REPUBLIC OF TURKEY
ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

THE IMPACT OF REFLECTIVE PRACTICES ON IDEAL LANGUAGE
TEACHER SELF

THESIS BY
İlhan Can ÖZMEN

Supervisor: Dr. Semiha KAHYALAR GÜRSOY
Member of Jury: Dr. Senem ZAİMOĞLU
Member of Jury: Dr. Seda SIVACI (Hasan Kalyoncu University)

MASTER OF ARTS

MERSİN / APRIL 2024

APPROVAL

REPUCLIC OF TURKEY
ÇAĞ UNIVERSITY
DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES

We certify that thesis under the title of "The Impact of Reflective Practices on Ideal Language Teacher Self" which was prepared by our student **İlhan Can Özmen** with number **2021008030** is satisfactory consensus of votes for the award of the degree of **Master of Arts** in the **Department of English Language Education.**

(The Original Copy Hold in the Institute Directorate is Signed.)
Univ. Inside permanent member-Supervisor-Head of Examining Committee: Dr. Semiha KAHYALAR GÜRSOY

(The Original Copy Hold in the Institute Directorate is Signed.)
Univ. Inside permanent member: Dr. Senem ZAİMOĞLU

(The Original Copy Hold in the Institute Directorate is Signed.)
Univ. Outside - permanent member: Dr. Seda SIVACI
(Hasan Kalyoncu University)

I confirm that the signatures above belong to the academics mentioned.

(The Original Copy Hold in the Institute Directorate is Signed.)
25/ 04/ 2024
Prof. Dr. Murat KOÇ
Director of Institute of Social Sciences

NOTE: The uncited usage of the reports, charts, figures and photographs in this thesis, whether original or quoted for mother sources is subject to the Law of Works of Arts and Thought. No: 5846.

DEDICATION

To My Beloved Wife...

ETHICS DECLARATION

Student's	**Name & Surname**:	İlhan Can ÖZMEN
	Number:	2021008030
	Department:	English Language Education
	Program:	Master Thesis (**X**)
	Thesis Title:	The Impact of Reflective Practices on Ideal Language Teacher Self

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

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

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

25/ 04/ 2024

İlhan Can ÖZMEN

ACKNOWLEDGEMENTS

First of all, I would like to thank my advisor Dr. Semiha Gürsoy Kahyalar for her understanding and knowledge in this challenging process that I started with endless questions.

I would like to thank my thesis committee members Dr. Senem ZAİMOĞLU and Dr. Seda SIVACI for their valuable instructions and comments. I must thank you very much for sharing your knowledge that formed the current version of this study.

I wholeheartedly thank my beloved wife Cemile Gökçe Özmen, who has the biggest share in the completion of this study, for her endless love and knowledge, and for always being there for me whenever I needed her.

Of course, I would like to express my gratitude to my family members who have stood behind all the decisions I have made throughout my life.

ABSTRACT

THE IMPACT OF REFLECTIVE PRACTICES ON IDEAL LANGUAGE TEACHER SELF

İlhan Can ÖZMEN

M.A. Thesis, Department of English Language Education
Supervisor: Dr. Semiha KAHYALAR GÜRSOY
April 2024, 114 pages

This study aims to examine the extent to which instructors at Turkish universities' schools of foreign languages engage in reflective practices and to assess the impact of these practices on their ideal language teacher selves. After obtaining the necessary ethics committee approvals, data were collected through an online questionnaire from 180 instructors working in schools of foreign languages in Turkey. Based on a quantitative research design, the data were collected using the English Language Teaching Reflection Inventory (ELTRI) and the Ideal Language Teacher Self-Scale (ILTS) as assessment instruments using a 5-point Likert scale. SPSS 23 and AMOS 23 were used for data analysis and techniques such as frequency analysis, independent sample t-tests, one-way ANOVA tests, exploratory and confirmatory factor analyses, reliability analyses, Pearson correlation tests and regression analyses were used. The findings revealed that the lecturers moderately participated in the reflective practices and that the reflective practices had a positive and statistically significant effect on the ideal language teacher self ($p=0.00<0.05$, $\beta>0$).

Keywords: *Ideal language teacher self, Reflective practices, Participation in reflective practices*

ÖZ

YANSITICI UYGULAMALARIN İDEAL DİL ÖĞRETMEN BENLİĞİ ÜZERİNDEKİ ETKİSİ

İlhan Can ÖZMEN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı
Tez Danışmanı: Dr. Öğr. Üyesi Semiha KAHYALAR GÜRSOY
Nisan 2024, 114 sayfa

Bu çalışmanın amacı, Türkiye'deki üniversitelerin yabancı diller yüksekokullarında görev yapan öğretim elemanlarının yansıtıcı uygulamalara ne ölçüde katıldıklarını incelemek ve bu uygulamaların ideal dil öğretmeni benlikleri üzerindeki etkisini değerlendirmektir. Gerekli etik kurul onayları alındıktan sonra, Türkiye'deki yabancı diller okullarında çalışan 180 öğretim elemanından çevrimiçi bir anket aracılığıyla veri toplanmıştır. Nicel bir araştırma tasarımına dayanan veriler, 5'li Likert ölçeği kullanılarak İngilizce Öğretimi Yansıtma Envanteri (ELTRI) ve İdeal Dil Öğretmeni Benlik Ölçeği (ILTS) değerlendirme araçları olarak kullanılarak toplanmıştır. Veri analizi için SPSS 23 ve AMOS 23 kullanılmış ve frekans analizi, bağımsız örneklem t-testleri, tek yönlü ANOVA testleri, açımlayıcı ve doğrulayıcı faktör analizleri, güvenilirlik analizleri, Pearson korelasyon testleri ve regresyon analizleri gibi teknikler kullanılmıştır. Bulgular, okutmanların yansıtıcı uygulamalara orta düzeyde katıldıklarını ve yansıtıcı uygulamaların ideal dil öğretmeni benliği üzerinde pozitif ve istatistiksel olarak anlamlı bir etkisi olduğunu ortaya koymuştur ($p=0.00<0.05$, $ß>0$).

Anahtar kelimeler: *İdeal dil öğretmen benliği, Yansıtıcı uygulamalar, Yansıtıcı uygulamalara katılım*

TABLE OF CONTENTS

ABBREVATIONS

ELTRI	: English Language Teaching Reflection Inventory
ILTS	: Ideal Language Teacher Self
EFL	: English as a Foreign Language
SELU	: Self as an Expert Language User
SSPRT	: Self as Socially/Professionally Recognized Teacher
STIPD	: Self as a Teacher Interested in Professional Development
SEP	: Self as an Expert in Pedagogy
CFA	: Confirmatory Factor Analysis
EFA	: Explanatory Factor Analysis
SPSS	: Statistical Package for the Social Sciences
AMOS	: Analysis of Moment Structures
EFL	: English as a Foreign Language

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

1. INTRODUCTION

This introductory chapter furnishes detailed insights into the study's background, articulating the problem statement, delineating its objectives, and elucidating its significance. Concluding this chapter is a literature review focusing on the study's scope.

1.1. Background of the Study

Good teaching cannot be reduced to technique; it comes from the teacher's identity and integrity.

Parker J. Palmer (1997 p. 10)

As Palmer eloquently states in his book "The Courage to Teach", although the term teaching may seem simple, its practice is not. In fact, teaching is a complex and multifaceted process that goes beyond the acquisition of pedagogical techniques. It involves the development of professional identity and integrity deeply intertwined with reflective practices (Farrell, 2022; Crandall, 2000; Berger & Van, 2018).

The reflective practice stands out as a transformative tool that allows language teachers to explore their beliefs, motivations, and teaching practices associated with their ideal selves through critical self-reflection (Yazan, 2018; Farrell & Stanclik, 2021). This process of introspection and self-examination is vital for teachers to align their actions with their professional values and expectations and to strengthen a sense of authenticity and coherence in their teaching identity (Lankveld et al., 2016; McDonough, 2006). It has also been argued that reflective practices are essential in developing resilience and adaptive coping strategies, which are vital components of the ideal teacher self among language teachers (Galanti & Holincheck, 2022; Li, 2020). Furthermore, while the ideal language teacher self has a strong relationship with self-efficacy and well-being, previous research has indicated that reflective practices increase teachers' confidence in their abilities and contribute to a sense of satisfaction and enjoyment in their professional roles (Zainil & Arsyad, 2021; Yuan & Zhang, 2019).

The evolution of the ideal language teacher self includes a commitment to continuous professional development while fostering a willingness to engage in reflective practices, supporting continuous learning and adaptation to changing educational contexts (Hashim

& Yusoff, 2021; Rosdi et al., 2020). Reflective practices support language teachers in developing their skills to navigate complex and diverse classroom environments effectively, align teaching strategies with students' specific needs, and adopt inclusive and culturally responsive teaching practices (Abduh & Algouzi, 2021; Tan, 2020). Forming the ideal language teacher self includes a commitment to continuous professional development and a willingness to engage in reflective practices to promote adaptation to changing educational contexts (Hashim & Yusoff, 2021; Rosdi et al., 2020).

In sum, the evolution of the ideal language teacher self plays a pivotal role in the intrinsic and complex interplay of reflective practices as an effective means of developing and practicing this professional identity. The reviewed literature emphasizes the critical importance of reflective practices in shaping the ideal language teacher self and points to the need for more systematic research to understand the effects of teacher identity in this context on teacher education and student learning outcomes (Yang, 2021; Marlina, 2018; Chaika, 2023). Against this backdrop, this study explores how educators' reflective practices influence their ideal language teacher selves.

1.2. Statement of the Problem

While there is a large body of literature on the relationship between possible selves and reflective practice in teaching, there is a distinct gap in research examining the specific connection between ideal selves and reflective practice. Farrell (2022) offers insights into the embodiment of reflective practice and explains its potential effects on language teachers' self-concept. Furthermore, Pazhoman and Sarkhosh (2019) draw attention to the potential of reflective practices to influence language teachers' self-perceptions by examining the relationship between reflective practices and teachers' self-regulation. Wang (2021) emphasizes the effectiveness of teaching journals in reflective teaching and suggests their potential role in shaping language teachers' self-awareness. Hashim and Yusoff (2021) emphasize the critical importance of reflective practice in achieving effective teaching, emphasizing the development of the ideal language teacher self. In this context, addressing the gap in this research is essential to understand how reflective practices contribute to constructing an ideal language teacher self.

1.3. Purpose of the Study

This study aims to investigate the impact of reflective practices on the ideal language teacher self and understand whether there was a relationship. It also sought to understand whether these concepts differed concerning variables such as participants' age, gender, graduated department, and years of experience. In light of these objectives, the study it is sought to address the following research questions:

1. To what extent do EFL instructors engage in reflective practices?

2. Does a correlation exist between the participation of EFL instructors in reflective practices and their demographic attributes, including age, gender, years of experience, and educational background?

3. What is the degree of EFL instructors' perception of their ideal language teacher selves?

4. Does a correlation exist between EFL instructors' ideal language teacher selves and their demographic characteristics (age, gender, years of experience, degree)?

5. Does participating in reflective practices impact the ideal language teacher identities among EFL instructors?

1.4. Significance of the Study

This research has the potential to contribute significantly to the existing literature by delving into a relatively underexplored domain within teacher-focused studies, specifically, the influence of reflective teaching practices employed by EFL teachers on the formation of their ideal language teacher selves (Karimi & Norouzi, 2019; Kubanyiova, 2007). Moreover, the findings can offer valuable insights for educators and administrators, enhancing their comprehension of the diverse reflective practices preferred by EFL teachers for their professional development. This knowledge can be instrumental in tailoring in-service teacher development initiatives to align with these preferences. Additionally, by investigating the ideal language teacher self, the study has the potential to shed light on the motivating factors propelling EFL teachers toward refining their skills and becoming more effective practitioners.

Moreover, through an exploration of the influence of reflective practices on language teachers' ideal selves, this study holds promise in providing valuable insights into the intricate relationship between teachers' inclinations towards reflective practice and

motivational drivers. At a localized level, the findings gleaned from this research can aid stakeholders in identifying the specific types of reflective practices favored by teachers, facilitating their integration into institutional teacher development programs. The outcomes of this study can inform stakeholders in crafting tailored teacher development interventions for English language educators, encouraging them to engage in reflection, personalize their approaches, and refine their visions of their future selves. As these ideal selves undergo refinement and development, they may serve as mediators for heightened motivation (Sahakyan et al., 2018), thus acting as potent catalysts for self-improvement (Karimi & Norouzi, 2019).

1.5. Review of Literature

1.5.1. Background of the Reflective Practice

Reflective thinking has a history in ancient philosophical teachings, especially in the works of respected philosophers such as Plato and Aristotle. The concept of reflective thinking can be traced back to Aristotle's discussion of practical judgment and moral action (Pezzolesi et al., 2013). However, over the years, the practice has developed and changed significantly with contributions from various academic fields such as education, psychology, and social work (Waugh et al., 2021; Tsingos et al, 2014; Mohamed et al., 2022; Lilienfeld & Basterfield, 2020; Kuswandono, 2012; Caswell & Dall, 2022; Kinsella, 2008; Kirkwood et al, 2016; Curtis et al, 2016; Galea, 2012; Smith, 2016).

In numerous articles and publications centered on reflective practice, the conceptualization of the term "reflection" is often rooted in the works of its pioneering figure, John Dewey (1933), and his influential book, 'How We Think: The Reflective Thinking Educational Process,' as well as Schon (1983, 1987). Dewey (1993) characterizes reflective thinking as an intentional, reasoned cognitive process that facilitates the acquisition of specific values. Numerous scholars have proposed additional definitions following Dewey's initial definition. However, due to the intricate and diverse nature of the concept, a universal consensus remains elusive (Akbari et al., 2010; Boud et al., 2013; Hatton & Smith, 1995; Yeşilbursa, 2013). Consequently, the literature abounds with various definitions of reflective practice (Moon, 2007).

As per Clark and Dumas (2016), reflection can be characterized as a metacognitive process involving the critical and analytical monitoring, analysis, and questioning of one's actions, beliefs, habits, or deeds. Also, Mann et al. (2007) define reflective practice in health professions education as a process that involves reviewing practice experiences

to identify, analyze, evaluate, and inform learning about practice. This definition emphasizes critiquing practice to uncover underlying influences, motivations, and knowledge and highlights the role of reflection in informing and enhancing professional learning and development. Characteristically, Mamede and Schmidt (2004) describe reflective practice as a structured process. They say that reflective practice involves deliberately analyzing one's experiences, actions, and decisions in professional contexts. This process aims to uncover the underlying reasons, knowledge, and feelings that influence this with the ultimate aim of promoting learning and improving performance. In a study conducted by Pedro (2005), the theoretical and analytical framework of symbolic interaction was used to understand the meanings that pre-service teachers attribute to the concept of reflective practice in teacher education. One of the participants defined reflection as a process. She said, "When you act or live your life in certain ways and things happen to you, it asks you questions about how you acted, how you could have changed, or what you should have done", and this definition was said to be compatible with the definitions in the literature.

Similarly, McGregor (2011) defines reflective practice as the deliberate act of "looking back" at one's deeds to determine whether one is teaching was achieved. Biggs (1999) presented another approach to define reflective practice. According to Biggs (1999), while a mirror directly reflects an existing image, the reflective practice goes beyond the mere transmission. Instead, it offers us the opportunity to envision what could be and to improve what is. Cunningham (2001) briefly described reflective practice as an active process for individuals to transform their past actions and knowledge into new ideas and concepts. It is clear that the concept of reflective practice is founded on the fundamental idea that authentic learning and growth occur when individuals actively engage with the world and consciously reflect on their experiences. In essence, reflective practice as a way of sustaining learning and facilitating continuous development emphasizes the importance of continually self-examining and evaluating one's own experiences and practices. According to (Winchester & Winchester, 2013), reflective practice is crucial for professional development and improving the quality of teaching. It involves a continuous cycle of planning, acting, observing, and reflecting, creating a "reflective spiral" that enhances learning and performance (Pang, 2020). Additionally, reflective practice is integral to the development of professional competence, as it requires practitioners to engage in critical self-reflection, mature cognitive development, reflective distance, and emotional intelligence (Rosin, 2015). This aligns with the

assertion made by Reynolds (2011) that reflective practice should include characteristics such as critical reflection and a morally informed approach.

1.5.2. Models of Reflective Practice

The fundamental essence of reflective practice revolves around a cycle of engaging in practice, reflecting on that practice, and subsequently returning to further practice. Various frameworks have been suggested as guiding principles for professionals, particularly educators, to effectively reflect on their practices (Farrell, 2011; Kinsella, 2001). Reflection has become a fundamental area of professional development and has been studied from many theoretical perspectives (Leigh, 2016; Ng. et al., 2012; Loughran et al., 2006). Reflecting in action and reflecting on action frameworks by Schön (1983) offers different approaches to reflective practice, with the former emphasizing in situ problem-solving and the latter emphasizing backward examination of experiences. Schön defined reflection differently from Dewey; he divided reflection into two parts: reflection-in-action and reflection-on-action. Reflection in action involves promptly contemplating and responding to unexpected situations, such as a student not doing a given task, requiring professionals to quickly draw upon their experience to find innovative solutions (Griffiths, 2000). This process occurs at the moment of the surprising event.

On the other hand, reflection on action occurs post-event, as seen when a teacher critically assesses her class after it has concluded, identifying areas for improvement and planning future actions for similar situations (Figure 1). Schön's influential work was replicated across disciplines and shaped how reflective practice is practiced. These approaches to reflective practices have brought innovation to the field of education, enabling them to be implemented in a way that contributes to the professional development of teachers and their practical guidance of students.
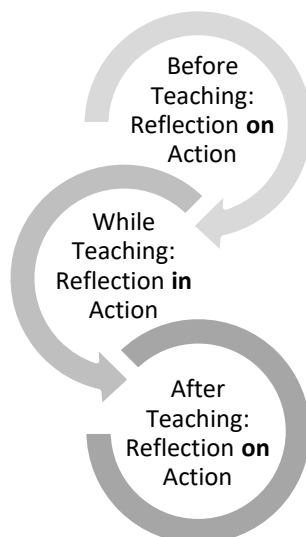
Figure 1. *Schön's Reflective Model*

   Boud's model of reflection-in-action is another widely cited reflective practice model in language teaching that condensed Schön's model (Farrell, 2015; Mann et al., 2009). Boud's model emphasizes the role of reflection in the moment of action rather than afterward. According to Boud et al. (1985), reflective practitioners should develop the capacity to "think on their feet" and adapt their teaching strategies in real-time based on ongoing feedback and observation. Boud's model is grounded in the concept of "reflection-in-action," in which practitioners are seen as actively engaged in the process of teaching and learning (Boud et al., 1985).
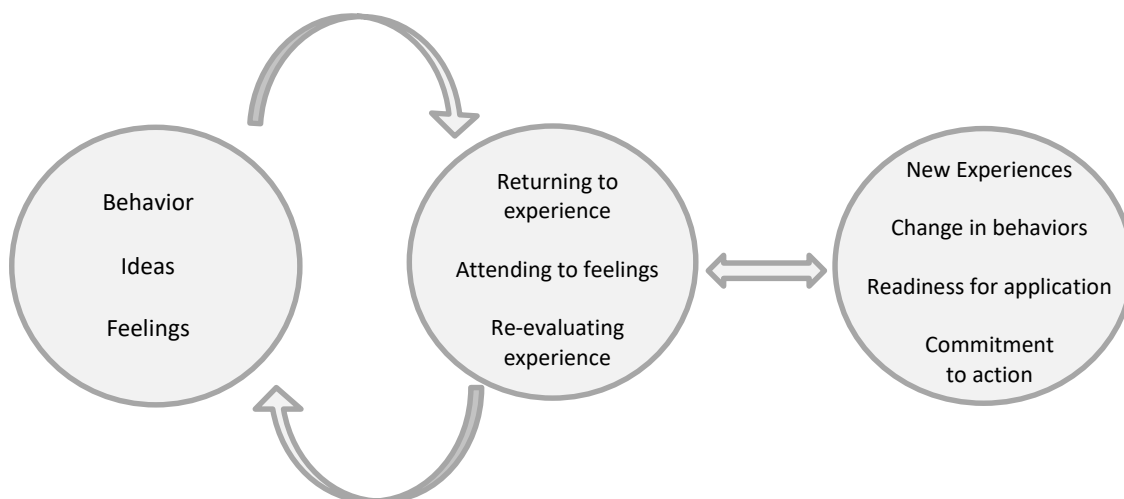
Figure 2. *Boud's Reflection in Action Model*

Conservely, Killion and Todnem (1991) extended Schön's model of reflection by introducing a new type of reflection known as "Reflection for action." This type of reflection encompasses the influence of past experiences on future actions, effectively combining the two previously identified types of reflection: reflection in action and reflection on action. This addition to Schön's model suggests a more comprehensive understanding of the reflective process, taking into account the immediate actions and subsequent reflection and the broader impact of past experiences on future decision-making and behavior.
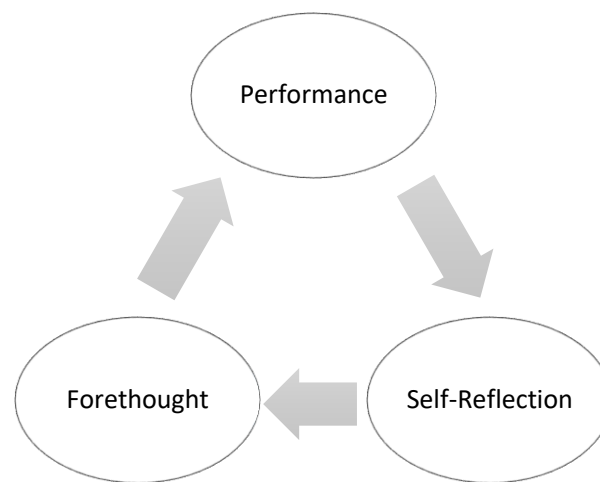
Figure 3. *Killion & Tandem Reflection for Action Model*

Moreover, Mezirow's transformative learning theory (1991) is another model of effective reflective practice applied in language teaching (Farrell, 2015; Mann et al., 2009). This theory has also been utilized in teacher identity transformation (Yang & Han, 2022). Mezirow argues that the process of reflective practice should involve critical thinking about assumptions and beliefs, which can lead to transformative learning. This aligns with Schön's model of reflective practice, which emphasizes thinking in action and reflection on action. Both theories underline the importance of critical thinking and the transformation of perspectives and are related in their focus on profound and transformative learning experiences.
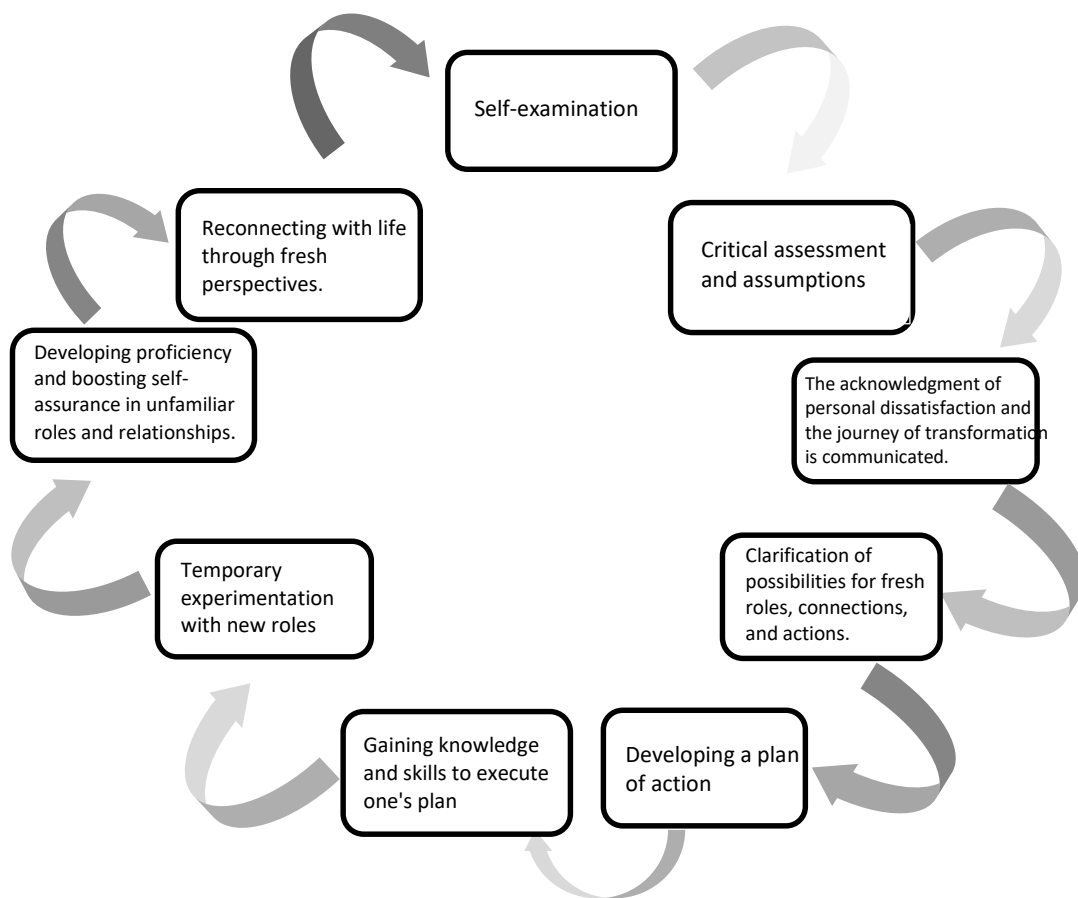
Figure 4. *Mezirow's Transformative Learning Theory*

