager).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 21 always wanted to teach young adults because she believed it was easier to teach and make them concentrate. She said that every year her

commitment rate to her job changed because every year she had different students and different situations. Her only sub-coded answer was question number 18 as LTUS (Like Teaching University Students) and TAE (Teaching Adults Easy). The last 2 answers were not sub-coded as her answers were vague.

TEACHER 22

ENVIRONMENT

For the first question, Teacher 22 talked about usual things like checking exam papers, correcting students' writing mistakes, planning the following day's classes, etc. He did not have many negative factors related to his teaching out of class, so he did not give a specific example for question 3. His first question was sub-coded as W (Workload), 2 as N (Nothing) and the last question NNT (No Negative Thing).

BEHAVIOUR

The next 3 questions asked about what Teacher 22 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 22 had answered the previous question as nothing negative, so he did not give how he overcame the situation. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did sth positive) he talked about his motto in class: 'Exaggerate everything positive'. He would show his appreciation to encourage the students. On the other hand, if something negative happened in the class, Teacher 22 would try not to correct the mistake directly. He would show the correct model in his response. His answers were sub-coded as: N (Nothing) for question 4, A (Appreciate) and E (Encourage) for question 5 and EP (Eliminate Politely) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 22 in which his capabilities in class were mentioned. Teacher 22 said he thought he could do most of the things he was supposed to do. The only thing he was not good at was pacing, having to catch up had always been a problem for him. According to Teacher 22, the reason for this was overloaded schedule and students with different levels of English. Whenever he was given an overloaded schedule, this problem arose. His answers were sub-coded as: for question 7 MB (My Best), for 8 P (Pacing) for number 9 C (Curriculum). The last question of this layer was not coded as no other interviewer talked about overloaded schedule for this question.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 22. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 22 chose to be an English teacher because he had always liked teaching, he also liked learning languages. He chose to be an English teacher because he thought it would help him make a living and at the same time it would make him happy. He believed he found what he had expected. Question 11 was sub-coded as GAE (Good At English) while question 12 was as PF (Positive Feelings). The 13th question asking about reasons for the beliefs was sub-coded as NSR (No Specific Reason) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 22 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 22 said that his role in the class was to be an encourager, a prompter to help the students learn. This role mostly made him feel worn out, but when he saw his students surviving in their conversations, he forgot everything and felt relieved. Teacher 22 had no other work experience that may have affected his teaching style or philosophy. As a result, his answers were sub-coded as: 15. F (Facilitator) 16. S (Satisfied) and 17. as N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. Teacher 22 liked working there and appreciated what that institution gave him. He was committed to his job to a large extent because as a teacher the institution he worked was one of the best places where he could do his job. The last 3 answers of Teacher 22 were sub-coded as: LTUS (Like Teaching University Students), GE (Great Extent) and RJ (Right Job).

TEACHER 23

ENVIRONMENT

For the first question, Teacher 23 talked about having to find different ways of teaching and having to make the learning experience pleasant for the students. She said that nothing out of class influenced her because she did not let environmental factors shape her beliefs or change the way she felt. She also did not give an example of a negative thing. Her first question was sub-coded as W (Workload), second question as N (Nothing) and the third question as NNT (No Negative Thing).

BEHAVIOUR

The next 3 questions asked about what Teacher 23 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 23 had said nothing to the previous question; she had nothing to survive, so question number 4 was skipped. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she did everything in her power to make it happen again. On the other hand, if something negative happened in the class, Teacher 23 would again do everything in her power to prevent it from happening again. Therefore, her only answer sub-coded was: E (Encourage) for question 5.

COMPETENCY

Under the layer Competency 4 questions were supposed to be directed to Teacher 23, however, since she answered question 7 'What are the things you are capable of doing in the class?' as *'Everything',* The following 3 questions of the layer had to be skipped. Teacher 23 said that she could do everything that a teacher should do in class; there was nothing that she could not do. Her sub-coded answer was: E (Everything) for question 7.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 23. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 23 chose to be an English teacher because she loved working with people and teaching involved working with people, so it was the job she always wanted to have. She always loved teaching with no specific reason. Her beliefs had not changed, she still liked teaching and her motto was 'Do something that you love and don't have to work a day'. Question 11 was sub-coded as LWWP (Love Working With People) while question

12 was sub-coded as PF (Positive Feelings) The 13th question asking about the reasons for the beliefs was sub-coded as NSR (No Specific Reason) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 23 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 23 said that she was a teacher; she was the person that kept the community together and going forward. This role made her feel privileged and she had no other work experience besides teaching English. As a result, her answers sub-coded were: 15. EI (English Instructor), 16. P/C (Privileged/Comfortable) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 23 worked better there, she felt better when working with young adults. She said she was fully responsible for their progress, fully committed because she felt she had to be the one to show the students the way. Her sub-coded answers were question number 18 as LTUS (Like Teaching University Students), 19 F (Fully Committed) and R (Responsibility).

TEACHER 24

ENVIRONMENT

For the first question, Teacher 24 talked about teaching many different departments and having to plan and study hard in order to teach better because if there is not enough material for the lesson she felt stressful. Office environment was also important for Teacher 24, it should be silent in order to be more effective This was the negative example she gave for the third question. She had to share her office with 7 other colleagues. Her first question was sub-coded as W (Workload), second question as SE (School Environment) and the third question was not coded as it was not repeated by any other interviewer.

BEHAVIOUR

The next 3 questions asked about what Teacher 24 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 24 had said that being too crowded in the office was a problem for her and she carried on to say that if there was a problem, she chose to talk in a good manner. However, she usually took work home where she felt freer. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she that it would make her happy. She would give feedback immediately and encourage them to do more. On the other hand, if something negative happened in the class, Teacher 24 would try to be cool and pretend not to see the problem at first. However, if it continued, she would warn the students verbally. Therefore, her answers sub-coded were: TR (Talk to Respondent) for question 4, PF (Positive Feedback) and E (Encourage) for question 5 and I (Ignore) and W (Warn) for the last question.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 24 regarding her capabilities and in-capabilities within the class. Teacher 24 said she tried to make the lesson as enjoyable as possible by telling stories or making jokes and letting the students makes jokes too. The next question was misunderstood; therefore the following 3 questions could not be sub-coded. Her sub-coded answer was: HPA (Holding Positive Atmosphere) for question 7.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 24. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 24 chose to be an English teacher because her father was a very big role model for her and encouraged her to choose the profession. She thought that her teachers at school were like a mother and she also liked sharing her knowledge with others. There was no specific reason for thinking like this, but she said that her environment influenced her. Her beliefs had not changed; she still liked teaching and sharing her knowledge. Question 11 was sub-coded as GRM (Good Role Models) while question 12 was sub-coded as PF (Positive Feelings) The 13th question asking about the reasons for the beliefs was sub-coded as NSR (No Specific Reason) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 24 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 24 said that her role changed from class to class. For some classes she was like a friend, for others the authority. These roles made her feel good, important and happy. She felt that she had the power and she had no other work experience besides teaching English. As a result, her answers sub-coded were: 15. A (Authority), 16. GH (Good/Happy) and I (Important) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 24 was working there because it was her dream; she had always wanted to teach at a university. When Teacher 24 taught English or when she transferred her knowledge, she felt like a hero and this made her feel truly committed. Her students' exam results, their behaviours and their eagerness to learn made her feel like that. Her sub-coded answers were question number 18 MD (My Dream), 19 F (Fully Committed). The last question was not coded as the answer was not regarded as recurring.

TEACHER 25

ENVIRONMENT

For the first question, Teacher 25 talked about teaching writing and regularly having to read and check many essays. What influenced her out of class was noise; the office environment was an important factor as she needed a silent place for preparation. She also gave this example for the following question. She talked about sharing the office with 7 other teachers, like the previous teacher, and not being able to study effectively. Her first question was sub-coded as W (Workload), second question as SE (School Environment) and the third question was not coded as it was not repeated by any other interviewer.

BEHAVIOUR

The next 3 questions asked about what Teacher 25 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 25 had said that being too

crowded in the office was a problem for her and she carried on and said that she could do nothing to overcome this situation. Even if she tried to talk, she could not get a solution. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she that she gave positive reinforcement like 'well done' or 'excellent'. On the other hand, if something negative happened in the class, Teacher 25 would try to be calm. She would change her behaviour from facilitator to authority with her tone of voice. Sometimes she would pretend not to see them. Therefore, her answers sub-coded were: N (Nothing) for question 4, PF (Positive Feedback) for question 5 and I (Ignore) and W (Warn) for the last question.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 25 regarding her capabilities and in-capabilities within the class. Teacher 25 totally misunderstood the questions related to this layer and gave irrelevant answers. Therefore, her answers were not sub-coded for this layer.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 25. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 25 chose to be an English teacher because it was her dream. She thought that teaching was a hard job and it did not get enough appreciation, nevertheless, she loved her job. The reason she gave was that she felt like a worker at the private university she was working. They had a lot of workload and did not receive a recompense for their work. Her beliefs had not changed; she still liked teaching. Question 11 was sub-coded as MI (My Ideal) while question 12 was sub-coded as DO (Demanding Occupation). The 13th question asking about the reasons for the beliefs was not sub-coded and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 25 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 25 said that her role changed from class to class. Mostly, she was like a facilitator. She monitored the students and helped them when necessary. This role made her feel special

and she had no other work experience besides teaching English. As a result, her answers sub-coded were: 15. F (Facilitator), 16. I (Important) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 25 was working there because she wanted to work with university students and she felt fully committed to her job because when she entered the class, it was her stage. She was fully in control and she liked this feeling. Her sub-coded answers were question number 18 LTUS (Like Teaching University Students), 19 F (Fully Committed) and 20 RJ (Right Job).

TEACHER 26

ENVIRONMENT

Teacher 26 was an instructor at a private university. For the first question he said he had to cope with disrespectful people out of class and that noisy environment would influence him, he could not focus. Teacher 26 perceived the third question from another angle and talked about something irrelevant. His first question was sub-coded as W (Workload) second question as SE (School Environment) and third question was not sub-coded as it was misunderstood by the interviewee.

BEHAVIOUR

The next 3 questions asked about what Teacher 26 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 26 said that he did not lose his temper and did not say anything to the respondents he had mentioned above. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did sth positive) he would support his ideas with his body language and he would use approving signs. On the other hand, if something negative happened in the class Teacher 26 would look at the students who did it sharply and let him understand his mistake himself. His answers were sub-coded as: N (Nothing) for question number 4, PF (Positive Feedback) for question 5 and W (Warn) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 26 in which his capabilities in class were mentioned. Teacher 26 said he was a very creative teacher and

could use creative teaching activities in class. He was also capable of keeping a positive atmosphere and supporting this with jokes. His lessons were very enjoyable. On the other hand, it seemed nearly impossible for him to be rude to the students. He misunderstood the question and the following in this case. He was always aware of this fact. From the first year on, he was aware of the fact. His answers were sub-coded as: HPA (Holding Positive Atmosphere) for question 7 and FY (First Year) was the last code for the last question of this layer. The 2 questions between were not coded as they were irrelevant.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 26. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 26 chose to be an English teacher because liked being a useful person to others and he thought that teaching would always be full of proud for him. He had observed his teachers and had come to this conclusion. Teacher 26 was still in the same view. His beliefs had not changed and would never. Question 11 was sub-coded as LWWP (Love Working With People) while question 12 was RH (Respectful/Honourable). The 13th question asking about reasons for the beliefs was sub-coded as OTP (Observing Teaching Profession) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 26 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 26 said that he was a creative instructor and his role was to teach the skills of English language efficiently and effectively. This role made him feel alive and in charge, on duty. Teacher 26 had work experience other than teaching English. He worked as a deputy manager in a private school, so he said he knew organization and discipline well enough. As a result, his answers were sub-coded as: 15. EI (English Instructor), 16. S (Satisfied) and 17. as VD (Vice Director)

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. Teacher 26 talked about always wanting to be in an academic

field and being %100 committed to his job because he had good relations with his colleagues and his students. The last 3 answers of Teacher 26 were sub-coded as: AF (Academic Field), F (Fully) and RJ (Right Job).

TEACHER 27

ENVIRONMENT

For the first question, Teacher 27 talked about having to cope with personal problems and her kid's problems. The things she had to cope with were negative attitudes of people and colleagues, getting too much caught up in students' problems. Teacher 27 sometimes felt pessimistic about the future, her career and about where she worked. She continued to talk about what she did in order to overcome this problem in the next layer. Her first question was sub-coded as PP (Personal Problems) and second question as PA (Partners' Attitudes) and the third question as PP (Personal Problems) again.

BEHAVIOUR

The next 3 questions asked about what Teacher 27 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 27 carried on with the previous question and said she talked to her family and her close friends to survive the pessimistic feelings she sometimes felt. She sometimes tried to relieve herself by reading or listening to something. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she would smile and praise. On the other hand, if something negative happened in the class, Teacher 27 would talk about what she expected of them and would remind them of the classroom rules. Therefore, her answers were sub-coded as: TP (Think Positively) for question 4, P (Praise) for question 5 and TSP (Talk to Student(s) Personally) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 27 in which her capabilities in class were mentioned. Teacher 27 said she could use variety in methods of presentation every class meeting and she could build community and engage students. However, she could not provide enough feedback to her students on their learning because she did not have adequate time during classes. She realized this problem 3 years ago. Her answers were sub-coded as: HPA (Holding a Positive Atmosphere) and CM (Classroom Management) for question 7, DS (Deal With Each Student Separately) for question 8. For

number 9, the answer was sub-coded as C (Curriculum) and the last question of the layer was not coded as it was not recurring.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 27. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 27 chose to be an English teacher because she loved to help people discover and build themselves. She loved being part of people's lives and teaching was fun for her. Her beliefs about teaching were that students learn best when they believe they can learn. She thought that students learn best when the classroom and the school environment support their emotional, social, cultural and educational needs. These thoughts resulted from her reflections on her own learning experience. Her beliefs about teaching had not changed much, but now she thought that studying hard was also important. Question 11 was sub-coded as LWWP (Love Working With People) while question 13 was sub-coded as EAS (Experiences As Student). The last question of the layer was coded as SO (Same Opinion) and the 12th question asking about the reasons for the beliefs was not sub-coded due to no re-occurrence.

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 27 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 27 said that she was a sample of experience. She had already passed where her students were going and this made her feel privileged. Teacher 27 did not have any other work experience other than teaching, however, she had joined many seminars and conferences which she thought were shaping her way of teaching. As a result, her answers sub-coded were: 15. RM (Role Model), 16. P/C (Privileged/Comfortable) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 27 was teaching at a university because she thought that she could share more with university students, she could also learn from them as they were young adults. She believed that university students had unique personalities,

experiences and ideas; it was fun to teach them. She was feeling very committed until that academic year as the system had changed, students had lost their motivation and she was not earning enough then. So, her commitment rate had decreased compared to the previous years. Her sub-coded answers were question number 18 as LTUS (Like Teaching University Students), 19. NMC (Not Much Committed) and the last question of the interview as BWA (Bad Working Atmosphere).

TEACHER 28

ENVIRONMENT

For the first question, Teacher 28 said she had to cope with her doctorate classes. She carried on to say that health problems would influence her out of class. And she did not have anything negative to give for the last question of the layer. Therefore, her first and second questions were sub-coded as PP (Personal Problems) and the third question as NNT (No Negative Thing).

BEHAVIOUR

The next 3 questions asked about what Teacher 28 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 28 had said nothing to the previous question; she had nothing to survive, so question number 4 was skipped. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she would praise her students and say 'well done' or 'very good'. On the other hand, if something negative happened in the class, Teacher 28 would talk with the students about the matter and try to solve the matter. Therefore, her answers sub-coded were: P (Praise) for question 5 and TSP (Talk to Student(s) Personally) for 6.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 28 asking about her capabilities and in-capabilities in class. She said that she could sympathize with the students and understand them. However, she talked about a very general problem that most English teachers face in Turkiye. She could motivate her students to speak English as they were not self-confident enough. She realized this problem when she started teaching at University. Her sub-coded answers were: HPA (Holding Positive Atmosphere) for question 7, MSS (Make Students Speak) for number 8, LSC (Lack of Self-confidence) for question 9 and the last answer was not sub-coded.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 28. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 28 chose to be an English teacher because she had always been interested in learning a foreign language. Before becoming a teacher, she had always believed in the importance of teaching a subject, it was not only about English. Her beliefs had not changed; she was still in the same view. Question 11 was sub-coded as MI (My Ideal) while question 12 was sub-coded as PF (Positive Feelings) The 13th question asking about the reasons for the beliefs was not sub-coded and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 28 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 28 said that she was trying to apply useful English teaching methods in her classes and that this role did not make her feel anything specific. She had no other work experience besides teaching English. As a result, her answers sub-coded were: 15. EI (English Instructor), 17. N (No). Question number 16 was not coded.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 28 worked at the institution she did because of her family, her family was living there. She really liked teaching and was fully committed because she was trying to improve herself. Her sub-coded answers were question number 18 as PR (Personal Reasons), 19 F (Fully) and DMB (Doing My Best).

TEACHER 29

ENVIRONMENT

Teacher 29 was a 15-year experienced teacher. Before the interview she seemed quite cheerful and comfortable. The answers she gave to the first and the third questions under the layer Environment was very short and to the point. For example, question 1 and 3 were

answered as *'Nothing much'* and question 2 asking what kind of things out of class influenced her was replied as a student insisting on calling her or asking to see her out of class. Therefore, question 1 'TOP' (Teachers' out of class problems) was sub-coded as N (Nothing), question 2 'TEI' (Teachers' environmental influences) as PP (Personal Problems) and question 3 'TNEE' (Teachers' negative environmental experiences) as NNG (No Negative Thing). It can be inferred from what Teacher 29 said for the first layer that she, just like Teacher 2, did not allow any factors outside to interfere with her teaching in the class.

BEHAVIOUR

3 questions were directed to Teacher 29 under the heading Behaviour which was the second outer layer of the Onion Model. The fourth question of the interview was related with the previous question. Teacher 29 answered the question before as 'No', so she did not have to overcome anything at this point. Question 4 'TSS' (Teachers' survival skills) did not need a sub-code. The following two questions asked about the reactions of the interviewee towards a positive and a negative behaviour in class. 'TPA' (Teachers' positive attitudes) was sub-coded as A (Appreciate) and GS (Give Something) as she said that she would appreciate orally or sometimes give something and encourage for more. 'TNA' (Teachers' negative attitudes) was sub-coded as TSP (Talk to Student(s) Personally).

