# BECOMING AN ACADEMIC RESEARCHER TEACHER: A NARRATIVE INQUIRY INTO EFL INSTRUCTORS' MULTIPLE ROLE TRANSITIONS DURING THEIR PHD JOURNEY

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## ABSTRACT

BECOMING AN ACADEMIC RESEARCHER TEACHER: A NARRATIVE INQUIRY INTO EFL INSTRUCTORS' MULTIPLE ROLE TRANSITIONS DURING THEIR PHD JOURNEY

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This narrative inquiry aims at exploring the experience of English as a Foreign Language (EFL) instructors' becoming academic researchers during their PhD journey in Türkiye. Thus, this dissertation specifically scrutinized five instructors' practices and beliefs regarding "working the dialectic" and the opportunities and challenges they face in their multiple role transitions and in the process of their becoming academic researcher teachers (ART) during their PhD. With this aim, several data sources were utilized: (a) two rounds of semi-structured interviews with the participants and one with their family members or colleagues, and (b) other sources of information (instant voice messages, social media presence analysis, researcher's history with the participants) that helped the elaboration of the topic. The data were analyzed adopting narrative inquiry and multiphase content analysis. The findings revealed that there are several challenges that affect the management of multiple roles, and the existence of support mechanisms helps the EFL instructors cope with the challenges they face. It was observed that they utilize some coping mechanisms to function properly in all the roles they were cast in, and they enact agency during their

multiple role practices, especially for teaching and research practices through which nomadic identity (Deleuze & Guattari, 1987) practices could be explored. Regarding academic research practices, it was found that there are different professional identity spaces available for or hoped by the participants. This study offers implications for EFL instructors planning to pursue a PhD assuming multiple roles, language schools at universities, PhD programs, and the research community.

**Keywords**: Academic Researcher Teacher Identity, Teacher as Researcher, Teacher Agency, Doctoral Education, Nomadic Identity

# ÖZ

AKADEMİK ARAŞTIRMACI ÖĞRETMEN OLMA: İNGİLİZ DİLİ ÖĞRETİM GÖREVLİLERİNİN DOKTORA YOLCULUKLARI SÜRESİNCE ÇOKLU ROL GEÇİŞLERİ ÜZERİNE BİR ANLATI ARAŞTIRMASI

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Bu anlatı çalışması, İngiliz dili öğretimi (İDÖ) öğretim görevlilerinin Türkiye'de doktora yolculukları sırasında akademik araştırmacı olma süreçlerini incelemeyi amaçlamaktadır. Bunun için, bu tez çalışması özellikle beş öğretim görevlisinin "diyalektik çalışma" ile ilgili eylemlerini ve inançlarını ve doktoraları boyunca çoklu rol geçişleri ve akademik araştırmacı öğretmen (AAÖ) olma süreçlerinde karşılaştıkları fırsat ve zorlukları mercek altına aldı. Bu amaçla, çeşitli veri kaynağı kullanılmıştır: (a) katılımcılar ile iki tur ve aile üyeleri veya meslektaşları ile bir tur yarı yapılandırılmış görüşmeler ve (b) konunun detaylandırılmasına yardımcı olan bilgi kaynakları (sesli mesaj, sosyal medya varlıklarının incelenmesi, araştırmacının katılımcılarla olan geçmişi). Veriler, anlatı sorgulamasının ve çok aşamalı içerik analizinin benimsenmesiyle ile analiz edilmiştir. Bulgular çoklu rollerin yönetimini etkileyen çeşitli zorluklar olduğunu ve destek mekanizmalarının varlığının İDÖ öğretim görevlilerinin karşılaştıkları zorluklarla başa çıkmalarına yardımcı olduğunu ortaya koydu. Katılımcıların yüklendikleri tüm rollerde düzgün çalışabilmek için bazı başa çıkma mekanizmaları kullandıkları da gözlenmiştir ve katılımcılar çoklu rol

eylemleri sırasında, özellikle nomad (göçebe) (Deleuze & Guattari, 1987) kimlik eylemlerinin gözlenebileceği kendi öğretim ve araştırma uygulamaları için agency'e (etkenlik) başvurmuştur. Akademik araştırma uygulamaları ile ilgili olarak, katılımcılar için mevcut/umulan farklı mesleki kimlik alanlarının olduğu bulunmuştur. Bu çalışma, çoklu roller üstlenerek doktora yapmayı planlayan İDÖ öğretim görevlileri, üniversitelerdeki dil okulları, doktora programları ve araştırma topluluğu için sonuçlar ve öneriler sunmaktadır.

**Anahtar Kelimeler**: Akademik Araştırmacı Öğretmen Kimliği, Araştırmacı Olarak Öğretmen, Öğretmen Etkenliği, Doktora Eğitimi, Nomadik/Göçebe Kimlik

*To my younger self,*
*my dear parents Halime & Hasan Tanrıverdi,*
*and my beloved husband Kerem Köksal.*

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## TABLE OF CONTENTS

PLAGIARISM....iii
ABSTRACT....iv
ÖZ....vi
DEDICATION....viii
ACKNOWLEDGMENTS....ix
TABLE OF CONTENTS....xii
LIST OF TABLES....xvii
LIST OF FIGURES....xviii
LIST OF ABBREVIATIONS....xx
CHAPTERS
1. INTRODUCTION....1
1.1. Background to the Study....1
1.2. Significance of the Study....3
1.3. Purpose of the Study and Research Questions....7
1.4. Definition of Terms....8
2. LITERATURE REVIEW....10
2.1. Theoretical Examination of Perspectives on Identity....10
2.1.1. Intersectionality and Identity....12
2.1.2. Identity Spaces....13
2.1.3. Deleuze and Guattari: Space and Nomadic Identities....15
2.1.3.1. Smooth and Striated Spaces....16
2.1.3.2. Nomadic Identity....16
2.1.4. Identity and Self....18
2.1.5. Human Agency....18
2.1.6. Wellbeing....22
2.1.7. Positioning Theory....23
2.2. Teacher's Professional Identity....25
2.2.1. Teacher as Researcher....29
2.3. Doctoral Education....33

2.4. Studies that Adopted Narrative Inquiry to Explore Teacher Identity and PhD Experience ..... 43
3. METHODOLOGY ..... 46
3.1. Introduction ..... 46
3.2. Study Design ..... 46
3.3. Researcher's Positioning ..... 47
3.4. Sampling, the Context, and Participants ..... 51
3.4.1. Sampling ..... 51
3.4.2. The Context ..... 52
3.4.3. Participants ..... 54
3.5. Data Collection ..... 57
3.5.1. Data Collection Instruments ..... 57
3.5.1.1. Demographic Information and Background Questionnaire ..... 57
3.5.1.2. Interviews ..... 57
3.5.1.3. Instant Voice Messages ..... 59
3.5.1.4. Other Sources of Information ..... 59
3.5.2. Data Collection Procedures ..... 60
3.6. Data Analysis ..... 65
3.6.1. Coding ..... 69
3.7. Ethics ..... 70
3.7.1. Ethical Considerations in Narrative Inquiry ..... 70
3.8. Quality Criteria ..... 72
3.9. Narrative Protocol Adopted in the Study ..... 73
4. FINDINGS ..... 75
4.1. Introduction ..... 75
4.2. Individual Stories ..... 78
4.2.1. Story of Ayla: The Proxy Agent as the Bridge between Research and Practice ..... 78
4.2.1.1. Ayla's Biographical Overview ..... 78
4.2.1.2. Ayla's Motivations and Future Orientations to Pursue PhD ..... 79
4.2.1.3. Challenges and Support Mechanisms Interplaying in Ayla's Multiple Role Management during PhD ..... 81

4.2.1.4. The Interrelation Between Ayla's Teacher and Researcher Identity ..... 91
4.2.1.5. Researcher's Analytical Summary: Ayla, the Proxy Agent Bridging Research and Practice ..... 100
4.2.2. Story of Rıza: The Proxy Agent Promoting Collective Agency ..... 102
4.2.2.1. Rıza's Biographical Overview ..... 102
4.2.2.2. Rıza's Motivations and Future Orientations to Pursue PhD .... 103
4.2.2.3. Challenges and Support Mechanisms Interplaying in Rıza's Multiple Role Management during PhD ..... 110
4.2.2.4. The Interrelation Between Rıza's Teacher and Researcher Identity ..... 122
4.2.2.5. Researcher's Analytical Summary: Rıza, the Proxy Agent Promoting Collective Agency ..... 131
4.2.3. Story of Tuba: The Mediator of Agencies..... 134
4.2.3.1. Tuba's Biographical Overview ..... 135
4.2.3.2. Tuba's Motivations and Future Orientations to Pursue PhD ... 136
4.2.3.3. Challenges and Support Mechanisms Interplaying in Tuba's Multiple Role Management during PhD ..... 142
4.2.3.4. The Interrelation Between Tuba's Teacher and Researcher Identity ..... 163
4.2.3.5. Researcher's Analytical Summary: Tuba, the Mediator of Agencies ..... 170
4.2.4. Story of İpek: Research as the Proxy Agent for Professional Development and Wellbeing..... 175
4.2.4.1. İpek's Biographical Overview..... 175
4.2.4.2. İpek's Motivations and Future Orientations to Pursue PhD..... 176
4.2.4.3. Challenges and Support Mechanisms Interplaying in İpek's Multiple Role Management during PhD ..... 186
4.2.4.4. The Interrelation Between İpek's Teacher and Researcher Identity ..... 203
4.2.4.5. Researcher's Analytical Summary: İpek, Research as The Proxy Agent for Professional Development and Wellbeing .... 211

4.2.5. Story of Ceren: A Lonely Agent Seeking Proxy and Collective Agency ..... 214
4.2.5.1. Ceren's Biographical Overview ..... 214
4.2.5.2. Ceren's Motivations and Future Orientations to Pursue PhD .. 215
4.2.5.3. Challenges and Support Mechanisms Interplaying in Ceren's Multiple Role Management during PhD ..... 224
4.2.5.4. The Interrelation Between Ceren's Teacher and Researcher Identity ..... 242
4.2.5.5. Researcher's Analytical Summary: Ceren, the Seeker of Proxy and Collective Agency ..... 249
4.3. Conclusion ..... 252
5. DISCUSSION ..... 253
5.1. Introduction ..... 253
5.2. Discussion of the Results ..... 254
5.2.1. The *Aspirational Factors* That Drive EFL Instructors to Pursue a PhD ..... 254
5.2.2. Temporal, Social and Place Related *Challenges, Benefits and Support Systems* for Multiple Role Management and Exercise of Agency ..... 258
5.2.3. How the *Interrelation* Between Teacher Identity and Researcher Identity Is Reflected in EFL Instructors' Multiple Role Transitions During PhD ..... 275
5.2.4. How the *Identity Spaces Available* Impede or Contribute to EFL Instructors' ART Identity Development ..... 280
5.2.5. The *Ideal/Hoped For (Possible) Selves* EFL Instructors Seek for Their Future After PhD ..... 286
5.3. Conclusion ..... 289
6. CONCLUSION ..... 290
6.1. Conclusion ..... 290
6.2. Implications of the Study ..... 295
6.3. Limitations of the Study and Recommendations for Further Research . 299
REFERENCES ..... 302

APPENDICES

A. THE QUESTIONNAIRE FOR CONSENT AND BACKGROUND INFORMATION ..... 328
B. QUESTIONS (ENGLISH) FOR INTERVIEW 1 FOCUSING ON THE PARTICIPANTS OVERALL PHD JOURNEY ..... 330
C. QUESTIONS (ENGLISH) FOR INTERVIEW 2 FOCUSING ON THEIR DUAL ROLES STARTING FROM BA TO PRESENT, METAPHORS FOR PHD JOURNEY AND BECOMING AN ACADEMIC RESEARCHER ..... 333
D. QUESTIONS (ENGLISH & TURKISH) FOR THE INTERVIEW WITH A NOMINEE: PARTICIPANT' S HUSBAND, WIFE, OR COLLEAGUE ..... 338
E. PARTICIPANT QUOTATIONS IN TURKISH ..... 340
F. LIST OF CODES USED IN THE STUDY ..... 382
G. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE ..... 388
H. CURRICULUM VITAE ..... 389
I. TURKISH SUMMARY / TÜRKÇE ÖZET ..... 393
J. THESIS PERMISSION FORM / TEZ İZİN FORMU ..... 423

## LIST OF TABLES

Table 1. Demographic Information of Participants ..... 55
Table 2. Information about Participants' PhD and Work Codes ..... 55/77
Table 3. Data Collection Instruments ..... 57
Table 4. Data Collected for Each Participant ..... 61
Table 5. Language Used in the Interviews/Metaphor Depiction ..... 62
Table 6. Data Collected from All Participants ..... 64
Table 7. Participants' Professional, Academic, and Social Media Pages ..... 64
Table 8. How People and Places are Coded in Ayla's Story ..... 79
Table 9. How People and Places are Coded in Rıza's Story ..... 103
Table 10. How People and Places are Coded in Tuba's Story ..... 135
Table 11. How People and Places are Coded in İpek's Story ..... 176
Table 12. How People and Places are Coded in Ceren's Story ..... 215
Table 13. Emotions Referred to While Talking about the Journey ..... 267
Table 14. Metaphors from the Participants ..... 270
Table 15. Knowledge and Skills Participants Mentioned They Acquired ..... 276
Table 16. Identity Spaces Available for EFL Instructors' ART Identity Development ..... 282
Table 17. Further Career Opportunities Participants Seek ..... 287

## LIST OF FIGURES

Figure 1. Metatheoretical Framework that Guided the Present Narrative Inquiry ..... 12/67
Figure 2. Framework to Storying the Narratives ..... 68
Figure 3. Narrative Protocol Adopted Throughout the Study ..... 74
Figure 4. Ayla: The Proxy Agent as the Bridge between Research and Practice ..... 78
Figure 5. Ayla's Metaphor for Her PhD Experience ..... 81
Figure 6. Ayla's Metaphor for her Journey of Becoming an Academic Researcher ..... 91
Figure 7. Rıza: The Proxy Agent Promoting Collective Agency ..... 102
Figure 8. Rıza's Metaphor for His PhD Experience ..... 110
Figure 9. Rıza's Metaphor for his Journey of Becoming an Academic Researcher ..... 122
Figure 10. Tuba: The Mediator of Agencies ..... 134
Figure 11. Tuba's Metaphor for Her PhD Experience ..... 142
Figure 12. Tuba's Metaphor for her Journey of Becoming an Academic Researcher ..... 163
Figure 13. İpek: Research as The Proxy Agent for Professional Development and Wellbeing ..... 175
Figure 14. İpek's Metaphor for her PhD Experience ..... 186
Figure 15. İpek's Metaphor for her Journey of Becoming an Academic Researcher ..... 203
Figure 16. Ceren: A Lonely Agent Seeking Proxy and Collective Agency ..... 214
Figure 17. Ceren's Metaphor for Her PhD Experience ..... 224
Figure 18. Ceren's Metaphor for Her Journey of Becoming an Academic Researcher ..... 242
Figure 19. Challenges and Support Mechanisms Available During ARTIC's Multiple Role Management Throughout Their PhD ..... 258

Figure 20. Whole Person: Both Intersecting but also Compartmentalized Lives ..... 259
Figure 21. Intersectionality of Lives in the ART Identity Construction ..... 260
Figure 22. Intersection of Modes and Properties of Human Agency ..... 264
Figure 23. How Pursuing a PhD Was Perceived at the Beginning ..... 272
Figure 24. How PhD Was Experienced ..... 273
Figure 25. Intersection of Theory and Practice in ART Identity Construction . 275
Figure 26. Participants' Integrated and Compartmentalized Teaching and Research Practices ..... 278

## LIST OF ABBREVIATIONS

| | |
|---|---|
| ART | Academic Researcher Teacher |
| ARTI | Academic Researcher Teacher Identity |
| ARTIC | Participants in the study (Ayla, Rıza, Tuba, İpek, Ceren) |
| CoHE | Council of Higher Education in Türkiye |
| EAP | English for Academic Purposes |
| EFL | English as a Foreign Language |
| ELT | English Language Teaching |
| ESL | English as a Second Language |
| LEPID | Leadership Educator Professional Identity Development |
| LTRI | Language Teacher Researcher Identity |
| MoNE | Ministry of Education in Türkiye |
| PhD | Doctor of Philosophy |
| SLT | Second Language Teaching/Teacher |
| TESOL | Teaching English as a Second Language |

# CHAPTER 1

# INTRODUCTION

This chapter is composed of four sections. In the first section, the background to the study is provided. The second section discusses the significance of the study by highlighting the need for a doctoral study in the literature. Then, the purpose of the study and the research questions that guided the study are presented in the next section. The final section includes the definition of the key terms that are used in the dissertation.

## 1.1. Background to the Study

Due to the paradigm shifts and changes in teacher education approaches and practices, teacher educators consistently try to find effective and better ways of influencing teacher practices and identity development. Thus, several attempts have been made to bridge the gap between theory and practice, and between researchers and practitioners (Gray, 2013; Leow et al., 2022; Spada & Lightbown, 2022). Starting with the constructivist approach to teacher education, there has been a major interest in teachers' construction of professional identity (Abednia, 2012) especially in the last decades (e.g., Taylor, 2017; Tsui, 2007). As the term professionalism refers to the knowledge, skills, and conduct of the practitioner (Leung, 2009), the constructivist-oriented notion perceives teachers as "reflective practitioners" who can theorize about their practices and practice their personal theories (Kumaravadivelu, 2003; Wallace, 1991). In this view, teachers are not just the consumers of knowledge, but they create knowledge, and they are encouraged to do research in their own classrooms or their own schools in order to facilitate learning and develop professionally. However, a critical and sociopolitical approach to teacher education perceives the reflective model of teaching as limiting, suggesting that it does not empower teachers to

have an impact in the broader critical dimensions of teaching such as the political and ethical ones (Abednia, 2012). Thus, they put forward the idea of the teacher as a critical thinker and a transformative actor, i.e., "transformative intellectuals" (Giroux, 1992) and "cultural workers" (Freire, 2005)" (as cited in Abednia, 2012, p.707). In line with the teacher researcher movement, teachers are considered as change agents (Van der Heijden et al., 2015), and thus, they have begun to be "positioned as expert in the field" (Gray, 2013, p. 34) as with their research practices, they can "construct educational knowledge that extends beyond their individual classrooms" (Fecho & Allen, 2011, as cited in Taylor, 2017, p. 24). In other words, instead of merely reflecting on one's own teaching practices, it is important to take action that will have an impact on the immediate classroom environment and on the larger educational setting. In this respect, the existence and availability of a supportive context and structure that fosters an ongoing professional development experience in different identity spaces and acknowledges teachers' knowledge and skills is crucial as such environments can encourage and promote teachers' willingness to act as change agents.

In order to serve as change agents, teachers require certain qualifications. Regarding teacher professionalism in the field of teaching English, numerous qualifications are offered by varied programs such as undergraduate and graduate degrees and teaching certificates as there is an increased need for more qualified teachers due to the attempts to increase the standards of education. Thus, whether pre- or in-service, all the resources available for teachers' professional development are crucial as teachers are constantly required to keep up with the changing roles of teachers in the educational system (Wilson & Berne, 1999). For example, 30 years ago, while it would suffice to have a teaching certificate, a 4-year undergraduate degree in the relevant field is now necessary to become an English teacher. Moreover, recently, in line with the teacher as researcher movement, some developed countries such as Finland, France and Spain (Birch et al., 2018) have started to seek a master's degree as the minimum degree requirement for teacher employment. In other words, in terms of teacher qualifications, there is a wide "range of acceptable

qualifications in our field, in which there are teachers with their PhDs at one end of the continuum and at the other there are teachers who can and do teach without any recognized qualifications whatsoever" (Barduhn & Johnson, 2009, p. 60). Thus, in addition to having a bachelor's degree as the minimum requirement, teachers pursue a Masters, and a small minority aim at a PhD (Barduhn & Johnson, 2009). As holding a PhD degree is not a requirement for a teaching job, the decision to pursue a PhD is not a common path teachers usually take despite the benefits it may bring one of which is being recognized as a specialist in the field (Pennington, 1992, as cited in Barduhn & Johnson, 2009).

### 1.2. Significance of the Study

In Türkiye, faculties of education at higher education institutions are responsible for teacher education, and they offer undergraduate degrees and teaching certificates. There are also some international institutions that offer teaching certificates and diplomas such as TESOL, CELTA, DELTA, CertTESOL and DipTESOL. After receiving BA degrees, ELT graduates can be employed as teachers, and graduates from other fields such as Literature and Linguistics can take up teaching posts at state schools after receiving a teaching certificate known as pedagogic formation certificate. The graduates can also apply to higher education institutions to work as EFL instructors to teach general English or English for academic courses.

As professional development and academic growth of language teachers should be continuous, after employment, teachers are also encouraged to take part in several in-service professional development activities. Although the effectiveness of these activities is usually being questioned, several in-service professional development activities such as workshops, seminars, webinars, and conferences are regularly run for the teachers. While some of these professional development practices are top down, bottom-up professional development activities adopting constructivist, critical and sociopolitical approaches to teacher development empower teachers (Borg, 2010).

Various terms such as action research, exploratory practice, and practitioner research are used for teacher research that has been one of the major professional development activities. There has been a call suggesting that the gap between teachers and SLA research should be bridged by encouraging practicing teachers to conduct classroom research (Block, 2000). However, after several years, the call is still valid as The Modern Language Journal has recently dedicated a special issue on this topic with the title "Connecting Second Language Research and Practice: Observations and Interventions", in which prominent scholars such as De Costa et al. (2022), Leow et al. (2022), and Spada and Lightbown (2022) presented their insights into the topic being explored.

In the Turkish higher education context, several teacher research projects were conducted with the support of some national or international organizations such as British Council and key researchers in the field (e.g., Burns, Dikilitaş, Smith, & Wyatt, 2017; Dikilitaş & Wyatt, 2017). This body of literature in Türkiye primarily focused on the experiences and reflections of teachers during teacher research practices as a part of in-service trainings. However, there are several language teachers and instructors in Türkiye who pursue a master's or doctoral degree although even pursuing a master's degree was not a requirement for their job until recently, and they are not required to conduct research in their own setting or in a wider setting.

Teachers' pursuing graduate degrees are addressed by the Ministry of Education (hereafter, MoNE) in regulations and legislations by positioning teachers with a master's or doctoral degree at a higher status and by informing school administrations about how they can support teachers with their academic studies such as adjusting their teaching hours accordingly. Recently, with the admission of the Teaching Profession Law (Resmi Gazete, 2022), MoNE has granted new titles with salary increase to those teachers who have the following qualifications: minimum ten year of experience, taking part in the Expert Teacher/Head Teacher Training Program, and succeeding in a written exam. According to the regulations on teachers' career path, teachers with a master's

degree were exempted from the exams and were granted the title "Uzman Öğretmen (Expert Teacher)" and the ones with a PhD degree earned the title "Başöğretmen (Head Teacher)" without taking the written exam. However, despite working even at research-oriented institutions, English language instructors' desire to pursue a master's (in the past) or a doctoral degree (in the past and now) is usually not welcomed by the administrators and is subject to administrative permission (please note that the words teachers and instructors are used interchangeably in this study). Especially, in the years the participants of the present study started to pursue a PhD degree, language instructors were not required to even pursue a master's degree in Türkiye; for this reason, the number of language instructors holding or pursuing a PhD degree in ELT was very scarce. However, in 2018, the qualifications of being a language instructor were revised as Council of Higher Education in Türkiye (hereafter, CoHE) issued that to apply to a language instructor position at a university, one of the prerequisite criteria is holding a Masters' degree in a relevant program. Moreover, in relation to instructors' pursuing a PhD degree, even if they are given the permission to take off-hours or day(s) to be present in their PhD courses and even if they complete their PhD and earn a degree, the "Doctor" title, or receiving any benefits as a result of their earning a doctoral degree is either non-existent or subject to change from institution to institution as there is no regulation or COHE decision on this issue.

As Cochran-Smith and Lytle (2009) suggest, these instructors' boundary crossing, pursuing both a PhD while working as a full-time language instructor, "working the dialectic" (p. 87) can create tensions in their professional identity and in their relationship with their environment. While they become a teacher researcher, individuals need to incorporate teaching and research and create a single but dynamic identity. However, although the behavioral changes and knowledge construction have been explored in the literature, teachers' boundary crossing experience, i.e., the complex process of how teachers construct teacher researcher identity or how they can be supported by teacher educators in this process has not been explored much (Cochran-Smith & Lytle, 2009, as cited in

Taylor, 2017). As Taylor suggests, although it is not a common practice among language teachers to pursue a PhD, not much attention has been given to how they manage multiple roles and what systems are influential in their identity construction.

Choi et al. (2021) pointed out that "emerging scholars in the education sciences bring novel realities to their experiences" (p. 95). Presenting a review of literature on PhD students' scholarly identity development in educational sciences, they pointed out that the previous studies extensively focused on factors impeding and/or contributing to their identity development such as interrelationships and communities. For this reason, as suggested by Choi et al. (2021), more studies should be conducted to explore this topic as the previous studies conducted are limited in terms of covering the more complex systems that are influential in identity development.

In the Turkish context, a small minority of the EFL instructors' aim at a PhD as it is the case in the wider Second/Foreign Language Teacher community (Barduhn & Johnson, 2009), and there are a few language teaching programs offering a PhD degree. To best of the researcher's knowledge, no study has been conducted to explore the "working the dialectic" experiences of EFL instructors and their becoming academic researcher teachers during their PhD Journey in Turkish context. Moreover, although qualitative approach has recently gained popularity, according to Özmen and Aydın Güç's (2013) review of doctoral research in English language teaching in Turkish context, only seven out of 137 dissertation studies conducted on teacher identity adopted a purely qualitative research design. Thus, in the Turkish context and in the wider Second/Foreign Language Teacher community, investigating and understanding the EFL instructors' teaching and research engagement in such challenging contexts although not many future career benefits are available can shed light into the professional identity construction of language teachers, and it may also present valuable implications for EFL instructors who are planning to pursue their PhD. Moreover, the exploration of the extent to which these instructors can bridge the

gap between theory and practice as academic researcher teachers will provide important feedback to all the stakeholders such as language schools, educational/university-based researchers, and policy makers. Another significant contribution of this study might be to present insights into the areas of improvement for doctoral education in Türkiye as CoHE has recently started to take action to enhance the doctoral education in by organizing panels among scholars and publishing documents to inform the stakeholders about the suggestions provided by the participants (e.g., Yükseköğretim Kurulu, 2022).

### 1.3. Purpose of the Study and Research Questions

Under the light of these arguments, this narrative study aims at exploring EFL instructors' multiple role transitions and their becoming academic researchers during their PhD journey. The study particularly focuses on these Turkish EFL instructors' practices and beliefs regarding being a full-time EFL teacher at a university preparatory school and pursuing a PhD degree, and the opportunities and challenges they face while "working the dialectic". To this end, in this narrative inquiry, the researcher adopted a metatheoretical analytical framework considering the intersection of multiple factors in the topic being explored, i.e., these five EFL instructors' multiple role transitions during their PhD journeys and their process of becoming academic researcher teachers (hereafter ART). In this regard, adopting a qualitative design, specifically through narrative inquiry can offer a comprehensive view of multiple role management experiences of EFL instructors in Turkish context which specifically requires "teaching-research" border crossing, i.e., working as an academic researcher teacher, an ART.

In order to achieve these aims, the following research questions are asked:

1. What is the *nature of the experience* of 'becoming an academic researcher teacher' (ART) while assuming multiple professional, social, educational roles during the PhD?

a. What *aspirational factors* and *ideal/hoped for (possible) selves* drive EFL instructors to start, continue and complete a PhD?
b. What temporal, social and place related *challenges, benefits and support systems* exist for EFL instructors' multiple role management and exercise of agency during their PhD?
c. How is the *interrelation* between teacher identity and researcher identity reflected in EFL instructors' multiple role transitions during PhD?
d. How do the *identity spaces* available impede or contribute to EFL instructors' ART identity development?

### 1.4. Definition of Terms

**Research:** Similar to how Hilgert (1964) defines the term "research", in this study research is used for all types of research practices conducted by instructors in their classroom, work setting or outside. (Please see section 2.2.1 for teacher as researcher)

**Role:** In literature, the dynamic relationship between role and identity has been discussed. Based on Goffman's work, Kunda (1992) suggested that "although ready-made roles exist within organizations to communicate how individuals should think, feel and act, there is nevertheless potential for dynamic identity construction in that individuals choose the extent to which they embrace or distance themselves from these roles at different times." (as cited in Simpson & Carroll, 2008, p. 32). Moreover, during this process, an identification mechanism affecting "which roles may or may not, become partially, or even fully, internalized as identities" is active (Simpson & Carroll, 2008, p. 32).

**Identity:** According to Norton (2013), identity is "how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p.45). The present study also perceives identity as fluid, multiple and a site of struggle.

(Please see section 2.1 for the theoretical examination of perspectives on identity)

**Nomadic Identity:** Deleuze and Guattari (1987) describe a nomad as "always in-between, always in the process of becoming, "the life of nomad is the intermezzo" by pointing out the in betweenness state of the nomad with regard to time, space and place ( p. 380, as cited in Semetsky, 2006, pp. 43-44). (Please see section 2.1.3 for Nomadic Identity)

# CHAPTER 2

# LITERATURE REVIEW

## 2.1. Theoretical Examination of Perspectives on Identity

Three theoretical perspectives are present in the extant literature on identity studies: psychological/developmental, socio-cultural, and post-structural (Davey, 2010). Contrary to the more traditional essentialist concepts of identity as a stable, fixed unified self, post-structural positions perceive identity as unstable, dynamic and relative, involving multiple positions**.** According to this view, identity is formed "in the space between the 'structure' (of the relations between power and status) and 'agency' (in the influence which we and others can have); and it is the interaction between these which influences how teachers see themselves, i.e., their personal and professional identities" (Day et al., 2006, p. 613). This perspective is in line with social cultural approaches as it recognizes the importance of the impact of different factors such as the interactions, individuals, histories and contexts on one's identity formation as presented by several scholars (e.g., Dikilitaş & Mumford, 2023; Pennington & Richards, 2016; Wenger, 2000). Moreover, according to the social cognitive perspectives, Berzonsky (2011) highlighted that "identity is conceptualized as a cognitive structure or self-theory, which provides a personal frame of reference for interpreting self-relevant information, solving problems, and making decisions." (p. 55). He further suggested that according to this approach, identity construction is a process during which the individuals utilize social-cognitive strategies to have a sense of personal identity by reflecting on "the views, goals, standards, values, etc., that constitute the inner self" (p. 64).

Building on the empirical and theoretical work in the existing literature in teacher education and second language teaching, Yazan (2018) presented a conceptual framework for language teacher identity. His conceptualization included the following factors and constructs "(a) teacher learning, (b) teacher cognition, (c) teachers' participation in communities of practice, (d) contextual factors, (e) teacher biographies, and (f) teacher emotions" (p. 29).

Concurring with Yazan's conceptualization of language teacher identity, considering the complexity of the topic to be explored, as seen in Figure 1, a metatheoretical framework incorporating the social cultural, post-structural and social cognitive approaches to identity has been adopted in the present study because as Wenger (2000) highlighted:

> *…identities are the living vessels in which communities and boundaries become realized as an experience of the world. Whenever we belong to multiple communities, we experience the boundary in a personal way. In the process, we create bridges across communities because, in developing our own identities, we deal with these boundaries in ourselves. (p. 239)*

Building on the previous frameworks, theories and conceptualization of identity, roles, agency, space, positioning; largely informed by the dataset of this dissertation project, a new intersectional metatheoretical framework has been devised for the topic being explored in this dissertation study. Figure 1 below depicts the complex and compound nature of this new framework adopted.

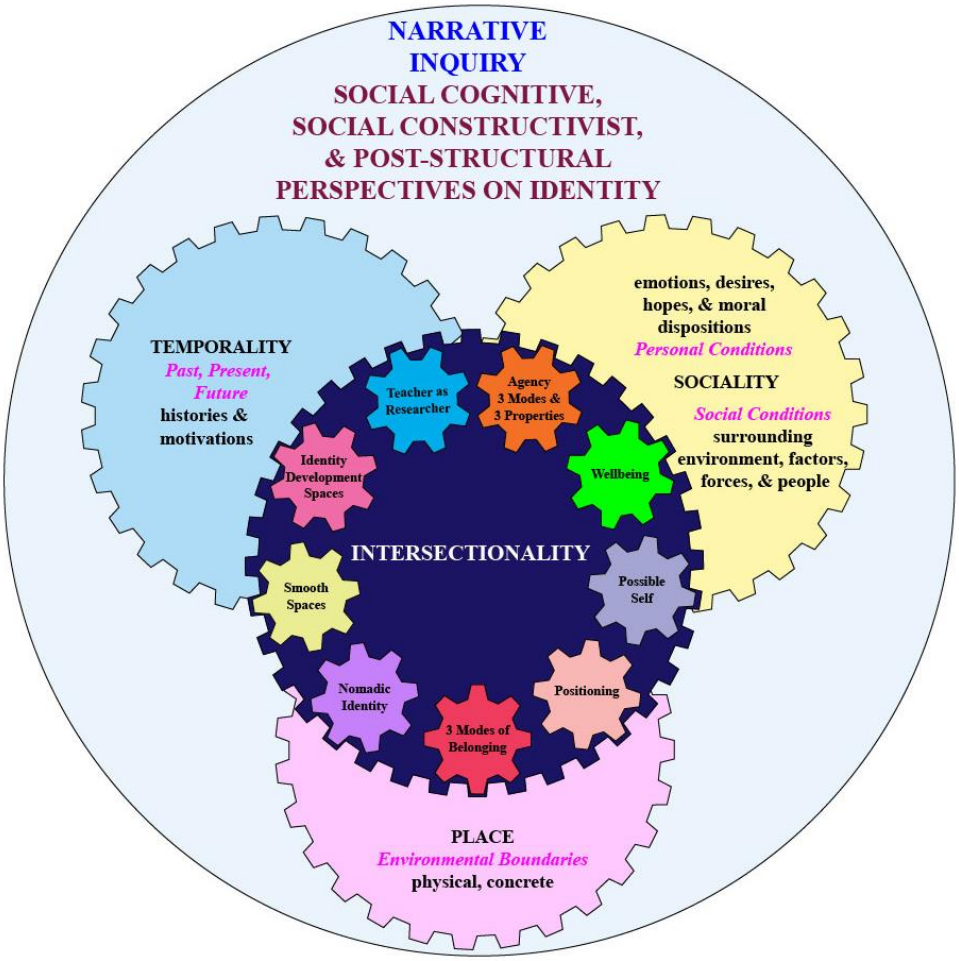



**Figure 1.** *Metatheoretical Framework that Guided the Present Narrative Inquiry*

As seen in this figure, there are many theories, constructs and concepts that intersect in the ART identity construction and PhD experience of language teachers who assumed different roles in several contexts. Since there was not an available framework which encompassed all the elements the dissertation unearthed, a novel approach needed to be taken. Each of the concepts and constructs in the literature that made up the framework will be presented in this section.

### 2.1.1. Intersectionality and Identity

The term ‘intersectionality’ was originally coined by Kimberlé Crenshaw in 1989 (Davis, 2008). Davis pointed out that the term refers to how categories

such as gender, race in “individuals’ lives, social practices, institutional arrangements, and cultural ideologies” interact and what power related outcomes are observed as a result of these interactions (p. 68). Carbado et al. (2013) suggested that intersectionality is a work-in progress heuristic analytical tool for interdisciplinary projects as the conceptualization and application of intersectionality is still being explored. In line with the post-structural notion of identity that calls for moving beyond a singular identity perspective, intersectionality acknowledges the multiple complex nature of identity construction which is shaped by time, space and place, and as Collins (2015) highlighted, especially putting power relations and social inequity at the center of intersectional knowledge.

Intersectionality is derived from the feminist studies, and there is still controversy in academia with regard to how it can guide the identity studies (Langinier & Gyger Gaspoz, 2015). Nonetheless, it has attracted higher education researchers’ attention when they strive to explore the interacting factors in individuals’ identities to be able to provide a thorough presentation of the whole person (Wijeyesinghe & Jones, 2014). Although the race category that the intersectionality approach was originally considered to explore is not within the scope of this study, the concept of intersectionality will be instrumental in understanding the nature and effect of intersection of different roles and factors that interplay on the development of academic researcher identity of language instructors during their PhD.

### 2.1.2. Identity Spaces

In his discussion of Communities of Practice, presenting boundaries and boundary crossing as important opportunities which may also pose some difficulties, Wenger (2000) highlighted that “Radically new insights often arise at the boundaries between communities.” (pp. 233-234). He also noted that

> *there is something disquieting, humbling at times, yet exciting and attractive about such close encounters with the unknown, with the mystery of "otherness": a chance to explore the edge of your competence, learn something entirely new, revisit your little truths, and expand your horizon. (p. 233)*

Perceiving boundary crossing as a developmental action, he proposed that people, artifacts such as tools, representations, and interactions of people from different communities can serve as bridges across boundaries.

Exploring the emergence of identities in different human relations and practices, researchers in applied linguistics have worked on the fluid nature of human identities (Toohey, 2019). Pennington and Richards (2016) highlighted that individuals' identity formation is an ongoing process during which they interact with other people and contexts and negotiate and reshape their identities referring to the impact of Wenger's (1998) Communities of Practice in identity formation. Identity-in-practice, i.e., the individuals' participation of meaningful activities in a context, can be displayed in three modes of belonging: *engagement,* i.e., what we do with whom, *imagination*, i.e., creating images of ourselves and our world and reflection on our place in our world, and *alignment*, i.e., aligning our activities with a larger structure, and allowing its identity to become a part of ours (Wenger, 2000). Thus, space, both as a context and a structure, is an important concept to consider while exploring identity as professional identity development is situated in identity spaces which include individuals, institutions, and histories in different contexts.

In this respect, Seemiller and Priest's (2015) model of Leadership Educator Professional Identity Development (LEPID) can be helpful to understand individuals' identity development. In the LEPID model, they suggested that there are four identity spaces, i.e., exploration, experimentation, validation, and confirmation. The exploration act and thought of professional identity takes place in the *exploration space* in which individuals read, participate in the education experience such as classes, workshops, conferences and communicate with people in the field to receive more information on the profession. In the

*experimentation phase*, the individuals try to understand if the profession fits their beliefs, values, and styles by imitating others' practices in the field and choosing the best practices to be a part of their professional identity (Ibarra, 1999). The *validation space* helps the individuals' self- and other legitimization of individuals' identity which may benefit the individuals with giving them the right to such practices as conference presentations, publishing articles, and having a position/role. The members' full membership is acknowledged in *confirmation space* which highlights some behavioral changes such as adopting more professional language and some responsibilities such as taking on some professional senior roles in the field, publishing reviews, taking part in thesis committees, and giving conference speeches (Seemiller & Priest, 2015). As identity development is an ongoing process, individuals can "move forward and backwards" through these spaces (Seemiller & Priest, 2015, p. 135).

### 2.1.3. Deleuze and Guattari: Space and Nomadic Identities

The present study is also informed by Deleuze and Guattari's ideas on the concepts of space and nomadic identities. In their seminal work *A Thousand Plateaus: Capitalism and Schizophrenia*, Deleuze and Guattari (1987) focused on the differences between the arboreal and rhizomatic knowledge structures. According to them, while traditional knowledge is arboreal and on a linear progress, rhizomatic knowledge is nonhierarchical, non-dualistic and "has neither beginning nor end, but always a middle (milieu) from which it grows and which it overspills" (Deleuze & Guattari, 1987, p. 21). They also suggested that unlike a fixed rooted structure with dual relations, "the rhizome is made only of lines: lines of segmentarity and stratification as its dimensions, and the line of flight or deterritorialization as the maximum dimension after which the multiplicity undergoes metamorphosis, changes in nature" (Deleuze & Guattari, 1987, p. 21). The flight they highlighted is not an act of arriving at a destination nor an escape, but a movement, an "occupation of the space in between" which is more important (Guerin, 2013, p. 139). This is also parallel with what the LEPID model by Seemiller and Priest (2015) presented: individuals are on an

ongoing, back and forth movement to construct and reconstruct knowledge and identity.

#### 2.1.3.1. Smooth and Striated Spaces

In relation to knowledge construction, understanding the comparison of smooth and striated spaces by Deleuze and Guattari (1987) is important. As presented above, thinking, moving and being in straited spaces are constrained and revolves within the already-known, whereas lines of flight, experimenting with the new is allowed in the smooth spaces, but "we must remind ourselves that the two spaces exist only in mixture: smooth space, i.e., nomad space, is constantly being translated, transversed into a striated space; striated space is constantly being reversed, returned to a smooth space" (Deleuze & Guattari, 1987, p. 474). For Deleuze, although liberating, the decision to go outside of the striated space, which is familiar and reassuring, is not an easy step as "one has to invent new concepts for unknown lands, then methods and moral systems break down and thinking becomes, as Foucault puts it, a "perilous act", a violence, whose first victim is oneself" (Deleuze, 1995, p. 103, as cited in Semetsky, 2006, p. 13), but it is a step that one has to take because becoming requires "being in between, not becoming the other, but becoming-other" (Semetsky, 2006, p. 6). In other words, instead of repeating what is already known in the known territory, the unknown realm requires and promotes new lines of thinking and new modes of becoming which is not an easy quest as also highlighted by Wenger (2000).

#### 2.1.3.2. Nomadic Identity

Deleuze and Guattari (1987) discussed the concept of "nomad" in relation to the smooth and straited spaces. Similar to Wenger (1998) who presented a notion of identity that is in the process of constant becoming, according to Deleuze and Guattari (1987), "a line of becoming has neither beginning nor end, departure nor arrival, origin nor destination" (p. 293). In other words, becoming is a continuous process without a fixed position (Kennedy, 2000 as cited in Adams,

2021). In the foreword of the book *A thousand plateaus: Capitalism and schizophrenia* by Deleuze and Guattari (1987), Brian Massumi also discussed the space of nomad comparing it to the state space by referring to the nomad space as a smooth space, and the state space as a striated space. In addition to the residents of the state, Deleuze and Guattari (1987) also compared nomads to migrants:

> *The nomad distributes himself in a smooth space; he occupies, inhabits, holds that space; that is his territorial principle. It is therefore false to define the nomad by movement. Toynbee is profoundly right to suggest that the nomad is on the contrary he who does not move. Whereas the migrant leaves behind a milieu that has become amorphous or hostile, the nomad is one who does not depart, does not want to depart, who clings to the smooth space left by the receding forest, where the steppe or the desert advances, and who invents nomadism as a response to this challenge. Of course, the nomad moves, but while seated, and he is only seated while moving …. The nomad knows how to wait, he has infinite patience. … It is in this sense that nomads have no points, paths, or land, even though they do by all appearances. (p. 381)*

They suggested that contrary to the migrants' leaving a space, nomads' tendency to improve the smooth spaces they are in is noteworthy:

> *The nomads are there, on the land, wherever there forms a smooth space that gnaws, and tends to grow, in all directions. The nomads inhabit these places; they remain in them, and they themselves make them grow, for it has been established that the nomads make the desert no less than they are made by it. They are vectors of deterritorialization. They add desert to desert, steppe to steppe, by a series of local operations whose orientation and direction endlessly vary. (Deleuze & Guattari,1987, p. 382)*

Nomadic inquiry has been recently given attention to in qualitative educational research (Semetsky, 2006) once it is acknowledged that making educational environments smooth spaces can create opportunities for becoming and nomadic movement in practice and thinking (Smithers & Eaton, 2017). Nomadic subjectivity helps the individuals to extend the boundaries of traditional knowledge and striated spaces and "asks us to embrace movement" (Smithers & Eaton, 2017, p. 87). It also requires the students to have a more communal experience and integrated perspectives, rather than personal agentic choices. According to Smithers and Eaton (2017), embracing nomadic subjectivity in

education challenges the "commonplace notions of the twenty-first century academy, such as learning, outcomes, method, functional areas, competencies, academic disciplines, career readiness, teacher, student, and perhaps most importantly—a centering of the human as the focus or sole entity of knowing" (p. 83). As they suggested, this is a challenge that should be welcomed so that all stakeholders such as students, teachers, and researchers can create a new system which will promote "collective survival" (p. 71).

### 2.1.4. Identity and Self

Individuals past and present lived experiences and future orientations might affect their self-conception, actions, thoughts, and feelings. Markus and Nurius (1986) presented the term *possible self* highlighting the importance of how individuals seek and foresee their future self, and how their dreams, motivations, and future orientations might affect their actions and development. They suggested that individuals might think of their possible selves in the form of *ideal self* or *hoped for self*, i.e., who they "would like to become" or in the form of *feared self* who they are "afraid of becoming" (p. 954). They pointed out that possible selves are connected with but also separable from past and present selves. Moreover, as possible selves are created through the individuals' considerations of their own feelings, ideas, and behaviors as compared to social norms and interactions, they are "individualized or personalized, but they are also distinctly social" (Markus & Nurius, 1986, p. 954). As Hoyle and Sherill (2006) remarked, exploring individuals' possible selves can be helpful for understanding one's present and past selves and their motivations as well.

### 2.1.5. Human Agency

Based on Social Cognitive Theory, an individual's taking intentional actions to reach at desired outcomes and to influence their lived experiences is referred to as human agency (Bandura, 2006). The theory explains agency through three agentic properties: (a) *forethought*, i.e., individuals plan and accommodate their

actions, and they anticipate and visualize the possible outcomes of the actions they (may) take, (b) *self-reactiveness*, i.e., individuals self-regulate their motivations and actions via their personal standards, and (c) *self-reflectiveness*, i.e., individuals reflect on their effectiveness when they encounter a challenge considering their actions, thoughts, values and meaning of their goals (Bandura, 2018; Dewey, 1910). Bandura (2000) highlighted that Social Cognitive Theory categorizes agentic acts as three forms of agency. *Personal agency* is individual's acts of control or influence to achieve the desired outcomes. However, individuals cannot always achieve their goals alone, so they exercise *proxy agency*, an act of mediation which necessitates reaching out to the people who are resourceful, knowledgeable, and who can act for the individual that has approached them. As the third mode of agency, *collective agency* highlights the need to believe in empowering force of working together to achieve the goals instead of working alone.

MacIntyre et al. (2022) pointed out that agentic actions and thoughts are derived from individuals' motivation to achieve their goals, and as suggested by Green et al. (2021), their effectiveness in utilizing three modes of agency when necessary, and simultaneously, if necessary, helps them manage multiple factors and function better in larger social structures. However, Bandura (1997) warned that the availability of a proxy agency and the tendency to utilize proxy agency frequently may result in an increased dependency on a proxy agent, and this can be a threat for individuals' building skills which are necessary to have a strong personal agency. He highlighted that while proxy dependent individuals benefit from and entertain the support of a proxy agent as it relieves their burden and stress, individuals with strong personal agency usually suffer the challenge and stress while managing the tasks as they prefer to take the control of their lives. Bandura (2006) pointed out that individuals' moral thoughts also serve as a self-reflection and regulation code for their actions. Thus, individuals with high moral agency feel committed to the obligations and to their responsibilities, and they try to take a righteous action considering the potential consequences of their actions (Keller & Edelstein, 1993, as cited in Bandura, 2006). However, this

effort may impose an emotional labor on individuals as well because individuals' "efficacy beliefs affect the quality of emotional life and vulnerability to stress and depression" (Bandura, 2006, p. 171).

Agency and identity are intertwined (Buchanan, 2015), and individual's past and present experiences and future orientations are inextricably tied together with social exchange (Flynn, 2005) and context and structure (Ecclestone, 2007). Thus, "agency is rooted in past achievements, understandings, and patterns of action, and is not something that people possess as an attribute but something they 'do' in various contexts" (Kang, 2015, p. 19). For this reason, while considering teacher agency, the three dimensions of agency identified by Emirbayer and Mische (1998) should also be noted; one's past (*iterational*), present (*practical-evaluative*), and future (*projective*). Moreover, compassing the three modes of agency, i.e., personal, proxy, and collective (Bandura, 2000) agentic acts is instrumental in understanding teacher choices, practices, and teacher identity. In other words, as agency, exercised as a reaction to personal and/or context specific conflicts, "is a multifaceted construct that is varied, temporal, and socially and individually induced", adopting a sociocultural approach to examine individuals' lives will be instrumental (Vähäsantanen, 2015, as cited in Loo et al., 2017, p. 293).

Teachers have continuous transformation experiences through constant engagement and participation in their social context. Therefore, as agency theory explains the principles that influence individuals' lives and lead to a social change (Bandura, 2018), it is an important framework to understand teacher identity construction through teacher's past and present beliefs and experiences, and their future plans and goals highlighting "where they think they are going, where they want to go, and how they can get there from where they are at present" (King, 2013, p. 15) as covered by the projective dimension of agency. Teachers' daily life requires them to make several agentic acts such as teaching related decision-making practices and pointing out a concern at a meeting, but exercising agency can sometimes be troublesome due to some challenges such as

power issues, conflicts, and dilemmas (Kayı-Aydar, 2017), and teacher agency studies propose that working contexts, conditions, and policies pressuring strict standards regarding teaching and evaluation have a limiting effect on teachers' behaviors, beliefs, and identities (Noonan, 2016).

Literature on language teacher agency, although scarce, primarily focused on policy related aspects of teachers' agentic acts (Kayı-Aydar, 2017). As post-structural notion of professional teacher identity perceives teachers as critical thinkers and change agents acting transformatively, teacher agency, teachers' ability to act, has received much attention recently and is accepted as a crucial element of the quality education as teachers face several complexities every day (Biesta et al., 2015). For example, when they need to accommodate their actions due to a change, and if there is a dissonance between their beliefs and the required imposed change, teachers exercise agency by either adapting to or taking actions against change (Pantić et al., 2021). Buchanan (2015) suggested that teachers' agentic actions should be acknowledged by the policymakers as their seeking accountability is a representation of their identity. Thus, teacher identity and teacher agency research is also related with teacher emotions and power issues. As Kayı-Aydar (2019a) highlighted, there is a recent interest in exploring the interrelation between language teacher identities, agency, and emotions.