Korthagen and Vasalos (2005) introduced the "Onion Model" of reflection, a comprehensive framework for understanding and practicing reflective teaching. This model emphasizes the multi-layered nature of thinking, likening it to the layers of an onion, where each layer represents a deeper level of thinking. The outer layer involves practical issues and actions, while subsequent layers explore the individual's emotions, underlying beliefs, and identity. The model suggests that effective reflective practice requires educators to peel back these layers, moving from surface-level thinking to deeper, more profound aspects of their experience and practice. This process enables educators to gain deeper insights, challenge their assumptions, and ultimately improve their professional practice.
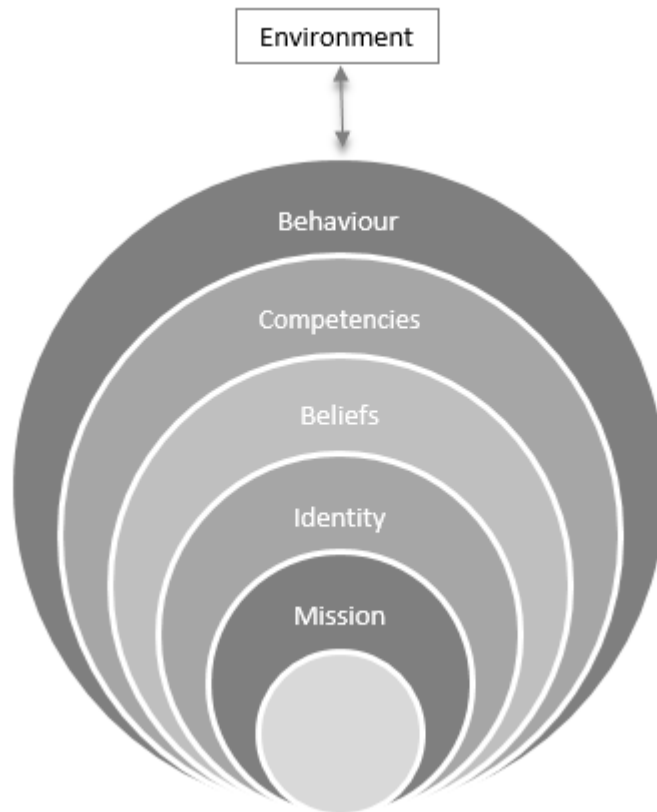
Figure 5. *Korthagen & Vasalos' Onion Model*

Reflective practice models offer valuable frameworks for guiding language teachers through the process of reflection, enabling them to critically evaluate their own teaching practices and beliefs and develop new strategies for practice (Hughes & Heycox, 2005). The models as mentioned earlier are just a few that have been proposed in the literature (Farrell, 2015; Mann et al., 2009). While each model has its own unique theoretical underpinnings and practical applications, they all share the common goal of helping language teachers to become more reflective and practical practitioners.

1.5.3. Characteristics of Reflective Teacher

Numerous scholars have endeavored to pinpoint the qualities inherent in reflective educators or trainers. According to Dewey (1983), a trailblazer in this realm, fostering the habit of reflective thinking hinges on three attitudes: open-mindedness, intellectual responsibility, and wholeheartedness. Schön (1983) characterizes a reflective practitioner as one adept at navigating moments of uncertainty or surprise amid ambiguous or unique circumstances. Such individuals thoroughly examine their underlying assumptions

implicit in observed phenomena and actions. Through deliberate reflection, they conduct experiments that yield fresh insights and effect transformative changes in the situation. Reflective teachers actively embrace positive and negative feedback, maintaining receptivity to inquiries.

Moreover, they engage in self-dialogue to surmount obstacles they encounter, actively seeking viable solutions to address these challenges (Valckx et al., 2019). Zeichner and Liston (1996) assert that the foremost trait of reflective teachers is their dedication to professional growth, emphasizing a relentless pursuit of ongoing learning. Additionally, York-Barr et al. (2006) underscore the significance of reflective teachers valuing diverse knowledge forms and sources. According to York-Barr et al. (2006), a reflective teacher prioritizes:

- Focuses on the primary goal of education: student learning and development.
- Committed to continuously improving their practice.
- Takes responsibility for their own development and learning.
- Aware of themselves, others, and their surroundings.
- Develop thinking skills for effective inquiry.
- Takes actions in accordance with new approaches.
- Has leadership potential within the school.
- Seeks to understand different types of knowledge

In their study, Colton and Sparks-Langer (1993) identified the characteristics as self-efficacy, flexibility, social responsibility, and consciousness. They stated that a reflective teacher is someone willing to analyze a situation with an inner desire, set goals, plan and monitor their behavior, evaluate the results, and reflect on their own professional thinking. Additionally, Korthagen (2004) describes a reflective teacher as someone with a strong sense of professional identity and mission, which drives their commitment to ongoing improvement and development. They also demonstrate a high level of engagement in reflective activities, encompassing the extent, areas, and ways of practicing reflection (Aldahmash et al., 2017). This active involvement in reflective practices enables them to be aware of their experiences and analyze their own teaching, ultimately leading to an increase in the quality of education provided for students (Ashraf & Zolfaghari, 2018).

1.5.4. Significance of the Reflective Practices

Reflective practice is of paramount importance in the field of education, as it is widely recognized as an essential characteristic for professional competence (Mann et al., 2007). Engaging in reflective practices is crucial for decision-makers and leaders in education, as it allows them calibrating their values and behaviours in line with the actual goals of the field and themselves (Käosaar et al., 2023). Reflective practice aims to help educators clarify their values, identify blind spots, and enhance their overall competence (Hyland, 2023). Reflective practice has been cited as an important component of the social work field and practice education, suggesting its significance in this domain (Shea, 2018). Furthermore, reflective practice has become a popular and essential concept in the context of teacher education, emphasizing the need for student teachers to consider the effectiveness of their teaching practices for their professional development (Iqbal et al., 2015). According to York-Barr et al. (2006), the benefits of reflective practices are;

- Guidance for beginning teachers and educators taking on new roles
- Providing continuous learning opportunities for experienced instructors,
- Bridging theory and practice,
- Considering multiple perspectives,
- Creating a productive (positive) conflict environment,
- Providing information for immediate action,
- Providing nested formative assessment,
- Providing cultural competence development,
- Developing an understanding of role and identity,
- Providing individual and collective activities,
- Strengthening the bonds between employees,
- More robust development of professionalism and expression,
- Reduction in external sanctions

Reflective practice holds paramount importance in the professional growth of educators, enabling them to expand their knowledge, skills, and competencies (Lemon & Garvis, 2014). Its significance in education is widely acknowledged, both in initial teacher training and ongoing professional experience (Rowell et al., 2014). Moreover, it is recognized as a fundamental aspect of proficient educators who utilize their

experiences to learn critically and enhance their competence throughout their careers (Paiano & Annacontini, 2019). Reflective practitioners take an instrumental role in molding the field of educational development for higher education trainers (Donnelly & Fitzmaurice, 2011). Teaching approaches grounded in reflection, emphasizing critical thinking and a dedication to continual learning and improvement, are indispensable for fostering effective teaching methodologies (Shimanza & Muleya, 2021). Within teacher preparation programs, reflective activities have been identified as particularly beneficial in aiding novice educators to scrutinize and respond to their beliefs, attitudes, and instructional strategies (Etscheidt et al., 2011).

1.5.5. Previous Research on Reflective Practice

Reflective practice has garnered significant attention in various educational inquiries. In their study, Korumaz and Karakaş (2014) explored the attitudes of English language educators towards reflective teaching in Turkey. Using a descriptive survey with a quantitative approach, they distributed the English Language Teaching Reflection Inventory (ELTRI) to 56 English instructors from over ten universities in Turkey. The survey was conducted online. The results revealed uniformly positive attitudes towards reflective teaching among all instructors, with no significant differences observed based on variables such as gender, types of institutions, faculties, or educational attainment.

Noormohammadi (2014) conducted a study to examine the relationships between teacher reflection, teacher efficacy, and autonomy among English as a Foreign Language (EFL) instructors in Iran. Using the English Language Teaching Reflection Inventory (ELTRI) developed by Akbari et al. (2010), the research involved 172 voluntary participants. The findings showed a positive correlation between teacher reflective practice and both teacher self-efficacy and autonomy. Moreover, various aspects of reflection were found to be positively associated with different components of self-efficacy and autonomy. Overall, the study suggests that engaging in reflective practices can benefit teachers by enhancing their effectiveness and promoting independence within the teaching profession.

Afshar and Farahani (2015) investigated the interplay between reflective teaching and reflective thinking among Iranian EFL instructors, focusing on the potential effects of gender and teaching experience. They surveyed 233 teachers using ELTRI and TRTQ and found a a relationship between teaching and reflective thinking. Gender differences

on both reflective teaching and reflection were reported among participants. In addition, teaching experience emerged as an important factor, with highly experienced teachers outperforming moderately experienced teachers, who in turn outperformed their less experienced colleagues in reflective teaching.

In their study, Babaei and Abednia (2016) investigated the correlation between reflective teaching and self-efficacy beliefs among Iranian EFL instructors. They surveyed 225 teachers using the ELTRI and TEBS questionnaires. Their analysis revealed a significant positive correlation between teacher reflectiveness and self-efficacy. Notably, they found that efficacy for learner engagement predicted teacher reflectiveness, while meta-cognitive reflection predicted teacher self-efficacy. Structural equation modeling was employed to explore the relationships between these constructs, revealing some components with negative associations, such as cognitive reflection and efficacy for classroom management.

In the Chinese context, Wu and Wu (2016) explored the influence of reflective practice on teaching concepts and behaviors. The study focused on five business English teachers at a Chinese university. Over one semester, the researchers implemented reflective activities, including peer coaching, collective lesson planning, and maintaining teaching journals. After evaluating the effects of reflective teaching, the study revealed significant changes in the teachers' teaching concepts and behaviors. The findings underscored a noteworthy shift in the teachers' focus as they became more conscious about centering their teaching around the learning process rather than just the act of teaching.

Kömür and Gün (2016) conducted a study to investigate the reflective practices of English teachers in elementary and high school settings. They administered the ELTRI to collect data and concluded that the participating EFL teachers actively engaged in reflective teaching. The study also revealed that the participants primarily reflected on the learner and metacognitive components of the inventory.

In a study by Ashraf et al. (2016), the focus was on identifying the specific factors Iranian English as a Foreign Language (EFL) teachers consider when reflecting on their teaching practices. The research involved 18 EFL teachers from various language institutes in Iran who participated in in-depth interviews using ELTRI by Akbari et al. (2010). The findings revealed four key factors underlying reflection in teaching: practical, cognitive, meta-cognitive, and affective. The study suggests that engaging in reflective teaching positively impacts teaching practices' quality and enhances student

motivation in language learning classrooms. It emphasizes the crucial role of reflective teachers in the Iranian EFL context. It stresses the importance of raising awareness and knowledge among all language teachers regarding the significance of reflecting on their teaching.

Hashim and Yusoff (2020) conducted a study examining the correlation between applying reflective practices and delivering effective English language teaching in primary schools. The research involved six in-service EFL teachers who participated through reflection logs and semi-structured interviews. The findings revealed that these English language teachers actively engaged in reflective practices during the preparation and execution of effective English language teaching for their students. Their reflective processes involved reviewing accomplishments, identifying constructive guidelines for future success in teaching, and implementing various changes in their instructional methods. Reflections informed these changes on the quality and levels of instruction, the use of incentives to motivate students, and the equitable management of time during the teaching and learning process, all aimed at facilitating the student's proficiency in the English language.

A study by Özsoy (2020) investigated the correlation between reflective practices of English as a Foreign Language (EFL) teachers and their possible language teacher selves. The findings indicated that the teachers in the study intermittently participated in reflective practices and exhibited a notable alignment with their ideal language teacher selves. Furthermore, a noteworthy association was identified between the overall reflective practices of EFL teachers and their possible language teacher identities.

In 2021, Yazıcı explored the comparative efficacy of clinical supervision and reflective teaching as perceived by English instructors. This investigation involved a survey administered to 89 participants, followed by in-depth interviews with 20 English instructors. The findings indicated that clinical supervision was viewed as more effective than reflective teaching activities. Furthermore, the researcher suggested that peer observation might be considered redundant, as it was deemed too superficial for English instructors.

In the Ukrainian context, Kharlay, Wei, and Philips (2022) examined the awareness and practice of reflective practice among in-service EFL teachers. The study surveyed 56 EFL teachers and adopted a mixed methodology approach. The results showed that most of the participants were familiar with the concept of reflective practice, but they needed to integrate it consistently into their teaching methods. The study also revealed that these

teachers need a better understanding of the advantages of reflective practice and that many of them perceived it as irrelevant to their specific teaching context.

To investigate the predictors of work engagement with a model including teacher self-efficacy, reflection, and resilience, Heng and Chu (2023) conducted a study in China. They implemented ELTRI, Self-Efficacy, Work Engagement, and Resilience Scales for 512 EFL teachers. According to the study's results, all three teachers' self-efficacy, resilience, and reflection were strong predictors of work engagement. Additionally, teacher reflection indirectly affected work engagement and teacher resilience. Other studies on reflective practices in the literature are summarised in Table 1.

Table 1. *Previous studies on Reflective Practice*

Author(s)	Aim & Context	Method	Findings
Faghihi and Anani Sarab (2016)	With 60 EFL teachers in Iran, examined EFL teachers' levels of reflection and how their perceptions of reflective practice are realized in teaching.	Mixed research design	Participants had a low level of reflection.
Marzban and Ashraafi (2016)	Aimed to explore the relationship between engagement of reflective practice and graduation degree and nationality with 200 Iranian and American instructors in Iran	Mixed research design	A significant relationship between reflective practices, academic degree, and nationality.
Nosratinia and Moradi (2017)	Investigated the relationship between reflective teaching, sense of efficacy and motivational strategies was conducted with the participation of 194 EFL teachers aged between 20 and 30 in Iran.	Quantitative research design	A positive relationship between reflective practices and motivational strategies and between self-efficacy and reflective practices.
Lubis (2017)	Aimed to investigate the least and most concerned elements of teaching reflection among 11 EFL teachers in Indonesia.	Quantitative research design.	Participants were least concerned about the critical component of the reflection and learner and moral components the most.

Shirazizadeh and Moradkhani (2018)	With the participation of 223 EFL teachers in Iran, the study aimed to examine the relationship between participation in reflective practices and burnout.	Mixed research design.	A negative correlation between reflective practices and burnout, which shows that high engagement in reflective practice is associated with levels a level of burnout.
Rashtchi and Sanayi Mashhour (2019)	Investigated the burnout levels of introverted and extraverted teachers and its relationship with reflective practice with 100 English teachers in Iran.	Quantitative research design	A negative correlation between reflective practices and burnout and introverted teachers were more prone to reflective practices.
Pazhoman and Sarkosh (2019)	Relationship between reflective practice, self-regulation and teaching experiences were investigated with 103 EFL teachers in Iran.	Quantitative research design	Reflective practices and self-regulation had a positive relationship. Also, reflective practice was found to be a strong predictor of self-regulation.
Zahid and Khanam (2019)	The study investigated the effect of reflective practices on prospective teachers' performance in three stages with 40 students in teacher education programs in Pakistan.	Qualitative research design	Teacher training and reflective practice had a positive relationship. However, they could only practice some of the reflective skills in practicum.
Tuan (2021)	Involving 25 EFL teachers in Vietnam, explored EFL teachers' perceptions and practices of reflective practice as a tool for professional development.	Mixed research design	Participants had a positive average overall perception of reflective practice and perceived them as very significant for professional development.
Han and Wang (2021)	The relationship between teachers' self-efficacy, work engagement, and reflection was investigated with 614 Chinese EFL teachers.	Quantitative resaech design	A positive relationship between teacher self-efficacy, work engagement, and reflection. Self-efficacy and work engagement were also strong predictors of teachers' reflection.

Farahian and Rajabi (2022)	Investigated EFL teachers' level of reflection and the obstacles to their reflection with 98 EFL teachers in Iran.	Mixed research design	Low level participation in refletive practices due to top-down curriculum, disrespect for teachers' authority, lack of appropriate context for teachers, and workload.

The literature review reveals a plethora of studies examining reflective practices across diverse contexts. However, it also underscores significant gaps in current research. Notably, there is a dearth of exploration concerning the nexus between reflective practice and teacher identity formation. While numerous studies investigate reflective practice in relation to various factors like self-efficacy (Hang & Zhu, 2023; Babaei & Abednia, 2016) or autonomy (Noormohammadi, 2014), there is a notable scarcity of research delving into the correlation between reflective practice and teachers' possible selves.

1.5.6. Self-Concept

The concepts of self-concept and identity are closely connected and are frequently used interchangeably in scholarly literature (Ghorpade, 2009; Carter & Marony, 2018; Kettle, 2019; Bogaerts et al., 2021). This interchangeable usage has led to confusion among researchers and necessitates a clear distinction between the two terms. The self, however, is a more comprehensive idea comprising numerous sub-identities (such as personal and professional identities, etc.). On top of that, the self is a multifaceted cognitive construct encompassing comprehensive perspectives of one's past, present, and future identities (Marsh & Martin, 2021; Alkhateeb et al., 2022). Therefore, the concept of self is "how one sees oneself. "a summary of his or her personal knowledge" (Markus & Nurius, 1986; Abel et al., 2013; Marsh et al., 1988). Accordingly, the self-concept is not a stative entity but rather a dynamic and changing representation that can be influenced by the expectations of society, knowledge, and experiences (Moritz et al., 2019; Baumeister & Jones, 1978; Uddin, 2011). Moreover, the self-concept is a person's view of himself/herself and his/her personal knowledge, hopes, aspirations, and beliefs about the tasks and responsibilities undertaken or assigned (Coetzer & Bushe, 2003). It is also affected by the individual's ability to organize their cognitive activities and their awareness of their own cognitive processes (Wilkinson et al., 2010; Watkins et al., 2000). Hence, the cognitive representations in question and the awareness accompanying them function as a comprehensive framework for individuals to evaluate themselves and others

and to plan and regulate their current and future behaviors (Higgins, 1987; Markus & Nurius, 1986).

Initial views on the concept of self are far from the current understanding. Early views tended to consider the self as a unitary, monolithic, coherent, and stable structure that is little affected by the context or the individual's past (Campbell et al., 1996; Campbell & Paula, 2002). However, the self is affected by every new context, role, and dramatic life transition that the individual encounters and is, therefore, dynamic and changeable (Markus & Kunda, 1986). Due to these two conflicting perspectives, it is a natural consequence that there are many theories and models about the self (Demo, 1992; Mahoney, 1973; Demo, 1992).

One of them is Markus and Nurius' (1986) theory of possible selves. Markus and Nurius (1986) were more interested in the future-oriented dimension of the self-concept and used the concept of "possible selves" to describe the perceptions of possible future appearances of the self. As individualized cognitive representations of one's future self, Markus and Nurius have presented the idea of possible selves. In addition to cognitive elements, they claimed that possible selves also included feelings, expectations, hopes, and anxieties regarding potential outcomes in other spheres of life. Individual experiences, goals, and self-perceptions determine the quantity and diversity of these selves (Cross & Markus, 1991).

1.5.7. Possible Selves

Recent research across various disciplines, including education, has extensively explored the psychological concept known as the theory of possible selves (Hoyle & Sherril, 2006). This theory posits that individuals harbor multiple self-representations that evolve based on their experiences, perceptions, and beliefs, subsequently influencing their motivations, behaviors, and outcomes (Markus & Nurius, 1986; Erdem, 2020). Markus and Nurius (1986), the seminal figures behind the theory, delineate three distinct types of possible selves: ought-to (expected) selves, ideal selves, and feared selves. The ought-to self represents the individual's realistic aspirations (Higgins, 1987), whereas the ideal self embodies the envisioned future self, often diverging from current reality (Oyserman & Fryberg, 2006). Conversely, the feared self embodies the individual's apprehensions regarding potential future outcomes (Dunkel & Anthis, 2001).

Markus and Nurius (1986) define the self as individuals' self-knowledge cultivated through contemplating their potential selves within the framework of possible selves theory. These potential selves encompass both distant future selves, such as "me as an adult," and more immediate future selves, like "me in the next year" (Manzi et al., 2009). Derived from personal experiences and past behaviors, these potential selves significantly influence future behaviors in terms of motivation and self-regulation (Oyserman & Fryberg, 2006). Individuals are driven to approach desired potential selves and avoid undesired ones (Murray, 2013). Cross and Markus (1994) argue that possible selves are crucial because they serve as incentives for future behavior and offer a framework for interpreting and evaluating one's current situation. Hamman et al. (2013) suggest that possible selves operate similarly to teaching motivations, serving as a psychological framework for analyzing professional identity development. Oyserman (2009) introduced the identity-based motivation model, emphasizing the motivational impact of identities and how individuals regulate their behavior to align with their identities (Oyserman, 2009; Hamman et al., 2010). According to this model, individuals demonstrate behaviors consistent with their identities (Oyserman & Destin, 2010).

The formation of one's potential self is a multifaceted and highly individualized process influenced by various factors (Hoyle & Sherril, 2006). While an individual's potential self is composed of self-constructed elements, yet molded by their social experiences in sociocultural and historical contexts. As a result, potential selves not only reflect the individual's self-perceptions, but also include the influence of external factors on self-construction (Markus & Nurius, 1986). This indicates a close association between possible selves and gender, racial, ethnic, and cultural identities. The resultant identity from this interplay guides individuals in perceiving themselves and constructing their potential selves (Duff & Uchida, 1997; Oyserman & Fryberg, 2006; Varghese et al., 2016). Individuals then shape their self by selecting and rejecting aspects that align with their identity (Cross & Markus, 1991). For instance, Ajayi (2011) conducted a study involving 57 ESL teachers in Los Angeles to explore how their ethnic and social backgrounds influence their teaching. The findings underscored the strong connection between teachers' identities and these social contexts.

The concept of possible selves is also linked to the individual's professional field and serves as a framework for understanding and shaping professional identity. It can also be asserted that possible selves form the basis of an individual's identity by making them think about who they are and who they will be in their profession (Ibarra, 1999). In fact,

the literature on the subject states that an individual's professional identity development is an attempt to realize their possible selves related to the profession (Dalioğlu & Adıgüzel, 2017).

Dörnyei (2009) suggests that the theory of possible selves offers a versatile framework applicable to educational settings. He introduced the L2 Motivational Self System (L2MSS) in 2005, which is rooted in the theory of possible selves and explicitly tailored to understanding the motivation of second language (L2) learners. The L2MSS comprises three key components: the ideal L2 self, the ought-to L2 self, and L2 learning experiences. The ideal L2 self represents the envisioned linguistic identity of the learner, often aspiring to emulate proficient L2 speakers. The ought-to L2 self pertains to the qualities and attributes that learners believe they should possess in their language learning journey. L2 learning experiences encompass the perceived quality of engagement and participation in various aspects of the language learning process.