COMPETENCY

The third layer of the Onion Model is Competency. At this layer Teacher 29 was directed 4 questions within which she was supposed to talk about her capabilities and in-capabilities in class. Teacher 29 was not very humble in terms of competency. She said she could teach four skills, she could encourage students to be better, she could build up a good learning atmosphere and she could use her gestures effectively in order to mime many people, things and situations. However, she could not be sure if they really do learn and she could not have a sincere relationship with her students because maybe she lacked techniques to check their learning or maybe she could not provide them with enough exercises for better reinforcement. She also accepted not being a very extroverted person. The last question of the layer asked Teacher 29 when she realized this problem and she answered as *'ever since I was a teacher'.* Her sub-codes for this layer were: HPA (Holding Positive Atmosphere) and RP (Role Play) and TE (Teach English) for question 7, FY (First Year) for 10. Question number 8 and 9 were not sub-coded as they were not repeating answers.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 29. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 29 did not choose to be an English teacher, it just happened she said and added that she did not think it was the best thing she could do. She was better working on her own rather than with a group of students. However, she was now feeling fine helping others, being useful to others instead of only herself. Question 11 was sub-coded as C (Coincidence) while question 13 was as EAS (Experiences As Student). The 12th question asking about the beliefs of Teacher 29 was not sub-coded and the last question of the layer was sub-coded as PC (Positive Change).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 29 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 29 said she was a provider and a guide. She showed the learners the way and gave them the things they would need during the journey. This role made her feel useful and she did not have any other work experience other than teaching. As a result, her answers were sub-coded as: 15. G (Guide), and 17. N (No). Question number 16 was not sub-coded as no other interviewee talked about feeling useful.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 29 was quite frank and said she happened to be there but she loved her working environment. She said that she would be fully committed to her job as long as it did not crash with her own views because she would want to do the right thing. Her last 3 answers were sub-coded as: C (Coincidence), F (Fully) and R (Responsibility).

TEACHER 30

ENVIRONMENT

Teacher 30 was a novice teacher. Before the interview she seemed quite anxious and uncomfortable. For the first question, she said that feeling exhausted, taking writing papers home and preparation for the next day were the things she had to cope with out of class. Atmosphere of the teachers' room, complaints of teachers about the working conditions and the students were the things Teacher 30 was influenced out of class. She gave a similar answer to the third question as all the interviewees from the same institution. She mentioned about having to get permission whenever they needed to do something out of class and having no day-off during weekdays. Therefore, question 1 'TOP' (Teachers' out of class problems) was sub-coded as W (Workload), question 2 'TEI' (Teachers' environmental influences) as SE (School Environment) and question 3 'TNEE' (Teachers' negative environmental experiences) as AP (Administrative Problems).

BEHAVIOUR

3 questions were directed to Teacher 30 under the heading Behaviour which was the second outer layer of the Onion Model. The fourth question of the interview was related with the previous question. Question 4 'TSS' (Teachers' survival skills) was sub-coded as N (Nothing) because Teacher 30 said that they could do nothing about this other than be upset .did not need a sub-code. The following two questions asked about the reactions of the interviewee towards a positive and a negative behaviour in class. 'TPA' (Teachers' positive attitudes) was sub-coded as A (Appreciate) and PF (Positive Feedback) as she said that she would appreciate their efforts and share the good feelings that she felt with her students. 'TNA' (Teachers' negative attitudes) was sub-coded as EN (Empathize and Negotiate) because she said she would try to be calm and solve the problem even if she got angry.

COMPETENCY

The third layer of the Onion Model is Competency. At this layer Teacher 30 was directed 4 questions within which she was supposed to talk about her capabilities and in-capabilities in class. Teacher 30 said she that she was an understanding and a patient teacher, so she was good at dealing with the problems of the students. However, she could not speak English all the time in class, due to the low level of her students. They got nervous when she spoke English all the time because of their level of English and prejudices. The last

question of the layer asked Teacher 30 when she realized this problem and she answered as when the students reacted to her in class. Her only sub-coded answer for this layer was: CM (Classroom Management) for question 7.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 30. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 30 chose to be an English teacher because she was really interested in English when she was a child and she still loved her job. She thought that without enthusiasm, teaching was impossible. It required patience, effort and understanding because if you were not willing to teach something, you could not teach. Willingness and energy affected the motivation of the students. Her thoughts had not changed in the years she had taught. Question 11 was sub-coded as GAE (Good At English) while question 12 was as CDP (Commitment/Devotion/Patience). The 13th question asking about the reasons of Teacher 30 thinking this way was not sub-coded and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 30 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 30 said she was a very enthusiastic teacher and she made sure every student understood what she taught. This role made her feel great and she did not have any other work experience other than teaching. As a result, her answers were sub-coded as: 15. EI (English Instructor), 16. A (Awesome) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 30 said it was her dream to work a university and her dreams became true. She loved teaching, her colleagues and her students, so she was committed to her job to a great extent. Her last 3 answers were sub-coded as: MD (My Dream), GE (Great Extent) and RJ (Right Job).

TEACHER 31

ENVIRONMENT

For the first question, Teacher 31 said she had to cope with her master's thesis out of class and usually lack of time affected her. She carried on to say that health problems would influence her out of class. Once she had serious health problem but now she was ok. Therefore, her first question was sub-coded as W (Workload), second question as TL (Time Limitation) and the third question as PP (Personal Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 31 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 31 had said a health problem for the previous question and carried on to say that she just tried to motivate herself because she knew that life was going on. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she would usually try to give positive feedback to something good and talk about the effects of what they have done to something negative in class. Therefore, her answers sub-coded were: TP (Think Positively) for question 4, PF (Positive Feedback) for question 5 and TSP (Talk to Student(s) Personally) for 6.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 31 asking about her capabilities and in-capabilities in class. She said that she was good at technology, classroom management and social interaction. However, she was working at a private university and students easily got demotivated. She sometimes found it difficult to motivate the students because of their learning habits. She realized this problem when she first started teaching. Her sub-coded answers were: CM (Classroom Management) and T (Technology) for question 7, MS (Motivate Students) for number 8, PE (Previous Exposure) for question 9 and the last answer was sub-coded as FY (First Year).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 31. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 31 chose to be an English teacher because she liked English and learning languages. Before becoming a teacher, she thought that it would be boring to teach the

same thing again and again but now she understood that it was not like that actually. She had been observing her teachers and thought like that; however, now that she had been teaching for 5 years, she came to the idea that it was quite enjoyable. Question 11 was sub-coded as GAE (Good At English) while question 12 was not sub-coded. The 13th question asking about the reasons for the beliefs was sub-coded as OTP (Observing Teaching Profession) and the last question of the layer was sub-coded as PC (Positive Change).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 31 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 31 said that although she was trying to change her role into a guide, she was actually a very dominant teacher in class. This role made her feel unhappy; she was not content with what she was in class. She had no other work experience besides teaching English. As a result, her answers sub-coded were: 15. A (Authority), 17. N (No). Question number 16 was not coded.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 31 worked at the institution she did because she liked university students and she felt committed to her job to a great extent (not fully) because her family was her priority no matter how much she liked job. Her sub-coded answers were question number 18 as LTUS (Like Teaching University Students) 19 GE (Great Extent) and the last question of the interview was not sub-coded as it was not repeated by any other interviewee.

TEACHER 32

ENVIRONMENT

Teacher 32 was a foreign teacher in Konya at a private university. For the first question, she said she had to cope with the weather. She came from the tropics and could not get used to the extremely harsh weather in winter. Apart from that, the language was a problem. There was a language barrier for her outside, she could not communicate. What influenced her out of class was the culture. It was similar to her culture and this helped her

in giving examples in class. For the last question of the layer, Teacher 32 said that political problems were negative things she could give as examples. Therefore, her first question was sub-coded as TL (Turkish Language) second question was not sub-coded and the third question as PP (Personal Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 32 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 32 had said political problems for the previous question and carried on to say that she just changed the topic. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she would usually praise the student, give chocolates. If something negative happened, she would call the student's attention but not in front of the class. She would have a one-to-one meeting. Therefore, her answers sub-coded were: P (Praise) and GS (Give Something) for question 5, TSP (Talk to Student(s) Personally) for 6. Question 4 was not coded.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 32 asking about her capabilities and in-capabilities in class. She said that she was good at motivating the class and encouraging them to speak English. However, she could not translate or do mathematical things. Her reason for this was because she did not know how to speak Turkish and she hated mathematics since High School. Her only sub-coded answer was: MS (Motivating Students) for question 7, the remaining answers were considered unique and were not sub-coded.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 32. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 32 chose to be an English teacher because she loved English and she had a lot of teachers around like her mother and her grandmother. She believed that learning was a two-way process and that we learn every day. Not only students learn from teachers but also teachers from students. She thought like this due to her experiences, teachers were not always right. Her beliefs had not changed, she still thought that individuals vary from each other; you cannot compare one with another. Question 11 was sub-coded as GRM (Good

Role Models) while question 12 was not sub-coded. The 13th question asking about the reasons for the beliefs was

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 32 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 32 said that first of all, she was the native speaker, as a language teacher students came to practice the language. This role made her feel important and Teacher 32 worked for a Call-center company in the Philippines which helped her a lot to communicate. It helped her to be patient and improve her pronunciation and intonation. As a result, her answers sub-coded were: 15. NS (Native Speaker), 16. I (Important). Question number 17 was not coded.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 32 worked at the institution she did because when she was in the Philippines she was working with a Turkish person, he recommended her to the institution and now she was here. She really did like teaching. It was not monotonous, she felt fully committed to her job because if she did not teach, she felt bored, useless, like she was deteriorating. Her sub-coded answers were question number 18 as C (Coincidence), 19 F (Fully) and the last question of the interview was sub-coded as RJ (Right Job).

TEACHER 33

ENVIRONMENT

For the first question, Teacher 33 said she had to cope with parents out of class and the background of the family lives, former experiences from High School were the things she was influenced by. For the third question, she talked about being involved in parent-student affairs. She did not want to be a part of this. Therefore, her first question was sub-coded as PP (Personal Problems), second question NFE (Negative Feelings about English) and the third question as PP (Personal Problems) again.

BEHAVIOUR

The next 3 questions asked about what Teacher 33 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 33 had said parental problems for the previous question and carried on to say that she met face to face with the parent and the student. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she would appreciate the behaviour, she was not the boss anyway. If something negative happened, she would postpone it and solve the problem later in order not to demotivate the other students. Therefore, her answers sub-coded were: TR (Talk to Respondent) for number 4, A (Appreciate) for question 5, TSP (Talk to Student(s) Personally) for 6.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 33 asking about her capabilities and in-capabilities in class. She said that she was good at using technology in class. However, she could not always be patient and control her tone of voice which was an in-capability for her. She gave crowded classes as the reason for not being able to be patient which she realized in the last year. Her sub-coded answers were: T (Technology) for question 7 and CC (Crowded Classes) for question 9. The remaining 2 answers were not sub-coded as they were not recurring.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 33. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. In the first place, Teacher 33 did not want to be a teacher. She graduated from the Department of English Language and Literature and later wanted to share things with others. Before becoming a teacher, she thought that what was given at school was not enough. She believed that English should be adapted to our daily lives because the world was changing, everything around was changing and we needed to pace up. Otherwise, everything would be boring. Now that she had been teaching for 4 years, she felt better now. She had prejudices because of her teachers but they were fading away gradually. The 13th question asking about the reasons for the beliefs was sub-coded as EAS (Experiences As Student) and OTP (Observing Teaching Profession). The last question of the layer was sub-coded as PC (Positive Change). Question 11 and 12 were not sub-coded.

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 33 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 33 said that she was a former student and a latter teacher. This role made her feel awesome and Teacher 33 was a freelance translator which helped her in teaching vocabulary. As a result, her answers sub-coded were: 15. EI (English Instructor), 16. A (Awesome) and question number 17. T (Translator).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 33 worked at the institution she did because she did not like teaching children, she preferred teaching young adults and she was happy there. She did not feel fully committed to her job as she had a life outside to spare for herself. She was not only a lecturer; teaching was not her whole life. Her sub-coded answers were question number 18 as LTUS (Like Teaching University Students), 19. NMC (Not Much Committed) and the last question of the interview was not sub-coded.

TEACHER 34

ENVIRONMENT

Teacher 34 was a foreign instructor at a private university. For the first question he said he had to cope with being a foreigner in Konya. The people did not know English very well and being alone there was what influenced him. He missed his family and friends. Teacher 34 gave the Turkish Bureaucracy as a negative example from the outside. He thought it was ridiculous. His first question was sub-coded as TL (Turkish Language), second question as PP (Personal Problems) and third question as AP (Administrative Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 34 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 34 said that he got help from Turkish friends when he had administrative problems. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did

sth positive) he said he would praise immediately. On the other hand, if something negative happened in the class, Teacher 34 would talk later on; probably call him/her to his office. His answers were sub-coded as: P (Praise) for question 5 and TSP (Talk to Student(s) Personally) for the last question of this layer. Question 4 was not sub-coded.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 34 in which his capabilities in class were mentioned. Teacher 34 was very brief and said he was capable of teaching; he could do everything that his job wanted him to do. He could not do translation because he was not expected to. He realized this problem the moment he was in Konya. His only answer sub-coded was: TE (Teaching English) for question 7 because the remaining answers were not considered to be recurring.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 34. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 34 was an English major and a journalist for a long time. He worked in many countries and he had been teaching for 23 years. He had 4 children and needed extra money, so he started teaching. Those days he thought that teaching was an honorable profession because he had some very good teachers. Teacher 34 had been teaching for more than 20 years but his views had not changed. Question 11 was not sub-coded while question 12 was given RH (Respectful/Honourable) sub-code. The 13th question asking about reasons for the beliefs was sub-coded as GRM (Good Role Models) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 34 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 34 said that he was a native speaker, a person who people could go and practice their English. He did not consider himself important because of this role, he thought that it was overrated and he had a little advantage over the others. Teacher 34 had worked as a journalist for many years and this affected his teaching writing to some extent. As a result, his only

answer sub-coded was: 15. NS (Native Speaker) because the rest were not repeated answers.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. Teacher 34 was in Konya because he thought that Turkiye would be the least different culture for him. He said he was fully committed because he was being paid for it. He did not take himself seriously but he took his job. The last 3 answers of Teacher 34 were sub-coded as: PR (Personal Reasons), F (Fully) and R (Responsibility).

TEACHER 35

ENVIRONMENT

Teacher 35 was again a foreign teacher in Konya at a private university. For the first question, she said being a foreigner in Konya was a big challenge for her. Simple things like shopping or finding furniture were a big problem for her because of the language barrier. She said that the people in Konya and at her university were very helpful which influenced her most. She was a very young teacher who had been teaching for the first time. Again, for the last question of the layer, she talked about handling simple things like setting up her internet. It took her a month which would only be handled in a working day back at home. Therefore, her first question was sub-coded as TL (Turkish Language) second question was not sub-coded and the third question as PP (Personal Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 35 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 35 said she tried to stay positive. Her background was anthropology, so different cultures were a very huge advantage for her. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she tried to give positive feedback. If something negative happened, she tried not to explode immediately but handle it in a lighter way. Therefore, her answers sub-coded were: TP (Think Positively) for question 4, PF (Positive Feedback) for question 5, EP (Eliminate Politely) for number 6.

COMPETENCY

Under the layer Competency, 4 questions were directed to Teacher 35 asking about her capabilities and in-capabilities in class. She said that she was improving on classroom management and she liked using the technology to a limited extent. She admitted not being very good at drawing because she was not talented for it which she realized when she was a child. Therefore, her answers were sub-coded as: CM (Classroom Management) and T (Technology) for number 7 and SC (Since Childhood) for the last question of the layer. The answers in between were not coded as they were not recurring.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 35. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 35 chose to be an English teacher because she did not want to start her Ph.D. in anthropology. She had a fear of public speaking and knew this would be a problem in her defense, so she wanted to improve herself in this field and travel a bit. She thought that teaching was definitely something important that most teachers do not even think about. She also thought that it would be enormously satisfying when you saw your students using what you have learnt. When she was a student, she had both very good and very bad teachers, so she had the opportunity to make a comparison. Teacher 35 liked teaching, but was more passionate about anthropology. This experience was encouraging her towards teaching Anthropology. Question 12 was sub-coded as RS (Rewarding/Satisfying) while question 11 was not sub-coded. The 13th question asking about the reasons for the beliefs was sub-coded as EAS (Experiences As Student) and OTP (Observing Teaching Profession) and the last question of the layer was sub-coded as PC (Positive Change).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 35 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 35 said that she did not agree with the idea of teaching at students, she liked being a guide which made her feel good. Teacher 35 worked in restaurants but did not consider this as a profession. As a result, her answers sub-coded were: 15. G (Guide), 16. GH (Good/Happy), 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 35 worked at the institution she did because one of her friends from her master's class was from Konya and invited her to come and teach in Turkiye. She felt %100 committed to her job because it filled all her time and she had little else to do. Her sub-coded answers were question number 18 as C (Coincidence), 19 F (Fully) and the last question of the interview was not sub-coded.

TEACHER 36

ENVIRONMENT

For the first question, Teacher 36 said she had to cope with the problems of her co-workers. They sometimes could not agree on students' participation grades or their motivation level, etc. Some of her students were interested in social activities like theatre and cinema related to English and this motivated her. For the third question, she talked about problems with their partners again. Therefore, her first question was sub-coded as SE (School Environment). The remaining questions were not sub-coded.

BEHAVIOUR

The next 3 questions asked about what Teacher 36 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 36 had said partner problems for the previous question and carried on to say that she would talk to the students and want them to talk with their other teacher about the problem. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she would praise the behaviour, and say things like 'well done' or 'great'. If something negative happened, she would delay it and want the students to think about what he did for a while. Therefore, her answers sub-coded were: TR (Talk to Respondent) for number 4, P (Praise) for question 5, I (Ignore) for 6.

COMPETENCY

Under the layer Competency, 4 questions were directed to Teacher 36 asking about her capabilities and in-capabilities in class. She said that she wanted to do everything but she could not because of lack of time, curriculum. Teacher 36 was a good user of technology. However, speaking was a big problem for her because students were too shy to speak. She

had always been aware of the fact. She had been teaching for 4 years and understood the reality in her first year. Her sub-coded answers were: T (Technology) for question 7, MSS (Making Students Speak) for number 8 and C (Curriculum) for question 9. The last question was sub-coded as FY (First Year).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 36. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. In the first place, Teacher 36 chose to be an English teacher because she really liked teaching and students. When she saw them motivated, this also motivated her. She graduated from the Department of English Language and Literature and thought that teaching should be life-long because students should learn English all the time, not only in the class. Nothing had changed in her beliefs, she was still positive about it. LWWP (Love Working With People) for number 11 and the last question of the layer was sub-coded as SO (Same Opinion). Question 12 and 13 were not sub-coded.

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 36 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 36 said that she was a facilitator in the class and this role made her feel comfortable and happy. She had no other work experience other than teaching. As a result, her answers sub-coded were: 15. F (Facilitator), 16. PC (Privileged/Comfortable) and GH (Good/Happy), question number 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 36 worked at the institution she did because there was a position, she applied and they accepted her. She tried her best and thought that she was fully committed to her job. Her sub-coded answers were question number 18 as C (Coincidence), 19. F (Fully) and the last question of the interview was sub-coded as DMB (Doing My Best).