For example, in 2018, the journal *System* dedicated a special issue on language teacher agency with a title "Interdisciplinarity in Language Teacher Agency: Theoretical and Analytical Explorations". In the articles included, the interrelation between emotion, agency, and identity was frequently highlighted. In one of these articles, Benesch (2018) explored the feelings of language teachers as a decision-making agentic tool, "emotions-as-agency" to transform the undesirable conditions, in her case discovering plagiarism in students' writing (p. 68). Adopting a dialogic and ecological view of agency, she pointed out that as teachers are reflexive teachers, their thoughts, and decisions are affected by their interactions with the society, and emotions are "physically-

manifested, but socially-constructed" (p. 61). In another article in the same issue, Miller and Gkonou (2018) highlighted that although agency and emotions are the "central components of teacher identity and practice", the effects of the interrelation between agency and emotions are underexplored (p. 49).

Similarly, in a recent article, Nguyen and Ngo (2023) explored five Vietnamese preservice teachers' identity construction by examining the tensions they experienced while exercising professional activities and their emotional and agentic responses to cope with these tensions. They concluded that all the factors coexist and there is a causal chain relationship between them, i.e., tensions, emotions, agency, and identity guide and is guided by one another. They suggested that while tensions affected the emotions that caused individuals to take actions to deal with the tensions and construct their identity, identity "guided the participants' efforts in addressing the tensions and emotions." (p. 1).

To conclude, the link between teacher identity and teacher agency and emotions is still under scrutiny, and there is a call for more studies to explore the interacting forces that affect teachers' intentional choices and the impact of these choices on their identities and classroom practices.

### 2.1.6. Wellbeing

There has been a recent call by the stakeholders in the globe to politically acknowledge and take wider measures for the multi-dimensional aspect of human wellbeing (Boarini et al., 2014), described as health in simple terms. Recently, several reports (e.g., OECD, 2013) have been published presenting guidelines and frameworks to measure and promote wellbeing. Similarly, in addition to the link between identity, agency, and emotions, there is a growing interest on the of concept of wellbeing in scholarly community, especially in doctoral education. Highlighting the importance of PhD years as a professional identity-related transition phase that affects individuals' future wellbeing, Schmidt and Hansson (2018) noted that scholars "develop strategies to maintain

and enhance their well-being early in their academic careers" as suggested by several studies (e.g., Petersen, 2011; Salmela-Aro, Tolvanen, & Nurmi, 2011, as cited in Schmidt & Hansson, 2018, p. 1). They also pointed out that organizational structures and practices have a major impact on the wellbeing of individuals in a work setting. Pretorius (2019) highlighted that institutions should foster the wellbeing of students "by providing them with the skills and support they need to succeed academically as well as flourish emotionally" (p. 5). Moreover, reviewing the recent literature, Lau and Pretorius (2019) warned about a mental health crisis in academic community experienced by PhD students and academic staff and demonstrated that there are multiple factors that impede the mental health of people in the academia such as high workload and lack of support systems. Thus, they called for policymakers to advocate a supportive academic environment both for the academic staff and PhD students so that they can work productively. As PhD experience includes several intersecting and clashing actors and forces, power issues should also be noted when discussing students' well-being. However, there are few studies that explored the wellbeing of students from a multidimensional perspective (Schmidt & Hansson, 2018).

### 2.1.7. Positioning Theory

Poststructuralist approaches to education highlight that agency is intertwined with power dynamics (Vähäsantanen, 2015), and identity is closely linked to agency and positioning (Kayı-Aydar, 2019a). In relation to the concepts of positions and identity, Kayı-Aydar (2019b) suggested that the positions individuals take define who they are, and that there is a relationship between positioning and power struggles. For this reason, positioning theory (Davies & Harre, 1990) is used as the framework of several studies on teacher identity (Kayı-Aydar, 2019a). According to Davies and Harre (1990), when we take a certain position, we see "the world from the vantage point of that position and in terms of the particular images, metaphors, story lines and concepts which are made relevant within the particular discursive practice in which they are

positioned." (p. 46), thus, *interactive positioning* which is used for assigning positions to others and *reflexive positioning* which is individuals' assigning positions to themselves are presented as two modes of positioning (Van Langanhove & Harre, 1999).

Dikilitaş and Bahrami (2022) noted that positioning theory makes a distinction between roles and identity positions. For example, one can assume the role of an EFL teacher and can have experienced teacher identity position. Highlighting the fluid and negotiated nature of identity, roles are considered to be fixed, usually assigned by others and present some responsibilities to the individuals (Dikilitaş & Bahrami, 2022; Kayı-Aydar, 2019a). Thus, the focus has moved from the concept of "role" to the concept of "position" as the social analysis of the dynamic and negotiated interpersonal encounters (Moghaddam, 1999). Moreover, as suggested by Tan and Moghaddam (1995), in addition to the social analysis of interpersonal encounters, reflexive positioning can also be extended to explore the intrapersonal domain "to refer to the process by which persons position themselves privately in internal discourse." (p. 387). Thus, how individuals position themselves, how they perceive and present their personal identity can be explored through their written and/or oral presentation of their biographies (Harre & Van Langenhove, 1999) as through narratives people also "position themselves in relation to others" (Ortactepe, 2014, p.13).

The two important roles in knowledge construction are being a teacher and researcher, and usually the latter role related practices focus on the practices of the former. Van Dijk proposed that having access to or having accumulated knowledge resources such as Bourdieu's (1986) concepts of economic, social, and cultural capital enable individuals a "symbolic power and therefore preferential access to or control over others or vice versa." (as cited in Kayı-Aydar, 2019b, p. 21). Thus, criticizing teachers' inferior positioning (e.g., Trent & Lim, 2010) as a dependent agent in relation to knowledge production, there is a call to action that will improve the status of teacher with regard to knowledge production and bridge the divide, i.e., the gap between researchers and teachers,

and theory and practice (De Costa et al., 2022; Ellis, 2009; Leow et al., 2022; Spada & Lightbown, 2022).

This section presented the theories and concepts that guided the present dissertation study. The next section will present the literature on teacher's professional identity and the concept of teacher as researcher.

## 2.2. Teacher's Professional Identity

Parallel to the shift in the views on human learning, approaches to second language teacher education have changed from behaviorist, to cognitive, and then, to social and critical, and so have the roles of teachers (Johnson, 2006). While teachers as reflective practitioners are problem solvers, who can adjust education according to the needs of their learners, teachers as transformative intellectuals can think critically and combine their educational philosophies with the wider social issues (Kumaravadivelu, 2003) as they are the thinker and the researcher who can also serve as a change agent. Professional development offers teachers the resources, skills and experiences to keep up with recent methods and techniques in their own field, and it is also the key for quality in education, for organizational change and educational reforms (Borko et al., 2002). Professionalism can be top-down, i.e., institutionally prescribed professionalism, or a bottom-up approach is possible aiming at teachers' own interpretation of teaching and their reflection on the educational values and their roles and practices (Richards, 2008).

Reviewing the literature on teachers' professional identity, Beijaard et al. (2004) argued that there is no clear definition used for professional identity. However, as presented by Akkerman and Meijer (2011), there are some recurring teacher identity characterizations which they listed as "the multiplicity of identity, the discontinuity of identity, the social nature of identity" (p. 308). They suggested that these characterizations present a conceptualization of identity which is "not a fixed and stable entity, but rather shifts with time and context." (p. 309).

Similarly, according to Norton (2013), identity is "how a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p.45). This poststructuralist definition constructs identity as fluid, multiple and a site of struggle. Varghese et al. (2005) emphasized that identity-in-discourse and identity-in-practice should be acknowledged in order to be able to comprehend teachers and teaching as

> *…teacher identity is a profoundly individual and psychological matter because it concerns the self-image and other-image of particular teachers. It is a social matter because the formation, negotiation, and growth of teacher identity is a fundamentally social process taking place in institutional settings such as teacher education programs and schools. It is a process that is inextricably intertwined with language and discourse, insofar as all identities are maintained to a significant degree through discourse; yet it is also very much a real-world phenomenon that impacts teachers' standing in their communities as well as affecting their wages and working conditions. (pp. 39-40)*

For this reason, they highlighted that studies on teacher identity should be able to portray the social and institutional settings where teachers form their identities, the pressures these settings impose on teachers and the impacts of such pressures on teachers.

Teachers' professional identity is also about how teachers define their professional roles (Lasky, 2005). They have continuous transformation experiences through constant engagement and participation in their social context. This active involvement facilitates the negotiation of meanings during the process of identity formation, i.e., becoming a teacher (Tsui, 2007) through which the sense of self-identity is explored, constructed and interpreted. Tickle (2000) suggested that professional identity refers both to the conceptualization of socially accepted and imposed norms about "what a teacher should know and do, but also to what teachers themselves find important in their professional work and lives based on both their experiences in practice and their personal backgrounds" (as cited in Beijaard et al., 2004, p. 108).

The studies focusing on teachers' professional identity depict professional identity construction as an ongoing, dynamic, complex process during which individual's (re)interpretations of his/her experiences and negotiations of the roles proposed by others are influential (Beijaard et al., 2004). Thus, as Lim (2011) stated, professional identity construction is like a continuum that "engages struggles and tensions from which teachers integrate various competing perspectives, expectations, and roles as a teacher" (p. 970). Smilarly, Akkerman and Meijer (2011) discussed teacher identity as being twofold "as unitary and multiple, continuous and discontinuous, and individual and social" (p. 310). Adopting a dualist point of view, it can be stated that teacher identity is "an ongoing process of negotiating and interrelating multiple I-positions in such a way that a more or less coherent and consistent sense of self is maintained throughout various participations and self-investments in one's (working) life" (Akkerman & Meijer, 2011, p. 15). This concurs with Van Lagenhove and Harré's (1993) social constructionist point of view as they perceived teacher identity "as a negotiation with both self and others and within the discourses present in one's life where individuals adopt positions of themselves that are intertwined with the positions they ascribe to others" (as cited in Burns & Bell, 2011, p. 954). In other words, professional identity construction is ongoing; it is constructed and re-constructed by the self and the others in a certain context. Thus, it serves as a catalyst for teachers positioning themselves and being positioned by others in their context (James-Wilson, 2001), and it includes competing and conflicting interactions between personal, professional and situational elements (Day et al., 2007; Goodnough, 2010). Foucault suggested that institutions "ensure (and sometimes enforce)" how individuals and their "behaviors are recognized in a certain way and not others (1973, 1977, as cited in Gee, 2000, p. 103). Moreover, Gee (2000) pointed out that a title or role institutions give such as "professor" is a position and an institution identity, i.e., I-identity, and it presents some rights and responsibilities to the holder.

The crucial role of teacher identity on teacher learning, development and on teacher's classroom practices has been acknowledged (Yazan, 2019). Thus, there

has been a growing interest in exploring and theorizing language teacher identity. When studies in language teacher identity are examined, there is an extensive body of research investigating the "Native-Speaker/Non-Native Speaker divide" (Morgan & Clarke, 2011, p. 18). In line with the socio-constructivist and critical approaches to teacher education, exploring and understanding the underlying reasons behind teacher beliefs, practices and interpersonal relations with the surrounding community has been addressed more as they are given more voice in decision-making about teaching, learning and assessment and school-based language policies. Thus, there is a recent interest in exploring the process of teachers' identity construction and the impacts of the surrounding factors (e.g., Barkhuizen, 2017; Farrell, 2011; Norton & Early, 2011; Tsui, 2007).

Kayı-Aydar (2019a) presented a comprehensive thematic list of the literature on the second/foreign language teacher identities. Using the thematic list composed of four main categories, i.e., theoretical framework, participant profile, kinds of language teacher identities, and contextual issues, and several sub-themes shown under each category, she provided the timeline that illustrates a compact historical overview of the literature on language teacher identity. She highlighted the necessity to understand the complex dynamics of second/foreign language teachers' identity construction by referring to the studies exploring how teachers perceive their professional identity affects different domains such as professional development of teachers, collegial interaction, teaching practices and choices, and power issues about language.

In Türkiye, the scarce research exploring foreign language teacher identity has aimed mostly at the practicum, reflection, motivation, and culture knowledge (e.g., Aslan, 2016; Güngör, 2017; Hamiloğlu, 2013; Kocabaş Gedik, 2016; Taner & Karaman, 2014; Taşdemir, 2016). However, teachers' research practices and professional identity development within the scope of action research movement has gained popularity in Türkiye as it has around the world in recent years.

### 2.2.1. Teacher as Researcher

Focusing on the frequently criticized division between theory and practice, Kumaravadivelu (2001) stated that "theory and practice mutually inform, and together constitute, a dialectical praxis, an affirmation that has recently influenced L2 teaching and teacher education as well" (p. 540). He reported that the recognition of the distinction between theory and practice affected reflective teaching and teacher research movement where teachers are seen as reflective, critical, participatory, and transformative rather than consumers of knowledge (Pishghadam et al., 2012).

The support of purposeful, guided, and structured reflections on teachers' professional development has been reported in several studies (e.g., Eröz-Tuğa, 2013; Kuru Gönen & Aşık, 2016). Thus, calling for a systematic inquiry of teaching and learning, in the literature, various terms are used for the definition of teacher research such as practitioner research, action research, classroom research, collaborative inquiry, critical inquiry, self-study and teacher research (e.g., Lucas, 1988; Campbell, 2013; Roulston et al., 2005). Corey, one of its influential advocates, defined "action research as research undertaken by teachers, administrators and others to improve their own practice" (Corey, 1949, as cited in Hammersley, 1993). Once research is acknowledged as a part of teacher qualifications and practices, several state-initiated teacher research projects have been conducted since the 1940s. For example, there was a strong teacher action research movement in the United States in the 1950s.

Although teacher research has been appreciated for decades, it has gained popularity in the last few decades, mostly because contrary to the earlier research practices where outside researchers such as university-based researchers did research on teachers, recently, action research movement has facilitated the collaboration between outsider expert researchers and the teachers in the research site. Therefore, as it requires teachers' systematic inquiry of their own teaching practices and the learning experiences of their learners, action research

has been suggested as a very effective tool for professional development and an important educational research practice as it investigates a teaching/learning related problem, by teachers' engaging in teaching/learning related problem-posing (Souto-Manning, 2012); thus, "the work of teacher research disrupts the traditional knowledge hierarchies that position teachers as receivers of educational knowledge constructed by university based researchers" (Cochran-Smith & Lytle, 2009, as cited in Taylor, 2017, p. 23) and it empowers teaches as the generator of knowledge.

However, there are also some opponents of this movement as they question the validity of the action research practices (Cochran-Smith & Lytle, 2009). For example, Gorard (2002) criticized the published works of action research noting that they research already explored issues rather than revealing any real discovery. Moreover, a group of opponents also highlighted that the imposition of research practices for teachers creates more burden for teachers as the teaching profession itself is challenging enough (e.g., Hammersley, 1993; Peeke, 1984). On the other hand, there is also an ongoing debate about teachers' pursuing graduate degrees and conducting accredited higher degree-level work, such as master's or doctoral dissertations (Gray, 2013) since the skills and knowledge to conduct the academic research may not be transferred into or practiced during teaching (Borg, 2010). Thus, in several settings, teachers who practice research and construct teacher researcher identity "often do so in conflict with local and national educational policies that limit their agency and professional decision-making" (Taylor, 2017, p. 24).

With regard to teachers' research practices, the critical and sociological approaches to teacher education argued that the reflective model "failed to factor in the political, ethical, and emancipatory dimensions of teaching" (Akbari, 2007; Jay & Johnson, 2002, as cited in Abednia, 2012, p. 707). Thus, Abednia (2012) highlighted that instead of teachers' positioning as reflective practitioners, a more critical conceptualization which perceives teachers as "transformative intellectuals' (Giroux, 1992) and 'cultural workers' (Freire,

2005) who can think critically and act transformatively" is necessary (as cited in Abednia, 2012, p. 707).

As Eröz Tuğa (2015) highlighted, individuals have "multiple identities, multiple interaction repertoires and action sequences" which differ according to the role they play in their everyday life (p. 127). Whether being equipped with research skills or not, maintaining dual roles, i.e., being a full-time teacher and conducting research is a conflicting and challenging task. Several factors such as teachers' personality (Akbari, 2007), teachers' educational backgrounds, research and teaching experience (Hahs-Vaughn & Yalowitz, 2009), and institutional factors (Borg, 2009) affect teachers' research engagement, and there is a growing body of research examining teacher engagement with research.

Literature on teacher as researcher presents teachers' engagement with research to explore their own classroom practices (Burns, 2017). For example, Goodnough (2010) explored the identity construction of 50 teachers adopting an ecological perspective and considering how different modes of belonging, i.e., engagement, alignment, and imagination, were enacted in action research practicing communities. She highlighted that adopting a teacher centered action research approach provided teachers with the opportunities to take active role in knowledge creation, and she noted that teacher empowerment and agency were crucial interplaying elements in the adopted approach. Although participants found it difficult to be aligned with the curriculum outcomes while managing multiple roles, she concluded that the research project fostered individuals' demonstration of belonging and their perception of possible selves.

Another study that focused on teachers' research engagement, Xu's (2014) narrative study, explored the identity construction of Chinese university EFL teachers using narratives frames and interviews. She found out that the more policy- and practice-driven support is available, the more research engagement is exercised among teachers. She also noted that the extent to which integrated teacher and research identities are constructed is linked with some factors such

as their academic orientations, the availability of support from work setting and their professional network.

Türkiye is also an influential site where practicing classroom research has become a widespread professional development activity especially through the guidance of research mentors (e.g., Barkhuizen et al., 2018; Burns et al., 2017; Dikilitaş & Wyatt, 2017; Dikilitaş & Yaylı, 2018). For example, presenting both teachers' and teacher mentors' perspectives and practices on teacher research, Burns et al.'s (2017) edited book titled "Developing insights into teacher research" includes 12 research studies which were also presented in the IATEFL Research Special Interest Group conference held in 2016, in Türkiye.

Dikilitaş and Yaylı (2018) investigated the professional identity development of teachers who were engaged with research as a professional development activity. Their study demonstrated that there was an increased sensitivity to students and the challenges the students experience which also led to teachers' seeking better teaching practices. Their research engagement made the teachers be more aware of their need for development in their teaching practices that they were not satisfied with, and it fostered collaborative practices in the work setting which also enabled a mutual empathy among colleagues.

To conclude, as Talleh Nkobou (2021) proposed, "research is politics", and thus, we can suggest that teacher research movement can be considered as a stance to improve teachers' status and "increase teachers' power and agency within society" (p. 258). The teacher researcher movement, although received some criticism as discussed above, posits teachers as "expert in the field" (Gray, 2013, p. 34), "the generator of the knowledge" (Fecho & Allen, 2011, as cited in Taylor, 2017, p. 24), and "change agents" (Van der Heijden et al., 2015), and it has received great attention in the last decades.

However, it should be noted that in most of these studies although there is a major tendency in limiting teacher research practices within teachers' classroom

setting, the term "research" in this study is used similarly as how Hilgert (1964) defined it: “research in a generic sense to include all types of research, consulting, writing, and other "outside" activities which professors pursue in addition to their classroom and academic duties" (p. 464). In other words, research in this study encompasses all types of research activities language instructors pursue in their classroom, own setting or outside context.

This section presented the literature on teacher’s professional identity and the concept of teacher as researcher. The next section will present the related literature on doctoral education.

### 2.3. Doctoral Education

Doctoral studying is an important part of individuals’ training as scholars and becoming researchers (Choi et al., 2021; Hochbein & Perry, 2013). While some universities offer a full-time, campus-based program which is considered as a traditional doctorate, some universities have started to offer nontraditional programs with more part-time and distance learning that may or may not require students to be on campus (Archbald, 2011). Whether onsite, off campus or hybrid, PhD equips the individuals with the necessary research skills that will enable them to work independently as “knowledge creators, rather than knowledge consumers” (Gardner, 2008; Pifer & Baker, 2016, as cited in Choi et al., 2021, p. 93). Fetene and Tamrat (2021) highlighted that in addition to individuals’ personal gain, doctoral studies also contribute to the improvement of research output of universities, to the country’s research capacity; and for this reason, countries adopt new policies such as launching government sponsored graduate education in the country or abroad and providing partnership opportunities with international universities and agencies (Nega & Kassaye, 2018).

Individuals’ identity and identity development have been explored by researchers since 1950s focusing on formal and informal education experiences

(Choi et al., 2021), and Hall and Burns (2009) emphasized the significance of identity development especially for doctoral students in education. Reviewing literature on doctoral students' identity development as scholars, Choi et al. (2021) defined *identity as a scholar*, building on Gee's (2000) identity exploration, as "a specific type of professional identity and as an individual's felt or recognized association with communities doing scholarship pertaining to an academic discipline" (p. 91). According to Labaree (2003), unlike the PhD students in other fields, PhD students in education start the program relatively at an older age and have teaching experience in different settings, so they already have established professional identities with working in the professional community (as cited in Hall & Burns, 2009). Thus, transition from the role of a teacher to a researcher is challenging as it requires to be equipped with new skills and knowledge which also means "to negotiate new identities and reconceptualize themselves as both people and professionals" (Austin & McDaniels, 2006, as cited in Hall & Burns, 2009, p. 53).

In relation to knowledge construction and becoming, Guerin (2013) suggested that we have recently started to observe the application of rhizome metaphor by Deleuze and Guattari in recent educational research focusing on understanding the doctoral experiences as rhizome successfully represents the "multiple, iterative and heterogeneous ways of knowing, becoming and telling" (Taylor et al., 2011, p. 194, as cited in Guerin, 2013, p. 139). They suggested that understanding doctoral experiences as rhizome is the opposite of how academia usually describes "doctoral journey as a linear process" (Taylor et al., 2011, p. 194, as cited in Guerin, 2013, p. 139) because as discussed by Deleuze and Guittari (1987), rhizomatic knowledge, without a beginning or end, is always in the middle, "from which it grows and which it overspills" (p. 21).

Having a change in professional priorities, instead of solely focusing on the classroom specific problems, using their personal and professional beliefs and experiences, PhD students are expected to "develop arguments and theories that provide insights into educational issues and knowledge that transcends the

contexts with which they are familiar" (Labaree, 2003, as cited in Hall & Burns, 2009, p. 53), and explore the unknown territories. In addition, while becoming a researcher, PhD students in education programs need to reconceptualize who they are professionally by negotiating new identities (Austin & McDaniels, 2006, as cited in Hall & Burns, 2009). Gee (2000) highlighted the fluid nature of identity and the importance of context in conceptualizing identity and suggests that the ""kind of person" one is recognized as "being," at a given time and place, can change from moment to moment in the interaction, can change from context to context, and, of course, can be ambiguous or unstable" (p. 99). As pointed out by several scholars, "academic and researcher identities, then, are demonstrated in how one speaks, reads, writes, behaves, and thinks about research, teaching, and administration" (Brew et al., 2011; Petersen, 2007, as cited in Guerin, 2013, p. 140). In other words, individuals' identity demonstrations can be observed in contexts, practices, and performances such as in their conference presentations, lectures, reading or what they read, how and where they write and publish, how they provide feedback, and how they interact with people in their professional network (Barnacle & Mewburn, 2010; Kamler & Thomson, 2006, as cited in Guerin, 2013).

Mclean and Price (2016) remarked that research on academic identities benefits from sociological theory pointing out the interaction between the individual and the social and physical forces. In relation to the scope of this theory, how an individual negotiates professional identities within the limiting and supporting mechanism of these forces is explored through lived experiences and the institutions in which the negotiations are taking place (Clegg, 2005; McAlpine & Lucas, 2011, as cited in Mclean & Price, 2016).

Choi et al. (2021) conducted a systematic literature review on the identity development of PhD students as scholars in the education sciences. Reviewing the titles and abstracts of the first 1000 records on Google Scholar, and then, narrowing it down to 62 articles first, and finally 36 articles, they discussed that although in the articles they reviewed they could not find an explicit definition,

identity as scholar recurred only as “recognition by self and others of possessing and exhibiting adequate levels of competence, confidence, autonomy and agency with respect to scholarly activities, products, and communities” (p. 90). Referring to Gee’s (2000) definition of identity, they recommended that stakeholders included in the system of doctoral education should take actions to provide “opportunities for reflection and growth as part of the doctoral curriculum, rather than assume that identity development occurs “naturally” (p. 90) as PhD students experience tensions and challenges on their journey of becoming scholars while trying to manage multiple identities. They suggested that there are multiple influences on education science PhD students’ “identity development as scholars” which are grouped under four themes as (a) objectives, (b) activities/processes, (c) individuals’ characteristics and backgrounds, and (d) tensions “which can lead to rejecting identity as scholar, reconciling identities, or reimagining of the ideal version of scholar on the part of students” (p. 105).

Starting and continuing PhD journey and becoming scholars is a difficult path to take in one’s life. Acknowledging that it requires commitment to pursue a PhD degree, Leonard et al. (2005) discussed the motivations and benefits for pursuing a PhD especially highlighting skills and knowledge construction and professional development. Brailsford (2010) listed some of motives and aspirations to start PhD as personal ones such as intrinsic interest in the field, personal development, better career opportunities, and a third party consulted, a person from personal or academic network. Students who meet the criteria of graduate programs are selected for PhD, and they may start with single or multiple motives; however, being accepted to the program or having different motivations to pursue a PhD degree does not lead to success and conferring the degree. A study by Fetene and Tamrat (2021) revealed that an overall completion time for a PhD study was 6.19 years “over two years more than the four years given as the optimum duration for completing a PhD program” (p.21), indicating that more years are required by the doctoral students to complete their PhDs. However, Miller (2013) focused on the timely completion of PhD studies in five

fields and concluded that it is more likely that students will not graduate the longer they spend time in pursuing their PhD degree. Moreover, while Golde (2005) suggested that 40% of the students pursuing PhD cannot complete the programs, Earl-Novell (2006) stated that around 50% of doctoral students quit their studies. While some faculty members believed that dropping the program is based on individual factors such as students' not having academic skills, motivation, or commitment to the program, research revealed that, contrary to what they believed "students who withdraw from their doctoral studies and students who persist share a similar grade point average" (Lovitts, 2001, as cited in Earl-Novell 2006, p. 46).

As doctoral education is "at the core of academic practices" (Pyhältö et al., 2012), there is a great interest in exploring the challenges students face during their doctoral education and the support mechanisms available for students' successful completion of the program as they are considered as "actors within the broader system of doctoral student identity development (e.g., doctoral students, faculty, organizational /institutional leaders)" (Choi et al., 2021, p. 90).

Some of the problems students face during PhD and the mechanisms that support the completion of doctoral education have been explored in the literature. Van de Schoot et al. (2013) presented three major factors that negatively affect the time of study as "(a) institutional or environmental factors,…(b) the nature and quality of supervision, …and (c) characteristics of the PhD candidate…" (as cited in Fetene & Tamrat, 2021, p. 322). Challenges may be derived from the pre-entry individual conditions and characteristics of graduate students that may be a major factor for failure or dropping out. For example, some factors that may prevent the individuals from completing their study are starting the doctoral program at a delayed age or changing the study institution or discipline (Baird, 1993, as cited in Earl-Novell, 2006) and their personal roles such as being married, motherhood or being the caregiver of old parents (Lovitts, 2001, as cited in Earl-Novell, 2006). Byers et al. (2014) also revealed that multiple roles

such as family, social, work, and PhD related roles the students had to assume simultaneously were a major source of challenge for them.

Choi et al. (2021) found out that if students experienced tensions with regard to multiple identities, they either compartmentalize their "conflicted identities and the responsibilities associated with those identities" or although perceived as conflicting at first, student may realize that "their multiple identities could reinforce each other" (p. 108). Moreover, as they suggested, on the journey of becoming scholars, PhD students experience some challenges in managing "multiple identities (e.g., student, professional) and due to the perceived mismatch between students' idealized notion of scholar and what is attainable for them" (p. 90).

PhD setting is considered to be one of the important factors impeding or supporting the process and completion of the journey. Investigating the extent to which program structure related factors and integration mechanisms impede or support the doctoral students' experience, Earl-Novell (2006) suggested that students' integration to academic and social life of the PhD context, they are more likely to persist. She also warned that PhD students' wish to conduct and present a ground-breaking dissertation study impedes the doctoral process. Dowling and Mantai (2017) investigated the impact of the university campus as a material space with its offices, desks, and laboratories on researcher identity construction and highlighted the significance of the developing researchers' need of a campus-based workspace. Some studies have also started to explore the lived experiences of students' pursuing an off-campus PhD (e.g., Kozar & Lum 2017; Naylor et al., 2018). The interrelation between space and identities in PhD research was explored by Dowling and Mantai (2017), and they revealed different researcher identity practices observed on-campus and off-campus spaces. For example, on-campus PhD student practices are listed as "structured intellectual work; supervisory meetings; doing PhD paperwork; avoiding procrastination" whereas off-campus/home practices were "procrastinating writing, reading, conceptualizing" (p. 203). In other words, home was a space

where students can think and rest, but not a suitable one for practices for identification as researcher.

The role of scholarly community in PhD has been discussed in some studies. For example, Talleh Nkobou (2021) highlighted the importance of research partnerships developed during PhD. McAlpine and Weiss (2000) also pointed out the importance of PhD context and supervision in doctoral education. Pyhältö et al. (2012) presented the findings of a survey study pointing out that "problems reported were related to general working processes, domain-specific expertise, supervision, the scholarly community, and resources" (p. 1). Students' integration into the academic and social practices of the PhD setting had a high correlation with the "doctoral persistence" (Lovitts, 2001; Tinto, 1993, as cited in Earl-Novell 2006, p. 46), and offering an office and financial support and good student-advisor relationships were some of the facilitating factors for successful completion of PhD (Golde, 2000; Herzig, 2002, as cited in Earl-Novell, 2006).

Especially, the supervision component of PhD journey as one of the major facilitating or impeding factors has received a lot of attention in a great body of research conducted on doctoral education (e.g., Aspland et al., 1999; Deuchar, 2008; Hasrati, 2005; Murphy et al., 2007; Ngulube, 2021; Sambrook et al., 2008). There are different regulations in different programs with regard to supervisor assignments, but supervisor and student relationship starts when supervisors are assigned to PhD students (Fetene & Tamrat, 2021). Pyhältö et al. (2012) suggested that in addition to students and supervisors' individual preferences, their background knowledge, experiences, and skills foster good supervision relationship, and thus, support the doctoral education experiences of students. Moreover, Ngulube (2021) highlighted the importance of communication and knowledge sharing between the supervisors and students in regular meetings and proposed creating more spaces for collaboration such as co-supervision.

Fetene and Tamrat (2021) pointed out that PhD students reported completing the coursework as “easy ride”, but it was challenging “to produce original proposal or dissertation” (p. 328) claiming that the courses they took did not prepare them for the writing process of their dissertation work. For this reason, they requested more training on research related practices such as literature review, proposal writing, data analysis, publication, and funding for their PhD, but not many opportunities were available. In other words, the extracurricular trainings “were either rare, not institutionalized, or unplanned (Fetene & Tamrat, 2021, p. 13). These students tried to employ some coping mechanisms to compensate for the gap in the PhD training such as benefiting from YouTube for training purposes. They also tried to conduct studies on their dissertation topic during their coursework to save time and energy.

As Hulme (2022) discussed, a research thesis is more than a written product; it is the representation of students’ learning process and professional skills and the ground of further research practices after PhD. He also remarks that PhD thesis is perceived as the top formal qualification achievement as “the PhD often serves as the highest specified category.” (p. 5), and after receiving the title “Dr”, the PhD thesis written “becomes part of one's academic identity and biography” (p. 5). For this reason, PhD thesis affects and is affected from researcher’s choices (Hulme, 2022). Thus, selection of thesis topic was another source of conflict or facilitating force between the student and the supervisor. Earl-Novell (2006) discussed the topic selection from the ownership perspective suggesting that if students chose their topic of study, they “may feel ownership of their thesis, but the problem identified may not be feasible which can ultimately extend time-to-completion. In the latter case, s/he may feel alienated from the Ph.D. process (which may undermine progress), despite an expected shorter time-to-completion” (p. 55).

Previous studies also revealed that there was a clear relationship between students’ well-being and their study (Pyhältö et al., 2012; Schmidt & Hansson, 2018; Stubb et al., 2011). In addition to exploring the challenges and support

mechanisms, recently, there is a great interest in exploring the relationship between these factors and the stress and wellbeing of students (e.g., Dhirasasna et al. 2021; Lau, 2019; Levecque et al, 2017; Stubb et al. 2011) pointing out the importance of some measures to be taken to help students' overcoming the problems they encountered while pursuing PhD. Schmidt and Hansson (2018), presenting an overview of literature on stress and wellbeing of doctoral students, suggested that crying, isolation, self-care, personal and academic social interactions, work-life balance were some of the coping mechanisms PhD students employed. Acknowledging that the feeling of isolation is a recurring theme among PhD students, Fox-Harding et al. (2022) suggested that their peer writing project that aimed to foster the productivity and wellbeing of students was found to be effective.

Completing PhD and receiving "Dr" title serves as accreditation, validation, and approval of students' identity as scholar. Feedback was seen as another source of scholarly identity construction. As Choi et al. (2021) discussed, receiving and providing feedback, taking active part in research projects with faculty members are representations of validation students perceived which helps them "feel like" scholars (p.107). Peer feedback, which is two way unlike faculty feedback, was also considered useful for fostering students' scholarly skills and confidence in their identity development. Choi et al. also suggested that students have the opportunity to interact with other researchers in conferences which can be another source of validation for students especially if they present there. Moreover, with regard to research collaboration, Dowling and Mantai's (2017) study revealed that individual or collaborative research practice orientation is represented in two researcher identification, i.e., social or isolated researcher. PhD, therefore, serves as a validation for the individual, but there is also extensive research pointing out the worth of PhD graduates in the work setting (e.g., Zolas et al., 2015).

In Türkiye, studies on doctoral education, especially in relation to students' experiences is scarce. Özmen and Aydın Güç (2013) conducted a case study to

describe the challenges experienced by ten doctoral students at the Department of Primary or Secondary Science and Mathematics Education in Türkiye and the coping mechanisms they employed. Their study revealed that the students in the study mostly experienced supervisor related challenges, and they also mentioned time, workload, social/private life, commuting, experience, courses and content knowledge, English, financial situation as challenges they faced. Özmen and Aydın Güç (2013) suggested that sacrificing as a coping mechanism was a recurring theme which highlights students' being relatively ineffective in finding other coping mechanisms.

Limon and Durnalı (2018) highlighted that there is a recent interest in metaphor studies in educational sciences and pointed out that (a) metaphors are linguistic tools to express a social reality (Döş & Töremen, 2009, as cited in Limon & Durnalı, 2018), (b) they help the individuals gain an understanding of a topic that is difficult to grasp (Renz, 2009, as cited in Limon & Durnalı, 2018), and (c) they can easily and precisely express the desired meaning (Döş, 2011, as cited in Limon & Durnalı, 2018). Thus, they utilized metaphors from 63 PhD students about their perceptions on doctoral education and instructors, and their study revealed that there were both positive and negative metaphors on the topics explored. Among the 56 metaphors on doctoral education, 29 metaphors fell into negative category, while 25 were positive, and 2 were neutral. In relation to the students' metaphoric perceptions on lecturers, 58 metaphors were collected, and 38 were positive, whereas 12 were negative, seven metaphors were both positive and negative, and 1 was neutral. They concluded that students have more positive perceptions about the lecturers when compared to the doctoral education process. They suggested that this was a significant finding that contributed to the extant literature on supervisor-related problems PhD students experience.

The nature of the PhD journey of doctoral students, the problems they face, the support mechanisms available and their coping strategies are still being explored in the literature as PhD education is the "core of academic practices" (Pyhältö et al., 2012, p.1). Thus, there is a call for further research (a) to have better

understanding of the nature of the doctoral education, (b) to explore the problems students face and the relationship between these problems and students' wellbeing during their journey (Pyhältö et al., 2012), and (c) to present practical implications for stakeholders to foster the development of doctoral students' identity development as scholars in education sciences (Choi et al., 2021).

## 2.4. Studies that Adopted Narrative Inquiry to Explore Teacher Identity and PhD Experience

Narrative inquiry has been adopted in qualitative research paradigm in order to explore the lived experiences of individuals. It is especially popular in medical science in the form of illness narrative which dates back to the 1970s (World Health Organization, 2016 in NCBI). Similarly, in social sciences, narrative inquiry emerged in the 1980s with scholars who moved away from "the objective and generalizable knowledge" acknowledging the value of "the subjective and contextualized knowledge" (Wolgemuth & Agosto, 2019, p. 1). Various methodologies have been adopted in order to understand and conceptualize teacher identity (Bukor, 2011), and a great body of research used narrative inquiry to explore the formation of teacher identity (Barkhuizen, 2016) as "teacher identity construction is essentially a narrative undertaking" (Dikilitaş & Bahrami, 2022, p. 5). Through *narrative knowledge* which is defined by Barkhuizen (2016) as "the meaning making, learning, or knowledge construction that takes place during the narrative research activities of (co)constructing narratives, analyzing narratives, reporting the findings, and reading/watching/listening to research reports." (p.395), the participant(s) and researcher(s) co-tell the lived experiences of individuals focusing on the three aspects of narration, i.e., temporality, sociality, and place (Connelly & Clandinin, 2006). (More information with regard to narrative inquiry to data analysis will be provided in Chapter 3.)

Narrative inquiry has been frequently utilized in exploring teachers' identity construction (e.g., Barkhuizen, 2011, 2016, 2017; Cheng, 2016; Dikilitaş & Bahrami, 2022; Goodnough, 2010; Tsui, 2007; Xu, 2014) because as it was highlighted by Pennington and Richards (2016), teachers' interactions with other people and institutions in different contexts shape their knowledge, emotions, values, perceptions, actions, experiences and histories which are the basic constructs of their identity. For example, Güngör's (2017) narrative study presented two teachers' reflections on their beliefs, environment, competencies and missions by examining the discrepancies between in-service training programs offered by the Ministry of National Education in Türkiye and teacher identities, whereas utilizing a narrative inquiry, Aslan (2016) explored the professional identity formation of second career EFL teachers focusing on their motivations and the factors affecting their perceptions about their professional identities. Similarly, studies focusing on individuals' lived experiences and journey of becoming a researcher during their doctoral education mostly have adopted narrative approaches to data collection and analysis (e.g., Brazill, 2021; Choi et al., 2021; Dowling & Mantai, 2017; Fetene & Tamrat, 2021; Kapitzke; 1998; Petersen, 2014; Pittaway, 2006; Tsui, 2007). However, more narrative studies are necessary to explore the complex dynamics of language teacher identity construction, especially focusing on academic researcher teacher, i.e., ART identity construction through a PhD degree.

Considering the scope of the study, narrative inquiry has been utilized for data collection and analysis for the present study due to the fact that as McLean and Price (2015) highlighted, academic identities, are not fixed but constantly changing, "has a temporal change" (p. 48), and there is "interaction between individual and social elements of identity" (p. 47), an approach which situates identity formation of individuals in context interacting with people and other forces around them. Therefore, guided by socio-cognitive, social constructivist and poststructuralist approaches to identity, this narrative inquiry aims to explore five EFL instructors' experiences of multiple role transitions during their PhD

journey and their academic researcher teacher identity construction, i.e., their becoming EFL researchers.

This chapter presented the literature on theoretical perspectives on identity, teachers' professional identity, the concept of teacher as researcher, doctoral education, and narrative inquiry. In the next chapter, information about the methodology of the present study will be provided.

# CHAPTER 3

# METHODOLOGY

## 3.1. Introduction

This chapter presents the research methodology guiding this doctoral dissertation. It provides a thorough account of the design of the study, the researcher's role, the participants, data collection tools, data collection procedure and data analysis. The chapter concludes with the discussion of research ethics, the quality criteria and the narrative protocol utilized throughout the study.

## 3.2. Study Design

The study is exploratory and descriptive in nature and utilizes an interpretivist perspective to address the issue of academic researcher teacher identity construction, i.e., ARTI. In this study, narrative approaches to qualitative inquiry have been utilized as in identity studies, case study and narrative inquiry are frequently used and considered to be of great significance (Jiang et al., 2013). In line with the narrative turn in social sciences, narrative inquiry is the major approach to explore teacher identity construction. The aim of the narrative is "understanding and making meaning of experience, and understand how people think and act in the situated contexts in which they live through their stories." (Clandinin & Connelly, 2000, p. 80, as cited in Jiang et al., 2013, pp. 2-3).

The three aspects of narrative, i.e., temporality, sociality, and place (Clandinin & Connelly, 2006), play a crucial role in narrative studies; thus, the time and space of the experiences should be critically considered while presenting the stories of individuals. According to Connelly and Clandinin (2006), *temporality* calls for understanding the past, present and future of the experiences, whereas *sociality*

focuses on both the *personal conditions* such as the emotions, desires, reactions of participants and *social conditions* such as the surrounding environment, factors, and people, and *place* is concerned with the physical, concrete, environmental boundaries the events and experiences take place. Thus, while conducting narrative studies, the inquirer should attend to these three aspects and the impact of each on the lived experience.

Regarding the narrative studies of lived experiences, Connelly and Clandinin (2006) also presented a distinction between *telling,* i.e., "the life as lived in the past" and *living,* i.e., "life as it unfolds", and point out that the inquirer can either aim at one or consider the two points as complementing one another (pp. 481-482). They consider the telling inquiry more as an interview study, while the living inquiry is more a participatory study in nature. Thus, the present study adopts narrative inquiry to understand the experiences of Turkish EFL instructors during their PhD journeys since their verbalizations of their lived experiences can provide a window into the construction of their professional identities (Farrell, 2011). Also, due to the researcher's background and her relationship with the participants, the present study utilizes both the telling and living nature of narrative inquiry.

### 3.3. Researcher's Positioning

In the literature several calls have been made to the researchers who conduct qualitative research suggesting that they should be reflexive and state their position in the study. According to Patton (2002), in qualitative studies, the researcher should present some information about themselves as they are the instrument in the study. Similarly, Creswell (2005) stated that researchers should be aware of the fact that their interpretation is shaped by their background, thus, they should disclose their positions acknowledging "how their interpretation flows from their own personal, cultural and historical experiences" (p. 20).

As Zembylas (2003) suggested, identity is a complex phenomenon which should be explored carefully considering the cultural and political contexts of power and discursive practice that give form to identity and that construct it, and being aware of the fact that it is also inextricably linked to issues of emotion and value. For this reason, the notion of a researcher who can distant himself/herself from the world to provide "unbiased, dispassionate, objective representations of that world" has been rejected by sociocultural theory and poststructuralism (Toohey, 2019, p. 943). Instead, they acknowledge the notion of researchers as "situated in personal histories, gender identifications, and multiple other identities, so that their views are necessarily selective, partial, and interested." (Toohey, 2019, p. 943). Thus, as the researcher of the present study, it is important that I present my reflexivity on the topic being explored.

As an EFL instructor pursuing a PhD, I share a common background with the participants. I am also familiar with many of my participants because of a prior professional and/or personal relationship with most of them. Additionally, my experiences as an EFL instructor and PhD candidate require and inspire me to reflect on my professional identity. Thus, my own assumptions and professional experiences regarding teaching and research, teacher and researcher identity have influenced my overall beliefs, perceptions, identity, and pedagogy. To start with, I earned my BA degree at Hacettepe University, Department of American Culture and Literature in 2004. Thanks to the content of the departmental readings and in-class discussions, I perceive myself as someone who developed critical thinking skills such as questioning the given and/or experienced truth, reality. After graduation, I started to work as an EFL instructor at a well-established state university and taught English at all levels. Apart from teaching, I also volunteered to work as the level coordinator for reading and writing courses as I realized I was not happy with the given material and tests. After I started working at another small-scale state university, I decided to pursue a master's degree as I realized that several colleagues held an MA or were pursuing one, and there were not many professional development opportunities available. Thus, I applied to a special MA program dedicated to honing language

instructors' research skills and promoting their teaching practices and completed it in one year. Joining that program made me realize that my teaching background helped me to relate to the assigned readings easily and understand the underlying reasons for many teaching practices of mine which I was not even aware of before. When I returned to my institution, in the meetings, holding an MA, I claimed the right to speak on many topics, especially on those regarding testing and assessment issues as it was my research topic, and I was trying to provide feedback to curriculum and assessment units to foster teaching and learning practices at school. Upon realizing the fact that my knowledge was my capital, I wanted to further my knowledge and research practices in the field and applied to the PhD program I am currently in.

As I was living and working in a different city, every week I commuted to another city for nearly three years, and I tried to keep my dual role identities in balance to be able to complete my responsibilities both as a full-time teacher and a PhD student at a very challenging and demanding program. After my comprehensive exam, I moved to another city, changed my work setting, and started working there as the head of the testing unit, a hectic unit with a lot of demanding and challenging tasks, during which I could not write a single word for my dissertation. After three years, I quit my job there, and I started teaching EAP at METU as I realized that I would be happier to offer EAP courses.

During my journey, I had several challenges such as the workload, lack of time for the assignment, physical fatigue, familial problems, and especially the illness and loss of my father was a devastating experience for me. However, my husband's financial, technical, and psychological support and my supervisor's valuable guidance, trust, motivation and supervision whenever I needed it made my long journey an endurable one. Moreover, the fact that my TAC members were very understanding and supportive made it easier for me to turn back to my studies after some intervals. Without these people's continuous support, I would have already quit this challenging, but rewarding journey. Moreover, the time I had already invested in this journey, instead of spending it with family and

friends and for other interests, was another incentive for not quitting. It was a challenging journey, but some rewards were also available such as teaching and research related knowledge and skill construction, belonging to a larger community, networking with people from other institutions, seeking the right to speak on institutional decisions.

Considering my own background, I believe that teacher research is an essential movement as it requires inquiry of a teaching and learning-related problem, reflection and generally action. It leads to the empowerment of teachers as it enables them to investigate and understand the underlying reason for the researched phenomenon. However, I started to think that the "teacher research" concept used in the literature such as action research, or practitioner research does not define the teacher research practices the instructors pursue at preparatory schools in Türkiye. The research conducted at preparatory schools usually focuses on curriculum, testing, material and professional development of teachers, and the findings affect tens, and maybe hundreds of teachers and hundreds, sometimes thousands of students if any action is taken regarding the findings. There is no doubt that conducting such large-scale research requires important research skills, and I believe that EFL instructors pursuing MAs and PhDs are qualified to do so. However, not all institutions give permission to instructors to pursue a graduate degree as it is frequently mentioned that language instructors' sole role at higher education is to teach English and academic promotion is not necessary for them. Thus, even though they are allowed to pursue and earn a PhD, instructors are usually not appointed as Assistant Professors at preparatory schools at higher education, or they are not funded for research practices such as conference participation.

However, this is an era which calls for a change in teacher identity, proposing that research should be a part of teacher practice to bridge the gap between theory and practice (e.g., De Costa et al., 2022) so that teachers can act as *change agents*, and I strongly believe that the case of EFL instructors' pursuing a PhD perfectly answers the call; they can bridge the dual role of teacher-

researcher who has the language teaching experience and who is a qualified researcher. Thus, as the researcher of this dissertation, I am interested in exploring the lived experiences of Turkish EFL instructors pursuing a PhD and their becoming academic researchers. Because the present study adopted a multilayer analysis that incorporated a metatheoretical framework, each reading opened a new dimension that led to a vicious circle of plotting the narratives. As the narrative inquiry requires a non-fiction creative work that incorporates sound research skills, it was a challenging task that required a lot of hours of reclusive writing and several reading and rewriting attempts and steps. Thus, I acknowledge that my skills to present the plot of the individual stories more creatively and efficiently can be a limitation of the study and my plotting the stories could be different from another researcher' narrative.

## 3.4. Sampling, the Context, and Participants

### 3.4.1. Sampling

The present dissertation study which adopted narrative inquiry as the methodological framework employed *purposeful convenience sampling* (Creswell, 2005). Convenience sampling has been utilized in the present study as the scope of the study requires personal in-depth narratives of the lived experiences of the participants. It was believed that researcher's familiarity with the participants could create an atmosphere of trust and confidence, which, as a result, could help them to be more open and eager to provide personal details. Also, as the present study focuses on the PhD experiences of EFL instructors, *criterion sampling* was utilized to be able to approach participants who meet one prior criterion (Patton, 1990) which in the case of the present study is participants' simultaneously managing dual roles, both as an EFL instructor and PhD student throughout the PhD journey.

With this aim, prior to data collection, 11 potential participants for the present study were requested to fill out a demographic information questionnaire. Due to

purposeful convenience sampling and the attrition of participants, five focal EFL instructors who had recently completed their PhD or who were in the process of writing their dissertations were selected for the present study.

### 3.4.2. The Context

The participants of the present study were PhD students/recent graduates who were also full-time EFL instructors in another higher education setting. Language instructors in Türkiye teach English at the preparatory schools which offer a one-year intensive English program, and/or teach compulsory and/or elective English courses at the departments. As preparatory schools can be considered as separate educational programs with their own decision taking policies regarding several teaching and learning related issues such as curriculum, testing, and professional development, for the scope of this study, instructors working at such settings were included in the study.

There are different regulations in Türkiye with regard to official work hours for language instructors. While in some institutions the language instructors are required to be present all day in their offices, some institutions adopt “Teach and Go” approach which requires the instructors to be present while teaching and/or in meetings, when and if they are held. Also, the official teaching hour load is different at state universities and private universities. EFL instructors at state universities are required to teach 12 hours weekly for a monthly salary, but the extra paid workload is varied in different universities and weekly teaching hours range from 12 to 30 hours for these instructors. The instructors at private universities also work under different conditions based on their contract, and they usually teach around 20-30 hours a week. In Türkiye, an EFL instructor with around ten-year-university preparatory school teaching experience usually will have taught around 5600 contact hours at all basic English levels, i.e., 20 hours a week, 28 weeks a year. Moreover, they may also offer EAP and/or ESP courses with a similar workload or in addition to their general English teaching load. These instructors usually take active part in the curriculum, material design

and assessment practices of their school. They are usually responsible for the formative assessment of their students and in the proficiency exams administered in the middle and/or at the end of the academic year to decide if the students are proficient enough in English to continue their departmental studies. Other than the usual duties of teaching and assessing students, instructors work actively in other units such as the professional development units, academic writing centers and translation services.