Consistent with Dörnyei's (2009) insights, the theory of possible selves has garnered attention from researchers in teacher education (Hiver, 2013; Kubanyiova, 2007, 2009). Inspired by Dörnyei's L2 self framework, Kubanyiova (2007) formulated a model to explore language teachers' possible selves, delineating them into three categories: the ideal language teacher self, the ought-to language teacher self, and the feared language teacher self. The ideal language teacher self encapsulates teachers' professional aspirations and goals, representing the pinnacle of their envisioned professional identity (Kubanyiova, 2009). Conversely, the ought-to self pertains to teachers' cognitive constructs of their responsibilities and obligations within their role, encompassing expectations from various stakeholders such as colleagues, parents, and students, along with adherence to institutional norms (Kubanyiova, 2009). Lastly, the feared language teacher self embodies the apprehension of failing to meet these ideals or obligations, portraying a potential negative self-perception in the absence of fulfillment (Kubanyiova, 2009).

1.5.8. Ideal Language Teacher Self

According to Kubanyiova (2007), "possible language teacher selves" are envisioned future representations of language teachers' identities formed within individual and social contexts, serving as motivational sources for professional development and transformation. Among these potential selves, the ideal language teacher self embodies

the cognitive visions of language teachers regarding their future objectives and aspirations (Kubanyiova, 2007). In other words, the identity of a good language teacher hinges on the development of many ideal selves, such as good language use, good relationships with students and colleagues, self-actualization, etc (Tsui, 2007). Similarly, the ideal self has been identified as central to L2 teachers' conceptual development and motivation, emphasizing its importance in the professional development of language educators (Rahmati et al., 2018). Kubanyiova (2009) discusses the connection between teacher motivation and the ideal self-concept, highlighting how teachers' career motives and engagement in professional development influence their classroom behaviors. Furthermore, the interaction of possible language teacher selves has been associated with understanding how motivation translates into action, especially in in-service language teachers' choices to participate in non-compulsory professional development (Hiver, 2013). In addition, language teachers' ideal selves have been found to nurture and find expression in actions that reflect an inner moral dimension and provide insights into broader values related to the educational environment and the goals of language education (Kubanyiova, 2015).

The significance of the ideal self in language teaching is further emphasized by the idea that individuals may intentionally change their image of an alternative or ideal self, indicating the dynamic nature of this construct (Crookes, 2015). Moreover, the link between teachers' emotions, identities, and well-being has been identified as a critical factor in their professional development, underscoring the holistic impact of the ideal language teacher self (Gallo & Tassinari, 2017).

In summary, the ideal language teacher self is a multifaceted construct that significantly influences both language learners and educators. Its role in motivating learners, guiding professional development, and shaping the educational environment highlights its importance in the field of language teaching.

1.5.9. Reflective Practice and Ideal Language Teacher Self

The ideal self of a language teacher is closely intertwined with reflective practice, a crucial element in the professional growth of language educators. Reflective practice empowers language teachers to meticulously assess their beliefs, assumptions, and instructional methods, playing a vital role in shaping and honing their ideal self-perception (Mann et al., 2007). Through active participation in reflective practice,

language teachers can proactively strive to narrow the disparity between their current and ideal selves, ultimately augmenting their professional development and efficacy in the classroom (Rahmati et al., 2018).

Furthermore, reflective practice affords language teachers the chance to incorporate their ideal self-concepts into their teaching methodologies, resulting in more student-centered and efficacious pedagogical approaches (Debnath, 2021). This undertaking enables language teachers to harmonize their professional objectives with their instructional practices, promoting continual growth and enhancement in their teaching methods (Kubanyiova, 2015). Moreover, reflective practice permits language teachers to investigate the dynamic interplay between their current and ideal selves, facilitating a profound comprehension of their motivations, values, and aspirations within the realm of language teaching (Hiver, 2013).

Moreover, the intricate connection between teachers' emotions, identities, and well-being, recognized as a pivotal element in their professional development, highlights the comprehensive influence of the ideal language teacher self, closely interwoven with reflective practice (Gallo & Tassinari, 2017). The reflective practice process allows language teachers to incorporate their ideal self-images into their instructional methods, fostering more student-centered and impactful pedagogical approaches (Debnath, 2021).

In summary, reflective practice emerges as a pivotal bridge to the evolution and manifestation of the ideal language teacher self. Through active participation in reflective practice, language teachers have the opportunity to mold their professional identities, synchronize their actions with their ideal self-images, and persistently pursue enhancements in their teaching practices.

1.5.10. Previous Research on Possible Teacher Selves and Language Teacher Selves

One pivotal investigation in this domain is Kubanyiova's work in 2007, which introduced the notion of the potential language teacher self. Through a combination of methodologies, Kubanyiova aimed to elucidate the distinct developmental trajectories of participants involved in a specialized in-service teacher development program focused on L2 motivational strategies, comprising eight EFL instructors in Slovakia. Examination of qualitative data unveiled that teachers' transformative journey is intricately linked to the array of identity objectives they embrace within their educational and sociocultural milieus. Moreover, the misalignment between teachers' present and desired selves emerged as a significant driver of the pedagogical learning process.

In the context of South Korea, Hiver (2013) conducted an investigation aiming to delve into the roles assumed by prospective language teacher identities in shaping the professional development decisions of seven practicing English teachers in Korea. The outcomes underscored the clear delineation between actual and prospective language teacher identities. Among these educators, a deficiency in language self-confidence was closely intertwined with a lack of teaching self-assurance, wherein accompanying negative emotions acted as the primary impetus for their involvement in teacher development initiatives. The study revealed two discernible motivational trajectories stemming from the participants' prospective language teacher identities. While some educators were motivated by a central desire to address perceived shortcomings within themselves, others were driven by aspirations to elevate their professional identities. A third motivational inclination, stemming from normative expectations, was identified as the least influential factor guiding decisions regarding teacher development pursuits.

Mahmoudi-Gahrouei et al. (2016) addressed only two of the potential selves of teachers and conducted a study to examine the development of their ideal and feared potential selves. The study involved 120 teachers across various career stages, including prospective, novice, and experienced educators. The results revealed distinct emphases among different groups: novice teachers exhibited a stronger emphasis on task-oriented self-concepts, while prospective teachers demonstrated a dual focus on both task-oriented and quality-oriented identities. In contrast, experienced teachers tended to express identities predominantly concerned with quality-oriented attributes.

In the Turkish context, Babanoğlu (2017) aimed to measure the possible selves of EFL teacher candidates. She applied the New Teacher Possible Selves Questionnaire by Hamman et al. (2013) to 149 Turkish EFL teacher candidates. According to the results, pre-service teachers had positive expectations without any fears about their teaching. The results also showed that female candidates had higher scores than males regarding ideal language teacher selves.

In their study, Babanoğlu and Ağcam (2018) investigated the possible selves of Turkish pre-service teachers in the context of "self-knowledge". The context of the study is pre-service teachers who will start teaching soon. A 6-point Likert scale was utilized to measure the possible selves of final-year students in classrooms and science and English language teaching programs. The statistical analysis results showed that for students enrolled in classroom and science education programs, possible selves levels

related to the first year in their profession were higher than those of the students enrolled in the English language education program.

Çetin and Eren (2018) investigated the relationships among prospective teachers' (PTs) professional goals, beliefs in goal achievability, teacher identities, and anticipated teacher possible selves. They surveyed 2303 PTs from three Turkish universities using quantitative measures. Through correlation, hierarchical regression, and structural equation modeling analyses, significant relationships were found between PTs' professional goals, beliefs in goal attainability, teacher identities, and expected teacher possible selves (ETPS). Teacher identities and expectations of learning to teach emerged as crucial mediators in these associations. The study emphasizes the importance of considering teacher identity and ETPS in understanding the factors linking PTs' professional goals and their perceptions of goal attainability, providing insights for teacher educators and policymakers.

In a study conducted within the Armenian educational landscape, Sahakyan et al. (2018) aimed to gain a comprehensive understanding of how the motivation of tertiary-level English teachers evolves over their careers, focusing on their ideal and ought-to self-perceptions. Six participants from varied age groups and teaching backgrounds were involved in the research, with data collection spanning six months and incorporating methods such as semi-structured interviews, journaling, and classroom observations. Results revealed that participants held distinct ideal and feared teacher self-concepts, shaped significantly by their past learning experiences and institutional expectations. However, these initial ideal self-perceptions were either relinquished or deemed overly challenging to achieve over time. Instead, teachers developed a more pragmatic, context-specific teacher identity that integrated elements from their prior experiences, deemed attainable within their professional contexts. This feasible self-proved to be a potent motivator, prompting specific actions from teachers to realize it, highlighting the adaptive nature of teacher self-perceptions and motivations in response to evolving educational experiences.

Rahmeti et al. (2018) investigated the relationship between teacher vision and motivation using a mixed-method approach, combining semi-structured interviews and questionnaires. Their findings indicated a positive correlation between language teacher vision and motivation. Interestingly, many participants lacked clear future visions of themselves, and those who did often had undefined visions. Some envisioned themselves as future professionals, primarily influenced by their ideal L2 teacher identities and past

teaching experiences, with limited presence of feared or ought-to L2 teacher identities. The study suggested that teachers capable of envisioning a future L2 teacher self, termed "visionary teachers," exhibited higher levels of motivation compared to those with limited or absent visions of their future L2 teacher selves.

Niloufari and Dastgoshadeh (2019) investigated the relationship between the development of potential selves among English language teachers, teacher efficacy, and student achievement in the Iranian educational context. They gathered data from eighty-seven conveniently selected teachers who completed the EFL Teachers' Possible Selves Development Questionnaire and the Teacher Self-Efficacy Scale (TSES). Analysis revealed significant associations between teachers' possible selves development, their self-efficacy, and students' academic performance. Regression analysis showed that ideal, ought-to, actual, and feared selves predicted teacher self-efficacy, while only ideal, ought-to and actual selves were strongly correlated with students' achievement. The study concluded by recommending the integration of self-efficacy and concern for students' achievement into the possible selves framework for EFL teachers and suggested targeted pre-service and in-service teacher education programs to address these dimensions effectively.

In their study, Eren and Yeşilbursa (2019) investigated the explanatory roles of efficacy beliefs and expected and feared teachers' possible selves within a teaching-specific hopes model involving 725 pre-service teachers. They employed latent-factor correlation analysis to uncover significant and specific relationships among the variables. Structural equation modeling was then used further to delineate these variables' conceptual and practical distinctions. Notably, efficacy beliefs and the perception of loss of control were identified as direct influencers of teaching-specific hopes. Furthermore, latent variable interaction modeling revealed positive interactions between efficacy beliefs and the learning-to-teach aspect significantly predicted motivational force. In contrast, negative interactions between efficacy beliefs and the perception of an uncaring teacher adversely affected the motivational force.

In their investigation, Karimi and Asadnia (2020) explored the interplay among the ideal, ought-to, and feared selves of Applied Linguistics researchers across various academic career stages, including doctoral students, assistant professors, and associate professors, and examined how these self-perceptions intersect with their research productivity. They sought to elucidate these relationships by employing interviews and narratives as research methodologies. The findings unveiled that researchers' ideal selves,

which propel their publishing motivation, are characterized by aspirations for making significant problem-solving or insight-driven contributions. These ideal selves are envisioned as highly focused, globally recognized, influential, and reflective of a commitment to continuous learning and research. Furthermore, the study identified dimensions of feared selves among researchers, encompassing apprehensions about becoming excessively fixated on publishing, concerns about being perceived as lacking knowledge or publication output, the fear of academic marginalization, and grappling with a lack of direction in their research endeavors. These dimensions of feared selves significantly shape researchers' approaches to research productivity. The researchers' aspirations to enhance visibility in the research community, meet university expectations, secure international research opportunities, and establish themselves as prolific publishers were highlighted as crucial motivators behind their decisions to publish in esteemed academic outlets.

In a longitudinal investigation led by Mehdizadeh et al. (2022), researchers tracked the sociohistorical identity evolution of a singular teacher over an initial span of eight years in their teaching career. Employing classroom observations and semi-structured interviews as primary data collection methods, the study utilized a comprehensive framework amalgamating the theories of communities of practice, possible selves, and positioning. This integrated conceptual framework was systematically applied across theoretical underpinnings, methodology, data analysis, and interpretation. Analysis of the data unveiled that as the teachers' engagement within their community of practice evolved throughout the eight-year timeframe, each of the three distinct moments showcased shifts in the configuration of their possible selves and their positioning of themselves and others within their professional milieu. These findings stress the necessity of adopting a multi-perspectival approach to grasp the development of teacher professional identity. Moreover, they highlight the importance of recognizing teachers' adjustments in possible selves and their repositioning within the context of their ongoing professional trajectory.

The study by Çoşkun and Savaş in 2023 explored how English teachers' professional identities evolve using the Possible Selves Theory. They examined three groups: students, novice teachers, and experienced teachers. Using mixed methods, they studied 194 participants from Turkish state schools. Results showed that these groups had similar views on their ideal selves and fears. They emphasized professional growth, language skills, competence, personal qualities, and recognition. Concerns included language

proficiency, lack of professional development, undesirable traits, unwanted career paths, and lack of acknowledgment. The study also noted external and internal factors shaping their professional identities.

2. METHODOLOGY

This section contains information about the research design, setting and participants, research model, instruments, and data analysis.

2.1. Research Design

The study utilized a quantitative research method, which analyses relationships between measurable variables and generates numerical data for statistical analysis (Creswell, 2008). The utilization of survey research methodology in this study is significant due to its ability to provide an objective (Williams, 2007) and comprehensive understanding of the characteristics and demographics of a large and diverse sample of the population (McIntyre, 1999). By employing a demographic form and two distinct scales for data collection, the study facilitated the exploration of group variances and examining relationships between variables through statistical analyses commonly employed in comparative and correlational investigations. Descriptive and correlational analyses were performed on the collected data. Also, since the present study investigates an independent variable's (reflective practice) impact on a dependent variable (ideal language teacher self), a regression analysis was employed on the collected data.

2.2. Participants and Setting

The study population comprises lecturers teaching English foreign language preparatory education in universities affiliated with Turkey's Council of Higher Education. In order to share the survey questions, 30 universities were selected from this population by cluster random sampling. This sampling technique involves dividing the population into clusters, randomly selecting some of these clusters, and then collecting data from all individuals within the chosen clusters (Perry et al., 1999). Since at least three universities from seven regions of Turkey were selected in the research, this method was deemed most appropriate because cluster sampling is particularly useful when the population is large and geographically dispersed, making it impractical to sample every individual (Perry et al., 1999). The survey questions were shared digitally via e-mail to all lecturers working in the preparatory units of these universities. The study sample consisted of 180 lecturers who agreed to participate in the survey using a voluntary sampling method. As a result of the answers given to the survey

questions, it was observed that there was no data loss, and all of these 180 data were included in the analysis.

Table 2. *Demographic Characteristics of the Participants*

Demographic Characteristics	N	%
Gender		
Female	129	71.7
Male	51	28.3
Age		
21 to 30	17	9.4
31 to 40	80	44.4
41 to 50	56	31.1
51 and over	27	15.0
Teaching Experience		
1 to 5 years	11	6.1
6 to 10 years	20	11.1
11 to 15 years	57	31.7
15 and over	92	51.1
Degree earned		
B.A.	39	21.7
M.A.	104	57.8
Ph.D.	37	20.6
Graduated Department		
English Language Teaching	116	64.4
English Language and Literature	36	20.0
Linguistics	8	4.4
Translation and Interpreting	8	4.4
American Literature and Culture	7	3.9
Other (Foreign Language Education. Billungual Education. Psychology)	5	2.9

As seen in Table 2, 129 participants were female, and 51 were male. Their ages ranged from 21 to 51 and above. Regarding work experience, the highest rate is 15 years and

above (51.1), while the lowest rate is 1 to 5 years (6.1). There were graduates from different departments participating in the study, such as English Language Teaching (64.4), English Language and Literature (20.0), American Culture and Literature (3.9), English Linguistics (4.4), and Translation and Interpreting (4.4)). Academically, the instructors have master's (57.8) and doctoral (20.6) degrees.

2.3. Research Model

The research model was devised to assess the impact of reflective practices on the efficacy of ideal language teaching. Within this model, a solitary independent variable, namely reflective practices, was examined alongside a singular dependent variable, denoted as ideal language teaching. The study incorporated the reflective practices scale developed by Akbari et al. (2010), which encompasses practical, cognitive, learner, meta-cognitive, and critical components.

Within the construct of ideal language teaching, the dimensions of Self as an Expert Language User (SELU), Self as a Socially/Professionally Recognized Teacher (SSPRT), Self as a Teacher Interested in Professional (STIPD), and Self as an Expert in Pedagogy (SEP) were considered. This structured framework aimed not only to ascertain the overall impact of reflective practices on the general level of ideal language teaching but also to elucidate the influence of the five distinct dimensions of reflective practices on both the overarching ideal language teaching and its specific components. For this purpose, the research model in Figure 6 was formed.
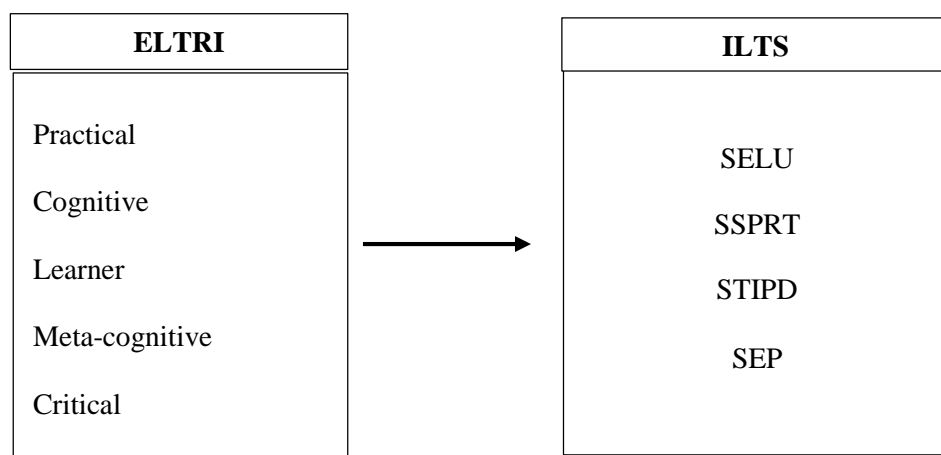
Figure 6. *Research Model, Dependent-Independent Variables*

2.4. Data Analysis Method

Within the research framework, data collected from a cohort of 180 participants were processed using the IBM SPSS Statistics 23 software. Prior to conducting analyses and tests, the data collection instruments underwent thorough scrutiny through the application of validity and reliability tests. The initial step involved employing exploratory factor analysis to ascertain the construct validity of both scales and determine the substructure of all subsequent tests. In pursuit of construct validity, exploratory factor analysis was conducted, leading to the exclusion of statements 5 and 6 from the reflective practices scale, as well as statement 15 from the Ideal Language Teacher Self scale. The rationale behind this exclusion was rooted in identifying these statements loading on multiple factors, thereby compromising the unidimensionality of the constructs under investigation. This meticulous adjustment ensured that factor weights for all retained statements exceeded the threshold of 0.5, validating the appropriateness of utilizing the dimensions as initially conceptualized. Following the establishment of construct validity, the reliability of the scales was assessed by calculating Cronbach's Alpha coefficients. The ensuing reliability analysis reinforced the internal consistency and stability of the scales for subsequent analyses. Subsequently, confirmatory factor analysis was implemented on both scales to validate the factor structures determined further through exploratory factor analysis. The AMOS program served as the analytical tool for this purpose. This methodological sequence, involving exploratory and confirmatory factor analyses coupled with reliability testing, ensured a robust foundation for the subsequent statistical analyses, contributing to the rigor and credibility of the research findings.

In the second phase of the investigation, an examination of participant distribution based on demographic and educational characteristics was conducted. Variables such as gender, age groups, professional experiences, academic degrees, graduated departments, and qualifications were subjected to percentage-frequency analysis. The outcomes of this analysis were subsequently scrutinized to discern patterns and insights into the composition of the participant cohort.

In the third phase, frequency analysis was executed to ascertain data distribution based on participants' responses concerning reflective practices and ideal language teaching. Mean values were calculated, and standard deviation values were determined to provide a comprehensive understanding of the central tendency and dispersion within the dataset.

In the fourth stage, a normality test was employed to assess the distribution of scores on the scales, aiding in the decision-making process between parametric and nonparametric tests. The examination of skewness and kurtosis test results confirmed the normality assumption. Consequently, it was deemed appropriate to proceed with parametric tests in subsequent phases of the study.

In the fifth phase of the investigation, both independent sample t-tests and one-way analysis of variance (ANOVA) tests were employed. These tests were conducted to facilitate comparisons related to participants' dimensions of reflective practices and dimensions of ideal teaching self concerning various demographic and cultural variables. The ensuing results were meticulously evaluated to draw meaningful insights from the data.

Moving on to the sixth stage, a Pearson Correlation test was conducted to quantify the relationships between the study's independent and dependent variables. This statistical analysis provided a measure of the strength and direction of associations between different variables.

Subsequently, in the seventh and final stage, multiple regression analysis was executed. This rigorous analysis aimed to assess the overall impact of the independent variable on the dependent variable and evaluate the influence of the independent variable dimensions on both the dependent variable and its respective components. Through this holistic approach, the research model was comprehensively analyzed.

It is noteworthy that the thesis selectively incorporates information derived from the interpretation of results obtained from the various analyses and tests conducted. The research's statistical significance level was set at 0.05, and a confidence interval of 95% was adopted. This rigorous methodology ensured a robust examination of the research model, allowing for a nuanced understanding of the relationships and effects under investigation.

2.5. Instruments

An online survey was distributed to participants to facilitate data collection for this study (see Appendix A). It is important to note that all sections of the survey were presented exclusively in English, given that the participants are proficient English speakers. This decision was made on the assumption that participants would find it easy to understand and respond to the survey items. The survey consisted of three distinct

sections. The first section included the English Language Teaching Reflection Inventory (ELTRI), as proposed by Akbari and colleagues (2010). The second section featured the Ideal Language Teacher Self (ILTS), developed by Karimi and Norouzi (2019). Permission was obtained from the authors to use these research scales in the study. Lastly, the third and final section of the survey aimed to gather participants' demographic information, such as age, gender, years of teaching experience, highest degree attained, and department of graduation. Including these sections in the survey was intended to gather a comprehensive and diverse set of data relevant to the research objectives.

In order to conduct the analyses in this thesis, an online questionnaire was shared with lecturers working in universities affiliated with the Council of Higher Education in Turkey to provide advantages in terms of transportation, time, cost, and convenience. Considering the participants' English proficiency level, all sections of the questionnaire were presented in English only. The decision to use English as the language of communication was based on the assumption that respondents could easily understand and respond to the survey items. This questionnaire consists of three separate sections. The first section included the English Language Teaching Reflection Inventory, while the second section included the Ideal Language Teacher Self questions. Finally, the third and last part of the questionnaire included the demographic information of the participants, such as age, gender, teaching experience, highest degree obtained, qualifications, and graduation program.

2.5.1. English Language Teaching Reflection Inventory (ELTRI)

Akbari and colleagues (2010) designed the English Language Teaching Reflection Inventory in the first part of the questionnaire. The research scale comprises 29 questions and five dimensions: practical, cognitive, learner, meta-cognitive, and critical. Participants were asked to rate the scale statements using a 5-point Likert system. The corresponding statements and definitions of the components are given in Table 3.

Table 3. *Item Correspondence to Factors of the ELTRI*

Construct	Items	Definitions
Practical	1-6	Actual act of reflection by using different tools, such as keeping journals and talking to colleagues.

Cognitive	7-12	Intentional endeavors toward professional growth through participation in conferences and engaging with professional literature in books and journals.
Learner	13-15	It involves understanding learners' knowledge and their emotional/cognitive conditions.
Meta-Cognitive	16-22	Involves educators' understanding of their own personality, their conceptualization of learning and teaching, and their perspective on their profession.
Critical	23-29	It involves addressing the socio-political aspects inherent in teaching.

Akbari et al. (2010)

2.5.2. ELTRI Exploratory Factor Analysis (EFA)

Exploratory factor analysis was conducted to test whether the English Language Teaching Reflection Inventory scale is a valid measurement tool. Before the exploratory factor analysis, Kaiser Meyer Olkin (KMO) and Barlett's tests were conducted to evaluate whether the data set was suitable for factor analysis, and the results are shown in Table 4. Accordingly, the KMO value was determined as .872. Thus, it was understood that the data set was suitable for factor analysis.