TEACHER 37

ENVIRONMENT

For the first question, Teacher 37 said she had to cope with the negative opinions about her school from the outside that English is not being taught there. This negative attitude influenced her thoroughly and demotivated her but when she saw an eager student in class, this cheered her up. For the third question, she talked about the changes in the regulations. This negatively affected both the teachers and the students. Therefore, her first question was sub-coded as SE (School Environment), 2. NFE (Negative Feelings about English) and the last question as AP (Administrative Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 37 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 37 had said changes in the regulations for the previous question and carried on to say that she would talk to the students and tell them that English is not a lesson but the life itself. She would entertain them and explain the importance of English. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she would praise the behaviour, she would encourage them to do better. If something negative happened, she would delay it depending on the situation. She would talk to him/her after class. Her answers sub-coded were: TR (Talk to Respondent) for number 4, P (Praise) and E (Encourage) for question 5, TSP (Talk to Student(s) Personally) for 6.

COMPETENCY

Under the layer Competency, 4 questions were directed to Teacher 37 asking about her capabilities and in-capabilities in class. She said that she loved using technology in class, she always used the internet. Teacher 37 expressed that she did have speaking problems in class but she tried to lessen this as much as possible by giving them assignments where they had to watch in English and explain in English. She thought that this problem arose because when students are corrected too often, they do not want to carry on. She had been teaching for 14 years and understood this reality in her first year. Her sub-coded answers were: T (Technology) for question 7, MSS (Making Students Speak) for number 8 and FS (Feeling Shy/Ashamed) for question 9. The last question was sub-coded as FY (First Year).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 37. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 37 did not choose to be an English teacher, it just happened. Her parents were teachers so she hated teachers because they were not objective. However, now that she had been teaching for so long, she loved teaching though sometimes she felt burnout. C (Coincidence) for number 11, OTP (Observing Teaching Profession) for question 13 and the last question of the layer was sub-coded as PC (Positive Change). Question 12 was not sub-coded.

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 37 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 37 said that she was a kind of everything. A guide, a leader, a motivator and these roles made her feel comfortable. She had no other work experience other than teaching. As a result, her answers were sub-coded as: 15. G (Guide), A (Authority), M (Motivator) 16. PC (Privileged/Comfortable) and question number 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 37 found herself working at the institution she did, it just happened. She felt fully committed because she also had children and they also had teachers. She depended on their teachers, so she thought that her students' parents depended on her as a teacher. In a way, she had to be committed. Her sub-coded answers were question number 18 as C (Coincidence), 19. F (Fully) and the last question of the interview was sub-coded as R (Responsibility).

TEACHER 38

ENVIRONMENT

For the first question, Teacher 38 said she had to cope with the instability of English language teaching and learning. Apart from that, the continuously changing regulations

were a big problem for her. A nice and peaceful atmosphere with students and colleagues, management and partners would influence Teacher 38 and just the opposite was the negative example she gave for the third question. Therefore, her first and second questions were sub-coded as SE (School Environment) and the last question as AP (Administrative Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 38 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 38 said that she could not do much about the administrative problems, but she tolerated or communicated with her partners. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she would be happy smiling and she would praise them, give them prizes or extra points. If something negative happened, she would just look sharply and they would understand what she was saying through her eyes. Her answers sub-coded were: TR (Talk to Respondent) and N (Nothing) for number 4, P (Praise) and GS (Give Something) for question 5, W (Warn) for 6.

COMPETENCY

Under the layer Competency, 4 questions were directed to Teacher 38 asking about her capabilities and in-capabilities in class. She said that she was capable of teaching grammar perfectly, they loved grammar. Teacher 38 expressed that she could not make the students speak and make them fully understand what she was saying because they were shy and not confident enough. They were nervous to make mistakes. She understood this fact when she started to teach English 20 years ago. Her sub-coded answers were: TE (Teaching English) for question 7, MSS (Making Students Speak) for number 8 and FS (Feeling Shy/Ashamed) and LSC (Lack of Self-confidence) for question 9. The last question was sub-coded as FY (First Year).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 38. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 38 ended up choosing English as a major and now she was there, but now she loved it. She was very idealist before becoming a teacher; she thought that she could teach everyone everything. If I can do it, they can do it was her idea. Now that she had been teaching for so long, her beliefs had changed totally. She thought that everybody

knew the importance of knowing a foreign language but as years passed, she realized that we were so behind the other countries. C (Coincidence) for number 11, TEE (Teach Everyone Everything) for question 12, EAS (Experiences as Student) for question 13 and the last question of the layer was sub-coded as NC (Negative Change).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 38 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 38 said that she was a dominant teacher and that students liked it that way. This role made her feel at peace within herself. She worked as a tourist guide which improved her communication skills. As a result, her answers were sub-coded as: 15. A (Authority), 16. PC (Privileged/Comfortable) and question number 17. TG (Tourist Guide)

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 38 said it was much better than working at a High School and she liked the academic atmosphere. She was completely committed to her job and could do whatever it required. This was her responsibility. Her sub-coded answers were question number 18 as LTUS (Like Teaching University Students) and AF (Academic Field), 19. F (Fully) and the last question of the interview was sub-coded as R (Responsibility).

TEACHER 39

ENVIRONMENT

For the first question, Teacher 39 said she that she was also working for the Testing Office and so she had a lot of workload. Apart from that, she did not like changes in her life, the frequently changing management and regulations was a problem for her. Teacher 39 said she had some health problems which really influenced her and was a negative example she could give for the third question. Therefore, her first question was sub-coded as W (Workload) and SE (School Environment), the second and the last questions as PP (Personal Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 39 did, in other words, her behaviour towards positive and negative attitudes in class. Teacher 39 said that she took her pills and sometimes injection, she saw her doctor regularly. When it came to the following questions about her behaviour towards positive and negative attitudes in class, she said that she would praise the student and give gifts or extra points. If something negative happened, she would not give immediate reaction, she would just wait for the negative thing to pass. Her answers sub-coded were: P (Praise) and GS (Give Something) for question 5, I (Ignore) for 6. Question 4 was not sub-coded.

COMPETENCY

Under the layer Competency, 4 questions were directed to Teacher 39 asking about her capabilities and in-capabilities in class. She was not so humble and said that she was capable of doing everything in the class. There was nothing she could not do. The following two questions were not directed as she said she had no in-capabilities. Her sub-coded answers were: E (Everything) for question 7 and N (Nothing) for number 8.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 39. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 39 admired an English teacher at High School and wanted to be like him. She always thought that teaching was rewarding. Money was not everything, it should be satisfying. She observed her teacher for 4 years and although she was in a different department, she never gave up. She had been teaching for more than 10 years, however, thanks to her students and her colleagues, her beliefs had not changed. GRM (Good Role Models) for number 11, RS (Rewarding/Satisfying) for question 12, OTP (Observing Teaching Profession) for question 13 and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 39 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 39 felt more like a facilitator or a motivator and this role made her feel satisfied and

comfortable. Teacher 39 did not have any other work experience other than teaching. As a result, her answers were sub-coded as: 15. F (Facilitator) and M (Motivator), 16. PC (Privileged/Comfortable) and S (Satisfied), question number 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 39 worked at the institution she did because she could not teach younger students and she felt fully committed because she was a mother and became more tolerant after being one. Her sub-coded answers were question number 18 as TAE (Teaching Adults Easy), 19. F (Fully) and the last question of the interview was sub-coded as R (Responsibility).

TEACHER 40

ENVIRONMENT

Teacher 40 was an experienced teacher having taught for 10 years. For the first question she talked about the balance between the demands of her family and her job. It was difficult and she had to cope with being a mother and a teacher at the same time. As a teacher she had to cope with paper work and as a mother, she had to cope with family problems. Teacher 40 said changes both at work and in life influenced her. For the last question, she again said changes at school and a discussion with a partner could be something negative for her. Her first question was sub-coded as W (Workload) and PP (Personal problems) and the third question as AP (Administrative Problems). Question 2 was not sub-coded.

BEHAVIOUR

The next 3 questions asked about what Teacher 40 did, in other words, her behaviours. Teacher 40 sometimes tried to talk but sometimes just kept silent. If something positive happened in class (if a student did sth positive) she tried to appreciate the thing done and encourage them. On the other hand, if something negative happened in the class, Teacher 40 chose to find out the reason and change it into something positive. Her answers were sub-coded as: TR (Talk to Respondent) for question number 4, A (Appreciate) and E (Encourage) for question 5. The last question of this layer was not sub-coded as it was not recurring.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 40 in which her capabilities and in-capabilities in class were mentioned. Teacher 40 said she was capable of preparing an entertaining atmosphere for the students. On the other hand, she did not like pushing the students, if they did not want to do it, she could not motivate them. Their motivation level was too low and they were never ready to speak which she realized a few years ago. Her answers were sub-coded as: HPA (Holding Positive Atmosphere) for question 7, MS (Motivate Students) for question 8, LSC (Lack of Self-confidence) for number 9 and AYP (As Years Pass) for the last question of this layer.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 40. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 40 chose to be an English teacher because her sister was an English teacher and she was her role model. She had many teachers in her family, so she knew the procedure and it was a good idea to add something new to somebody's life. She thought it would be enjoyable. It was in her characteristic. Teacher 40 was working at a primary school at first and it was much too hard to teach children. Students at university knew their responsibilities and she could communicate better, so her beliefs had not changed. Question 11 was sub-coded as both GRM (Good Role Models) while question 12 was as PF (Positive Feelings) and EE (Easy/Enjoyable). The 13th question asking about reasons for the beliefs was not sub-coded as nobody else talked their characteristics and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 40 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 40 said she was not a pusher, she would be the guide, open the door and if they wanted, they would go out. This role made her feel happy and she had no other work experience other than teaching. As a result, her answers were sub-coded as: 15. G (Guide), 16. GH (Good/Happy) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 40 wanted to work with adults and she felt %100 committed to her job because she loved her students and her job. The last 3 answers of Teacher 3 were sub-coded as: LTUS (Like Teaching University Students), F (Fully) and RJ (Right Job).

TEACHER 41

ENVIRONMENT

For the first question Teacher 41 said he had to cope with usual things like correcting assignments, marking exam papers and developing materials. He said that if the previous lesson had been successful, it would really motivate him. If not, he would try to find better ways. For Teacher 41, time had always been a problem. He felt limited with the overloaded schedule. His first question was sub-coded as W (Workload), second question as SE (School Environment) and third question was not sub-coded.

BEHAVIOUR

The next 3 questions asked about what Teacher 41 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 41 said that he had developed his own way and he just omitted the unnecessary parts in the curriculum. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did sth positive) he said he had a motto such as: ‘exaggerate everything positive and try to ignore anything negative’. By saying so, he also gave the answer to the next question. On the other hand, if something negative happened in the class, Teacher 41 would just ignore. His answers were sub-coded as: MTB (Manage Time Better) for question 4, PF (Positive Feedback) for question 5 and I (Ignore) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 41 in which his capabilities in class were mentioned. Teacher 41 was very brief and to the point. He said he could do whatever he was supposed to do and that there was nothing he could not do.

Therefore, the following 2 questions were not directed and sub-coded. His 2 answers sub-coded were: E (Everything) for question 7 and N (Nothing) for question 8.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 41. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 41 liked learning languages and teaching so he became a teacher. He thought that he would be happy doing this job and that financially it would be satisfactory because of some of the teachers he had those days. Teacher 41 had been teaching for 30 years and financially unfortunately his beliefs had changed, but other else he still thought the same. Question 11 was sub-coded as GAE (Good at English) while question 12 was given PF (Positive Feelings) sub-code. The 13th question asking about reasons for the beliefs was sub-coded as GRM (Good Role Models) and the last question of the layer was sub-coded as both SO (Same Opinion) and NC (Negative Change).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 41 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 41 said that he was a prompter, a facilitator and an encourager. He thought that learning a language was a skill and they needed encouraging through the way. These roles made him feel proud and admirable. He knew something about farming but it had nothing to do with his job. As a result, his answers sub-coded were: 15. F (Facilitator), 17. N (No). Question number 16 was not sub-coded because it was not a repeating answer.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. Teacher 41 was working at the institution at the moment because first of all, the income was better. Secondly, the age level was more mature. He said he was fully committed to his job and he appreciated what his job gave him because he did not know what he would be if he was not a teacher. The last 3 answers of Teacher 41 were sub-coded as: PR (Personal Reasons) and TAE (Teaching Adults Easy) for 18, 19. F (Fully) and 20. RJ (Right Job).

TEACHER 42

ENVIRONMENT

Teacher 42 was an experienced teacher having taught for 12 years. For the first question she talked about a health problem she had and apart from that paper work was what she had to cope with. Teacher 42 said if she had a problem in her family, this would of course depress her but she would try to lower it down and not mix them together. For the last question, she said that there was a change in her school management. Their classes, working hours changed and this affected her negatively. Her first question was sub-coded as W (Workload) and PP (Personal problems), PP (Personal Problems) and the third question as AP (Administrative Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 42 did, in other words, her behaviours. Teacher 42 said she tried to motivate herself to overcome these situations. If something positive happened in class (if a student did sth positive) she was generally happy and she showed this. She sometimes gave them small gifts like a cup of coffee. On the other hand, if something negative happened in the class, Teacher 42 tried not to disappoint her students, not to get angry easily. She tried to be patient and solve the problem calmly. Her answers were sub-coded as: TP (Think Positively) for question number 4, GH (Get Happy) and GS (Give Something) for question 5. The last question of this layer was sub-coded as EN (Empathize and Negotiate).

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 42 in which her capabilities and in-capabilities in class were mentioned. Teacher 42 said she was good at classroom management but she sometimes could not be a good motivator about speaking. The reason for this was that students did not want to speak. It was about the curriculum, the class atmosphere and the number of students in class. She realized this when she started to teach crowded classes. Her answers were sub-coded as: CM (Classroom Management) for question 7, MSS (Make Students Speak) for question 8, CC (Crowded Classes) and C (Curriculum) for number 9 and the last question was not sub-coded.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 42. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 42 chose to be an English teacher because she admired her English teachers. She decided when she was 10 years old and did not change her mind when she was 18. She thought that it would be a great feeling to see your students' success years later and know that you also have a little salt in the soup. She had always wanted to be an English teacher and she still thought the same. Question 11 was sub-coded as both GRM (Good Role Models) and MI (My Ideal) while question 12 was as PF (Positive Feelings) and RH (Respectful/Honourable). The 13th question asking about reasons for the beliefs was sub-coded as LMJ (Love My Job) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 42 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 42 said she did not like to be the leader in the class. She liked showing them the way, helping them on the way. This role made her feel helpful and did not put a lot of burden on her. She had no other work experience other than teaching. As a result, her answers were sub-coded as: 15. G (Guide) and 17. N (No). Number 16 was not coded.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 42 started her PhD 4 years ago and thought that working at a university would be better. She said that it could be arrogant but she was %99 committed to her job because she believed that she was a good teacher. The last 3 answers of Teacher 42 were sub-coded as: PR (Personal Reasons), F (Fully) and DMB (Doing My Best).

TEACHER 43

ENVIRONMENT

For the first question Teacher 43 said he had to cope with logistic problems like they did not teach their regular classes in their building, they had to go to another building and this affected his teaching. It was a bit challenging. Teacher 43 said that commuting to work was a problem for him; it took 20 minutes to get to work. For the third question he again said that traffic was a problem. Other than that not having a specific building designed for language teaching and having too many students in the class was a problem. His first question was sub-coded as SE (School Environment), second question as PP (Personal Problems) and third question was sub-coded as T (Traffic) and AP (Administrative Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 43 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 43 said that he sometimes changed the layout because it was a big deal to motivate the students. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did sth positive) he said he would just appreciate and tell him to go on with his good work. On the other hand, if something negative happened in the class, Teacher 43 would pretend not to see it. But if it hampered the teaching activity, he would take measures. His answers were sub-coded as: A (Appreciate) for question 5 and I (Ignore) for the last question of this layer. Question number 4 was not sub-coded.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 43 in which his capabilities in class were mentioned. Teacher 43 said that he was good at getting the students at the core of what it is to learn a language. He tried to show the communicative side rather than the structure and wanted them to use their analytical thinking rather than take things for granted. However, no matter how much he told them, the students did not want to see the communicative side of language because in their situation, language learning did not mean using the language communicatively. He had always been aware of this fact, even before starting teaching. His answers sub-coded were: MS (Motivate Students) for question 8, PE (Previous Exposure) for 9 and AA (Always Aware) for the last question. The first question of the layer was not sub-coded as it was not recurring.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 43. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 43 said it did not happen by chance, it was a conscience decision. He thought that language learning was completely different from learning other subjects because learning a language was something like internalizing it. Teacher 43 admitted that as years passed he understood he had been living in a eutopia. Question 11 was sub-coded as MI (My Ideal) while question 12 was given PF (Positive Feelings) sub-code. The 13th question asking about reasons for the beliefs was not sub-coded and the last question of the layer was sub-coded as E (Eutopia).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 43 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 43 said that he was there just to get things started, he was a facilitator. This role made him feel very satisfied but not all his students appreciated this because they liked spoon feeding. He professionally had his Ph.D. and this really affected his career because had the opportunity to broadly read about the methods and approaches. As a result, his answers sub-coded were: 15. F (Facilitator), 16. S (Satisfied) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. First of all, Teacher 43 was working at the institution at the moment because of logistical considerations. His family and relatives lived in Konya. Secondly, he wanted to transfer to a university to put his knowledge into practice. He said he was committed to the extent that his commitment was appreciated. Commitment was bilateral because sometimes he frustrated when he was left out, less committed. The last 3 answers of Teacher 43 were sub-coded as: PR (Personal Reasons) and AF (Academic Field) for 18 and 20. BWA (Bad Working Atmosphere). 19 was not sub-coded.

TEACHER 44

ENVIRONMENT

Teacher 44 was a novice teacher having taught for a few years. For the first question she talked about having a lot of workload like reading exam papers. Teacher 44 said that the institution you work for could have a positive or a negative effect on you. She was affected positively because everything was predetermined for them. She did have negative experiences but did not see them as problems. Her first question was sub-coded as W (Workload), 2. SE (School Environment) and the third question as NNT (No Negative Thing).

BEHAVIOUR

The next 3 questions asked about what Teacher 44 did, in other words, her behaviours in class. Teacher 44 said if she did have a problem she would talk. If something positive happened in class (if a student did sth positive) she always gave immediate positive feedback. On the other hand, if something negative happened in the class, Teacher 44 first tried to ignore it. Then she gave a subconscious message that she would appreciate just the opposite behaviour. Her answers were sub-coded as: TR (Talk to Respondent) for question number 4, PF (Positive Feedback) for question 5. The last question of this layer was sub-coded as I (Ignore).