Another difference among universities is the institutions' job descriptions for being a language instructor. In those years the participants started pursuing a PhD, language instructors were not required to even pursue a master's degree in Türkiye; for this reason, some universities may not have given permission for hourly/daily leave to attend Master's/PhD courses, or they may not have reduced the teaching load even if they had given them the permissions to leave. Thus, due to the socio-political reasons, the number of language instructors holding or pursuing a PhD degree in ELT was very scarce. However, in 2018, the qualifications of being a language instructor were revised as CoHE issued that to apply to a language instructor position at a university, one of the prerequisite criteria one must meet is holding a Masters' degree in a relevant program. Also, holding international teaching certificates such as CELTA, TESOL or DELTA has also been an important qualification to be recruited as a language instructor especially at private universities in Türkiye.

In the PhD programs the participants were enrolled, they were required to take courses on-campus and attend weekly lessons regularly; however, the following phases, i.e., preparing for the comprehensive exam and writing their dissertation, were pursued off-campus. In this sense, their PhD journey entails the characteristics of both on-campus PhD programs with their coursework requirements and off-campus programs considering how they continue their journey after the coursework which is similar to those students enrolled to a distant PhD program. Moreover, after the coursework, the PhD students are required to take the comprehensive exam, in written and/or oral format, for

which they prepare for a period as they are expected to have command of theoretical and research knowledge and skills about their field. The students are assigned to or given the opportunity to choose their supervisors before or after the comprehensive exam. When they pass the comprehensive exam, students prepare and present their dissertation proposal to their thesis advising committee (TAC) that includes their supervisor and two other professors. In TAC meetings held in every six months, students inform the TAC about their progress and receive their feedback. Finally, when they complete their dissertation writing phase, PhD students submit their dissertation to the TAC and two additional professors, and they defend their dissertation orally in the defense meeting in which they are granted the "Doctor" title if they are found qualified and eligible.

For ethical considerations, the names of the universities or any information such as location of their institutions that will help the reader identify the universities or people has not been provided in this study, but it should be noted that all the three PhD contexts are one of the oldest, influential, and prestigious ELT programs in Türkiye. More information about participants' affiliation is presented in the next section.

### 3.4.3. Participants

After criterion sampling, initially eight participants agreed to participate in the study. During the first interview, it was found out that one participant was not a correct fit for the scope of the study as she also pursued some non-teaching focused roles during the initial phases of her PhD. Also, although two other participants were present and provided narratives in the first interview, they stated that they were not willing to continue with the following phases of the study due to their hectic schedule both in their social and professional lives. Thus, excluding the three participants, the five participants who volunteered to present information during all phases of the study were included in the dissertation. Table 1 presents details about the demographic information of the participants.

**Table 1.** Demographic Information of Participants

| ***Participant Initial (ARTIC)*** | ***Gender*** | ***PhD Context*** | ***PhD Status & Years in the program*** | ***Affiliation*** | ***Experience in Teaching*** |
|---|---|---|---|---|---|
| *1 Ayla* | Female | 1 | Dissertation Writing (7th year) | State | **15+** |
| *2 Rıza* | Male | 1 | Dissertation Writing ($7^{th}$ year) | Private | **10-15** |
| *3 Tuba* | Female | 1 | Dissertation Writing ($4^{th}$ year) | Present: State<br>Past: Private | **10-15** |
| *4 İpek* | Female | 2 | Completed (in 7 years) | Present: State<br>Past: State | **15+** |
| *5 Ceren* | Female | 3 | Completed (in 5 years) | Present: State<br>Past: State | **10-15** |

Throughout the dissertation, pseudonyms were used for the participants to protect their identity. During the data collection for the present study, two of the participants had completed their PhD, and three of them were in the process of writing their dissertation. As Table 2 presents, there were three PhD contexts the students were enrolled to. Regarding their work settings, they were all teaching English for more than 10 years in the same or different universities; three of them worked at different institutions while pursuing their PhD, two of them did not change their work setting. All of them worked with different supervisors. Table 2 presents some information about participants and how their universities were coded.

**Table 2.** Information about Participants' PhD and Work Codes

| ***Participant*** | ***PhD Context*** | ***PhD Supervisor*** | ***Affiliation* (from Present to Past)*** |
|---|---|---|---|
| *1 Ayla* | RED university | Gaye Hoca | *State/ RED university<br>Private/ BLUE university |
| *2 Rıza* | RED university | Kaan Hoca | *Private/ BLUE university |
| *3 Tuba* | RED university | Banu Hoca | *State/ RED university<br>*Private/ BLUE university |
| *4 İpek* | WHITE university | Seda Hoca | *State/ RED university<br>*State/YELLOW university<br>State/ WHITE university |
| *5 Ceren* | BLACK university | Elif Hoca (Arda Hoca) | *State/ GREEN university<br>*State/ BROWN university |

As the Table 2 presents, the university names were coded using color names as no specific meaning is attributed to these colors, and no association between the actual names of the universities and the colors can be made. It should be highlighted that all the universities mentioned in the present study are Turkish universities, and there is no association between the universities in the present study and any international university with the same name, if any. All the universities coded as the PhD context are state universities, whereas the work settings are either state or private universities. For the affiliation, if a participant has worked at more than one university, they are presented chronologically, from present to past. An asterisk (*) is used to show the university each participant was working at during their PhD studies. For the supervisors, pseudonyms accompanied by the Turkish word "Hoca" are used. The word "Hoca" which entails religious connotations in other settings, when used at higher education institutions, is used to respectfully address professors at Turkish universities with connotations of professor, teacher, supervisor, and/or mentor.

As the present study aims at exploring the academic researcher teacher identity construction and multiple role transitions and management of EFL instructors during their PhD journey, narrative inquiry guided the researcher in understanding how the participants "make sense of their lives and their experiences" (Merriam & Tisdell, 2016, p. 24). Therefore, before the PhD journey narrative accounts of the participants, a brief background profile which includes information regarding participants' educational, professional, and personal lives was provided for each participant in Chapter 4. Moreover, it is important to note that, as shown in Table 2, as participants are not working and pursuing their PhDs in one same single setting, but in multiple contexts, narrative inquiry has been adopted in the present study instead of a case study.

### 3.5. Data Collection

#### 3.5.1. Data Collection Instruments

Multiple data sources were utilized in the present study in order to explore the academic researcher identity construction of participants and their multiple role managing experiences during their PhD. Table 3 presents the data collection instruments utilized in the present study.

**Table 3.** Data Collection Instruments

1. Questionnaire for consent, demographics and background information
2. Interviews
    a. Interview 1. Focusing on overall PhD journey (self)
    b. Interview 2: Focusing on their dual roles starting from BA to present, metaphors for PhD journey and becoming an academic researcher (self)
    c. Interview 3: Nominated outsider informant comments (Husband, wife, or a colleague of the participant)
3. Instant voice messages
4. Other sources of information
    a. Researcher's personal historical background with the participants
    b. Participants' online presence, i.e., professional and social media pages, if any.

##### 3.5.1.1. Demographic Information and Background Questionnaire

As Table 3 shows, for the present study, participants were requested to fill out an online questionnaire (see Appendix A) aimed to receive participants' consent and collect information about their educational background, work experience, the time they started and completed/would possibly complete their PhD.

##### 3.5.1.2. Interviews

In the present study, semi-structured interviews were utilized as the main data collection tool since the participants' feelings, thoughts and intentions cannot be observed, they were requested to talk about how they made meaning of their

feelings and experiences (Patton, 2015). Data gathered from participants' narratives during the interviews addressed the three dimensions of agency: one's past *(iterational),* present *(practical-evaluative)* and future *(projective)* (Emirbayer & Mische, 1998), and focusing on their lived experiences, the challenges they faced and the support they received, examples of *personal, proxy, and collective agentic* practices, if any were examined (Bandura, 2000). In the semi-structured interviews, they were asked to talk about their past lived experiences and their present state and provide an anticipatory reflection (Conway, 2001) considering their future aspirations, career choices and plans.

In the initial interview (see Appendix B), participants' PhD journey narratives were collected. The participants were requested to elaborate on their PhD experiences starting from their motivation to pursue a PhD and reason of their PhD context choice, and then following a chronological order, they were asked to walk the researcher through their PhD phases recalling and reflecting on their emotions, relationships in different contexts and critical incidents, challenges, and opportunities, if any. They also discussed their future orientations with regard to their teaching and research plans. Following the initial interview, the second interview (see Appendix C) focused on their perceptions of their professional identity, as a teacher and a researcher, and starting from their undergraduate degree until the time the data were collected for the present study, their experiences of managing dual roles, i.e., teaching and research practices, were explored.

In the second interview, through the use of metaphoric language, the participants were also requested to express their notion of their own experience regarding their PhD journey and becoming an academic researcher. In their seminal work *Metaphors We Live By,* Lakoff and Johnson (1980) highlighted that the metaphors used in everyday language is not only individual choices, but they are shaped by the cultural and social influences, and they present significant insights into how individuals understand and interact with the surrounding world. McGrath (2006) pointed out the acknowledgement of the significance of

metaphors by educational researchers to explore teachers' thinking, attitudes and beliefs about teaching, learning and the influence of their practice. Thus, in the present study, the generated metaphors were also considered as powerful tools to understand the complexity of the participants' experience.

In addition to the interviews with the participants, semi-structured interviews as outsider comments (see Appendix D) were conducted with a significant other, i.e., husband, wife, or a colleague, nominated by the participants to understand how the participants' professional identity construction and PhD journey experiences were perceived by others. The participants were requested to nominate a person who was very informed about their PhD journey.

#### 3.5.1.3. Instant Voice Messages

Upon the suggestion of the thesis advising committee, I decided to benefit from the instant voice messages in order not to limit the participants' data provision within the scheduled semi-structured interviews. They were requested to utilize instant WhatsApp voice messages to present more information on the topic being explored whenever, wherever, and however they preferred.

#### 3.5.1.4. Other Sources of Information

Apart from the main data sources described above, two supplementary sources of information were used: (1) personal history of the researcher with the participants, and (2) participants' online presence and social media histories.

My personal and professional background also contributed to the elaboration and understanding of their experiences as I had worked and/or studied with the participants prior to the present study. Moreover, since we met, if the participants were actively using the social media platforms (See Table 7), I had been following them on these platforms, and during the data collection, I also overviewed their institutional webpages and personal research pages

(ResearchGate, Academia, Google Scholar), and personal social media accounts (LinkedIn, Twitter, Facebook, Instagram, etc.) if any.

### 3.5.2. Data Collection Procedures

After the proposal was accepted by the thesis advising committee, the approval of the ethics committee was received. Then, the potential participants were contacted via personal communication or phone. On their agreement to participate, I shared the online Questionnaire for Consent and Background Information (see Appendix A) with the 11 potential participants to inform them about the aim and phases of the study, receive their consent for voluntary participation, the dissemination of findings, and collect their demographic information. Initially starting with eight participants who fit the foci of the study, participant attrition was experienced as three of them did not participate in all phases of the study, and thus, the study included five participants who completed all phases of the study.

The narrated lived experiences of participants were video recorded via semi-structured individual interviews conducted on an online platform. Conducting multiple interviews with the participants was crucial to "help us gain understanding of 'lived experience … and the meaning [people] make of that experience'" (Seidman, 2006, as cited in Dikilitaş & Wyatt, 2017, p. 5). Thus, two interviews were conducted with the participants. The interview questions were written both in English and in Turkish and piloted with a non-participant EFL instructor who holds a PhD degree. While the first interview focused on the overall PhD journey of the participants requesting them to talk about their journey chronologically, i.e., the PhD application, courses, comprehensive exam, dissertation, future orientations (see Appendix B), the second interview focused extensively on participants' research and teaching practices starting from their undergraduate degree to present, and the metaphors they used for their PhD journey and experience of becoming an academic researcher (see Appendix C). After the first interview, the participants were requested to send instant

WhatsApp voice messages if they wanted to elaborate on their stories or add any details they remembered during the data collection duration of the study, i.e., three months. Due to ethical considerations, the schedule of data collection cannot be provided as it may lead to the identification of the individuals.

All the interviews were video recorded on computer. Table 4 below presents the detailed record of the length of data collected from each participant.

**Table 4.** Data Collected for Each Participant

| | | **AYLA** | **RIZA** | **TUBA** | **İPEK** | **CEREN** |
|---|---|---|---|---|---|---|
| INTERVIEWS (ZOOM) (in minutes) | Interview-1 | 72 | 70 | 82 | 75 | 78 |
| | Interview-2 | 76 | 23+55 | 55 | 70 | 26 |
| | Nominated Informant Interviews | 24 | 38 | 40 | 32.25 | 37 |
| **INTERVIEWS TOTAL (min.)** | | **172** | **186** | **177** | **177.25** | **141** |
| FOLLOW UP for Interview-2 (WHATSAPP Voice Message) (in seconds) | Message 1 | | 188 | | 63 | 58 |
| | Message 2 | | | | 49 | 23 |
| | Message 3 | | | | | 104 |
| ADDITIONAL WHATSAPP Voice Messages (in seconds) | Message 1 | | | 80 | | 82 |
| | Message 2 | | | 25 | | 91 |
| | Message 3 | | | | | 77 |
| | Message 4 | | | | | 18 |
| | Message 5 | | | | | 19 |
| | Message 6 | | | | | 65 |
| | Message 7 | | | | | 47 |
| | Message 8 | | | | | 14 |
| **WHATSAPP TOTAL (sec.)** | | **0** | **188** | **105** | **112** | **598** |

As seen in the table, all the interviews with the participants lasted more than an hour, except for the second interview with Ceren. Because of time concerns, she wanted to video record her responses herself rather than having an interview session. Thus, I sent her the interview protocol and requested her to provide as much detailed account as possible. Moreover, as seen in the table, I contacted her via WhatsApp for her elaboration of some points after watching her self-recorded answers. Also, as the table presents, the second interview with Rıza had

to be held in two different sessions due to an urgent impromptu meeting he had to attend at the time of the interview.

In addition to the interviews with the participants, a semi-structured interview with a nominee was conducted. The participants nominated an outsider, i.e., someone who was well-informed about the lived experiences of the participants during their PhD journey, and all the participants, except for Tuba who was single at the time data were being collected, stated that I should talk to their spouses; whereas Tuba referred me to her colleague with whom she shared her office in her work setting throughout her PhD.

The participants were informed that the interview sessions can be led in either Turkish or English at their convenience and preference. All participants were native speakers of Turkish, but as they were all EFL instructors teaching English for more than 10 years and PhD candidates/graduates in ELT, they were allowed to select the language of the interviews, whereas the interviews with the nominees were conducted in Turkish. It should be noted that if the interview was conducted in English, it was transcribed verbatim, and excerpts from those interviews were used without correcting grammar and vocabulary. Table 5 presents the language used in the interviews and metaphors.

**Table 5.** Language Used in the Interviews/Metaphor Depiction

| **Participants** | **Interviews/Metaphors** | **Language** |
|---|---|---|
| Ayla | Interview-1 | Turkish |
| | Interview-2 | Turkish |
| | Metaphor for Her Overall PhD Story | Turkish |
| | Metaphor for Her Journey of Becoming an Academic Researcher | Turkish |
| | Her Husband (Nominee Interview) | Turkish |
| Rıza | Interview-1 | English |
| | Interview-2 | Turkish |
| | Metaphor for His Overall PhD Story | Turkish |
| | Metaphor for His Journey of Becoming an Academic Researcher | Turkish |
| | His Wife (Nominee Interview) | Turkish |

Table 5. (continued)

| | | |
|---|---|---|
| Tuba | Interview-1 | Turkish |
| | Interview-2 | Turkish |
| | Metaphor for Her Overall PhD Story | Both |
| | Metaphor for Her Journey of Becoming an Academic Researcher | Both |
| | Her Colleague (Nominee Interview) | Turkish |
| İpek | Interview-1 | English |
| | Interview-2 | English |
| | Metaphor for Her Overall PhD Story | Turkish |
| | Metaphor for Her Journey of Becoming an Academic Researcher | Turkish |
| | Her Husband (Nominee Interview) | Turkish |
| Ceren | Interview-1 | English |
| | Interview-2 | English |
| | Metaphor for Her Overall PhD Story | English |
| | Metaphor for Her Journey of Becoming an Academic Researcher | English |
| | Her Husband (Nominee Interview) | Turkish |

During the interviews, as suggested by Merriam and Tisdell (2016), probes such as "give me an example of…, tell me more about that" (p.121) were used, and transitions between topics were made as smoothly as possible. Moreover, considering what Thomsen and Brinkmann (2009) highlighted, as retrieving past memories can be difficult, prior to all the semi-structured interview sessions, the questions were sent to the participants in order to offer them some time for recall and reflection. Another point regarding the data collected is the use of WhatsApp messages. To give the participants the opportunity to extend their time of data provision at their convenience, it was suggested by the thesis advising committee members that utilizing WhatsApp voice messages could be a great strategy. However, although all the participants were reminded several times that anytime they remembered an incident, feeling or moment that they thought should be included in their stories, they could share them via WhatsApp voice messages, only Tuba and Ceren used it for sharing additional information. WhatsApp messages were used by the participants not for additional extra information, but they were especially useful as the follow-up phase of the second interview during which the participants shared their metaphors after some thinking. Table

6 presents the total amount of all the data collected via interviews and instant voice messages.

**Table 6.** Data Collected from All Participants

| | | |
|---|---|---|
| Interview | 853.25 minutes | 14.22 hours |
| WhatsApp | 16.72 minutes | 16.72 minutes |
| Total Data | 867.5 minutes | 14.5 hours |

As presented in Tables 4 and 6, the total dataset collected through the interview sessions and via voice messages amounted to 14.5 hours, with 2.5 hours to 3 hours of data collected for each participant.

Moreover, as mentioned before, the long history I shared with the participants and the fact that we had similar teaching and research practices and PhD experiences were also considered as important data sources throughout the study. In addition to the data gathered via interviews and WhatsApp messages, in order to be able to explore how they presented their education background, work experience, teaching and research practices and their social and professional life, I checked their institutional, academic, or social media pages, if any. Table 7 presents the overview of the existence of the information on the available online platforms used by the participants.

**Table 7.** Participants' Professional, Academic, and Social Media Pages

| | Ayla | Rıza | Tuba | İpek | Ceren |
|---|---|---|---|---|---|
| Institutional webpage | Active | Active | Active | Active | Active |
| ResearchGate | Active | Active | Active | X | Active |
| Academia | Active | Active | Active | Active | Active |
| Google Scholar | Active | Active | Active | Active | Active |
| LinkedIn | X | Active | X | X | X |
| Twitter | Active | Active | X | X | Active |
| Facebook | Active | Active | X | Active | Active |
| Instagram | Active | Active | X | Active | Active |

It should be noted that although the description of active/passive users can be made considering the amount of time they spend on online platforms, the people they follow, and/or the online groups they belonged to, in the present study being passive or active is used within the argument of dissemination of any information, i.e., actively sharing on online platforms. Upon the overview of participants' use of the available online platforms, it can be pointed out that while Rıza and Ceren provided a detailed information regarding their teaching and research experiences on their institutional webpages, very limited or no information was available for Ayla, Tuba and İpek on their websites. Among the five participants, Tuba and İpek were almost non-existent on social media despite having an active account, whereas Rıza's and Ceren's personal institutional webpages included a comprehensive overview of their teaching and research practices. Ceren was the one who actively shares research related posts on Facebook and Instagram, and she usually retweets professional research/teaching related posts on Twitter. Rıza was also active mostly on Twitter for professional purposes. The other three participants were mostly passive followers rather than active users of online platforms who share personal or professional posts.

To conclude, as narrative inquiry requires in-depth analysis of lived experiences, as many data sources as possible have been used for the present study. It is hoped that utilizing several data sources contributed to the narratives of these Turkish EFL instructors' multiple role transitions and processes of becoming an academic researcher during their PhD journey.

### 3.6. Data Analysis

As the data in the qualitative studies are emergent and interpretive (Dörnyei, 2007), the procedures and techniques used to understand the data may change during the course of the study. All the data from the interviews were video recorded to make it easier to understand the speaker while transcribing the video. The video recorded data were transcribed verbatim. In qualitative studies,

analysis and data collecting coexist, thus, coding and categorization of the earlier phase may lead to a need for further exploration of the topic. Iterative model of data analysis was considered throughout the study. An inductive and interpretive approach to qualitative data analysis was adopted. Because the present narrative inquiry aimed to explore the human experience verbalized by the participants and someone close to them, the data analysis to make meaning of the stories told was "a complex procedure that involves moving back and forth between concrete bits of data and abstract concepts, between inductive and deductive reasoning, between description and interpretation" (Merriam & Tisdell, 2016, p. 202).

In the present narrative analysis, while constructing the story plots, temporality/continuity (past, present, and future), sociality/interaction (personal and social), and place/situation dimensions of narrative inquiry were taken into consideration (Clandinin & Connelly, 2000; Connelly & Clandinin, 2006). In this regard, it can be suggested that considering the intersectionality of multiple forces affecting identity as suggested by Pennington and Richards (2016), a social constructivist approach was adopted in the surface layer of the analysis. Moreover, three modes of agency, i.e., personal, proxy, and collective (Bandura, 2006), Seemiller and Priest's (2015) four identity development spaces (LEPID), i.e., exploration, experimentation, validation, and confirmation, and positioning theory (Davies & Harre, 1990), Deleuze and Guattari's (1987) nomadic identity and the concept of smooth spaces, and the three modes of belonging, i.e., engagement, imagination, and alignment (Wenger, 2000) guided the analysis as analysis lens for the sociocultural aspects of the stories. (See Figure 1 and Figure 2)

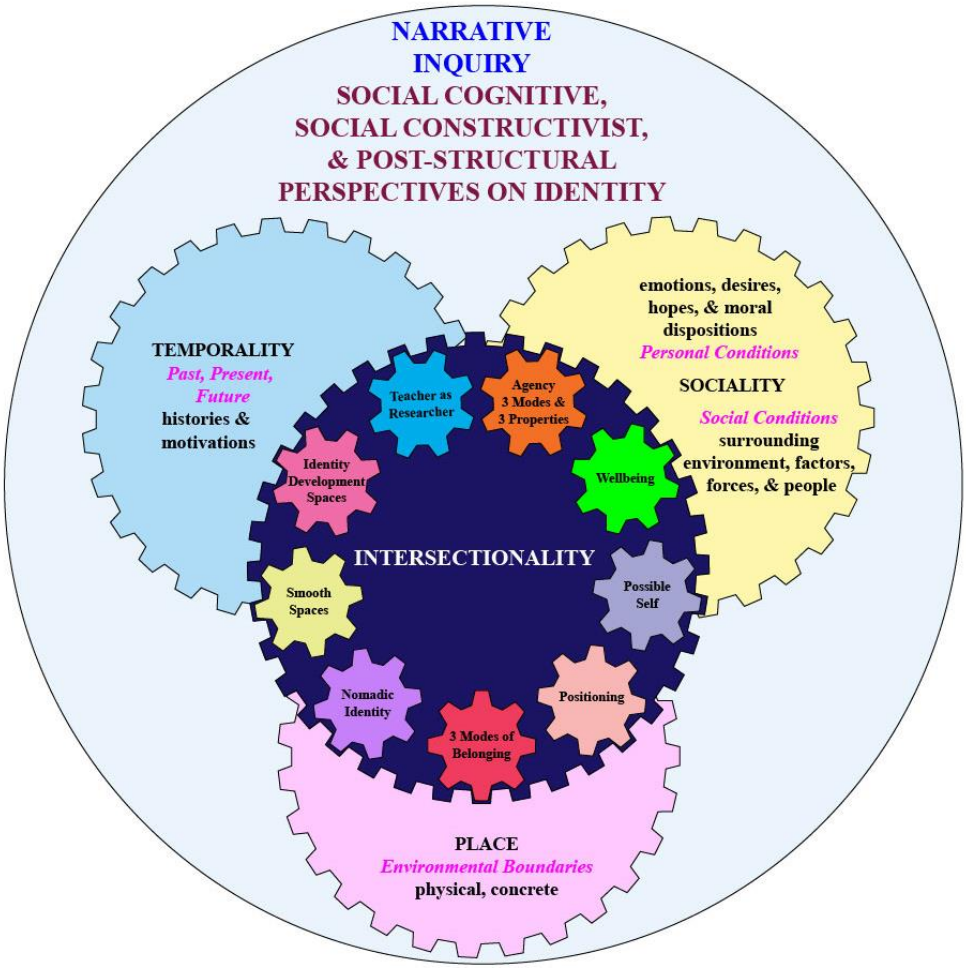



**Figure 1.** *Metatheoretical Framework that Guided the Present Narrative Inquiry*

While Figure 1 presents the complex, compound, and dynamic intersection of forces, concepts and theories that guided the present study, Figure 2 shows how the surface layers of plotting the stories was designed.

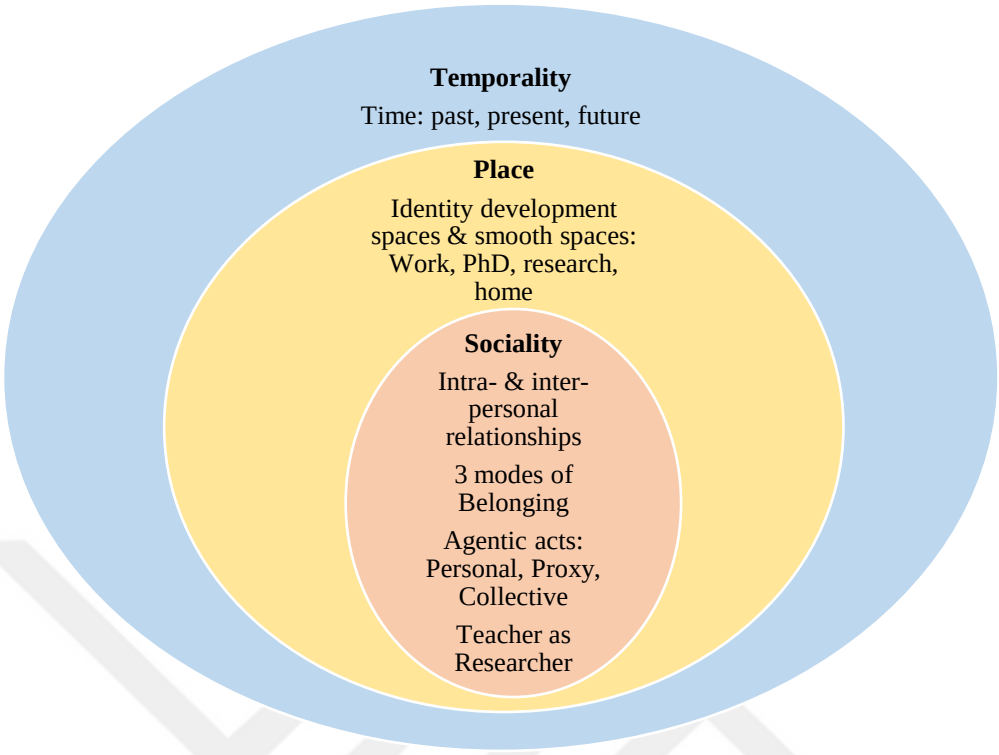



**Figure 2.** *Framework to Storying the Narratives*

As seen in Figure 1 and Figure 2, the present narrative inquiry requires a thorough analysis of the lived experiences of individuals following several simultaneous and sequential steps and adopting a metatheoretical intersectionality framework (see Figure 1) that incorporates socio-cognitive, social constructivist and post-structural approaches: (a) the three aspects of narrative, i.e., temporality, sociality, and place (Connelly & Clandinin, 2006), (b) three modes of agency, i.e., personal, proxy, and collective and three properties of agency guiding the individuals, i.e., forethought, self-reactiveness, and self-reflectiveness (Bandura, 2000), (c) identity development spaces (Seemiller & Priest, 2015), (d) nomadic identity and smooth spaces (Deleuze & Guattari, 1987), (e) possible self (Markus & Nurius, 1986), (f) positioning theory (Davies & Harre, 1990), (g) three modes of belonging, i.e., engagement, imagination, and alignment (Wenger, 2000), (h) wellbeing, and (i) teacher as researcher.

Moreover, thematic content analysis was conducted to explore the stories told by the participants (Block, 2010). Data analysis involved repeated readings of the

data to code the data and categorize it into themes (Silverman, 2006). MAXQDA 2022 was used to code and categorize the data. Complying with the narrative turn in social studies, "a visual turn" has been acknowledged in social research; however, "the use of images is hardly new" (Riessman, 2008, p. 142). Thus, the images shared on participants' social media, if any, were used as data sources to understand their experience. In addition to the use of images as data sources, both free and purchased artificial intelligence-generated images (Hotpot.ai, 2023a) were used to present the participants' overall story representation and the metaphorical descriptions of their own experience of doctoral education and becoming academic researchers.

### 3.6.1. Coding

Thematic content analysis was conducted in the present study to explore the role transition experiences of the participants during their PhD journey and their process of becoming academic researcher. Also, holistic-content and categorical-content analysis approaches have been adopted (Lieblich et al., 1998). Using deductive analysis, the data was approached with priori themes. Considering the three dimensions of narrative studies, i.e., temporality (past, present, and future), sociality (personal and social), and place and reviewing the relevant literature on language teacher identity and narratives on the experiences of PhD students from several fields, some existing codes such as roles, relationship with people, time/PhD phases, emotions, space/context, support mechanisms and challenges were noted to guide the overall thematic content analysis. Then, using inductive analysis, emergent themes were noted and a list of emergent themes to be used later in the analysis was generated. The same process was followed for each participant in the study. (Please see Appendix F for the list of codes used in the study)

### 3.7. Ethics

The permission to conduct the study was taken from the Ethical Board of the university, and the ethical guidelines of the ethics committee were followed throughout this study. Considering the four main principles required by many research institutions, several steps were taken (Halai, 2006). First, informed consent forms (see Appendix A) were gathered. After approaching the potential participants, verbally informing them about the aim of the study and receiving their acceptance to participate in the study, an online questionnaire was sent to the participants to inform them about the aim and the procedure of the study, to receive their consent, and to collect information about their educational background and work experience. As the second and third principle requires, confidentiality of the data and the anonymity of the participants were ensured throughout this study. Participation in this study was voluntary, and participants were ensured to withdraw any time they wanted. Finally, utmost attention was paid to do no harm to the participants such as having two rounds of member checking to negotiate with the participants about the extent of the information to be presented in their quotations. Last but not the least, if they requested, some parts of their quotations were removed from their stories even if they may include critical incidents that would have contributed to the present study.

#### 3.7.1. Ethical Considerations in Narrative Inquiry

As pointed out by Brazill (2021) “Narrative inquirers should do research with and for participants, not on participants” (p. 408). During the data collection and analysis of narrative inquiry, researchers should consider the ethical considerations to act responsibly, “such as honoring participants’ narrative authority, openness to multiple voices, and considering the audience” (Clandinin, 2006; Clandinin & Huber, 2010, as cited in Brazill, 2021, p.408). The inquirers should question if the narrative report presented is right or wrong because as narrative inquiry reveals personal and critical incidents and relationships, “we can never definitively know how others interpret our work nor can we ever

definitively know who we harm and help with our life stories" (Adams, 2008, p. 190). Thus, the researchers, first, should be reflexive about their biases and understanding of the topic inquired so that what parts of the story is derived from the source of the story, i.e., the participant and what part is derived from the researcher's interpretation of the story told can be understood (Josselson, 2007).

Conducting narrative inquiry also requires the researcher to act responsibly to protect the privacy of the individuals; thus, several precautions should be taken to ensure the anonymity of the individuals (Josselson, 2007, p. 538). In relation to the narrative authority, as narrative researchers conduct the studies to give "voice" to underrepresented individuals, it is highlighted that the participants should be the co-producers of their own stories, and thus, there should be a collaboration between the researcher and the participant, making the participants "the authority on the meaning in the text" (Etter-Lewis, 1996, as cited in Josselson, 2007, p. 548). This requirement often puts the researchers in dilemma "to cope with her or his voice, simultaneously representing participants' field experiences and finally going beyond the field and field texts speaking to an audience'" (Clandinin & Connelly, 1998, p. 85, as cited in Estola, 2003, p. 187). For this reason, direct quotations are also utilized to keep the voice of the participants through the story, and in some cases, long quotations are also used to present "a faithful representation of participants' voices and to provide appropriate context for the quotation" so that the audience can make their own conclusions (Power et al., 2016, p. 71). In other words, as narratives include information about the time, people, and context, i.e., temporality, sociality, and place, long quotations are instrumental not to lose the voice of the participants throughout the story and to prevent the fragmentation and the distortion of the story when it is taken out of its context (Clark et al., 2022; Havstam et al., 2011). In the foreword of the book *Ethics and process in the Narrative Study of Lives*, Josselson (1996) also suggested that "long quotations in the protagonists' voices are desirable as well as discussion of the author's place in the study" (p. iii).

Complying with the ethical considerations presented above, numerous measures have been taken in the present study. Reflexivity of the researcher was presented in section 3.3. In the next section, a discussion in relation to the quality criteria will be presented.

### 3.8. Quality Criteria

Guba (1981) suggested that several actions were taken to ensure the trustworthiness of the study. To assure the credibility of the study, triangulation using several data sources and member checking were considered, and transcriptions were shared with the participants to ensure trustworthiness. In order to keep participants' voice throughout their stories, in relation to the topic of the narration, each "narrative unit" is presented considering temporality, sociality, and place of the recalled events, experiences and feelings. Thus, quotations are provided as long as required to prevent fragmentation and to keep participants' voice throughout the stories. Moreover, to ensure the collaborative nature of narrative inquiry, the researcher sent their individual stories to the participants and negotiated with them about the extent and the form of information to be presented in their stories. For this reason, after member checking if participants requested some long parts of their narrative to be deleted, even if these parts could have contributed to the stories and to the findings of the dissertation, these parts have been extracted from their narratives. The use of several Xs (e.g., XXXXXXXXXX) has been utilized to show that some parts of the narrative have been removed upon participant's request. Whereas ellipses (…) have been used if the researcher removed some parts of the narrative unit to show that single/multiple parts of the extract have been removed as they were not relevant with the story being told in that narrative unit. For transferability, a detailed thick description of the data from the participants and their specific contexts was written; however, to ensure the anonymity of the individuals, some information could not be included. For dependability, audit trail for the detailed accounts of how the study was conducted was utilized, and the researcher tried to be reflexive to eliminate research bias (Lincoln & Guba,

1985). Thus, as Creswell (2005) points out researcher's positioning was provided (please see section 3.3) because "the researcher comments on past experiences, biases, prejudices, and orientations that have likely shaped the interpretation and approach to the study" (p. 208). Moreover, a critical researcher with a qualitative research background was consulted to compare the coding and interpretation of the data. While I was the master coder in the present study, to ensure a minimum 20% interrater reliability index, which is considered as the minimum standard (Syed & Nelson, 2015), a colleague who is also a PhD candidate in ELT and a qualitative researcher was requested to code the three interview transcriptions collected from one participant and her husband as this reliability coder had prior qualitative research training and experience. After her coding, our coding decisions were compared and discussed, and we agreed on the themes emerged. As presented, the researcher tried to take several steps guided by the ethical considerations and the quality criteria suggested in the literature.

### 3.9. Narrative Protocol Adopted in the Study

As presented in this chapter, conducting narrative inquiry requires consideration of several points. The narrative protocol adopted throughout this study is presented in Figure 3 below.

<table>
<tr><th>Throughout the study, considering:</th><th>Steps</th></tr>
<tr><td rowspan="4">• Ethical considerations<br>• Personal histories and researcher's reflexivity<br>• Framework of the study<br>• Three aspects of narrative: temporality, sociality, and place</td><td>1. Participant selection</td></tr>
<tr><td>2. Iterative data collection<br>• Conducting Interviews 1, 2 , Outsider Comment and Transcription<br>• Coding on MaxQDA: Pre-existing codes & emerging codes<br>• Follow-up questions if necessary<br>• Looking for themes</td></tr>
<tr><td>3. Anonymizing and constructing participants' individual stories*<br>• Reorganizing long quotations<br>• Anonymizing the participants changing some personal information<br>• Re-storying individual narratives<br>• Member checking<br>• Writing the individual stories adopting an analytical lens<br>• If used, translating the Turkish quotations<br>*Multiple readings and revisions</td></tr>
<tr><td>4. Searching for recurrent themes<br>• Presenting the common themes</td></tr>
</table>

**Figure 3.** *Narrative Protocol Adopted Throughout the Study*

As seen in the figure, throughout the study, ethical considerations and the theoretical framework of the study guided me in every step I took. Especially while constructing the stories which was the most challenging phase I had to go through several times, the three aspects of narrative and the framework of the study guided me to present a concise narrative of the intersection of multiple forces in each individual's story.

# CHAPTER 4

# FINDINGS

## 4.1. Introduction

This study adopted narrative inquiry to explore participants' lived experiences with regard to their PhD journey and becoming an Academic Researcher Teacher (ART). The purpose of the study is to understand what it is like to manage multi-roles while pursuing a PhD and becoming an ART and to explore the challenges and support mechanisms available, if any, as well as to gain an understanding of their perceptions of themselves as teachers and researchers.

In this chapter, the findings for the following research questions are presented:

1. What is the *nature of the experience* of 'becoming an academic researcher teacher' (ART) while assuming multiple professional, social, educational roles during the PhD?
    a. What *aspirational factors* and *ideal/hoped for (possible) selves* drive EFL instructors to start, continue and complete a PhD?
    b. What temporal, social and place related *challenges, benefits and support systems* exist for EFL instructors' multiple role management and exercise of agency during their PhD?
    c. How is the *interrelation* between teacher identity and researcher identity reflected in EFL instructors' multiple role transitions during PhD?
    d. How do the *identity spaces* available impede or contribute to EFL instructors' ART identity development?

The present study focuses on the academic researcher identity construction and multiple role transition experiences of the five EFL instructors through their PhD journey. As PhD is a continuum of previous formal research learning and practices, in data collection and analysis, a socio-cultural approach is adopted while presenting the history of the participants, i.e., the background information of the participants dates back to their undergraduate studies followed by their master's degree, and the context and the interpersonal relationships. In this chapter, the participants' individual stories of their multiple role transitions during their PhD and their journey of becoming an academic researcher are presented adopting a metatheoretical framework presented in Section 2.1. that incorporated both social cultural, social cognitive and post-structural perspectives on identity. For each participant, first, detailed background information about the participant's personal, educational, and professional (teaching and research) experiences is provided. For ethical considerations, some facts on their personal information were changed to ensure their anonymity. Following the biographical information, the individual stories start with the presentation of their motivations and desires for pursuing a PhD and their future orientations. The next section focuses on the presentation of the challenges they faced and the benefits and support mechanisms available while they were managing multiple role transitions, i.e., being a full-time language instructor and pursuing a PhD. In the next section, how the interplay between research and teaching was reflected in their professional practices is addressed. Moreover, researcher's analytical summary is included at the end of each participant's narrated lived experiences. As the recurring themes across stories are addressed in the discussion chapter, to avoid repetition throughout the presentation and discussion of findings, I decided not to allocate a section in this chapter on recurring themes across stories.

As presented in the previous chapter in section 3.7 and section 3.8, several points guided by the ethical considerations and the quality criteria have been considered in the present study. While presenting the narratives, several direct quotations are provided to preserve the voice of the participants in their stories (Broomfield et

al., 2021; Irvine, 2010). Moreover, to avoid the fragmentation and distortion of the context which could give valuable information about the temporality, sociality, and place of the narrative unit, presentation of some long quotations has been utilized (Clark et al., 2022; Havstam et al., 2011; Josselson, 1996; Power et al., 2016). While presenting the narratives of each participant, in addition to anonymizing the names of each participant, their universities and supervisors, sometimes ellipses, X, or some words such as here, my husband were used for proper names. Table 2 presents how people and institutions were anonymized in the stories.

**Table 2.** Information about Participants' PhD and Work Codes

| ***Participant*** | ***PhD Context*** | ***PhD Supervisor*** | ***Affiliation*** |
|---|---|---|---|
| *1 Ayla* | RED university | Gaye Hoca | State/ RED university |
| *2 Rıza* | RED university | Kaan Hoca | Private/ BLUE university |
| *3 Tuba* | RED university | Banu Hoca | State/ RED university (Present)<br>Private/ BLUE university (Past) |
| *4 İpek* | WHITE university | Seda Hoca | State/ RED university (Present)<br>State/BROWN university (Past)<br>State/ WHITE university (Past) |
| *5 Ceren* | BLACK university | Elif Hoca (Arda Hoca) | State/GREEN University (Present)<br>State/ YELLOW university (Past) |

After member checking for the initial storying phase, if participants wanted any part of their excerpts to be removed, several Xs (e.g., XXXXXXXXXXX) were typed in place of the removed parts. Finally, if the researcher removed any part in the extract as it was not relevant to the story being told in that narrative unit, ellipses were used.

The next section will present the individual stories of five participants, each followed by the researcher's analytical summary. Each participant's diverse but unique stories revealed multifaceted stories of the PhD journey and different narratives of becoming an academic researcher teacher, i.e., an ART.

## 4.2. Individual Stories

### 4.2.1. Story of Ayla: The Proxy Agent as the Bridge between Research and Practice



**Figure 4.** *Ayla: The Proxy Agent as the Bridge between Research and Practice* (Hotpot.ai, 2023b)

#### 4.2.1.1. Ayla's Biographical Overview

Ayla, a female EFL instructor in around her late thirties, was married and a mother of a kindergarten-age daughter when the data were being collected for the present study. She was born and raised in a different city from her work and PhD setting, and she had been living in the same city since her undergraduate education. Table 8 presents how the people and places in her story were coded.

**Table 8.** How People and Places are Coded in Ayla's Story

| People/Places | Pseudonyms/ Codes |
|---|---|
| Participant | Ayla |
| Former work setting | Blue university |
| Current work setting | Red university |
| PhD setting | Red university |

Ayla received her BA and MA degree from the ELT department at Red university. After her BA, she worked at a private university, and then at a private high school, but then she decided to pursue a PhD abroad and was accepted to a program there. During her stay abroad, after losing her father, she quit the program, came back to Türkiye and started to work at Red university. She started and completed her coursework in a non-ELT PhD program in Red university, but as she realized that she did not belong to that field, not being able to align with the larger structure, she quit the program. In the meantime, she completed a diploma qualification program in teaching English. Right after she quit the non-ELT PhD, she started pursuing her PhD in the ELT program at Red university, and when interviewed for the present study, she was in the process of writing her dissertation, and she had been working as a full-time language instructor at Red university for more than 10 years, and she was an active member of the professional development unit. In the following section, Ayla's PhD journey and her becoming an academic researcher will be explored. (Ayla and her husband preferred to use Turkish in the interviews; thus, all the quotations in her story have been translated. Please see Appendix E for Turkish quotations.)

#### 4.2.1.2. Ayla's Motivations and Future Orientations to Pursue PhD

Ayla had always tried to improve her professional identity seeking formal education. Being a research- and development-oriented teacher, she did not want to pursue a PhD to have a faculty position or an academic title, but her sole goal was to develop professionally. In other words, her decision to seek ongoing professional development is an exercise of high personal agency, and pursuing

PhD in ELT was an act of proxy agency in this regard as she could develop her knowledge and skills through PhD.

> *As a person, she is a little more inclined to do research. She is someone who can have such questions in her mind, and someone who can work on them. .... I think this is probably part of a natural flow she is living in. (Ayla's Husband, I1)*

> *I didn't do it for a position, but I really wanted to move forward in my career. I wanted to move forward professionally, I wanted to know my field well. (Ayla, I1)*

Moreover, Ayla was an active member of the professional development at her school, and when she completes her PhD, as a language instructor with a PhD, she wants to work with teachers in her future career to help them develop professionally, which may affect the teaching and learning practices in class positively. Thus, her future orientations include exercising collective agency in and outside her institution.

> *Something like the trainings given here can be spread outside the institution, this may be on a national or international level. (Ayla's Husband, I1)*

> *I am here to guide the new teachers to adapt to the institution as they come from different cultures, from several other institutions, you know to meet in the common ground together, observing their lessons, saying something to them, and their saying "Oh, Yes, hocam, I will try this" or "hocam, this will not work in my class because of this reason" and me having another reason to think again about how we can do it. These satisfy me very much in the professional sense. I think what I do is already very intertwined with teacher education, so I don't mind it if I don't work at an Education Faculty after my doctorate. (Ayla, I2)*

Ayla was happy with her student profile and current position and practices, and after PhD she does not mind working with in-service or pre-service teachers, and she does not have clear goals for her future career. Making a career decision requires high personal agency as she has to consider several factors such as the availability and requirement of the position, her family, and her current position.

> *Changing the city and so on, it is very difficult because my child goes to school. In other words, in terms of a career, there is nothing like I became a doctor, so I will work at pre-service, but if I come across any, I may evaluate it. (Ayla, I2)*

The state of in-betweenness with regard to her roles, especially her motherhood affects her career decisions. For example, pursuing a post-doc is not a decision she can take by herself. The absence or existence of proxy agency mode such as seeking and receiving scholarship, familial and institutional support may help her make up her mind as to whether to pursue a post-doc degree or not.

> *My responsibilities outweigh. Can I go with them, the child has the school, how will it be? Can I go there and stay permanently? It makes me think as it is something totally different, it includes going. If I were alone, for example, I would certainly do a post doc, and I would say in advance that I will do a post-doc for sure. (Ayla, I2)*

She has to think about the possible outcomes of her decision for her career and for her family, then, she believes she can regulate her motivations and actions. Once she completes her PhD, with or without a title or position, Ayla will continue conducting research as an act of personal, proxy and collective agency.

#### 4.2.1.3. Challenges and Support Mechanisms Interplaying in Ayla's Multiple Role Management during PhD



**Figure 5.** *Ayla's Metaphor for Her PhD Experience*
(Hotpot.ai, 2023c)

*A rollercoaster in every sense. (Ayla, I2)*

Ayla was already a research-oriented person before she started PhD, and she had several conference presentations and a few research articles published before PhD. These were the spaces that she felt validated and confirmed her researcher identity, but after she started her PhD, she stopped these practices because of her social roles as a mother and a wife and her professional roles as a teacher and a PhD student.

> *I had always been involved in these things, as I said, but having a child affected many things. (Ayla, I2)*
>
> *Unfortunately, there was such a transition there at the beginning of my doctorate, that I have a child, a baby, that I am raising alone. Then,… the pandemic breakout prevented me from these academic interactions a lot. (Ayla, I2)*

Doing a PhD program is difficult, and many can drop out before completing it. As acts of personal agency to ensure her wellbeing, Ayla could easily quit the other two PhD programs she had started, but despite the challenges she faced, she never thought of dropping her current program. Pursuing a PhD was like riding a rollercoaster for Ayla, with a lot of ups and downs. The ride was a long bumpy one, but it was enjoyable and reassuring, as well.

> *A rollercoaster in every sense…it is absolutely nothing smooth and never continues as you guess…. Sometimes you go up so slowly because the road in front of you is very steep…there are many ups-downs. When you set out the journey, you don't think like that, I mean, you think like I'll take the courses, I'll take the comprehensive exam, then I'll write the dissertation, but it doesn't happen like this... It is absolutely not a straight steady road. (Ayla, I2)*

Each time she felt challenged, she could find a different reason to continue her journey. Due to her state of in-betweenness in terms of time, space, and place, she assumed several roles: social roles as a mother, a wife, and a daughter and professional roles as a teacher, a PhD student/researcher, and a professional development unit member. Ayla experienced several challenges while managing multiple roles during her PhD, and sometimes getting support or sometimes

solely on her own, she had to overcome the challenges via exercising personal, proxy and/or collective agency. Continuing this journey would not be possible without the support she received from different sources acting as proxy and collective agents.

To start with, taking on several roles was a big challenge for her, and motherhood was her prior role most of the time. She sought her husband's or sister's support as an act of proxy agency, or she sometimes had to sleep less or late, and sometimes she had to suspend her free time activities as a personal agentic act to manage both roles.

> *I never had a hard time, they* (teaching and research) *supported each other very well. But it was the other dimension that made both of them difficult, the social dimension; being the mother of someone, being the wife of someone, being the daughter of someone living alone outside the city, living far away. In other words, you can't decide which roles you will sometimes prioritize, or you want to prioritize your research, your thesis, then you feel guilty for neglecting the other. (Ayla, I1)*

Home was a place where she assumed several identities, a mother, a wife, a teacher, a PhD student, and a researcher. Her work setting was another place where she assumed several roles, and those roles brought some challenges as well. Especially, as she was working as a full-time instructor, arranging her teaching schedule to be able to take her PhD courses was a problem. During the unpaid leave and after she started working, she received her husband's support while scheduling her courses and utilizing personal and proxy agency. That way, she could manage taking the courses she wanted.

> *I shouldn't deny that when I was taking courses, for example, he had such a support. It was a very big challenge, for example, during the course phase for me. But if I hadn't been on unpaid maternity leave, for example, I wouldn't have been able to take most of the courses. (Ayla, I1)*

Her husband was the main support mechanism for relieving this responsibility as they were living away from their families, and he supported her both by offering the convenient time for her to take the morning PhD courses she wanted to, and

by supporting the family financially. There was also another person in her family that supported her. When she had to take on the role of a daughter to take care of her parent living in another city, her sister used to comfort her.

> *My sister supports me "You are working, you have a little child, you are pursuing a PhD. I will take care of... I am already here." At least, you are a little relieved, but you feel guilty, you have a troubled conscience which really tires you. (Ayla, I1)*

The feeling of guilt was a strong emotion she demonstrated while she was talking about not being able to allocate the necessary time for her social roles as a mother, wife, and a daughter. Thus, seeking support from proxy agents helped her manage and balance her multiple role related life better. Although she sought support in the form of proxy agency in some respects, she was alone in her PhD journey, and herself was the major support mechanism for her to continue, she tried to be strong imagining her future self, the moment she will begiven a PhD degree. In other words, she was aware of the fact that her high personal agency helped her to have control over the conditions affecting her experience and to manage her multiple role transitions.