Table 4. *KMO and Barlett Test Results for ELTRI*

KMO ve Barlett Test		
Kaiser Meyer Olkin Scale Validity		.87
Barlett's Test of Sphericity Chi-Square	**Approximate Chi-Square**	2495.54
	DOF	351
	P Value	000

After evaluating the suitability of the data set for factor analysis, it was determined that the scale consisted of five factors and explained 61.30% of the total variance. Of the total variance explained, 31.22% was explained by the first factor, 9.75% by the second factor, 8.89% by the third factor, 6.2% by the fourth factor, and 5.1% by the fifth factor.

As a result of the findings obtained, the distribution of the scale statements according to the factors and factor loadings is given in Table 5.

Table 5. *English Language Teaching Reflection Inventory Factor Structure*

Factor Order	Factors	Factor Value	Variance Percentage (%)	Cumulative Variance Percentage (%)
1	Practical	8.43	31.2	31.2
2	Cognitive	2.63	9.75	40.9
3	Learner	2.40	8.89	49.8
4	Meta-Cognitive	1.68	6.25	56.1
5	Critical	1.39	5.17	61.3

The results of the exploratory factor analysis of the ELTRI scale are shown in Table 6. As seen in Table 6, the scale has five factors, and the scale's factor structure is preserved. During the factor analysis, the fifth and sixth statements forming the practical factor were removed from the evaluation because they loaded on more than one factor. In general, factor loadings vary between 0.514 and 0.865. The factor loadings of the statements forming the "Practical" factor vary between .85 and .80. The factor loadings of the statements forming the "Cognitive" factor vary between .86 and .68; the factor loadings of the statements forming the "Learner" factor vary between .78 and .54 the factor loadings of the statements forming the "Meta-Cognitive" factor vary between .85 and .51 and finally the factor loadings of the statements forming the "Critical" factor vary between .86 and .53.

Table 6. *ELTRI Exploratory Factor Analysis*

Factor	Items	1. Factor	2. Factor	3. Factor	4. Factor	5. Factor
Practical	Q1_Pra	.85				
	Q2_Pra	.84				
	Q3_Pra	.82				
	Q4_Pra	.80				
Cognitive	Q7_Cog		.76			
	Q8_Cog		.68			

	Q9_Cog	.86		
	Q10_Cog	.83		
	Q11_Cog	.75		
	Q12_Cog	.74		
Learner	Q13_Lrn		.61	
	Q14_Lrn		.54	
	Q15_Lrn		.78	
Meta-Cognitive	Q16_Meta			.51
	Q17_Meta			.51
	Q18_Meta			.78
	Q19_Meta			.76
	Q20_Meta			.85
	Q21_Meta			.68
	Q22_Meta			.57
Critical	Q23_Cri			.69
	Q24_Cri			.66
	Q25_Cri			.86
	Q26_Cri			.71
	Q27_Cri			.53
	Q28_Cri			.80
	Q29_Cri			.63

2.5.3. ELTRI Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis is applied to test whether the scales based on a theoretical basis are validated with the study data (Şahin & Gürbüz, 2016). Confirmatory factor analysis was applied to test the fit of the ELTRI scale used in the study to the data set. The model obtained from the analysis is shown in Figure 7.
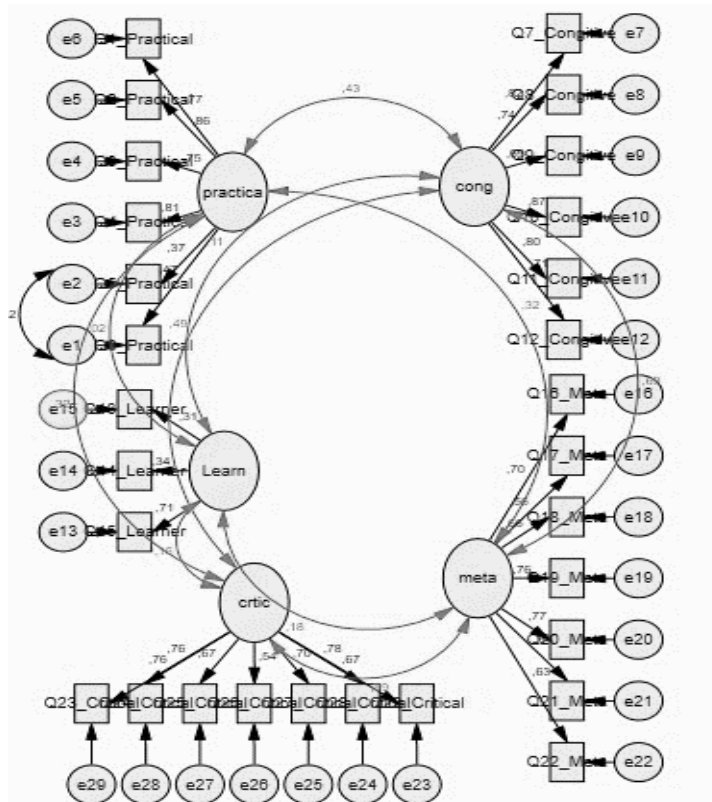
Figure 7. *ELTRI Confirmatory Factor Analysis*

In order to reach goodness of fit values as a result of confirmatory factor analysis, modifications were made between the item *"After each lesson, I write about the accomplishments/failures of that lesson, or I talk about the lesson to a colleague"* (Statement 3) and the item *"I discuss practical/theoretical issues with my colleagues"* (Statement 4).

Table 7. *CFA Goodnes of Fit Values*

Criterion	Ideal Fit Value	Acceptable Fit Value	Mismatch Value
GFI	1	0.90-0.99	<0.90
CMIN (X^2)	P>0.10	0.05<P<0.010	P<0.05
CMIN (X^2/DF)	≤2	2-5	>5
NNFI	1	0.95-0.99	<0.95
CFI	1	0.90-0.99	<0.90
TLI	1	0.90-0.99	<0.90
RMSEA	0- 0.05	0.05-0.09	>0.10

Özdamar, K. (2018).

Table 7 shows the goodness of fit values accepted in the literature for confirmatory factor analysis as ideal fit, acceptable, and incompatibility values. It also shows the goodness of fit values obtained from CFA analysis for the ELTRI scale. According to the values in Table 8, the model has goodness of fit values.

Table 8. *ELTRI Goodness of Fit Values*

Variable	CMIN (X^2)	CMIN (X^2/DF)	GFI	CFI	RMESA
Reflective Practices	684.29	1.87	0. 90	0.91	0.07

2.5.4. Ideal Language Teacher Self Scale (ILTS)

The questionnaire's second section termed the Ideal Language Teacher Self scale, was developed by Karimi and Norouzi (2019). This assessment tool comprises 15 items categorized into four factors: Self as an Expert Language User, Self as a Socially/Professionally Recognized Teacher (SSRPT), Self as a Teacher Interested in Professional Development (STIPD), and Self as an Expert in Pedagogy (SEP). Participants were instructed to assess the scale statements using a 5-point Likert scale. Detailed explanations of the components and corresponding statements are provided in Table 9.

Table 9. *Item Correspondence to Factors of the ILTS*

Construct	Items	Definitions
SELU	1-3	Reflects teachers' aspirations to develop their proficiency in a native-like language
SSPRT	4-7	Reflects the impact of ego-related concerns such as being recognized, valued, and appreciated on the motivation to teach.
STIPD	8-10	Reflects the effect of the desire for professional development on future positive self-concept.
SEP	11-15	Reflects the centrality of teachers' vision of pedagogy as teachers at the center of their ideal self.

2.5.5. ILTS Exploratory Factor Analysis (EFA)

Exploratory factor analysis was conducted to test whether the ideal language teaching self scale, which was used as the dependent variable in the study, is a valid measurement

tool. In order to evaluate the suitability of the data set obtained from the responses to the scale for factor analysis, KMO and Barlett tests were applied. The results of the test where the sampling adequacy coefficient value is calculated are shown in Table 10. As shown in Table 10, the KMO value was calculated as .860, and it was concluded that the data set was suitable for factor analysis.

Table 10. *KMO and Barlett Test Results for ILTS*

KMO ve Barlett Test		
Kaiser Meyer Olkin Scale Validity		.86
Barlett's Test of Sphericity Chi-Square	**Approximate Chi-Square**	1088.40
	DOF	105
	P Value	.000

It was determined that the scale explained 65.11% of the total variance and consisted of four factors. 37.13% of the total explained variance is composed of the first factor, 11.8% of the second factor, 8.73% of the third factor, and 7.41% of the fourth factor. The distribution of the scale statements according to the factors and factor loadings is given in Table 11.

Table 11. *ILTS Factor Structure*

Factor Order	Factors	Factor Value	Variance Percentage (%)	Cumulative Variance Percentage (%)
1	**SELU**	5.57	37.1	37.1
2	**SSPRT**	1.77	11.8	48.9
3	**STIPD**	1.31	8.7	57.6
4	**SEP**	1.11	7.4	65.1

The results of the exploratory factor analysis of the ILTS scale are shown in Table 12. It is seen in Table 12 that the scale has four factors, and the factor structure of the original scale is preserved. During the factor analysis, the 15th statement in the "SEP" factor loaded on more than one factor. Therefore, it was removed from the evaluation. In general, factor loadings vary between .87 and .63. The factor loadings of the statements

that make up the "SELU" factor vary between .74 and .67. The factor loadings of the statements that make up the factor "SSPRT" vary between .87 and .65; the factor loadings of the statements that make up the factor "STIPD" vary between .75 and .69 and finally the factor loadings of the statements that make up the factor "SEP" vary between .82 and .63.

Table 12. *ILTS Exploratory Factor Analysis*

Factor	Items	1. Factor	2. Factor	3. Factor	4. Factor
SELU	Q1_SELU	.67			
	Q2_SELU	.72			
	Q3_SELU	.74			
SSPRT	Q4_SSPRT		.76		
	Q5_SSPRT		.76		
	Q6_SSPRT		.87		
	Q7_SSPRT		.65		
STIPD	Q8_STIDP			.71	
	Q9_STIPD			.75	
	Q10_STIPD			.69	
SEP	Q11_SEP				.63
	Q12_SEP				.82
	Q13_SEP				.75
	Q14_SEP				.67

2.5.6. ILTS Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis was applied to test the accuracy of the Ideal Language Teacher Self scale factors. The model obtained as a result of the analysis is shown in Figure 8.
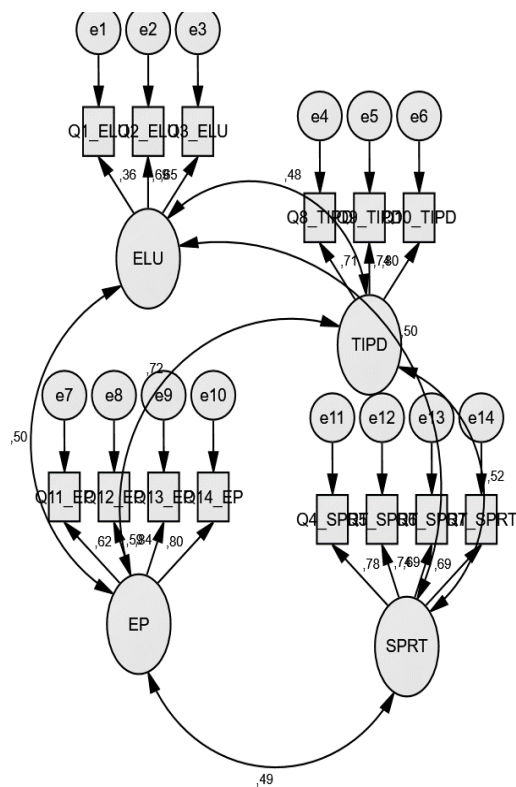
Figure 8. *ILTS Confirmatory Factor Analysis*

Table 13. *ILTS Goodnes of Fit Values*

Variable	CMIN (X^2)	CMIN (X^2/DF)	GFI	CFI	RMSEA
Ideal Langage Teacher Self	130.06	1.83	0.91	0.93	0.06

Table 13 presents the goodness of fit values obtained as a result of the Confirmatory Factor Analysis for the Ideal Language Teacher Self scale. When the values in Table 13 are examined, they show that the goodness of fit values are provided according to the reference intervals.

2.6. Reliability of Scales

Cronbach's α coefficient was used to test the reliability of the ELTRI and ILTS scales, and the results are shown in Table 14.

Table 14. *Reliability Test of ELTRI and ILTS Scales and Components*

	Cronbach α Coefficient	Number of Statements	Number of Samples (N)
English Language Teaching Reflection Inventory (ELTRI)	.90	27	180
Ideal Language Teacher Self Inventory (ILTS)	.85	14	180

Cronbach's Alpha Coefficient was calculated as .90 for the ELTRI scale and .87 for the ILTs scale, respectively. A Cronbach's α value greater than 0.80 means the reliability is good (Saruhan & Özdemirci, 2013). Since the obtained results are α>0.80, it can be said that the reliability of the scales used in the study is sound.

2.7. Normality Tests

Before conducting the study tests, normality tests were performed on the scales to evaluate whether the data were normally distributed to decide on the type of analysis to be performed. In this framework, the distribution statistics of the normality test results of both scales with the help of the SPSS 23 program are shown in Table 15. As shown in Table 15, the Skewness and Kurtosis values of the scales used in the study are between -2 and +2. Considering these values, the values related to the scale are normally distributed (Can, 2019). Thus, carrying out the analyses by considering parametric methods is deemed appropriate.

Table 15. *Normality Test of the Scales*

		Min.	Max.	Mean	Standard Deviation	Skewness	Kurtosis
ELTRI	180	3.59	4.85	3.62	.54	.064	-52
ILTS	180	3.29	5.0	4.41	.43	-.64	-.42

3. FINDINGS

This chapter contains the results of the quantitative data collected through an online questionnaire. Following the assessment of the reliability and validity of the measurement instruments employed in the study, parametric tests were utilized to derive the study findings subsequent to confirming normality through normality testing. The collected data underwent analysis through descriptive statistics, whereby each item was categorized according to its respective component, and frequency and percentage rates were provided for the response options of "never," "rarely," "sometimes," "often," and "always" as outlined in Table 16. Subsequently, the frequency and percentage rates for each individual item were compiled, and the scores for each dimension were delineated in Table 17.

Table 16. *Findings on Reflective Practices*

Component	Items	Never		Rarely		Sometimes		Often		Always	
		N	%	N	%	N	%	N	%	N	%
Practical	Item 1	3	1.7	4	2.2	33	18.3	44	24.4	96	53.3
	Item 2	1	.6	6	3.3	33	18.3	76	42.2	64	35.6
	Item 3	4	2.2	3	1.7	47	26.1	61	33.9	65	36.1
	Item 4	0	0	7	3.9	43	23.9	78	43.3	52	28.9
	Total	2	1.1	5	2.7	39	21.6	64.7	35.9	69.2	38.4
Cognitive	Item 7	35	19.4	36	20	40	22.2	44	24.4	25	13.9
	Item 8	8	4.4	39	21.7	44	24.4	44	24.4	45	25
	Item 9	24	13.3	43	23.9	44	24.4	41	22.8	28	15.6
	Item 10	14	7.8	26	14.4	45	25	53	29.4	42	23.3
	Item 11	0	0	69	38.3	90	50	14	7.8	7	3.9
	Item 12	1	.6	85	47.2	63	35	18	10	13	7.2
	Total	13.6	7.5	49.6	27.5	54.3	30.1	35.6	19.6	26.6	14.7
Learner	Item 13	1	.6	77	42.8	75	41.7	14	7.8	13	7.2
	Item 14	1	.6	6	3.3	20	11.1	80	44.4	73	40.6
	Item 15	1	.6	9	5	42	23.3	60	33.3	68	37.8
	Total	1	.6	30.6	17	45.6	25.3	51.3	28.4	51.3	28.4
Meta-cognitive	Item 16	2	1.1	3	1.7	17	9.4	74	41.1	84	46.7
	Item 17	0	0	2	1.1	23	12.8	81	45	74	41.1
	Item 18	0	0	1	.6	20	11.1	69	38.3	90	50
	Item 19	2	1.1	6	3.3	39	21.7	65	36.1	68	37.8
	Item 20	1	.6	2	1.1	41	22.8	86	47.8	50	27.8
	Item 21	10	5.6	33	18.3	54	30	51	28.3	32	17.8
	Item 22	13	7.2	46	25.6	46	25.6	40	22.2	35	19.4
	Total	4	2.2	12.4	6.8	34.2	19	67.4	37.4	61.8	34.3
Critical	Item 23	19	10.6	44	24.4	54	30	38	21.1	25	13.9
	Item 24	59	32.8	35	19.4	48	26.7	22	12.2	16	8.9
	Item 25	1	.6	15	8.3	43	23.9	67	37.2	54	30
	Item 26	16	8.9	18	10	64	35.6	48	26.7	34	18.9
	Item 27	9	5	17	9.4	58	32.2	58	32.2	38	21.1
	Item 28	16	8.9	18	10	64	35.6	48	26.7	34	18.9

	Item 29	9	5	17	9.4	58	32.2	58	32.2	38	21.1
	Total	18.4	10.2	23.4	12.9	55.5	30.8	48.4	26.9	34.1	18.9
ELTRI	**Total**	**9**	**4.9**	**25**	**13.9**	**45**	**25**	**53.2**	**29.5**	**47.6**	**26.4**

When the items of the practical component in Table 16 are analyzed, it was found that 53.3% of the participants keep a file to review their teaching later (Item 1). In addition, almost all of the participants talk or discuss with other teachers about practical or theoretical issues (Item 4).

Within the cognitive dimension, an essential facet of reflective practice, it was evident that participants frequently engage in staying abreast of developments in their respective fields, with 29.4% reporting "often" and 23.3% reporting "always" following such advancements (Item 10). Additionally, 25% of participants reported "always" participating in workshops and conferences relevant to their field (Item 8). Intriguingly, however, a significant portion (38.3%) of participants reported "rarely" conducting small-scale research activities within their classrooms to deepen their understanding of teaching and learning processes (Item 11). Similarly, 47.2% of teachers indicated "rarely" considering classroom events as potential research topics and contemplating methodologies for investigation (Item 12). Moreover, a considerable proportion of participants reported infrequent consideration of writing articles about their classroom experiences, with 23.9% reporting "rarely" and 24.4% reporting "sometimes" engaging in this practice (Item 9).

When the learner dimension is analyzed, it is seen that Item 14 has the highest values. This indicates that respondents tend to seek information about students' families, backgrounds, hobbies, and talents. However, item 13 shows that teachers 'rarely' (42,8%) or 'sometimes' (41,7) talk to students about their learning styles and preferences.

The analysis of the meta-cognitive component within the ELTRI indicates that half of the participants consistently contemplate the meaning and significance of their role as educators (Item 18). Furthermore, nearly half of the participants acknowledge the influence of their background on their self-perception as teachers (Item 17). Moreover, teachers frequently engage in reflecting on their strengths and weaknesses, with 47.8% reporting "often" and 27.8% reporting "always" doing so (Item 20). Conversely, Item 21 suggests that teachers only occasionally or infrequently consider the impact of their experiences as students on their teaching practices.

In examining the critical dimension of the questionnaire, it becomes evident that participants frequently incorporate topics that receive limited attention (such as issues

related to poverty, gender discrimination, etc.) into their teaching practices (Item 25). However, a significant proportion of teachers, more than half, seldom contemplate strategies to empower students to address societal issues like poverty, gender bias, and discrimination (Item 24). Additionally, participants, comprising 32.2% who select "sometimes," 32.2% who select "often," and 21.1% who select "always," consider ways to promote tolerance and democracy both within their classrooms and in society at large (Item 27). Conversely, they rarely or intermittently contemplate injustices within their immediate surroundings and discuss them within their classrooms (Item 23).

Means and standard deviations were calculated for each dimension to gain a more comprehensive understanding of their reflective practice from a broader perspective.

Table 17. *Mean and Standard Deviation of the Five Components in ELTRI*

Components	Practical	Cognitive	Learner	Meta-cognitive	Critical	Total
Mean	4.07	3.38	2.77	4.17	3.27	3.59
SD	.76	.97	.57	.58	.86	.54

When Table 17 is analyzed, it is seen that the overall engagement of the participants in reflective practice is above average (3,59). Participants reflected the meta-cognitive dimension the most (4.17). The practical component was the second most reflected dimension of the ELTRI with 4.07. On the other hand, the participants also reflected cognitive (3.38) and critical (3.27) dimensions to a considerable degree. The lowest reflected dimension was learner with 2,77.

The participants' responses to the statements about the ideal language teacher self were tested by frequency analysis, and the results are presented in Table 18. As a result of the answers given by the participants, it was seen that the participants' level of participation in the statements was very high.

Table 18. *Findings on the Ideal Language Teacher Self*

Component	Items	Very Untrue of me		Untrue of me		Neither true/untrue of me		True of me		Very true of me	
		N	%	N	%	N	%	N	%	N	%
SELU	Item 1	0	0	0	0	24	13.3	83	48.9	68	37.8
	Item 2	0	0	0	0	2	1.1	68	37.8	110	61.1
	Item 3	0	0	0	0	4	2.2	65	36.1	111	61.7
	Total	0	0	0	0	10	5.5	72	40.9	96.3	53.5
SSPRT	Item 4	0	0	2	1.1	18	10	44	24.4	116	64.4
	Item 5	0	0	8	4.4	37	20.6	76	42.2	59	32.8

	Item 6	0	0	4	2.2	22	12.2	69	38.3	85	47.2
	Item 7	0	0	1	.6	29	16.1	59	32.8	91	50.6
	Total	0	0	3.7	2.7	35.3	14.7	62	34.4	87.7	48.7
STIPD	Item 8	0	0	1	.6	17	9.4	65	36.1	97	53.9
	Item 9	0	0	3	1.7	30	16.7	60	33.3	87	48.3
	Item 10	0	0	1	.6	16	8.9	58	32.2	105	58.3
	Total	0	0	1.6	0.9	21	11.6	61	33.8	96.3	53.5
SEP	Item 11	0	0	1	.6	21	11.7	70	38.9	88	48.9
	Item 12	0	0	1	.6	18	10	49	27.2	112	62.2
	Item 13	0	0	1	.6	21	11.7	63	35	95	52.8
	Item 14										
	Total	0	0	1	.6	20	11.1	60.6	33.7	98.3	54.6
ILTS	**Total**	**0**	**0**	**1.7**	**.9**	**19.9**	**11**	**64.2**	**35.6**	**94.1**	**52.2**

Upon delving into the first component of the ideal language teacher self, it becomes apparent that virtually all participants possess a strong desire to achieve fluency in English vocabulary, idioms, and grammar (Item 2, Item 3).

Examining the second element, SSPRT, reveals that 64.4% of the participants aspire to be admired by their students (Item 4). Similarly, 50% express a desire to be acknowledged by their students as energetic teachers (Item 7). However, 20% of the participants selected 'neither true nor untrue of me,' indicating that being recognized as a punctual teacher by their students is not a concern for them.

In the STIPD dimension, it is apparent that nearly all participants express a desire to teach at more prestigious schools (Item 8). Similarly, 58.3% of the participants indicate a wish to pursue further studies to attain higher academic degrees (Item 10). However, 16.7% of the participants, selecting 'neither true nor untrue of them,' suggest that attending workshops, conferences, etc., to stay updated with teaching innovations is not a priority for them (Item 9).

Upon analysis of the items within the SEP dimension, it becomes evident that 62.2% of the participants envision themselves as teachers capable of creating diverse learning opportunities. Similarly, over half of the participants envision themselves as teachers capable of employing various strategies to facilitate learning. Table 19 gives the means and deviations of each component *in ILTS*.

Table 19. *Mean and Standard Deviation of the Four Components in ILTS*

Components	SELU	SSPRT	STIPD	SEP	Total
Mean	4.47	4.29	4.40	4.48	4.41
SD	.42	.62	.60	.53	.41

It can be seen in Table 19 that the total score for the ideal language teacher self is relatively high. The highest component is SEP (Self as an Expert in Pedagogy), which reveals participants' pedagogy-related visions are at the center of their ideal selves. Following that, SELU (Self as an Expert Language User) is the second highest element, showing participants' aspiration towards developing native-like language proficiency. Also, participants agreed with STIPD (Self as a Teacher Interested in Professional Development) to a considerable degree. The lowest of all four was SSPRT (Self as Socially/Professionally Recognised Teacher)

An independent sample t-test was applied to determine whether the mean scores obtained from the Reflective Practices scale and the components of the participant academicians differed according to gender. The results are as in Table 20. When Table 20 is examined, it was concluded that the mean scores of the reflective practices scale and components of the participant academicians did not change according to gender (p>0.05).