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 44 in which her capabilities and in-capabilities in class were mentioned. Teacher 44 said it was not possible to be excellent but she could do whatever she was required to. All she needed was time and patience. She said that she could motivate the students but the general problem was making the students speak. They were afraid of making mistakes and she was aware of this fact when she was at university. Her answers were sub-coded as: MB (My Best) for question 7, MSS (Make Students Speak) for question 8, LSC (Lack of Self-Confidence) for number 9 and the last question was sub-coded AA (Always Aware).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 44. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 44 chose to be an English teacher because she always wanted to be one, it

was her aim. She said she had beliefs but she was not aware of them. She had to be a role model share their feelings and teach them how to become individuals in the community because she loved teaching, sharing her ideas. Her beliefs had not changed because her behaviours were the same. Question 11 was sub-coded as MI (My Ideal) while question 12 was as PF (Positive Feelings). The 13th question asking about reasons for the beliefs was sub-coded as LMJ (Love My Job) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 44 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 44 said she was sometimes a mother, sometimes a facilitator, sometimes a guide and she felt privileged to be so. She had no other work experience other than teaching. As a result, her answers were sub-coded as: 15. FM (Friendly Mother), F (Facilitator), G (Guide), 16. PC (Privileged/Comfortable) and 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 44 said she had always wanted to be an instructor because she liked working with pre-adults. She was fully committed to her job because she did her best for her students and for herself. The last 3 answers of Teacher 44 were sub-coded as: LTUS (Like Teaching University Students), F (Fully) and DMB (Doing My Best).

TEACHER 45

ENVIRONMENT

Teacher 45 was a teacher having taught for more than 15 years. For the first question she talked about the campus being too far from the city and the students always being late to class. What influenced her were no facilities on campus, this affected her negatively. Teacher 45 misunderstood the third question and said that attendance was a big problem for them. Students were usually late. Her first question was sub-coded as 1. SE (School Environment), 2. SE (School Environment) and the third question was not sub-coded.

BEHAVIOUR

The next 3 questions asked about what Teacher 45 did, in other words, her behaviours in class. Teacher 45 had said attendance was a problem and continued to say that in order to solve this problem, she talked to the students or sometimes let them come late. If something positive happened in class (if a student did sth positive), she always gave positive feedback. She said you made my day. On the other hand, if something negative happened in the class, Teacher 45 first tried to ignore it. If it carried on, she would talk privately. Her answers were sub-coded as: TR (Talk to Respondent) for question number 4, PF (Positive Feedback) for question 5. The last question of this layer was sub-coded as I (Ignore).

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 45 in which her capabilities and in-capabilities in class were mentioned. Teacher 45 said she was a good motivator and she could do everything. Sometimes she had students who did not want to talk either because of their personality or because they are shy. She realized this in her first year. Her answers were sub-coded as: E (Everything) for question 7, MSS (Make Students Speak) for question 8, FS (Feeling Shy/Ashamed) for number 9 and the last question was sub-coded FY (First Year).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 45. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 45 chose to be an English teacher because she always wanted to be one, she liked being with students and learning from them. She thought that teaching was the greatest job on the world. She felt this way because of a great teacher she had those days, she loved her style. Her beliefs had not changed but now she knew the positive and negative sides of teaching. Question 11 was sub-coded as LWWP (Love Working With People) while question 12 was as PF (Positive Feelings). The 13th question asking about reasons for the beliefs was sub-coded as GRM (Good Role Models) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 45 considering her role in language teaching. Questions number 15, 16, and 17

asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 45 said she tried to be a guide or a helper. She had an authority in the class and sometimes she had to use it. These roles made her feel comfortable and satisfied. She had no other work experience other than teaching. As a result, her answers were sub-coded as: 15. G (Guide) and A (Authority), 16. PC (Privileged/Comfortable) and S (Satisfied), 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 45 said she preferred adult teaching and that was why she was there. When she was asked how committed she felt to her job, she said %90 because whatever happened at school that day affected her very much and when she went home she always thought about the day. The last 3 answers of Teacher 45 were sub-coded as: LTUS (Like Teaching University Students), GE (Great Extent) and R (Responsibility).

TEACHER 46

ENVIRONMENT

Teacher 46 was a very experienced teacher. Before the interview she seemed quite calm and comfortable. For question 1, she said she lived in the city center and her school was very far out. It took too long to come to school which was a problem for her. The second question asked what kind of things influenced her and she said they had 2 or 3 partners and sometimes they could have problems with them. The last question wanted Teacher 46 to give a specific example of a negative thing happening out of class and she said that she was both a mother and a grandmother. These were a very big burden on her. Therefore, question 1 ‘TOP’ (Teachers’ out of class problems) was sub-coded as PP (Personal Problems), question 2 ‘TEI’ (Teachers’ environmental influences) as PA (Partners’ Attitudes) and question 3 ‘TNEE’ (Teachers’ negative environmental experiences) as PP (Personal Problems) again.

BEHAVIOUR

3 questions were directed to Teacher 46 under the heading Behaviour which was the second outer layer of the Onion Model. The fourth question of the interview was related with the previous question. Teacher 46 answered the question before as ‘Personal Problems’, and she tried to overcome this problem by resting and relaxing whenever

possible. Question 4 ‘TSS’ (Teachers’ survival skills) was sub-coded as MTB (Manage Time Better). The following two questions asked about the reactions of the interviewee towards a positive and a negative behaviour in class. ‘TPA’ (Teachers’ positive attitudes) was sub-coded as A (Appreciate) and P (Praise), ‘TNA’ (Teachers’ negative attitudes) was sub-coded as T (Tolerate).

COMPETENCY

The third layer of the Onion Model is Competency. At this layer Teacher 46 was directed 4 questions within which she was supposed to talk about her capabilities and in-capabilities in class. Teacher 46 said that she was an experienced teacher and she thought she was good at classroom management; she made the students comfortable in class. However, she could not use the board efficiently which of course was known by her since the first day of her teaching. Her sub-codes for this layer were: CM (Classroom Management) for question 7 and FY (First Year) for the last question of the layer. Questions 8 and 9 were not sub-coded nobody else talks about their physical appearance.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 46. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 46 chose to be an English teacher because at High School she learnt English very well, she was good at it. Before becoming a teacher she thought that teaching was a very honourable profession. She respected her teachers and wanted to be respected like that one day. She had very good role models, her teachers were very successful and she still thought the same. Question 11 was sub-coded as both GAE (Good At English) while question 12 was as RH (Respectful/Honourable). The 13th question asking about reasons for the beliefs was sub-coded as GRM (Good Role Models) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 46 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 46 thought she was a guide and a role model which she appreciated. She felt happy and satisfied and she did not have any other work experience other than teaching that may have

affected her style or philosophy. As a result, her answers were sub-coded as: 15. G (Guide) and RM (Role Model), 16. GH (Good/Happy) and S (Satisfied), 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 46 mentioned personal factors like her family living in Konya and being from Konya. She said she was really committed to her job because she was there to be with her students at the beginning of their new life. Her last 3 answers were sub-coded as: PR (Personal Reasons), GE (Great Extent) and R (Responsibility).

TEACHER 47

ENVIRONMENT

Before the interview Teacher 47 seemed very enthusiastic. For question 1, she said they worked with partners and if they did not work well with them, it might cause a problem. Being in harmony with partners was the most important thing for her. For the second question, she again talked about partnership. The last question wanted Teacher 47 to give a specific example of a negative thing happening out of class and she said lack of communication. Therefore, question 1 'TOP' (Teachers' out of class problems) was sub-coded as SE (School Environment), question 2 'TEI' (Teachers' environmental influences) as PA (Partners' Attitudes) and question 3 'TNEE' (Teachers' negative environmental experiences) as PP (Personal Problems) again.

BEHAVIOUR

3 questions were directed to Teacher 47 under the heading Behaviour which was the second outer layer of the Onion Model. The fourth question of the interview was related with the previous question. Teacher 47 answered the question before as 'Personal Problems', and she tried to overcome this problem by talking; communication was the first thing she would choose. Question 4 'TSS' (Teachers' survival skills) was sub-coded as TR (Talk to Respondent). The following two questions asked about the reactions of the interviewee towards a positive and a negative behaviour in class. 'TPA' (Teachers' positive attitudes) was sub-coded as GS (Give Something) and P (Praise), 'TNA' (Teachers' negative attitudes) was sub-coded as T (Tolerate).

COMPETENCY

The third layer of the Onion Model is Competency. At this layer Teacher 47 was directed 4 questions within which she was supposed to talk about her capabilities and in-capabilities in class. Teacher 47 said that she was good at classroom management because she had been teaching for 17 years. However, she could not use technology efficiently in the class because she was still learning and did not feel herself safe. She realized this when she was doing her master's degree. Her only sub-coded answer was for this layer: CM (Classroom Management) for question 7. The following 3 questions and their answers were considered irrelevant.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 47. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 47 chose to be an English teacher because she loved reading English. From this background, she had no other choice. She said that she was not like the other English teachers, she was more flexible because everything was so different from the way she learnt the language abroad. She still believed that a teacher should not be authoritative. Question 11 was sub-coded as both GAE (Good At English) while question 12 was as EE (Easy/Enjoyable). The 13th question asking about reasons for the beliefs was sub-coded as EAS (Experiences As Student) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 47 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 47 thought that we should not take unnecessary risks to be their friend or mother. Being a guide or a model was ok and this would, to some extent, make her happy. She did not have any other work experience other than teaching that may have affected her style or philosophy. As a result, her answers were sub-coded as: 15. G (Guide) and RM (Role Model), 16. GH (Good/Happy), 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 47 mentioned that she worked in 3 different universities. Her husband had a change in his career, so she was there. She said she was not very committed anymore because sometimes she tried hard to make the students learn, but when they did not want to, this demotivated her and gradually made her less committed. Her last 3 answers were sub-coded as: PR (Personal Reasons), NMC (Not Much Committed) and the last answer was not sub-coded as it was not recurring.

TEACHER 48

ENVIRONMENT

For the first question, Teacher 48 said he did not have anything to cope with outside, no formalities. Other than that, personal things would influence him and he had no specific example for the third question of the layer. His first question was sub-coded as N (Nothing), second question as PP (Personal Problems) and third question as NNT (No Negative Thing). This layer was covered quite quickly.

BEHAVIOUR

The next 3 questions asked about what Teacher 48 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 48 had answered the previous question as having no specific example but if he did, he would try to remind himself that every profession had ups and downs and motivate himself. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did sth positive) he said he would praise and appreciate immediately. On the other hand, if something negative happened in the class, Teacher 48 would try to use humour, try to keep calm and tell the student in question that he did not have the right to do so. His answers were sub-coded as: TR (Talk to Respondent) for question 4, P (Praise) and A (Appreciate) for question 5 and EP (Eliminate Politely) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 48 in which his capabilities in class were mentioned. Teacher 48 answered the first question of the layer as relations management. He thought he was good at having good relations with the students

and in terms of capability there was nothing that he could not do. By giving an answer like this, he directly omitted the following 2 questions. His answers sub-coded were: HPA (Holding Positive Atmosphere) for question 7 and N (Nothing) for number 8.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 48. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 48 did not choose to be an English teacher, he had to be one. He had to be something and teaching was the least he could do. He was a very bad student at Science School but he was very good at English. In a way, he turned his hobby into a profession. Those days he thought that it was the losers' job because 15 years ago it did not pay very much. However, he could not deny the fact that he got a satisfactory salary now. Question 11 was sub-coded as NOC (No Other Choice) while question 12 was not coded. The 13th question asking about reasons for the beliefs was sub-coded as OTP (Observing Teaching Profession) and the last question of the layer was sub-coded as PC (Positive Change).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 48 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 48 said that, as a teacher, he thought he was a good role model and he was pleased with himself as a teacher. This role made him fell pleased and satisfied. He had done no other work than teaching; however, he had done a lot of amateur programming which had contributed to his teaching style. As a result, his answers sub-coded were: 15. RM (Role Model), 16. S (Satisfied) and the last question as N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. Teacher 48 said he was there because the pay was good and the students were adults. He said he did not feel committed actually because commitment had emotional connotations and professionalism was the total abandonment of emotions. He gave a rather technical answer to this question which nobody else had ever mentioned.

The last answer to be sub-coded here was : PR (Personal Reasons) and TAE (Teaching Adults Easy) for question 18.

TEACHER 49

ENVIRONMENT

Teacher 49 was a teacher having taught for more than 10 years. For the first question she talked about the school curriculum. Like all her colleagues, she had to cope with this. Secondly, she had to cope with her family and children's problems. The students not being able to use the target language outside the class influenced her. She did not give a specific example but she said that this really affected her teaching. Her first question was sub-coded as 1. PP (Personal Problems) and the third question was sub-coded as NNT (No Negative Thing). Number 2 was not coded.

BEHAVIOUR

The next 3 questions asked about what Teacher 49 did, in other words, her behaviours in class. Teacher 49 had not given an example so she did not have to give an answer to the fourth question. If something positive happened in class (if a student did sth positive), she would encourage them to do better, congratulated them and sometimes gave them presents. On the other hand, if something negative happened in the class, Teacher 49 first tried to talk and then warn the student and explain the reasons. Her answers were sub-coded as: E (Encourage) and GS (Give Something) for question 5. The last question of this layer was sub-coded as TSP (Talk to Student(s) Personally) and W (Warn).

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 49 in which her capabilities and in-capabilities in class were mentioned. Teacher 49 said she was a good at motivating the students both in learning English and in their career life. She was also good at teaching grammar and reading. She usually had problems in listening and speaking activities. The reason for this was lack of practice and limited vocabulary according to Teacher 49. She said that this was always like that. Her answers were sub-coded as: TE (Teaching English) and MS (Motivating Students) for question 7, MSS (Make Students Speak) for question 8, LE (Lack of Environment) for number 9 and the last question was sub-coded AA (Always Aware).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 49. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 49 chose to be an English teacher because it was her ideal. Her English teachers were her role models. Also, her parents who were teachers may have had an influence on her choice. Before becoming a teacher, she thought that she could teach everyone everything because of her character. However, she did not have the effort to do so anymore. Question 11 was sub-coded as MI (My Ideal) and GRM (Good Role Models) while question 12 was as TEE (Teach Everyone Everything). The 13th question asking about reasons for the beliefs was not sub-coded and the last question of the layer was sub-coded as E (Eutopia).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 49 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 49 said that she was the leader in the first place. She was also the counselor; she showed the ways and they chose their own way. These roles made her feel awesome and she had no other work experience other than teaching. As a result, her answers were sub-coded as: 15. A (Authority), 16. A (Awesome), 17. N (No).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 49 said she was there to help her students and she felt fully committed because she always tried to understand her students' needs and she knew their strengths and weaknesses. She also got together with them out of class. The last 3 answers of Teacher 49 were sub-coded as: F (Fully) and DMB (Doing My Best). The first question of the layer was not sub-coded as it was not repeated by any other interviewee.

TEACHER 50

ENVIRONMENT

First of all, Teacher 50 was a very talkative interviewee and gave much more than required. However, only his relevant parts have been taken into consideration. For the first question, Teacher 50 said the school, the system and the institution in which he was working together would influence him. He talked about the manners of other people being influential on his decisions and about his actions and his borders. So far, he had not faced anything negative in 23 years. His first question was sub-coded as SE (School Environment), second question as PA (Partners' Attitudes) and third question as NNT (No Negative Thing).

BEHAVIOUR

The next 3 questions asked about what Teacher 50 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 50 had answered the previous question as having no specific example, so the first question of the second layer was not directed to him. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did sth positive) he said he always tried to see it and let others see it. He used a decent amount of praise in order not to hamper the students. On the other hand, if something negative happened in the class, Teacher 50 would never do an insulting action but he would try to constructively talk about it and give examples from his own life. His answers were sub-coded as: P (Praise) for question 5 and TSP (Talk to Student(s) Personally) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were supposed to be directed to Teacher 50 in which his capabilities in class were mentioned. However, Teacher 50 answered the first question of the layer as being able to do everything, even being a clown. So, the remaining 3 question could not be asked. His only answer sub-coded was: E (Everything) for question 7.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 50. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 50 was working as a government employee and by chance he became an English

teacher years ago. Before becoming a teacher he believed in learning while teaching and still considered himself as a student because he liked to see the enjoyable sides of life. Now that he had been teaching for 23 years, he learnt how to be more patient. Question 11 was sub-coded as C (Coincidence) while question 12 was not coded. The 13th question asking about reasons for the beliefs was sub-coded as EAS (Experiences As Student) and the last question of the layer was sub-coded as PC (Positive Change).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 50 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 50 said that he was sometimes a leader, sometimes a facilitator, sometimes a guide. These roles made him feel good, a kind of taste in his coffee. He worked for the government which affected his talking manner and his paralinguistic skills. As a result, his answers sub-coded were: 15. A (Authority), F (Facilitator), G (Guide), 16. GH (Good/Happy). The last question was not sub-coded as no other interviewee talked about being a government employee.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. Teacher 50 said that learning English was at first a kind of tool, then it was a dream. Later, it became a kind of lifestyle for him. He said he was committed to his job to the last drop of his blood because he tried to do his best in all skills. His answers were subsequently sub-coded as follows: MD (My Dream), F (Fully), DMB (Doing My Best).

TEACHER 51

ENVIRONMENT

For the first question Teacher 51 talked about being a mother and at the same time being a teacher. She was a French teacher but married in Konya and had 3 children. However, it helped her to understand the students in class because she had a teenage daughter and knew about their problems. Secondly, she said that she was working at a private university

and sometimes she saw students who were struggling to pay and this influenced her. Her first 3 questions were all sub-coded as PP (Personal Problems).

BEHAVIOUR

The next 3 questions asked about what Teacher 51 did, in other words, her behaviours in class. Teacher 51 said she tried to leave herself out, because there was nothing she could do. If something positive happened in class (if a student did sth positive), she would always praise them. She sometimes bought them biscuits or chocolate. On the other hand, if something negative happened in the class, Teacher 51 would talk immediately at the point if it is something general. If not, she would keep it a secret and solve it break time. Her answers were sub-coded as: N (Nothing) for question 4, P (Praise) and GS (Give Something) for question 5. The last question of this layer was sub-coded as TSP (Talk to Student(s) Personally).

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 51 in which her capabilities and in-capabilities in class were mentioned. Teacher 51 said she was a good at modeling and behaviour management and was learning on using technology. However, she had difficulty in catering for all levels because it was not very easy trying to make sure nobody is bored or overwhelmed. She realized this at the very beginning of her career. Her answers were sub-coded as: RP (Role Play) and CM (Classroom Management) for question 7 and the last question was sub-coded FY (First Year). The third and fourth questions were not sub-code.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 51. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 51 was trained to be a technical translator. But later she thought that teaching was a better way of expressing herself and changed her path. When she was at High School, she thought why those teachers made the lessons so boring. She wanted to play games all the time. The 13^{th} question asking about reasons for the beliefs was sub-coded as EAS (Experiences As Student) and the last question of the layer was sub-coded as PC (Positive Change). The remaining 2 questions were not coded as they were not recurring.