> *Sometimes that side can even be a shackle rather than support, or you expect something like I am writing the thesis, I'm in the last semester, you want to be given all the priority. But he says, for example, I will go out with my friends on Saturday evening, to dinner, he has the right. So, you have to take care of the child there, and your plans are postponed to the night or the next day. In this respect, I do not think that I have received a lot of support. (Ayla, I1)*

> *First of all, frankly, I see myself very lonely in many phases, and I see myself as the only support mechanism in most processes, I see my motivation, plans and the time after that, imagining the moment when I receive that doctorate degree, and so on. (Ayla, I1)*

In her journey, the fact that she was both a teacher and a mother affected her PhD studies in terms of time management. Especially while getting ready for the comprehensive exam, she felt the need of quality time for her PhD studies, and she could only find it thanks to her high personal agency with regard to her time management skills and her decision to complete her PhD studies usually at

nights after all other roles related tasks were fulfilled. Being a full-time teacher during the day and a mother of a baby after work were the two roles she could not avoid. Thus, to be able to continue her PhD studies, she had to sacrifice her sleep time which was another act of personal agency to achieve her desired goal.

> *I could start studying at 11 o'clock in the evening… It was a disadvantage for me. Because always the school related tasks, for example, if there's exam papers to read until tomorrow, you have to read them. It is the priority of being a teacher, like it or not. (Ayla, I2)*

> *Sometimes willingly, sometimes compulsorily I usually give priority to the family part, but I try to finish my studies in a way, and what happens then is no time for yourself, you do it by sacrificing from sleep. But as I said, this continues because you have this internal motivation. (Ayla, I1)*

As her schedule got hectic, in addition to her sleep, she had to sacrifice her free time to continue her studies; she could not have free time for herself, or she could not pursue any social activities for a long time, which is another form of personal agentic attempt to control her life to achieve the desired outcome.

> *So, if we're going to do something extra, we do it in our own time, this may be our sleep, it may be an activity we will do. (Ayla's Husband, I1)*

In addition to the family support available mostly for personal roles, her supervisor was the strongest support mechanism, a proxy agent for her PhD studies. To start with, the fact that they had common features in terms of working style and planning, and that they had a good communication made Ayla decide to work with her for her dissertation.

> *Perhaps I wouldn't have chosen a professor with whom I couldn't feel very close even if I may share the same interests and be similar with in terms of planning, working style, discipline, and so on. (Ayla, I1)*

Her self-awareness of her personality and study habits helped Ayla exercise personal agency for choosing the right supervisor to work with. Her supervisor guided her while she was preparing for the comprehensive exam which she described as the most difficult phase. Collectively with her supervisor, they made

a study plan for 6 months dividing that period into weekly and monthly schedules which resulted in her passing the comprehensive exam.

> *With my supervisor, we planned a 6-month schedule, roughly what topics to study. (Ayla, I1)*

After taking courses and passing the qualification exam, she was finally in the dissertation writing phase. In this phase, Ayla also demonstrated a lot of personal and proxy agency when she experienced some challenges. When she passed the exam, while writing her dissertation, her supervisor was always there when she needed. She could communicate with her supervisor easily because she believed that her supervisor could understand what she was going through. The open and healthy communication between Ayla and her supervisor made it possible for them to work collectively. It also reinforced Ayla's personal and proxy agency. For example, when she could not proceed as they had planned, she was able to tell it honestly to her supervisor, and having the opportunity to seek support from her supervisor decreased the pressure on her.

> *I can talk to her honestly, I tell her like "this happened, so I couldn't do it.". She knows that I will surely close that gap in a way, so she never puts pressure on me, she helps me a lot when I set the plans, she says "let's go like this, let's proceed like that". …. We draw a frame together, filling in that frame is my job… we work very well together. (Ayla, I1)*

As PhD is a long journey, students need to go through the phases engaging and aligning with their thesis advising committee (*hereafter* TAC or committee). In other words, their exercise of proxy and collective agency is highly crucial in the desired outcome, i.e., completing the program as the TAC meetings served as exploration and validation spaces for their dissertation writing phase. Sometimes PhD students can experience TAC related challenges. For example, there was a change in Ayla's TAC which made her slow down her studies in her dissertation writing phase to align with the new member.

> *To explain what I did and to adapt to each other, we moved slowly. It is absolutely not a straight steady road. (Ayla, I2)*

However, her TAC members were also one of the support mechanisms in her journey. As proxy agents, her committee first guided her about her sampling suggesting that she could keep the data collection limited with the universities in the city she works as the sample size was enough there. Ayla perceived receiving feedback in her TAC meetings as a rewarding experience because benefiting from their knowledge and skills, she could improve her study.

> *It is very rewarding to have the TAC meetings by showing the members that you had spent that 6 months fruitfully and leaving by getting the feedback understanding that you are doing well. (Ayla, I1)*

The TAC meetings were also helpful in designing her path to take, and the six-month intervals between each meeting helped her to proceed as she planned smoothly.

> *You have to show something there. In that meeting, you decide for your next purpose. You make the plan of it. Sometimes I couldn't do much in the summers, in the thesis stage. … I spent a month without doing much for the thesis. But I usually proceeded by trying to stick to those six-month plans. (Ayla, I1)*

Relying on the recommendations of the committee members who were acting as proxy agents, and by making her own decisions as the personal agent, she was able to write her chapters which was the outcome of the collective support of all agents and her alignment with their recommendations. In other words, her TAC meetings served as exploration, experimentation, and validation spaces for her researcher identity.

> *When they make suggestions like these, it's very rewarding. For example, after the proposal jury, I prepared a very nice plan for myself. I spent these six months to the fullest. When I had the next meeting six months later, I was able to show my literature review, data collection tools and I had received all the permission from the board of the ethics and so on. I was now ready to collect data. Almost my three chapters were completed, ready. (Ayla, I1)*

In the dissertation writing phase, reaching out her supervisor or the committee members was another challenge she experienced sometimes. This was a problem mainly because she was pursuing a hybrid PhD. In other words, she was not a

paid, full-time PhD student or research assistant who is required to be present in the PhD setting during the dissertation writing phase. Thus, she had to find her own ways to be able to contact her professors which is another demonstration of her high personal agency. For example, when she came to a part of a project, got stuck, and needed to get advice from a professor so that she could proceed accordingly, she used to send an email. Wen she could not receive a reply for weeks, she used to check the schedules of the professors and visit them right after their classes so that she could ask her questions.

> *At that point, then, you are trying to find your own ways. (Ayla, I1)*

In addition to the supervisor and TAC members, another source of support came from her professional network during her dissertation writing phase. The major challenge was collecting data from enough participants. In her dissertation study, she included all the preparatory schools in the city, but she could reach half of them; only, half responded voluntarily which was a critical incident in her dissertation phase.

> *I can never forget that moment, my disappointment, how my heart really beat, like "What am I gonna do now?" (Ayla, I1)*

Seeking support from her peers working as language instructors in other institutions, she was able to reach enough participants for her dissertation thanks to utilizing her professional network as proxy and collective agents.

Another challenge she had to overcome was about data analysis. She was not sure about which test to use to analyze her data. In her thesis proposal meeting, her committee members did not give any negative feedback on the data analysis method she was planning to use, but once she started to analyze the data with that method, the analysis did not come out as planned, but with another method, it was working. This was another critical incident she felt disappointed about as she had to work on it for a few months.

> *She couldn't solve it in a very long time, things, let's say, for a month and a half, two months, or something, she had to think about, deal with. … Then when they are resolved, such there is this positive feeling with a relief. (Ayla's Husband, I1)*

Enacting personal agency effectively, she benefited from another study that helped her find the correct data analysis method for her study. When she saw that they conducted the analysis with t-test and ANOVA, she tried these tests.

> *I felt pretty down there… Then, I did it like that and the results came out. (Ayla, I1)*

Her network of friends who were also pursuing a PhD was another support mechanism when needed. Sharing ideas and feelings with other PhD students increased her motivation and improved her wellbeing as it helped her have a more self-approving attitude.

> *It feels good, you know. I have a lot of friends around who pursue a doctorate, so you see that everyone is in the same situation. Even talking about our topics is motivating, so there comes this feeling like "I'm also doing something." (Ayla, I1)*

Moreover, Ayla had one friend that she consulted when she needed a critical friend in her research studies. Her taking the initiative and seeking support in the form of a proxy agent also supported her successful completion of her research studies.

> *When, for example, I need a second coder, I ask if she has time, and thankfully, she does it if she has time. (Ayla, I1)*

When compared to other PhD students in other universities, Ayla was lucky as she could benefit from the online and printed resources available in Red university library. If she was in another city or needed a book available in another university's library, her professional identity as a lecturer at Red university was instrumental as an act of exercising proxy agency to reach the facilities and sources.

> *I have used my academic identity a lot... Even if you are an instructor at a university, when you are an academic staff at university, even if you are a lecturer, you can do this at most of the universities. (Ayla, I1)*

She was both a PhD student and a full-time instructor at Red university, and she felt the support of her institution during her PhD. The coexistence of a supportive work setting and her high personal agency helped Ayla manage her professional role and PhD life in a balanced manner. If necessary, while taking PhD courses, the administration provided some options to help the instructors schedule their PhD and teaching courses easily, but only if scheduling courses accordingly was really necessary.

> *They let you do a makeup course for a day, or they send a substitute teacher for a day. But just in the first semester, if you say, "I want to take this course and it is in the morning", so it does not work. (Ayla, I1)*

In addition to the course phase, she was sure that her work setting would work as a proxy agent even in extreme cases if she sought support.

> *My school is very supportive, I mean, even if it is in the most hectic week, for example, you know, the school is in alert mode on our proficiency exam day. Let's say, my TAC meeting was scheduled for that day, I am sure that they will not say anything and give the permission. (Ayla, I1)*

Social media, especially Twitter was another source for Ayla to connect to the academia. She was not using it as a content producer, but to follow people and institutions in her field. In other words, using social media was an act of personal agency to be in contact with the institutions and the people in the academia by following the posts and updates they share. Moreover, when someone important in the field follows her back, it motivates her as she perceives it as an act of validation and confirmation to the group. For example, when one influential ELT person followed her in one of the online academic platforms, it boosted her self-confidence.

> *I was surprised of course, I thought "why am I?" The things I do is very limited in fact, so I do not know, maybe it was a coincidence, maybe he followed me*

> *back as I followed him, but it was pretty long time after I followed him. I feel happy, I feel like that the things I do are valuable, so they attracted his curiosity, because these people are like reference points in the field, so I feel happy of course. (Ayla, I2)*

She could attend conferences for the dissemination of her research practices or to further her knowledge and extend her network, but she was not a member of a social, professional community because of time considerations. It was an intentional act of exercising personal agency as she thought it would distract her focus on her dissertation.

> *I joined TESOL Türkiye, but when there is a convention, you need to go as a member, and right now I'm afraid if I take time for something else and get carried away with that and I won't have enough time. (Ayla, I1)*

Utilizing different modes of agency and incorporating different agentic properties, Ayla was able to overcome most of the challenges she experienced. She was about to submit her dissertation when she was interviewed, and she was hoping to receive the doctor title as an academic researcher teacher, i.e., an ART.

#### 4.2.1.4. The Interrelation Between Ayla's Teacher and Researcher Identity



**Figure 6.** *Ayla's Metaphor for her Journey of Becoming an Academic Researcher*

(Hotpot.ai, 2023d)

> *A large coat you wear. It protects you, shows you powerful, beautiful, but it does not always fit you or not suitable for the season. (Ayla, I2)*

Considering all the challenges Ayla experienced, pursuing a PhD while working as a full-time instructor required devotion. However, maintaining two roles, a teacher and a researcher, also brought some mutual benefits for her two roles. She was confident that one role's assistance could lead to positive outcomes for the other role related tasks.

> *Honestly, it has never been a problem to carry out the teacher and researcher identities together, the two are already going together. If you don't teach, for example, research will be very incomplete, it seems to me that it hangs in the air. And teaching without research, it seems to me that that, I don't know, even without writing an action research, every teacher does it in mind, after the lesson, he/she says "it didn't go well, I should try it this way", tries it, says "it went well", makes an inference in his/her own way. You know, even in their mind, every teacher does research. So, managing the two together never forced me, even the two supported each other very well. (Ayla, I1)*

In this regard, she was utilizing the knowledge and skills she acquired in one role to perform better in the other role. Each space, the classroom and research as a space provided her to explore and experiment her teacher and researcher identity. As a strong personal agent, she could benefit from her other role serving as proxy agent. For this reason, she believed that being a full-time teacher was instrumental for her in her research practices. To start with, Ayla benefited from being a teacher while completing the assignments of her PhD courses. For example, she did not have any difficulty finding a research worthy topic to work on for her assignments.

> *Simply, while finding the topics, for example, if I weren't a teacher, I would be in a difficult situation when I have to find a problem for my research, but now it's very simple. (Ayla, I1)*

Being reflective every day, she could find her weaknesses and areas for improvement every time she went out of the class. As she was working in the professional development unit, which was a validation and confirmation space for her teacher and researcher identity, she was acting as a proxy agent for other

teachers' professional development. Additionally, her work was a contribution to the collective effort of achieving the desired learning and teaching outcomes in the institution. Her teacher role related professional development unit tasks also benefited from her dual identity. For example, when she observes a teacher's lesson, she can find some areas for further exploration. Also, her network of teacher role also worked as proxy agents for her smooth transition in the methodology section of her studies. For example, while finding participants, she could easily find supports from her students and colleagues.

> *This means all these contexts are yours because they ask their friends…and I have acquaintances from the doctorate. That's how, like word of mouth, with requests, and it was not hard to have that connection with request after it, frankly. (Ayla, I1)*

Her teaching experience and network was a resource she could utilize easily, and contrary to the research assistants without teaching experience, she could benefit from the mutual support of her two roles. In this regard, it was empowering to have a teaching background in several aspects. For example, in her Classroom Research course she could easily utilize her teaching background as they had a research paper assignment project that required everyone to focus on a classroom-based problem and develop a method to solve that problem.

> *I remember, for example, that people who weren't teaching were challenged. I remember that they had chosen the subject by relying on the literature, but I could easily say, when we just saw the syllabus, on that first meeting lesson, I could easily tell my topic to the professor because it was something I was dealing with…It was a topic that I really thought about, and it was good to work on, to conduct a research on it in a formal way. Suddenly, that topic came to my mind there. (Ayla, I1)*

She could also act as a proxy agent in her PhD classes which served as an exploration, experimentation, variation space for her researcher identity. For example, she could help her classmates, especially the research assistants with her teaching knowledge, skills, and experience, and she appreciated how her peers acknowledged her teaching experience.

> *Some of them were looking at the books checking what kind of topic it can be, because they don't have a teaching experience. For example, one said board work, but I thought it was very limited back then, and I told them that it was a minor issue, how could they explore it? So, we had something like me giving feedback to them. I appreciated that they asked my opinion… Of course, it can be done, but you know, telling them the potential limitations and so on, I could reason more. (Ayla, I1)*

She could also observe the positive effects of her research background on her teaching practices when compared to her colleagues with no research background. Identifying the problem, acting on it, and finding ways to foster student achievement were some of the contributions of her research background to her teaching practices. In other words, Ayla acknowledges the value of experience, but it was evident that she valued research as a proxy agent to examine and solve the teaching role related problems.

> *I hear sometimes things like a teacher says "I have delivered the content on present continuous", but did the student get it? What should I do so that they get it? What kind of dynamics are there? For awareness of these, that researcher ID is very important. (Ayla, I1)*

For Ayla, having a researcher mindset, a problem posing perspective and solution-oriented awareness was also influential in her teaching practices as it requires one to reflect on the class experience, find the problem and act on to solve the problem.

> *You go out the class and say, let's say, "I'm very tired at the end of the writing lesson, but I think I should not get this much tired, I wonder, do I have a very teacher centered lesson?" Then, I have to solve it, you start to develop a method, for example, to find how to solve it. Then, you have to check whether that method you used, for example, was effective, and as I said you may not do it in a very formal sense, but you need to know how you can look at it as a researcher. (Ayla, I1)*

Being a full-time teacher was financially beneficial for her as well. Ayla could afford to function in multiple roles as she had a full-time paid job. Moreover, her institution also supported the instructors' academic life by giving them the permission and funding to attend conferences. For this reason, the paid full-time

state job and her supportive institution acted as financial proxy agents for her research practices.

> *They used to give permission, and because Red university is a state university, because at state universities there are such fixed things like you get permissions according to the distance, like including one day before the conference day and two after it, so there is no problem because this is given to you as a right, and as I said depending on the country, the distance you go to, there is a certain allowance, and this was a great support.(Ayla, I2)*

However, even if one has a research-oriented inclinations for teaching practice, if the necessary research knowledge and skills cannot be utilized, it will not be possible to achieve the positive outcome. In this respect, Ayla acknowledges the positive contribution of her PhD oriented researcher identity to her teaching practices. In other words, the PhD program with all the stakeholders included and the experience itself serves as a proxy agent and a smooth space as it provided Ayla the theory and research knowledge and skills that she could utilize in solving her teaching practice related problems.

> *If I weren't a doctoral student, maybe I wouldn't have been aware of triangulation, and I would always concentrate on myself, how I felt, what I gave, but now I know that the student's idea is also important, and for example, I collect feedback from them, …, or I want a friend to watch me as I know that there is this triangle, teacher, lesson, student, … and thus, I proceed in a more controlled way, so in that respect, my researcher ID feeds my teaching. (Ayla, I1)*

Ayla believes that when she goes through this process, it fosters learning and student achievement. In addition to her teaching practices, PhD helped her further her research skills that can be utilized for academic research practices, not only for small scale research practices.

> *PhD is something that feeds your researcher side, it teaches you that, it helps you internalize it as a culture, it is something as if you must do it and teaches you how to do it. (Ayla, I2)*

With PhD, Ayla acknowledges that the research courses she has taken during her PhD helped her improve her research skills and become a more qualified researcher.

> *When you do a master's degree, you should also have a researcher role actually, but…we didn't have such comprehensive research courses like this…, but now…these courses are must courses. There, you learn research habits, how you do it, how you structure it…It also has a very important place in the comprehensive exam, so you need to know how to conduct research well academically. When you enter the class, and when you use it in the field site, it becomes more meaningful, so you use it the context. (Ayla, I2)*

In addition to the research skills, the theoretical knowledge she gained through PhD empowered her professionally. Being able to identify theories behind an observed phenomenon in class was an important resource she could utilize for her own teaching role. She believes she has mastered in the field more theoretically, and it makes her be more aware of what she does in class.

> *When a student makes a mistake, sometimes I just continue ignoring the student, sometimes I have this dilemma whether to correct it or not and so on, for example, I know that this is error correction patterns, I know which source to go, how to read it, and I know how to work on it, because naming the problem or the issue you want to work on is also something important. When you are in the field of ELT, you can easily do it. (Ayla, I2)*

Being informed about theories also helped Ayla act as a proxy agent when her colleagues consulted her as she can refer her colleagues to different sources. For example, when someone without an ELT degree feels a challenge in the classroom and does not know who has worked in that field, who they should read, how they need to work on that, or the name of that field, she can easily name the theory or person. Thus, she also perceives the professional development unit as a validation and confirmation space for her academic researcher identity.

> *They can consult us, I mean to the professional development unit, I don't mean us because I pursue a PhD, us because we are the related unit, they come and say "I experience something like this and I want to read more on this", and we say "Hocam, you can search the sources as L1 use in the second language*

*class", "Hmm, OK." And so on. Thus, being in the ELT field is also important to name it. (Ayla, I2)*

The courses she took also benefited her in different ways. For example, she was able to help her colleagues further their knowledge on a subject. In other words, acting as a proxy agent, she was both supporting other language instructors professionally which in turn helps them to work collectively as agents to improve teaching and learning practices at school. She benefited from the Teacher Education course the most, as it changed her perspective.

*I still feel, like being a teacher, going to the class and teaching the same as I used to, but after that course, I started to be interested in training teachers. Now, I am in the professional development unit at school, in my department. I wanted to work there, I mean, working with teachers. That course has changed my perspective a lot. (Ayla, I1)*

The interrelation between teacher identity and researcher identity was obviously reflected in her multiple role transitions during PhD. She believes that all of the academic studies, teacher education studies, all the efforts for the well planning and designing of the in-service trainings they offer serve for the improvement of teaching and learning.

*We work really hard here in in-service. Why? So that the teachers catch, attract their students in the classroom without losing even a student. Learner output. (Ayla, I2)*

She used to think about how to transfer the knowledge and skills she acquired during her PhD to her teaching context. For this reason, her PhD helped her go through all four identity spaces, i.e., exploration, experimentation, validation, and confirmation enacting personal, proxy, and collective agency in her social domain and PhD and work settings. Thus, she believes that with her PhD she has contributed to learner output, teachers' professional development and wellbeing.

*I will be more conscious in my class when I do something. Maybe I will turn the things I noticed in my class into research, and I will take these processes in a more guided way. It feels that it will be more useful for my students, it will benefit me. That's why, I do it with internal motivation. (Ayla, I1)*

With regard to the dissemination of knowledge, she presented some of the studies she conducted as a requirement of her PhD courses in conferences which were eventually published in the proceedings. In this respect, conferences and journals in which people work collectively to bridge the gap between theory and practice were validation and confirmation spaces for her researcher identity. However, enacting personal agency, she prioritized her multiple role management, so she did not have many articles published. Her perception of the quality of her papers and prioritizing her thesis were two other reasons for not publishing.

> *Actually, I could have published, but I thought my papers were not good enough for publishing. I have never planned to send them to a journal, or I always postponed it to do after the thesis. (Ayla, I2)*

> *To tell the truth, some course projects can be done to save the day. In other words, you say that I could have chosen the topic better, or for example, you have the literary review of another study of yours, you do it as a follow-up. The projects I conducted in the doctoral classes may not always be like something I can stand behind, at least, it is like this for me. It may not be things that you do with believing, believing that this issue is a very important one. (Ayla, I2)*

Although, her PhD empowered her with knowledge and skills, her reflexive positioning reveals that Ayla was questioning her contribution to the field as a researcher which is a need for confirmation and validation that she thinks she can achieve by completing her PhD and publishing her dissertation. She is hopeful about her doctoral thesis, and she chose the topic having faith in it. She believes that she will feel she has made a contribution to my field after she completes her dissertation study. Thus, For Ayla, her dissertation is an important artifact to be confirmed as a valuable member of the community.

> *My thesis is like that. Of course, I plan to publish articles, make presentations derived from the thesis work like everyone does. (Ayla, I2)*

After being a confirmed and validated member of the academic research community with completing her PhD, she believes she can exercise stronger personal agency while deciding for the topics she can conduct research on.

> *After the thesis, I plan to do more research on my personal interests. If they are worthy, if they are worthy of the publication, of course, if they have good outcomes, are worthy to be published, of course, they can be sent. (Ayla, I2)*

For Ayla, research was a social practice that includes several stakeholders. She believes that in the data collection phase especially all the stakeholders such as the director of the school she works at, the students who fills out her survey, her professors, the dynamics of the class that give her that idea or the inspiration for research, her supervisor, and her colleagues are included collectively. In other words, exercising collective agency, everyone included in the process contributes to the output of the study. In this process, the researcher enacts personal, proxy and collective agency in all phases of the study.

> *Research is definitely social, I mean it is a collaborative thing, but of course it should not be considered only as the researcher level. If you don't have a participant, can you have research? Without a learner, without a context, can you have research? No….so, both in terms of consulting and doing the work together, and in terms of participants, research is definitely a social and cooperative process. (Ayla, I2)*

For the data analysis phase, Ayla especially highlighted the importance of the availability of a proxy agent to consult on how to use a data analysis software or to receive support from as a second coder. She believes that a person is never qualified alone, and there is always some missing information, and one may feel the need to consult someone on how to make a graph on the data analysis software or where to click. In this respect, for her, the PhD supervisor is a strong influential proxy that supports the PhD student academically and even psychologically.

> *If you are doing a research as a student, the contribution of the professor is undeniable, not just that s/he reads and gives feedback for the part you wrote, says "do it like this and that", but as I said a roller coaster, it is important that your supervisor understands when you are down and lifts you up, and when you take it easy, that s/he says "come on, go ahead". (Ayla, I2)*

Ayla was about to complete her PhD, but she still could not call herself an academic researcher. Being accepted to a PhD program or passing the

comprehensive exam can be considered as a confirmation space for some people, but for Ayla, completing her PhD will be a self-confirmation of passing through the phases successfully and the validation and confirmation of her researcher identity.

> *Maybe I can say that more confidently when I complete it. Because you will qualify, you'll have done it, and this will be approved by a group of people. In fact, you are doing a lot of academic research during this process, you publish and so on, but I think until it is approved, I mean until someone says "See, your coat is beautiful, it fits perfectly to you", I think I need more time to see myself like that. (Ayla, I2)*

The "large coat" metaphor she used to talk about her journey of becoming an academic researcher shows that Ayla acknowledges her ongoing researcher identity development, but although she has been conducting research for years, she cannot identify herself yet as someone who is an academic researcher. She perceives her PhD as the legitimization of her researcher identity and the stage that she becomes the confirmed member of the academic community.

#### 4.2.1.5. Researcher's Analytical Summary: Ayla, the Proxy Agent Bridging Research and Practice

For Ayla, pursuing a PhD was never about seeking a position in the faculty. She always tried to seek formal education and training to develop professionally. Before her PhD in ELT, she conducted several research studies and presented and published them. It was clear that for Ayla, research was an inseparable part of her teaching, and she wanted to develop her research skills and content knowledge by pursuing a PhD. Pursuing PhD was never about earning an academic title/position; it was an act of personal agency to develop professionally because she identifies herself as a teacher first. It is a self-regularity form of agency as she set the moral standard of ongoing professional development for herself and for others. Incorporating forethought, self-regulation and self-reflection in different phases of her journey, she achieved her desired outcome(s).

It was not easy to manage multiple roles while pursuing PhD as it was a long journey that required her to overcome many challenges interacting with many individuals in different spaces. When Ayla's journey of becoming an academic researcher and her PhD story is considered, we can see the effects of several actors and forces on how she experienced this journey, and on her professional identity, i.e., the academic researcher teacher she has become. In other words, her story can be better understood if the temporality of her story, i.e., her past, present, and future orientations, the sociality, i.e., both the personal and social conditions, and (c) the place(s) where her journey took place are examined carefully. As a full-time language instructor, a member of the professional development unit, a mother and a wife, a PhD student, and a researcher, utilizing a strong personal agency, and seeking support from different sources, she was able to balance her life, went through the phases with collective work and succeeded during the journey. The reflexive positioning that takes in her internal discourse presents the empowering nature of PhD with regard to validation, confirmation of her academic researcher identity.

Red university, both as her work setting and as a PhD setting was supportive in her practices exploring and experimenting her professional identity, both in terms of her researcher identity development and teaching practices. That also served as a validation and confirmation space at some points. The Red university as a space can be considered as a smooth space where experimenting with the new and conducting research is valued. Her participation of teaching and PhD related activities at Red university revealed that she demonstrated three modes of belonging to Red university; she was actively engaged in role-related tasks, she could imagine herself in her setting after she completes PhD, and she was able to align her activities with the institutions' principles and practices. As a language instructor with a PhD, Ayla's future career orientations were not clear, but her self-presentation as a research and development teacher oriented teacher implies that most probably she will continue to work as a research and development-oriented EFL teacher; in other words, working the dialectic, she will assume her nomadic identity instead of migrating to the ELT faculty, and acting as a proxy

agent for individuals and in different spaces, she will work collectively with all the stakeholders to improve the learning and teaching practices in and outside her institution.

### 4.2.2. Story of Rıza: The Proxy Agent Promoting Collective Agency



**Figure 7.** *Rıza: The Proxy Agent Promoting Collective Agency* (Hotpot.ai, 2023e)

#### 4.2.2.1. Rıza's Biographical Overview

Rıza, a male EFL instructor around his mid-thirties, was married and a father of a pre-kindergarten daughter when the data were being collected for the present study. He was born and raised in a different city from his work and PhD setting. Table 9 presents how the people and places in his story were coded.

**Table 9.** How People and Places are Coded in Rıza's Story

| People/Places | Pseudonyms/ Codes |
|---|---|
| Participant | Rıza |
| Supervisor | Kaan Hoca |
| Work setting | Blue university |
| PhD setting | Red university |

After receiving his BA degree at Red university, Rıza worked as a teaching assistant for one year abroad, and then turned back to Türkiye. He completed his MA degree after he started to work at Blue university where he was working as an EFL instructor for more than 10 years when the data for the present study were being collected. Rıza started his PhD at Red university right after he completed his MA. With more than ten years of teaching experience, working at different units such as the curriculum development unit, having completed his PhD coursework, Rıza was an EFL instructor at Blue university teaching and holding professional development activities in the professional development unit, and he was in the process of writing his PhD dissertation when interviewed for the present study. In the following section, Rıza's PhD journey and his becoming an academic researcher will be explored. (In the first interview, Rıza preferred to use English, but he and his wife preferred to use Turkish in the following interviews: those Turkish quotations in his story have been translated. Please see Appendix E for Turkish quotations.)

#### 4.2.2.2. Rıza's Motivations and Future Orientations to Pursue PhD

In his BA years, no one would believe it if they were told that Rıza would pursue a PhD at Red university because he was not interested in being in the academia back then. Upon his girlfriend's encouragement, who is his wife now, and his observation during his teaching assistantship abroad, he decided to pursue an MA. After his MA, he wanted to see if he was going to be accepted to PhD, as well. While MA was exploration and experimentation spaces for his researcher identity, he perceived the PhD application as a validation space legitimizing his researcher identity.

> *At first, he was like, "Should I apply or should I not?" "You should apply, you should see if you will be accepted or not." I said. (Rıza's Wife, I1)*

During this journey, from the beginning, his wife was a strong proxy agent for motivation, and she relieved some of his social role-related tasks. Being able to explore and experiment with his researcher identity during his master's studies, Rıza realized that he liked doing research. The fact that he could conduct his PhD studies according to his research interests was a major motivation factor for him to pursue his PhD.

> *I think the biggest motivation in PhD was that he could do research in a field that he wanted, especially the way he wanted. Because he also values the research methods as a separate area, and for him, besides that he will improve himself, being a person who loves research, being able to do research pushed him forward to that. (Rıza's Wife, I1)*

His BA degree had already provided him the qualifications for being a teacher; however, reflecting on his professional identity development, Rıza was sure that conducting research was also an important aspect of his professional identity; thus, as he was satisfied with his BA and MA experience, PhD was a natural continuum of his academic path.

> *I realized that I could excel under the right conditions, so the PhD journey, as I said, was a natural continuum after the master's process, again, I started with the same level of passion, the same level of enthusiasm, the same level of ambition. (Rıza, I1)*

Rıza was interested in conducting research, but as an act of personal agency, for his career path, he decided to be a teacher instead of being a research assistant with the intention of continuing research after excelling in teaching first because he thought that learning how to teach will be crucial in his professional practices. In other words, exercising three agentic properties, forethought, self-reactiveness, and self-reflectiveness, he chose to be a teacher for his career path which he still believes was the right action to take.

> *After I become a competent teacher, I can always start focusing on research and increasing the number and quality of my publications. So, this was the decision I made years ago. I think I've made the right decision. (Rıza, I1)*

In different spaces, he had the chance to validate his choice. At his graduate courses and conferences, he could observe the contribution of his teaching experience, for example. Through reflexive positioning, he stated that comparing presenters with and without teaching experience, he could realize the positive impact of it on presentation skills.

> *When watching the presentations of my fellow friends working as research assistants in our graduate courses, they were very competent, knowledge wise or they knew things. They had a lot of time to study, to read, to, to do research, a lot more time than I ever had. But I think there were things that were strikingly different when they presented content and my other friends who were teaching at universities presented the same content. There were significant differences. Other people know the importance of interaction, the importance of warming things up before transitioning to the content. So, I think that was the point I understood I had made the right decision. (Rıza, I1)*

After several years of teaching experience, if he was to pursue a PhD in Türkiye, upon reflecting on his BA and MA experience at Red university, he thought that it could be at only Red university for several reasons. He felt that he belonged to the university as he was content with his engagement with its research input and practices, and he was aligned with the institutions' principles and practices, especially considering the negative stories he had heard about other students' PhD experiences in other universities. Moreover, he could imagine himself as a PhD student at Red university. He was familiar and content with the faculty, and he was proud of being a member of the Red community. Thus, incorporating his agentic properties, he regulated his motivation and action to purse a PhD degree there.

> *I was talking to some of my friends at other universities, other reputable universities in this city. But I was hearing some harmful stories about the behaviors of the faculty there. Of course, this wasn't the best faculty in the world, but I was familiar with most of the professors. I had a good relationship with them. I was familiar with them, with Red university ethics, so the philosophy, the program, the requirements. (Rıza, I1)*

He valued the knowledge and skills he acquired thanks to Red university, and he could identify himself as a qualified researcher even as a master's student when he had the chance to observe other people in the field. For example, when he attended his first conference, while he was listening to an assistant professor presenting his paper, he realized a research design-related mistake with regard to the qualitative studies, and he was both happy that as an MA student he must have excelled his research skills that he was able to recognize the mistake, but he was also sorry that an academician who was offering research courses at undergraduate and even graduate level could make such a mistake. Reflecting on his effectiveness, he was content that he was aligned with the standards set by Red university, and he acknowledged the qualifications it provides to its students.

> *As a master's student, I liked seeing that I knew something that a professor doesn't. And I was happy to be a member of Red University. (Rıza, I2)*

Considering it as a smooth educational space for students' academic identity development, Rıza positions Red university at a higher status among other Turkish universities. Reflecting on his pre-PhD researcher identity development when he compared it to other students from other universities, Rıza believed that Red university would be a strong proxy agent for his researcher identity development, so he decided to continue his PhD studies there.

> *I think another very important criterion was the fact that Red university was a research oriented university. Even though I had a lot of friends who also had master's degrees at other very good universities, very reputable universities, research wise, I think I've always been more competent than they ever were. Because the research orientation, completing a research study or designing research proposals in every course we took, I think that also created an identity as a researcher on my part. I liked it, and I wanted that to continue as a PhD student. (Rıza, I1)*

Rıza valued maintaining multiple professional roles, and he believed that the multiple roles he assumed nurtured one another. He was in the process of writing his dissertation when data for the present study were being collected.

When thinking about future, he was not sure what was to come, but he believed that he has several future career options. Acknowledging that people's decisions are time, people and context bound, Rıza will decide about future reflecting on his past and forethinking. He believes that teachers are important proxy agents in students' lives; thus, he is working in the professional development unit of his institution to foster the professional development of his colleagues. Working at an ELT department may help him become an important proxy agent for the collective act of change as he acknowledges the potential contribution of his teaching experience to pre-service education. In this sense, he may quit being a nomad, and instead of assuming an in-between life, he may migrate to an ELT faculty.

> *How the prospective teachers there are trained to be teachers? I think there are many things we need to change. Of course, I know that working at a university, at one university, I cannot change everything, but I think I can affect the positive change in the lives of some 20-30 teachers, emerging teachers. I can help them with my teaching experience because I've been there, and I've seen it. (Rıza, I1)*

Although he may be an important proxy for the education faculties, exercising forethought and self-reactiveness, Rıza highlights that he may not be happy with the bureaucracy for qualification and promotions at some universities. Thus, he may choose not to apply to positions at ELT faculties to avoid some possible challenges due to interpersonal relationships which he may need to have with people he refers to as "irrelevant".

> *I hear harmful stories of what's happening in some small universities, that qualifications are decided by irrelevant people. There is a huge influence of politics. ...So, I don't want to be a part of it because I don't have to. But I want to do it because I feel like I can contribute, and I continue to learn. If I'm not going to have it, if I will have to deal with a lot of other problems, I won't take it. (Rıza, I1)*

For him, pursuing PhD was for professional development. After PhD, depending on the opportunities that will be available for him and the challenges he may face, he may or may not seek academic positions in ELT, and he may or may not continue teaching EFL. Rıza notes that he needs to work in a smoothing space

that will allow him to develop professionally and practice his agency. In other words, as he does not seek a position or title after his PhD, only if he can work at a supportive environment for his professional practices, one that acknowledges his agency, he may be content with what he does.

> *After starting the job, if I can advance professionally, if I can have an environment that I can make decisions, maybe not all of them but at least the important ones, by myself, I would gladly accept it. I mean, an environment that I can advance, continuously grow as an academic and a researcher and while doing that, I mean, a place that I can help teacher candidates, a university environment… I don't care about the name of the institution. It doesn't matter if it is private or foundation. It should give me this environment. Oh, I just won't do that; with the mentality of "I have finished my PhD, I have to be an assistant professor" or say, "I love having a title and go anywhere or everywhere." No, I must be happy when I am doing something. (Rıza, I2)*

Exercising personal agency, Rıza will decide for his career path considering the potential benefits and challenges awaiting him. He may continue being a nomad as he likes being a language teacher and he has job security.

> *Uh, I may continue to work as an instructor, but especially in recent years, I enjoy working with students… I have a full-time job. It's a secure job. So, I started to think about the job part. Not related to the teaching aspect, I enjoy my work as an administrator. I enjoy my work as a teacher. (Rıza, I1)*

As an individual utilizing three agentic properties, he also considers another option. In addition to his teaching and academic research practices, he has already been offering research services to non-academic institutions which is a rare smoothing action of fixed role positions. Reflecting on his professional identity and practice, Rıza believes that he has a legitimate academic researcher identity as he is already offering some services to non-ELT institutions which is a validation experience for his research knowledge and skills. Thus, besides his teaching career, he may continue that practice, or instead of continuing as a nomad, he may migrate from both teaching and educational research context and take a new path as a non-academic researcher.

> *I think there is only one thing that is certain. I will continue to work as a researcher, as an independent researcher, advisor in some firms. In some*

> *marketing firms. Analyzing data for them, teaching other people how to analyze data, how to make interpretations. So, I think I will continue in that role, that's certain. But my involvement in teaching, we'll see. (Rıza, I1)*

If he decides to pursue a non-ELT focused research career, Rıza notes that he will continue attending conferences which he perceives as collective agentic spaces to bridge theory and practice.

> *Sharing that knowledge there, getting together with people and generating knowledge. I like it very much. So, I would like to do it even if I was in that position (Rıza, I2)*

When the time comes, he will make his decisions considering his family related role responsibilities. His narrative reveals that while making choices Rıza incorporates all three agentic properties, i.e., he thinks about the potential outcomes, self-regulates his actions considering their family's standards and reflects on his experiences. Pursuing post-doc is one of the options available, but that decision is also time-, people- and context-dependent.

> *Of course, we have a child…. Going abroad would mean for my wife to learn new skills. She will have the prior right to speak in this regard. Post-doc, you know, it is not like "Let's go for a year and return". If I go to post-doc, actually, I will try to stay there. (Rıza, I2)*

Working as an EFL instructor with a PhD, finding an academic position at an ELT faculty, being a data analysis software trainer or working as a non-academic researcher are the options he could foresee for the time being. Wherever he works, it is obvious that Rıza will continue his pursuit of his own professional development, and acting as a proxy agent, he will help others develop professionally and contribute to the collective change.

#### 4.2.2.3. Challenges and Support Mechanisms Interplaying in Rıza's Multiple Role Management during PhD



**Figure 8.** *Rıza's Metaphor for His PhD Experience*
(Hotpot.ai, 2023f)

> *One side of us is falling leaves, one side of us is spring, garden. (Rıza, follow up WhatsApp message for I2)*

PhD was a natural continuum for Rıza, but considering his personal and professional identities, Rıza was not happy with the effectiveness of his PhD journey as he could not allocate the necessary time to focus more on research practices. However, although seeing PhD as a proxy that supports his academic researcher identity development, he perceives his PhD journey as a weak proxy that did not effectively help him achieve his dreams.

> *I think that I have spent an efficient period in terms of achieving expertise, which is the main purpose of the doctorate. However, I was not more productive because of these problems…So, on the one hand, there were very important gains for me, on the other hand, I could not reach the efficiency I wanted in terms of reaching some dreams. (Rıza, follow up WhatsApp message for I2)*

His reflective evaluation of his academic researcher identity demonstrates that he perceives himself as a legitimized individual in the academia, a legitimization achieved via research practices and the dissemination of knowledge at conferences and in journal articles which are the validation and confirmation spaces for a researcher. Rıza could have been more productive because he had already published articles and a book chapter, and he presented at different international conferences since his MA studies. He was very happy with being in the academia and receiving positive feedback for his studies. However, he could not have been more productive because pursuing a PhD at Red university while being a full-time instructor at Blue university brought many challenges.

> *I've always been a research-oriented teacher, so I wanted to include aspects of research in my career as much as possible. So, I started publishing and giving talks at national or international conferences very early…I don't think I've been as productive as I would have liked, again for the same reason. It's very difficult to continue a graduate program when you're working full time, especially at a university like mine. (Rıza, I1)*

He was well aware of the fact that managing multiple roles while pursuing PhD was not going to be an easy journey, but regulating his actions via his moral and professional standards, it was his own decision to set out such a challenging one and prioritize his teacher role related tasks. This was also reflected in the metaphor he used to refer to his PhD experience:

> *A process during which I exceeded many borders, limits and built new identities. …One side of us is falling leaves, one side of us is spring, garden…although some of the processes are very positive for me throughout my doctorate, some processes are not efficient as I expected. I started my doctorate very eagerly and as a continuation of a natural process, and throughout this process, as a result of this motivation, I tried to do my best, but throughout the process as a natural consequence of the new boundaries I had to pass and the identities that are already present, the doctorate remained as a side hustle for me. (Rıza, follow up WhatsApp message for I2)*

As reflected in his narrative, Rıza did not present a positive description of the hoped-for impact of her PhD experience on his developing professional identity and practices. Having a strong personal agency, he could forethink the possible

challenges before the journey and tried to regulate his actions during the journey; however, coming towards the end of his PhD education, his self-reflection presents some feelings of remorse for not having been able to allocate more time and energy for research.

> *I knew it would be like this, I made a choice there. I prioritized teaching. I prioritized the skills there. I thought they were more critical for me. I made a choice there. This was something I expected. But, of course, at heart, I wish I could pass this PhD process with more reading, more being really into research and by pushing the conditions more to publish papers. Now, being conscious of these things or thinking that I could have done these things but not being able to do them also makes me sad. (Rıza, I2)*

For Rıza, the main reason why he could not use his full potential during the PhD was the fact that he had to manage different roles simultaneously. Being a full-time teacher was already difficult, and Rıza had to include being a full-time student to the equation.

> *I mean, this is really difficult, full-time job…You know, to do this in the real sense… As we all can do it in Türkiye standards, we are the part of our institutions because we can do it. We are PhD candidates there, but in international standards that can be presented as good examples, yes, let me do teaching full-time, pursue my PhD in the spare time and beside that have a social life. That is unfortunately not possible. (Rıza, I2)*

As he was employed as a full-time instructor, the workload he had was already demanding. He was living his life mostly in-between, between two roles, two places, a teacher and a PhD student researcher. Sacrificing the time he could use for his rest and well-being, he tried to function properly in several roles. However, when he could not function properly and make excuses, he perceived it as a threat to his professional image. He posits the people in different domains, i.e., the work setting and the PhD setting, as not being able to understand the other party.

> *People in different sites, they don't really understand each other. The professor wants something. The director wants another thing. Sometimes there is a conflict of interest. You have to give a lot of excuses. I don't like giving excuses.*

> *But I have to. So, I think at times it also created a mental challenge on my part. (Rıza, I2)*

He had to live a life of in-betweenness with regard to time, space, people, and roles. While he was taking his PhD courses, he was acting in the striated spaces of work and PhD, as well as smoothing those spaces with his active participation and the experience he brought to one domain he acquired in the other. His narrative about a typical day he had during his PhD course phase demonstrated his in-betweenness in terms of time, space and responsibilities.

> *Let's say I'm teaching and taking courses at the same time, and this is that day. In the morning, I go to Red university campus. Uh, I'm in my classroom before going there, I most probably spent the previous two days reading, that's the only time I could spare, so I spent that time for reading. I'm in the class I'm taking, I'm trying to take an active role in the class discussions. The course is over. I'm going back to Blue university because I have a class. That's starting in one hour. Of course, I had to prepare for that course one day early because I wasn't going to have enough time to do it before my course started. I am in Blue university now teaching my course. It's two hours. The course is also over. I'm going back to my office. It's 3:00 p.m. I'm feeling really tired. I didn't have a lot of time for my lunch. I'm preparing my daily coffee, and I'm enjoying it. Once I'm back home, I either have things that I need to do for my PhD work or for my Blue university work. So, I continue working on them if I have time. (Rıza, I1)*

In one day, he had to assume multiple roles, compartmentalized, or integrated, in multiple settings, interacting with different people. Home was a smooth space in which all borders of his different structure related identities interact. He could work on his teaching, research, and PhD student role-related tasks as well as the ones he had to complete because of his social roles. However, when they had a baby, he had to assume another role at home as he had to act as a proxy agent to support his wife while raising their daughter. Being a father assigned Rıza some more responsibilities for which he had to postpone his studies to a later time, that is during nights or his off-days and holidays.

> *Because she was too demanding, and my wife needed a lot of support also. (Rıza, I1)*

Time allocation to different roles was the major concern for him which also brought the feeling of guilt with it, and his wife could also observe the pressure on him. His sleep was the only thing he could sacrifice to succeed in his different roles.

> *Of course, keeping up with the work life is a source of stress for him. It actually becomes a source of stress for him, to his subconscious… Or when he says that I can work a little, the remorse when the kid knocking his door pressures him a little. (Rıza's Wife, I1)*

At home, Rıza could receive support from his wife as she tried to help him as best as she could. He was trying to cope with the in-between life, and his family was always there for his ongoing education. His wife was his main sources of motivation and support, so were his parents.

> *I think I received all kinds of support from my family education wise... I've received a lot of support from both my parents. (Rıza, I1)*

However, he needed support from different sources to manage his roles effectively. As a PhD student who was in the process of writing his dissertation, he needed a proxy agent to support him in different phases of his research. Reflecting on the process, Rıza did not feel he received the support of his supervisor as much as he expected because, sometimes, he needed direct instruction, guidance, and feedback. He was aware that being a PhD student requires one to be a strong personal agent with high self-efficacy, but he also highlighted the necessity of having a proxy agent supporting the student in the process when necessary. Requesting feedback and confirmation from the supervisor is an act of seeking proxy agent which is important to proceed in dissertation writing phase effectively. Reflecting on the traditionally assigned positions assigned to both parties in the supervision process, he referred to the mismatch between their personal standards for working collectively in a PhD journey and those of his supervisor. He could also understand the rationale behind the mismatch as his supervisor expected his PhD students to exercise higher personal agency, but Rıza preferred immediate feedback and open

communication while he was exploring and experimenting with his research skills for his dissertation.

> *Almost XXXXXXX didn't live up to my expectations. Almost…, I had my proposal presentation. He never, he isn't the type of supervisor that likes to be very much involved in whole processes. I think he wants PhD students, candidates to take an active responsibility of their work. So, I don't remember him ever making a suggestion. A direct suggestion to me for example. He always gave me options. He never told me that I had better do something. He is always like this is an option. This is an option. This is an option. And this is an option. Sometimes he made comments about those options, but he never encouraged me, forced me or pushed me to make a certain decision...I understand and appreciate that you are helping me grow as an independent researcher. (Rıza, I1)*

Rıza appreciated that his supervisor's approach contributed to his growth as a researcher, but he thought that especially considering Turkish culture, in his understanding, he can ask his supervisor's feedback once, but if he does not receive a response in an appropriate time of timeline, he cannot make that request again. Thus, he was challenged with this mismatch when he was in the process of designing his study. He could not receive the feedback on his framework, and he was not content with his supervisor's appreciative words of his framework.

> *When I gave something, asking for proper feedback, I didn't have it. For example, he asked me not to start collecting data before I continued and got his feedback on the theoretical framework section. I completed it, sent it over, but again didn't have feedback. We had our jury meeting. I asked him about his feedback after the jury. He said he read it, and he was quite pleased. That was the only feedback I had, so I can say I was not always able the get the amount of the support I had expected to get. Almost. (Rıza, I1)*

Rıza met with his supervisor in his undergraduate degree, and since then, they were working together. Although Rıza mentioned that he could not receive the support he expected, both Rıza and his wife spoke highly of Kaan hoca at several points.

> *After the master's program, we were working very closely. I think we had a good understanding and we continued to work together in the PhD program. Of*

> *course, I had my complaints. From time to time, you know when you're talking about the research advisor, who doesn't have complaints? But I think overall, I'm very, quite pleased with the fact that I have been working with him for a very long time. (Rıza, I1)*

Kaan Hoca's expectations and Rıza's multiple role related tasks extended the dissertation writing phase, but Rıza was happy with the outcome of his work and with Kaan Hoca's contribution. His wife suggested that Kaan Hoca was a stimulating force when Rıza could not proceed. Referring to Rıza's supervisor as a perfectionist, she told how the supervision process and practices effectively contributed to his successful completion of his PhD. His supervisor was making sure that Rıza was on the right track and producing a high-quality work.

> *I think Kaan Hoca is a perfectionist. He is an advocate of "It should be the best; it should be the best of all done." I think in the case of Rıza, this a little bit extending the process of thesis, the process of PhD. But both of them are satisfied with the result, because Rıza may decide not to do what he wants to do because of being stuck between school and PhD. But Kaan Hoca doesn't let him. He is also supportive on that matter. You know, for a good work to come out, it could be little tiresome, suffocating in the process. But when the job is done, at least he is feeling happy. Of course, Kaan Hoca has a great part in this. (Rıza's Wife, I1)*

Rıza's PhD context was another proxy agent the positive effects of which Rıza felt. The feeling of belonging to his PhD university which was also his both BA and MA university was a strong motivator for him.

> *Red University is very precious for him. Maybe that's why we may even be living here. I mean, because Red University is here. (Rıza's Wife, I1)*

The "Red university" effect on his professional identity was highlighted by his wife. It was obvious that Rıza and his wife perceived Red university as a strong proxy agent for his professional identity development.

> *As a researcher, I think it is because the education he took from Red University… I think that the education it gives has a function that makes a difference. (Rıza's Wife, I1)*

Rıza was sometimes complaining about the faculty in his PhD context, but it was also one of the reasons why he never seriously thought about dropping out PhD. Reflecting on his past and forethinking and imagining his future, he could see that the value his PhD will add to his personal and professional identity outweighs the difficulties he had to deal with during the journey. He was aware that pursuing a PhD was an act of personal agency to foster his professional identity.