Table 20. *Comparison of ELTRI Components by Participants' Gender*

Component	Gender	N	Mean	Standard Deviation	t	P
Practical	Female	129	4.09	.73	.54	.58
	Male	51	4.02	.82		
Cognitive	Female	129	3.35	.99	-.64	.51
	Male	51	3.45	.94		
Learner	Female	129	2.81	.60	1.5	.12
	Male	51	2.66	.48		
Meta-Cognitive	Female	129	4.18	.60	.28	.77
	Male	51	4.15	.53		
Critical	Female	129	3.26	.88	-.22	.82
	Male	51	3.29	.79		
ELTRI Total	Female	129	3.59	.55	.02	.98
	Male	51	3.59	.51		

In order to determine whether the mean scores of the participants' ideal language teacher self and its components differed according to their gender, an independent sample t-test was conducted, and the results are given in Table 21. When Table 21 is examined,

it is seen that the mean scores of teachers' ideal language teacher self and its dimensions do not differ according to their gender (p>0.05).

Table 21. *Comparison of ILTS Components by Participants' Gender*

Component	Gender	N	Mean	Standard Deviation	t	P
SELU	Female	129	4.49	.41	.57	.56
	Male	51	4.45	.43		
SSPRT	Female	129	4.47	.42	.57	.57
	Male	51	4.43	.44		
STIPD	Female	129	4.41	.63	.47	.63
	Male	51	4.36	.57		
SEP	Female	129	4.51	.53	1.4	.14
	Male	51	4.39	.53		
ILTS Total	Female	129	4.42	.40	.60	.54
	Male	51	4.38	.42		

One-way ANOVA (F) was conducted to evaluate whether the mean scores of reflective practices and components differed according to the age groups of the participants. Levene's test was performed before the ANOVA test. As a result of Levene's test, Homogonety of Variance was calculated as .11 for practical, .41 for cognitive, .26 for learner, .13 for meta-cognitive, .66 for critical, and .45 for general reflective practices scale. Thus, the prerequisite of homogeneity of the data to conduct the ANOVA test was realized (p>0.05). The results of the analysis are shown in Table 22. As seen in Table 22, it was found that there was no statistically significant difference between the mean scores of reflective practices scale and components and age groups (p>0.05). This means that age groups do not significantly affect the mean scores of reflective practices and components.

Table 22. *Comparison of ELTRI Components by Participants' Age Group*

Component	Age Group	N	Mean	Standard Deviation	F	P
Practical	21 to 30	17	3.76	.95	2.4	.069
	31 to 40	80	4.02	.73		
	41 to 50	56	4.11	.75		

	51 and over	27	4.36	.65	
	Total	180	4.07	.76	
Cognitive	21 to 30	17	3.67	.92	
	31 to 40	80	3.37	.97	
	41 to 50	56	3.32	.94	.59	.62
	51 and over	27	3.35	1.1	
	Total	180	3.38	.97	
Learner	21 to 30	17	2.76	.51	
	31 to 40	80	2.77	.63	
	41 to 50	56	2.75	.54	.11	.95
	51 and over	27	2.82	.49	
	Total	180	2.77	.57	
Meta-Cognitive	21 to 30	17	4.29	.48	
	31 to 40	80	4.12	.62	
	41 to 50	56	4.19	.52	.523	.667
	51 to over	27	4.22	.65	
	Total	180	4.17	.58	
Critical	21 to 30	17	3.63	.73	
	31 to 40	80	3.13	.85	
	41 to 50	56	3.35	.88	1.8	.14
	51 and over	27	3.26	.84	
	Total	180	3.27	.86	
ELTRI Total	21 to 30	17	3.73	.52	
	31 to 40	80	3.53	.55	.79	.49
	41 to 50	56	3.61	.50	
	51 and over	27	3.65	.60	
	Total	180	3.59	.54	

A One-way Analysis of Variance (ANOVA) test was conducted to examine potential differences in mean scores on the Ideal Language Teacher Perception scale and its components based on the age groups of the participants. The results, presented in Table 23, indicate that Levene's test, which assesses the homogeneity of variance as a prerequisite for the ANOVA test, yielded values of 0.68 for SELU and SSPRT, .566 for

STIPD, .060 for SEP, and .070 for the overall Ideal Language Teacher Self scale. These values confirmed the homogeneity of variance ($p>0.05$), satisfying the ANOVA test requirement. Upon reviewing Table 23, a statistically significant difference was observed between the mean scores of age groups, the SELU and SSPRT components, and the General Ideal Language Teacher Self scale ($p<0.05$). To identify the specific source of these differences between groups, a Post Hoc Tukey test was conducted.

Table 23. *Comparison of ILTS Components by Participants Age Groups*

Component	Age Group	N	Mean	Standard Deviation	F	P
SELU	21 to 30	17	4.62	.37	**2.9**	**.03**
	31 to 40	**80**	**4.38**	**.43**		
	41 to 50	56	4.50	.35		
	51 and over	**27**	**4.60**	**.47**		
	Total	180	4.47	.42		
SSPRT	21 to 30	17	4.61	.35	**2.9**	**.03**
	31 to 40	**80**	**4.37**	**.41**		
	41 to 50	56	4.51	.37		
	51 and over	**27**	**4.61**	**.45**		
	Total	180	4.49	.44		
STIPD	21 to 30	17	4.70	.43	1.7	.16
	31 to 40	80	4.35	.62		
	41 to 50	56	4.35	.59		
	51 and over	27	4.43	.65		
	Total	180	4.40	.60		
SEP	21 to 30	17	4.77	.32	2.0	.11
	31 to 40	80	4.46	.52		
	41 to 50	56	4.43	.55		
	51 and over	27	4.45	.58		
	Total	180	4.48	.53		
ILTS Total	21 to 30	**17**	**4.64**	**.28**	**2.8**	**.04**
	31 to 40	80	4.34	.42		
	41 to 50	56	4.39	.37		
	51 and over	27	4.48	.46		

	Total	100	4.41	.41		

The Post Hoc Tukey Test revealed that the significant difference in mean scores for SELU and SSPRT components among age groups originated from the comparison between the age group of 31 to 40 years and 51 years and above. It was inferred that the disparity in mean scores for the overall ideal language teaching self and age groups could be attributed to the distinction between the 21 to 30 age group and the 31 to 40 age group.

One-way ANOVA (F) was conducted to evaluate whether the mean scores of the reflective practices scale and its components differed according to the professional experience of the participant academicians. Levene's test was performed to evaluate the presupposition of homogeneity of the data to perform the ANOVA test. As a result of Levene's test, Homogonety of Variance was determined as .51 for practical, .705 for cognitive, .57 for learner, .124 for meta-cognitive, .80 for critical, and .262 for general reflective practices scale. Thus, the homogeneity of the data was deemed appropriate for the ANOVA test (p>0.05). The results of the analysis are shown in Table 24. As seen in Table 24, it was found that there was no statistically significant difference between the mean scores of the reflective practices scale and its components and the duration of professional experience (p>0.05). This means that the duration of professional experience does not play a significant role in the mean scores of reflective practices and components.

Table 24. *Comparison of ELTRI Components by Participants' Experience*

Component	Experience	N	Mean	Standard Deviation	F	P
Practical	1 to 5 years	11	3.65	.33	1.27	.28
	6 to 10 years	20	4.06	.14		
	11 to 15 years	57	4.07	.09		
	15 years and over	92	4.13	.07		
	Total	180	4.07	.05		
Cognitive	1 to 5 years	11	3.51	.97	.32	.80
	6 to 10 years	20	3.44	.90		
	11 to 15 years	57	3.44	1.0		

	15 years and over	92	3.31	.98		
	Total	180	3.38	.97		
Learner	1 to 5 years	11	2.76	.49		
	6 to 10 years	20	2.66	.49		
	11 to 15 years	57	2.80	.68	1.29	.27
	15 years and over	92	2.74	.50		
	Total	180	2.71	.57		
Meta-Cognitive	1 to 5 years	11	4.48	.55		
	6 to 10 years	20	4.05	.46		
	11 to 15 years	57	4.10	.65	1.76	.15
	15 years and over	92	4.21	.55		
	Total	180	4.17	.58		
Critical	1 to 5 years	11	3.38	1.18		
	6 to 10 years	20	3.05	.53		
	11 to 15 years	57	3.26	.87	.53	.65
	15 years and over	92	3.30	.87		
	Total	180	3.27	.86		
ELTRI Total	1 to 5 years	11	3.70	.61		
	6 to 10 years	20	3.50	.37		
	11 to 15 years	57	3.59	.57	.32	.80
	15 years and over	92	3.60	.55		
	Total	180	3.59	.54		

One-way ANOVA (F) analysis was conducted to determine whether there was a statistically significant difference between the participants' professional experience and their mean scores of ideal language teaching self and the results are shown in Table 25. Before conducting the ANOVA analysis, Levene's test was conducted to determine whether the prerequisite was met. As a result of Levene's test, homogeneity of variance values were obtained as .579 for SELU, .133 for SSPRT, .359 for STIPD, .202 for SEP, and .302 for the general ideal language teacher self-scale. Thus, the preconditions for the

ANOVA test were met (p>0.05), and the ANOVA test was conducted. As a result of the ANOVA tests, no statistically significant difference was found between the mean scores of the ideal language teacher self and its components and the length of professional experience of the academicians (p>0.05).

Table 25. *Comparison of ILTS Components by Participants' Experience*

Component	Experience	N	Mean	Standard Deviation	F	P
SELU	1 to 5 years	11	4.72	.35	1.73	.16
	6 to 10 years	20	4.40	.42		
	11 to 15 years	57	4.43	.43		
	15 years and over	92	4.49	.41		
	Total	180	4.47	.42		
SSPRT	1 to 5 years	11	4.52	.36	2.74	.05
	6 to 10 years	20	4.03	.76		
	11 to 15 years	57	4.20	.60		
	15 years and over	92	4.38	.60		
	Total	180	4.29	.62		
STIPD	1 to 5 years	11	4.66	.42	1.11	.32
	6 to 10 years	20	4.51	.50		
	11 to 15 years	57	4.34	.67		
	15 years and over	92	4.37	.60		
	Total	180	4.40	.60		
SEP	1 to 5 years	11	4.75	.35	1.38	.24
	6 to 10 years	20	4.45	.49		
	11 to 15 years	57	4.48	.51		
	15 years and over	92	4.45	.56		
	Total	180	4.48	.53		
ILTS Total	1 to 5 years	11	4.67	.27	2.03	.11
	6 to 10 years	20	4.33	.47		
	11 to 15 years	57	4.36	.40		
	15 years and over	92	4.42	.40		
	Total	180	4.41	.41		

A One-way Analysis of Variance (ANOVA) test was employed to examine whether there exists a statistically significant difference in reflective practices, including their components, among academicians in preparatory schools in Turkey based on their education levels. The results are presented in Table 26. Levene's test was utilized to assess the appropriateness of the data for the ANOVA test. Levene's test results indicated homogeneity of variance for the ANOVA test, with values of 0.05 for practical, .30 for cognitive, .08 for learner, .51 for meta-cognitive, .150 for critical, and .424 for the general reflective practices scale (p>0.05). Thus, the assumption of data homogeneity for the ANOVA test was satisfied. Table 26 reveals that, following the ANOVA test, the mean scores of the general reflective practices scale and the cognitive dimension exhibited a statistically significant difference based on the participants' education levels. Post-Hoc Tukey tests were subsequently conducted to identify the origins of these differences. The Post-Hoc Tukey test results showed that each education level differed from one another in the cognitive component, indicating that the average scores of academicians in the cognitive dimension varied depending on their educational levels. Additionally, the Post-Hoc Tukey test was conducted to discern the differences between the mean scores of the general reflective practices scale and the educational level, pinpointing the source of the difference between B.A. and Ph.D. levels. This suggests that individuals with a B.A. education level differ from those with a Ph.D. in reflective practices.

Table 26. *Comparison of ELTRI Components by Participants' Education Levels*

Component	Education Level	N	Mean	Standard Deviation	F	P
Practical	B.A.	39	4.0	.71	.815	.444
	M.A.	104	4.05	.83		
	Ph.D.	37	4.12	.57		
	Total	180	4.07	.76		
Cognitive	**B.A.**	**39**	**2.82**	**.88**	**16.4**	**.000**
	M.A.	104	3.36	.93		
	Ph.D.	**37**	**4.01**	**.82**		
	Total	180	3.38	.97		
Learner	B.A.	39	2.70	.51	.901	.408
	M.A.	104	2.76	.55		
	Ph.D.	37	2.87	.66		

	Total	180	2.77	.57	
Meta-Cognitive	B.A.	39	4.05	.66	
	M.A.	104	4.19	.56	1.486 .229
	Ph.D.	37	4.27	.55	
	Total	180	4.17	.58	
Critical	B.A.	39	3.15	3.15	
	M.A.	104	3.35	3.35	1.110 .332
	Ph.D.	37	3.16	3.16	
	Total	180	3.27	3.27	
ELTRI Total	**B.A.**	**39**	**3.38**	**.59**	
	M.A.	104	3.61	.51	**4.900 .008**
	Ph.D.	**37**	**3.76**	**.49**	
	Total	180	3.59	.54	

One-way ANOVA (F) test was conducted to determine whether the mean scores of the ideal self teacher perception scale and its components differed according to the participants' education levels. The homogeneity of variance values as a result of Levene's test to evaluate the acceptance of meeting the prerequisite for the ANOVA test were determined as .538 for SELU, .091 for SSPRT, .080 for STIPD, .104 for SEP and,190 for the general ideal language teacher self-scale. Thus, the prerequisite for the ANOVA test was met (p>0.05). When Table 27, which was created after the ANOVA test was performed, is examined, it is seen that there is a statistically significant difference between the educational levels of the academicians and the mean scores of STIPD and SEP components and the General Ideal Language Teacher Self scale (p<0.05).

Post Hoc Tukey test was conducted to determine the source of the difference between the groups. The Post Hoc Tukey test showed that the differences in the mean scores of STIPD were between B.A. and Ph.D. education levels, while the differences in the mean scores of SEP were between each education level. According to the results of the Post Hoc test conducted on the mean scores of the General Ideal Language Teacher Self scale, it was determined that the difference occurred between the B.A. and Ph.D. education levels.

Table 27. *Comparison of ILTS Components by Participants' Education Levels*

Component	Education Level	N	Mean	Standard Deviation	F	P
SELU	B.A.	39	4.43	.43	.294	.746
	M.A.	104	4.49	.41		
	Ph.D.	37	4.47	.44		
	Total	180	4.47	.42		
SSPRT	B.A.	39	4.25	.55	.379	.685
	M.A.	104	4.29	.68		
	Ph.D.	37	4.37	.51		
	Total	180	4.29	.62		
STIPD	**B.A.**	**39**	**4.17**	**.64**	**5.503**	**.005**
	M.A.	104	4.40	.62		
	Ph.D.	**37**	**4.62**	**.38**		
	Total	180	4.40	.60		
SEP	**B.A.**	**39**	**4.25**	**.57**	**5.142**	**.007**
	M.A.	**104**	**4.53**	**.52**		
	Ph.D.	**37**	**4.58**	**.43**		
	Total	180	4.48	.53		
ILTS Total	**B.A.**	**39**	**4.27**	**.44**	**3.428**	**.035**
	M.A.	104	4.42	.42		
	Ph.D.	**37**	**4.50**	**.31**		
	Total	180	4.41	.41		

Within the scope of the study, the Pearson correlation test was applied to examine the relationship between the dependent and independent variables. Pearson correlation test aims to evaluate the direction and strength of the relationship between the scales and components. R, defined as the correlation coefficient, takes a value between -1 and +1. When the r coefficient is close to +1, the relationship between two variables is positive; when it is close to -1, it means a negative relationship (Saruhan & Özdemir, 2013). The results of the Pearson correlation analysis are shown in Table 28.

Table 28. *Scales and Components Correlation Analysis Results*

		ELTRI	PR	CO	L	MC	CR	ILTS	SELU	SSPRT	STIPD	SEP
ELTRI	r	1										
	p											
PR	r	.518**	1									
	p	.000										
CO	r	.804**	.340**	1								
	p	.000	000									
L	r	.227**	-.032	.067	1							
	p	.002	.669	.374								
MC	r	.779**	.240**	.558**	.126	1						
	p	.000	.001	.000	.091							
CR	r	.789**	.266**	.408**	.132	.509**	1					
	p	.000	.000	.000	.077	.000						
ILTS	r	**.503****	**.199****	**.397****	.112	**.478****	**.378****	1				
	p	**.000**	**.007**	**.000**	.134	**.000**	**.000**					
SELU	r	.117	.069	.058	.021	.178*	.064	.577**	1			
	p	.118	.354	.435	.784	.017	.390	.000				
SSPRT	r	**.339****	.117	.179*	.077	**.335****	**.339****	.775**	.303**	1		
	p	**.000**	.118	.016	.304	**.000**	**.000**	.000	.000			
STIPD	r	**.565****	.227**	**.535****	.105	**.516****	**.356****	.783**	.337**	.418**	1	
	p	**.000**	.002	**.000**	.162	**.000**	**.000**	.000	.000	.000		
SEP	r	**.417****	.169*	**.375****	.113	**.359****	**.286****	.795**	.330	.397**	.580**	1
	p	**.000**	.023	**.000**	.132	**.000**	**.000**	.000	.000	.000	.000	

*p<0.05

**p<0.01

N=180

The Pearson Correlation Analysis revealed significant relationships between the ELTRI Scale, and its respective components with the ILTS scale and its components. Notably, a moderate, positive, and statistically significant relationship was found between the ELTRI and ILTS (r=.503, p<0.01) along with varying levels of correlation with ILTS components including SSPRT (r=.339) , STIPD (r=.565), and SEP (r=.417).

Furthermore, low, positive, and significant relationships were observed between the ILTS and components of the ELTRI including Practical (r=.199, p<0.01), Congitive (r=.397, p<0.01), Meta-cognitive (r=.478, p<0.01), and Critical (r=.378, p<0.01).

Also, low, positive and significant relationships are observed between the components of the both scales such as ELTRI Practical component and ILTS STIPD (r=.227, p<0.01) and SEP (r=.169, p<0.05) components, ELTRI Cognitive component and ILTS SSPRT (r=.178, p<0.05), SEP (r=.375, p<0.01) components, ELTRI Meta-cognitive component

and ILTS SELU (r=.178, p<0.05), SSPRT (r=.335, p<0.01), SEP (r=.359, p<0.01) components, and ELTRI Critial component and ILTS SSPRT (r=.339, p<0.01), STIPD (r=.356, p<0.01) and SEP (r=.286, p<0.01) components. However, some of the components had moderate, positive and signfiants relationships including ELTRI Cognitive component and ILTS STIPD component (r=.535, p<0.01), ELTRI Meta-cognitive component and ILTS STIPD component (r=.516, p<0.01).

These results found various levels of relationships between the scales and sub-scales of ELTRI and ILTS. Both scales had a moderate, positive, and statistically significant relationship with each other.

Within the scope of the research, multiple linear regression analysis was conducted to examine the effect of academicians' participation in reflective practices on the ideal language teacher self. With regression analyses, the effect of the reflective practices scale and its components on the ideal language teacher self was evaluated. Before interpreting the findings of the regression analyses, no multicollinearity problem was encountered. Thus, the information in the analysis could be interpreted.

The results of the multiple regression analysis conducted to determine whether the dimensions of participation in reflective practices of the academics participating in the study have an effect on the ideal language teacher self are presented in Table 29.

Table 29. *The Impact of Participation in Reflective Practices' Components on ILTS*

Dependent Variable: ILTS	Unstandardized Coefficients		Standardized Coefficients	t	p	Tolerance	VIF
	B	Std. Deviation	Beta				
(Constant)	2.89	.249		11.6	.000		
Practical	0.20	.038	.038	.540	.590	.860	1.16
Cognitive	.064	.034	.151	1.86	.064	.632	1.58
Learner	.033	.047	.046	.696	.487	.972	1.02
Meta-Cognitive	**.215**	**.059**	**.305**	**3.63**	**.000**	**.591**	**1.69**
Critical	.069	.037	.144	1.86	.063	.699	1.43
P (Model)			.000				
F			13.092				
R			.523				
R^2 (Adjusted)			.252				

When the results of the multiple regression analysis were conducted to examine the effect of the components of instructors' participation in reflective practices on the ideal language teaching self, the regression ratio showing the effect of the practical, cognitive, learner, meta-cognitive, and critical components of participation in reflective practices on the ideal language teaching self was found as R=0.523. At the same time, these five independent variables explain 25.2% of the ideal language teacher self. According to Table 29, the effect of meta-cognitive on ideal language teacher self is statistically significant, and the effect is positive (p=0.00 <0.05, ß>0). On the other hand, it was concluded that practical, cognitive, learner, and critical dimensions did not have a statistically significant effect on the ideal language teacher self (p>0.05).

To test the study's central question, a simple regression analysis was conducted to test the effect of academics' participation in reflective practices on the ideal language teacher self. The results are shown in Table 30.

Table 30. *The Impact of Participation in Reflective Practices on ILTS*

Dependent Variable: ILTS	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	**Std. Deviation**	**Beta**		
(Constant)	3.03	.179		16.9	.000
Participation in Reflective Practices	**.383**	**.049**	**.503**	**7.77**	**.000**
P (Model)			**.000**		
F			60.4		
R			.503		
R^2			.253		

As a result of the regression analysis, it was found that participation in reflective practices explained 25.3%, and the regression ratio was R=0.503. When Table 30 is examined, it is found that participation in reflective practices by instructors in preparatory schools in Turkey has a statistically significant and positive effect on the ideal language teacher self (p=0.00 <0.05, ß>0).

4. DISCUSSION & CONCLUSION

In this discussion part, we delved into the findings and implications of our study, which examines the impact of reflective practices on ideal language teacher self among EFL instructors in Turkish universities. The study involved 180 instructors from English preparatory departments. Research questions were addressed to answer the main question about the impact of reflective practices on teacher identities. Data was collected through Likert surveys and analyzed using SPSS Statistics 23 and AMOS 23. The reliability and validity of the data were ensured through thorough testing. Demographic information showed a majority of female participants (71.7%), with most aged between 31 to 40 (44.4%) and having 15 or more years of teaching experience (51.1%). Educational qualifications varied, with the majority having M.A. degrees (57.8%) and graduating from English Language Teaching departments (64.4%).

4.1. Discussion of Research Question 1

To address the first research question, the responses to the scale statements were analyzed through frequency analysis. The findings from the analysis of the ELTRI questionnaire reveal insightful patterns in the participants' reflective practices across various dimensions—practical, cognitive, learner, meta-cognitive, and critical. These dimensions provide a comprehensive view of how language teachers engage in reflection, shedding light on their practices, beliefs, and attitudes toward teaching.

One noteworthy finding is that the majority of the participants (53,3%) maintain a file for reviewing their teaching practices, indicating a commitment to self-evaluation and improvement. This practice aligns with reflective teaching principles, where educators systematically reflect on their teaching methods, strategies, and outcomes to enhance their effectiveness in the classroom (Farrell, 2015). The prevalence of discussions among teachers about practice and theoretical issues (almost all participants) emphasizes the significance of collaborative reflection in teaching reflection. This collaborative approach contributes to a shared pool of knowledge and experiences, fostering professional growth (Parsons & Stephenson, 2005). However, this finding contradicts the findings of Xu et al. (2015) because, in their study, they found that teachers scarcely collaborated with other teachers. This may be because Chinese teachers often think such cooperation is intended to evaluate them.

In the cognitive dimension, participants demonstrate a proactive engagement with their field by frequently following developments (52,7%) and participating in workshops and conferences (25%). However, the finding that 38,3% of participants rarely conduct small research activities in their classrooms suggests a potential gap in translating theoretical knowledge into practical insights. This can be caused because the participants, even if they are working at universities, do not need to write articles in their current positions, which their responses for Item 9 can support, or they do not have time to conduct research. According to Nolan (2013), limited time is one of the most evident causes of the lack of reflective practices among teachers. This aligns with Bai and Hudson's (2011) examination of Chinese teachers' research output, which found that a majority of the participants produced no research. Lack of time was one of the significant reasons. Intense workloads are particularly an issue for participants. Consequently, teachers need more time for journal reading or conducting research. On the other hand, it is evident that low number of of the participants think of writing articles based on their classroom experiences, which requires indeed a training is similar with findings of research conducted by Hung and Thuy (2021). Furthermore, a relatively low percentage (25%) of participants who consistently participate in workshops and conferences indicates room for increased professional development opportunities. Also,

Examining the learner dimension, it's evident that teachers show a keen interest in understanding students' personal backgrounds, hobbies, and talents (Item 14). However, there seems to be a gap in addressing individual learning styles and preferences. This finding suggests an opportunity for teachers to tailor their teaching methods to better accommodate diverse learning needs.