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 51 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 51 said that she wanted to be a role model that would make her feel proud and she had no other work experience other than teaching. As a result, her answers were sub-coded as: 15. RM (Role Model) and 17. N (No). Question number 16 was not coded as no other interviewee talked about feeling proud.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the reasons for feeling this way. Teacher 51 said she was there because of her husband's job. She felt %100 committed, her students were hers. The reason was because if it was her duty, she had to do it. The last 3 answers of Teacher 51 were sub-coded as: PR (Personal Reasons), F (Fully) and R (Responsibility).

TEACHER 52

ENVIRONMENT

First of all, Teacher 52 was also the vice director of the institution he worked for. For the first question, Teacher 52 said that most of the time students came to him and complained about teacher styles or other students distracting them and these were the things he had to cope with. When the students keep on asking out of class when they will be able to speak English, this negatively influenced him. For the last question of the layer, Teacher 52 gave the education system of the country as a negative example. His first and second questions were sub-coded as SE (School Environment) and the last question was not sub-coded.

BEHAVIOUR

The next 3 questions asked about what Teacher 52 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 52 had answered the previous question as the education system and carried on to say that he always told his students that the most important thing in Foreign Language Education was to be able to speak the language. When it comes to the next question asking about the reaction towards something

positive happening in class (if a student did sth positive) he said he would always do verbal praising and give gifts from time to time. On the other hand, if something negative happened in the class, Teacher 52 would delay it and talk to the student later on. His answers were sub-coded as: TR (Talk to Respondent) for question 4, P (Praise) and GS (Give Something) for question 5 and TSP (Talk to Student(s) Personally) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 52 in which his capabilities in class were mentioned. He said that he was good at using the technology in class. However, he could not give equal chance to each student which he thought was an in-capability for him. Teacher 52 gave the curriculum as the reason for not being able to do so which was a recent realization for him. His answers were sub-coded as: 7. T (Technology), 8. DS (Deal With Each Student Separately), 9. C (Curriculum) and the last question of the layer was coded as AYP (As Years Pass).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 52. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 52 did not like English actually; he had graduated from 2 different universities. It was just a coincidence. Those days, he thought that teaching was honourable and rewarding but at the same time one of the most difficult jobs because parents wanted to see their children speak as soon as they start school which was of course impossible. His beliefs had not changed; he still thought that nobody was aware of the communicative side of the language. Question 11 was sub-coded as C (Coincidence) while question 12 was coded as RH (Respectful/Honourable), RS (Rewarding/Satisfying) and DO (Demanding Occupation). The 13th question asking about reasons for the beliefs was sub-coded as OTP (Observing Teaching Profession) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 52 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 52 said

that he was a good motivator and he talked to his students about the way he learnt the language. If they believe him, it felt comfortable. Teacher 52 taught in Korea for long years, during this period, he also did business there which contributed a lot to his social interaction. As a result, his answers sub-coded were: 15. M (Motivator), 16. PC (Privileged/Comfortable) and 17. VD (Vice Director).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. Teacher 52 said that he was working with High School students before, but as he was getting older, he could not deal with their problems anymore and chose to work with an older group. He could not be fully committed, %90 he said because he was not content with the salary he got. He had 3 children to look after with a single salary, so he could not be fully committed unfortunately. His answers were subsequently sub-coded as follows: TAE (Teaching Adults Easy), GE (Great Extent). The last answer was not sub-coded because nobody had talked about their salary.

TEACHER 53

ENVIRONMENT

For the first question Teacher 53 talked about daily life rushes and chores. Student motivation would affect her out of class and things like forgetting her cd player or feeling sick, but still having to come to school would be a negative example for her. Her first and third questions were sub-coded as PP (Personal Problems), number 2 was not coded as no other interviewee talked about student motivation for this question.

BEHAVIOUR

The next 3 questions asked about what Teacher 53 did, in other words, her behaviours in class. Teacher 53 said she would do something spontaneously to save the day. If something positive happened in class (if a student did sth positive), the students would see her big smile and she would verbally praise. On the other hand, if something negative happened in the class, Teacher 53 would not talk, they would understand from her face and she would not delay it. Her answers were sub-coded as: DMB (Do My Best) for question 4, P (Praise) for question 5. The last question of this layer was sub-coded as W (Warn).

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 53 in which her capabilities and in-capabilities in class were mentioned. Teacher 53 said she was a good at theatric skills, she could use her gestures and mimics well. However, she sometimes had difficulty in motivating the students because of the environment. They usually did not have the chance to show what they had learnt and she knew this right from the beginning. Her answers were sub-coded as: RP (Role Play) for question 7, MS (Motivate Students) for question 8, LE (Lack of Environment) for 9 and the last question was sub-coded AA (Always Aware).

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 53. Why she chose to be an English teacher, whether or not her beliefs had changed and if so, in what way. Teacher 53 did not choose to be a teacher; her mother chose it for her so it was her destiny. She never thought she would be a teacher; it never came to her mind because she always wanted to be a journalist. Now that she had been teaching for more than 15 years, the most advantageous side of was that she taught her children English. Question number 11 was sub-coded as NOC (No Other Choice) while the last question of the layer was sub-coded as PC (Positive Change). The remaining 2 questions were not coded as they were not recurring.

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 53 considering her role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher she is, how this being makes her feel and whether or not she had any other work experience that may have made of what she is today. Teacher 53 said that she saw herself as a guide and a facilitator which made her feel great, super. She said she had worked in many jobs including tourist guiding which affected her theatric side, made her a more tolerant, easy-going and relaxed person. As a result, her answers were sub-coded as: 15. G (Guide) and F (Facilitator), 16. A (Awesome) and 17. TG (Tourist Guide).

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution she did, how committed she felt to her job and the

reasons for feeling this way. Teacher 53 said she was there because she knew it was hard to teach the little ones, she was not that patient. She felt %100 committed because language was in her life. She really enjoyed English, she spoke to her children in English and had many foreign friends whom she kept contact with every day on Skype. The last 3 answers of Teacher 53 were sub-coded as: TAE (Teaching Adults Easy), F (Fully) and DMB (Doing My Best).

TEACHER 54

ENVIRONMENT

First of all, Teacher 54 was a foreign teacher from the USA. For the first question, he said that very often, they had to take care of students' small problems like understanding the material or personal problems. Lately, the international news influenced him negatively. For the last question of the layer, Teacher 54 said traffic could be a negative thing for him or some things preventing his travelling plans would affect him. His first question was sub-coded as PP (Personal Problems) and the last question was sub-coded as T (Traffic). Number 2 was not coded.

BEHAVIOUR

The next 3 questions asked about what Teacher 54 did, in other words, his behaviours towards positive and negative attitudes in class. Teacher 54 had answered the previous question as traffic, so he continued to say that early preparation would help him to minimize the labour. When it comes to the next question asking about the reaction towards something positive happening in class (if a student did sth positive) he said he would quantify, not just say good or bad, but make them self-reflect. On the other hand, if something negative happened in the class, Teacher 54 would try to direct them before criticism. His answers were sub-coded as: MTB (Manage Time Better) for question 4, PF (Positive Feedback) for question 5 and EP (Eliminate Politely) for the last question of this layer.

COMPETENCY

Under the layer Competency 4 questions were directed to Teacher 54 in which his capabilities in class were mentioned. He said that depending on their strength of English, he could get through a good bit of information. However, because vocabulary was a barrier, he sometimes could not do whatever he wanted to do in class because of previous exposure to that idea. He realized this when he started to teach abroad, it depended on the

students' background. His answers were sub-coded as: 7. TE (Teaching English) and 9. PE (Previous Exposure). The remaining 2 questions were not sub-coded as they were not repeating answers.

BELIEF

The following 4 questions aimed at learning about the beliefs of Teacher 54. Why he chose to be an English teacher, whether or not his beliefs had changed and if so, in what way. Teacher 54 chose to be a teacher because he loved to see the sense of achievement on the students' faces. His mother and many people in his family were teachers, so he believed he could be one too. He thought that teaching should be the highest paid profession and that it was satisfying. His beliefs had not changed, human beings tended to support his theory. Question 11 was sub-coded as GRM (Good Role Models) while question 12 was coded as RS (Rewarding/Satisfying). The 13th question asking about reasons for the beliefs was sub-coded as OTP (Observing Teaching Profession) and the last question of the layer was sub-coded as SO (Same Opinion).

IDENTITY

The fifth layer of the Onion Model is Identity. Under this category, 3 questions were asked to Teacher 54 considering his role in language teaching. Questions number 15, 16, and 17 asked about what kind of a teacher he is, how this being makes him feel and whether or not he had any other work experience that may have made of what he is today. Teacher 54 said that in the class, he tended to be more of a coach. He never judged them and wanted them to use each and every opportunity to practice the language. This role made him feel blessed he said with a laughter. The last question was whether or not he had other work experience. Teacher 54 did retail service which helped him learn how to explain things to people. As a result, none of his answers were considered recurring, thus were not sub-coded.

MISSION

The last layer of the model and the last 3 questions of the interview aimed at learning the reasons for working at the institution he did, how committed he felt to his job and the reasons for feeling this way. Teacher 54 said that he was working there because he wanted to give the prep students as much as he could, so they could function at their best when they went to their departments. He said his commitment rate changed every new day because he wanted to give the students the best, so they could have a good role model. His

answers were subsequently sub-coded as follows: LTUS (Like Teaching University Students), GE (Great Extent), DMB (Doing My Best).

Discussion of the Semi-structured Interview

As it can be seen from the above information, the biggest out of class problem for the teachers was *'personal problems'.* These problems were anything from family to health problems. The second biggest problem was *'workload'.* The workload they had out of class such as material development or checking assignments influenced the way they functioned in class. Few teachers said that '*nothing'* from the outside could affect their in-class performances. The following problem was *'school environment'.* Most of the teachers expressed that partner problems would definitely affect them negatively. Some also said that changing regulations would be of a great influence for them. Lastly, a few teachers admitted that '*Turkish language*' was a very big problem for them. These teachers were not Turkish and came from different parts of the world.

The top response for the second question 'what kinds of things influence you out of class?' was *personal problems.* Many interviewees expressed that if they were having a specific personal problem at the time, this would definitely affect their classroom performances. Following the personal problems was the answer *partners' attitude.* Any conflict with a partner, lazy partners or continuous complaints of partners would degrade teachers. On the other hand, a native teacher mentioned that she was very happy with the approach and manners of other teachers which shows that this question was not perceived as a negative one. *School environment* came third, teachers said that office environment or whatever that happens within the school really influenced their performances. The next 3 answers shared the same destiny. Just a few talked about *time limitation, negative feelings about English* and that *nothing* could affect their in-class performances.

The third and the last question on environment was asked for the teachers to give a specific example of something negative happening out of class. Most of them said that they did not experience anything negative '*no negative thing'* until that time, so everything was well. Some of them expressed again that *personal problems* such as extra conferences, meetings or exams they themselves have to take would affect their practices. *Administrative problems* came third, teachers expressed that they did not have any day off during the week, so they could not deal with their personal matters and they always needed to get

permission from the administration. The last negative experience to be mentioned was *traffic*. Terrible drivers or traffic jams when getting to work would put them down.

The first question of the second layer was linked to the previous question about environment. It asked the teachers how they survived the negative situation they mentioned before. Many teachers expressed that they preferred *talking to the respondent* either personally or in general. *Think positively* came second for this question. A lot of the participants said that they would try to make up their moods and play Pollyanna when they feel down. Some said there was *nothing* they could do either because they did not experience anything negative or because they did not have the power to do something. Some teachers talked about *managing time better*, when they had a problem about time. Last of all, a few teachers said that they tried to *do their best* to overcome a negative thing happening out of class.

At this point, the teachers were asked how they behaved towards something positive done in the class. Approximately half of them admitted that they would *praise* the student either verbally or with gestures. Most of them said they would *encourage* and some said they would *appreciate* it in one way or another. Many teachers *gave something* (this could be extra points or a small gift like chocolate) and some teachers gave *positive feedback*, they tended to talk and let the students know that they have done something good. Finally, a few teachers said they would only *get happy* and show this. It could be understood from these answers that teachers tend to show reaction to anything positive carried out by students in the class.

The last question under the layer BEHAVIOUR was just the opposite of the previous question. It asked how the teachers would behave towards a negative situation. Many answers came to this question, but the top answer was *talking to the student(s) personally*. Most teachers said they would try dealing with the matter by talking it out and some of them said they would just *ignore* the negative thing; they would carry on as if nothing happened. Some teachers would *warn* the student(s) and a few of them said that they would *take care of it later*; they would not give immediate reaction. The remaining teachers would be patient and *tolerate* while a few of them would try to *eliminate the problem politely*.

Very few teachers said they would put themselves in their shoes, try to think like them; thus *understand them and negotiate* with them. Only 2 teachers admitted that they would

not be able to prevent themselves from *shouting* in the class lest something negative should ever happen.

The first question of the third layer asked what kind of things the teachers were able to do in the class. Many answers came to this question, the most popular of which was holding a *positive atmosphere*. Most teachers claimed that their greatest capability was keeping the class positive. Some teachers said they were quite good at *classroom management*, that they had no authority problem in class. Following classroom management was *technology*; teachers claimed that they were capable of using technology thoroughly during lessons. Some teachers said that they tried to *do their best* in class; this was all they could do while others surprisingly claimed that they were capable of doing *everything* in the class, and there was nothing they could not do. Again a few teachers mentioned about *teaching English*, the only thing they were capable of doing was teaching English which was the only thing they were required to do. Some teachers expressed that they were very good at *motivating students* which was a very big problem in language teaching. Lastly, 3 teachers talked about being good at *role playing* which is an important feature for a language teacher.

This time, the teachers were asked what they could not do in class and the most popular answer was *making the students speak.* Most teachers told the interviewer that they were having problems while making the students speak. This was a general problem, not only concerning School of Foreign Languages but also all institutions teaching English. Some teachers expressed that there was *nothing* they could not do; they could do everything they were required to do while others admitted that they were having difficulty *motivating the students;* they said that the students were still not aware of the significance of language learning. Only 2 teachers expressed that they could not *deal with each student separately* because of time limitation.

The ninth question was prepared to get the reasons underlying teachers' in-capabilities. Many reasons came; *lack of self-confidence* and *feeling shy/ashamed* shared the peak. The teachers said that their in-capabilities were not because of their inefficiencies, but because of the students' lacking self-confidence and feeling shy in front of the class. The second popular answers were *previous exposure* and the *curriculum*. Some teachers claimed that the students' previous experiences with English and being limited to the curriculum led the way to the result. Some teachers expressed that a very crowded curriculum also did not allow them to spare time for other activities. A few teachers talked about *crowded classes*

and *lack of environment.* The teachers in question said that they could not do whatever they wanted in class or deal with each student separately due to the number of students. The other 3 talked about students' not having any English speaking environment to practice what they have learnt.

The last question of the third layer COMPETENCY was when they realized they could not do whatever it was that they could not do in the class. Nearly a quarter of the teachers said that they realized it in their *first years*, some teachers said they had *always* been *aware* of the fact. A few teachers admitted that at first they were not aware but *as the years passed* they gradually came to understand and lastly, 3 teachers said it was not something new, they knew it from their *childhood*.

The first question of the fourth layer BELIEF was aimed at finding out the language teaching choices of teachers. They were asked why they chose to be an English teacher. Most teachers told that they had really *good role models* that they admired and this was the reason why they chose this profession. Some teachers said they only chose language teaching because they were *good at English*. The others believed it was their *ideal* since childhood. They always wanted to be an English teacher. A few teachers chose the profession since they *liked working with people*; this was the only reason why they chose teaching while others admitted that they had *no other choice* so it was, in a way, an obligation for them. Again just a few teachers talked about a *coincidence.* They just found themselves within the occupation, although they had no intention of the kind.

The next question was to find out about teacher beliefs before becoming an English teacher. Most teachers said that they only had *positive feelings* about the profession and that was all, they did not have any specific feeling. Some teachers said they thought it was an *easy and enjoyable* job to do. A few teachers thought those days that teaching would be *rewarding and satisfying* and that the feeling of achievement would make them content. Some of them talked about *respect and honor*. Those days they thought being a teacher would make them honourable and they would be respected by students. Just a few teachers believed that teaching was a *demanding occupation*; it was very difficult to teach someone an entire new language. Only 2 teachers believed teaching required quite a lot of *commitment, devotion and patience*. Lastly, 2 teachers thought that they could *teach everyone everything.* However, life taught them that this was impossible.

Shortly, this question asked the reasons for the teachers' beliefs. Equal number of teachers said they had *no specific reason* for feeling this way, it was just so. The other side said they

felt the way they did because they had *good role models*. Again, an equal number told that they had the opportunity of *observing the teaching profession* and their *experiences as students* paved the way for their beliefs. Some teachers admitted that they *loved their job* and that is why they believed so. Last of all, a few teachers mentioned the *difference between theory and practice.* They said practicing and experiencing the real event were totally different from the things told in books.

The last question of the fourth layer asked the teachers to what extent their beliefs had changed after having been teaching for some time. More than half of them said that nothing had changed; they were still in the *same opinion*. Some teachers (more than a quarter) admitted that they were more *positive* now while others confessed that there was a *negative* change in their beliefs. They expressed that they were much more willing and enthusiastic before. 2 teachers said that they now realized that they were living in a *eutopia* before teaching, now they were much more aware of the reality after some time of teaching experience.

The first question of the fifth layer IDENTITY was about teacher roles. It asked how teachers saw themselves as teachers. What kind of a role they associated with themselves. The most popular answer was a *guide* followed by *facilitator* and *English instructor*. Some teachers claimed that they were good *role models*, a good *motivator* and the *authority* in class. While others accepted themselves as a *friendly mother.* Only 2 of them said they only thought they were *native speakers* (they actually were) and that was all. Students wanted to practice language with them.

The following question asked how teachers felt themselves about the roles they previously mentioned. The top answer was *good/happy*. They told the interviewer that their role made them feel happy. Some teachers said it made them feel *privileged and comfortable*. This role did not put a lot of responsibility on them and so they were quite comfortable. Three different groups of teachers talked about their feelings as *satisfied, awesome* and *important.* These were the words they used to describe their feelings. Lastly however, 2 teachers talked about a negative thing. They said they felt themselves *unimportant* and useless which gradually occurred.