> *There might have been moments when I thought how dropping out sounds, but I never thought about it seriously. It was never like a decision I had to make... there were times when I questioned the real value of me having a PhD degree…. "You should take this as something that you're doing for yourself, a source of personal investment, because you have grown a lot as a person, not only as a professional, as a person you have grown a lot and you have." I think I said this very clearly to myself that I would be someone entirely different if I hadn't taken that track back in X year. (Rıza, I1)*

Throughout his journey and in his research practices, Rıza needed a proxy agent to consult, to share and even to work collectively. In addition to the support and feedback from his supervisor, he needed a critical friend or a professional community to share his ideas, problems, or research practices with. Rıza was sorry for not being able to receive an academic support from a person or a community, and he also used to blame his PhD university program and the professors for not being very active proxy agents in this respect. He thinks that they prioritize their research, and they do not work as active change agents for their students and for the teaching and research community although they are qualified to do so.

> *I wish I were in such a community, and I think there are people who can do this in Red University…they should check what people are doing after graduation, what difficulties they experience, what they benefit from, and accordingly, make revisions on their program. They should meet up with the teachers from time to time. (Rıza, I2)*

> *I think we could do something like this in the field of ELT at Red University. And if we did something like that… I think it should be in the form of such a study group… Such things are really strong. …if there were such a community, I would have joined. I would willingly attend. (Rıza, I2)*

Red university and Kaan hoca were both challenging factors and support mechanisms for Rıza, and he needed support from people who could relate to what he was going through. He believes that research should be a social practice, but unfortunately, this was not the case for him. He thought that he lacked that critical friend he needed for many years. There were times he was working closely with other people, but this was not a continuous relationship, and he would have very much liked to work closely with someone who had a similar understanding of the world or similar interests.

> *That would have been a great opportunity, but I can't say I had it…But I'm still actively looking for such an opportunity. (Rıza, I1)*

Especially while getting ready for the comprehensive exam, one of the critical turning points for a PhD student, Rıza requested support from his PhD peers which was a demonstration of high personal agency that he exercised to be able to succeed in the comprehensive exam.

> *I asked some other people…who had taken the exam before I did, so I also had a lot of support from them. They suggested sources, they told me about their experiences. So, combining all the information I had, I created a schedule. (Rıza, I1)*

It was obvious that Rıza wanted to collaborate with other people to foster his and their professional development. During his PhD journey, he always felt the lack of the support of a research network or a study group with whom he could work collectively. After excelling in a data analysis software, acting as a proxy agent, he suggested that one of his colleagues could take the same career path as his so that they could work together.

> *I felt the lack of such a thing. ... because I love those collaborative processes there, and I believe that I can get a lot of benefits. I mean, I want someone with me in every work I do…After I started to be interested in being a software trainer/researcher, I tried to pull a close friend to that area because I want to have someone that I can exchange ideas and help each other. (Rıza, I2)*

Maintaining both social and professional roles, support was available in his home and PhD setting to some extent, but it would not be possible to continue his studies without the support of his work setting. Rıza benefited from his work setting which served as a proxy agent for him while he was pursuing his PhD studies. The institution he was working at while pursuing his PhD was supportive in several aspects such as giving permission for attending graduate courses, arranging his teaching schedule according to his PhD courses, and providing financial support for conferences. The institution also promoted and acknowledged research practices by encouraging the instructors to conduct studies in that setting and to share the results with the administration. Thus, the instructors pursuing graduate studies were given the opportunity to benefit from the institution serving as a proxy agent, as a data collection site or for dissemination of their practices, and to contribute to the improvement of teaching and learning practices working collectively.

> *I think the main opportunity was that the administration at the university I work, they do their best to support people with their graduate studies… I asked for permission to go abroad to present my conference, to another city in Türkiye for the same reason, they not only allowed me to go there, but they also financially supported me...I think these were the real opportunities, and of course, they supported us as researchers. Once we had some ideas to collect data, they, the administration didn't only allow it, but actually encouraged us to collect that data, to complete that study and share the results with them. (Rıza, I1)*

Apart from the conference funds in his work setting, they also offer a permanent salary increase for those who earn a PhD degree. Rıza thought that it is an incentive, a recognition of the PhD degree, that it may be one of reasons of the high percentage of instructors at Blue university pursuing a graduate degree.

> *They are giving permanent raise to the salaries of the teachers…And this can actually, I mean, may have motivated many people. (Rıza, I2)*

Blue university not only provided the necessary conditions to pursue graduate studies and to conduct research practices during which the instructors can explore and experiment with their researcher identity, it also created validation and confirmation spaces via workshops, presentation, and administrative

positions. Rıza was content that his professional identity was validated and confirmed by the institution as they offered an administrative position in the professional development unit of the school after he shared the results of one of the research studies he conducted at Blue university as a requirement of his graduate studies.

> *The head was really pleased about it, and he invited me to work in one of our administrative units, so I think there is all kinds of support, professional development wise. (Rıza, I1)*

> *Me, having a PhD in the field of ELT, working in the field of teacher education and as personally having a profile that is suitable for PDU. I was told these three… as I am having PhD in Red University and in ELT. (Rıza, I2)*

Assuming an administrative role, he was acting as a proxy agent for the institution. As he believed in the value of collective work and felt the need of collegial support in his work setting, he took the initiative to create a network of people with similar experiences. He thought support was something missing in the field, and thus, he believed that support-facilitating environments should be created, and thus, he became a supportive knowledgeable person, a proxy agent his colleagues consulted. He tried to help his colleagues with their research practices, especially by utilizing a data analysis software. Exercising personal agency, he decided to offer his service as a proxy agent, and thus, he created a validation and confirmation space for his researcher identity. Working as a member of the professional development unit may also have provided him with this opportunity to have the right to take the initiative. His narratives revealed that Rıza identifies himself as a qualitative researcher who is highly qualified in utilizing a data analysis software.

> *I did my best to create such networks, and I've always enjoyed taking part in those networks. So, there were a lot of people coming to me in groups or individually asking for advice about their research studies because I am a professional trainer for a data analysis software, people were coming to me with their questions about qualitative data analysis …this is also related to the fact that I am one of the professional development facilitators in our school. (Rıza, I1)*

In addition to sharing with and asking for support from peers, Rıza also considered it a valuable experience to contact other scholars for seeking advice or discussing a point. He could utilize social media to seek support from proxy agents or use it as a validation and confirmation space.

> *I have interacted with people in Türkiye as well as abroad every time I needed… Not like requesting a paper but…there were people I wanted to discuss that I found some parts in their paper interesting… I want to discuss because I liked his idea. I want to present my own ideas, too. (Rıza, I2)*

Rıza tried to contact with people in the academia and utilized their research outputs as a space for his professional identity development and legitimization. However, pursuing a PhD and working as a full-time language instructor was both a rewarding and challenging process during which he needed to make some sacrifices, one of which is his own research output.

> *I would like to have published more still and more quality, but …it wasn't possible to do them both at the same time, but I think I understood I had made the right decision. (Rıza, I1)*

Being able to continue without quitting any of the roles he had to take on could be possible with the support mechanisms available. Having a strong personal agency, his development-oriented mindset was the source of motivation to continue in the in-betweenness, and so was his interest on conducting research that can connect his research and teaching practices. Acting as a proxy agent in his life, PhD degree was both self- and other- legitimization of his professional identity, and Rıza was happy about his self-perceived academic researcher teacher identity and how others perceived him.

> *My view of myself is inevitably affected by other people's opinions. Now, having bachelor's in Red University, doing master's degree, and in addition to that, doing PhD there. You know, our field is considered as a field of expertise, ELT, so people always think that you know some staff. They give you tasks because of this knowledge and experience. They come to consult you. This time you start asking yourself. What I know and how much I know, or if I know as much as people think. (Rıza, I2)*

Reflecting on his PhD experience, Rıza was content with the knowledge he gained through PhD, and more importantly he perceived his PhD as a space that provided him with the knowledge and skills to produce new knowledge derived from his accumulated knowledge.

> *Our discussions there and the discussions we do in the place between these two that I call purgatory. It's all me, it created whoever I am now. And I think especially the field of PhD knowledge was very valuable for me in terms of internalizing information. I mean, I've always learned something, but you know it was with what I've learned until then that I was able to produce new things. You know, starting to produce original ideas happened in PhD for me. So, that period is very valuable for me. It was a time when I really started to feel like an expert. (Rıza, I2)*

As Rıza was in the last phase of his PhD, he was content with his professional identity development apart from his productivity. He perceived his PhD experience as a smoothing space and himself as an expert thanks to his teaching and research experience as well as the discussions during his PhD courses, and he was happy with who he has become.

#### 4.2.2.4. The Interrelation Between Rıza's Teacher and Researcher Identity

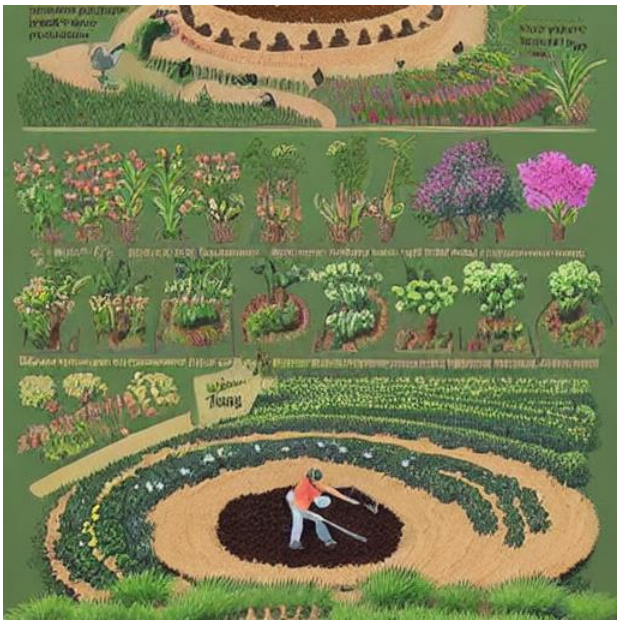


**Figure 9.** *Rıza's Metaphor for his Journey of Becoming an Academic Researcher* (Hotpot.ai, 2023g)

> *Hobby gardening. You don't have to do it, but you can be very useful for yourself and others by doing it. You can also get out of the consumer society and get a producer role. (Rıza, WhatsApp follow-up message for I2)*

Excelling in teaching first, then in research was his prior intentional choice, and the interrelation between his teacher identity and researcher identity was obviously reflected in Rıza's multiple role transitions during PhD.

> *Of course, there were many difficulties I had to deal with, which were on a large part related to the fact that we were working and studying at the same time, but I think I was quite pleased with the whole process, and I'm very pleased with who I got to become after spending all these years in academia. (Rıza, I1)*

However, although he acknowledged the positive mutual effects of both roles on his professional identity and on the academic community, Rıza also felt unhappy with regard to his own journey of becoming an academic researcher which he referred to as a hobby gardening due to his multiple role- driven life.

> *When I look at it in this sense, I see my researcher identity as a facilitator in terms of self-sufficiency and supporting my own practices in terms of teaching practices. But considering the instructional obligations brought by the lecturer position and the additional responsibilities of my administrative duty, the gardening part of the work cannot get the priority for me. But I still think that this is very important, it is very valuable, and I try to keep my researcher identity very alive. (Rıza, WhatsApp follow-up message for I2)*

Reflecting on his career choice and actions, Rıza acknowledges the impact of his self-regulation skills on his academic researcher teacher identity. Reflecting on his need for further development, he still perceives himself as a legitimate academic researcher acknowledging the impact of his integrated and compartmentalized teaching and research practices in validation and confirmation spaces.

> *I trust myself. I think I have some of the important competencies, but I still think I have a lot of way to go. But I am also happy that my role as a researcher, also a researcher role in the ELT field where I earn my life because I use it consciously to support my research identity, to support my teacher identity. (Rıza, I2)*

Pursuing PhD while maintaining several professional and social roles provided some benefits to Rıza. To start with, he benefited from all the courses he took. With PhD, he started to conduct teacher focused research which demonstrates his inclination to become a proxy agent for his work setting and the ELT community.

> *The research orientation started there, but I think my main focus on master's was on learners learning English. But once I started my PhD program, I started to shift more towards teachers because I think there weren't many things I could continue to explore on students part, I realized I was more interested in teachers, their professional development. So, I started to focus on teacher education in general. So, I took the teacher education course for this. (Rıza, I1)*

Acting on the three agentic properties, i.e., forethought, self-reactiveness, and self-reactiveness, Rıza took the courses intentionally because he acknowledges the impact of the courses he took on his researcher identity. His narratives demonstrated that he perceived his PhD program with the courses and professors in it as a proxy agent and an exploration and experimentation space that he could utilize to improve his academic researcher teacher identity.

> *In every course I think there was a practical reason. I either wanted to develop my theoretical understanding of the relevant concepts, or I wanted to develop my skills as a researcher, or sometimes as a teacher. (Rıza, I1)*

Forethinking the potential benefits of teaching experience on his academic researcher identity, he had decided to start his career as a teacher before he pursued graduate degrees. He wanted to understand how teaching and learning takes place, and he perceives both his teaching and research background as a proxy that he could utilize while reflecting on his professional practices.

> *They mutually support each other. That's why, I wanted to become a teacher researcher early on, because I thought the experience I will have in my classrooms will reflect directly on my understanding of how teaching and learning works. Of course, being a teacher will not make me more competent as a researcher, but I will actually have a good idea of what happens in a language classroom. (Rıza, I1)*

Rıza also recognizes the impact of the collective contribution of the research community acting as a proxy and collective agent that fosters the professional identity of researchers and teachers with the research output available.

> *When you're a researcher, I think you read research, people read your research. There is a continuous interaction among researchers. So, there's also an exchange of information. So, I think that's the biggest contribution research makes to my teaching experience. (Rıza, I1)*

Referring to the researcher and practitioner divide, Rıza positioned himself as someone interacting with both communities.

> *I have interacted with people in domestic as well as abroad every time I needed. And ELT has many different sides… There is a scholar group on one side. And, you know, there's a practitioner group. I have always contacted with both when I needed. (Rıza, I2)*

He could incorporate his teaching and research background which collectively help him understand how teaching and learning takes place. For him, to be able to conduct learning and teaching focused research, one needs to have an understanding of the peculiarities of the real classroom environment. This was an important proxy agent that he thinks some professors cannot utilize because of not having language teaching experience. With this remark, he suggests that the legitimization of their teaching related lectures, presentations and research output are questionable. Positioning some professors as professionals with lack of an important skill, he legitimized his academic researcher teacher identity as an important proxy agent that can contribute to the ELT community's understanding of how teaching and learning takes place in classroom environment.

> *I think there are only one or two professors in our ELT department that can teach in a language classroom. I think it's been too long they've last visited a real classroom, let alone teaching. I think before you do research on a topic, before you make conclusions based on your findings, you must know what is happening there, what are teachers really dealing with. What are some problems students have to encounter and overcome to become successful? If you don't have this awareness, it's very easy to say how things should be. I think to*

> *make that conclusion you should know how things are at the present time. Being a teacher gave me that opportunity. (Rıza, I1)*

His research practices focusing on teachers also enabled him to grasp the theoretical consideration of how learning takes place. Working with other teachers helped him understand the challenges they had, the motivation they had, and the investment they were ready to make to develop as teachers.

> *Being in the field I think helped me a lot as a researcher, not by making me as more competent as a researcher, but by broadening my horizons. And by supporting my theoretical understanding of the relevant issues. (Rıza, I1)*

According to Rıza, being able to understand the underlying theories and becoming an academic researcher teacher helps him make more theory driven teaching choices that can foster learning. In other words, it fosters his personal agency to act as a more legitimized teacher and researcher both in compartmentalized and integrated role practices.

> *Because to create new research outcomes, first, you have to be familiar with the literature. In our case, the literature is about what we are doing, how students are learning, how we're teaching, what are the problems? How can we address those problems? So, reading about research, reading about relevant concepts, I think it supports our knowledge base, it gives us new ideas. It gives us I think inspiration, you know you read the research study, you see things are working when or under certain conditions, you can think of transferring, not transferring both conditions to your teaching context. Then you can make more, I think more sound decisions and more educated decisions also. (Rıza, I2)*

Rıza always felt that he was a member of the ELT community, but the critical moment that he was sure of his knowledge and skills was during the comprehensive exam which he perceived as a confirmation of his membership in the research community. He was proud of what one professor said about him in the comprehensive exam. It was also a validating incident for his strong personal agency with regard to his ability to self-regulate and reflect on his skills and future orientations. He was sure one more time that his teaching background serves as a strong proxy agent for his professional identity.

> *If a professor at one of the best universities in Türkiye made such a comment about my academic competence, I said that I have brought my researcher identity to a certain point. If I was just a researcher, the teaching side would be empty. I am glad I did it. You know, it is not really like a member, but I saw myself as a person who can talk or speak in the ELT world. (Rıza, I2)*

Trying to balance his teacher and research roles was difficult, but it was rewarding to experience its positive impact in different validation and confirmation spaces. For example, he referred to receiving positive feedback during his conference presentations as other legitimization of his smoothing the research and teaching divide.

> *After my presentation at the conferences, I received very positive feedback. It makes me feel good, that is to see that the things you do is appreciated by others… yes, you can get tired, taking these two jobs together makes you tired but never give up on that. Because what you do as a teacher or what you do in the school you work can still produce an academic value. It made me very happy to see this, so it was very tiring for me, but as I said, it provided a lot of benefits. (Rıza, I2)*

Pursuing PhD also affected his interpersonal relations with his students positively. Rıza experienced the positive impact of showing that he had an in-between role driven life, i.e., being a student, a teacher, and a researcher. The fact that he was also a student contributed to his relationship with his students and gave him the opportunity to understand their lived experiences on a more personal level.

> *I think that gave me the opportunity to feel closer to them, to understand the challenges they were dealing with, and I think this encouraged them to be more sincere with me because they knew that I was also a student, and who can understand the problems of a student better than another student? (Rıza, I1)*

His public announcement of his pursuing PhD at Red university can also be a demonstration of self- and other-legitimization of his academic researcher teacher identity.

> *I hear comment from students "Hocam you graduated from Red university twice. It says so on the website. So, you will have another degree from Red university. Wow, that's huge." (Rıza, I1)*

Not just in the eyes of his students, but among his colleagues, for his administration and for himself as well, earning MA degree and pursuing a PhD in ELT, both, at Red university, made Rıza a credible knowledgeable person to consult in his work setting, i.e., working as a proxy agent for the improvement of the personal and collective work.

> *But "Red University ELT" label has something slightly different. (Rıza, I2)*

> *Since he also helps them, that doctoral process affects his colleagues positively. Because they can also request and get what they can get from Rıza… They usually ask more than the analysis part, how they will analyze or whether the research methods are progressing correctly. (Rıza's Wife, I1)*

Rıza valued sharing and dissemination of information, but he prioritized quality which may have prevented him from publishing more. In other words, although his PhD studies acted as a proxy to support his academic researcher teacher identity, the in-betweenness between time and spaces made it difficult to find enough time to work on the research output he submitted as an assignment of his PhD courses.

> *I have always experienced the dilemma of turning what I did in PhD classes to the publication. You are aware that you can do better. So, I always stopped. I had thoughts like "I do this, and I would add this", but then they remained unpublished. They are still unpublished. I can publish them. Actually, they're all in an article layout, but I want to improve them more. I can do it after PhD. (Rıza, I2)*

With regard to his contribution to the field, he perceives himself as a strong proxy agent who can contribute to the teaching and research practices of his colleagues and ELT community. He also tries to work as a change agent in his community.

> *Research evidence is not really strong in the field of ELT, so there are some beliefs developed and things going on for years like "this should be done in this way". In fact, I am trying to challenge these beliefs in my research. For example, I did this in my institution, and I try to do it outside the institution when necessary. (Rıza, I2)*

> *As a PDU member, I go to classes for observations. I see there a lot and with what I see, I create my agenda for the conferences. So, that's why, it is beneficial for the people. Why? Because I remind people some things that they are not aware of and make them say "Oh, is that so?" I have something, an agenda to tell people what I saw with the support of research. Therefore, I intend to play an active role in the sense of making our practices more research based. (Rıza, I2)*

In addition to his in-service PDU practices, he helps people in the field with his expertise in using a data analysis software. Moreover, he believed that he started to contribute to the ELT community by sharing his experiences of teaching and research practices especially focusing on their significant implications for many stakeholders. He believes that the audience is willing to receive more information about the implications of research practice, and how they can transfer it to their own teaching setting.

> *Even if it is an academic presentation, I always keep my focus on the implications because people want to see that. "OK, good you've found them, but how will I benefit from that?" they ask. Because in the first sessions that I have attended, there were people who asked me this directly. "What can I do? OK. The results are good, but how can I use it?" (Rıza, I2)*

Referring to the gap between theory and practice, Rıza acknowledges his academic researcher teacher identity as a proxy agent for his professional development and practices and for the ELT community. For example, with his dissertation study, he plans to contribute to the pre-service education of teachers which he decided upon by reflecting on his experience in teacher education.

> *When I started working in the field of teacher education, I saw that one of the most mentioned problems was the first years in the profession and the shock there. Therefore, I thought that developing such a program can eliminate this shock and produce benefits and professional benefits for both XXXXXX. I started working with this belief. (Rıza, I2)*

For his dissertation study, during which he could experience going through all four identity spaces, i.e., exploration, experimentation, validation and in the end confirmation, he aimed to contribute to the professional development of instructors. Throughout this process, his could observe the mutual benefit of his

teacher and researcher roles. He was aware of the problem, and he had a data collection site to work on the problem incorporating all the teaching and research background, i.e., the proxy agents, he had. It was during this phase, he experienced the in-betweenness, the explicit interaction of his teacher and researcher identity, and the smoothing of multiple roles.

> *When I was working hard to improve X program, I was at the same time working hard to improve my dissertation study; when I was collecting data for my dissertation study, I was at the same time collecting feedback for one of the professional development projects I was responsible for. So, the research theme was very much aligned with the specific work I was responsible for. (Rıza, I1)*

Moreover, he also highlighted the need for a collective work exploring the smoothing of teaching and research.

> *How much can I fill that gap? Of course, I absolutely can't do this alone. I can do this with people who think like me. I also see and know that there are many people who think like me. So, I am very happy to be a part of that group… Because I have taken this road for this. I mean, that's why, I took both of them together and endured so much. I wanted to see the teaching side and also to be competent on the research side. (Rıza, I2)*

Reflecting on his teaching and research practices, Rıza acknowledged that he benefited from both of his teacher and researcher identities, neither of which he can relinquish. However, coming towards the end of his PhD journey, he become more inclined to practicing more researcher roles.

> *I think my teacher side supports my researcher side a lot. My researcher identity also supports my teacher identity a lot. You know, that is why, I don't agree to choose one of them because the other will always exist for me. At least it was always like that up to now. So, I would like to say that I see myself as Teacher-Researcher… I mean, with PhD, they both come to an equal state, but right now, I feel like this. Researcher now goes beyond Teacher, because if you ask which one you will see yourself more into after 5 years from now, the researcher will probably outweigh. (Rıza, I2)*

Rıza was also content with how he improved his research skills that he could utilize in non-ELT focused research. In other words, his PhD and the research skills he gained through the journey will become an important proxy for his

career path either in language teaching, or in ELT department or in a non-academic setting.

> *I have learned a lot in terms of conducting research, but I still continue to learn. For example, have I been able to highlight, present my researcher identity a lot? I haven't…but what I have learned there is now opening up new career options in terms of transition from academy to industry. In this sense, I said, I say that I am content with many things I have done so far. (Rıza, I2)*

To conclude, Rıza has benefited from his nomadic life, an in-between space with regard to teaching and research, teaching and PhD roles. He may continue acting as a proxy agent within language schools or migrate to an ELT faculty or even pursue a non-ELT career, but research will always be an important domain of his professional career.

#### 4.2.2.5. Researcher's Analytical Summary: Rıza, the Proxy Agent Promoting Collective Agency

Forethinking about this career orientations, Rıza had decided to master in teaching first instead of becoming a researcher. Starting his MA degree at his undergraduate university, he was very enthusiastic about his MA studies. The experience offered him the opportunity to explore and experiment with his research practices. As he was an active member of the academic community with his presentations and publications during his MA degree, pursuing PhD was a natural continuation of his professional career. Incorporating three agentic properties, i.e., forethought, self-reactiveness, and self-reflectiveness, he applied to PhD at Red university right after his MA as he was familiar and content with the context and the professors. In other words, he acknowledged the proxy agency of Red university for his professional identity because in different validation spaces such as conferences and workshops he was able to legitimize his research skills when compared to other participants. For him, Red university was also an exploration and experimentation space for researchers as the students and professors are given that opportunity to be able to pursue their own research interests. He was a research-oriented person, and he had always wanted to have a

research-oriented job. This may be a reason why he became the trainer of a data analysis software which he believed may open up new career opportunities for him in the future. Acting as a proxy agent to support his colleagues for their data analysis and offering services to non-ELT businesses, he had the chance to validate his qualifications in this aspect, and he became a confirmed member of the academic community specifically using that software. With regard to pursuing a postdoc, he needs to enact three agentic properties and decide considering his family. Considering his future orientations, after reflecting on his qualifications and past experiences and forethinking about the possible outcomes of his choice, Rıza can continue his career either as a nomad, i.e., Rıza can continue working as an EFL instructor in his work setting and conduct research practices or migrate to have a teaching position as a professor at an ELT department, or quit teaching and conduct non-academic research practices. In other words, he can maintain his dual identity and continue being a nomad working the dialectic, or he can quit teaching as an EFL instructor and be a migrant at ELT faculty or non-ELT context.

When Rıza's journey of becoming an academic researcher and pursing PhD was considered, it was obvious that his background and future orientations were effective in his identity construction and professional teaching and research practices. In addition to the temporality nature of his lived experiences, his personal interactions, social conditions, and the place were also influential in his journey as it is an ongoing time, space, and people dependent journey. The challenges he faced and the support mechanisms available were interrelated. His in-betweenness in terms of time and space was a strong force in his professional identity development. For example, he had to manage dual roles as he was a fulltime teacher and a PhD student, and this brought some challenges especially about time management, task completion, being productive research and publication wise, but his work context was a supportive proxy agent in his journey by giving him the permission to take his PhD courses and to conduct studies in his own work setting, by arranging his teaching schedule, providing funding for his conference participation and offering salary increase for earned

degrees. His work institution also encouraged him to share his findings with them, and acknowledging his skills and qualifications, they offered him an administrative position, the head of the professional development unit. In other words, his work setting was a space for validation and confirmation of his academic researcher teacher identity. Rıza also received collegial support in his journey, and as he was also acting as a proxy agent for their professional development, and he tried to enact collective agency to foster teaching and learning practices in his work setting. Managing multiple roles was not limited with professional roles. He had to work and study at nights as he was the father of a baby; however, his wife acted as a proxy agent to support him as best she could.

Although he has a strong personal agency, Rıza needed the support of his supervisor in some respects while writing his dissertation. His narratives demonstrated his mixed feelings with regard to the supervision experience which is an important proxy for PhD students. It was difficult for Rıza to understand the expectations of his supervisor as he did not provide direct suggestions. However, he was also aware that his supervisor was guiding him when necessary. The mismatch between their understanding of the supervision may have affected his experience less positively. Rıza also felt that the lack of a research network support made his journey a lonely practice. However, enacting personal agency to find a proxy agent, he tried to overcome the feeling of loneliness. Especially while studying for his comprehensive exam, he contacted his PhD peers, and the ones who had already taken the exam acted as proxy agents, or he corresponded with the other scholars emailing his comments and questions on their publications. He felt that he belonged to his PhD context and to the academic community, especially after the comprehensive exam as he was perceived “qualified”. For him, the comprehensive exam was a validation and confirmation space of his academic researcher identity especially as he received a legitimizing comment from one of the professors in the exam. .

The interplay between his researcher and teacher identity was instrumental in his taking active role as a change agent in his work setting, and he also focused on the professional development of teachers in his work setting both as the PDU head and as the researcher of his dissertation. In the academia, with his presentations, workshops and publications which are the legitimization practices of his academic researcher identity, he contributed to the larger ELT community sharing his results derived from his research practices in which he smoothed the teaching and research divide.

When Rıza's journey of becoming an ART and multiple role transitions while pursuing PhD is considered, there were time, space (people and society), and place related forces which were all influential in the how he started, continued, and experienced this journey. Exercising strong personal agency and seeking the support of proxy agents, when necessary, he survived the journey and contributed to his own professional identity development and to the collective benefit of his community.

### 4.2.3. Story of Tuba: The Mediator of Agencies



**Figure 10.** *Tuba: The Mediator of Agencies*
(Hotpot.ai, 2023h)

#### 4.2.3.1. Tuba's Biographical Overview

Tuba, a single female EFL instructor around her early thirties, was born and raised in a Turkish city, different from where her work and PhD universities were located in. Table 10 presents how the people and places in her story were coded.

**Table 10.** How People and Places are Coded in Tuba's Story

| **People/Places** | **Pseudonyms/ Codes** |
|---|---|
| Participant | Tuba |
| Supervisor | Banu Hoca |
| Former work setting | Blue university |
| Current work setting | Red university |
| PhD setting | Red university |
| A university Tuba mentioned (where Tuba or other participants were neither a PhD student nor a lecturer) | Orange university |

Tuba received her undergraduate and Masters' degree from Red university, in which she was also a PhD candidate. Right after receiving her undergraduate degree, she started working as an EFL instructor at a private university, Blue university, located in the same city with Red university. After working at Blue university for more than ten years, she had just started working as an EAP instructor at the Red university before the data for the present study were collected.

As an EFL instructor with more than ten years of experience, Tuba offered general English courses, ESP, and EAP courses. At the time of data collection, she was in the process of writing her dissertation. In the following section, Tuba's PhD journey and her becoming an academic researcher will be explored. (Tuba and her colleague preferred to use Turkish in the interviews; thus, all the quotations in her story have been translated. Please see Appendix E for Turkish quotations.)

#### 4.2.3.2. Tuba's Motivations and Future Orientations to Pursue PhD

Tuba's meeting with research dates back to her undergraduate degree. In the third year of her BA program, she took a research course from one of the young academicians in her department which she highlighted as a turning point in her life as she was amazed with the lecturer's personality and research skills. This person later became her master's and PhD supervisor, Banu hoca. Their common research interests and characteristic qualities were influential in Tuba's long history with her.

> *Since BA, the fact that I took the first Research course from her, so I met with research with her. When we met in Research course, she was a meticulous and perfectionist person. She was very interested, and she said, "Make a poster presentation". I started to enjoy going to conferences to present our research. I am also interested in psychology, and as it is her field, I don't know, and her hard work, meticulousness, and perfectionism. (Tuba, I2)*

Tuba learned most of what she does as research practice from her. In other words, her undergraduate research course and the lecturer acted as strong proxy agents in her professional identity, and they affected how and why Tuba pursued her graduate studies. In her undergraduate course and later, providing feedback and encouraging her to take part in conferences, her supervisor helped Tuba explore, experiment, and validate her researcher identity during the course and at conferences which were important spaces that made Tuba realize that she felt she belonged to the academic community since then. Since that research course she took in her undergraduate degree, she always felt that she is a part of the community, and reflecting on her feelings and experiences, she decided to continue her academic studies pursuing her MA degree.

> *Starting tiny steps as a student, I made a presentation because I went to several conferences during MA, and I felt like I was in the community…I felt it, but since the beginning, I feel like a part of the community since I was an undergraduate student. (Tuba, I2)*

This was also reflected in the narratives of one of her colleagues: Tuba was meant to be in the academia since the beginning.

> *As if Tuba had never thought of anything else, you know, she was meant to be here in fact because she did it one after another without break…Tuba did not think of anything else, in fact, her actual goal was to be in the academy. (Tuba's Colleague, I1)*

While pursuing her MA and working as a full time EFL instructor with 20-25 hours teaching load, in her last semesters while taking courses, she had to take care of her mother. She was a caregiver at nights at the hospital, she was a teacher during the daytime, and she tried to pursue her master's degree, complete the course assignments, and then write her master's thesis in her remaining times. Unfortunately, towards the end of her deadline to present her master's thesis, she lost her mother. In this sense, her MA experience was traumatic as she had to take on a new role, and she lacked the support of a family acting as a proxy.

> *I stayed in the hospital at nights and went to work at seven in the morning. So, there were the times I didn't sleep at all. I was doing the job, teaching, I was coming home at five in the evening. Both the hospital, the thesis, and that or something I was in such a very chaotic period. (Tuba, I1)*

Tuba had always dreamed of pursuing her PhD abroad, and thus, she applied to a PhD program abroad. However, because of funding problems, her application was rejected although she was found eligible for the program. She was sorry that she was not accepted because of lacking the financial support of a proxy agent; however, her correspondence between the secretary and the professor in the program served as a self- and other legitimization of her professional identity as she was not accepted because of funding problems, and not because of her qualifications. Thus, this interaction was a critical incident in her career path.

> *I was very happy, then, we even corresponded via e -mails, you know, she said that she wanted to work me, that I should apply again, she said, "Let's be in touch.", and that I should apply the following year again. (Tuba, I1)*

She could have tried to find a scholarship, but reflecting on her MA experience, she decided not to be committed to any institutions for financial support as that would put pressure on her while pursuing her PhD studies. It was an act of

regulating her motivation and action reflecting on her past and foreseeing the possible outcomes.

> *At that time, after my mother passed away, I wrote a petition to X stating something like this happened. And I said "Tuba, you will not apply for a scholarship or fund again." Because life is something like that, I can be sick at any moment. (Tuba, I1)*

Without financial support, she had to cancel her plan to go abroad. Moreover, losing her mother, Tuba decided that she could not leave her brother behind. Reflecting on her experiences and forethinking about the potential risks, she decided not to pursue her PhD abroad.

> *But of course, while you are making plans, the things the life brought and this process at the same time, turned my whole life plan upside down. (Tuba, I1)*

> *Because of finance. When I couldn't get the assistantship, when I could not go, I started PhD in Türkiye. (Tuba, I2)*

Tuba lacked the support of a family as a proxy agent, and it was clear that money was another strong support force she lacked that would support her PhD studies abroad. Either in Türkiye or abroad, she was going to start her PhD as pursuing a PhD was like a natural continuation of the process for her. With her MA supervisor Banu Hoca's support and encouragement, she applied to the PhD program in Red university with the intention of taking some courses while waiting for the next year to come for application to the same program she had applied. This was an act of risk management and exercising strong personal agency; although she lacked the necessary financial support, she tried to gain control of her situation and adapt it in the way that would help her reach her desired outcome, i.e., pursuing a PhD degree. While deciding for her PhD setting, she incorporated all three agentic properties, i.e., forethought, self-reactiveness, and self-reflectiveness. One other factor why she chose Red university as her PhD setting was the fact that she was familiar with the context and the expectations of professors. Also, positioning her PhD setting as a smooth space that enables its students the exploration, experimentation,

validation, and confirmation experiences to become academicians rather than expecting them to become solely teachers, she perceived her PhD setting as a research-oriented university.

> *When we were in undergraduate degree...We were educated like an academician. Even in English language literature, I presented a paper, and I also presented the things in the Research course in different places… You know, expecting like we will eventually be an academician. You know, I used to receive feedback from most of my professors like "we want you to continue in master's degree". That's why, you know, when I was there in BA, I was actually planning to go abroad sometime, but I said, "Let's start here, this is a place we know." I said, "We've taken so far, let it continue like this." (Tuba, I1)*

After a year of her PhD studies in Türkiye, considering the time and energy she had already spent living the in-betweenness and assuming very demanding dual roles, i.e., a full-time language instructor at a private university and a PhD student at Red university, Tuba decided to continue her PhD study at Red university in Türkiye.

> *I worked at the weekends; I didn't sleep on weekdays. I took the PhD courses for a period, then, I said "Tuba this cannot happen." I said, "You can't leave this place like this, after taking courses and leave it like this." I gave up there… You know, I said "I worked so hard here, and you can't go." … So, I continued the doctoral education in Türkiye. (Tuba, I1)*

Pursuing PhD managing multiple roles, Tuba was tired both physically and mentally. Reflecting on her experience, she was not sure about what career path she was going to take in the future as she was aware that there may be some unexpected events such as a health problem that would affect her choice, motivation, and success.

> *Right now, no longer, I don't know… I don't like to make plans, especially because of diseases, since the diseases. I would like to pursue a post-doc, but I don't know if the living conditions allow. (Tuba, I1)*

Tuba was exhausted during the journey, but once she completes her PhD, she would like to pursue a post-doc abroad as in some countries there are some prominent researchers she would like to work with. Her narratives revealed that

the motivation to work with those researchers and to live in those countries affected her topic selection for her dissertation study. In other words, enacting her personal agency, forethinking on the potential desired outcome(s), she regulated her motivation and action to work on the topic she chose for her dissertation. Moreover, she may be perceiving living, studying and working abroad as a validation and confirmation space for her professional identity.

> *I will do it whatever it takes, but I have post doc in my dreams, just to go to X country, I chose this topic. I want to live in X country for one year or something, or be it 6 months, 9 months, 12 months, I don't know if they allow. After it finishes, I want to apply for a scholarship and go to a postdoc, I am not going to lie. (Tuba, I1)*

After the postdoc experience, she will probably continue to work at her current position at Red university. Within the data collection period, she had no intention of seeking a position in traditional ELT programs as she identified herself as a researcher with a non-ELT focused research interest, and she is willing to continue her research practices in her field of interest, but not as a requirement of her position.

> *Even if I go to a postdoc and come back, it is my current plan to continue teaching at Red university by publishing when and how I feel like. But I don't know, it can be like going and coming back as a visiting scholar, to conferences, more like that with pleasure. I'm not thinking of going to the faculty for now. I am not considering an ELT field. I am not into ELT for a long while. (Tuba, I1)*

One other reason that motivated her to work at her current position after her PhD and postdoc is how she perceives it as a smooth space. She believes that she will be able to apply her research background to her teaching by offering elective courses she can design focusing on not English language teaching, but more on language studies and interpersonal communication skills. For this reason, it can be suggested that Red university will work as a proxy agent that will offer her the opportunity to validate and confirm her both nomadic identity and migrant identity, i.e., academic researcher teacher and non-ELT academic researcher.

> *In addition, because of my teaching practices, it is more suitable for the student profile. I can offer them elective course or something. Sociology, psychology, I like them better, that's why, in fact, my doctoral thesis is more aligned with what I do here. (Tuba, I1)*

Whether she will pursue a postdoc or not is time- and space-bound. She was in the process of transcribing her data and writing her dissertation, and she was not able to foresee the future. Feeling overwhelmed with her past experiences, she was unsure and a little pessimistic about the future. However, in her narratives, both as a teacher, a PhD student, and a researcher, it was revealed that she has a sense of belonging and alignment with Red university, which she perceives as a smooth space that allows her elaborate on and experiment with her professional identity.

> *Publishing when I feel like, a postdoc, but of course, if there is a project there that I love, I don't know if quit my job here at Red university, it seems like I can't quit here, like I have a bond of love, like a home. Or I may not even pursue a postdoc, I can quit everything, I can continue only teaching. That's good, I want to ride my bike, run, walk. I love walking. I want my weekends back like this. Yes, I want it back, the weekends. So, my sleep..., I want my weekends and my sleep back. (Tuba, I1)*

#### 4.2.3.3. Challenges and Support Mechanisms Interplaying in Tuba's Multiple Role Management during PhD



**Figure 11.** *Tuba's Metaphor for Her PhD Experience*
(Hotpot.ai, 2023i)

Tuba could not take the risk of going abroad as her PhD and career path, but as the metaphor she used in her narratives, a PhD in Türkiye was like riding a roller coaster for her with disappointments, shocks, but with pleasure as well. Going through all the stages, she had to exercise strong agency as well as seek support from different proxy agents to achieve her desired outcome, i.e., PhD.

> *A rollercoaster ride. Up and down, sometimes it feels like you are falling. It was a rollercoaster ride. I have been thrown around, and sometimes it feels like I am going to fall out, but I am still here and loving the ride. Through all of twists and turns, I have been trying to hold tight and keep the end goal in mind and never give up. (Tuba, follow up message for I2)*

Money was an important factor why Tuba started her PhD in Türkiye and at Red university. Once she started her PhD, she did not have a smooth PhD experience.

> *As a support mechanism, I didn't actually have a mechanism, so I don't know, I didn't have any emotional or financial support. Actually, I had to work because I had nothing financially (Tuba, I1)*

> *So, it was a very challenging process...very challenging… Compelling. Turned me upside down. (Tuba, I2)*

She experienced several challenges with regard to assuming multiple roles. Working as a full-time language instructor at a demanding private university was the primary concern for her. Blue university acted as a proxy agent by giving her the permission to take her PhD courses and scheduling her teaching hours, but the workload was a recurring detrimental force in her PhD journey.

> *They may have allowed me to go to the courses, but...it was a very busy workplace. It was three periods, I was working in summer, there was a summer shift or something, as I said, I worked on Saturdays. (Tuba, I1)*

As Blue university was a private university, they were expected to be present in their work setting from 8.30 a.m. to 5 p.m. every weekday and whenever they were assigned a teaching or assessment role. For example, during a semester she was assigned a Saturday class, and for several weeks she had to teach on Saturdays. Reflecting on her challenges and forethinking about the possible outcomes of her hectic schedule, as an exercise of personal agency requesting a proxy support, she requested an off day on a weekday, but the institution was not cooperative in this respect. She was in-between every day, even during lunch breaks and weekends.

> *I always had to give my priority there. Those things had to be finished. Does a person work during lunch break? … So, studying at noon to finish the homework to submit it, when something happened to the computer, my nerves, it was driving me crazy. I mean, I used to get furious like that. (Tuba, I1)*

The language instructors working at Blue university were repeatedly reminded that they should prioritize their teaching role related tasks when they complained about some duties. For example, on the week she was going to take the comprehensive exam which is an important identity validation space for PhD students, she was assigned a proctoring duty for a late exam session. This was an

experience she reflected on using negative emotion words. She criticized the unsupportive attitude of the institution and its not being an active proxy agent when she needed it the most.

> *I was going to take the comprehensive exam on Friday, can a person have a duty in an exam on Wednesday evening, at 9? I went out at 9. I never forget, I came to the office, I threw the books… I said, "Can't you find someone else in my place, I'll do it later?" "I couldn't find someone to substitute you." How didn't you find anyone to substitute me? (Tuba, I1)*

She positioned Blue university as a private institution with top-down management which she thought was the reason why the administration of the department could not act as strong proxy agents when she needed their support. In other words, due to the institutional culture, Blue university can be considered as a striated space with regard to management, and this made her journey more difficult.

However, there was institutional support with regard to research practices. They used to encourage research practice among instructors. Thus, Tuba acknowledges Blue university as a proxy agent in a different aspect of her career. While conducting her research studies, it created a support mechanism, a collective agency that will offer mutual benefits for all the stakeholders.

> *Our manager, for example, was very supportive for such things about data collection or something, always supported it. I think this is one of the best things that one can face, especially one working having both a researcher role and teacher role in the institutions that requires working hard. (Tuba's Colleague, I1)*

The institution also offered professional development activities which were spaces for sharing and acting as proxy and collective agents for the professional development of the instructors and for improving teaching and learning practices. However, Tuba was not satisfied with the contribution of these activities to her professional identity as she had already been conducting research for years, more complex large-scale ones. Her reflexive positioning in her narratives demonstrated that she perceived her research practices as requiring

more advanced research skills when compared to the principles of action research presented in those meetings. As these spaces were also validation and confirmation spaces for the presenters, when Tuba did not acknowledge what was presented and when she provided feedback, she used to feel that her colleagues did not appreciate her feedback or criticism, so enacting personal agency, she preferred to keep silent to avoid the tension.

> *I wasn't very interested in them; I'm doing something far beyond that. But I was still like nodding hı hı, but when I say something, "Hocam, but it is not like that", it is like as if I had a grandiose narcissism, I were a know-it-all, as if I did not like what they did, stuff like that, so I used to keep quiet, I did not want to talk. I was trying to keep silent because this situation used to be misunderstood a lot. (Tuba, I1)*

Tuba could have assumed a more transformative proxy agent if her researcher identity had been acknowledged and praised; however, due to resisting positioning on the right to speak and how she perceived she was positioned by others, she assumed a more passive position to avoid the dispute. This is a presentation of how power issues might affect the fluid nature of identity and how individuals enact (personal) agency to deal with power issues. She sometimes felt challenged by her colleagues as she thought that they were being challenged by her managing multiple roles, i.e., being a full-time teacher and pursuing PhD.

> *I don't know, so they were such that, so both I do it and I do that. It was like, it seems to me that some people don't like this very much. (Tuba, I1)*

Her narratives revealed that she positioned Red university as a more demanding PhD program when compared to the ones in other universities. Reflecting on a conversation she had with one of her coordinators, she thought that they did not realize how demanding her PhD was.

> *Is it because of this I don't know? For example, the coordinator said…" Everyone pursues a PhD, so what?" Okay, you are doing a doctorate at Orange University. So, are we at the same place? They enter the comprehensive exam and pass it quickly. My comprehensive exam is not the same as yours, but you*

*can't say that. If you say, this time, I would be a grandiose narcissist, a know-it-all or something. (Tuba, I1)*

Tuba had difficulty in managing dual roles especially while taking courses. There were times she could not take the course she wanted to as it did not fit her teaching schedule. If she requested a change in her teaching schedule, the administration refused to cooperate.

*I can't change, I wrote you to this level, we can't change it after this time. When they change the program, there is a lot of problem, we couldn't agree. (Tuba, I1)*

Reflecting on her previous experience and forethinking the possible unwanted outcomes, she learned to exercise personal agency by seeking support from different proxy agents. She tried to communicate with the stakeholders to overcome the challenges she experienced. She used to use different means of communication so that she could take the courses she wanted. Her narrative revealed that she positioned herself as someone with high personal agency as she perceived that she made an impact on the behavior of individuals and structures. She used to call or email the program directors or research assistants and beg them to have a change that would fit her schedule.

*Calling the research assistants in the department, my friends doing that task. I would call "Is the program ready?" If not, I would call, write an e -mail to the department head of our PhD program asking: "Is the program ready? Blue University requested our program?" Then, Red University got used to it, they started to announce the graduate course schedule in advance. By the way, I didn't have any other options, what could I do? (Tuba, I1)*

She was actively taking the initiative to mediate between her work setting and PhD setting. Moreover, she used to communicate with her friends and encourage them to take the course so that the course she was willing to take could be opened that semester.

*Because I didn't have a choice. I was gathering people. "Will you take this lesson?"...So, what else I could I do, you know? I have such good*

> *organizational skills, so I was aligning Blue University and Red University in some way. (Tuba, I1)*

Finding a course that was suitable for her schedule and research interests was difficult, and this was a challenge she could overcome enacting personal and collective agency and seeking the support of her friends and supervisor who were acting as proxy agents.

> *We couldn't find lessons, then petitions. So, I wrote so many petitions…We were calling here and there...Therefore, since she was my supervisor, for the two main courses I took, it was easier for me to adjust my schedules. (Tuba, I1)*

Reflecting on her success in most cases, Tuba believed that her PhD peers also perceived her as a proxy agent with good organization and communication skills. Requesting the professors to postpone the deadlines was another coping mechanism she usually adopted to function properly; however, her requests did not always lead to an extension.

> *One day I said, "Hocam, when can it be the latest?" My friends laughed. So, they used to make me ask when it can be the latest… Everyone was constantly making me ask for an extension. XXXXXXXX Because it does not finish on time, does not finish on time. (Tuba, I1)*

Tuba never volunteered to be an active member of a unit in her work setting as she was trying to pursue her teaching and research practices simultaneously, but her intellectual skills and qualifications were acknowledged by her institution. For example, she perceived the request of the department head that she should work in an office as a legitimization of her professional identity.

> *My department chairperson said, "I want you to work in an office, with Curriculum unit" But I didn't work in a unit because I wanted to continue the research. When a new coordination position or unit was opened, I was called several times like "We now want you to share what you've learned with us, more." (Tuba, I1)*

This was also reflected in her narratives when she referred to their conversation when she decided to work at another work setting. When her department head

said he thought that she was going to pursue a post-doc abroad instead of working as an instructor at another setting, she perceived it as a validation of her academic researcher identity.

> *My department head and people knew…I was known as a hardworking person, doing these two, so I was perceived more as an academic. When I was changing the job, the department chairman said, "I thought you were going to postdoc from here, I thought so, why are you going?" (Tuba, I1)*

After she completed her coursework, she had to study for the comprehensive exam. However, after such hectic semesters of course taking phase, she wanted to skip the first exam as she thought she may not be able to study, but her supervisor disagreed. The mode and the content of comprehensive exam, which she referred to as not humanistic, was another challenge for Tuba.

> *I am one of those who took the proficiency exam like we wrote the literature for nine-ten hours from our memory. They turned off the Internet. In other words, in such non-human conditions… that is, we have memorized everything, and we wrote it like "As it said by this person in this document, as it said by this person." (Tuba, I1)*

After passing the comprehensive exam and being legitimized as a PhD candidate, Tuba had to find an institution that would allow her to collect data for her dissertation in their setting. During this phase, she experienced challenges because of the topic of her dissertation study. As she chose a topic that was not studied before and she needed a non-ELT data collection site that should give consent for data collection, for a very long time, she could not find a data collection site that would agree to participate in her study.

> *Tuba, for example, got exhausted while looking for participants because she wanted to work on this topic, you know, it was not much studied, you know, she wanted to study something new. (Tuba's Colleague, I1)*

She tried to exercise personal and proxy agentic acts to overcome the challenge. Her efforts to seek support from her social network did not result in the desired outcome, i.e., finding a data collection site.

> *I sent emails to data collection sites, and everyone rejected me… Nobody replied to my messages. I said to my own friends, and they made fun of me, "You can't do this thesis, there is no way, impossible, who will give you the recordings?" (Tuba, I1)*

Even the data collection site that had agreed to provide data did not cooperate after she had proposed her dissertation topic officially. This affected her social relationship with one of her friends who was the proxy agent in this process.

> *We, kind of, agreed with a data collection site, and we presented the proposal. Then, they didn't answer me, it was my friend's work setting, our relationship broke down with my friend. (Tuba, I1)*

Although she tried to use her personal agency and seek support from differences sources, she was not able to succeed on her own for one year. At that point, her supervisor acted as a proxy agent offering her network as a resource to find a data collection site.