Within the meta-cognitive component, it is encouraging to observe that half of the participants explore the aspects of teaching that satisfy them. Day et al. (2006) emphasize the importance of recognizing the interconnectedness between personal and professional identities in teaching. This interconnectedness is further supported by Clegg (2009), who highlights that teachers frequently assess their strengths and weaknesses as part of reflective practice to improve their teaching skills. This aligns with participants' responses to Item 20, which is about teachers' tendency towards thinking about their strengths and weaknesses. However, considering teachers' past experiences as students on their teaching appears to be an area less frequently explored, indicating room for deeper-self-reflection. Understanding how past experiences as students shape teaching

approaches can provide valuable insights into pedagogical strategies and classroom interactions.

The findings regarding the critical dimension of teachers' practices reveal a commendable commitment to addressing under-discussed topics such as AIDS awareness and combating discrimination against women. This dedication to tackling sensitive and crucial issues within the classroom setting reflects a proactive approach toward promoting inclusivity and social awareness among students. By engaging with often marginalized or overlooked topics, teachers demonstrate a willingness to challenge societal norms and foster a more equitable learning environment. However, the research also highlights a potential gap in addressing broader societal issues, as a significant portion of teachers rarely or never consider ways to empower students to address systemic challenges related to poverty, gender bias, and discrimination. This oversight underscores the need for educators to adopt a more comprehensive societal perspective in their teaching practices. Moreover, integrating discussions on social injustices and inequalities can prompt students to reflect on their beliefs, values, and biases, fostering a deeper understanding of societal issues and their implications (McIntyre et al., 2017). In the context of possible selves theory, engaging students in discussions about social injustices can prompt them to envision future versions of themselves as advocates for change and equity in their communities (Thornberg, 2008).

As indicated in Table 17, the findings regarding the participants' participation in reflective practice reveal that the level of reflection among the educators is above the average (3.59). This finding is compatible with previous studies in the literature. Tuan (2021) found that the overall engagement of Vietnamese EFL teachers was not very high but at the average level. The findings are also similar to Özsoy's study (2020), who revealed Turkish EFL teachers sometimes engage in reflective practices. Furthermore, Studies by Kalantari and Kolahi (2017) and Almusharraf & Almusharraf (2021) have utilized the ELTR to measure reflective teaching practices. These studies also found an average level of engagement in reflective practice among novice and experienced teachers, indicating a standardized tool for assessing reflective practices and suggesting notable engagement in reflective teaching among educators.

As can be seen in Table 17, the total means of the questionnaire components are ranked as metacognitive > practical > cognitive > critical > learner. The higher reflection scores for the practical and metacognitive dimensions strongly emphasize self-awareness and applying theoretical knowledge into practice. This indicates that teachers

actively reflect on their teaching methods, strategies, and classroom experiences to enhance their professional growth. However, the lower reflection score for learner improvement highlights a potential area for improvement in teaching practices. This finding suggests that educators may need to focus more on adapting their teaching approaches to cater to individual learning styles and preferences. Teachers can create more inclusive and effective learning environments by reflecting on how students learn best and tailoring instructional methods to meet diverse learning needs. These findings are in alignment with some of the studies. Nourmohammadi (2014), similar to the current study regarding the number of participants, found that they reflected the meta-cognitive dimension the most and the learner dimension the least. In addition, Pazhoman and Sarkosh (2019) are in line with Nourmohammadi (2014). They found that the learner dimension was the least reflected dimension by EFL teachers, and metacognitive was the dimension reflected the most. However, there are some differences in the literature about the order of the learner component. Although Akbaş (2022) found that meta-cognitive was the most reflected dimension in his study, the second most reflected component was the learner element. This may be due to the fact that this study was conducted after teachers encountered an unknown event such as COVID-19 for the first time, and they had to lead students in this new online process. Similarly, Kömür and Gün (2016) and Lubis (2017) revealed that the learner component is the most reflected component of reflective practice. This may be due to the more student-biased curriculum, as the levels at which the teachers work vary between primary, secondary, and high school, where the students are younger than the current study.

4.2. Discussion of Research Question 2

To address the first two sub-research questions, t-test, and one-way ANOVA analyses were employed to examine the relationship between participants' demographic characteristics and their engagement in reflective practices. The results indicated that there was no statistically significant relationship between demographic variables such as gender, age group, and years of experience and the extent of participation in reflective practices ($p > 0.05$). However, a statistically significant difference emerged in the level of participation in reflective practices based on participants' education level ($p < 0.05$).

In light of these findings, it can be concluded that the participation of educators in reflective practices does not exhibit significant variability with respect to gender, age, and years of experience. Nonetheless, the education level of educators appears to be a

distinguishing factor influencing their level of engagement in reflective practices. This may be due to the fact that educators with higher levels of education have the ability to adapt and adjust their teaching approaches by drawing on their extensive knowledge, skills, and situational awareness. Instead of applying random strategies, these teachers draw on their accumulated experience to discover what works well and what does not. In addition, Schön (1983) suggests that professionals who can effectively discriminate between tasks exhibit a higher understanding of what actions to take and when to take them, ultimately increasing their overall competence in the classroom. It is crucial to note that while this statistical result suggests an association, considering the limitations of the sample size and potential variations in the institutional structures and student profiles across the lecturers' teaching contexts, caution is warranted in drawing definitive conclusions. Gathering additional data may be necessary to address these limitations and enhance the robustness of the findings.

However, it is apparent that the results of the current study are similar to the studies in the literature. In their 2016 study, Merzhban and Ashrafi found that teachers with higher academic degrees were likelier to engage in reflective practices than teachers with lower academic degrees. They also found that teachers with higher academic degrees reflected the highest meta-cognitive dimension, which is in line with the present study (Table 24). In addition, it can be seen that many studies in the literature have found that teaching experience has no effect on reflective practice, which aligns with the current findings (Salehi & Kolehi, 2016; Khoshima et al., 2016; Aldanmash et al., 2017). Thus, it can be said that the motivation for reflection is not solely tied to the duration of time spent in teaching but rather to ongoing development. The dynamic nature of teaching requires continuous reflection and adaptation to meet evolving student needs and educational contexts. In the dynamic teaching context, where educational trends, student demographics, and curriculum requirements constantly evolve, reflecting on one's practice becomes crucial for teachers at all career stages (Benade, 2015). Reflective practice enables educators to evaluate their teaching methods critically, experiment with innovative strategies, and refine their instructional approaches to better support student learning (Tsingos et al., 2014; Farrel & Macapinlac, 2021).

On the other hand, while some studies have reported differences in the extent of reflective practices between genders, such as male respondents being found to practice more reflection compared to females or males (Alharhi & Althaqafi, 2023; Alsayeud & Almuhammdi, 2020; Poyraz & Usta, 2013; Korumaz & Özkılıç, 2015), similar to current

findings other studies have indicated that there are no substantial differences in reflective practices based on gender (Aldahmash et al., 2017; Cadiz, 2022). These findings collectively suggest that while gender may play a role in reflective practices among educators, it is not the sole determining factor. The interplay of various elements, such as cultural contexts, teaching experience, and individual beliefs, can significantly influence how reflective practices manifest in educational settings. Factors such as personality traits, motivations, and cognitive processes have been shown to influence teachers' reflective tendencies (Roemer et al., 2022; Önen & Koçak, 2014). For example, teachers with certain personality traits like conscientiousness may exhibit a stronger inclination toward reflective practices (Roemer et al., 2022)

4.3. Discussion of Research Question 3

The outcomes of the frequency analysis underscore the participants' strong affinity for the concept of the ideal language teacher, indicating a keen desire to embody this ideal in their professional roles. These findings align with the theoretical framework of the theory of possible selves and self-discrepancy, positing that individuals harbor specific identity goals and aspirations, particularly those linked to their professional roles, such as the ideal language teacher self. This is congruent with the research by Niloufari and Dastgoshadeh (2019), who established a correlation between possible selves and EFL teachers' self-efficacy and students' achievement. Additionally, the participants' responses reveal a thoughtful consideration of the qualities and characteristics they associate with the ideal language teacher. These attributes encompass traits such as tolerance, trustworthiness, empathy, and creativity, aligning with the findings of Pisarik and Shoffner (2009). Pisarik and Shoffner explored individuals' aspirations and expectations for themselves in their professional endeavors, revealing how disparities between these aspirations and actual experiences are linked to socioeconomic position and psychological well-being. Also findings of the study aligns with studies in Turkish context (Babanoğlu, 2017; Demirezena & Özönder, 2016; Gün & Turabik, 2019; Karali, 2018; Tatli-Dalioğlu, 2016; Terzi et al., 2018). It was found that the ideal language teacher self mainly was at a high level. This study provides additional support for the participants' deliberations on the traits associated with the ideal language teacher.

The study's findings underscore the significance of comprehending teachers' beliefs and self-perceptions within the realm of language teaching, given their substantial impact

on instructional practices and interactions with students. The participants' robust engagement with statements related to the ideal language teacher self emphasizes the need to address teachers' professional identity and self-concept in both teacher education and ongoing professional development initiatives. The results further advocate for continuous support and opportunities for teachers to reflect on their professional identities and align their practices with their ideal teacher self. These findings resonate with the work of Luehmann (2007), who stressed the importance of identity development as a focal point in science teacher preparation, and Johnson (1992), who highlighted the interplay between teachers' beliefs and practices in literacy instruction for non-native speakers of English. Additionally, Xu (2012) illustrated the pivotal role of teachers' beliefs in the language teaching-learning process, offering additional support for the imperative of understanding and addressing teachers' professional identity and self-concept.

4.4. Discussion of Research Question 4

Following the T-test and ANOVA analyses, it was observed that there was no statistically significant relationship between participants' demographic variables, such as gender and years of experience, and their ideal language teacher self ($p>0.05$). This finding is consistent with the literature, which also found no significant relationship between years of experience (Çoşgun & Savaş, 2023; Külekçi, 2018; Mirici & Sarı, 2020). However, Tafazoli and Sadeghi's (2018) study highlighted a significant difference in the perspective on teacher identity between pre-service teachers and current teachers, indicating that perspectives on teacher identity can evolve over time. Interestingly, even though no relationship was found between different experience groups in terms of ideal language teacher self, the study noted that the group with 1 to 5 years of experience exhibited the highest mean score. This finding is in line with Yaşar's (2020) research, suggesting that individuals in the early stages of their teaching careers may perceive themselves as teachers in a more precise and idealized way. This may lead educators to move closer to realizing their ideals as they spend more time in the profession or face challenges that lead them to reevaluate their initial perceptions (Sahakyan et al., 2018). Considering that age and experience level are interrelated variables, the significant relationship between age groups and ideal teacher self in the current study supports this correlation (Roberts & Robins, 2000). Although there is no significant relationship

between gender and ideal self, it can be seen that women have a higher ideal language teacher self with 4.42, which is in line with Babanoğlu's (2017) study. In her study, Babanoğlu found that female pre-service teachers had higher ideal teacher selves than male ones. Üstüner et al. (2009) examined the outlook of future educators towards the teaching profession. Their study revealed that female student teachers tend to hold more favorable views about their profession. They inferred that teaching is increasingly becoming a field dominated by females over time. This trend may reflect a socio-cultural phenomenon where female student teachers exhibit greater optimism and confidence in their prospective careers. They appear better equipped to handle the specific challenges of teaching English as a foreign language and demonstrate a heightened self-awareness in shaping their teacher identities.

Conversely, a statistically significant difference emerged in the ideal language teacher self-concept based on education levels (p<0.05). In a similar vein, Yaşar (2020) found that teachers with M.A. or Ph.D degrees have higher ideal language teacher self-perception than the ones with B.A degrees. This could be attributed to the fact that trainers holding a master's or doctoral degree possess a more advanced academic background and are equipped with the latest knowledge within their respective fields. Such trainers typically engage in research as part of their educational journey and extensively review literature, articles, and research materials to fulfill the requirements of their degrees. Consequently, this may foster a continued thirst for learning as they progress in their careers, shaping their idealized perceptions of themselves as language educators. Additionally, instructors with advanced degrees are more susceptible to external influences that drive them toward fulfilling the perceived expectations of their roles. This inclination might stem from their receptivity to external pressures and societal norms.

4.5. Discussion of Research Question 5

Firstly, regression analysis was conducted to look at the effect of reflective practice components on the ideal language teacher self, and it was found that the meta-cognitive dimension had a significant positive effect (p=0.00 <0.05, ß>0), but the other dimensions did not have statistically effect on the ideal teacher self. Similarly, Özsoy (2020) discovered a noteworthy correlation between the meta-cognitive dimension and the ideal self. Akbari (2010) defines meta-cognitive reflection as the process through which

teachers evaluate their strengths and weaknesses alongside contemplating their teaching philosophy and the significance of their profession. This suggests that engaging in meta-cognitive reflective practices directly impacts a teacher's self-perception. Unlike other facets of reflective practice, meta-cognitive reflection predominantly involves a critical examination of both the professional and personal aspects of teachers' identities. Hence, it elucidates why meta-cognitive reflective practices were the sole component of reflective practice found to exhibit a statistically significant association with the overall ideal language teacher self.

The simple regression analysis results in the thesis study's final phase revealed that participation in reflective practices accounted for 25.3% of the variance in the ideal language teacher self, with an R-value of 0.503, indicating a positive and moderate effect. The obtained p-value of .000 signifies a statistically significant effect. Reflective practice is noted to enable educators to evaluate their teaching methods critically. Farrel and Bennis (2013) suggest that through reflective practice, teachers are able to analyze their teaching approaches based on their self-perception as educators. For instance, Pazhoman Sarkhosh (2019) found that reflective practice was a strong predictor of self-regulation among Iranian English high school teachers, indicating that engaging in reflective practices can enhance teachers' ability to regulate their teaching practices effectively, potentially shaping their ideal language teacher selves. Furthermore, Zhan Wang and Zhan (2020) emphasized the development of reflective thinking skills through strategies such as self-questioning, which, when combined with practice and feedback, can improve self-regulation. This focus on reflective thinking skills is in line with the idea that reflective practice can lead to a deeper understanding of one's teaching practices and beliefs, influencing the ideal language teacher self. To examine teacher identity in relation to reflective practice, in their study, Urzúa and Vasquez (2008) found that engaging in reflective practices enhanced novice ESL teachers' identity construction. The results of the current study support this notion, as reflective practice was identified to impact the formation of the ideal language teacher self significantly. These results are consistent with previous research that has explored the relationship between reflective practices and teacher efficacy. In a study on professional development through reflective practice in TESOL, teachers emphasized the importance of reflective practice in reshaping teachers' knowledge of teaching and learning throughout their careers (Farrell & Macapinlac, 2021). Reflective practice is a crucial element in the professional development of teachers (Slade et al., 2019).

Pedro (2005) recognizes reflective practice as an essential element of professional development. In line with the present finding, Kubanyiova (2009) and Hiver (2013) suggest that there is a relationship between professional development and ideal language teacher selves. The relationship between reflective practices and ideal language teacher selves can be seen as reciprocal and mutually reinforcing. Engaging in reflective practices can help teachers clarify and refine their understanding of their ideal teacher selves. By critically examining their teaching experiences and values, teachers can align their practices more closely with their ideals, leading to professional growth and development.

Conversely, having a clear sense of their ideal teacher selves can motivate teachers to engage in reflective practices as they strive to bridge the gap between their current practices and their desired professional identity. Reflective practices provide opportunities for teachers to enact and refine the qualities and attributes they associate with their ideal teacher selves, thereby enhancing their sense of efficacy and fulfillment in their teaching roles. By continuously reflecting on and refining their practices in light of their ideal teacher selves, educators can cultivate a dynamic and responsive approach to teaching that is better aligned with the diverse needs and contexts of their learners.

4.6. Implication of the Study

The findings of this study provide valuable insights for enhancing English as a Foreign Language (EFL) instruction in Turkish universities. Firstly, institutions and policymakers can utilize the research outcomes to develop tailored professional development programs that prioritize reflective practices among EFL instructors. By integrating reflective practice training into teacher education curricula and providing continuous support through workshops and seminars, institutions can cultivate a culture of ongoing improvement and professional development among educator. Nevertheless, Farrell (2022) highlights the need for educational authorities to shift towards a more comprehensive and inclusive approach to reflective practices in EFL teaching. This change would better support teachers' professional development and enhance the quality of English language teaching and learning experiences.

Moreover, promoting collaborative reflection through initiatives like peer observation and team teaching can facilitate knowledge sharing and mutual learning among teachers, thereby enhancing the quality of instruction. This collaborative approach is supported by

the work of Cheng et al. (2004), who highlighted the significance of understanding the concerns and beliefs of EFL instructors for effective language teaching.. By emphasizing the importance of understanding instructors' concerns and beliefs, the study aligns with the notion that effective language teaching requires a deep understanding of educators' perspectives and practices. Additionally, recognizing the positive correlation between higher education levels and engagement in reflective practices, institutions could encourage EFL instructors to pursue advanced degrees and provide incentives for continuing education, fostering a community of lifelong learners. This recommendation aligns with the findings of Wyatt and Dikilitaş (2015), who explored the development of in-service teachers of English at a Turkish university. Also, it was observed that although insturctors work in a university environment, they have low rates of publication and research. In this case, the authorities should reduce the workload of instructors and provide them with the necessary resources to help them be more productive and motivated.

In the study, the learner dimension was found to have the lowest reflection score. This points to a potential area for improvement in teaching practices. Authorities should prioritize adapting teachers' teaching approaches to individual learning styles and preferences, thus creating more inclusive and effective learning environments. By prioritizing the learner dimension in reflective practices, teachers can better understand their students' needs, preferences, and learning styles. This deeper insight allows educators to design instructional strategies that resonate with learners, leading to increased engagement and motivation in the classroom. Considering that the SEP dimension, which is related to teachers' pedagogical abilities, received the highest score on the ideal self scale, it is thought that these practices will motivate teachers more. Moreover, given that the critical dimension of EFL teachers obtained the second lowest score, it may be effective to promote autonomy among educators and provide flexibility in the implementation of the curriculum. This would enable them to integrate discussions on social, political and cultural issues in a responsible and inclusive way.

In addition, the participants' ideal language teacher self-concept was found to be quite high. In order to understand what this ideal self-image is, institutions can promote teachers to think about their ideal selves (Karimi & Norouzi, 2019) or offer them guided imagery activities (Dörnyei, 2014).

Finally, the research outcomes suggest that engaging in reflective practices influences the concept of the ideal language teacher self. This suggests that reflective practices may

contribute to a more refined perception of the ideal language teacher self. Assuming a positive correlation between reflective practice and the development of the ideal language teacher self, institutions could promote both by encouraging instructors to incorporate their future aspirations into their reflective routines. This integration could foster a symbiotic relationship between reflective practice and the evolution of the ideal self.

4.7. Limitations and Recommendations

While this study offers valuable insights, it is essential to acknowledge its limitations. Firstly, the sample size, consisting of 180 EFL instructors from Turkish universities, may restrict the generalizability of the findings to broader contexts.

Additionally, reliance on self-reported data gathered via Likert scale surveys might introduce response bias and social desirability effects, potentially affecting the validity of the results. In futher research, researchers can combine Likert scale surveys with qualitative methods such as interviews or open-ended questions. This allows for deeper exploration of respondents' attitudes and behaviors, providing richer insights beyond the limitations of self-reported data.

Moreover, the study's cross-sectional nature impedes establishing causal relationships between reflective practices and ideal language teacher identities. Future research endeavors could overcome this limitation by adopting longitudinal, or mixed-methods approaches to gain a more nuanced understanding of these dynamics over time. Furthermore, the exclusive focus on EFL instructors within Turkish universities overlooks potential variations in reflective practices and ideal teacher identities across diverse educational settings or cultural contexts. To address these limitations, future studies could benefit from larger sample sizes, diverse methodological approaches, and comparative analyses across different contexts, thereby enhancing the robustness and applicability of the findings.

5. CONCLUSION

In the realm of education, numerous theoretical frameworks have been advanced to bolster the professional acumen of educators and refine their capacity to effectively mentor students. However, this study takes a distinct approach by focusing on the investigation of reflective practices and the construction of ideal language teacher identities among EFL instructors in Turkish universities.

With the central research question "To what extent do EFL instructors engage in reflective practices?" guiding the inquiry, subordinate research questions were initially explored. The study encompassed 180 instructors affiliated with English preparatory departments in Turkish universities under the Council of Higher Education. Employing two comprehensive scales comprising nine factors and 44 statements, administered through Likert surveys, the study evaluated both dependent and independent variables. Additionally, demographic inquiries were integrated into the questionnaire to facilitate descriptive statistical analysis.

Subsequent to data collection, statistical analyses were conducted utilizing IBM SPSS Statistics 23 and AMOS 23 software packages. Rigorous testing for reliability and validity preceded exploratory factor analysis of both scales to ensure robustness. Refinements, including exclusion of specific statements to enhance factor accuracy, were made prior to confirmatory factor analysis. The resultant goodness-of-fit values affirmed scale reliability, supported by Cronbach's α coefficient (>0.80).

The findings revealed that teachers participated in reflective practices to a moderate degree and their ideal language teacher self-perceptions were quite high. As a result of the regression analysis, it was found that reflective practices affect the ideal language teacher self. While this study offers valuable insights, there remains ample room for further exploration in this domain. Additional research is necessary to deepen our comprehension of the correlation between reflective practices and the ideal language teacher self across diverse contexts.

REFERENCES

Abduh, M. & Algouzi, S. (2021). Revisiting grammar teaching in a saudi efl context: Teachers' perceptions and practices. *SSRN Electronic Journal, 11*(4), 291-306. https://doi.org/10.24093/awej/vol11no4.19

Afshar, H. S., & Farahani, M. M. J. (2015). Reflective thinking and reflective teaching among Iranian EFL teachers: do Gender and teaching experience make a difference? *Procedia - Social and Behavioral Sciences, 192(2),* 615–620. https://doi.org/10.1016/j.sbspro.2015.06.107

Ashraf, H., Samir, A., & Yazdi, M. T. (2016). Reflective teaching practice in an EFL context: A qualitative study. *International Journal of English Linguistics, 6(7),* 48. https://doi.org/10.5539/ijel.v6n7p48

Ashraf, H. and Zolfaghari, S. (2018). Efl teachers' assessment literacy and their reflective teaching. International Journal of Instruction, 11(1), 425-436. https://doi.org/10.12973/iji.2018.11129a

Akbari, R., Behzadpoor, F., & Dadvand, B. (2010). Development of English language teaching reflection inventory. *System, 38*(2), 211–227. https://doi.org/10.1016/j.system.2010.03.003

Aldahmash, A., Alshmrani, S., & Almufti, A. (2017). Secondary school science teachers' views about their reflective practices. *Journal of Teacher Education for Sustainability, 19*(1), 43-53. https://doi.org/10.1515/jtes-2017-0003

Alharhi, R. & Althaqafi, A. (2023). Exploring Saudi EFL teachers' perceptions of using reflective practice as a tool for professional development. *International Journal of English Language Education. 11*. 127. https://doi.org/10.5296/ijele.v11i1.20920

Almusharraf, N. and Almusharraf, A. (2021). Postsecondary instructors' reflective teaching practices pertaining to gender differences and teaching experience. *Journal of Ethnic and Cultural Studies, 8*(3), 1-16. https://doi.org/10.29333/ejecs/788

Alsayeud, D. F., & Almuhammadi, A. (2020). Exploring EFL instructors' perceptions of the effectiveness of reflective practices on their professional development in the Saudi Context. *International Journal of English Language Education, 8*(1), 88-112. https://doi.org/10.5296/ijele.v8i1.16620

Babaei, M., & Abednia, A. (2016). Reflective teaching and self-efficacy beliefs: exploring relationships in the context of teaching EFL in Iran. *Australian Journal of Teacher Education, 41*(9). https://doi.org/10.14221/ajte.2016v41n9.1

Babanoğlu, M. P. (2017). A Study on Possible Selves of Turkish Pre-Service EFL Teachers. *Arab World English Journal, 8(*4). https://doi.org/10.24093/awej/vol8no4.3

Babanoglu, M.P. & Agcam, R. (2018). Exploring Possible-selves of Turkish Prospective Teachers. *Akdeniz Egitim Arastirmalari Dergisi*, *12*(26), 447-462. https://doi.org/10.29329/mjer.2018.172.22

Baumeister, R. F., Campbell, J. D., Krueger, J. I., & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles*?*. *Psychological Science in the Public Interest, 4*(1), 1-44. https://doi.org/10.1111/1529-1006.01431

Benadé, L. (2015). Teachers' critical reflective practice in the context of twenty-first century learning. *Open Review of Educational Research, 2*(1), 42-54. https://doi.org/10.1080/23265507.2014.998159

Berger, J. & Van, K. (2018). Teacher professional identity as multidimensional: Mapping its components and examining their associations with general pedagogical beliefs. *Educational Studies, 45*(2), 163-181. https://doi.org/10.1080/03055698.2018.1446324

Berger, Jean-Louis & Lê Van, Kim. (2018). Teacher professional identity as multidimensional: mapping its components and examining their associations with general pedagogical beliefs. *Educational Studies. 45,* 1-19. https://doi.org/10.1080/03055698.2018.1446324.