The last question of the fifth layer IDENTITY was to find out whether or not the teachers had any other work experiences other than teaching that may have affected their teaching styles/philosophies. A very high number of teachers (nearly two third) said that they had *not* done a job apart from teaching. They only had experiences as teachers. A few teachers

said they had done *translation* which contributed a lot in their vocabulary teaching. 2 different groups of teachers said they worked as a *vice director* and as a *company manager* which helped them in gaining the authority and leadership in class. Last of all, 2 teachers worked as a *tourist guide* which, they admitted, assisted them in their social interaction with students.

The first question of the last layer MISSION asked the teachers why they chose to work at the institution they were working at that moment. Half of them, on average, said because they *liked teaching university students*. They were not very good with children, as they claimed. Some of the teachers said they had *personal reasons* for choosing that university such as income or logistical considerations like family, hometown. A few teachers expressed that *teaching adults was easier* than teaching children or teenagers and they chose the easy way while some said that teaching at a university was their *ideal;* they had always wanted to teach at a university. Again, a few teachers talked about *academic field.* They chose to be at a university in order not to be far away from academic life. Only 2 teachers said that it was just a *coincidence.* They had no specific reason for being there.

This question asked the teachers' profession commitment rates. They were asked to what extent they were committed to their jobs. Some teachers did not give any answer to this question; they talked about what commitment meant and the emotional connotations of it. However, approximately half of the teachers admitted being *fully* committed to their jobs. They said they felt themselves totally committed. Some teachers said they were committed to a *great extent*. This great extent varied from %70 to %90 while others said they were *not much committed*. Some explained that at first everything was ok, but gradually they felt burnout and not much committed anymore.

The last question of both the sixth layer and the whole interview, the teachers were asked the reasons for being committed to their jobs. More than a quarter said they were committed because they believed they were *doing the right job*. Some teachers said they were trying *their best* and so they felt committed totally. A few teachers talked about *responsibility*. It was their job, their responsibility as they expressed while few teachers were the ones who did not feel much committed and their reasons were because of the *bad working conditions.*

Findings About Teacher Observation Form

Research Question 2: What are the pedagogical competencies of teachers in preparatory schools in terms of classroom practices?

According to Wragg (1999), the biggest strength of observational data is that it allows researchers to directly see what people do instead of having to rely on what they normally say they do. Therefore, in order to get a response to the second research question of the study, a Teacher Observation Form was prepared (see Appendix 2). The prompts were written in accordance with the interview questions. For each of the interview question, a YES/NO prompt was given. The total participant number of the study was 54, however, not all the interviewees accepted their lessons to be observed. So, with a view to the literature and expert counseling, %30 of the total was regarded as an adequate number. Thus, 20 interviewees were observed in their classroom practices. The aim of this practice was to be able to monitor the teachers in their real atmospheres and try to come to a conclusion from the data collected as to what extent the interviewees self-reports and their actual practices went hand in hand (Research question 3). The teachers who accepted their lessons to be observed were as follows:

TEACHER 41

Teacher 41 was a very experienced teacher having taught for 30 years. He did not hesitate to accept his lesson be observed by the researcher. During the lesson, the Teacher Observation Form was filled in according to the teacher's practices in class. It was monitored that the teacher in question seemed to have a lot of workload, however, was positively influenced out of class. He coped well with out of class activities such as material development and praised positive attitude immediately in class. He did not ignore negative attitude and also gave immediate reaction to it. Teacher 41 was quite patient and highly capable of managing and motivating the class, did not have an authority problem. He seemed enthusiastic and carried out creative activities. As a very experienced teacher, he maintained the balance between being an authoritarian teacher and being a guide, helper. He was happy working at a university and did not seem to be burnout yet. He was trying to do his best in class and was observed to be successful.

TEACHER 21

Teacher 21 was a middle aged teacher having taught for 10 years. She seemed to have a lot of workload out of class and was negatively influenced by this situation. She could not

cope well with out of class activities such as material development. She chose to praise positive attitude and gave reaction to negative behaviour on the point. Teacher 21 was patient enough and notably capable of managing and motivating the class. Although she was not very energetic and enthusiastic during the lesson, she had some very creative ideas. She chose not to be the leader but a guide in the class and was happy to work with pre-adults. She did not have an authority problem and did her best to complete her duty.

TEACHER 48

Teacher 48 was a 15 year experienced teacher. He was quite willing and accepted his lesson to be observed by the researcher. It was monitored that the teacher did not have a lot of workload and was positively affected out of class. He coped well with out of class activities such as material development and praised positive attitude immediately in class. He ignored negative attitude and was really capable of managing and motivating the class. Teacher 48 was not a very patient teacher, yet seemed to be enthusiastic about teaching English. He did not have an authority problem and chose to be the leader, not a guide for the students. He was happy working at a university, quite creative and did not seem to be burnout yet. He was trying to do his best for his students and was observed to be accomplished.

TEACHER 13

Teacher 13 was an Assist. Prof. holding a Ph.D. in ELT. She seemed to have a lot of workload out of class and was negatively influenced by this situation. She could cope well with out of class activities such as material development. She chose to praise positive attitude and did not give reaction to negative behaviour at that moment, she took care of it later. Teacher 13 was patient enough and rather capable of managing the class. Yet, she was not very good at motivating the students. She was very energetic and enthusiastic during the lesson baring some very creative ideas. She chose to be the authority and did this very well. She looked happy working there and did not seem to be burnout yet. She was doing her best.

TEACHER 34

Teacher 34 was a foreign teacher from the USA. He was quite willing and accepted his lesson to be observed by the researcher. It was monitored that the teacher did not have a lot of workload; however he seemed to be negatively affected out of class. He coped well with out of class activities such as material development and praised positive attitude

immediately in class. He ignored negative attitude or chose to delay it for some time later. He was notably capable of managing and motivating the class. Teacher 34 was a very patient teacher, yet did not seem to be enthusiastic about teaching English. He was not very creative and seemed to be a monotonous teacher. He did not have an authority problem and chose to be a guide, helper for the students. He was not happy working at a university and seemed to be burnout already. As a result, he seemed not to be doing his best in class, but filling in time.

TEACHER 39

Teacher 39 was a middle aged teacher having taught for 12 years. She seemed to have a lot of workload out of class and was negatively influenced by this situation. She could cope well with out of class activities such as material development. She chose to praise positive attitude immediately and gave reaction to negative behaviour on the point. Teacher 39 was not very patient but notably capable of managing the class. It was observed that she was not very capable of motivating the students although she was not very energetic and enthusiastic during the lesson. She did not seem to be that creative and maintained the lesson with the currently available material. She chose not to be the leader but a guide in the class and was happy to work with mature students. She did not have an authority problem and did her best to fulfill her lesson.

TEACHER 14

Teacher 14 was a rather experienced teacher having taught for over 20 years. She seemed not to have a lot of workload out of class and had nothing negatively influencing her. She was a positive person with a big smile on her face. She seemed not to be coping well with out of class activities such as material development. Teacher 14 praised positive attitude and gave reaction to negative behaviour on the point. She was patient enough and notably capable of managing, however, not so capable of motivating the class. Although she was positive, she was not very energetic and enthusiastic during the lesson besides being quite ordinary. She chose to be the leader and not a guide in the class and was happy to work with pre-adults. She was not burnout yet and did not have an authority problem in the class. It was observed that she was doing her best to complete her duty.

TEACHER 47

Teacher 47 was a middle aged teacher having taught at 3 different universities. She seemed not to have a lot of workload out of class and was positively influenced by this situation.

She could cope well with out of class activities such as material development. She chose to praise positive attitude immediately and gave reaction to negative behaviour on the point. Teacher 47 was very patient besides being notably capable of managing and motivating the class. She seemed enthusiastic about teaching English. She was rather creative and maintained the lesson with different kind of ideas and activities. She was the leader and not the helper during the lesson and was quite content with her role. She did not have an authority problem and did her best to fulfill her lesson.

TEACHER 49

Teacher 49 seemed not to have a lot of workload out of class and had nothing negatively influencing her. She was a positive person with a big smile on her face. She seemed to be coping well with out of class activities such as material development. Teacher 49 praised positive attitude and gave reaction to negative behaviour later on. She was patient enough and notably capable of managing, however, not so capable of motivating the class. Although she was a cheerful person, she was not very energetic and enthusiastic during the lesson besides being quite monotonous. She chose to be the leader and not a guide in the class and was happy to work with pre-adults. She was not burnout yet and did not have an authority problem in the class. It was observed that she was doing her best to complete her duty.

TEACHER 38

Teacher 38 was a rather experienced teacher having taught for more than 20 years. She seemed not to have a lot of workload out of class and had nothing negatively influencing her. She was a positive, energetic person and seemed to be coping well with out of class activities such as material development. Teacher 38 praised positive attitude and gave reaction to negative behaviour on the point. She was patient enough and considerably capable of managing and motivating the class. She was very energetic and enthusiastic during the lesson; moreover, she had very creative ideas about the lesson. She chose to be the leader and not a guide in the class and was happy to work with pre-adults. She was not burnout yet and did not have an authority problem in the class. It was observed that she was trying to do her best to make the lesson as useful as possible.

TEACHER 10

Teacher 10 was a rather experienced teacher brought up in Germany and having been teaching for over 20 years. She seemed not to have a lot of workload out of class, yet, she

seemed to be negatively influenced by the environment. She seemed to be coping well with out of class activities such as material development. Teacher 10 praised positive attitude and gave reaction to negative behaviour at that moment. She was patient enough and notably capable of managing, however, not so capable of motivating the students in the class. She was very energetic and enthusiastic during the lesson although she did not have very many creative ideas. She chose not to be the leader but a guide, helper in the class and was happy to work with pre-adults. She was not burnout yet and did not have an authority problem in the class. It was observed that she was doing her best in class to discharge her responsibility.

TEACHER 29

Teacher 29 was a middle aged teacher having taught for 15 years. She did not seem to have a lot of workload out of class and was positively influenced by this situation. She could cope well with out of class activities such as material development. She chose to praise positive attitude immediately but gave reaction to negative behaviour when the lesson was over. Teacher 29 was a rather patient teacher besides being notably capable of managing and motivating the students. She was very energetic and enthusiastic during the lesson and had some very creative ideas to make the students think over what they were doing. She chose not to be the leader but a guide in the class and was happy to work with mature students. She did not have an authority problem and did her best to fulfill her lesson.

TEACHER 43

Teacher 43 was a 15 year experienced teacher with a Ph.D. in ELT. He was quite willing and with no hesitation accepted his lesson to be observed by the researcher. It was monitored that the teacher had a lot of workload and was negatively affected out of class. He could not cope well with out of class activities such as material development because of his engagement. He praised positive attitude, but not immediately and he just simply ignored negative attitude. He was really capable of managing the class, however, not so successful in motivating them. Teacher 43 was a patient teacher and seemed to be enthusiastic about teaching English. He had rather creative ideas and did not have an authority problem in the class. He chose not to be the leader, but a guide for the students. He was happy working at a university and did not seem to be burnout yet. He was trying to do his best for his students and was observed to be accomplished.

TEACHER 46

Teacher 46 was a rather experienced teacher having taught for nearly 20 years. She did not seem to have a lot of workload out of class and was positively influenced by this situation. She could cope well with out of class activities such as material development. She chose to praise positive attitude immediately but gave reaction to negative behaviour at break time or somewhat later. Teacher 46 was a rather patient teacher besides being highly capable of managing and motivating the students. She was very energetic and enthusiastic during the lesson and had some very creative ideas to make the students self-reflect. She chose not to be the leader but a guide in the class and was happy to work with mature students. She did not have an authority problem and did her best to fulfill her lesson.

TEACHER 40

Teacher 40 seemed to have a lot of workload out of class and was negatively influenced by this. She seemed not to be coping well with out of class activities such as material development. Teacher 40 praised positive attitude and gave reaction to negative behaviour on the spot. She was patient enough and notably capable of managing, however, not so capable of motivating the class. She was very energetic and enthusiastic during the lesson besides being quite creative. She chose to be both the leader and a guide in the class and was happy to work with pre-adults. She was not burnout yet and did not have an authority problem in the class. It was observed that she was doing her best to complete her duty.

TEACHER 42

Teacher 42 was a middle-aged teacher having taught for nearly 15 years. She did not seem to have a lot of workload out of class and was positively influenced by this situation. She could cope well with out of class activities such as material development. She chose to praise positive attitude immediately but gave reaction to negative behaviour at break time or somewhat later. Teacher 42 was a patient teacher besides being highly capable of managing and motivating the students. She was very energetic and enthusiastic during the lesson and had some very creative ideas to make the students think analytically. She chose to be both the leader and a guide in the class and was happy to work with mature students. She did not have an authority problem and did her best to fulfill her lesson.

TEACHER 53

Teacher 53 seemed to have a lot of workload out of class and was negatively influenced by this situation. She could cope well with out of class activities such as material

development. She chose to praise positive attitude immediately but gave reaction to negative behaviour sometime later. Teacher 53 was not a patient teacher though being highly capable of managing the students. She was not very good at motivating them, however. She was very energetic and enthusiastic during the lesson and had some very creative ideas to make the students self-reflect. She chose not to be the leader but a guide in the class and was happy to work with mature students. She did not have an authority problem, yet she could do a little bit more than what she did that day to make the best of her lesson.

TEACHER 27

Teacher 27 was a middle aged teacher having taught for 13 years. She seemed to have a lot of workload out of class but was not negatively influenced by this situation. She could cope well with out of class activities such as material development. She chose to praise positive attitude immediately but gave reaction to negative behaviour when the lesson was over. Teacher 27 was a rather patient teacher besides being notably capable of managing and motivating the students. She was very energetic and enthusiastic during the lesson; however, she did not have any creative ideas to make the students think over what they were doing. She chose to be both the leader and a guide in the class and was happy to work with mature students. She did not have an authority problem and did her best to fulfill her lesson.

TEACHER 37

Teacher 37 seemed to have a lot of workload out of class and was negatively influenced by this. She seemed to be coping well with out of class activities such as material development. Teacher 37 praised positive attitude and gave reaction to negative behaviour on the spot. She was patient enough and notably capable of managing and motivating the class. She was very energetic and enthusiastic during the lesson besides being quite creative. She chose not to be the leader but a guide in the class and was happy to work with pre-adults. She was not burnout yet and did not have an authority problem in the class. It was observed that she was doing her best to complete her duty.

TEACHER 8

Teacher 8 was a Ph.D. student in ELT. She seemed to have a lot of workload out of class and was negatively influenced by this situation. She seemed not to be coping well with out of class activities such as material development. She was the only teacher that was

observed to be ignoring positive attitude in class. She also chose to ignore negative attitudes. Teacher 8 was not patient enough and rather inadequate in managing and motivating the class. She was also not very energetic and enthusiastic during the lesson maintaining a routine, monotonous 45 minutes. She chose to be the authority and did this very well. She did not look very happy working there and seemed to be burnout already. Nevertheless, she was doing her best.

Discussion of Teacher Observation Form

As a result of the observations conducted in 20 twenty different classrooms, what was interesting and focused attention which could be considered meaningful was that some items of the form showed a very big gap in number between *yes/no.* The fifth item being observed was *'The teacher praises positive attitude.'* Most of the teachers did not praise positive attitude in class. Only a few teachers were observed to praise the positive attitude of a student. *'The teacher ignores negative attitude'* was the seventh item which sought whether the teacher ignored a negative attitude or not. Many teachers seemed to give immediate reaction to anything negative happening in class. They were not tolerant and gave reaction in one way or another. The eighth item was '*The teacher gives immediate reaction to positive attitude'.* Again, many teachers either delayed or did not give any reaction to positive attitude in class.

Sentence number 12 was '*The teacher is not patient with the students in class'.* This sentence was written so as to observe the teacher's patience and tolerance in class. As a result, just a few teachers were patient with the students and tolerated adverse things going on in class, however, a great number of the teachers were considerably impatient. Item 16 was *'The teacher is a guide-helper in class'* which reflected a very important point of the observation. Less than a quarter of the teachers were helpful and tried to show the way. On the other hand, most of them were unwilling to help and only gave the necessary information for that day.

Findings About The Comparison Between The Interviews And The Teacher Observation Forms

Research Question 3: What is the nature of the relationship between self-reported professional identities and actual practices of English teachers?

In order to find an answer to the third and final research question of the study, a very careful examination and analysis was carried out of the interviews and the observation forms. This comparative analysis held the utmost significance, as it gave the eventual structure of the study.

First of all, the teachers who were observed in their classes were found and marked within the total transcribed interviews. When all 20 teachers were pointed out, the second step was to divide the question and answers into the six layers of the reflection model in question (Onion Model). The first 2 layers Environment and Behaviour had 3 questions, Competency and Belief had 4 questions and the last 2 layers in the middle had again 3 questions to be analyzed. A careful examination of the teachers' self-reports in the interviews and their actual practices on the observation forms presented a thorough comparison and the following data was inferred from them.

TEACHER 8

The points that focused attention for Teacher 8 were initially under the layer Behaviour. She had claimed before that she would praise positive attitude in class immediately and would try to solve the negative behaviour by talking to the respondent. However, the observation showed that she did not praise any good behaviour and simply ignored negative behaviour. Teacher 8 had also talked about being able to do everything in class for the layer Competency, yet it was observed that she was not very capable of managing and motivating the students. She had said that teaching was one of the best jobs for Belief and that she was grateful for being a teacher. But, during the lessons she could not show her enthusiasm and creativity. When it came to the last layer of the model, Mission, although Teacher 8 had said that she was committed to her job, it seemed that she was not very happy working there and had problems with leading the class.

TEACHER 10

The first point that drew attention for Teacher 10 was under the layer Environment. Although her speeches were quite negative about the outside of class and that she was negatively influenced by this, her attitudes and mood proved to be just the opposite. She was a very positive teacher. For the second layer Behaviour, Teacher 10 had reported that she would be sad, rarely angry when something negative happened in class. However, it was observed that she gave immediate reaction to an attitude considered to be negative.

TEACHER 13

Interestingly, it was observed that whatever Teacher 13 said she would do, was carried out by her during the lesson. She had actually reported herself just as she was for all the 6 layers. Nothing different was monitored.

TEACHER 14

For the first layer, Environment, Teacher 14 had said that she was negatively influenced by some adverse things happening out of class, yet she was observed to be quite positive. The second notable difference for Teacher 14 was under the layer Belief. She had indicated that she chose the profession just because she liked learning foreign languages. However, throughout her lesson, she did not seem enthusiastic about teaching English. Lastly, the most obvious distinction was sighted under the layer Mission. She had noted that she felt so committed to her job that she was not thinking of giving up, even though she had the chance to retire. Albeit, she seemed to be burnout after all those years of teaching.

TEACHER 21

The most important discrepancy between the said and the done for Teacher 21 was under the layer Competency. She had expressed that she was having difficulty motivating the students. Nevertheless, she was observed to be very successful in doing so.