> *I was rejected by more than 20 data collection sites. Meanwhile, we couldn't find one. Finally, we agreed with one. It was like through my thesis advisor's network. (Tuba, I1)*

Finally, she could find the data collection site for her dissertation study with the help of her supervisor. However, her disappointment, helplessness and the delay on her studies caused a lot of stress and pressure on her. Moreover, the global health crisis was not the only reason why she could not work on her dissertation studies as effectively as she wanted. She changed her work setting during that time, and although she was very happy about working at her new institution, Red university, changing her work setting was another challenge for her.

> *I can't say I'm focusing on my thesis a lot right now. My typical workday is currently dealing with teaching…Frankly, I cannot say that I allocate time for my thesis. (Tuba, I1)*

Working as an EAP instructor at Red university was something Tuba wanted, and being accepted to the department was a sense of accomplishment, a legitimization of her professional identity, i.e., a validation and confirmation

space in her career path, but it brought new responsibilities as she was not familiar with the course content, course materials and assessment. Working at Blue university was relatively easier as she was familiar with the context and the student profile, but even if she could forethink about the possible unwarranted outcomes, during that time she could not focus much on her research studies because of her hectic schedule. However, working at Red university was also challenging. Working at a new setting, Tuba had to allocate most of her time preparing for her teacher role related tasks rather than focusing on her dissertation study.

> *If we talk for the time, perhaps this was not what she needed to continue her doctoral studies easily… Although it was a very good thing, I mean she wanted to come to Red University. I think continuing both was a little more difficult I am sure that was so…Yes, she came with an extra workload. Therefore, it can be accepted as a factor that interrupts her study. (Tuba's Colleague, I1)*

> *I can't work much on my thesis, let me talk clearly, you know, the thesis seems to take longer, and that stresses me out. (Tuba, I1)*

Starting at Red university, she was trying to accommodate and align her practices with her new setting. Thus, she could not focus on her dissertation study as much as she wanted either because it was a new setting in which she had to be a legitimized teacher acknowledged by herself and by others, i.e., her administration, colleagues, and students.

> *I can say I'm dealing with teaching. I'm trying to make sense of the culture because I'm new… And also, I have the thesis at the same time, and I cannot do anything for the thesis, I collected my data, but I put it aside. I'm neither reading nor analyzing these days… Because my student profile here is a little demanding. I mean, I am always preparing lesson plans and such ... days are like this. I don't know about the thesis. The thesis will not finish this year. It may continue until next year. (Tuba, I1)*

Her student profile at Red university which she perceived as a demanding group was another factor that affected her taking personal agentic action to prioritize teaching over her dissertation study. As classroom is a validation and confirmation space for teachers as much as it is an exploration and

experimentation space, sometimes Tuba had to sacrifice her research practices to be able to complete her teaching role related practices.

> *There is a real job here, things to do about teaching…For this reason, she has to make a sacrifice, so I see her being split apart while trying to allocate the same time, both time and energy. The two don't go together because it's hard. (Tuba's Colleague, I1)*

Her narratives demonstrated that depending on time and circumstances, her each role was a burden for Tuba from time to time.

> *Sometimes research sometimes teaching is like a burden. Sometimes this happens: If I have something to complete with a due time there, in TAC meetings time teaching feels like a burden. During teaching time, sometimes research is like a burden. Sometimes the balance is broken. Sometimes I want to continue, sometimes it seems like I don't want. (Tuba, I2)*

Managing dual roles was consuming for Tuba, and she needed to prioritize.

> *So, who am I? I always prioritize teaching. Because in front of me, they are waiting for feedback, they need to learn, and I earn the money from that…But I was also exhausted because I tried to give the same weight there. I'm in my thirties, but I don't know what happened to the twenties. (Tuba, I1)*

She could not shirk the responsibilities of a full-time teacher although she needed time to focus on her PhD studies. For example, even if she was given permission to go to Red university to take her PhD courses, she was expected to compensate for a duty she could not take on. In those times, she had to sacrifice the quality of her PhD course assignments and class participation which are important identity spaces, i.e., exploration, experimentation, validation, and confirmation spaces for PhD students.

> *Sometimes there were times when I went to PhD classes not having read, and I couldn't join the discussions because there were times when Blue University was the most hectic. Student reports will be written, grades will be uploaded into the system, it's the week for exams... Sometimes I could not catch-up. In other words, there were times when I didn't read it because I wouldn't be able to maintain my mental health while trying to do it all together. (Tuba, I1)*

When she could not cope with her multiple role related tasks, it was the PhD and research domain that she had to compromise. For example, she was worried that due to her hectic teaching schedule she will not be able cope with the large set of data she collected.

> *I mean, for example, it came again these days, and after a period it disappears, sometimes I get very depressed. The two. "What will happen to this research? Tuba summer is over. Gone. How will those transcripts be completed Tuba?" ... Telling my friend "Teaching Research. These two don't, cannot be pursued together, what shall we do?" (Tuba, I1)*

Going through several challenges while trying to manage multiple roles, Tuba needed support, a proxy agent that would be caring for her. Since the research course she took in BA, her PhD supervisor Banu Hoca was always there when she needed. From the start of her PhD, during her PhD application, course phase, comprehensive exam and data collection phase, her supervisor was an active support mechanism. She also encouraged her research practices and future career orientations, and she created opportunities and spaces for Tuba where she could explore, experiment, and validate her researcher identity.

> *She wanted me to do some things so well because she trusts me, so if there was a seminar at Red university, something done in Red University, I used to come from Blue University and take part in the organization of it, I was in the panel support team. It is a good thing that she trusts and believes in me. (Tuba, I1)*

Tuba also had research presentations and publications as Banu hoca initiated collective research practices by allocating some research roles to her students.

> *There is a chapter to be written, Hoca says "Tuba can you write a chapter to that? Last year, we wrote a chapter in June, and it will be published in a coursebook. (Tuba, I1)*

Tuba's academic and personal interactions and relationship with her supervisor was also reflected in one of her colleagues' narratives. She also knew that Banu Hoca acted as a proxy agent not only in the academic domain but also in her personal life.

> *There is a supervisor there, so they are communicating, and it is like Tuba is not alone...I even know things like they talk, in personal level, personal things. Those talks, their coming together have supported her from time to time, and as I said, I know that there is a supervisor who can say, "Apart from academic things, how are you? Are you OK?" (Tuba's Colleague, I1)*

In her dissertation writing process, Tuba usually contacted her supervisor before her TAC meetings. However, her relationship with her supervisor was not limited to her dissertation study and TAC meetings; Tuba was an active member of a professional network her supervisor was advising, and they used to come together as a reading group and/or data sessions prior to the professional talk sessions during which they host a researcher. This research group has a crucial space in Tuba's personal and academic life because in addition to having a social network, she could share, explore, and experiment with her research practices with the group. Moreover, it was a place for being a legitimized member of the academic community. For example, in one of these sessions, they hosted a researcher whom Tuba may want to work with as a postdoc researcher. When Tuba asked a question to the researcher, her supervisor introduced her pointing out the relevance of her field of interest to that of the researcher's.

> *My friends there are also my close friends from PhD. I can also talk with them about my study, and they also help me, I also help them. We continue supporting each other. A group I received and gave support.... It was a formal research group in the department…Peer support. Apart from that, it was open to the public to some extent, opening it to the community, to academia, it was something that our supervisor had always wanted for years. We reach the masses and support each other. (Tuba, I2)*

Thus, she acknowledges the potential impact of her interaction with the research group on her researcher identity and her self-regulations with regard to future orientations and research standards.

> *Since the research assistants are my friends, I am more in a conflict there. When I sit with them, I talk about research, we will do it like this, we dream, let's say, if I go to X country for postdoc, if X goes to X country, we will meet in X country, Although I will return to Red University, we always have this dream. (Tuba, I1)*

Having a like-minded research community also affected her research practice and productivity as it provided the opportunity for collective work. They used to go to the library, study and even write articles together.

Pursuing PhD is a long and challenging journey itself, and when the experience intersected with being a full-time teacher which is another demanding role, Tuba would not have endured without the support of other sources. For example, preparing for the comprehensive exam was not easy as she was a full-time teacher. Seeking the presence of one of her friends as a study partner, she tried to overcome the feeling of loneliness and stress.

> *I used to come home in the evening, my research assistant friend was staying in my house at that time, she used to have studied since that morning until I came home, and we used to have dinner because, you know, there should be someone near me so that I wouldn't sleep, of course, we used to study until eleven or something, go to the library together, come home from the library. It was like a nightmare. I swear it was like a nightmare. (Tuba, I1)*

There were some other support mechanisms available for her in her social network. Her network of friends was one of the sources of support she received. For example, Tuba enjoyed socializing with her office mates in Blue university.

> *On Fridays, we would go to the theater with them or something, otherwise I wouldn't be able to clear my head, they were very fun, I had a lot of fun in the office. (Tuba, I1)*

No matter how much support Tuba received, having two professional roles, being a full-time teacher and a PhD student, especially in her PhD setting, was really challenging mentally, physically and financially. Thus, her intentional effort not to quit socializing was another coping mechanisms Tuba developed to be able to function in this in-betweenness efficiently.

> *I was trying to socialize with more friends during lunch breaks. Socialization, but my favorite thing was lunch breaks because I used to eat different food and socialize. (Tuba, I1)*

In addition to her colleagues, she had friends from different circles that acted as proxy agents for her research and teaching practices as well as for her well-being.

> *For example, while I was studying in the library, I never forget, she brought soup, I drank soup in the car. I never forget that, so you know, I had friends who thought about my food, my health while I was studying. Some of them said "Quit. It's not worth it!" because I had great difficulty, the weekends, the weekdays. As I said, I had a lot of conflicts. (Tuba, I1)*

Her work and PhD settings were supportive as proxy agents providing the space to socialize and share. Both as a teacher and as a PhD student, break times were the times to socialize, and if she decided to continue socialization other than break times, it used to impose a feeling of guilt rather than a relief. To be able to complete her PhD course load while managing her both teacher role and PhD student role, she gradually ceased to exist socially both among her friends and in the academic community. Although she had some supportive peers with whom she could study together, always having a busy schedule and living a life in-between affected her social life negatively. She even lost some of her close friends as they complained that they started to meet only when it was convenient for Tuba.

> *Some of my friendship relationships deteriorated. They said, "We always meet when you want because you are always busy." ... I had friendships that ended like that. (Tuba, I1)*

> *"I am too busy; I am too busy." After a while…some friends left, they were like "Enough with your being busy." (Tuba, I1)*

Positioning the research assistants and teachers as professions in different professional domains, Tuba referred to teaching as a more challenging task than being a research assistant which she thought could be the reason why her social network of research assistants could not empathize with her.

> *When we go to class for teaching, research assistants study in their offices. When I call her, she has already checked the theses, and is studying…I am doing action research, if I don't do it, I'm in the class, or I left school and I'm*

> *going to prepare the lesson…I mean, is it the same thing with filling excel tables in front of the computer? Their job is very difficult, as well. I can't do their job, and a research assistant cannot do my job when they enter the class. (Tuba, I1)*

Tuba was questioning how she was perceived by her professors when she talked about her workload. Moreover, she was not sure how EFL instructors were positioned in the academic community with regard to their career orientations.

> *I wonder if they think like I'm using teaching as an excuse. But I'm not very sure if they can make sense, whether they make sense of what we are doing here. I am not sure at all if they can make sense of it. In those other things in the departments, as if the assistants will be a faculty member with a PhD, and as I am a lecturer, I can't be very sure of where they are in this sense. (Tuba, I1)*

Tuba had a network of friends who were EFL instructors, and she had a circle of friends who were research assistants. She benefited from both groups, but the people in the two groups had only one professional role; thus, she sometimes felt that one side did not understand her other role related tasks. However, she also had some friends who assumed both a teacher and a researcher role like her.

> *I have a friend at X, we call each other a lot. She is also both a teacher and pursues PhD. She understands me better, of course, she understands more than the research assistants. They don't understand much that teaching is so much. Even sometimes the teachers and professors cannot understand it...You know, this is your responsibility. You did this, you took it. Sometimes I feel that it is not understood. (Tuba, I1)*

Tuba used to feel a state of in-betweenness while she was contacting people in different domains in her social network, and this sense of in-betweenness made her question and reflect on her professional identity and future orientations. She wonders if she will have a sense of a whole person instead of the sense of in-betweenness.

> *As I hang out with the research assistants, I have that research side. I was hanging out with the teachers. Who was I there? When I hang out with the assistants, yes "we will conduct research, and we should publish it." When you hang out with the teachers, "Let it go, is it worth it?" So, I was two persons in the same week, and I didn't know what I was doing, I was constantly in two minds. So, who am I? This was happening too much and…it is still happening.*

*So, I don't know when it will end. Also, I don't know if it will end when the thesis is over. (Tuba, I1)*

Tuba was always busy and had to deal with multiple tasks. She was trying to manage both role related tasks successfully and meticulously, so she could not spare time for herself. For example, she used to go dancing before PhD, but when she started her PhD, she had to quit dancing as she could not allocate time for it.

*I find it hard to find time for myself. When I find it, my mind doesn't relax, I can't sit comfortably. (Tuba, I2)*

After some time, Tuba gave up some of her social activities, and she abandoned the routine of long night sleeps. She had such a routine: in the evening, she used to come home, sleep for an hour, get up, eat something, and then she used to start studying. Sometimes she even used to think of cooking as a waste of time and order food which she believes is the reason why she had ulcer. She used to sleep between ten p.m. and two a.m. and get up at night, especially if it was a very busy period. She used to study until the morning, sleep for a short time and get up again.

*I had such a crazy sleep routine like that. (Tuba, I1)*

Also, she started to skip meals or order food instead of cooking to be able to simultaneously function both as a full-time language instructor and a PhD student. She had to sacrifice her sleep, her health, her PhD studies or socializing, and this can be considered as her exercise of personal agency to regulate her motivations and actions to pursue her PhD and to be able to manage both her professional and social roles simultaneously and efficiently at several points.

*When the work shift was over at five, sometimes I used to stay at Blue university until 23.30 night, go home by taxi, I didn't have a vehicle.... My office friends used to say, "Tuba did not you sleep again?" So, no, how shall Tuba sleep? ... Shall I complain about the money I spent for taxi? For the money I spent while collecting data? Or for the material and emotional damage? How can I tell you the challenges I experienced? (Tuba, I1)*

She had such hectic days for a long period, and Tuba never took a vacation during the semester breaks in her eleven-year long teaching career as she had to study on a course assignment either in her master's degree or PhD. This was such a challenging long journey, and she had to be present in one of her teaching or PhD settings either physically or cognitively, and this in-betweenness deteriorated her health.

> *So, believe me, my body used to hurt. I mean, my fingers, my eyes. I worked at the weekends; I didn't sleep on weekdays. (Tuba, I1)*

> *In this process, I had my stomach pains back… unfortunately, my dual identity has a role, has a major effect on this, I think, eating from outside, I had those acne or something, my health deteriorated. (Tuba, I1)*

Her narratives especially the ones presenting her health-related challenges were emotionally loaded.

> *It was very difficult. There were a lot of times when I was stressed and angry. I cried, I wanted to quit. I said "That's enough. Why are you doing this to yourself?" When I had ulcer recently ... for a lot of times I said, "Why are you doing it to yourself?" You know, when people do not understand you…your mind is always occupied, weekends, weekdays… I want my weekend sleeps back. You know, there are some such slight depression periods that my mood is down. This is I think because you can get strength from working to some extent in your life. Not always. I want it to end, obviously as soon as possible. (Tuba, I2)*

Tuba felt that she was not understood by many people around her, and she was aware that she was going through a difficult journey and that she felt depressed sometimes. She sometimes questioned her goal to live a state of in-between with multiple roles, interactions, and responsibilities. Experiencing several health-related losses in her family and a global health crisis affected Tuba's reflections and forethoughts about the possible outcomes of her in-betweenness. Living in between, especially in two demanding settings and without family support was not easy for Tuba, and she regrets that when she could not cope with the stress, when she was younger, she sometimes reflected its impact on her teaching and students which also served as another source of guilt.

> *Sometimes this time I had unnecessary anger blast in the classroom. So, this was sometimes reflected in this class, I can't lie. I was younger…And this time "This is my personal choice, why are you reflecting this there?" I can say that this may have been reflected in my teaching, no lies. (Tuba, I1)*

Her personal traits were another reason why her journey was a difficult one. If she had to prioritize one of her roles, she usually had to compromise her PhD and research practices because she was perfectionist as a teacher. This was reflected several times in the narratives of her colleague and in Tuba's own remarks.

> *Tuba has such an identity, meticulous, sometimes I say, for example, you spend a lot of time for teaching role. For example, I say "Why don't you use this?" No, she will prepare her own materials, she will work on it herself, and for example, I know that there are some periods that she has not done anything about her research for days. (Tuba's Colleague, I1)*

> *Very patient, very perfectionist, into details, very devoted, unnecessarily, so very caring, you know, the facilitator, caring. She's someone who's trying hard to help her students learn. (Tuba, I2)*

Trying to cope with multiple roles, Tuba started to take part in conferences less frequently during her PhD, an experience she was enthusiastic about even when she was a BA and MA student. However, she could not send her articles to journals for review because especially at Blue university she even had to work or study during holidays. She had no time for the review process.

> *Usually only during the semester breaks, only when I was working, it was holiday for me. I also always complete assignments during my semester breaks. I mean, how can I send to a SSCI journal and publish? I could just complete the course requirements and made a few presentations. After a while, I even stopped presenting. (Tuba, I2)*

Although she conducted several research studies and she perceives herself as a legitimate member of the research community, her perfectionism and hectic work schedule prevented her from publishing her studies derived from her graduate course assignments or from what she conducted as her personal interest. In other words, reflecting on the lack of time and space to manage multiple roles,

she regulated her actions and decided to postpone publishing her research studies as she wanted to function "properly" in both domains.

> *Maybe if it weren't for teaching, believe me, I would have published much more. And more better studies because I feel competent, but there is no time to do some reading. (Tuba, I1)*

For Tuba acting as a researcher requires some agentic properties as it will present you to the research community. Referring to some journals some students published as a low-ranking journal, her narratives revealed that she did not align her self-perceived researcher identity with some of the PhD students' publishing practices who prioritize quantity over quality in their research practices. Perceiving journals as important validation and confirmation spaces for the research community, she was regulating her actions for further practice of publishing her studies in high impact journals.

> *I am very busy, so I do not have the strength. I have a lot of papers ready… they are there…. At least, they can be a presentation. Publishing for me is like if I do it, only if I do it so high quality. Otherwise, people keep their homework or something publishing in like X country journal, I don't know what. You know, I don't do much like that. I say few but high quality, so I don't send them, this was the reason why I didn't get them published. I want to publish in the SSCI journals… I mean I don't have time anymore, and I must be selective. I'm getting tired and being lazy now. I am not sending to any conference; I didn't try, I mean. (Tuba, I2)*

Reflecting on her research practices, although she positions herself as a generator of knowledge, she wants to publish her papers at SSCI journals which are perceived as a validation and confirmation space for research contribution to the literature. However, although Tuba positions herself as a legitimized researcher, exercising personal agency in the form of self-regulation, she did not prioritize having publications while trying to manage multiple roles.

> *I find my studies very valuable… All of them are usually very first contributions to the literature. And I know, if I'm going to publish them, it should be in SSCI journals. Other than that, no publishing. Proceedings etc. I don't do them anymore. I was doing it in the master's degree. I do not prefer it now. Yes, I haven't formatted them as articles yet, I mean. (Tuba, I2)*

Among her friends and in her work settings, Tuba was perceived as a hardworking and knowledgeable person, and this positioning, although a reassuring legitimization of her professional identity, was sometimes a stress factor for her as well. She felt as an acknowledged and legitimized member of the teaching and research community; however, reflecting on people's remarks, she usually felt the pressuring high expectations of others with regard to her teaching and researcher role related responsibilities and practices.

> *Sometimes there is a lot of expectation for my teaching, in the institutions that I work, that was the case in Blue University, so if research will be done, this time they want to tell me, in fact, this is tiring for me, there's a great institutional expectation. Of course, when I do research, there is a big expectation…the pressure exhausts me. Believe me we conducted action research at work at Red university. As a PhD in Red university, so I feel something like that, so as if they expect something different from me, I also feel it here in this new workplace. I say is it me making it up, but no, they say "Just as I expected from you". So, what do you expect from me? (Tuba, I1)*

Being a full-time instructor and pursuing a PhD was a difficult journey for Tuba, and there were many times that she questioned her reason to continue such a challenging state of in-betweenness.

> *Sometimes I think about it a lot, why are you doing it? Why? This is a very different thing; I mean, being there and being there. Getting tired this much, being sleep deprived, not sleeping at nights. So, relinquishing the weekends. (Tuba, I1)*

> *I think I'm doing it, I'm going to finish it, but sometimes it happens like "What happens if I have a health problem? What if something happens to my stomach if I go on like this? Is it worth it?" I thought a lot, no lies. Sometimes I said, "Shall I quit teaching?"; I say, "What if I resign?" Sometimes I say, "Shall I quit research?", but the two cannot be pursued together. (Tuba, I1)*

In such moments, she sometimes wanted to quit one or both of them. The thought of quitting was not relieving, but she usually thought about it. When such a thought occurred, she used to incorporate three agentic properties to find the motivation to continue her state of in-betweenness. She had to continue teaching as she lacked a financial support mechanism acting as a proxy agent, so she had to work. Moreover, she could not and would not quit PhD because of

several reasons: she had spent so much time and energy; she had come that far; she felt responsible for her data collection site; she was committed to her PhD supervisor; and she loved her dissertation topic. She also believed that holding a PhD degree would be an important capital for her that will legitimize her professional identity in the eyes of her student profile and her current work setting. In other words, she perceives her PhD as a smoothing space and experience that provides her with the opportunities to foster her teacher and researcher identity which she perceives as an important proxy that contributes to the collective benefit. Reflecting on the changing required qualifications for being a language instructor at a university, Tuba also perceives pursuing PhD as an act of enacting personal agency as she may use her PhD degree as a proxy agent to overcome the potential challenges she may experience in her current position. She believes that the PhD title is the legitimization of her professional identity, a validation of her professional identity shown on her CV, and she thinks that having a PhD degree may be a requirement to apply for a position in her department in the future.

> *I am teaching at undergraduate level, so I must finish it. You know, the profile in front of me is demanding, it is something they consider. Maybe one day, they will say "To work at Red University there will be a doctoral degree requirement." (Tuba, I1)*

For Tuba, pursuing a PhD requires a lot of sacrifices especially in one's social life as instead of socializing with other people, she had to allocate her free time during teaching days and holidays to her PhD studies. As she had to commute between her work setting, PhD setting, and data collection site, she also spent a lot of money for commuting by taxi. Thus, for language instructors who are planning to pursue a PhD for professional development or for an administrative position in language schools, she thinks it is not the right action to take.

> *Just to be the manager of a place, a PDU Trainer, there is no need to pursue a PhD. Do something else, have TESOL. No need for these. Sometimes they think the doctorate is something for teaching, it is not such a thing, our doctorate program here. You know, there is this vision of raising some academicians. (Tuba, I1)*

However, Tuba perceives pursuing PhD as a great journey, especially if one has a scientific mindset, that presents many benefits such as learning and experiencing with research. Moreover, it grants the validation and confirmation of one's researcher identity as it grants a degree and "doctor" title at the end.

#### 4.2.3.4. The Interrelation Between Tuba's Teacher and Researcher Identity



**Figure 12.** *Tuba's Metaphor for her Journey of Becoming an Academic Researcher*

(Hotpot.ai, 2023j)

> *It has elements that pervade various endeavors: discipline, persistence, training, and obsession. A challenging process that requires determination, discipline, thus a marathon. (Tuba, follow up message for I2)*

Since her undergraduate degree, Tuba felt she belonged to the research community, and she acted as a member in different spaces such as graduate classes, her work setting, conferences, and her Research group. Having completed a master's degree and pursuing a PhD while being a full-time teacher, becoming an academic researcher was like a marathon for Tuba due to its challenges and the stamina and strong personal agency required to endure the

long journey. Reflecting on her research background, she identifies her research interests as language studies. She thinks her supervisor, who acted as supportive proxy agent in her journey, has a great impact on her researcher identity.

Since her MA studies, Tuba did not want to further her research career in quantitative studies, and she wanted to focus on language studies which she thought require more intensive and detailed research practice. She believes that people do not provide correct information in questionnaires, so she is not interested in collecting data via questionnaires.

> *I don't like to conduct questionnaire studies. I don't believe people tell the truth. And they do it reluctantly, forcedly. That's why, I never conduct questionnaire studies, so I included an interview in addition to a questionnaire study when I was in BA, you know, so just to learn it, learning quantitative, learning that test, I think I used ANOVA or something. (Tuba, I2)*

Moreover, as she positioned herself as a researcher with good research skills, she exercised personal agency to find a research worthy topic and conduct research on it. When all these intersected with her perfectionism, she was busy and cognitively loaded all the time.

> *As a researcher, I can define myself as a good researcher. I am a successful researcher, but I am into details too much. Since I am like that, I am constantly collecting large sets of data in every study I conduct. And doing the analysis and stuff for them, my head always hurts like this. I can define it like that… Always into details focusing on unexplored topics and studies, always like I must fill the gap of something. I can define myself as curious and into details, a pedant. (Tuba, I2)*

Especially after her master's degree, she started to conduct fewer classroom and teaching related studies, and she focused on more language studies with great excitement that intersect with sociology and psychology.

> *After a while, if you look, there is a point where my interest has shifted from classroom to X. That point makes me much more excited. I don't like conducting classroom research anymore. … So, now I know the class thoroughly, I have some interest in other social issues and sociology or something. It's a place where I get more excited. (Tuba, I2)*

For this reason, she ceased to exist in ELT research community gradually. This was also reflected in her narrative that she referred to ELT as not her field.

> *I can't focus and have interest much for ELT things. I love something more about my own field ... I can no longer attend and watch ELT conferences or something. (Tuba, I2)*

Throughout her journey, she tried to function properly in both her teacher and researcher roles, sometimes in harmony, sometimes clashing. In other words, research and teaching existed as a proxy agent for her other role-related practices, whereas there were also times they did not align or interact.

> *Sometimes I don't know who I am ... one day while I was making a presentation in a PhD class, I was like "Do you understand? Does it make sense?", and when the presentation ends, everyone was looking at me, and the professor said, "OK Tuba, we've understood that your teaching thing is very high, okay you came from the lesson". I was telling like "Look, this is like this, okay? or something like that. My telling/teaching inclination thing is very high. (Tuba, I2)*

> *Some big clashes...If you ask who I am, I always prioritized…So teacher researcher, so I can't call myself a teacher, I can't just call myself a researcher exactly, so I love both of them like this. (Tuba, I2)*

Tuba believed that the reason why she experienced a clash between two roles was her need to prioritize teaching as well as her personality traits. For example, she refers to reflection as a strategy she frequently uses to foster her teaching and research practices. This demonstrates that she is aware of the importance of incorporating agentic properties; however, this also brings some other challenges such as conducting more complex studies that require her to deal with large sets of language data as she was aiming at perfectionism in her all roles.

> *I am not a person who sleeps well at night if the lesson didn't go well in the morning. I mean, I am a person who always reflects. Of course, while pursuing PhD there, constantly reflecting, there is a lot of self-criticisms, of course, in this regard. But I had to give priority to my job first, and then the research, and it was usually postponed to late at nights, of course, thus, it was the second shift. But on the other hand, I wanted to conduct good research, so I never escaped from it, I didn't keep it simple and just didn't give a survey. I am constantly recording, recording things because this is what I have learned, so you will see, you will record. (Tuba, I1)*

Although it was challenging to manage multiple roles, she usually benefited from the role transitions. There was a mutual effect of her teacher and researcher identity in most of her practices. For example, while she was pursuing her master's and PhD, for some of her graduate courses, she was required to conduct research as a final project which are acts of incorporating four identity spaces, i.e., exploration, experimentation, validation and confirmation of research skills and practices. In these courses, she used to conduct classroom and teaching related research for which she usually used her own classroom or work setting as data collection site. Utilizing these sources as proxy agents while conducting her research benefited her teaching practices as well. Her narratives revealed that she consciously exercised strong agency while utilizing her research and teaching background as a proxy agent in her teacher and researcher role practices. For example, thanks to her research studies, she became more aware of the importance and impact of wait time, knowledge she could transfer to her own classroom.

> *But of course, there was a reflection and impact of each on one another, I studied classroom discourse. Here, what I learned in my master's thesis with X analysis, those wait times, those fine details contributed to the development of my teaching in the classroom, made a lot of contribution. I can say that what I learned there or in those discussions we had contributed to the classroom, lesson. (Tuba, I1)*

Tuba could also transfer the information she acquired in her non-ELT research to her teaching, as well.

> *For example, sometimes I say, "They are not doing it like that at X", students laugh at me. I mean, I know what they are doing, I'm bringing information from the field. I say, "See, I'm working as a researcher at X data collection site" and they are surprised. (Tuba, I1)*

With the research skills she acquired and the implications she had in her research studies, she always reflected on her own teaching practices, and she provided feedback to her institution with regard to the implementations and practices they had. In other words, there was a mutual benefit among all the stakeholders that took part in her dual role practices. Having conducted research in her work

setting, sharing the results with the administrative units and transferring the implication of her studies into her own classroom, she acted as a proxy agent that supported the collective effort of improving teaching and learning practices. In this respect, the smoothing effort of the Blue university administration should be noted. They created the space to experience different identity spaces, i.e., exploration, experimentation, validation, and confirmation to their research-oriented language instructors by providing them the necessary conditions and by acknowledging their researcher identity.

> *For example, my students used to play multiplayer computer games, and I was taking X course at PhD, and I explored whether this had an impact on their English. We used to present our findings to the administration and colleagues at Blue university, it also contributed to Blue university, I always shared the results with them. I learned from there because I did the action research there, I presented my ideas in another way as well, to the materials, curriculum, testing units, I would suggest we need to do something like this. (Tuba, I1)*

Her teaching role also benefited her researcher role as it was easy for Tuba to find a worthy research topic; and working at an institution usually helped her to collect data easily.

> *You know, I always had my data available. (Tuba, I1)*

Tuba's intentional effort to integrate both theory and practice was also acknowledged by her colleagues. Tuba stated that her colleagues positioned her as a hardworking academic person who had the knowledge and skills to conduct research and to incorporate both her teaching and research background.

> *I was known as hardworking, that is, to do both of them, more often known as an academic person. (Tuba, I1)*

Moreover, she usually volunteered to work as an important proxy agent to improve her work setting. As her colleague identified, "teachers like Tuba" could bridge the gap between theory and practice.

> *Teachers like Tuba have the potential to bring them closer, for example, she can talk about a research she conducted, she can use her implications here…So when she is requested to make a presentation or take part in a project, I think she will do willingly….I mean the teachers who carry out research and teaching together... have passion for both…do not draw a thick line between them by perceiving teaching as their main job, their real passion, and who are passionate about both similarly, teachers who want to improve both. (Tuba's Colleague, I1)*

Tuba acted as a proxy agent at Blue university while she was working there, and she plans to continue classroom focused studies that may guide her teaching, and she can also provide constructive feedback to her new work setting. This reflection demonstrates her motivation to act as a proxy agent and even a change agent incorporating both her teaching and research skills to improve her work setting.

> *Giving feedback to the ELT community, to the institutions I work at, giving feedback to Blue university. Understanding my student. Reflecting on my own teaching. Sometimes, sharing the result with my colleagues at work, or sharing the results in an informal dialogue, look like that. Then, in the new institution I work, when I conduct a research study…presenting, sharing its practical practices and it has the implementation part in ELT. So, I won't leave it. Some small-scale studies there again to foster my own teaching and to help the institution get better… And what changes we can make, how we can make it get better. It seems like I will continue to do it. (Tuba, I1)*

The knowledge she acquired during PhD benefited her teaching identity and practices; and being a full-time teacher with more than 10 years of teaching experience contributed to her research practices. Tuba's teaching role and experience also benefited her PhD peers who did not have any teaching experience, and she could easily see the positive impact of both her roles on one another. Her narratives revealed that she positioned the research assistants as more theory oriented and lacking the real classroom experience which offers her the exploration and experimentation space for teaching and learning related problems.

> *The experience I present and theirs is not the same. They were looking at the events from a very theoretical framework. But that's not what happens in reality. Sometimes there was also this contradiction, so these articles are written and*

> *what happens, so I was always wondering how I can see it in practice, the implications. So, if there is a problem in the class, in teaching, I will work on this, I can catch it here. I already always have a data set, I'm going to the classroom, you can make a very serious observation there. As there should be this engagement, which exists in qualitative studies of course, they are definitely interacting. (Tuba, I1)*

Positioning qualitative studies as an exploration, experimentation, and validation space, she preferred them more as she believes they provide more opportunities to see the interaction between teaching and research. This made her dual role-related state of in-betweenness an ongoing reflection driven identity development. She perceived her nomadic experience as a proxy agent that enables her function better in both domains when compared to research assistants. For her PhD studies, if they needed to find a data collection site, it was not a challenge for her, for example. She also perceived her teaching role as a smooth space where she can see the link between the theory and the practice, i.e., the articles written and their implications in class.

> *So, it was useful for my own teaching, but my teaching also benefited research. In other words, it was also in the master's degree, and in some of my studies in the doctorate, I could easily find a study about X suddenly from there. You know, I always had it. I even helped the assistant friends to find data, definitely in the discussions in the classroom, I think this was very obvious. So, we have a gigantic teaching experience. You take X course or another. You know the problems very clearly, you do not take it from the same angle with the research assistants, sometimes very practical, so practical, you look at events from that dimension. Because if I do this all day long, I want to see this interaction, or you want to see that research contributes to teaching and teaching to research, and I can say this still continues, they are absolutely in interaction with each other. (Tuba, I1)*

In addition to her work setting and social network, Tuba acts as a proxy agent for the research community. Especially with her dissertation, she believes that she will contribute not only to the language studies research community, but also to non-academic contexts which may provide her some career opportunities outside academia.

> *Because my study, it will be the first time studied in this context, so I am like XXXX. For example, I need to give feedback to the data collection site. There is*

> *something like that, you know, I need to go there and communicate with them. I have to prepare a feedback presentation to them sometime this month. I will have such a contribution, and there is nothing done in Turkish. This will be the first contribution in Turkish. I mean, the collaborations, partners, I don't know where this will go. You know, maybe, if I like it, I might continue my career with something like that. (Tuba, I1)*

Tuba managed an in-between life for a quite long time. Though she experienced several challenges, it was obvious that not only Tuba as a teacher and Tuba as a researcher benefited from her journey, but also she contributes to her work setting, students and to the research community of ELT and language studies. Reflecting on her nomadic identity, she perceives herself qualified in all domains which was something she had to make a lot of sacrifices to achieve.

> *At first, I was a teacher, researcher, but sometimes I lost my identity a lot. Who was I? I was a teacher in the morning, I was a researcher in the afternoon, a student, I had to go to a conference. I was a participant when needed, like this. Who was I? So, sometimes I couldn't do it, there was a serious chaos when I was positioning myself, times that I had difficulty because I've suffered a lot. I mean, I have come to this day, I might be well-qualified, but I have sacrificed a lot to come here. (Tuba, I1)*

With regard to research practices, Tuba has been assuming a nomadic identity by valuing the interplay between her research and teaching roles, but she also has a migrant identity because especially since she started her PhD, she has been more inclined to conduct non-ELT research studies. However, as long as she continues teaching, regardless of her research focus, she finds ways that she intentionally integrates her research practices into her teaching.

#### 4.2.3.5. Researcher's Analytical Summary: Tuba, the Mediator of Agencies

Since the BA research course Tuba took from her supervisor, she realized that she enjoyed being a part of the academic community. In other words, pursuing MA and PhD was a natural pursuit of her first introduction to research as she felt she belonged to the community. Moreover, her BA course acted as an exploration and experimentation space in which she became familiarized with the concept of research and the experience of feeling and acting like a researcher.

Her BA lecturer she took her first research course from was influential in sparking interest and shaping the researcher she became as she was in close relationship with that person who later became her supervisor. Her life story presented that there were several time-, space- (people and society), and place-related factors interacting in her professional identity development and PhD experience.

Tuba had always wanted to pursue her PhD abroad which she perceived would be a legitimization of her researcher identity, and the reason why she continued her PhD in Türkiye at Red university was related with first her socioeconomic and family background such as money, illness and loss of her father, and her family relations, and her educational background, i.e., familiarity with the context. In other words, incorporating three agentic properties, i.e., forethought, self-reactiveness, and self-reflectiveness, she decided to start her PhD at Red university which she had already felt she belonged to due to her BA and MA studies there. The financial situation of the country also affected Tuba's experiences, hopes and dreams about her PhD and future orientations, and the job description of being a language instructor in Turkish Higher Education System was also another factor. Being a full-time instructor affected her journey, and it may be influential in her future orientations, as well. In her PhD setting, even if she could complete her PhD and earn the "Doctor" title, as a language instructor, she will not be given the academic position of Assistant Professorship, and she was not willing to take up that position at a traditional ELT faculty. She was not sure about her future career, but she was really interested in pursuing a post-doc degree abroad which may present new career opportunities to her.

When it comes to why her PhD journey was a challenging one, several social and personal factors interplayed, but her narratives revealed that the major factor was the fact that she was trying to manage multiple roles simultaneously, both the teacher role and the PhD student role, both of which require full time and energy allocation. It can be argued that her personal conditions were one of the major factors why she experienced this journey the way she did. To start with, her

financial situation was one factor why she had to assume two roles; she was single, and she could not receive the support of proxy agents such as family members and financial support, so she had to earn money to continue her PhD studies. When the social conditions are considered, it can be argued that her PhD setting and work settings were important identity spaces in Tuba's PhD journey and in her research practices. Scheduling her teaching courses and PhD courses was the primary challenge in the initial years of her journey during which she demonstrated strong personal agency incorporating both proxy and collective agency. She had the opportunity to present her findings in her work setting which is a demonstration of how she could work as transformative change agent in her work setting. In this respect, working at a research wise supportive environment was an important supporting force for her researcher identity development. Moreover, although she sometimes experienced work setting related challenges, the fact that her former work setting gave her the permission to take her PhD courses and arranged her schedule accordingly was the major support mechanism for her to pursue her PhD. In addition to this, they were also supportive with regard to giving permission to conduct studies in that setting and funding their conference presentations. There was a mutual benefit in this practice because Tuba used to conduct studies on context related problems and present the result with the administration so that necessary actions could be taken. Feeling that her professional identity was acknowledged by the administrator, she also used to provide feedback to the curriculum and testing units when necessary, so she performed as a change agent in her work setting.

The fact that Tuba was living close to her PhD context may have affected her journey positively as she did not experience the negative effects of pursuing an off-campus PhD journey. However, money was another concern while she was commuting to her PhD setting or data collection site. When her research practices in her PhD studies are considered, Tuba usually conducted discourse studies for her PhD requirements or due to her personal interest, and she was an active member of a research group which was established under the supervision of her advisor who was a strong support mechanism for Tuba as she acted as a

proxy agent, whose support she could seek, and who created spaces for Tuba's researcher identity development. This research group was also an opportunity for Tuba to be more frequently in contact with her supervisor, and the group members used to act as a co-researcher or a critical friend in her studies. Thus, both the PhD setting and the research group acted as a proxy agent for her research practices, and they served as identity spaces enabling elaboration, experimentation, validation and confirmation of her researcher identity.

Her dissertation topic was another source of challenge for her as she had difficulty in finding the data collection site, collecting, and analyzing the data, but her dissertation topic may also present some other research-oriented career opportunities for her in different work settings as she may contribute to the language studies literature on non-ELT topics. Thus, although it was a challenging topic to work on, considering the potential outcomes with regard to her professional identity, she regulated her motivations and actions, and she decide to continue her studies on that topic.

Her personality and morality were other reasons why she had difficulty in functioning properly in multiple roles. Tuba was a perfectionist, so she had to perform effectively in both of her roles which was almost impossible as both roles and both context-related practices were demanding, and they required important time and energy allocation. Thus, she had to prioritize her teaching role, and as an act of personal agency, forethinking about the possible outcomes, reflecting on her experience, she had to regulate her actions and make some compromises. Although she conducted research studies both as her PhD course requirements and as a personal interest, and although she thinks that she is a legitimized researcher, she could only present the studies in conferences, but she could not publish them due to time constraints. Enacting personal agency, she decided that she had to be selective with regard to the journals she may send her papers to because she thinks that publishing at SSCI journals is the legitimization and confirmation of her researcher identity, so she decided to postpone the dissemination of her studies due to her heavy workload. When her feelings were

considered, Tuba was really enthusiastic about becoming an academic researcher at the beginning, but she demonstrated negative emotions while she was talking about the different phases of her journey. Negative emotion words were strong when she was talking about her not being able to function in her multiple roles properly, or when a proxy agent was not available such as in the case of finding a data collection site. All the challenges affected her health negatively, so she was also worried about her health and wellbeing, especially considering her family's health background.

With regard to her research practices, Tuba was interested in language studies, and she conducted several studies on classroom discourse during her MA, but in PhD, she started to focus more on non-ELT focused language studies. In this aspect, Tuba can be considered as a migrant as she changed her research scope/context. However, as she was a full-time instructor, she always enjoyed the interaction between her teacher and researcher identity as she perceived both as resources, proxy agents that contribute to each other and help her act as a proxy agent to improve her teaching context. Thus, Tuba also showed characteristics of nomadic identity. Regarding her journey, it can be concluded that in addition to the personal and social conditions, the way she incorporated multiple modes of agency and the availability of identity development spaces shaped her journey and experience and the person she has become.

### 4.2.4. Story of İpek: Research as the Proxy Agent for Professional Development and Wellbeing



**Figure 13.** *İpek: Research as The Proxy Agent for Professional Development and Wellbeing*

(Hotpot.ai, 2023k)

#### 4.2.4.1. İpek's Biographical Overview

İpek, a married female EFL instructor around her mid-forties, was born and raised in a Turkish city where her first work setting and PhD university, White university, was located. While pursuing her PhD, she was a mother of a primary school-aged girl, and she was working at Yellow university which was located in another city. Table 11 presents how the people and places in her story were coded. It should be noted that she received her BA and MA from two universities different from the ones she has worked at and received her PhD.

**Table 11.** How People and Places are Coded in İpek's Story

| People/Places | Pseudonyms/ Codes |
|---|---|
| Participant | İpek |
| Supervisor | Seda Hoca |
| Former work settings | Yellow university |
| | White university |
| Current work setting | Red university |
| PhD setting | White university |

Earning her BA, İpek started to work at White university which was located in her hometown. Three years after she started working there, she received her MA degree from a one-year long intensive TEFL program in Türkiye. After working for a while at White university, she got married, moved to another city and started to work as an instructor at Yellow university. While she was teaching at Yellow university, she started her PhD at White university. After several years during which she was pursuing her PhD and working as a full-time instructor, she started to work at Red university right before she completed her PhD. While being interviewed for the present study, İpek had completed her PhD about one year ago, and she was working at Red university as an instructor teaching English for general purposes. Having more than 20 years of teaching experience, working at different units throughout her teaching career, and holding a PhD, İpek also holds international certificates of teacher training and teacher trainer training. In the following section, İpek's PhD journey and her becoming an academic researcher will be explored. (İpek preferred to have the interviews in English, whereas her husband preferred to use Turkish; thus, all the quotations from her husband have been translated. Please see Appendix E for Turkish quotations.)

#### 4.2.4.2. İpek's Motivations and Future Orientations to Pursue PhD

İpek was always a research-oriented hardworking teacher, and she attended a lot of conferences, presented papers, and published research articles which were smoothing spaces for her professional development.

> *She is very enthusiastic about research… I mean, she is always like "There is a new conference", "How can I improve myself?", "What can I do?". Actually although she is a teacher for 20-25 years, in fact, she can do many things by heart, I mean, she can teach with a blindfold, but instead of choosing this, she gives effort. (İpek's Husband, I1)*

For İpek, research was a part of her professional identity as she perceived it as a form of professional development. She started to feel that she was a part of the larger ELT community after her MA degree. İpek has conducted many research studies collaboratively with one of her colleagues from her first work setting whom she referred to as her *critical* friend, co-researcher.

> *I saw that with my co-researcher, again, we could, you know, design research studies, we could implement them, you know, and we could come up with results that we can comment on, we can reach conclusions, and also which we can present and present in Türkiye and abroad with more confidence. So, you know, not as part of an MA, not with the advisor to lead you. You know, we were all alone together, and we weren't alone, we had each other, but you know, again it is not like having, you know, a more knowledgeable person guiding you, I can say around that times and, you know, uh, the same year I attended like four conferences…, so we felt that, you know, we can conduct studies, we can conduct workshops more practical, you know, sessions, let's say. So back then, I can say I started feeling that I am really a part of this community. (İpek, I2)*

This collective agency also gave İpek the opportunity to explore and experiment with her research skills and attend conferences and workshops as a presenter. Conferences were places where she could feel the self and other legitimization of her research skills, and so were the workshops and trainings. Thus, those places were proxy agents that fostered her identity development.

> *I can say that both the X country and you know X city experience, they were really, you know, very satisfactory, I can say, because it was the first time I felt capable as a presenter I can say, you know and with practice, you get better each time. (İpek, I2)*

Especially in one of the trainings she took part, she had the chance to reflect on her research design skills. Comparing their performance with other groups, she realized that she and her critical friend were able to explore and experiment with their research skills easily. Her positioning their research skills at a higher status

demonstrated that she had a self-legitimization experience in that training. In other words, the training provided a reflection experience for her with regard to her effectiveness in conducting research.

> *Also, after...train the trainer course I can say because we could design our study very comfortably when compared to the other groups, we were so used to it, again. (İpek, I2)*

However, after she got married and left White university to work at Yellow university, she felt the need to seek for identity development spaces where she could improve her professional identity. İpek referred to White university as a proxy place for individuals, and for her, it was a place that also supported the collective agency as well. Reflecting on her experience at White university and how her research practicing coworkers acted as proxy agents for the collective benefit, İpek's narrative revealed how she perceived the impact of the availability of a proxy agent in her work setting on her professional development and teaching and learning. In other words, the instructors' dissemination of their research practices and all their accommodating teaching accordingly was an exercise of collective agency which was encouraged by White university.

> *At White University, ... we didn't look for any other options to develop professionally because we were already developing professionally because of the way the courses are conducted, because of the way the assessment is conducted, our coordinators generally they were doing academic research, and they were very capable, so we were learning when we were teaching. (İpek, I2)*

When she started to work at Yellow university, a space which did not use to allow the instructors to pursue MA or PhD, İpek felt the need of support and spaces for her professional development. As she could not align with the lack of support in her work setting, taking the initiative to foster professional development opportunities in her work setting, İpek founded the professional development unit with her coworker at Yellow university, and in addition to their paid full-time 20 hours teaching workload, they worked there as an extra non-paid responsibility. She exercised a strong personal agency by creating a space

where she could act as a proxy agent for the professional development of her colleagues as well.

> *İpek's biggest motivation is, she has this notion, "I should do something here. I should make a difference", "I should give some spark to people" etc. (İpek's Husband, I1)*

Moreover, she continued her collaborative research practices with her co-researcher who was working at another university. Seeking support from a proxy agent with whom she also worked collaboratively, İpek demonstrated a strong personal agency as she felt the need for her professional development, and then reflecting on her need and considering the possible outcomes, she accommodated her actions.

> *At Yellow university, the case was a little bit different, you know, people were not allowed to pursue their MA's for a very long time. And they started pursuing MAs like a year after I went there. So doing teacher research with my co-researcher was also a way to improve myself professionally…But you know, in terms of the developmental opportunities, you know, unfortunately we had less financial support from Yellow university because White university is a very rich university. So teacher research was a way of improving myself also. (İpek, I2)*

She sought opportunities to develop professionally, and what she highlighted with regard to the financial support is noteworthy as according to İpek money acted as a proxy agent in White university, whereas the inefficient financial budget may have prevented the Yellow university from offering professional development opportunities. With or without institutional support, İpek perceived conducting research as a smoothing act and an exercise of agency for her own development and to improve her work setting. Even while she had a hectic teaching schedule, she continued conducting research with her co-researcher who was working in another university in another city as research also supported her emotionally in addition to its effects on her professional identity and its creating spaces for her to explore, experiment and confirm her researcher identity by attending conferences.

> *I had a lot of responsibilities in addition to many hours of teaching, but, you know, doing teacher research was you know, how can I say it was relaxing for me. You know? Yeah. And I felt that I improve myself by doing this and I had a co-researcher. We have always conducted studies together and we did, you know, we shared the labor equally, each of us dealt with the aspects that we wanted to, so it was fun, and it was a way of getting together, meeting new people in conferences, sharing, you know, their ideas and experiences. So, it wasn't a burden for me. It was like a getaway from the you know, heavy workload, I have had during those years. (İpek, I2)*

İpek perceived conferences as spaces that improve her professional development and her wellbeing. However, conferences were also places where she felt challenged by other researchers with regard to the research studies they presented. For example, when they presented their action research in one of the conferences they attended before she started her PhD, some academic researchers positioned action research as less worthy practice as they were not familiar with the concept and criticized İpek and her co-researcher for not adopting a more complex methodology as, İpek believed, they were not familiar with action research.

> *It was very difficult to explain that, you know, this is not. There were two guys, and they were doing their PhD, I think, they were research oriented that they, you know, couldn't conceptualize exactly what we mean by action research, and some other participants also tried to, you know, explain them that, you know, this is, they were Arabic I guess, you know, they weren't from Türkiye, either, and I still remember how much difficulty we have had while trying to explain that you don't need statistics to carry out small scale research in your classroom. (İpek, I2)*

That moment was a challenge to the legitimization of their researcher identity, and although they felt challenged, she referred to the experience as a rewarding one for everyone that took part there. It created a space for collective agency to clarify the conceptualization of action research among the members of the interaction. Reflecting on her experience, Ayla believed that they demonstrated high efficacy while presenting the concept; however, it was also a critical moment that helped them foresee the potential outcomes of their lack of sound research background, and the experience was a force that helped them consider regulating their actions. In other words, upon the experience they had, exercising

personal agency, they decided to pursue a PhD degree to improve their research knowledge and skills.