Biggs, J. (1999). *Teaching for quality learning at university.* Buckingham: Open University Press.

Boud, D., Keogh, R., & Walker, D. (1985). What is reflection in learning? In Mezirow, J. (Ed.), *Developing critical reflection in adulthood* (pp. 13-34). Routledge Falmer.

Cadiz, A. P. (2022). Pre-service teachers' reflective practice and their teaching practicum beliefs. *Jurnal Inovatif Ilmu Pendidikan, 3(*2), 105-119. https://doi.org/10.23960/jiip.v3i2.22854

Caswell, D. & Dall, T. (2022). Using conversation analysis to develop reflective practice in social work. *Qualitative Social Work, 21*(6), 1290-1307. https://doi.org/10.1177/14733250221124210

Chaika, O. (2023). Role of reflective practice in foreign language teaching and learning via multicultural education. *International Journal of Social Science and Human Research, 6*(2), 1343-1350. https://doi.org/10.47191/ijsshr/v6-i2-74

Crandall, J. (2000). Language teacher education. *Annual Review of Applied Linguistics, 20*, 34-55. https://doi.org/10.1017/S0267190500200032

Crichton, H. & F. Valdera Gil. 2015. Student teachers' perceptions of feedback as an aid to reflection for developing effective practice in the classroom. *European Journal of Teacher Education 38*(4), 512-524. https://doi.org/10.1080/02619768.2015.1056911

Curtis, D., Elkins, S., Duran, P. & Venta, A. (2016). Promoting a climate of reflective practice and clinician self-efficacy in vertical supervision. *Training and Education in Professional Psychology, 10*(3), 133-140. https://doi.org/10.1037/tep0000121

Colton, A. B., & Sparks-Langer, G. M. (1993). A Conceptual Framework to Guide the Development of Teacher Reflection and Decision Making. *Journal of Teacher Education*, *44*(1), 45-54. https://doi.org/10.1177/0022487193044001007

Çetin, G., Eren, A. (2019). Turkish prospective teachers' professional goals, beliefs about the attainability of these goals, identities, and possible selves. *Asia Pacific Educ. Rev. 20*, 423–447. https://doi.org/10.1007/s12564-018-9561-6

Dağ Abbaş, R. (2022). EFL Teachers' Reflective Teaching Practices amid the Covid-19 Pandemic. *Kastamonu Eğitim Dergisi, 30(*4), 705-716. https://doi.org/10.24106/kefdergi.1194038

Day, C., Kington, A., Stobart, G., & Sammons, P. (2006). The personal and professional selves of teachers: stable and unstable identities. *British Educational Research Journal, 32*(4), 601-616. https://doi.org/10.1080/01411920600775316

Debnath, B. (2021). Possible selves, motivation, and classroom practices: a qualitative enquiry with english teachers in Dhaka, Bangladesh. *Theory and Practice in Language Studies, 11*(3), 251. https://doi.org/10.17507/tpls.1103.04

Demirezena, M., & Ozonder, O. (2016). Turkish English teachers' professional teacher self as one of the possible selves. *Procedia-Social and Behavioral Sciences, 232,* 451-458. https://doi.org/10.1016/j.sbspro.2016.10.062

Dörnyei, Z. (2005). The psychology of the language learner: Individual differences in second language acquisition. Mahwah, NJ: Lawrence Erlbaum. https://doi.org/10.4324/9781410613349

Dörnyei, Z. (2009). The L2 motivational self system. In Z. Dörnyei & E. Ushioda (Eds.), Motivation, language identity and the L2 self, 9-42. Clevedon, UK: Multilingual Matters. https://doi.org/10.21832/9781847691293-003

Dörnyei, Z. (2014). Future Self-Guides and Vision. In K. Csizér & M. Magid (Ed.), *The Impact of Self-Concept on Language Learning*, 7-18. Bristol, Blue Ridge Summit: Multilingual Matters. https://doi.org/10.21832/9781783092383-003

Duban, N. & Yelken, T. Y. (2010). Öğretmen adaylarının yansıtıcı düşünme eğilimleri ve yansıtıcı öğretmen özellikleriyle ilgili görüşleri. *Çukurova Üniversitesi Sosyal Bilimler Enstitüsü Dergisi, 19*(2), 343-360.

Dunkel, C. S. & Anthis, K. S. (2001). The role of possible selves in identity formation: A short-term longitudinal study. *Journal of Adolescence, 24*(6), 765-776. https://doi.org/10.1006/jado.2001.0433

Eren, A. & Yeşilbursa, A. (2019) Pre-service teachers' teaching-specific hopes and their motivational forces: The roles of efficacy beliefs and possible selves. Teaching and Teacher Education, 82, 140-152. https://doi.org/10.1016/j.tate.2019.03.016

Farrell, T. S. C. (2008). Reflective practice in the professional development of teachers of adult English language learners. *CAELA Network Brief*, Retrieved from (15.11.2023): https://www.cal.org/caelanetwork/resources/reflectivepractice.html

Farrell, T. S. C. (2011). Exploring the professional role identities of experienced ESL teachers through reflective practice. *System, 39*(1), 54-62. https://doi.org/10.1016/j.system.2011.01.012

Farrell, T. S. C. (2012). Reflecting on reflective practice: (Re)visiting dewey and schön. *TESOL Journal, 3*(1), 7-16. https://doi.org/10.1002/tesj.10

Farrell, T. S. C. & Bennis, K. (2013). Reflecting on esl teacher beliefs and classroom practices: A case study. *Relc Journal, 44*(2), 163-176. https://doi.org/10.1177/0033688213488463

Farrell, T. S. C. (2015). *Reflective practice in ESL teacher development groups: From practices to principles*. Palgrave Macmillan.

Farrell, T. S. C. (2022). Operationalizing reflective practice in second language teacher education (SLTE). *Second Language Teacher Education*, *1*(1), 71–88. https://doi.org/10.1558/slte.21881

Farrell, T. S. C. & Macapinlac, M. (2021). Professional development through reflective practice: A framework for tesol teachers. *Canadian Journal of Applied Linguistics, 24*(1), 1-25. https://doi.org/10.37213/cjal.2021.28999

Farrell, T. S. C. & Stanclik, C. (2021). "Covid-19 is an opportunity to rediscover ourselves": Reflections of a novice efl teacher in Central America. *Relc Journal, 54*(1), 71-83. https://doi.org/10.1177/0033688220981778

Farrell, T. S. C. (2022). *Reflective practice in language teaching*. Cambridge University Press. https://doi.org/10.1017/9781009028783

Faghihi, G., & Anani Sarab, M. R. (2016). Teachers as Reflective Practitioners: A Survey on Iranian English Teachers' Reflective Practice. *Teaching English as a Second Language Quarterly* (Formerly Journal of Teaching Language Skills)*, 34(*4), 57-86.

Galanti, T. & Holincheck, N. (2022). Beyond content and curriculum in elementary classrooms: Conceptualizing the cultivation of integrated stem teacher identity. *International Journal of STEM Education, 9*(43), 1-10. https://doi.org/10.1186/s40594-022-00358-8

Galea, S. (2012). Reflecting reflective practice. *Educational Philosophy and Theory, 44*(3), 245-258. https://doi.org/10.1111/j.1469-5812.2010.00652.x

Coşgun, G. E., Savaş, P. (2023). Professional identity development of English teachers: A data-driven model. *Review of Education, 11*, e3394. https://doi.org/10.1002/rev3.339418

Geng, G., Smith, P., Black, P., Budd, Y., & Disney, L. (2019). Reflective practice in teaching: Pre-service teachers and the lens of life experience. In G. Geng, P. Smith, P. Black, Y. Budd, & L. Disney (Eds.), *Introduction to the book (pp.3-10).* Springer. https://doi.org/10.1007/978-981-13-9475-1

Gün, F., & Turabik, T. (2019). The effect of preservice teachers' possible selves on their motivation to teach. *Cumhuriyet Uluslararasi Egitim Dergisi, 8*(1), 214-234. https://doi.org/10.30703/cije.468371

Hashim, S. & Yusoff, N. (2021). The use of reflective practice towards achieving effective english language teaching at primary schools. *International Journal of Evaluation and Research in Education (Ijere), 10*(1), 364-374. http://doi.org/10.11591/ijere.v10i1.20956

Hatton, N. & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education, 11*(1), 33-49. https://doi.org/10.1016/0742-051X(94)00012-U

Heng Q and Chu L (2023) Self-efficacy,reflection, and resilience as predictors of work engagement among English teachers. *Frontiers in Psychology, 14.* https://doi.org/10.3389/fpsyg.2023.1160681

Hikmat, M., Santos, R., Suharyanto, S., Maudy, A. & Phommavongsa, K. (2022). Toward continuous innovation in teaching: Reflective practice on english teaching of Indonesian and the Philippine teachers. *Indonesian Journal on Learning and Advanced Education (Ijolae), 5*(1), 45-60. https://doi.org/10.23917/ijolae.v5i1.19273

Hiver, P. (2013). The interplay of possible language teacher selves in professional development choices. *Language Teaching Research, 17*(2), 210–227. https://doi.org/10.1177/1362168813475944

Hughes, M. & Heycox, K. (2005). Promoting reflective practice with older people: Learning and teaching strategies. *Australian Social Worker, 58*(4), 344-356. https://doi.org/10.1111/j.1447-0748.2005.00231.x

Hung, D. M., & Thuy, P. T. (2021). Reflective Teaching Perceived and Practiced by EFL Teachers - A Case in the South of Vietnam. *International Journal of Instruction, 14*(2), 323-344. https://doi.org/10.29333/iji.2021.14219a

Jay, J. K. & Johnson, K. L. (2002). Capturing complexity: A typology of reflective practice for teacher education. *Teacher and Teacher Education, 18*(2), 73-85. https://doi.org/10.1016/S0742-051X(01)00051-8

Johnson, K. (1992). The relationship between teachers' beliefs and practices during literacy instruction for non-native speakers of English. *Journal of Reading Behavior, 24*(1), 83-108. https://doi.org/10.1080/10862969209547763

Kalantari, S. and Kolahi, S. (2017), "The relationship between novice and experienced EFL teachers' reflective teaching and their burnout", *Journal of Professional Capital and Community, 2(*3), 169-187. https://doi.org/10.1108/JPCC-12-2016-0032

Kalk, K., Luik, P., Taimalu, M., & Täht, K. (2014). Validity and reliability of two instruments to measure reflection: A confirmatory study. *Trames Journal of the Humanities and Social Sciences, 18*(2), 121-134. https://doi.org/10.3176/tr.2014.2.02

Karali, M. A. (2018) Examination of the relationship between preservice teacher identity levels of social studies teacher candidates and their possible selves. (Unpublished master thesis). Usak University.

Karimi, M. N. & Norouzi, M. (2019). Developing and validating three measures of possible language teacher selves. *Studies in Educational Evaluation, 62*, 49-60. https://doi.org/10.1016/j.stueduc.2019.04.006

Karimi, M.N. & Asadnia, F. (2020) Applied linguistics researchers' possible selves as motivational resources guiding their research productivity, *Research in Post-Compulsory Education, 25*(2), 214-235. https://doi.org/10.1080/13596748.2020.1742994

Kharlay, O., Wei, W., & Philips, J. (2022) How do I teach? Exploring knowledge of reflective practice among in-service EFL teachers in Ukraine. *Teachers and Teaching, 28*(2), 188-205, https://10.1080/13540602.2022.2062709

Khoshsima, H., Shirnejad, A., Farokhipour, S., & Rezaei, J. (2016). Investigating the role of experience in reflective practice of iranian language teachers. *Journal of Language Teaching and Research, 7*(6), 1224. https://doi.org/10.17507/jltr.0706.22

Kinsella, E. A. (2001). Reflections on reflective practice. *Canadian Journal of Occupational Therapy, 68*(3), 195-198. https://doi.org/10.1177/000841740106800308

Kinsella, E. A. (2008). Embodied reflection and the epistemology of reflective practice. *Journal of Philosophy of Education, 41*(3), 395-409. https://doi.org/10.1111/j.1467-9752.2007.00574.x

Kirkwood, S., Jennings, B., Laurier, E., Cree, V. & Whyte, B. (2016). Towards an interactional approach to reflective practice in social work. *European Journal of Social Work, 19*(3-4), 484-499. https://doi.org/10.1080/13691457.2015.1126558

Korthagen F. & Vasalos A. (2005) Levels in reflection: core reflection as a means to enhance professional growth, *Teachers and Teaching, 11*(1), 47-71. https://doi.org/10.1080/1354060042000337093

Korthagen, F. (2004). In search of the essence of a good teacher: towards a more holistic approach in teacher education. *Teaching and Teacher Education, 20*(1), 77-97. https://doi.org/10.1016/j.tate.2003.10.002

Korumaz, M., & Karakaş, A. (2014). An investigation of English language instructors' attitudes towards reflective teaching. *Pegem Journal of Education and Instruction, 4(1),* 27–46. https://doi.org/10.14527/pegegog.2014.002

Korumaz, M. & Özkılıç R. (2015). Yabancı dil öğretmenlerinin yansıtıcı öğretime yönelik tutumlarının incelenmesi. *Marmara Üniversitesi Atatürk Eğitim Fakültesi Eğitim Bilimleri Dergisi, 42*, 299-316. https://doi.org/10.15285/ebd.73722

Kömür, S., & Gün, S. (2016). English language teachers' reflective practices for understanding their teaching processes. Journal of Language Teaching and Learning, 6(2), 14-27

Kubanyiova, M. (2012). *Teacher development in action: Understanding language teachers' conceptual change.* Palgrave Macmillan.

Kuswandono, P. (2012). Reflective practices for teacher education. *LLT Journal a Journal on Language and Language Teaching, 15*(1), 149-162. https://doi.org/10.24071/llt.v15i1.313

Lankveld, T. v., Schoonenboom, J., Kusurkar, R., Volman, M., Beishuizen, J. & Croiset, G. (2016). Integrating the teaching role into one's identity: a qualitative study of beginning undergraduate medical teachers. *Advances in Health Sciences Education, 22*(3), 601-622. https://doi.org/10.1007/s10459-016-9694-5.

Lee, J. E. (2013). The validation study of the persistent academic possible selves scale for adolescents. (Doctoral dissertation). Arizona State University

Leigh, J. (2016). An embodied perspective on judgements of written reflective practice for professional development in higher education. *Reflective Practice, 17*(1), 72-85. https://doi.org/10.1080/14623943.2015.1123688

Li, W. (2020). Unpacking the complexities of teacher identity: narratives of two Chinese teachers of English in China. *Language Teaching Research, 26*(4), 579-597. https://doi.org/10.1177/1362168820910955

Lilienfeld, S. & Basterfield, C. (2020). Reflective practice in clinical psychology: Reflections from basic psychological science. *Clinical Psychology Science and Practice, 27*(4), Article e12352. https://doi.org/10.1111/cpsp.12352

Loughran, J., Mitchell, I. & Mitchell, J. (2006). *Learning from teacher research.* Routledge.

Lubis, A. H. (2017). Teaching reflection: A voice from Indonesian EFL teachers. *International Journal of English Language Teaching and Linguistics, 2*(1), 29-39.

Luehmann, A. (2007). Identity development as a lens to science teacher preparation. *Science Education, 91*(5), 822-839. https://doi.org/10.1002/sce.20209

Mahmoudi-Gahrouei, V., Tavakoli, M. & Hamman, D. Understanding what is possible across a career: professional identity development beyond transition to teaching. *Asia Pacific Educ. Rev. 17,* 581–597 (2016). https://doi.org/10.1007/s12564-016-9457-2

Mamede, S., & Schmidt, H. G. (2004). The structure of reflective practice in medicine. *Medical Education, 38*(12), 1302-1308. https://doi.org/10.1111/j.1365-2929.2004.01917.x

Mann, K., Gordon, J. & MacLeod, A.. (2007). Reflective practice in health professions education: A systematic review. *Advances in Health Sciences Education, 14*(4), 595-621. https://doi.org/10.1007/s10459-007-9090-2

Mann, S., Walsh, S. & Talbot, K. (2009). *Reflective practice in English language teaching: Research-based principles and practices*. Routledge.

Markus, H. & Nurius, P. (1986). Possible selves. *American Psychologist, 41*(9), 954–969. https://doi.org/10.1037/0003-066X.41.9.95

Marlina, R. (2018). Revisiting the pedagogy of English as an international language. *Relc Journal, 49(*1), 3-8. https://doi.org/10.1177/0033688218765831

Mehdizadeh, M., Pourhaji, M., & Derakhshan, A. (2023). Evolution of communities of practice, realignment of possible selves, and repositionings in EFL teacher professional identity development: a longitudinal case study. *The Language Learning Journal,* 1-13. https://doi.org/10.1080/09571736.2022.2163685

McDonough, K. (2006). Action research and the professional development of graduate teaching assistants. *Modern Language Journal, 90*(1), 33-47. https://doi.org/10.1111/j.1540-4781.2006.00383.x

McGregor D. & Cartwright L. (2011). *Developing reflective practice: A guide for beginning teachers*. Open University Press. Retrieved from (08.04.2023): https://books.google.com.tr/books?id=yT6nWpvPwCcC&printsec=frontcover&hl=tr&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false

McIntyre, J., Youens, B., & Stevenson, H. (2017). Silenced voices: the disappearance of the university and the student teacher in teacher education policy discourse in england. *Research Papers in Education, 34*(2), 153-168. https://doi.org/10.1080/02671522.2017.1402084

Meihami, H. & Razmjoo, S. (2016). An emic perspective toward challenges and solutions of self- and peer-assessment in writing courses. *Asian-Pacific Journal of Second and Foreign Language Education, 1*(1). https://doi.org/10.1186/s40862-016-0014-7

Mezirow, Jack (1991). *Transformative dimensions of adult learning*. Jossey-Bass. https://doi.org/10.1177/074171369204200309

Mohamed, M., Rashid, R. & Alqaryouti, M. (2022). Conceptualizing the complexity of reflective practice in education. *Frontiers in Psychology, 13*, 1-8. https://doi.org/10.3389/fpsyg.2022.1008234

Moon, J. (2007). Getting the measure of reflection: considering matters of definition and depth. *Journal of Radiotherapy in Practice, 6*(4), 191-200. https://doi.org/ https://doi.org/10.1017/S1460396907006188

Motallebzadeh, K., Ahmadi, F., & Hosseinnia, M. (2018). The relationship between EFL teachers' reflective practices and their teaching effectiveness: A structural equation modeling approach. *Cogent Psychology, 5*(1). https://doi.org/10.1080/23311908.2018.1424682

Ng, S., Bartlett, D. & Lucy, S. (2012). Reflection as a tool for audiology student and novice practitioner learning, development, and self-care. *Seminars in Hearing, 33*(02), 163-176. https://doi.org/10.1055/s-0032-1311676

Niloufari, R. and Dastgoshadeh, A. (2019). Possible selves as correlates of efl teachers' self-efficacy and students' achievement. *International Journal of Research in English Education, 4*(4), 13-26. https://doi.org/10.29252/ijree.4.4.13

Noormohammadi, S. (2014). Teacher reflection and its relation to teacher efficacy and autonomy. *Procedia - Social and Behavioral Sciences, 98*, 1380-1389. https://doi.org/10.1016/j.sbspro.2014.03.556

Nostratinia, M., & Moradi, Z. (2017). EFL teachers' reflective teaching: Use of motivational strategies, and their sense of efficacy. *Journal of Language Teaching and Research, 8(2)*, 431-439. https://doi.org/10.17507/jltr.0802.28

Oduro, I. , Akuta, A. and Kuranchie, A. (2022) Tutors' use of reflective practice to promote teaching and learning. *Creative Education, 13,* 2308-2320. https://doi.org/10.4236/ce.2022.137147

Önen, A. S. and Koçak, C. (2014). Analysis on reflective thinking tendencies of student teachers according to their individual innovativeness and sociotropic-autonomic personality characteristics. *Procedia - Social and Behavioral Sciences, 143*, 788-793. https://doi.org/10.1016/j.sbspro.2014.07.477

Oyserman, D. (2009). Identity-based motivation: Implications for action-readiness, procedural-readiness, and consumer behavior. *Journal of Consumer Psychology, 19,* 250-260. https://doi.org/10.1016/j.jcps.2009.05.008

Oyserman, D. & Destin, M. (2010). Identity-based motivation: Implications for intervention. *Counseling Psychologist, 38(*7), 1001-1043. https://doi.org/10.1177/0011000010374775

Özdamar, K. (2018). *Paket programlar ile istatiksel veri analizi.* Nisan Kitabevi.

Özsoy, Ö. (2020). Investigating the relationship between the reflective practices and the possible language teacher selves of EFL instructors at a Turkish state university. (Doctoral dissertation). Bilkent University.

Parsons, M. A. and Stephenson, M. (2005). Developing reflective practice in student teachers: collaboration and critical partnerships. *Teachers and Teaching*, 11(1), 95-116. https://doi.org/10.1080/1354060042000337110

Pang, N. S. (2020). Teachers' reflective practices in implementing assessment for learning skills in classroom teaching. *ECNU Review of Education, 5(*3), 470-490. https://doi.org/10.1177/2096531120936290

Pazhoman, H. & Sarkhosh, M. (2019). The relationship between Iranian english high school teachers' reflective practices, their self-regulation and teaching experience. *International Journal of Instruction, 12*(1), 995-1010. https://doi.org/10.29333/iji.2019.12164a

Pedro, L. (2005). Reflection in teacher education: exploring pre-service teachers' meanings of reflective practice. *Reflective Practice International and Multidisciplinary Perspectives, 6*(1), 49-66. https://doi.org/10.1080/1462394042000326860

Perry, J. N., Winder, L., Holland, J. M., & Alston, R. (1999). Red–blue plots for detecting clusters in count data. *Ecology Letters, 2*(2), 106-113. https://doi.org/10.1046/j.1461-0248.1999.22057.x

Pezzolesi, C., Ghaleb, M., Kostrzewski, A. & Dhillon, S. (2013). Is mindful reflective practice the way forward to reduce medication errors?. *International Journal of Pharmacy Practice, 21*(6), 413-416. https://doi.org/10.1111/ijpp.12031

Pisarik, C. & Shoffner, M. (2009). The relationship among work possible selves, socioeconomic position, and the psychological well-being of individuals in early adulthood. *Journal of Career Development, 35*(3), 306-325. https://doi.org/10.1177/0894845308327276

Poyraz, C., & Usta, S. (2013). Investigation of preservice teachers' reflective thinking tendencies in terms of various variances. *International Journal on New Trends in Education and Their Implications, 4*(2), 126-136.

Rahmati, T., Sadeghi, K., & Ghaderi, F. (2018). English language teachers' vision and motivation: Possible selves and activity theory perspectives. *RELC Journal, 50*(3), 457-474. https://doi.org/10.1177/0033688218777321

Rashtchi, M., & Sanayi Mashhour, H. (2019). Extravert and introvert EFL teachers: How do reflective teaching and burnout relate. *Journal of Applied Linguistics and Language Research, 6(3),* 73-88.