TEACHER 27

For the first question of the interview under the layer Environment, Teacher 27 had talked about being negatively affected by some problems and the reflection of this to her lessons. Yet, it was monitored that she was very energetic and enthusiastic besides being capable of holding a positive atmosphere. Teacher 27 had said previously that she would talk immediately to the students and tell them what is expected of them, should there be a negative attitude in class. However, during the lesson, these expressions did not come into act. She seemed to ignore a negative behaviour. Under the last layer Mission, she had said that she had lost her commitment to her job that year especially. Yet, she seemed to be happy working there and did not have many problems throughout the lesson.

TEACHER 29

Under the layer Belief, Teacher 29 had said that she had been a teacher as a coincidence. It was not a decisive choice of her. However, it was observed that she was a very enthusiastic

teacher and really happy with students. She was monitored to be doing and feeling whatever she had told previously.

TEACHER 34

A different statement was also expressed by Teacher 34 under the layer Competency. He had mentioned of being able to do whatever was expected of him, yet during the lesson, it was observed that he was not very eager to teach and did not have any intention of being creative in the class. For the last layer Mission, he had said that he was fully committed to his job because he was being paid for it. However, he did not seem to be doing his best and seemed to have an authority problem in the class.

TEACHER 37

Teacher 37 had said that she would delay talking to the student, if he had done something negative in class. The first variation for Teacher 37 came under the layer Behaviour. She was observed to give immediate reaction to something negative carried out in the class, although she had said that she would take care of it later. She had indicated that she felt burnout from time to time and this was reflected to her classes. Yet, she seemed to be quite enthusiastic and happy being with the students. Belief was the second difference between the said and the done. The last difference for Teacher 37 was under the layer Identity. She had expressed that her roles in class were authority, guide and a motivator. Albeit, she did not seem to be behaving as the leader in the class. She was much of a helper to the students.

TEACHER 38

The most important point that focused attention was under the first layer Environment. Teacher 38 had said that she was negatively influenced by the continuously changing regulations, however, it did not seem so during the period she was observed. She was in peace with herself and left everything negative outside.

TEACHER 39

Under the layer Behaviour, Teacher 39 had said that she would just wait for the negative thing to pass, yet she gave immediate reaction to a student during her class. The second interesting point was under the layer Competency. She had said that she was capable of doing everything in the class. However, it was monitored that she was not very successful in motivating the students and patient as she had expressed before. The last difference for

Teacher 39 was determined under Mission. She had mentioned that she was fully committed to her job and that she was not thinking of giving up. But, it could be seen from her behaviours and attitude in class that she was about to become burnout already.

TEACHER 40

Teacher 40 had said that she was not a pusher under the category Identity. She was just a guide, she opened the door and if the students wanted they would go out. However, it could be clearly seen that she was the authority in the class; she seemed to act like a leader.

TEACHER 41

Teacher 41 had expressed previously that he would ignore anything negative in class. This was a question under the layer Behaviour. Yet, during his observation, he gave immediate reaction to a student behaving abnormally. Under the layer identity, he had said that he was a prompter, an encourager and a facilitator. Yet, besides these roles, he was monitored to be an authority in the class even though he had expressed that he was not. He was trying to do his best and seemed enthusiastic enough for a 30-year experienced teacher.

TEACHER 42

Under the layer Environment, Teacher 42 had talked about having a lot of paper work and being negatively affected by this. However, this was not reflected to her lesson. For the layer Competency, she had talked about being inadequate in motivating the students, yet she seemed to be very successful in doing so. Teacher 42 had said that she did not like to be the leader in the class, but it was observed that she was acting as an authority during the lesson.

TEACHER 43

For Teacher 43, it was observed that whatever he had said about himself and his performances were totally the same. Nothing different was monitored. His self-report and his performance were hand in hand.

TEACHER 46

Teacher 46 was a very experienced teacher and was monitored to act just as she had previously expressed in the interview. She was a very successful teacher in classroom management and in motivating the students.

TEACHER 47

The first focus of attention for Teacher 47 was under the category Behaviour. She had expressed beforehand that she would tolerate negative behaviour, yet she was observed to give immediate reaction to a student behaving abnormally. Teacher 47 had said that she believed a teacher should not be authoritative; however, she was not quite flexible throughout the lesson. She believed that she was a guide, helper, yet she was monitored to be the leader in the class. For the layer Mission, she had said that she did not feel much committed to her job. But, she was trying to do her best and seemed to be succeeding in doing so.

TEACHER 48

The most salient difference for Teacher 48 was under the layer Identity. He had previously stated that he was a good role model for the students and that he did not feel like the leader. However, it was monitored that he was the authority in the class. This was clearly seen from his attitude.

TEACHER 49

Teacher 49 had talked about her behaviour towards a negative attitude in the classroom as first trying to talk and then warning or explaining the reasons for doing so. Yet, during the lesson she did not carry out any of these things towards a student behaving negatively and somewhat ignored the negative attitude. Under the layer Competency, Teacher 49 had remarked before that she was good at motivating the students, but during the lesson, most of the students were observed to be demotivated and reluctant. Although she had expressed that being a teacher was her ideal and her dream, her mood and attitude showed that she was not very enthusiastic about teaching English.

TEACHER 53

The most important difference between the said and the done for Teacher 53 was under the layer Behaviour. She had previously stated that she would never delay responding to a negative behaviour in the class. Yet, she did not give an immediate reaction as she had expressed so. It was monitored that she was not so patient with the students as she had said she was and did not seem to be doing her best to the fullest since she had told under the layer Mission, that she was %100 committed to her job.

Discussion of the Comparison Between The Interviews And The Teacher Observation Forms

Consequently, it can evidently be seen from the above given information that the biggest differentiation between the reported and the performed was under the layer BEHAVIOUR. Especially, the interviewees' statements about their behaviours towards positive and negative attitudes of the students in the class seemed to show difference. Most of the teachers talked about praising or appreciating a positive behaviour in class immediately, however, it was observed that no verbal compliment or encouragement was acted out. On the other hand, negative behaviour was surveyed to be given reaction immediately most of the time, despite 'talking to the respondent personally' being the top answer in the interview.

The second top difference was under COMPETENCY. Here, the interviewees' believed that they were good at doing something, however, it was monitored that they were actually not that successful. Most frequently teachers mentioned about being very good at classroom management, using the technology efficiently and motivating the students in class. However, observations showed that many teachers lacked classroom management, did not use anything technological and the students were not so eager to learn anything in class.

The third biggest difference between the said and the done was under IDENTITY. Most of the interviewees' thought they were a certain kind of a teacher, yet they were monitored as not to be. Here, some teachers thought they were a guide to the students and that they did not see themselves as a leader. Yet, during the observations, they were seen to be quite authoritative and a dominant character in the class. Others said that they were the authority and the center of the lesson; however, in contrast to what they thought about their role, they seemed to have an authority problem in their actual practices. The difference in this layer was significant and considered as a major finding as Identity lies in the **core reflection.** According to Peterson and Seligman (2003), the strengths of an individual in character can be valued morally since they fulfill an individual and these strengths can be situated on the levels of Identity and Mission. The findings of the layers Behaviour and Competency are competencies acquired from the outside, whereas, Identity is a quality from the inside.

The study also found that teachers may see themselves as adopting more than one role as a teacher or view themselves as everything and that nothing can continue without them.

ENVIRONMENT, BELIEF and MISSION were layers not very easy to monitor in the observation classes. However, as far as the researcher felt, the surveyed attitudes were put down.

In the literature many studies have been carried out concerning teacher identity, reflective teacher development, teacher knowledge or teacher practice. However, what makes this study different from all the others and unique in its nature is in that it takes a very recent reflection model as a foundation. For instance, a case study conducted in 2008 by Yesilbursa, aimed to provide a framework for the already existing reflection of the instructors of an ELT programme in order to improve their practices. Her study also targeted to see how teachers reflected upon themselves during their developments as teachers. Yet, the current study is different from the above mentioned both in participant number and in dimension. Yesilbursa's study included 3 participants, but this study has a total number of 54 instructors. She carried out an action research and investigated only the reflective teacher development process. On the other hand, this study tried to look at the reflection process from 6 different angles which are Environment, Behaviour, Competency, Belief, Identity and Mission. It aimed to find out the differences (if any) or the relationship between the self-reports and the observed actual practices of teachers.

Another important study in the field was implemented again in 2008 by Andrzejewski in which she investigated the relationship between expert secondary school teachers' identities, professional knowledge and practice. The participant number was 4 which is rather less than the current study. The study of Andrzejewski suggested that teacher identity and practice are related which seems similar, however, teacher knowledge was not within the content of this study. The findings from this study suggested that the onion model was a valuable tool for the researcher in seeking to understand the relationship between professional identity and practices of English teachers based on a model (Onion Model) showing different layers of reflection. The findings presented in this study highlight several important issues.

The main conclusions were that:

As Korthagen himself mentioned in an interview called *Hidden Qualities* (An Interview with Fred Korthagen) carried out by a Ph.D student called Roman Svancek in 2014, the essence of good teaching is the connection between all the layers of the so-called onion model. Therefore, it is important to find a balance between competencies and the outer and the inner layers. This study attempted to find out the actualization of each layer in each

participant and how reflection takes place on them. It can be said that the findings of this study supported the idea that competencies alone do not make a teacher a better one and that if teachers are aware of their individual strengths and weaknesses, their core qualities inside, they can gradually become a teacher to be envied. As Korthagen claims, most of the changes observed were on the outer layers, however, the core qualities inside (Identity, Mission) affect the direction of the change.

The literature supports the view that beliefs are resistant to change and that change in beliefs occurs slowly. The results of this study also proved and supported this view. Under the layer Belief, most teachers talked about still having the same beliefs about their professions. The ones that had a change in their beliefs however, admitted it to be a gradual process. As years passed, they found themselves to be thinking differently from years ago.

The problem determined just at the beginning was that most English Instructors are not aware of their strengths and weaknesses, thus their core qualities, Tickle (1999). This study found its way through the gap between practice and theory in professional identity. As the undoubtedly vital qualities like creativity, courage, perseverance, kindness, fairness, etc. are given inadequate significance in the literature and seldom appear on official lists of important basic competencies of teachers, this study aimed to find out the actualization of core qualities in English Language Instructors. Thus, most of the teachers participating in the study admitted not having given a single thought on the questions they were directed throughout their professional lives. Especially the layers Identity and Mission, on which they had to think more, made them discover the difference between who they think they are and who they really are. They were greatly pleased to talk about themselves (reflect upon) and to reveal who they actually were inside and outside the classroom as well as what they felt deep inside. Therefore, the findings of this study support making deliberate efforts to set up reciprocal collegial conversations as part of our professional culture, and the ‘core reflection’ process as a valuable tool to do so. As Korthagen and Vasalos (2005) argued, identification of a person’s core qualities or ‘character strengths’ function as a link between the individual and their learning context or environment, and promotes a sense of “this is who I am” (Korthagen and Vasalos 2005, p. 5).

CHAPTER V

CONCLUSION

Introduction

The aim of this dissertation was to contribute to the educational procedure in the preparatory classes of Foreign Language Schools by exploring the relationship between English Language Instructor's professional identity and practice by making use of the Onion Model (Korthagen, 2004) which is a model describing different levels on which reflection can take place. It aimed to reveal how they viewed themselves as professionals both from their inner and outer world. Finding out what qualities they held and how these qualities actualized in classroom practice was the main point of the study.

Chapter 1 provides an overview of the purpose of the study, significance of the study, research questions and definitions of some important terms. Chapter 2 explores the literature regarding professional identity, practice and pedagogy, models of reflection and the studies carried out on different areas of teacher identity. Chapter 3 puts forward an overview of the research design, participants, data collection methods and data analysis procedures. Chapter 4 presents the findings while analyzing and discussing the data gathered from the study. Finally, Chapter 5 summarizes the findings and suggests recommendations for further research in the field.

Summary of The Study

The study was carried out with 54 voluntary instructors working at different preparatory programs in Turkey. The programs included both State and Private Institutions. It was a 3-month case study carried out in the second semester of the 2014-2015 academic year. The tools used for the research were classroom observation and semi-structured interview.

At the beginning of the second semester, informal interviews were conducted with instructors who were voluntary to participate in the study. These discussions were done on

purpose in order to prepare the interview questions and the classroom observation form. These pre-meetings and 2 expert counseling from the field helped arrange the questions mentioned which could be considered as the pilot study of the research. Next, the 54 voluntary instructors of different preparatory programs were asked to give an appointment for the interviews. On the whole, it took 6 weeks to fulfill them. Each interview lasted 10 minutes on average, ranging from 7 to 20 minutes. The interviews were recorded by the help of a voice recorder. The recorded data took a week to be transcribed.

The following step was to observe an adequate number of the instructors in their actual practices. Many of them were reluctant to be observed while teaching, however, sufficient number accepted to participate in the study. Appropriate day and hour was arranged with 20 instructors in order to find out different angles and formations of the reality (triangulation). The second part of the research continued for 5 weeks, altogether making the study a 3-month case study.

Stake (1995) defines analysis as a 'matter of giving meaning to first impressions as well as to final compilations', and making sense of our first impressions. In this study, qualitative data analysis strategies like categorizing, coding, and interpreting were used. Coding is the process in which the researcher separates the gathered data into meaningful chunks after examining it in detail and tries to find out what it would mean conceptually. These parts can sometimes be a word, a sentence, a paragraph or even a whole page of data (Yıldırım and Simsek, 2013). As the study was based on a model called The Onion Model (Korthagen, 2004), the first of the 3 coding styles proposed by Strauss and Corbin (1990) was used. This is called coding carried out according to pre-determined themes. During the analysis and interpretation part of the study, the steps proposed by Creswell (2013) were used.

Step 1. Initially, the data was organized and prepared for analysis. This involved transcribing the interviews and sorting and arranging the data gathered from the observations.

Step 2. Later, all the data was read and examined in detail. This first step had already provided a general sense of the information and an opportunity to reflect on its overall meaning. What general ideas are participants saying? What is the tone of the ideas? What is the impression of the overall depth, credibility, and use of the information?

Step 3. The next step was the coding of all the data. Coding is the process of organizing the data by bracketing chunks (or text or image segments) and writing a word representing a category in the margins (Rossman and Rallis, 2012). It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant (called an in vivo term). For the coding, the help of an inter-coder was applied to. During the whole process, the independent coder was first asked to code the interview questions, and later to code the answers to the questions. The simultaneously figured out codes were compared for consistency. With an in-depth cross-check, the rate of consistency was found to be approximately %90. Since the literature Miles and Huberman (1994) suggests that at least %80 of consistency is necessary for good qualitative reliability, the rate was considered adequate to carry on the study.

Step 4. Step 4 is using the coding process to generate a description of the setting or people as well as categories or themes for analysis. However, in this study, as mentioned before, the themes were pre-determined, (Strauss and Corbin, 1994). So, at this stage, the teacher observation forms were put together and examined. Notes were taken in order to describe and narrate in the following step.

Step 5. The most popular approach to convey the findings of a qualitative analysis is to use a narrative passage. Many qualitative researchers also use visuals, figures, or tables as adjuncts to the discussions. In this study, an observatory and descriptive narration was used to inscribe the data gained from the interviews and the classroom observations.

Step 6. The final step in the data analysis involved making an interpretation of the findings or results. Asking, "What were the lessons learned?" captures the essence of this idea (Lincoln and Guba, 1985). Personal interpretation and meaning derived from a comparison of the findings with information elicited from the literature or theories were used.

As the study was based on a model called The Onion Model (Korthagen, 2004), the first of the 3 coding styles proposed by Strauss and Corbin (1990) was used. This is called coding carried out according to pre-determined themes. This is referred to as selective coding. Selective coding is the process in which all categories are unified around a 'core' category while categories that need more explicitness are filled in with descriptive data. The themes of this study were pre-determined as the layers of the Onion Model (ENVIRONMENT, BEHAVIOUR, COMPETENCY, BELIEF, IDENTITY and MISSION). The other two were coding in terms of the themes gained from the codes

and coding carried out within a general framework. The qualitative data, which were gathered and recorded through a semi-structured interview, were transcribed and later read in detail many times by the researcher. Next, the meaningful parts of the data (the layers) were put together and coded later to be sub-coded according to the answers. These levels *Environment, Behaviour, Competency, Belief, Identity and Mission* were important because they could be seen as different perspectives from which we could look at how teachers function. Later, a teacher observation form was prepared in accordance with the interview questions. A considerable amount of the interviewees were observed in their own classes. The purpose of the observation was to find out to what extent the teachers' self-reports and their actual practices coincided.

As a result, the biggest differentiation between the reported and the performed was under the layer BEHAVIOUR. Especially, the interviewees' statements about their behaviours towards positive and negative attitudes of the students in the class seemed to show difference. The second top difference was under COMPETENCY. Here, the interviewees' believed that they were good at doing something, however, it was monitored that they were actually not that successful. The third biggest difference between the said and the done was under IDENTITY. Most of the interviewees' thought they were a certain kind of a teacher, yet they were monitored as not to be. BELIEF was a layer not very easy to monitor in the observation classes. However, as far as the researcher felt, the surveyed attitudes were put down.

Conclusion

In this study, teachers' classroom observation forms and the semi-structured interviews were used to trace the relationship between the English instructors self-reports about themselves as teachers and their actual performances in class. The findings were not shared with the teachers during the data collection process. However, at the end of the study they were informed about the differences observed. It is also worth mentioning that the observations were intended to be neither judgmental nor evaluative.

Following the semi-structured interviews, a remarkable number of teachers were observed in their real classroom atmospheres. The focus of the observation was purposefully on the layers of the Onion Model which was of course in accordance with the questions of the interview. Thus, classroom management, teacher attitude, creativity, interaction between teacher and students (T-Sts), classroom atmosphere, students' involvement and use of

activities/tasks, were the main areas intended to gather ample data in order to understand and describe teachers' actual practices, and assess whether any difference between the said and the done occur. The interviews were used to compare and contrast the 54 teachers' own words and the surveyed data.

In his study carried out in 2004, Korthagen discussed an umbrella model of levels of change that could serve as a framework for reflection and development. He argued that there were two central questions determining the pedagogy of teacher education. These were: What are the essential qualities of a good teacher, and how can we help people to become good teachers? His aim was not to give definitive answers to the questions, but to offer a framework for any serious discussion of such a norm. Korthagen gave an example of a teacher educator having a supervisory session with a student teacher in mathematics. Here, he talked about the Onion Model, the model of reflection in question. Various possible answers were summarized in the model of levels of change. In answering the second question, the different levels were linked to possible interventions. Special attention was focused on professional identity and mission. As a result, he expressed that focusing on core reflection during initial and in-service teacher education can also make teachers more aware of the core qualities of students at school, so that they are better able to direct them in making use of their own core qualities, at school and throughout the rest of their lives. Yet, this study did not have the aim of studying students or student teachers, in-service instructors were the participants. From a more integrative perspective, Korthagen characterized a good teacher by a state of harmony between the various levels. However, this study aimed to find out the actualization of the layers in the instructors and how consistent they were in their self-reports and real classroom practices.