> *And it was experience, you know, we learned how to deal with difficult people and difficult questions, let's say, you know, the questions that you don't have an answer to, you know, because I didn't, unfortunately, I didn't discover action research so. Times hard to, you know, defend it like it is your baby. Yeah, but I think it was a nice experience that, you know, help us to deal with different point of views with different attitudes etc. And we also decided to take up PhD. (İpek, I2)*

Feeling the need to be more knowledgeable on research, her friend, who is her co-researcher in many of her studies, immediately started PhD, and sometime later İpek started her journey.

> *When I asked myself, what, why I really wanna do this? I wanna do this not because I want to have academic career, but because I have always wanted to do this and because in my previous institution, we didn't have a lot of opportunities for professional development. (İpek, I1)*

Before İpek started her PhD, she used to perceive PhD as a form of professional development activity, a way of moving forward. Thus, as her professional identity was challenged at the conference, and as she felt the impact of the lack of professional development opportunities in her work setting and she could not align with her non-research minded coworkers, she decided to pursue a PhD. İpek had always wanted to pursue a PhD not because she wants to have an academic career or a position in ELT, but because she wanted to develop professionally. When she was single and when she could have done it, she was not allowed to pursue a PhD while she was working at White university. At Yellow university, when they were given the permission to pursue graduate studies, she thought that it would be a support for her wellbeing as she felt the need for her professional development and an escape from her overwhelming personal and professional space.

> *After having a child, like, after three years or so, I felt like trapped. And you know, I needed a break." (İpek, I1)*

Her reflection with regard to why and how she decided to pursue a PhD was loaded with negative emotions. To cope with her negative feelings, Ayla sought the support of a psychiatrist as a proxy agent who made her realize that PhD can be a support mechanism for her. Although the feeling of guilt emerged when she enjoyed the thought of pursuing a PhD degree, the psychiatrist helped her incorporate three properties of agency, i.e., forethought, self-reactiveness, and self-reflectiveness to regulate her actions.

> *He asked, is there anything you wanted to do so much but you couldn't? Because, he said, if you can't do this now, you may accuse your child of not being able to do that. And it hit me at that point, I said, you know, I always wanted to pursue, pursue a PhD, ... He said, if I were you, I would give it a try. And he convinced me to take the exam...I asked him, but I'm going to leave my child alone … and I have to commute … every week. He said "You are not leaving her forever. You know, just for a night. I'm sure she can survive with her dad or the person who is taking care of her." So, I just wanted to, you know, give it a try, actually. (İpek, I1)*

Trusting her proxy agent's recommendations, İpek decided to seek support from her husband for the child-care and apply for a PhD program. This may be a demonstration of how she perceived PhD as a smoothing space with regard to her professional role practices. However, although she was given the permission to continue her graduate studies while teaching at Yellow university, she had to commute to another city to continue her PhD studies, and that is how and why she started her PhD at White university. Incorporating the three agentic properties and exercising personal agency, she decided that White university was the perfect setting for her for several reasons. She could benefit from the family support as they were living there, and her city and PhD setting were close to each other. Moreover, she was familiar with the university and the people in the ELT program.

> *I didn't have any accommodation problem, etc. And they provided me with a wonderful study environment for the night. So and you know, because I worked at White university for many years, people were also familiar, you know, might be a pro or cons depending on the situation, but it turned out to be a pro in the end. So, I didn't choose White university, I chose the city to tell the truth. Yeah, I had to. (İpek, I1)*

Feeling the need to take a break and to develop professionally, she decided to take control of her life, and she applied to three different PhD programs to make sure that she would be accepted to a PhD program. In this respect, she demonstrated a strong personal agency to make sure that she would reach her desired outcome.

> *I was accepted to all three of them. … OK, I said. I'll go for it. I didn't want to change my area of specialty, and this is how everything started. (İpek, I1)*

Although she started her PhD for professional development purposes, İpek realized that it was not an experience that one should aim at just for development purposes.

> *I thought this could be a refreshment in that way. However, later I realized that I was mistaken. But you know, this was much more than development, actually. (İpek, I1)*

During the PhD journey, İpek experienced several unforeseeable academic and nonacademic challenges. With regard to her future orientations, she may probably continue teaching English for general purposes as she loves teaching English, and she identifies herself as a teacher holding a PhD in ELT. Pursuing her dreams, she felt as a legitimized and confirmed member of the academic community with her PhD. Moreover, she started to work at Red university as an instructor to offer general English courses, and she felt she belonged to her new work setting reflecting on her students' profile, the teaching practices, and she could visualize herself teaching general English there in the future.

> *I do love teaching General English, people are really surprised when I say this, but I am in the right place. I have wonderful students with a wonderful program and materials we are working, I don't think that I'll change my working place. I am at the very place I had dreamt of being I can say, and what I wanna do is to make contributions to this wonderful system as much as I can do. Other than that, I don't have any aspirations. I have achieved whatever, you know, I plan to achieve. Actually, more than I have dreamt of. (İpek, I1)*

The sense of accomplishment and the feeling of belonging made İpek feel satisfied with her current state. With regard to her future orientations, although her PhD peers perceive her desire to continue to teach English as a PhD holder an illegitimate pursuit, she perceives her desire to keep her status quo as an act of personal agency as teaching English especially at Red university and to students with good profiles is something she loves doing.

> *Um, my classmates were always surprised. How come? Don't you think you're not going to pursue having a title? I said No, no, no. Because I really, I do love teaching general English. And I'm also teaching some exam, standard exam preparation courses. They're also very demanding, but at the same time for a teacher very satisfactory. I can say, no, the level of students unbelievable and their motivation level is unbelievable. (İpek, I1)*

Having recently received her degree and started at a new work setting, İpek was required to conduct action research as a requirement of her induction program in her new work setting. The program was an important legitimization and confirmation space for her professional identity within her new work setting, and it was a demanding program. Thus, İpek wants to take a break for a short period, a break for her means teaching without conducting or thinking about research.

> *I need to have a break to research because we have just conducted an action research during our time. I completed it …only two months ago, so you know, again, I worked on something I would like to have in the past very much. (İpek, I1)*

> *I haven't turned my thesis into an article even yet. Because of course I want to share my research with people, but again, I'm not in a rush because what I achieved was to have a PhD so that I can improve myself and I think I did this. (İpek, I1)*

İpek's priority was to complete her PhD, and she achieved that although it was a tiring and challenging journey for her. Exercising personal agency and considering her wellbeing, she decided to prioritize teaching for a while. She wants to present her dissertation abroad as she perceives conferences as sharing and networking spaces with prominent researchers in the field. However, given the economic conditions in Türkiye, it may be unlikely that she attends

conferences abroad, which she perceives as important validation and confirmation spaces for her researcher identity.

> *And my first priority will be to present my paper in a conference and with possibly people who are experts in the X (her data analysis model), and there are a few of them, you know, everybody knows them. And if I can catch them somewhere around the world, I will try. This is the very first thing I wanna do. But not now… Then, I might think of, you know, publishing it maybe, but not now. I'm very tired. I wanna take a break and I only want to focus on teaching, which is fun really with this group of students. (İpek, I2)*

In this respect, the existence of money and financial support as a proxy will be influential in her future aspirations with regard to dissemination of her research. In addition, acknowledging her proxy agency for her child, İpek believes that pursuing a post-doc degree cannot be one of her future aspirations. In other words, thinking about the potential risks, she regulates her motivations and actions in the direction that will constrain her future career orientations.

> *It is not feasible for me even if I wanted to, I have a kid to take care of…She also needs support. And I wouldn't like to change her environment in the first place just because I wanna pursue a PhD, my postdoc because it is quite different. I mean, I'll go abroad, and I will take them with me, my husband, my daughter. And I don't think that this is fair on the child…I don't think that post-doc is a necessity for my personal aspirations, let's say. (İpek, I2)*

She followed her dream and completed her PhD despite many challenges, and despite her desire for a break, reflecting on her values and goals, she believed that she can start conducting research soon.

> *I want to miss that feeling…this semester is a break for me, and maybe next semester as well, but I am sure the itchy feeling will start soon… because there are ideas coming and going, you know, but not now. (İpek, I2)*

#### 4.2.4.3. Challenges and Support Mechanisms Interplaying in İpek's Multiple Role Management during PhD



**Figure 14.** *İpek's Metaphor for her PhD Experience*
(Hotpot.ai, 2023l)

> *It is like a flight to Australia or a distant place. So you are very excited when you get on the plane, unaware of what you will experience, the difficulties you will experience…even though the excitement sometimes turns into a challenge, the brand new place you see when the plane lands, the experiences you gain thanks to the flight. (İpek, follow-up WhatsApp Voice message for I2)*

The PhD journey was a long flight for İpek, a challenging but rewarding one. She was really enthusiastic about pursuing a PhD at the beginning, but she experienced several expected and unexpected challenges during the journey as she had to take on many roles, each of which required her to complete different tasks. To start with, her role as a mother was always an extra challenge.

> *I had that times that I said, OK, you know, I can't take it anymore …commuting and having a small child, and also a demanding program, this is not an easy combination you know. And when you start PhD, your child, or your any personal you know, problem, let's say is not considered as an excuse. (İpek, I1)*

İpek had to commute to another city for her PhD, and she realized that her non-PhD related roles, her motherhood, was not perceived as a legitimate excuse by

others. Moreover, when she received discouraging comments about the potential interference of her motherhood with her academic pursuit, she chose ignorance as an act of personal agency.

> *"You know, you are a mother. How are you gonna, you know, balance motherhood with academic studies and you're also teaching at the same time?" Only a few people, and you know, I pushed them away. (İpek, I1)*

Another challenge she experienced related with her in-betweenness state was the requirement to manage her roles in different cities. Being a full-time teacher and a PhD student in different cities, especially while taking courses, was not an easy practice as she had to commute to another city every week. She was taking her PhD courses on Wednesdays and Thursdays, and to be able take her courses on Wednesday, she was taking the earliest bus from her city to attend the lesson, and she was going to school directly from the coach station. However, when she started her PhD, she was very happy because it was the first time that she traveled by herself after she had her child.

> *I felt euphoric. I am free again. You know, I can listen to my music. I didn't know what was coming. (İpek, I1)*

İpek's narrative on her experience of travelling for the first time for her PhD was loaded with positive emotions contrary to what would be expected from a mother leaving her child behind. This is an indication of how much she wanted to pursue her PhD and how she perceived it as a smoothing and emancipatory place, a proxy agent that would enable her to break free from the striated space, i.e., her work setting and personal roles that she felt trapped in.

While selecting the courses she was going to take, she had to consider the days that were convenient for her schedule as she had to commute between her home city and PhD city. In this respect, although she did not have the chance to choose the courses according to her interests, she thought that she was lucky to have a supportive work setting administration that gave her a teaching schedule with two days off. Receiving the support of her work-setting acting as a proxy agent,

she was able to take the compulsory courses, and she took the elective courses based on their matching schedule with the compulsory courses which is another exercise of her personal agency. Forethinking about the possible outcomes, she regulated her motivations and actions to complete her course phase.

> *Actually, I didn't have a chance to select courses because I had to choose days. In my school, I was very lucky in that respect, my director said we can give you two days off. And in two days I could take three courses and uh. We have, like most of our…compulsory and I was choosing the electives one according to the compulsory ones I have to take, so I can't say that I really selected courses. Maybe you know in between two I could have made decisions, but I can't say that, you know, I selected from a pool of courses let's say. (İpek, I1)*

Forethinking about the possible opportunities of pursuing her PhD in a familiar city in which her parents live, İpek benefited from staying at her parents' house on her PhD days. When her Wednesday course was over, she used to go to her parents' house, and she used to study all night as it was the only convenient time she could find a peaceful setting that relieved her of her social and teaching role-related duties.

> *Studying all night till two or three because that was the only place that I could study in a peaceful environment. (İpek, I1)*

İpek needed to exercise a strong personal agency to manage her time effectively, and this was also reflected in her husband's narratives.

> *She was studying in any time she can have, I mean, she didn't have a specific time, for example, she would have a meal, she would study before the meal, then she would study after the meal, always, because, I mean, she would make lesson plans, needed to study for PhD. (İpek's Husband, I1)*

After she took her two PhD classes on Thursday, she used to take the evening bus to her city. When she arrives home at night, she had such a hectic schedule. She did not have time to rest as she had to take care of her child and prepare the lessons she would teach the next day.

> *I had six hours off teaching every day, so 18 hours. Three days. So, it was like crazy. Looking back, you know… I don't know how, I did all this, but because I was enthusiastic, you know, I didn't care much, each week. I was kind of put a tick. Done, done, done, and the feeling when I went to bed with my daughter on a Thursday evening, it was very relieving, you are back together. And the next day, again in …, you go on with your typical day. (İpek, I1)*

Although it was a tiring hectic schedule, she had to follow this course of action during her course taking phase. Reflecting on her experience, İpek presented a positive narrative of her repetitive boundary-crossing experience as she was satisfied with her achievement. Her narrative also suggests that feeling content with completing small tasks and achieving short term goals boosted her motivation to continue. In this respect, her exercise of strong personal agency was instrumental.

İpek was somehow managing her social, teaching and PhD-related roles successfully as they were expected and familiar roles. She could forethink about them before she started her PhD, and she regulated her motivations and actions accordingly. However, in the last semester of her course phase, she had to take on another role, caregiving. It was the period İpek referred to as the worst time as someone in her family, her sister-in-law had a serious health problem. Forethinking about the possible outcomes and reflecting on her experience during the phase of taking her courses, she decided to take a break. Requesting a leave of absence from her PhD setting was a personal agentic action, an attempt to ease her duties to be able function properly in her non-PhD-related roles. However, although she felt really close to that person, her request to freeze her registration and take a leave of absence for an extended period was rejected as it was not perceived as a legitimized excuse according to the rules and regulations in Türkiye. At that moment, she really considered dropping out of her PhD, but her brother insisted that she should continue to present a good role model for her nephew who was preparing for the university entrance exam.

> *My brother said "Please. Don't do that. You can fail. OK. Or if you don't want to, don't go. … Just everybody will go on their normal life as much as possible and support each other." (İpek, I1)*

Reflecting on her brother's request that she should act as a proxy agent by pursuing her PhD and managing her other roles as her best, she decided to continue her studies. However, this was a critical period in her life that affected her perspective on life. She used to separate her life as before her child and after it, and then another turning point was this period which affected her studies for the comprehensive exam. She thought she wanted to skip the first exam because she had to take on a caregiver role.

> *Life for me, before my son, after my son, before the illness of X and after that… I was ready to give up everything, including my job. (İpek, I1)*

Her brother interfered again, and he suggested that she should continue studying without feeling any remorse as he believed she did everything she could even by risking what she had achieved until that time in her PhD. Upon her brother's insistence, she accepted to prepare for the comprehensive exam which was a critical legitimization phase of her researcher identity. İpek was a hardworking mother, student, teacher who was able to manage the border-crossing effectively until that time. However, when she had to study for the comprehensive exam, she decided to assume a less hardworking student role as she thought she would not be able to pass the exam in her first attempt, and she needed to act as a proxy agent while her family was going through a health-related critical period. This reflection and action may be considered as an attempt to improve her wellbeing and to decline a threat to her self- and other-perceived identity.

> *For the first time, I said take it easy İpek, let it go, and you're not going to able to do that. And it looks impossible because every weekend, I am in ... We were in different hospitals, taking care of X... there was no, you know, remedy. (İpek, I1)*

After she agreed to take the exam, she anticipated that home would not be a good setting to study for her exam reflecting on her child's bond with her, thus, she accommodated her study habits and scheduled her plan to study at school.

> *Because I can't study at home, whenever I go home, you know my daughter, you know, was waiting for me there of course. Naturally. And I made a program for*

*myself. Other than the hours I was teaching, I was reading either an article or research that whatever in every minute I have at school. (İpek, I1)*

Enacting personal agency to control her life, after teaching her classes, she benefited from her work setting by utilizing it as a proxy agent that served as a studying space. Although she was going through a psychologically, cognitively, physically challenging phase, İpek passed the comprehensive exam accommodating her actions and motivations, i.e., exercising a strong personal agency and with the help of proxy agents around her.

At White university, the supervisors were assigned after the comprehensive exam, so a supervisor figure as a proxy agent was not available for her while preparing for the comprehensive exam, but the administration and faculty of her PhD context acted as proxy agents and guided her in narrowing down her studies.

*They guided us towards the comprehensive exam by telling us the three main strands. OK, they said "SLA, linguistics and methods, ... when you are getting ready, you know, keep this in your mind, and if you want to ask any questions, still you can to any of us". And I think they meant it because sometimes they sent me some up-to-date articles that I haven't encountered, etc. (İpek, I1)*

After she passed the comprehensive exam, İpek needed to state her supervisor preference which she intentionally refused to make on her own, and she requested the support of a proxy agent to make her decision as she wanted to be strategic with her preference. Consulting her temporary supervisor, she chose her supervisor after considering the field of expertise and the number of the graduate students that person was assigned to.

*Well, we were given the chance to, you know, select a person, but I didn't want to because... I had an idea of what I was gonna study on roughly, but I wasn't sure which aspect I was gonna choose. So, I didn't want to choose the person. I told my temporary supervisor; "This is the idea in my mind. Who would you recommend?" I asked her. (İpek, I1)*

Utilizing a strong personal agency, she forethought about the possible outcomes of choosing each supervisor, and trusting her temporary supervisor, İpek made her decision because she was partially sure of what she wanted to work on, and she tried to choose a supervisor with whom she may not experience any interpersonal relationship problems due to workload or topic selection.

In addition to her PhD setting, İpek acknowledges her work setting's contribution without whose permission she could not have started her journey. In addition to their scheduling her teaching hours so that she could take her PhD courses, İpek also benefited from the sharing and collaborative atmosphere which İpek may have initiated. She was an active member of the professional development unit, and they offered trainings to her colleagues as a part of their job description. She also benefited from the other members of the unit who were also PhD students. Moreover, she may also have affected the career path of her colleagues positively as they also started to consider pursuing a PhD. She became a role model in her work setting.

> *After I did, you know they said, "OK, if İpek can do it with a child in another city, we can also do it." I said "Definitely." You know, and many people followed, I can say. And because they wanted to pursue a PhD and they saw that, you know, someone can do it. (İpek, I1)*

In other words, her work setting and the professional development unit offered her the experience to feel and act like a legitimized member of the professional community and as a proxy agent for her setting with her actions and future orientations. She was also grateful that her administration also presented her a smooth space with regard to her topic selection as they did not ask her to consider the needs of the school while deciding for her dissertation topic.

> *Well, first of all, taking two days off. This is a big, big favor I can say. And you know that the administration never pushed us to choose a thesis topic, let's say depending on the needs of school, we were completely free in this respect. (İpek, I1)*

İpek decided to work on a topic that she was interested in for a long time, one that all the stakeholders in her work setting can benefit from. While she was conducting research for one of her PhD courses, İpek found out that there are new techniques, new psychometric studies that were conducted about that topic, and it attracted her attention a lot, so she thought she found something that she really was interested in.

> *I decided on my, actually, in our seminar …and I chose something related to writing, and when I was doing reading for that research, I realized that, you know, I didn't like teaching writing or grading papers. (İpek, I1)*

Thus, she chose her topic reflecting on her teaching experience especially in her work setting and forethinking about the potential positive outcomes she may receive and provide with her dissertation. Although she was not confident with her research skills in quantitative studies, she thought about the positive impacts of fostering her quantitative research skills on her professional identity, and she also thought about the importance of such a study to be conducted in her work setting. Moreover, reflecting on her previous experience, perceiving her former institution as more efficient with regard to writing assessment she could have aligned with, she regulated her motivations and actions to improve the writing assessment practices in her new work setting.

> *I wanted to challenge myself. I said "OK, why don't you like it? Because you don't like the scale here, because you don't like the procedure here." Because in my previous institution, it wasn't a problem. Because we had a very, you know, organized way of doing things. But here I realized that there are some important things, you know, that were missing. And my friends, my colleagues were also aware of that, and we had been talking a lot about it. (İpek, I1)*

In other words, with her PhD research, she decided to act as a proxy agent in her work setting for the collective benefit. After she realized that she was interested in that topic, she started to gain more theoretical and practical information derived from research studies conducted. After reviewing the literature, İpek felt ready for the proposal meeting which is another important legitimization space for her researcher identity, and she presented her thesis proposal to her TAC

members. İpek was very enthusiastic about her dissertation topic because she could identify the need in her work setting, but her TAC members were cautious as she wanted to work on an analysis model they were not familiar with.

> *They said, "Sorry, we don't know anything about this mathematical model of analysis. So, if you wanna, you know, go on with this, You're very welcome. But with it, we cannot support you because we don't know it either. Of course, we can read it. But you know, it is not like the SPSS statistics we had been using, you know, for many years so far." They said, "If you can risk it, if you're ready to take the risk, we are ready, too." (İpek, I1)*

Although the TAC members explicitly stated their concerns that they may not act as active proxy agents as they wanted or need to, they gave İpek the opportunity to explore and experiment with her research skills promising that they would do their best.

However, as she was warned by her TAC members, the model she decided to adopt was so complex that she realized it was not possible to learn it on her own. Thus, she needed the support of a proxy agent as she could not receive much support from her supervisor or TAC members with regard to data analysis. She was adopting a complex mathematical analysis model in her dissertation, and she received a lot of support from the statistician she was working with.

> *We could find the person. And luckily, she was a very enthusiastic person too, she said, "You have the data, I have the knowledge, so together we can learn" she said, and I can say one and a half year or almost two years were spent like that. You know, in thesis committee, I was explaining "OK we did this, we did that, blah blah." (İpek, I1)*

> *My statistician was in contact with X, because they could speak the same language and this X person he has a wonderful book on X (mathematical analysis model), and it was my bed side reading throughout my PhD. I didn't need to contact him actually. Because the statistician I worked with, she has already had some contact in the US. She completed her MA in educational assessment in the US. She was whenever I had a question, she was writing to her professors there. (İpek, I2)*

The proxy agent she requested the support of also benefited from her proxy agents so that they could reach at the desired outcome, i.e., İpek's research

design and data analysis. This is a demonstration of the impact of the graduate institutions and professors on emerging researchers' professional development even after their graduation if they are inclined to create a supportive environment. Collectively learning and working with proxy agents, İpek was able to design her study, and she tried to inform her TAC members about the model and design of her study. Because the model she selected was a complex mathematical analysis and as she was pursuing a hybrid PhD, there were times she was challenged especially with the gap between her knowledge on the data analysis model and what her supervisor and TAC members knew and could provide.

> *For example, sometimes your advisor doesn't have, you know, some knowledge and skills you expect him/her to have. So, it is a bit like superior-subordinate relationship, like in army. Actually, you know what something is, but you cannot tell him/her that. He/she comes up with the wrong thing, and you end up striving for nothing, I mean, as far as I understand, some things can continue slowly while they could be faster. (İpek's Husband, I1)*

Aligning with the supervisor-supervisee power relations, İpek sometimes exercised personal agency by not challenging her supervisor as she believed it may affect their relationship negatively. Her unwillingness to take control of her life in another direction resulted in the delay of her studies. However, İpek felt and appreciated the contribution and support of each of her TAC members in the meetings.

> *My thesis committee as a whole, rather than my supervisor, and we were a very nice group, I can say and all three, you know, guided me very well, because all three had different areas of expertise regarding testing writing. So rather than my supervisor, all three I can say act as supervisors, which was lucky of me, actually. (İpek, I1)*

İpek's experience of research design and dissertation writing phase is a strong demonstration of how the access to different proxy agents can contribute to one's dissertation writing experience and how different proxy agents can work collectively to improve the research practice and experience of a PhD student.

For example, in one of her thesis committee meetings, after she explained everything, İpek and her TAC members spent three hours correcting her rubric.

> *All three of them, not only my supervisor, and she also mentioned this a couple of times, I was very lucky because I have two other people, you know, for example, one of them was specialized in I can say about X. One of them was about X. And because my supervisor, actually because she was working with X program, she was quite familiar with different rubrics, so it was like Voltron. (İpek, I1)*

İpek and her supervisor acknowledged the positive contribution of each member to her dissertation. Their collective work helped İpek explore and experiment with her research. When they agreed on the design, she decided to collect data during which she did not experience many challenges as she utilized her work setting as a data collection site, and all the stakeholders were very supportive and cooperative. One challenge she experienced was the attrition of some of her participants as what she requested required some time and energy allocation of the participants.

> *I lost my three people from my PhD participants because they said, "We can't do it anymore, we are exhausted." (İpek, I2)*

However, losing participants did not affect her study very negatively because she had an adequate number of volunteers who really wanted to contribute to her study as they believed it was going to be helpful for them as well.

> *It was not like volunteering for the sake of volunteering to help the person. (İpek, I2)*

İpek mentioned that her colleagues and her students acted as proxy agents with whom she worked collectively to complete her dissertation study. While teachers were grading some sample papers using different versions of the rubric she developed, İpek also received students' feedback on the rubrics.

> *Students were very supportive...Teachers were already very enthusiastic because we were trying to change things together, and they had a stake, most*

*important stake maybe, and we asked for their opinions, and they valued it. (İpek, I1)*

Reflecting on her experience, İpek suggested that her dissertation provided the students and teachers the opportunity to voice their ideas. In other words, it served as an elaboration, experimentation, and validation space for all the stakeholders that participated in her study, and it fostered the engagement and alignment of participants as it created a space where they could act as change agents in their setting.

During the data collection phase, she attended her TAC meetings which were very constructive as they used to spend hours to improve her dissertation study. After her TAC meetings were completed, when it came to the dissertation writing phase, she started to work collaboratively with her supervisor who did not push her to write which was relieving for İpek.

*She said, "Whenever you're ready, I am ready." (İpek, I1)*

İpek referred to this phase as a lonely practice considering her supervisor's existence, although she acknowledges that she sometimes received feedback from her supervisor.

*When I started writing, we were left alone. ... She was, you know, there to help me, but because she was very aware of what I was doing, she was correcting, you know, not content wise, but only you know trivial things about, you know, academic writing, etc. Because they were, you know, very well aware of what I was trying to do, I can say. (İpek, I1)*

Reflecting on their comments, although she could not utilize her TAC members as strong proxy agents during this phase, İpek believed that they trusted her theoretical knowledge and research skills. However, thanks to the existence of another available proxy agent whom she could consult and work with, she referred to the data analysis phase as a cooperative practice which fostered her study and had a positive impact on her PhD experience.

> *Writing began after I collected the data … and after collecting the data, it was not that difficult, I can say because we could, you know, interpret the data together with the help of the statistician. She was very, very helpful in that respect also. (İpek, I1)*

While working on her dissertation project, she could survive thanks to her resilience and strong personal agency and the proxy agents such as her family, her colleagues and students, her TAC members, and a statistician whose support she sought.

Pursuing a PhD was challenging for İpek, but when she looked back, she also remembered several support mechanisms and opportunities that made her journey an endurable one. For example, commuting and pursuing a PhD was both a challenge and an escape.

> *I was kind of on the verge of burnout when I started PhD for two reasons, because the school was very different from my previous, you know, institution, this was the first reason. The second one was having a kid. It changed everything in my life. The courses I took, they were, you know, very useful in this respect. I socialized with people again. I shared teaching concerns, etc. Yeah, I loved. If you ask me which part you have had, you know the most fun, I would say taking courses, despite, you know, commuting. (İpek, I1)*

While going through a self-perceived burnout phase, doing something she loved was motivating, and it fostered her wellbeing. When she felt overwhelmed, there was always someone to help her continue. Her proxy agents supported her in different ways as she needed.

> *I can say that I had a lot of supporters. Starting with my husband, with my family, with my colleagues, with my students. (İpek, I1)*

> *I had that times that I said, OK, you know, I can't take it anymore, but either a colleague or a family member helped me to, "OK, you did this so far. You did this successfully. You can do it, you started. And, starting is the half of finishing it." kind of encouragement they gave. (İpek, I1)*

The support she received from her family regarding accommodation and space for studying also improved her PhD experience.

*They provided me with a wonderful study environment for the night. (İpek, I1)*

İpek had a supportive husband who tried to ease her life during this long journey. Her husband was a major strong proxy agent in helping her manage her multiple roles driven life. She received his support both psychologically, technically, and financially. She sought his help when she was formatting her papers or transcribing her handwritten ideas, and he also offered logistic support with driving her to bus stop or to home or taking her printouts. His most important support mechanism that helped İpek complete her tasks was taking care of their daughter while she was working or studying at home or outside.

Home was a space İpek continued her studies border-crossing as a wife, mother, teacher, student, researcher. Fortunately, at home, there was another source of support, her child's babysitter, without whose support she could not have completed her journey. In that relationship, İpek could utilize money to receive the support of a proxy agent which is another demonstration of the importance of having financial resources to pursue PhD.

> *She was an incredible person, and after my family, maybe more than my family, she supported my goals. … And she needed money, I needed time. … And she was crying when I called her to say that I finished my thesis after seven years. (İpek, I1)*

With the support of her babysitter on Saturdays and her husband's on Sundays, İpek could create a convenient time and space for her studies. Although he believed that it would have been easier and better if she could have completed this earlier as he thought the process requires commitment and sacrifice especially as a mother, he acknowledged that İpek was a role mother for their daughter as she created an image of a mother who always works hard. He highlighted that İpek made her family proud with what she achieved in such challenging conditions.

> *Because constantly, I mean, she sees a working mother, with her lessons, I mean, a lot. Seeing someone who is doing her job well, striving for her job, was*

*a very good example, and the whole family is also proud of her. (İpek's Husband, I1)*

In addition to the support that came from her personal domain, she also received support from different sources for her research practices. Her co-researcher, whom she refers to as a research buddy, continued supporting her during her PhD related studies as well. The fact that she was working in another work setting was another resource for İpek as she could gain access to another group of participants for her studies.

*Participants were students from her setting because at Yellow university, we didn't have students that have that high language level. (İpek, I2)*

They even published book chapters they wrote based on the studies they conducted together as a requirement of İpek's courses. Thus, her co-researcher helped İpek go through the identity development phases with a support, and she never felt lonely.

In fact, İpek never experienced a challenge while trying to find participants in her research studies. She was lucky that everyone she was connected to somehow supported her personally and by participating in her research studies. She always benefited from her personal and academic network with regard to participant selection and recruitment as well.

*My family, my husband, my extended family, my friends, I have never looked for participants for my studies I can say. They were always very enthusiastic because they knew that there was a mutual contribution in the end of the process, I would always explain them what happened. You know how it happened and what can they, what they can take away. (İpek, I1)*

*When I asked, you know, "Can you fill in this questionnaire for me? Can you observe one of your colleague's class for me?", and I mean my colleagues everywhere, they were very supportive. And in my thesis, I, you know, paid them a heartfelt thank you because without them, and also without students, considering my thesis, it would be impossible. They were so empathetic. (İpek, I1)*

Being supported and appreciated made İpek feel the responsibility to continue her support for her former work setting. As they supported her without expecting any financial or other benefits, İpek wanted to make sure that there was a mutual gain at the end of her research studies, so she believed that she should share the results with the participants. Thus, her personal proxy agents especially from her personal life domain assumed the right to oppose when she mentioned her thought of quitting when she was challenged. This was another source of motivation for her which made her regulate her motivations and actions.

> *I said, OK, I'm gonna finish this because a lot of people have spent a lot of effort, you know, I was ready to quit anytime if someone said, "Come on, take it easy, let it go", but they didn't. My husband said, "I will divorce you if you don't finish this." (İpek, I1).*

Receiving support from several sources, she completed her dissertation writing phase, presented her dissertation and received her PhD degree. When she defended her thesis, which is a passage of rights in the academia, a confirmation space in the academic community, she enjoyed the feeling of a big relief as a result of knowing that she has accomplished what she was supposed to do, especially when considering her devotion and the enormous sacrifice she, her child and husband made. She also felt a bittersweet joy as she wished her sister-in-law that had passed away could witness that day, and it was the last day she was at the university as a student. She believed that the relief came with knowing that she will not be required to do many things and complete things within deadlines. It was a relief from the feeling of guilt which she believed is a result of being a perfectionist.

> *Relief was the feeling I felt most intensely. The feeling of being the end of something I always do/rush. But in a nutshell, the end of an era. We have been crushed all the time under that feeling of guilt, but of course it seems to be because of being a little bit of perfectionist. (İpek, WhatsApp Written Message).*

Dissemination of knowledge is important, but for İpek, the journey was so exhausting that she could not publish any articles derived from her dissertation study yet. She exercised personal agency by prioritizing her wellbeing and her

acculturation with her new teaching setting, so she postponed publishing articles generated from her dissertation, but she knew she had to contribute to the field with articles because she points out that dissertation studies are usually not read, an unappreciated artifact, although they are written while going through a long challenging but rewarding journey.

> *Generally, PhD studies are called drawer studies as long as you don't publish them. (İpek, I2)*

Moreover, İpek had always participated in conferences as they serve opportunities for the identity development of researchers. However, because of the analysis model she adopted in her study, it was difficult for her to find a good conference to present her findings and to extend her knowledge on the topic. She wanted it to be an assessment-oriented conference because she thinks only testing and assessment-oriented professionals can understand it. Positioning testing and assessment-oriented research community as a different professional group that one requires to have advanced command of testing and assessment knowledge to feel belonged to, she forethought that it would be a wise decision to attend such a conference where she can connect with the community and learn from these people.

> *I would like to actually share, you know, my results with more capable testers so that I can, you know, learn more from them. (İpek, I2)*

When considering her whole PhD experience with all its phases, pursuing PhD was a long journey for İpek with many challenges and rewards. She started her PhD very enthusiastically, but she was exhausted during this journey.

> *PhD not in my opinion, it is not something to be done just for the sake of doing it... if you don't have an interest in ELT, OK, a master's degree is more than enough for you, don't mess your life or desire I would say. And other than that, there are other ways to develop yourself professionally, you know. A PhD is not a must. …and not everybody has to have a PhD. I'd like to say, if you're really into reading and research, yes. Go ahead. But if you are not, I think it is demanding, and I'm not sure if it will pay you back in terms of time, effort, blood and tears you have wasted, I would say. (İpek, I1)*

Although she started her PhD for professional development purposes, she realized that it is not the right path to choose to pursue a PhD only for professional development. It requires motivation, dedication and hard work including a lot of reading and research, and it may not provide the PhD holding EFL instructor with the financial, emotional, and professional benefits they expect and deserve to get after they complete it. This may be a reflection of what her PhD did not bring her other than the title and knowledge as she did not receive any salary increase after her PhD, or if she continues her career in her current setting, she will not be assigned to a professorship. However, she still wants to pursue her career as a nomad in her work setting as she believes she loves what she does in that setting.

#### 4.2.4.4. The Interrelation Between İpek's Teacher and Researcher Identity



**Figure 15.** *İpek's Metaphor for her Journey of Becoming an Academic Researcher*

(Hotpot.ai, 2023m)

> *An amusement park. Every new toy you ride, the new research you conduct all brings you different excitement, different entertainment, different learnings… Like a game a little bit because I also had a game friend. (İpek, follow-up WhatsApp message for I2)*

As it was reflected in her metaphor, becoming an academic researcher was like being in an amusement park for İpek. Research was something she was always enthusiastic about, and it was an indispensable part of how she conceptualizes her professional identity and practices. For her, practice can never be separated from theory, and all the research practices she conducts contribute to her professional identity and teaching context. She valued and emphasized the importance of theory in her teaching practice. Moreover, she believed that articles and journals are spaces to disseminate knowledge and share experiences collectively, and they guide teachers' reflective practices.

> *So, what will our criteria be then ...when doing reflection, I think it should be theory or best practices people share somewhere somehow. So, for this reason the first pillar of my teaching is theory… And the rest comes actually once you have the knowledge base. That you can base your practice on and then when you can have this positive atmosphere so that you know, facilitate student learning the rest will follow naturally, I believe. So how I would define myself, I am trying to be a reflective practitioner. (İpek, I2)*

Being able make the connection between theory and practice, as a reflective practitioner, she could observe the contribution of one to the other. Because she always carried out research, she never thought that they were two separate things. She always tried to conduct classroom research to explore her teaching practices, so she never thought that her teacher identity and her research identity were two totally different parts.

When talking about her PhD courses and the dissertation phases, İpek always referred to their impact on her teaching because she expected them to be useful for her classroom practice. She could easily relate several courses she took to her teaching practice. Although some of the courses were not directly linked with teaching, she could find something to relate them to her teaching experience.

> *Generally, I could say that, you know, all the courses I took somehow contributed to my classroom practice. (İpek, I1)*

Although she could not take some of the courses she wanted due to time considerations, the courses she took and the assignments she completed both contributed to her teaching and researcher identity as she perceived each complementary role for the other.

> *I cannot quite separate my researcher and teacher identities because I am very much into teacher research as well. ... especially for the practical courses, the courses that you know focused on classroom practice I would define myself as a teacher researcher, so I wouldn't separate those two identities actually. (İpek, I2)*

> *I always tried to include again my practice as a trainer and as a teacher into my researcher identity I can say, and this way I didn't end up with frustration because of having to do so many things at once. So, it was a way I found, and it worked. (İpek, I2)*

Having started her PhD for professional development purposes, she always tried to make the connection between her teaching and research practices stronger, and she believes that postgraduate studies are necessary in order not to disconnect from theory when pursuing one's teacher role. This was an important contribution of her PhD to her teaching as she was able to connect theory with practice as a reflective practitioner.

> *I am trying to be reflective practitioner by taking theory as a guide for myself... I pay great attention to providing a classroom atmosphere where effective learning can take place and where I can practice what I have learned from theory, you know, in a useful way depending on my students' needs. (İpek, I1)*

İpek identified herself as a teacher researcher because her research practices mostly focused on her own teaching practices, but her dissertation was not primarily teacher research.

> *I would say teacher researcher, because all of the research I conducted, you know, as you said, regardless of my PhD were all teacher research. I mean it was about my classroom experience, my students, or the colleagues that I have shared the same classes with. So yeah, I am a teacher research researcher in it is real sense I can say. (İpek, I2)*

After she took the statistics course that changed her perception of quantitative research, she gained confidence in quantitative analysis. In this respect, the statistics course was a very critical smoothing space, a proxy agent for her professional identity as it also affected her choice of her PhD dissertation topic and research design.

> *I found out that statistics in all can be magical, really, and it is even better when you, you know, support your quantitative findings with qualitative ones. So, this was the reason why I wanted to do a mixed research study in my PhD thesis. And after doing that research, I saw that, you know, statistics is not as scary as I thought. (İpek, I2)*

After she felt more confident that she could conduct her dissertation study with the help of a statistician who can act as a proxy agent in her data analysis, İpek decided to conduct a large-scale study focusing on the assessment practices of the writing skill in her institution. In other words, the course she took and the research skills she acquired helped İpek both to act as a proxy agent for the collective benefit of her work setting and teaching practice, and she was able to work collectively with a proxy agent as she could explain her motivations, goals and limitations with regard to her research design, a skill which she referred to as a legitimization of her research skills that she acquired thanks to her PhD.

> *My thesis, you know, evolved into something different, assessment. So to some extent, it was also like teacher research, because with my colleagues at one phase, you know, we were in contact about what kind of criteria they would prefer, well, what kind of writing teaching they would find effective, etc. But at the end of the day, I wanted to design a criterion for the proficiency exam, the writing section, and you know there I can say that I was more like a testing person rather than a teaching person. (İpek, I2)*

Although research has always been an important aspect of her professional identity and practices and she could identify herself as an experienced researcher after PhD, PhD contributed to her research skills to great extent. PhD enabled her to exercise more agency with regard to forethinking about the potential outcomes of her research practices and accommodating her practices accordingly, but more importantly PhD equipped her with advanced research skills for quantitative

studies that she was afraid to conduct. In other words, PhD was a smoothing space that enabled her to explore and experiment with the unknown, and then, to gain legitimization with each research she conducted. Thus, PhD in which she was required to conduct large scale studies, fostered her self-perceived researcher identity.

> *I became a more capable researcher, I can say… for instance, including statistics in my research or being able to work with participants from different contexts… so the more research you conduct, the more experience you get. So, with PhD, it was like, you know, icing on the cake. I already had some experience as a researcher, but PhD provided me with, you know, tools that I was afraid of using or I thought I could not use, so, especially regarding quantitative research, I can say. (İpek, I2)*

She realized that the more large-scale research she conducted, the more experienced she became in quantitative research. This reflection became prominent in her narrative on the impact of her PhD experience on her professional identity: she became an experienced confident researcher, and she adopted a more growth mindset as a teacher.

> *I was more into the qualitative studies because I didn't feel, how can I say, qualified enough to deal with the statistics. But after taking two statistics courses, I realized that there is nothing to be afraid of... So, I can say that PhD contributed to my researcher identity in terms of the statistical knowledge I gained and my teacher identity in terms of the growth mindset I have developed through struggling with something successfully that I had been afraid of, you know until then. (İpek, I1)*

Her research background helped her efforts to improve her teaching context and practices as she could reflect on her practice, and she could think about possible ways of improving the condition she was not satisfied with.

> *When you come up with some results, you start thinking about "how can I use this in my teaching practice to make things more effective?"… So, depending on the content of the study you carry out, you can always find a way to tie it to your teaching I believe. (İpek, I1)*

For her dissertation study, she wanted to improve the assessment of writing skill in the proficiency exam which affects hundreds of students in her work setting.

She wanted to develop a rubric for the proficiency exam according to the data she collected from the students and from her peer teachers that were teaching writing at the same time, and she was also teaching writing, so teacher İpek was always there. Because she was preparing something to be used in their proficiency exam, she thought it should reflect the teaching and learning practices they were doing at school. Thus, as she could not align with the teaching and assessment practices of her institution, she acted as a transformative change agent to initiate and support a collective agentic act. This demonstrates how her PhD role, her teacher role and her researcher role intersected in her one action. Embodying all different roles at once, she wanted to foster learning and teaching in her own setting while contributing to the research and teaching community with her PhD dissertation.

> *Because I was teaching writing and because I was writing a thesis about writing rubric again, my teacher and researcher personalities didn't have a chance to, you know, fall far away from each other. ... So, I couldn't separate again my teaching and my researcher personality because of the topic I have chosen. (İpek, I1)*

> *I mean, classroom was always there. I can say my teaching practice and, you know, my research never fell far apart from each other. I can say. And in my thesis also it was the same I can say because of my topic choice, it was again directly related to what we were trying to improve at school, you know, we were trying to improve our writing assessment, subjective writing assessment component. So again, teaching writing, testing writing, and researching writing they were, you know, all integrated I can say. They were always supporting each other. I never, you know, separated the two, actually. (İpek, I1)*

İpek was a member of the professional development unit, and her research practices and dissertation also helped the professional development of her colleagues and students because at each stage she offered different training sessions on different topics such as how to assess writing or what writing constructs should be assessed. In this respect, her PhD dissertation driven researcher identity was legitimized through her professional development unit practices.

İpek always valued the interplay of research and practice, and she thought her PhD had to contribute to her teaching context. As she pursued her PhD while working at Yellow university, she thought she should continue to support her former setting even after she changed her work setting. For this reason, they met in an online platform with all the teachers for the training and norming sessions. Moreover, they requested her to join them in person before the proficiency exam that was going to be administered, and she accepted with pleasure. As her researcher identity was acknowledged and legitimized in her former work setting which was a supportive environment that gave her the permission to pursue her PhD and provided a smooth space for her to explore and experiment with her researcher identity, she believed that she owed those sessions and support to them. While talking about this process, İpek highlighted that the institution is an accredited school now, and she may have had a positive impact on this achievement with her PhD study.

> *I felt, how can I say, I owed this to them, actually. Because for two years, they gave me two days off. And you know, they didn't wanna, they didn't want to manipulate me in any way, in terms of the selection of the topic etc. So especially for the students, you know, I thought they deserved a much better assessment system, so I owed this to my institution and my students as well, and my colleagues. (İpek, I1)*

She believed that she presented her gratitude with a theory driven practice that will foster teaching, learning and academic practices in that setting.

> *Now the university has a theoretically based and statistically validated writing assessment criteria for the proficiency. I think this is even more important now for me because this was like a gift to the institution that, you know, gave me the opportunity to pursue a PhD in another city by giving me two days off. So, I feel very content I can say. (İpek, I2)*

Before her PhD, İpek was not able to align her teaching and assessing writing practices with Yellow university as she experienced a better system in her first work setting. Thus, because she was engaged with Yellow university, she incorporated the three modes of agency, i.e., personal, proxy, and collective agency that were guided by the three agentic properties, i.e., forethought, self-

reactiveness, and self-reflectiveness during all the phases of her dissertation, i.e., data collection, data analysis, sharing research results and taking action informed by her research results, and thus, she was able to serve as a transformative change agent in Yellow university.

For further practice, İpek promised her former work setting to continue her support as a proxy agent, and she suggested that they could hold training and norming sessions together. Moreover, although she had recently started to work at Red university, İpek knew that she will work for the improvement of writing assessment at her new work setting as soon as she can be more familiar with the context. Her narratives about the interview revealed that the administration of Red university perceived her as a legitimate professional in the field as they asked if she would be willing to contribute to the assessment practices of writing skill in their institution. Her narratives also show that she needed time to incorporate three modes of belonging, i.e., engagement, imagination and alignment in order to be able to function properly in a new setting.

> *I'm not knowledgeable enough about context to make any contributions for now, but you know in the interview they said, OK, if you're found eligible, would you like to contribute to our writing assessment, I said with pleasure… I'm sure they would appreciate it. (İpek, I1)*

İpek was happy that in addition to the impact of her dissertation study on her work setting, it also contributed to the literature because of the analysis model she adopted as it was the first PhD thesis that used the statistical model she chose. Moreover, in her dissertation defense meeting, which is the validation and confirmation space of her researcher identity, one of the jury members said that her thesis was a significant contribution as it is one of the few PhD theses in Türkiye on testing.

> *In this respect at least for Turkish ELT testing researchers, I can say that my study may be used as a model to validate a writing component of a proficiency test. (İpek, I2)*

İpek experienced the in-betweenness with regard to time, space, roles, but assuming a nomadic identity and incorporating different modes of agency, she was able to function successfully with the help of proxy agents that supported her pursuit and journey. As an EFL instructor who pursued and earned PhD, she always valued the interplay between theory and practice, and by incorporating personal agency, proxy agency and collective agency, she always worked hard for her own professional development and for the collective benefit of both teaching and research community.

#### 4.2.4.5. Researcher's Analytical Summary: İpek, Research as The Proxy Agent for Professional Development and Wellbeing

İpek's narratives demonstrated that her journey of becoming an academic researcher started before her PhD as she was always a research-oriented hardworking teacher who tried to develop professionally and act as a change agent in her work setting; thus, research was an important aspect of her professional identity, and she could perceive herself as member of the academic community especially after her MA. İpek loved being a teacher, and her motivation to pursue PhD was never about getting a title or position; she wanted to be more knowledgeable with regard to conducting research and develop professionally. In other words, she perceived PhD as a smoothing space, a proxy agent which would provide her with the opportunities to go through different identity development spaces, i.e., exploration, experimentation, validation, and confirmation with regard to her researcher identity. After she received her PhD, İpek does not want to pursue a further degree or position, and she does not want to change her child's living conditions. This is a demonstration of personal agency one can exercise by accommodating their actions after reflecting on their previous experiences and forethinking about the possible outcomes.

Although her first work setting did not give permission for a pursuit of researcher identity development through formal PhD education, instructors were allowed and funded to conduct studies and present them in conferences. In this

respect, White university created a smooth space that allowed the instructors to explore and experiment with their research qualifications and be validated as a researcher. After getting married changing her work setting and having a baby, İpek felt the need to develop professionally and create a space that would improve her wellbeing, so she decided to start her PhD as she did not perceive her work setting as a smoothing place that helped her foster her professional identity. She also realized the need to improve her researcher identity when she was challenged in one of her conference presentations. Moreover, she perceived PhD as a coping mechanism for her psychological and professional challenges. The reason why she chose to apply to White university as her PhD setting was another demonstration of her incorporating three agentic properties, forethought, self-reactiveness, and self-reflection. Her sole reason to choose White university was her familiarity with the context, her family's living in that city, and its closeness to her city of residence.

İpek had to manage multiple roles during her PhD being a full-time instructor and a PhD student, a mother and sometimes a caregiver. However, she incorporated three modes of agency, i.e., personal, proxy and collective, to overcome the challenges she experienced. During her PhD, her motherhood was a strong force affecting her feelings and practices. She usually felt guilty living her daughter alone, or she tried to allocate her study time according to her. In her social and professional role management, her family, friends, and her babysitter acted as strong proxy agents so that she could continue focusing on her PhD studies. However, the illness and loss of a family member, her sister-in-law, affected her studies negatively, and there were several moments she wanted to quit, but did not thanks to the support and motivation she received from her family and other support mechanisms such as her work setting, administration, colleagues, and students.

Arranging her teaching schedule according to her PhD studies, giving permission to conduct her studies in that setting, acknowledging her professional practices were the major contributions of her work setting to her journey. Her friend acting

as a co-researcher in most of her studies was also another proxy agent who eased her job while completing her PhD assignments. While deciding which PhD courses to take, İpek also incorporated agentic properties so that she could function properly in her multiple roles. She had to choose her courses not according to her field of interest, but according to her teaching schedule, the days she could be in her PhD setting. With regard to her PhD setting, she did not experience any negative incident, and she felt their support while getting ready for the comprehensive exam. After passing her exam, while working on her dissertation, not only her supervisor, but all her TAC members tried to support her as best they could, but she requested and received support from a statistician as she worked on a mathematical model which her TAC members were not familiar with. Her dissertation phase that includes the TAC meetings is a demonstration of how forces acting collectively can contribute to the development of one's researcher identity. Her study contributed to her former teaching context and the field by offering a validated writing assessment which was appreciated by her work setting. In this respect, İpek acted as a transformative change agent in her former work setting. Although she changed her work setting right before she completed her PhD, she continued to support her former work setting as she felt supported, acknowledged, and appreciated in that setting. She had a sense of belonging to that institution even after she started to work in a new university as an EFL instructor in which she was going through an accommodation process to be able to feel she belonged to the university.