Reynolds, M. (2011). Reflective practice: origins and interpretations. *Action Learning: Research and Practice, 8*(1), 5-13. https://doi.org/10.1080/14767333.2011.549321

Roemer, L., Lechner, C. M., & Rammstedt, B. (2022). Beyond competencies: associations between personality and school grades are largely independent of subject-specific and general cognitive competencies. *Journal of Intelligence, 10*(2), 26. https://doi.org/10.3390/jintelligence10020026

Rosdi, A., Khalid, F., & Rasul, M. (2020). Factors influencing the formation of teacher professional identity in technology integration. *Journal of Educational and Social Research, 10*(5), 1-12. https://doi.org/10.36941/jesr-2020-0082

Rosin, C. (2015). The necessity of counselor ındividuation for fostering reflective practice. *Journal of Counseling & Development, 93*(1), 88-95. https://doi.org/10.1002/j.1556-6676.2015.00184.x

Sahakyan, T., Lamb, M. & Chambers, G. (2018). Language teacher motivation: From the ideal to the feasible self. *Language Teacher Psychology,* 53-70. https://doi.org/10.21832/9781783099467-008

Shirazizadeh, M., & Moradkhani, S. (2018). Minimizing Burnout through Reflection: The Rocky Road ahead of EFL Teachers. *Teaching English Language*, *12*(1), 135-154. https://doi.org/10.22132/tel.2018.60160

Smith, J. (2016). Sailing through social la grraacceess: tool for deconstructing and facilitating reflective and reflexive practice. *Reflective Practice, 17*(5), 570-582. https://doi.org/10.1080/14623943.2016.1184634

Şahin, F. & Gürbüz, S. (2016). *Sosyal bilimlerde araştırma yöntemleri.* Seçkin Yayıncılık.

Tan, M. Y. (2020). Discourses and discursive identities of teachers working as university-based teacher educators in singapore. *Journal of Teacher Education, 72*(1), 100-112. https://doi.org/10.1177/0022487119896777

Terzi, A. R., Uyangör, N., & Dülker, P. (2018) The relationship between focus of control and possible self-perceptions of prospective teachers studying at Necatibey faculty of education. *Uluslararasi Necatibey Egitim ve Sosyal Bilimler Kongresi*, 357-366.

Thornberg, R. (2008). The lack of professional knowledge in values education. *Teaching and Teacher Education, 24*(7), 1791-1798. https://doi.org/10.1016/j.tate.2008.04.004

Tuan, D. M. (2021). Vietnamese EFL teachers' perceptions and practices of reflective teaching as a tool for professional development. *REiLA : Journal of Research and Innovation in Language*, *3*(3), 170-180. https://doi.org/10.31849/reila.v3i3.7961

Tsingos, C., Bosnic-Anticevich, S. & Smith, L. (2014). Reflective practice and its implications for pharmacy education. *American Journal of Pharmaceutical Education, 78*(1), 18. https://doi.org/10.5688/ajpe78118

Urzúa, A., & Vásquez, C. (2008). Reflection and professional identity in teachers' future-oriented discourse. *Teaching and Teacher Education, 24*(7), 1935–1946. https://doi.org/10.1016/j.tate.2008.04.008

Wang, Y. (2021). The effectiveness of teaching journals in reflective teaching and their potential role in shaping language teachers' self-awareness. *Journal of Language Teaching and Research, 12*(4), 855-869. https://doi.org/10.26689/jcer.v5i8.2436

Waugh, F., Morley, C., Fleming, J., & Bowles, W. (2021). Reflective practice in Social Work. In R. Ewing, F. Waugh & D. L. Smith (Eds.). *Reflective practice in education and social work* (pp. 59-74). Routledge. https://doi.org/10.4324/9781003155010

Winchester, T. M. and Winchester, M. (2013). A longitudinal investigation of the impact of faculty reflective practices on students' evaluations of teaching. *British Journal of Educational Technology, 45*(1), 112-124. https://doi.org/10.1111/bjet.12019

Wu, J & Wu, Y. (2016) An empirical study of business english reflective teaching in colleges. *Theory and Practices in Language Studies, 6(10),* 1988-1995. http://dx.doi.org/10.17507/tpls.0610.14

Xu, L. (2012). The role of teachers' beliefs in the language teaching-learning process. *Theory and Practice in Language Studies, 2*(7), 1397-1402. https://doi.org/10.4304/tpls.2.7.1397-1402

Valckx, K., et al. (2019). Departmental PLCs in secondary schools: the importance of transformational leadership, teacher autonomy, and teachers' self-efficacy. *Educational Studies, 45*(3), 345-362. https://doi.org/10.1080/03055698.2019.1584851

Yang, S. (2021). Autoethonography in elt: transnational identities, pedagogies, and practices. *The Journal of AsiaTEFL, 18*(2), 737-738. https://doi.org/10.18823/asiatefl.2021.18.2.29.737

Yang, S. and Han, J. (2022). Perspectives of transformative learning and professional agency: a native chinese language teacher's story of teacher identity transformation in australia. *Frontiers in Psychology*, *13*. https://doi.org/10.3389/fpsyg.2022.949673

Yazan, B. (2018). Toward identity-oriented teacher education: critical autoethnographic narrative. *Tesol Journal, 10*(1), 1-15. https://doi.org/10.1002/tesj.388

Yazıcı, E. (2021). Scrutinizing English instructors' perceptions towards the effectiveness of clinical supervision and reflective teaching: A case study. Unpublished MA Thesis. Gazi University. Ankara.

Yeşilbursa, A. (2013). Construct validation of the English language teaching reflective inventory with a sample of turkish university EFL instructors. *English Language Teaching, 6*(5), 28-37. https://doi.org/10.5539/elt.v6n5p28

Yuan, R. & Zhang, L. (2019). Teacher metacognitions about identities: case studies of four expert language teachers in china. *Tesol Quarterly, 54*(4), 870-899. https://doi.org/10.1002/tesq.561

York-Barr, J., Sommers, W.A, Ghere, G.S. ve Monthie J. (2006). Reflective practice to improve schools: An action guide for educators. California: Corwin Press.

Wang, W. and Zhan, J. (2020). The relationship between english language learner characteristics and online self-regulation: a structural equation modeling approach. *Sustainability, 12*(7), 3009. https://doi.org/10.3390/su12073009

Zahid, M., & Khanam, A. (2019). Effect of Reflective Teaching Practices on the Performance of Prospective Teachers. *Turkish Online Journal of Educational Technology, 18*, 32-43.

Zainil, Y. & Arsyad, S. (2021). Teachers' perception of their code-switching practices in english as a foreign language classes: the results of stimulated recall interview and conversation analysis. *Sage Open, 11*(2), 215824402110138. https://doi.org/10.1177/2158244021101380

APPENDICES

Appendix A. Applying for Ethic Approval

T.C
ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU

ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	İLHAN CAN ÖZMEN
ÖĞRENCİ NO	2021008030
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İNGİLİZ DİLİ EĞİTİMİ
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2023 / 2024 - GÜZ / BAHAR DÖNEMİ KAYDINI YENİLEMEDİM / **YENİLEDİM.**

ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Yansıtıcı Uygulamaların İdeal Dil Öğretmeni Benliğine Etkisi
TEZİN AMACI	Tezin amacı üniversitelerin yabancı dil yüksekokullarında görev alan öğretim görevlilerinin yansıtıcı uygulamalara katılım seviyelerini ölçmek ve yansıtıcı uygulamaların bu eğitmenlerin ideal dil öğretmeni benliklerine etkisini ölçmektir.
TEZİN TÜRKÇE ÖZETİ	Bu çalışmanın amacı, Türkiye'deki üniversitelerin yabancı diller yüksekokullarında görev yapan öğretim elemanlarının yansıtıcı uygulamalara ne ölçüde katıldıklarını incelemek ve bu uygulamaların ideal dil öğretmeni benlikleri üzerindeki etkisini değerlendirmektir. Gerekli etik kurul onayları alındıktan sonra, Türkiye'deki yabancı diller okullarında çalışan en az 180 öğretim elemanından çevrimiçi bir anket aracılığıyla veri toplanacaktır. Nicel bir araştırma tasarımına dayalı olarak, veriler 5'li Likert ölçeği kullanılarak İngilizce Öğretimi Yansıtma Envanteri (ELTRI) ve İdeal Dil Öğretmeni Öz Ölçeği (ILTS) değerlendirme araçları kullanılarak toplanacaktır. Veri analizi için SPSS 23 ve AMOS 23 kullanılacak ve frekans analizi, bağımsız örneklem t-testleri, tek yönlü ANOVA testleri, açımlayıcı ve doğrulayıcı faktör analizleri, güvenilirlik analizleri, Pearson korelasyon testleri ve regresyon analizleri gibi teknikler kullanılacaktır.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Akdeniz Üniversitesi, Uludağ Üniversitesi, Ankara Üniversitesi, Atatürk Üniversitesi, Anadolu Üniversitesi, Muğla Sıtkı Koçman Üniversitesi, Aydın Adnan Menderes Üniversitesi, Mersin Üniversitesi, Gaziantep Üniversitesi, Çanakkale Onsekiz Mart Üniversitesi, Dicle Üniversites, Marmara Üniversitesi, İstanbul Üniversitesi, Hasan Kalyoncu Üniversitesi, Çukurova Üniversitesi, Çağ Üniversitesi, Karadeniz Teknik Üniversitesi, Sinop Üniversitesi, Ege Üniversitesi, Dokuz Eylül Üniversitesi, Alparslan Türkkeş Üniversitesi, Gazi Üniversitesi, Cumhuriyet Üniversitesi, Hacettepe Üniversitesi, Sütçü İmam Üniversitesi, Harran Üniversitesi, Arel Üniversitesi, Özyeğin Üniversitesi, Bahçeşehir Üniversitesi, Yeditepe Üniversitesi, Erciyes Üniversitesi, Zonguldak Bülent Ecevit Üniversitesi, Kent Üniversitesi, Bilkent Üniversitesi, Orta Doğu Teknik Üniversitesi, Gümüşhane Üniversitesi, Abdullah Gül Üniversitesi, Recep Tayyip Erdoğan Üniversitesi.
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Akdeniz Üniversitesi, Uludağ Üniversitesi, Ankara Üniversitesi, Atatürk Üniversitesi, Anadolu Üniversitesi, Muğla Sıtkı Koçman Üniversitesi, Aydın Adnan Menderes Üniversitesi, Mersin Üniversitesi, Gaziantep Üniversitesi, Çanakkale Onsekiz Mart Üniversitesi, Dicle Üniversites, Marmara Üniversitesi, İstanbul Üniversitesi, Hasan Kalyoncu Üniversitesi, Çukurova Üniversitesi, Çağ Üniversitesi, Karadeniz Teknik Üniversitesi, Sinop Üniversitesi, Ege Üniversitesi, Dokuz Eylül Üniversitesi, Alparslan Türkkeş Üniversitesi, Gazi Üniversitesi, Cumhuriyet Üniversitesi, Hacettepe Üniversitesi, Sütçü İmam Üniversitesi, Harran Üniversitesi, Arel Üniversitesi, Özyeğin Üniversitesi, Bahçeşehir Üniversitesi, Yeditepe Üniversitesi, Erciyes Üniversitesi, Zonguldak Bülent Ecevit Üniversitesi, Kent Üniversitesi, Bilkent Üniversitesi, Orta Doğu Teknik Üniversitesi, Gümüşhane Üniversitesi, Abdullah Gül Üniversitesi, Recep Tayyip Erdoğan Üniversitelerinin yabancı dil yüksekokulları.
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Çalışmanın evreni, yukarıda belirtilen Türkiye'nin farklı bölgelerindeki üniversitelerin yabancı diller yüksekokullarında görev yapan öğretim görevlileridir. Araştırmanın amacı olarak yansıtıcı uygulamaların ideal dil öğretmeni benliklerine etkisi olarak belirlenmiş olup bu amaçla hazırlanmış 44 soruluk bir anket Google Forms aracılığıyla online olarak katılımcılar ile paylaşılacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	Bu çalışma için veri toplamayı kolaylaştırma amacıyla katılımcılara çevrimiçi bir anket gönderilecektir. Katılımcıların İngilizce öğretmenleri olması nedeniyle tüm bölümler İngilizce olarak sunulacaktır. İletişim dili olarak İngilizce seçme kararı, katılımcıların anket maddelerini rahatlıkla anlayıp yanıtlayabilecekleri varsayımına dayanmaktadır. Bu anket üç ayrı bölümden oluşacaktır. İlk bölümde, Akbari ve arkadaşları (2010) tarafından önerilen İngilizce Öğretimi Yansıtma Anketi (ELTRI) yer almaktadır. İkinci bölümde, Karimi ve Norouzi (2019) tarafından geliştirilmiş İdeal Dil Öğretmeni Benliği Ölçeği (ILTS) yer almaktadır. Son olarak anketin son kısmında katılımcıların yaş, cinsiyet, tecrübe, alınan en yüksek derece gibi demografik bilgiler sorulmuştur. Bu bölümlerin ankete dahil edilmesiyle araştırma hedefine ilişkin kapsamlı ve çeşitli veriler elde edilmesi amaçlanmıştır.

EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, ... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) İngilizce Öğretimi Yansıtma Anketi (Akbari vd., 2010). (2) Sayfa 2) İdeal Dil Öğretmeni Benliği Anketi (Karimi ve Norouzi, 2019). (1) Sayfa

ÖĞRENCİNİN ADI - SOYADI: İlhan Can Özmen	ÖĞRENCİNİN İMZASI: Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır. TARİH: 19/ 09/ 2023

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU

1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.

2. Anılan konu   İNGİLİZ DİLİ EĞİTİMİ faaliyet alanı içerisine girmektedir.

1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI
Adı - Soyadı: **Semiha KAHYALAR GÜRSOY**	Adı - Soyadı:	Adı - Soyadı: **Şehnaz ŞAHİNKARAKAŞ**	Adı - Soyadı: **Murat KOÇ**
Unvanı: Dr. Öğr. Üy.	Unvanı:	Unvanı: Prof. Dr.	Unvanı: Prof. Dr.

Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.

ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER

Adı - Soyadı: **Şehnaz ŞAHİNKARAKAŞ**	Adı - Soyadı: **Yücel ERTEKİN**	Adı - Soyadı: **Şirvan KALSIN**	Adı - Soyadı: **Mustafa BAŞARAN**	Adı - Soyadı: **Mustafa Tevfik ODMAN**	Adı - Soyadı: **Hüseyin Mahir FİSUNOĞLU**	Adı - Soyadı: **Jülide İNÖZÜ**
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.

Evrakın aslı Enstitü müdürlüğünde ıslak imzalıdır.

Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi

OY BİRLİĞİ İLE		Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, ... / ...... / 20...... - .... / .... / 20...... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.
OY ÇOKLUĞU İLE		

Appendix B. Informed Consent Form

<div align="center">

ÇAĞ ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
ETİK KURULU

BİLGİLENDİRİLMİŞ ONAM FORMU

</div>

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

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

Araştırmayla İlgili Bilgiler:

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

Araştırmanın Nedeni: Tez

Süresi: 5-10 dakika

Araştırmanın Yürütüleceği Yer: Hazırlık eğitimi veren üniversitelerin Yabancı Dil Yüksekokulları

Çalışmaya Katılım Onayı:

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

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

Katılımcının (Islak imzası ile***)

Adı-Soyadı:

İmzası***:

Araştırmacının

Adı-Soyadı: İlhan Can Özmen

e-posta:

İmzası: Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.

Appendix C. English Language Teaching Inventory

Questionnaire for the Impact of the Reflective Practices on Language Teachers' Ideal Self

I have read the information about the purpose, the reason and the place where the research will be conducted and I understand my responsibilities as a volunteer. Detailed explanations about the research were presented to me verbally or in writing. I have been informed about the benefits and risks associated with this research.

☐ I agree to participate in this study voluntarily and without any pressure or coercion.

PART 1. English Language Teaching Reflection Inventory

Please read the following items below and choose the appropriate response which suits best to your teaching practice. (**1:** Never, **2:** Rarely, **3:** Sometimes, **4:** Often, **5:** Always)

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

Appendix D. Ideal Language Teacher Self Scale

PART 2. Ideal Language Teacher Self

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

	1	2	3	4	5
1. I wish to have a native-like accent because I think that English teachers must be role models for their students in accent/pronunciation.					
2. I have a strong desire to have a perfect command of English vocabulary/idioms.					
3. I would like to have a perfect command of English grammar					
4. I would like to become a teacher who is admired by his/her students.					
5. I would feel great if students appreciate me as a punctual teacher..					
6. I would feel great if students appreciate my patience.					
7. I would feel great if students remember me as an energetic teacher.					
8. When I think about future, I desire to teach at more prestigious institutes/schools.					
9. To keep up with innovations in teaching, I would like to participate in workshops and conferences on pedagogical issues.					
10. I would like to continue my studies and obtain higher academic degrees.					
11. I can imagine myself as a teacher who can develop the ability to masterfully use technology in his/her classes.					
12. I can imagine myself as a teacher who can create various learning opportunities in his classes..					
13. I can imagine myself as a creative teacher who can adopt various strategies to facilitate the learning process.					
14. I would like to become a teacher who considers students' learning styles and preferences.					
15. I imagine myself as a teacher who has his own repertoire of supplementary teaching materials.					

Appendix E. Demographic Information

PART 3. Demographic Information

Please choose the appropriate response for each item.

1.	What is your gender? ☐ Female ☐ Male
2.	What is your age? ☐ 21-30 ☐ 31-40 ☐ 41-50 ☐ 51 and over
3.	How long have you been teaching English? ☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 15 and over
4.	What is the highest degree that you completed? ☐ B.A. ☐ M.A. ☐ Ph.D.
5.	What department did you graduate from? ☐ English Language Teaching ☐ English Language & Literature ☐ American Culture & Literature ☐ Translation & Interpreting ☐ Linguistics ☐ Other

Appendix F. Ethics Permission Request

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2300008805   27.09.2023
Konu : Bilimsel Araştırma ve Yayın Etiği
         Kurulu Kararı Alınması Hk.

REKTÖRLÜK MAKAMINA

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

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

Prof. Dr. Murat KOÇ
Sosyal Bilimler Enstitüsü Müdürü

Appendix G. Ethics Commitee Permission Letter

T.C.
ÇAĞ ÜNİVERSİTESİ
Rektörlük

Sayı : E-81570533-044-2300009283   10.10.2023
Konu : Bilimsel Araştırma ve Yayın Etiği
         Kurul İzni Hk.

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

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

İlgi yazılarda söz konusu edilen **Gülşah Orhan Tıraşçı, Beyza Nur Balcı** ve **İlhan Can Özmen** isimli öğrencilerimize ait tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY
Rektör

Appendix H. Official Permission from Çağ University for the Questionnaire

T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2300009295   10.10.2023
Konu : İlhan Can Özmen'in Tez Anket İzni
       Hk.

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı **İlhan Can Özmen** isimli öğrencinin, **"Yansıtıcı uygulamaların ideal dil öğretmeni benliğine etkisi"** başlıklı tez çalışması Üniversitemiz öğretim üyesi **Dr. Öğr. Üyesi Semiha Kahyalar Gürsoy'un** danışmanlığında yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Üniversitenize bağlı Yabancı Diller Yüksekokulunda halen görev yapan öğretim görevlilerini, öğretim elemanlarını** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, izin verilmesi hususunu bilgilerinize sunarım.

Prof. Dr. Ünal AY
Rektör

Ek : Öğrenciye ait tez anket evrakları dosyası.

Appendix I. Official Permission Example from Dokuz Eylül University

T.C.
DOKUZ EYLÜL ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Sayı : E-38137489-659-782223   01.11.2023

Konu : Etik Kurul İzni (İlhan Can ÖZMEN)

DAĞITIM YERLERİNE

İlgi : a) Üniversitemiz Öğrenci İşleri Daire Başkanlığının 16.10.2023 tarihli ve E-15563195-044-761961 sayılı yazısı.

b) Üniversitemiz Hukuk Müşavirliğinin 27.10.2023 tarihli ve E-87347630-659-777821 sayılı yazısı.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü tezli yüksek lisans programı öğrencisi İlhan Can ÖZMEN'in "Yansıtıcı Uygulamaların İdeal Dil Öğretmeni Benliğine Etkisi" isimli tezi kapsamında anket çalışması talebinin uygun görüldüğü, Üniversitemiz Hukuk Müşavirliğinin ilgi (b) yazısı ile bildirilmektedir.

Bilgilerini ve gereğini arz/rica ederim.

Prof. Dr. Nükhet HOTAR
Rektör

Appendix J. Official Permission Example from Çukurova University

Sayı : E-27224817-044-833243   25/10/2023
Konu : Tez Anket İzni (İlhan Can ÖZMEN)

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
Adana-Mersin Karayolu Üzeri PK:33800 Yenice-Tarsus/MERSIN

İlgi : 10.10.2023 tarihli ve 2300009295 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi yüksek lisans programı öğrencisi İlhan Can ÖZMEN'in, Dr. Öğr. Üyesi Semiha KAHYALAR GÜRSOY danışmanlığında yürüttüğü "Yansıtıcı Uygulamaların İdeal Dil Öğretmeni Benliğine Etkisi" başlıklı çalışması kapsamında geliştirdiği anketi Üniversitemiz Yabancı Diller Yüksekokulu öğretim elemanlarına uygulayabilmesi uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

Prof.Dr. Neslihan BOYAN
Rektör a.
Rektör Yardımcısı

Appendix K. Official Permission Example from Ankara University

T.C.
ANKARA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Yabancı Diller Yüksekokulu Müdürlüğü
Yüksekokul Sekreterliği

Sayı   : E-90530290-302.14.01-1139298
Konu   : İlhan Can ÖZMEN hk.

ANKARA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi   : 23.10.2023 tarih ve E-14267719-302.14.01-1123451 sayılı yazınız.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi tezli yüksek lisans öğrencilerinden İlhan Can ÖZMEN'in "Yansıtıcı uygulamaların ideal dil öğretmeni benliğine etkisi" konulu anket çalışmasını Yüksekokulumuzda uygulama isteği hakkındaki ilgi yazınız alınmıştır.

İlhan Can ÖZMEN'in söz konusu tez çalışmasında kullanılmak üzere Yüksekokulumuzda anket uygulaması Müdürlüğümüzce uygun görülmüştür.

Gereğini bilgilerinize saygılarımla arz ederim.

Prof. Dr. Erdoğan UYGUR
Müdür

Appendix L. Official Permission Example from Sinop University

T.C.
SİNOP ÜNİVERSİTESİ REKTÖRLÜĞÜ
Genel Sekreterlik

Sayı : E-57452775-044-211907   17.10.2023
Konu : İlhan Can Özmen'in Tez Anket İzni

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi   :   10.10.2023 tarihli ve E-23867972-044-2300009295 sayılı yazınız.

        Üniversiteniz Dr. Öğr. Üyesi Semiha Kahyalar Gürsoy'un danışmanlığında yürütülmekte olan İngiliz Dili Eğitimi tezli yüksek lisans programı öğrencisi İlhan Can Özmen'in, "Yansıtıcı Uygulamaların İdeal Dil Öğretmeni Benliğine Etkisi" başlıklı tez çalışmasının, Üniversitemiz Yabancı Diller Yüksekokulunda görev yapan akademik personeline uygulanmasına ilişkin izin talebi Rektörlüğümüzce uygun görülmüştür.
        Bilgilerinize arz ederim.

                                                        Prof. Dr. Şakir TAŞDEMİR
                                                                    Rektör

Appendix M. Official Permission Example from Akdeniz University

T.C.
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Personel Daire Başkanlığı

Sayı : E-12173819-929-763266   26.10.2023
Konu : İlhan Can ÖZMEN'in Tez Anket İzni Hk.

ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi   :   10.10.2023 tarihli ve E-23867972-044-2300009295 sayılı yazı,

Üniversiteniz İngiliz Dili Eğitimi tezli yüksek lisans programında kayıtlı İlhan Can ÖZMEN isimli öğrencinin, "Yansıtıcı uygulamaların ideal dil öğretmeni benliğine etkisi" başlıklı tez çalışması kapsamında planladığı anketi Üniversitemiz Yabancı Diller Yüksekokulunda görev yapan öğretim elemanlarına uygulaması Rektörlüğümüzce uygun görülmüştür.
Gereğini bilgilerinize arz ederim.

Prof. Dr. Özlenen ÖZKAN
Rektör