Drake, Spillane and Hufferd-Ackles (2001) found out in their exploratory study with 10 urban elementary school teachers that teachers exhibited consistency between their self-descriptions and their instructional practices. Albeit, in this study, according to Korthagen's model of reflection, 3 layers seemed not to go hand in hand with the teachers' words and the classroom performances. These layers were BEHAVIOUR, COMPETENCY and IDENTITY.

The first question of the second layer was linked to the previous question about environment. It asked the teachers how they survived the negative situation they mentioned before. Many teachers expressed that they preferred talking to the respondent either personally or in general. 'Think positively' came second for this question. A lot of the

participants said that they would try to make up their moods and play Pollyanna when they feel down. Some said there was nothing they could do either because they did not experience anything negative or because they did not have the power to do something. Some teachers talked about managing time better, when they had a problem about time. Last of all, a few teachers said that they tried to do their best to overcome a negative thing happening out of class.

At this point, the teachers were asked how they behaved towards something positive done in the class. Approximately half of them admitted that they would praise the student either verbally or with gestures. Most of them said they would encourage and some said they would appreciate it in one way or another. Many teachers gave something (this could be extra points or a small gift like chocolate) and some teachers gave positive feedback, they tended to talk and let the students know that they have done something good. Finally, a few teachers said they would only get happy and show this. It could be understood from these answers that teachers tend to show reaction to anything positive carried out by students in the class.

The last question under the layer BEHAVIOUR was just the opposite of the previous question. It asked how the teachers would behave towards a negative situation. Many answers came to this question, but the top answer was talking to the student(s) personally. Most teachers said they would try dealing with the matter by talking it out and some of them said they would just ignore the negative thing; they would carry on as if nothing happened. Some teachers would warn the student(s) and a few of them said that they would take care of it later; they would not give immediate reaction. The remaining teachers would be patient and tolerate while a few of them would try to eliminate the problem politely.

Very few teachers said they would put themselves in their shoes, try to think like them; thus understand them and negotiate with them. Only 2 teachers admitted that they would not be able to prevent themselves from shouting in the class lest something negative should ever happen.

Most of the teachers talked about praising or appreciating a positive behaviour in class immediately, however, it was observed that no verbal compliment or encouragement was acted out. On the other hand, negative behaviour was surveyed to be given reaction immediately most of the time, despite ‘talking to the respondent personally’ being the top answer in the interview.

The first question of the third layer asked what kind of things the teachers were able to do in the class. Many answers came to this question, the most popular of which was holding a positive atmosphere. Most teachers claimed that their greatest capability was keeping the class positive. Some teachers said they were quite good at classroom management, that they had no authority problem in class. Following classroom management was technology; teachers claimed that they were capable of using technology thoroughly during lessons. Some teachers said that they tried to do their best in class; this was all they could do while others surprisingly claimed that they were capable of doing everything in the class, and there was nothing they could not do. Again a few teachers mentioned about teaching English, the only thing they were capable of doing was teaching English which was the only thing they were required to do. Some teachers expressed that they were very good at motivating students which was a very big problem in language teaching. Lastly, 3 teachers talked about being good at role playing which is an important feature for a language teacher.

This time, the teachers were asked what they could not do in class and the most popular answer was making the students speak. Most teachers told the interviewer that they were having problems while making the students speak. This was a general problem, not only concerning School of Foreign Languages but also all institutions teaching English. Some teachers expressed that there was nothing they could not do; they could do everything they were required to do while others admitted that they were having difficulty motivating the students; they said that the students were still not aware of the significance of language learning. Only 2 teachers expressed that they could not deal with each student separately because of time limitation.

The ninth question was prepared to get the reasons underlying teachers' in-capabilities. Many reasons came; lack of self-confidence and feeling shy/ashamed shared the peak. The teachers said that their in-capabilities were not because of their inefficiencies, but because of the students' lacking self-confidence and feeling shy in front of the class. The second popular answers were previous exposure and the curriculum. Some teachers claimed that the students' previous experiences with English and being limited to the curriculum led the way to the result. Some teachers expressed that a very crowded curriculum also did not allow them to spare time for other activities. A few teachers talked about crowded classes and lack of environment. The teachers in question said that they could not do whatever they wanted in class or deal with each student separately due to the number of students.

The other 3 talked about students' not having any English speaking environment to practice what they have learnt.

The last question of the third layer COMPETENCY was when they realized they could not do whatever it was that they could not do in the class. Nearly a quarter of the teachers said that they realized it in their first years, some teachers said they had always been aware of the fact. A few teachers admitted that at first they were not aware but as the years passed they gradually came to understand and lastly, 3 teachers said it was not something new, they knew it from their childhood.

The layer Competency was the second to show difference between the interviews and the observations. Most frequently teachers mentioned about being very good at classroom management, using the technology efficiently and motivating the students in class. However, observations showed that many teachers lacked classroom management, did not use anything technological and the students were not so eager to learn anything in class.

The first question of the fifth layer IDENTITY was about teacher roles. It asked how teachers saw themselves as teachers. What kind of a role they associated with themselves. The most popular answer was a guide followed by facilitator and English instructor. Some teachers claimed that they were good role models, a good motivator and the authority in class. While others accepted themselves as a friendly mother. Only 2 of them said they only thought they were native speakers (they actually were) and that was all. Students wanted to practice language with them.

The following question asked how teachers felt themselves about the roles they previously mentioned. The top answer was good/happy. They told the interviewer that their role made them feel happy. Some teachers said it made them feel privileged and comfortable. This role did not put a lot of responsibility on them and so they were quite comfortable. Three different groups of teachers talked about their feelings as satisfied, awesome and important. These were the words they used to describe their feelings. Lastly however, 2 teachers talked about a negative thing. They said they felt themselves unimportant and useless which gradually occurred.

The last question of the fifth layer IDENTITY was to find out whether or not the teachers had any other work experiences other than teaching that may have affected their teaching styles/philosophies. A very high number of teachers (nearly two third) said that they had not done a job apart from teaching. They only had experiences as teachers. A few teachers

said they had done translation which contributed a lot in their vocabulary teaching. 2 different groups of teachers said they worked as a vice director and as a company manager which helped them in gaining the authority and leadership in class. Last of all, 2 teachers worked as a tourist guide which, they admitted, assisted them in their social interaction with students.

Here, some teachers thought they were a guide to the students and that they did not see themselves as a leader. Yet, during the observations, they were seen to be quite authoritative and a dominant character in the class. Others said that they were the authority and the center of the lesson; however, in contrast to what they thought about their role, they seemed to have an authority problem in their actual practices.

The study also found that teachers may see themselves as adopting more than one role as a teacher or view themselves as everything. Nothing can continue without them.

Pedagogical Implications of The Study

To sum up, I feel that using multiple research instruments enabled me to answer my research questions in a fruitful way. I believe that if I had relied on one instrument, such as interview, I would not have elicited rich data and would not have had the opportunity to compare the said and the observed. The combination of observations and semi-structured interviews seemed to have been particularly valuable in finding out what teachers think about themselves, how they practice and to what extent they coincide. The teachers, specifically, became aware through these means of their behaviours, beliefs, competencies, feelings and their teaching. The social dimension of reflecting on our work as English teachers and having conversations with our colleagues from time to time provide an opportunity to explore not only our teacher practices but also our professional identities. The study builds on previous work on professional identity and practices to make a valuable contribution to our understanding of the relationship between the self-report of the instructors and their actual practices utilizing a very recent model of reflection (Onion Model).

The Model, on the basis of my work, has been used to evaluate English instructors proficiency. With regard to their professional qualifications it has helped to take certain realistic results about what is said and the implemented in classrooms. In this respect the

model has been effective in revealing the characteristics of the instructors involved such as attitude, behaviour, belief, knowledge, skills and competence.

Referring to the results of the research study, the differences seen between the rhetoric and practice of the English instructors involved clearly indicate that there are some problems with them/the teaching staff. We can make some assumptions concerning the problems. The teachers who took part in the research study either do not know themselves well or do not have sufficient professional knowledge and skills or have not been introduced with an assessment tool like onion reflection model.

First of all, in order to develop the professional qualifications of a teacher although in a unique structure in terms of qualities and values we, as educators and language experts, have to provide opportunities for English instructors, main actors in this study, communicate with the social environment they live in and know what the people around think of them. We have to give these people a sense of the importance of the opinions of others such as students, colleagues and experts in the field about themselves.

The findings obtained and the views acquired throughout the study suggest that we need new initiatives to resolve the problems related to the qualifications of those who are involved in the study or work in similar situations in Turkey and to increase the success of their professional qualifications.

We should not forget however that, when using such a tool, English teachers may show an immediate reaction to the assessment of them as it is not widely used in many countries like Turkey. But once they increase their gains and see their progress they will better understand the meaning and importance of reflection in teacher training. Then it is more likely that these teachers will begin to use their achievements on their students which is one of the basic requirements of foreign language studies.

Limitations of The Study

The first limitation concerns the limited sample size. The findings obtained from this small sample size cannot be generalized to other EFL teachers or even teachers in the same context because of the interaction between individual experiences and the characteristics of the individual teachers. For example, some teachers were more articulate in expressing themselves than the others.

Secondly, teachers knew what this research study was investigating. Therefore, one might argue that their responses might have been influenced. However, the triangulation of the data increased the validity of the findings as cross-checking was done. For example, the interview questions were prepared after a verbal pilot study was conducted with a few groups of teachers and the classroom observation form was later prepared according to the questions of the interview.

The classroom observations were intended to be video recorded; however, as the teachers were reluctant to do so, this idea was cancelled. Nevertheless, the existence of a stranger in the class is likely to have influenced both teachers' and students' behaviour and thus different behaviours are expected without the presence of the researcher.

Finally, one of the main difficulties encountered throughout the study was keeping a balanced relationship with the participants. As most of them were familiar colleagues, a certain distance had to be kept so that objectivity could be maintained.

Suggestions For Further Research

Based on the findings, the study suggests the following areas for future research:

This study involved fifty-four instructors and it lasted three months. More longitudinal studies, presumably three years long, with a larger sample would enable us to understand the impact of time and experience as well as contextual factors on the relationship between professional identity and practice of English language teachers.

A further area which would be worthy of research is to investigate EFL teachers' professional identities and practices working in different institutional contexts, i.e. private high schools and EFL teachers working in public high schools ,and the kinds of support available to both groups of teachers. The teachers' background should be similar (e.g. education, age, teaching experience, country). In this way, the study can address the extent to which layers of reflection actualize within those teachers' classrooms and how the two groups of teachers differ in their professional identities and practices.

What is more, as a result of this study, instructors of English should be given in-service training at the institutions they work by teacher trainers in order to become aware of their professional identities and to reflect upon their actual practices in class.

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APPENDICES

Appendix-1. Interview Questions

(ENVIRONMENT)

1. What are the things you have to cope with out of class?
2. What kind of things influence you?
3. Can you give a specific example of a negative thing happening out of class?

(BEHAVIOUR)

4. What do you do to survive / overcome this situation?
5. What is your behaviour/attitude towards something positive in the class?
6. What is your behaviour /attitude towards something negative in the class?

(COMPETENCY)

7. What are the things you are capable of doing in the class?
8. What are the things you cannot do?
9. What are the reasons, in your opinion, for not being able to do them?
10. When did you realize that you cannot do them?

(BELIEF)

11. Why did you choose to be an English teacher?
12. What were your beliefs about teaching?
13. Were there any specific reasons for feeling this way?
14. To what extent have they changed?

(IDENTITY)

15. Who are you? How do you see your role in language teaching?
16. How does this role make you feel? (Privileged, Unimportant, Awesome, Awful, etc..)
17. Have you had any other work experience besides teaching that may have affected your teaching style or teaching philosophy? In what way? What factors have played a role?

(MISSION)

18. Why are you here? (At the university you are working)
19. To what extent do you feel committed?
20. What are the reasons for feeling this way?

Appendix-2. Teacher Observation Form

	YES	NO
1.	The teacher has a lot of workload out of class.	
2.	The teacher ıs negatively influenced out of class.	
3.	The teacher is positively influenced out of class.	
4.	The teacher copes well with out of class activities such as material development.	
5.	The teacher praises positive attitude.	
6.	The teacher ignores positive attitude.	
7.	The teacher ignores negative attitude.	
8.	The teacher gives immediate reaction to positive attitude.	
9.	The teacher gives immediate reaction to negative attitude.	
10.	The teacher is capable of managing the class.	
11.	The teacher is capable of motivating the students in the class.	
12.	The teacher is not patient with the students in the class.	
13.	The teacher seems enthusiastic about teaching English.	
14.	The teacher is creative in the class.	
15.	The teacher is the authority in the class.	
16.	The teacher is a guide, helper in the class.	
17.	The teacher seems happy working at a university.	
18.	The teacher seems to be burnout already.	
19.	The teacher tries to do her best in the class.	
20.	The teacher has an authority problem in the class.	

Appendix-3. Sample Answers for the Layer Environment

Teacher 13: *Family matters, children and their school requirements (pp).*

Teacher 25: *I have to cope with personal problems (pp), financial problems and my kid's problems.*

Teacher 49: *Generally speaking, I am a foreigner here in Konya and I came from the tropics, so it's about the weather. It's too dry in summer and extremely harsh in the winter. Apart from that, the language (tl). There is a language barrier outside for me. I cannot communicate.*

Teacher 19: *I have to deal with this instability of English language teaching and learning, the changing regulations (se) at the moment. Apart from that I don't have any problems because I am a highly motivated person, and I try to motivate my students.*

Teacher 8: *Actually, it is about the school because we work with partners (se) and if you don't communicate well with your partner it may cause a problem. Therefore, being in harmony with partners is the most important thing.*

Teacher 31: *Actually, there is nothing (n) I have to cope with outside the class.*

Teacher 51: *First of all, I'd like to talk about the teaching profession. I'm the Vice Director as you know and I have a lot of paper work (w), secondly, I am a mother. I have a little son, so these things are difficult to cope with.*

Appendix-4. Sample Answers for the Layer Behaviour

Teacher 3: *Actually, there is nothing (nnt) specific that I can tell you but if there were, I think I would act with common sense to overcome it.*

Teacher 15: *I try to remind myself that this is a profession and like all professions it has ups and downs (tp). You do not have the right to reflect anything on anyone.*

Teacher 27: *I have to do my best (dmb) to satisfy the instructors.*

Teacher 38: *I would praise (p) them and try to keep it last long.*

Teacher 29: *If it isn't too rude, I tolerate (t) it. I try to empathize (en) with my student to understand why he has done it.*

Teacher 10: *I either try to connive at it or eliminate it politely (ep).*

Tecaher 9: *I make a clear statement about the thing that disturbs me, both to the related student (generally out of class) (tsp) and to the class speaking in general.*

Teacher 42: *Pulling my face and sometimes shouting (s).*

Appendix-5. Sample Answers for the Layer Competency

Teacher 5: *I am good at using technology (t) like smart boards.*

Teacher 17: *I think I am capable of motivating the students (ms) both in learning English and their career life. I am also good at teaching grammar in context (te) and I love teaching reading skills.*

Teacher 20: *Sometimes ss are low-motivated and whatever I do it never affects their motivation (ms). I try to do different activities to catch their attention.*

Teacher 45: *I can't always deal with each student separately (ds).*

Teacher 52: *Sometimes I have trouble in making the students speak (mss) English in class.*

Teacher 23: *They don't feel comfortable and they don't have self-confidence (lsc). They are still ashamed of me and their friends.*

Teacher 7: *Because they are shy (fs), afraid of making mistakes and they are used to (pe) being taught grammar from childhood.*

Teacher 33: *Since my childhood (sc).*

Teacher 10: *As the years pass (ayp) you understand it is not easy.*

Appendix-6. Sample Answers for the Layer Belief

Teacher 12: *I always wanted to be an English teacher. That was my aim (mi).*

Teacher 29: *I didn't choose, I had to (noc). Because I had to be something and teaching was the least I could do unfortunately. I was a very bad student at Science School but I was very good at English. I liked the language (gae). In a way, I turned my hobby into a profession.*

Teacher 18: *I didn't like English. I finished 2 universities. It was just a coincidence (c).*

Teacher 43: *Teaching is a hard job (do) actually. And it doesn't get enough appreciation for whom you work. Anyway, I like my job.*

Teacher 54: *I think teaching is impossible without enthusiasm. It requires patience, effort and understanding (cdp).*

Teacher 21: *First, I believed that I could teach everyone and everything (tee). Now I know that I can't.*

Teacher 40: *No (nsr).*

Teacher 37: *Yes, good teachers of mine (grm).*

Teacher 49: *I was very motivated, I had my own principles but as years passed, I understood I lived in a eutopia (e).*

Teacher 25*: I love teaching now (pc), but when I see a demotivated student I feel bad.*

Teacher 11: *Unfortunately, over the years your pure thought about teaching changes negatively (nc).*

Appendix-7. Sample Answers for the Layer Identity

Teacher 15: *I am an English teacher (ei) still trying to further his education. I don't regard myself as an accomplished teacher as I don't feel I am of much help to my students.*

Teacher 46: *I think I am a good facilitator (f).*

Teacher 34: *I think I'm the leader (a) in the first place. I'm also the counselor, I show the ways and they choose their own way.*

Teacher 2: *Awesome (a) because I lead the way and they make their own learning.*

Teacher 17: *Sometimes important (i), other times worthless (u).*

Teacher 32: *It makes me feel satisfied (s) and comfortable (pc).*

Teacher 26: *Yes, I was a deputy manager (vd) in a private school, I know organization an discipline well enough.*

Teacher 8: *Yes, I have worked as a manager for a company (cm)*

Teacher 19: *No (n), I have always been a teacher.*

Appendix-8. Sample Answers for the Layer Mission

Teacher 4: *It is much better than teaching at a High School. I could wear jeans (pr) at least, for those years of course. It is also a much better intellectual atmosphere, it is academic (af).*

Teacher 44: *First of all, the income (pr) is better. The age level is much more mature (tae). They have less personality problems compared to High School students.*

Teacher 31: *I'm fully (f) committed. I don't take myself seriously but I take my job seriously.*

Teacher 30: *Mostly not fully. %90 (ge) I can say.*

Teacher 43: *I do not feel committed (nmc) actually because commitment has emotional connotations. Professionalism is the total abandonment of emotions.*

Teacher 22: *Yeah, if it is my duty (r), I have to do it. If it is my children / property, I have to look after them. If it is my job, I want to do it.*

Teacher 53: *I love to see the trust in the students. It's all about looking for something to engage fully. When it's teaching, I want to give them the best (dmb) so they can have a good model.*



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