İpek always valued the interplay between theory and practice, and for her teaching role related practices she had always incorporated research to foster her teaching and learning practices in her own classroom and work setting. She specifically benefited from her PhD with gaining expertise in quantitative research, and with her PhD dissertation, she worked as a change agent in her former work setting as she initiated a collective work. In other words, the collective improvement of the writing teaching and assessment practices in that setting has affected many instructors and students. During the interviews, İpek presented that she could imagine herself continuing to work at her new

institution as she was satisfied with her engagement and with her teaching practices in that setting. She also acknowledges that as a legitimized researcher in the field, she may want to contribute to the improvement of the writing practices in her new work setting, and she was sure that she would continue her research practices in her field. Thus, İpek can be considered as another nomad that smoothes the bridge between teaching and research community and acts as a transformative change agent in her setting.

### 4.2.5. Story of Ceren: A Lonely Agent Seeking Proxy and Collective Agency



**Figure 16.** *Ceren: A Lonely Agent Seeking Proxy and Collective Agency* (Hotpot.ai, 2023n)

#### 4.2.5.1. Ceren's Biographical Overview

Ceren, a mother with two kindergarten-aged daughters, was a married EFL instructor with more than 10 years of teaching experience in two different universities. She had changed her work setting before she completed her PhD, and she had completed her PhD two years before the data were being collected for the present study. Table 12 presents how the people and places in her story were coded.

**Table 12.** How People and Places are Coded in Ceren's Story

| People/Places | Pseudonyms/ Codes |
|---|---|
| Participant | Ceren |
| Supervisor | Elif Hoca<br>Arda Hoca (former) |
| Former work setting | Brown university |
| Current work setting | Green university |
| PhD setting | Black university |

After earning her BA degree in ELT, she worked as a teaching assistant for one year abroad. When she turned back to Türkiye, she started working as an EFL instructor at Brown university, and because of teaching for more than 40 hours a week, she could not conduct research practices in her first year. She received her BA and MA degrees from the same university, different from her PhD setting. Pursuing her MA in ELT, she published research articles and a proceeding on her MA thesis study. In addition to holding a PhD, Ceren also had an international teaching certificate, and she was a member of the professional development unit at her present work setting, Green university. In the following section, Ceren's PhD journey and her becoming an academic researcher will be explored. (Ceren preferred to have the interviews in English, whereas her husband preferred to use Turkish; thus, all the quotations by her husband have been translated. Please see Appendix E for Turkish quotations.)

#### 4.2.5.2. Ceren's Motivations and Future Orientations to Pursue PhD

Ceren had always been a career-oriented person, and she wanted to develop professionally and further her career as much as she could. She would feel content the most, not with a promotion or when she earns a title, but when her students talk highly of her and when she becomes a well-respected person in her field. This was the reason why she started her PhD. In other words, her desire to be a legitimized professional who is acknowledged by both her students and the academic community was the main reason for her to decide to pursue a PhD. Moreover, another reason why she started her PhD was the fact that she was a career-oriented person. Even though the challenges she experienced especially

while writing her MA and PhD dissertations demotivated her sometimes, she did not think that she should continue working as a language instructor teaching English as she thought she would not need a PhD to work efficiently as a language instructor.

> *Even if Ceren were a professor today, she is not a person to stand aside by saying I got my title. (Ceren's Husband, I1)*

Thanks to this never-ending quest for her career-oriented development, Ceren managed to complete her MA degree despite a teaching workload of more than 30 hours a week, and although she had to commute to her MA setting once every week. Even under such circumstances, she did not quit it because Ceren felt the need to move forward. She applied to Red university for PhD just before she submitted her MA thesis. She referred to her interview experience as a thought-provoking critical incident as in the interview when one professor asked her how she perceived herself, she started to question her orientation with regard to teaching and research.

> *"Are you a researcher or are you a teacher?" And that was an interesting moment, actually. And till that time, I didn't pause to think that huh am a I researcher or am I a teacher, which role I'd like to adopt in the future? And that was an interesting moment for me. (Ceren, I2)*

Unfortunately, she was not accepted to the PhD program in Red university, but the professor helped Ceren to realize the importance of exercising three agentic properties, i.e., forethought, self-reactiveness, and self-reflectiveness with regard to one's professional practices and future orientations. After she completed her MA, when she decided to start her PhD, she applied to Black university as two factors affected her choice. For Ceren, the supervisor she was willing to work with was the main reason why she selected Black university as her PhD setting. Exercising personal agency, she was confident that Arda Hoca could act as a proxy agent for her during her PhD journey as she knew that he was a reputable scholar in the field, and he was very approachable. This reflection encouraged her to send him an email asking if she could work with him for her PhD study as

she wanted to work on the recent methodology he was well known for. After she received a reply from Arda hoca inviting her to Black university to talk about her plans for her PhD research, she was surprised, and she accepted the invitation happily.

> *I could really work with him because you got an email from someone you don't know and you spare your time and energy, someone you don't know by inviting a person from another city. (Ceren, I1)*

In the meeting, Ceren talked about her plans and why she wanted to work with him, and Arda hoca suggested that she could take his course as a special student, and when she could have the exam scores required for PhD application, she could apply for the program.

> *And then, yeah, he gave me all the answers I wanted. (Ceren, I1)*

Arda hoca created Ceren the space, i.e., his course, to explore and experiment with the research methodology she wanted to work on. As he approached her professionally and in a helpful manner, Ceren forethought that their supervisor-supervisee relationship would also be positive as she thought:

> *He was approachable, resourceful, helpful. That also made me think. Ah, OK. Yeah, I'm interested in the methodology. He's an expert, but he's also he's also a good person that I could, you know, have a good relationship. And it's really important. (Ceren, I1)*

Ceren was sure that she wanted to work with him for her PhD as Arda hoca would be a strong proxy agent in her PhD experience both with his expertise and interpersonal communication skills. Moreover, Black university was closer to her city than her MA university, and the prestigious name of the Black university was another factor why she considered Black university as her PhD context. Reflecting on her MA experience, she thought that although she had a very supportive supervisor during her MA, the distance was too long. After about ten hours of bus ride, she had to go to her first work setting to teach even without

sleeping. As Black university was about a four hour-bus ride, the convenient distance would make commuting easier and cheaper.

> *That was too tiring for me, and also, I wanted to change the institution. And I mean, when you hear the name of the institution Black and X universities and you prefer Black because it's more famous and well known, you know, and it's in a big city. (Ceren, I1)*

Ceren positioned Black university as a prestigious university where she would like to be a student, but she preferred to study at Black university mostly considering the methodology she wanted to adopt and how approachable and resourceful Arda hoca was.

Ceren could complete her PhD journey. She thought it would never come to an end due to the several unexpected and unwarranted incidents that made her journey both physically and psychologically a challenging one. With regard to her future orientations, she still does not feel as a confirmed member of the community. She perceives her academic researcher identity development as an ongoing journey, and she wants to further her career. Holding a PhD, Ceren was not very satisfied with her present EFL teacher role as she wants to focus more on research practices.

> *As any other instructor who pursued a PhD, I think I am not, I can define myself who is not satisfied, just be satisfied with just teaching, but also researching and someone who wants to wear this shirt, I mean, research shirt, let's say. (Ceren, follow-up WhatsApp Voice Message for I2)*

She wants to publish more so that she can be acknowledged in the field. She wants to present and publish papers in international conferences and journals which she perceives as a confirmation space for her researcher identity. Her positioning herself as a researcher who has not been acknowledged yet even though she holds a PhD demonstrates that Ceren does not perceive holding a PhD as a confirmation space to the community. This will also be reflected in the next section of her story that presents the challenges she experienced during her PhD. Briefly, her self-perceived non-alignment and not being engaged with the

academic community may be a representation of her not being satisfied with the research qualifications she acquired and the studies she conducted throughout her PhD.

> *I don't think I have filled anything at the moment. Yes, I have a PhD and it's written, but to meet with the international audience, I think it's high time that I started. And OK, yeah, I, I presented some part, but still, I want to publish a very good paper so that I could meet the international audience, and I can introduce myself. (Ceren, I2)*

Although she could not feel she belonged to the research community despite holding a PhD, she acknowledges that researcher identity development is an ongoing process. Thus, she imagines herself as a future member of the research community who will work as a proxy agent for the academic community. Her aspirations to work as a researcher was recurring in her story as becoming an ELT researcher is the role she would like to assume in her professional life.

> *I would like to define myself who is a very good researcher whose work contributes to the field concretely, someone who does research for his or her academic gain, but also someone who is resourceful and prolific and innovative. And these are my aspirations to be recognized as an ELT researcher in my field in the future, this is not my current definition, let's say, but my ideal definition of an ELT researcher. (Ceren, follow-up WhatsApp Voice Message for I2)*

She hopes to become a recognized researcher in her field whose research practices foster her academic accountability and contribute to her community. With regard to her future teaching practices, Ceren would like to teach at an undergraduate or graduate level as she wants to train teacher candidates and work with practitioners. Her narratives demonstrate that she perceives teaching English as being in the field which she refers to as something she has had enough experience of. Positioning herself as a legitimate experienced teacher, she believes that she needs to seek her teaching career in an ELT department.

> *No more EFL teaching, you know, because I think I have enough experience of in the field…I'm so done. I mean, I like teaching. And I'm proud of being an English teacher, but I think it's the time that I would like to do more research and train teachers instead of teaching A1 or A2 level English. I think I'm done*

*with that, but I don't know if I will be done...If I had been happy with teaching, I wouldn't have started PhD, I guess (Ceren, I1)*

Ceren did not receive any position offers at an ELT faculty yet, but if she can assume the role of a supervisor of a student one day, she wants to be a supportive, approachable, and a resourceful one similar to her first PhD supervisor.

*The most important thing is that your supervisor should really supervise you, should guide you, help you, give satisfactory feedback so that you can shape your work and do something you could be proud of. That is the most important thing that I mean, if I will be a mentor of a student in the future if I could do it, I would be as approachable as he was to me and supportive and resourceful. (Ceren, I1)*

Her narratives demonstrate that reflecting on her experience of working with different supervisors, Ceren perceives the supervisor as the most important proxy agent for one's researcher identity development. She refers to it as a factor that helps the PhD student experience the actions and thoughts in the four identity development spaces, i.e., exploration, experimentation, validation, and confirmation, and become a proud legitimate member of the community after presenting final research output, i.e., dissertation. Thus, reflecting on her own experiences, Ceren regulates her motivations and actions with regard to the supervisor she would like to become.

Ceren is afraid that if she cannot publish high quality papers, she will probably continue working as an EFL instructor which is not a career path she is willing to take as she perceives teaching English a repetitive task that does not challenge her. Thus, as an EFL instructor holding a PhD, she perceives that to become a legitimate member of the research community, she needs to conduct and publish more research practices.

*If I do good research and produce good papers, and projects, I think I can do. But if I don't produce anything academic, let's say, I will be teaching the same stuff again and again, and that's why, I wanted to pursue PhD. I wanted to, you know, challenge myself to do something else other than teaching. (Ceren, I1)*

Ceren hopes that she can achieve her dream to work as a researcher with less teaching workload. Moreover, the lack of a study or work space during her PhD is also reflected in her future desires as she stated that she wants to work in an office. Working collaboratively with other researchers in a research center was one of her wishes. Her future orientations reflected that she is more inclined to seek a more research-oriented career, and if possible one that she can pursue abroad. In addition, she is in the exploration and experimentation space with regard to career-oriented collaborative research practices.

> *I would like to continue my career as a researcher more. I would like to do more research let's say than teaching, less teaching, more researching. That's my dream. I mean to be able to work in an office… I dream myself in a room that I could work with people. And do research. (Ceren, I1)*

> *I dream of working with other researchers and produce projects that will contribute to the wider ELT Community …and how I wish to work in a Research Center, and minimum teaching is required, but maximum research is encouraged and preferably abroad. (Ceren, I2)*

Her narratives demonstrated that she realized the potential positive contributions of collective agency on her professional identity as she highlighted several times that she wants to work with other researchers as a team. Positioning *research as a team* as a more supportive and beneficial practice thanks to the benefits of groupwork, she reflects on her lonely research practice as something she could not much benefit from.

> *I could teach and I could do my research as a team, not as an individual, but I don't wanna go this walk on this path alone, I would like to work with colleagues who are like minded, who could nurture me, and we could do some amazing cutting edge research. I mean, better projects. I mean anything collaborative. …I mean I can of course, write a paper on my own, but this is not I wanted to. I was alone enough. But now I would like to work people and produce something together with them. (Ceren, I1)*

Positioning the research practices in Türkiye as more departmentalized, a striated space, she presents her unwillingness to align with such practices as she states that she wants to engage with more interdisciplinary research studies that are available abroad, which she positioned as a smooth space.

> *I think in ELT or in any other interdisciplinary department that I could work, it doesn't have to be in ELT. It could be anything that I could use my educational background, that could be anything. And I think we need more interdisciplinary departments... I think my dream would be to do more research and less teaching, and working in an interdisciplinary department. (Ceren, I2)*

As she felt the need to network during and after her PhD, after she received her PhD degree, she created a WhatsApp group including her PhD peers so that they could stay in touch, consult, support, and inform each other.

> *I knew many people from different universities from all around Türkiye, and still, we have a WhatsApp group. We are in touch. So, we are now Black network and we're the future, let's say "Professors". (Ceren, I1)*

Ceren refers to the people in the group as a community whom she imagines as the future professors in the field. She feels belonged to that academic community, but this may also demonstrate that Ceren seeks the support of proxy agents even after her PhD, a degree that is perceived as the legitimization of one's academic research skills and confirmation to the community. Moreover, Ceren's creating this group is an exercise of personal agency as she reflected on her previous experiences about the potential problems of being lonely and possible benefits of networking, so she accommodated her actions and motivations to create herself the space to network professionally.

> *Actually, I found the group so that I could keep in touch with them. Or we could help each other and we're helping. You know we're collecting data with the help of each other, we're informing each other about job opportunities, scholarship opportunities, new articles. (Ceren, I1)*

She perceives this group as a proxy agent because the members of the group can support one another, and she seeks opportunities for collaborative research practices which she believes will help her go through the identity development spaces more smoothly. Ceren exercised a personal agency by intentionally initiating a group that would incorporate collective agency for individuals and for collective benefit. This is a demonstration of how social media, specifically

WhatsApp in her case can act as a smooth space enabling a sharing space for professional identity development.

> *My plan was to sustain the professional community, the network because those are the people that I trust in their intellectual knowledge. And also, I know them as friends, so I think the reason I, yeah, yeah. Now I realize it like… that wasn't something personal...so that I could have the support whenever I need from those people. The professional support, the academic support. … we just do academic talk. (Ceren, I1)*

Ceren was working as an EFL instructor when the present study was conducted, and if she had the opportunity, she was willing to pursue a postdoc. She could visualize herself as working with some people she follows and/or contacts with. Positioning those people as legitimate members of the research community, she wants to utilize their research knowledge and resources. In other words, she perceives them as strong proxy agents whom she can benefit from.

> *She's a very prolific researcher. And really, I'd like to benefit from her experience in the field, or maybe in the X country with X and, you know, he is the founder of X competence. And I'd like to work with him. As well, or maybe some X countries, because there is a research community on XXXX there, and maybe I can join them, and I can do some X studies and in relation to teacher education. (Ceren, I2)*

With regard to her future projects, Ceren wants to contribute to the teaching and learning of discourse. In addition to her contribution to academic community with her future teaching and research practices, she plans to create a sharing platform that will provide the teachers the opportunity to see and reflect on the good practices of teaching discourse. In this respect, she wants to assume a proxy agentic role who will contribute to the collective benefit.

> *That is my actually project, creating a platform where teachers can share their video recordings of best practices in terms of X and also to be able to benefit from their colleagues and so that they can compare and contrast their classroom interactional practices and to improve much better. (Ceren, I2)*

Ceren's narratives present that assuming a nomadic identity helped her smooth her teacher and researcher roles, but after her PhD she wants to migrate from an

educational setting in which she is required to teach English as a language teacher to an ELT department or to a more research-oriented setting. Moreover, she is also willing to assume another nomadic role, i.e., taking part in interdisciplinary projects while conducting research, but considering the scope of this dissertation, she will be a migrant then.

#### 4.2.5.3. Challenges and Support Mechanisms Interplaying in Ceren's Multiple Role Management during PhD



**Figure 17.** *Ceren's Metaphor for Her PhD Experience*
(Hotpot.ai, 2023o)

> *A circus player trying to juggle the balls, to keep the balance and not to let them fall. (Ceren, I2)*

Becoming an academic researcher pursuing a PhD is already a long and difficult journey, but there were several forces and actors in Ceren's story that made it a really challenging one for her. The biggest challenge was assuming multiple roles. This was also reflected in the metaphor she used to refer to her PhD journey, a circus player.

> *I had more than one role, as a mother, teacher, I mean instructor, researcher, and student myself. So, I had to keep the balance and not drop any balls. (Ceren, I2)*

When she started her PhD, she was an EFL instructor at an unsupportive working context; she had a newborn baby and she had to commute to another city to assume her PhD student role, and managing all her roles together was very difficult for Ceren. She experienced the dilemma: which one she needed to prioritize academic life or family life? As her husband stated, while pursuing a PhD, individuals need to make sacrifices especially in their personal domains; however, what Ceren needed to do was a sacrifice she would not be able to compensate: missing the childhood of her daughters.

> *Because with a one year two years delay of the article, the project, the thesis, you may not lose anything in life, but there is no compensation for a year or two that you stole from your children, especially in their childhood, they do not come back. So, you can get the title two years later, when you steal time from your children from your family, they don't come back again, no return. It is not easy to make sacrifices at those points, it is much more difficult for a woman, especially. (Ceren's Husband, I1)*

Ceren used to question if it was really worth leaving her children to commute to another city and allocate her time for her PhD studies when she could spend more time with her family. Moreover, she had a very hectic teaching schedule. Although she started her PhD with a lot of excitement, it was very hard for her to be able to take the courses she wanted to and to arrange her schedule to function properly as a teacher and as a PhD student in two different settings. She was working at Brown university and teaching for 30 hours while she was taking her PhD courses at Black university. Thus, it took her three years to be able complete her PhD course curriculum. In addition to the workload, Brown university, did not support her with providing the opportunity to schedule her teaching hours so that she could take hour PhD courses. Before she applied to her PhD, she could foresee some of the potential problems with regard to commuting or having a challenging life as she had a baby. She was ready to be challenged financially or psychologically and cognitively as she would not be able to change those factors. However, she could not foresee that Brown university would not cooperate.

> *These were the challenges that were expected, and I didn't feel them a lot, but my teaching schedule was arranged first and then changed; because this was a problem caused by another person and that it couldn't be solved, this was the most negative incident that I can recall. (Ceren, follow-up WhatsApp Voice Message for I2)*

Ceren did not feel the support of her former work setting while she was working there; in addition to the heavy workload, they even caused her to fail one semester because they did not arrange her teaching schedule according to her PhD courses and this extended her PhD journey.

> *Support mechanism? no, no, no, no, no, never. There was not such kind. … there was not a really supportive mechanism there, and I mean because of their nonalignment or unvoluntariness, unvoluntary actions that I lost a term. I failed. Because I couldn't attend the lessons. They weren't really supportive, and this was one of the reasons I wanted to leave the institution and work in another one. (Ceren, I1)*

Ceren decided to change her work setting reflecting on her experiences and engagement with Brown university. She was not able to visualize herself in that setting anymore as she could not align her professional identity and morals with the institution. In other words, as she could not receive the support of her work setting that should have acted as a proxy agent to support her overcome a challenge, she decided to take the control of her life, and enacting personal agency, she accommodated her actions and motivations to make a change in her life, and so she applied to Green university to work as an EFL instructor.

Once she started to work at Green university, her life improved to some extent. Although the distance between her city and her PhD setting became further, she felt supported and acknowledged in her new setting. When she started to work there, she had completed her PhD course phase, and she was preparing for the comprehensive exam. Her teaching load at Green university was about 20 contact hours, and later 12 hours, and her professional identity was legitimized in her new work setting as she was an active member of the professional development unit which is responsible for the trainings and activities organized to support instructors' professional development and teaching practices. Green

university and the professional development unit acted as proxy agents and smooth spaces that created her the opportunity to act as a proxy agent for her colleagues and to improve her researcher identity by taking part in different identity development spaces, i.e., exploration, experimentation, validation.

> *There was not a constructive and supportive mechanism in my first institution, but for my second institution, I had the opportunity to work with my colleagues so that I could also work for the school, for the Professional Development unit and collect my data. I had the opportunity, they also told me that, OK, now you're pursuing your PhD and we won't give you more than 12 hours. So that you could collect your data and work for the unit. Yeah, they were supportive. Also, as long as you work, the institution, my current institutional supports you. (Ceren, I1)*

Ceren's professional identity and PhD journey was acknowledged in her new work setting which led to the improvement of her sense of belonging to her new work setting. She was engaged and aligned with the institutional practices, and she wanted to improve the professional development of teachers and the teaching and learning practices at school.

In addition to her being a mother and having a hectic teaching schedule, her PhD context was another force that influenced her journey to a great extent that she was not happy about the outcome. With regard to the courses she took in her PhD, Ceren referred to most of them as a disappointment as she had expected to take more varied courses that would foster her professional identity. For her, the most exciting or most beneficial lessons she took were about research methods and data analysis because they had a positive impact on her research skills that she could utilize while writing her dissertation. In other words, the courses offered her the opportunities to explore and experiment with her research skills before she started data collection and analysis phase of her PhD. However, the lack of variety in the PhD courses she took made it difficult for Ceren to display three modes of belonging to the institution as she had imagined she would be offered more. Thus, her lack of engagement with the courses she wanted to take made her reflect that she was not satisfied with the activities of the university.

> *But apart from I think X Analysis, the others were not, were OK. Maybe that's the part of the disappointment. I mean the big name, big university. But when you look at the variety, it didn't satisfy me much. (Ceren, I1)*

The reason why she was not satisfied with her PhD experience at Black university was not limited to her course phase. Ceren had wanted to pursue her PhD at Black university specifically because she had wanted to work with Arda hoca, and she was disappointed when he left the institution. She took courses from him, and she was happy that she would work with him during her PhD dissertation. She referred to Arda hoca as a strong proxy agent that she thought would make a great impact on her researcher identity and on her present and future research practices.

> *Everything was fine till he was gone. And then yeah, my whole direction had to change. (Ceren, I1)*

When Arda hoca left Black university, Ceren was assigned to a new supervisor whose research interests did not align with what Ceren wanted to do; thus, she had to change the scope and design of her dissertation proposal.

> *Then I had to write a new one that could satisfy my new supervisor. (Ceren, I1)*

> *It was hard. I mean. Yeah. And also, I lost my excitement at the end of my PhD. I mean, because I've been through a lot of stuff. I mean, no journey is easy, especially for PhD journey. It's not easy. I know it's difficult for many different reasons for everyone. But for me, it was difficult in the sense that … After I mean he was gone then I had to change my whole plan, adapt to a new mentor, and change my dissertation topic to a totally different one that I was planning. So, when I think back. Uh, it was hard and a big disappointment for me. (Ceren, I1)*

Her narratives about the supervisor change were loaded with negative emotions. She could not forethink that she would experience such a challenge, and she was disappointed as she was not ready and was not willing to change her research direction.

> *And after taking my comprehensive exam, I started writing my proposal and that transition from comprehensive exam to dissertation preparation that was*

> *painful for me because yeah…I had to change the supervisor. Then, I had to start from the scratch, collect the data and right proposal accordingly, so there was a tough, that was the beginning of the tough process to finish my dissertation, actually. (Ceren, I2)*

However, although she was challenged with a radical change in the course of her PhD, when Ceren had to change her supervisor and collect data again for her dissertation, she felt and received the support of her new work setting as well. At that point, her new work setting was so cooperative and supportive that they decreased her workload and gave her the permission to collect data during the activities she conducted as a part of the professional development activities. Perceiving Ceren as a legitimate member of the research community, the institution acted as a proxy agent for her as they believed that she could conduct a research study that would serve for the collective benefit of all stakeholders.

> *At that time, my institution told me that OK, in this unit you could do this for our institution, that something academic we could be proud of. And you could also collect your data. So, it was win-win. And I quite appreciated it. I'm really thankful for that. (Ceren, I1)*

Reflecting on this experience, she was grateful for their support which made her dissertation writing phase less challenging. Related with her PhD setting, the supervisor effect in her journey was noteworthy. Ceren's case is a unique demonstration of what happens when there is a mismatch, a nonalignment between the research orientations of PhD students and their supervisors if the parties are not willing to create a smoothing space that will enable them work and learn collectively. As her supervisor was unwilling to go through the early stages of identity development phases, i.e., exploration and experimentation with the topic and methodology Ceren would like to work on, Ceren had to accommodate her motivations and actions so that she could complete her PhD. In other words, exercising personal agency, she decided to regulate her standards and actions according to the expectations of her new supervisor.

> *I had to change my orientation and methodology. Actually, I didn't change my methodology. But I tried to collect data from the scratch and write a brand-new proposal that could also satisfy her academic stance! … My pursuit of*

*something and her stance. I couldn't give up both. I tried to mix our senses, our approaches, but I know, but I'm not sure about the result. (Ceren, I1)*

She was assigned to another supervisor who she believed was not familiar with the analysis she wanted to adopt in her dissertation; thus, although she did not experience a negative incident with regard to interpersonal communication, she could not get the feedback and supervision that she wanted to. Ceren was well aware of the system related reasons for why she could not have the close relationship she wanted to have with her supervisor. Moreover, she also knew that there were other students who had been re-assigned to a different supervisor and had to change their proposals several times.

*It's not just me, but many students experienced the similar things, and they have been still experiencing because they had to change twice, three times, I mean, their mentors. So, it's been difficult for others too. (Ceren, I1)*

Ceren mentioned that the number of her supervisor's graduate students, the mismatch between their research orientations, and the fact that Ceren was not living in the city where Black university was located were the reasons why she did not have a close relationship with her supervisor.

*She had a lot of students; my stance towards X and her stance was different. She wanted something different than I planned. I couldn't have a close relationship with her because I was away. I moved further, I mean, I couldn't see her a lot. Just uh, during my thesis monitoring meetings. That's it. And I've finished my PhD online...So maybe I saw her saw her 3/4 times in person. (Ceren, I1)*

Although the dissertation writing phase is the time when Ceren needed the support of her supervisor that would act as a proxy agent, she could only see her a few times throughout the whole process. Unfortunately, due to pandemics, she even did not have a chance to meet face-to-face in her thesis defense meeting, an important moment in her professional career, i.e., her validation and confirmation to the academic community as a PhD holder.

Ceren got lost several times, and she sought help and guidance especially while preparing for her dissertation proposal and TAC meetings. Reflecting on her

sought of proxy agents and guidance, she acknowledged that she may have been overdependent on proxy agents or may be inclined to seek more guidance during that process. This demonstrates that she did not feel legitimized with regard to her research skills, and she sought outside support or other-legitimization. Her narrative about her inclination reveals that she positions research as a collective practice. In other words, she considers the exercise of collective agency as a professionally smoothing exercise that provides opportunities for exercising different modes of agency and in the end produces high-quality research individually and collectively.

> *Maybe I was seeking too much help. I don't know why, maybe I'm wrong, but I felt that, and I got lost several times, and I had to seek help from other colleagues, so I mean that time that period makes me say this that research is a social endeavor. It's a practice, and you need guidance and help from others, and as long as you have them, you produce something much more, you know, fruitful and of better academic quality. I mean because you're not alone; reading and analyzing the literature does not suffice to produce something original. You need other perspectives to produce something more of quality, academic quality, I believe. (Ceren, I2)*

Ceren was desperate in those times, and it was a painful period for her which she remembers as not a joyful one. She said that she used to cry a lot because she was lost, and she felt lonely. Especially while analyzing the data, when she was exploring and experimenting with the unknown, she needed support because she had a large set of data with which she really did not know what to do.

> *Crying over the pages. Yeah, I think I cried a lot. Writing dissertation. Yeah, disappointment, working on something that I don't want to. That I wasn't dreaming of, not receiving the feedback I needed. I was lost. I was lost with lots of data, lots of video recordings, audio recordings, reflections. And I couldn't seek help. I was just on my own. Trying to ask my classmates from Black or other friends. OK, so, what would I do? What would I do now?... Yeah, I cried a lot. I just couldn't figure out what to do. Where to go? Yeah, writing and taking the print out, working on the print out again, and not being happy with the result, and looking at something else. (Ceren, I1)*

She could not align herself with her dissertation because the topic was not exactly what she wanted to work on, and the methodology was not what she dreamt of adopting. After Arda hoca left and she was assigned to another

supervisor whose support she could not receive as much as she wanted, Ceren felt lost, and in order to overcome the feeling of loneliness, she requested support from her friends. Her narratives revealed that Ceren was confused and disappointed while writing her dissertation because she did not receive the kind of supervision support she expected, and she believed that this was the reason why she was not happy with the outcome of her dissertation study. However, she was also aware that it was not just Ceren that was affected by the change; her supervisor was also affected from this change negatively.

> *I'm not really happy with the result, with the rest of the process, but maybe she was not happy too, I don't know. Actually, we don't have that bad relationship. But the thing is I didn't do my dream dissertation with her, not because of her, with her, let's say. Because we are interested in different stuff. ... It's complicated. On one hand, on one side, I think that, I don't know, we could have been better, I guess, but it's not my fault, it's not her fault. (Ceren, I1)*

Reflecting on the supervision effect on her journey, the contributions of her MA and first PhD supervisors to her academic identity development were noteworthy. However, according to Ceren, the support from her second supervisor was limited. Ceren positioned her supervisor as not an efficiently functioning proxy agent because she thought she did not provide the support she was supposed to offer.

> *My supervisor supported me in a way she knew or what she wanted, or she could. Yeah, I felt a bit resentment. I feel resentful that she could have supported me more by just doing her job, by giving me feedback, by reading my dissertation. (Ceren, I1)*

Her whole PhD experience was like a two separate phase journey with regard to challenges and support mechanisms. While she was challenged by an unsupportive work setting at the beginning, she was hopeful about her PhD studies; however, when her PhD supervisor changed, she felt disappointed and lonely in her PhD. However, in that period, there was a supportive work setting that acted as a proxy agent by providing her the space that helped her overcome her challenges.

> *It was hard. I mean, because of my workload as well. I mean, in my previous institution, I used to work more than 30 class hours. And plus, PhD classes and plus a baby. That was difficult for me, but I was excited. I was, you know, enthusiastic, but then when I couldn't work with my advisor. Then, everything changed, and I just had to finish as quickly as I could. I'm not really happy with that. I mean, the beginning was good, but the end it wasn't something that I dreamed of. (Ceren, I1)*

The actors and the forces in her two work settings and PhD settings impeded and/or supported her experience in different aspects. Another place-related problem she experienced was the lack of having a study space or office. For example, while she was preparing for the comprehensive exam, she used to study on a desk in her institution as she had no place to study.

> *I remember the table I used to work, not the table, the desk I used to work. I didn't have a room, in my room in my home. I mean, at that time the home I was living at that time, I didn't have a room so that I could study in peace and quiet. And there was a desk in my institution. (Ceren, I1)*

She did not have a personal space to pursue her studies, and she tried to study wherever she could find. In this respect, as she reflected that sharing the office with many people, having children, and working remotely at home affected her journey negatively, she wants to work in an office environment without distractions. In other words, her motherhood and working in an unsupportive environment were other forces impeding her professional practices.

Ceren walked a difficult journey assuming different roles, and she could not receive enough support from her professional role related settings. Her life was so hectic that she always felt that she had to run, from bus station to the airport, to the school or to home, and she found herself questioning her goal. For example, one the first day of a semester at Black university, she could not find the room of her morning class, and she was half an hour late to class. She had to go around the building again and again and her feet were so sore that she questioned her state of in-betweenness. She was always in a rush, and she always had a big backpack full of everything from socks to books.

> *I was really angry, and I thought, what am I doing this to myself? I have a job if I want to earn money, I could do more. What am I doing here with these feet and I'm late. (Ceren, I1)*

For this reason, when she was overwhelmed with the conflicts and challenges especially after the comprehensive exam, she considered dropping the PhD program several times. However, exercising personal agency, reflecting on the time and energy she had spent to pursue her PhD, she decided to continue.

> *What if I drop down? What happens? Yeah, but I couldn't do it because yeah, I spend more than three years. Commuting between cities, sleeping on the buses, planes leaving my kid. I was breastfeeding when I started my PhD, and I had swollen breasts. When I came home, they hurt a lot. My feet, my back hurt a lot. So, when I thought about those days, I said no, I cannot do it. Yeah, because there was so much so much time spent. So, I had to move on to finish. (Ceren, I1)*

Moreover, studying for long hours throughout her PhD while managing multiple roles and some people and institution related challenges affected her health negatively. Although she tried to utilize some coping mechanisms that would motivate her such as eating unhealthy food for time concerns, drinking coffee to stay awake, or boosting motivation with small task achievements, she felt challenged because she was not able to study as effectively as she wanted. For example, while she was studying for the comprehensive exam, she was usually disappointed as there were many topics to study, but she was not able to remember what she had already studied, and she used to feel desperate. Moreover, she was not engaged with other PhD students because she was pursuing a hybrid PhD, and she was away from her PhD setting. Her narrative about this phase was loaded with negative emotions. In those times, she used crying as a coping mechanism, or she questioned and even self-blamed herself.

> *The image in my mind sitting at the desk, sipping the coffee, eating unhealthy, chocolate chips that motivate myself. Chatting with people coming and going to the room. Yeah. This is the image I have in my mind. Lots and lots of copies piled up on the desk…just sitting there all the time. Yeah, sometimes crying when there's no one in the room. What am I going to do? Why am I doing this, yeah. And being sick because of sitting a lot. (Ceren, I1)*

Due to the stress of the journey and sitting still at a desk and reading and studying for long hours, she experienced some physical disorders such as cervical disc hernia. Moreover, as it was challenging for her to function properly in all her roles, especially when she was preparing for the comprehensive exam, she experienced some psychological challenges for which she had to seek support from a psychiatrist who acted as a proxy agent to support her wellbeing in her journey.

> *It was too much for me everything and moving to a new city, dealing with problems in my private life. And not being able to work with my supervisor and changing the supervisor and focusing, I mean that those are the things that were in my mind and the fact that I had to remember a lot of stuff studying after hours and hours, giving classes, being responsible in the professional development unit. I mean, yeah, that was hard. … I just remember myself sitting at the desk studying and doing something. Yeah, sometimes I didn't wanna go. I just wanted to stay there and read and read and read and forget all my other responsibilities. Yeah, but I passed. That was over. But left me some health issues. (Ceren, I1)*

Ceren had such a demanding and challenging PhD experience that she would have quit if some proxy agents had not existed as a support mechanism. Her husband witnessed all her challenges in her journey and supported her psychologically and in other domains such as doing the house chores or formatting her papers.

> *I cried a lot. You know? Why am I doing this? I hate this. I cannot do it. I cannot finish it. I will fail. But every time he was there, was really there. And he supported me. Like doing the household chores, taking care of the kids, even correcting my paper. Doing the formatting stuff, he has been with me every step of my Academy career since we got married. (Ceren, I1)*

Isolation, disappointment, not receiving enough supervision support and living in-between were the major challenges he observed that Ceren had to endure. He pointed out that although Ceren had experienced some physical challenges as she had to commute and manage multiple roles during her MA, she had not felt these negative feelings during that time as she had a good relationship with her MA supervisor. Her MA supervisor acted as a proxy agent that supported her

researcher identity development. They also wrote articles together which helped Ceren to explore and experiment with her research skills and feel achieved and legitimized when their articles were published. However, according to Ceren's husband, Ceren had to exercise personal agency when she sometimes lost her direction in her PhD.

> *From time to time, even though she received enough feedback, there were times when she lost her way, in other words, she did not always act with the guidance of her supervisor, she completed things with her own efforts.(Ceren's Husband, I1)*

Ceren had to accommodate her research interests according to the second supervisor she was assigned to, and she experienced challenges due to her expectations from the supervision. The need to change the supervision when she started her proposal phase, the mismatch between their research orientations with her second supervisor, and the unfulfilled support and communication need which she was used to during her MA experience and interaction with her first PhD supervisor affected her perception about the efficiency of the supervision available. This was reflected in her husband's narratives, who was able to observe her whole experience of graduate education. He highlighted that although Ceren tried to exercise a strong agency during the process, the need to have a supervisor who would guide her when she felt lost was a dominating feeling in her experience.

> *Although someone who has come to that level has certain command of knowledge, she needs someone more experienced to shed light, guide… She could not get the feedback she wanted sometimes or on time. Inevitably, she felt stressed, she was demotivated. She could not decide whether what she did was correct or a mistake because she was trying on her own. (Ceren's Husband, I1)*

This narrative demonstrates that although her dissertation writing phase was an opportunity to explore and experiment with her research skills, she needed a proxy agent whom she could consult when necessary. As she was not satisfied with the supervision available, the need to exercise personal agency more and to seek support from other proxy agents helped Ceren to survive through the

process, and according to her husband, she was a self-thought researcher who was challenged at first but managed in the end.

> *She was challenged because she did many things alone, but I think she learned many things at that time. You know, she came that far or succeeded by trying so hard. (Ceren's Husband, I1)*

During her journey, Ceren had to deal with several challenges mostly because of her multiple role related practices, and her professional role related spaces and people. The in-betweenness affected all aspects of her life. However, in addition to her family, some other support mechanisms acted as a proxy agent. To start with, her friends, colleagues and social network were her major sources of support. The support she could get was confined to people she knew. She did not get support from any professional teaching and research organizations, but thanks to this relationship with the people she knew, she could seek academic advice or support. For example, while she was studying for long hours on her desk at school, people would support her psychologically and they would treat her with food and drink.

> *But I still remember myself sitting on the desk people were coming and going, buying me food and drink, trying to motivate me and mock me. OK. Yeah, hold on. This will be over. Finally, you will be a doctor. Now this is scary. That will go away. We're proud of you. (Ceren, I1)*

Her colleagues tried to motivate her referring to her future self she dreamed of being, someone who holds a PhD, she would be called a doctor in her field. The support she received from her network of colleagues was not limited to such kind of interactions. For example, Ceren also benefited from the WhatsApp groups created as a space for sharing for their PhD courses. The groups enabled them to explore and experiment with their knowledge and skills and accommodate their actions and motivations reflecting on the support and information provided in the group. However, they were usually closed after they passed the course. She also had a network of colleagues and PhD peers with whom she could share ideas and seek support, when necessary, be it her dissertation or other research projects.

She could find all the financial, psychological support she needed except for supervision.

> *I have family support and … I got the professional support from a psychiatrist. And also, the school, my current institution supported me, my work mates, my colleagues, my close friends I can call them. They also supported me. Yeah. (Ceren, I1)*

She needed to seek the support of some other proxy agents whom she referred to as legitimate researchers in the field. She asked them how she could narrow down her focus for her dissertation, and she was really thankful for their support. Thus, she tried to take control of her life when she felt challenged because of her research methodology for which she could not receive support from her supervisor. Interacting with other people whom she positions as professionals in the analysis she was trying to adopt, she could design her study and complete the analysis.

> *I needed someone to academically help me. I got the emotional support, and I also I got the financial support from a state fund. But. When I was, you know, trying to figure out how I would arrange the data or how I could make things easier for me or how I could narrow down my focus I asked two colleagues from Black, and I asked I mean they are experts in this analysis, and I asked OK here I am with the data. And I collected it. So, I'm doing this. So, tell me what I should do so that I could narrow down my focus and finish this PhD, and they also gave me their professional idea and they were really helpful and I'm really, I'm really thankful for them. (Ceren, I1)*

In addition to her colleagues at Black university, she could receive support from her professors there as well. In addition to her first supervisor, she referred to one of her professors whose courses she took as a very special and supportive person.

> *I feel I learned something. And I really remember him with good memories. And the courses I took from my first supervisor were really helpful. And I felt really excited when I was taking his classes. Those were the classes I felt I was learning something, and I was happy. (Ceren, I1)*

Ceren referred to these courses as the spaces that fostered her knowledge and skills. In this respect, some of the PhD courses she took were positioned as proxy agents that supported her professional identity development. With regard to her perception of Black university, she referred to PhD setting as a smoothing place to some extent as except for the more efficient supervision she had expected, it helped her grow professionally. Her professional network also extended thanks to her PhD peers who also work as language instructors or assistant researchers in different universities. Referring to their network as a fun factor that made the journey a bearable one, she believes that she can utilize this network for her future research projects. For her, networking was an important force for professional development and practices.

> *Also, the collegial…yeah, my classmates, I mean, I think most of the fun I had with them was with them. I knew many people from different universities from all around Türkiye, …. So that's a good network and I'm really happy with that. So, some memories from some lessons, the things I learned. And the time I spent with my classmates; I think those were the moments I cherished the most during my PhD. (Ceren, I1)*

Ceren was a full-time instructor at a state university, and money was not an incentive for her to pursue her PhD. On the contrary, she spent a lot of money while commuting or buying books, printing out the articles. What motivated her to continue was the joy of learning something new.

> *I was happy especially, I mean when I learned something new or when I learn something more about something I was interested in, I was happy despite how tired I was. Because I knew that despite all the troubles, all the disappointments, hardship, that was worth it. (Ceren, I1)*

Receiving support from her personal and professional network was a motivating factor for her, so was her motherhood. Whenever she considered quitting, she tried to find strength in the time and energy she had put that far. She remembered that one day when she was at her PhD setting, her breasts were swollen because she could not breastfeed her daughter and she had to use the public restroom at Black university to empty the milk. Such moments made her realize she had

sacrificed a lot from herself, and her family and those were the moments she held on to in order to continue.

> *Those were the moments, and let's say the reasons that I didn't want to give up my PhD journey. Whenever I felt I was overwhelmed with the workload, with family life and with dissertation writing, I remembered, I reminded myself that, OK, you've been through a lot and then you cannot stop here. You stole a lot of time from your kid, from your own private life. So just because of these reasons, I mean, you have to go on and right. (Ceren, follow-up WhatsApp voice message for I2)*

Reflecting on her past experiences and future orientations, Ceren survived her journey as she accommodated her motivations and actions according to the process, and she overcame the challenges she encountered exercising personal agency and seeking the support of proxy agents. Holding a PhD, contrary to what is expected, Ceren does not feel accomplished as she was not content with what she did and whom she became professionally considering the artifacts she produced. Thus, she needs more opportunities to explore, experiment and legitimize her research skills and professional identity.

> *Even now, although she completed her PhD, although she received the doctor tile, the things she couldn't do or things she planned, wanted, but cannot get because some more time is necessary, she can sometimes experience that unhappiness. (Ceren's Husband, I1)*

Ceren completed her PhD, but she still wonders if she should quit her pursuit of academic research practices. She sometimes visualizes and forethinks about a future without academic research and considers what if she does not continue conducting academic research.

> *What would I lose? Maybe I would be happier. I would enjoy life more because always there's something in my mind. OK? I need to write a paper from my PhD or I need to attend this conference. (Ceren, I1)*

Her state of in-betweenness with regard to time, place, people and tasks made Ceren feel exhausted at the end of her journey. Another reason why she may consider leaving academia can be about how she perceives and positions herself

as a researcher. She is unhappy with the remaining feeling of inefficiency even after earning the PhD title.

> *I don't know if other people have this nasty feeling that you're not enough. Whatever I do academically lacks something, lacks intellectual output, lacks academic quality. I don't know. I still have the feeling of dropping out academia. I don't know what I would do, but yeah. Maybe after publishing a couple of good papers, I would think and laugh ooh I was so stupid. I overthought a lot of stuff and now I'm OK. I don't know. Maybe I would say that, and I hope I will say it. Otherwise, I don't want this feeling to, you know, continue with me. It's tiring. And not being able to drop is really tiring. (Ceren, I1)*

Ceren completed her PhD, but she was not happy with the process and the result although she endured several challenges. She believes that she needs to publish high quality papers to overcome the feeling of not being qualified. In other words, she perceives publishing good papers as an act of being a legitimized and confirmed member of the community, an experience which she believes will relieve the disturbing feeling of inefficiency and help her feel she belonged to the academia. Moreover, she believes that she could not publish articles yet because of the methodology related problems she experienced while writing her dissertation. Her unfulfilled research-oriented PhD dreams and not becoming a researcher she had imagined herself to be decreased her motivation and confidence. In this respect, her narratives demonstrate that she could not perceive her PhD experience as an effective smoothing space that should have allowed her to experiment with the new and become a legitimized member of the academic community.

> *Much of the disappointment I've been through is because that I could not publish a paper on a, in a I mean well established journal. And I think this disappointment prevails and I feel it because I think I have not fulfilled myself as a researcher. Yes, I've done my PhD, and I continue my teaching practices, but my researcher practice is limited. I did the research, but I could not disseminate my results and because of this I feel less, I feel lack of motivation and I'm still obsessed with OK, how it might be, it might have been different if my mentor did not change. I mean, if I had published something, maybe I wouldn't dwell upon it like that. (Ceren, follow-up WhatsApp Voice Message for I2)*

Having completed her PhD, she still perceives the outcome, her dissertation, as an artifact that she was not proud of. Referring to her dissertation as pages rather than her research output, she highlights that she does not feel aligned with what she produced as a research practice.

> *Lots of disappointment... I'm not really happy with it. I, and I know maybe it's wrong to say that because I wrote more than 300 pages and, but they don't mean much to me. Those pages don't mean much to me. Still, I have this feeling that I'm not happy with it...I think the word would be desperate. Yes. (Ceren, I1)*

When talking about her advice for EFL instructors willing to pursue PhD, she highlighted the importance of PhD context selection and the supervisor. These were the personal agentic acts she had exercised while choosing the Black university; however, her story did not end as she hoped for. She believes that pursuing PhD abroad would be a better choice, and taking as many courses as possible from the supervisor would be another agentic act she thinks students should exercise to be more guided throughout the process.

#### 4.2.5.4. The Interrelation Between Ceren's Teacher and Researcher Identity



**Figure 18.** *Ceren's Metaphor for Her Journey of Becoming an Academic Researcher*
(Hotpot.ai, 2023p)

*Someone who is sweeping the floor while it's raining. (Ceren, I2)*

Ceren pursued her MA managing multiple roles, but it was during her PhD application that she was more aware of her in-betweenness and dual role practices, i.e., the interrelationship between her research and teacher role practices, when she received a question about how she perceives and positions herself in the academic community.

*"Are you a researcher or are you a teacher?" (Ceren, I2)*

The question posed made Ceren reflect on her past practices and future orientations in the interview and after it. In other words, the interview served as the initiation of an ongoing intentional reflection and negotiation phase for her professional identity development. Considering the time she sacrificed walking this path, Ceren managed to complete her PhD, and the interrelationship between her teacher role and researcher role was another major impact on her journey. She believes that her both roles feed each other in a positive way. For example, as a teacher, her classroom experience makes her think about what the literature suggests or sometimes when she reads an article, she can reflect on her own experience and see if it is what really happens in her classroom, too. Sometimes when she reads an article, she can reflect or foresee if it works in her class.

> *I am an instructor, and I am a researcher, so when I'm in the classroom I had the dual role. Sometimes I acted like a researcher. Sometimes I acted like a teacher. So, that actually depended on what I wanted to do, what I wanted to collect data, I mean about but also, but, um, that dual role was helpful, to understand the phenomena in my classroom. (Ceren, I1)*

Her narratives demonstrate that she perceives her integrated teaching and research background as a proxy agent that initiates the collective work of her dual roles in her teaching and research practices. Ceren believes that she can utilize her research background to reflect on her teaching practices, but Ceren's research practice is not limited with research in her own classroom. In these

research practices, although she assumes the role of a researcher, she acknowledges that the two roles interact with each other.

> *For collecting data from someone else's classroom is totally different and at that time you don't feel like you're a teacher. You feel like you're a researcher… when I'm collecting, someone else's data, that's not my data anymore. I am the researcher there. Yeah. But I mean the two roles, this dual role. I mean, there are two people, researcher Ceren and teacher Ceren, they always talk to each other. Yeah. And I think I have them both. They always talk about Ceren as a teacher and as a researcher. (Ceren, I1)*

Ceren's assuming a teacher role while pursuing her PhD enabled her the opportunity to utilize her classroom as an exploration and experimentation space with her research practices. Her students acted as proxy agents who provided data for her research practices. Moreover, she was able to understand and experience the importance of considering some factors while collecting data such as ethical considerations and placing the camera in a classroom.

> *They weren't against being filmed or being videoed, but they told me "hocam could you put the camera at the back? I don't want my face to be seen, but if it's for your course, you could do it." That wasn't a problem for me, so they were really supportive. (Ceren, I1)*

Ceren conducted several action research in her career, and but PhD improved her research skills and practices. Although she values action research as a teacher, she positions her dissertation as research with larger impact as she worked with instructors at her institution, and she wanted to foster their professional development with the study she conducted. Thus, working collectively with the novice instructors, she was given a space to explore and experiment with her research skills during her dissertation study.

> *For my dissertation mine was not an action research, I mean I did small scale action research in my institution. And also, for myself like simply just watching one class hour recording and seeing what's going on, what's working, what's not working. I did this, but uuhh but let's say big research. Uh, I did. I think big research. Capital R in my dissertation, so both are useful. Both have places in my career, let's say. (Ceren, I1)*

As seen in her narrative, not only did her PhD journey contribute to her academic identity and professional development, but also her teacher role benefited from her journey. She also utilized her dual role skills and practices as a proxy agent for the professional development and future career of her colleagues.

> *Of course, it was win-win because I could use the data for my dissertation, but actually I helped the instructors. Because the instructors I work with I collected data from were novice EFL … so it was helpful for me, for my institution and for them. So, for the for the novice instructors, so that they could work with the institution more because they showed that they, they collaborate, they improve themselves professionally, professionally and even if they wouldn't work in my institution for the next year, they could add something in their CV…the thing we did with them proved very helpful for them. And I was really happy. (Ceren, I1)*

In addition to her self-development, there were several other people and mechanisms that were affected from her journey and practices. She was happy that her professional identity which smoothed the teaching and research divide with her PhD dissertation was acknowledged by her work setting and colleagues. Moreover, she was also happy that the result of this smooth practice helped both her and her colleagues to be more aligned and engaged with their institution. She narrates that when she watched the video she recorded as dataset for her dissertation, she realized that when she was collecting data, she did not feel like she was their colleague, she felt like a researcher, and she was very focused as a researcher.

> *When I was looking at their classroom video and when I was talking about when I was giving feedback or receiving their opinions, reflections about their classroom data I wasn't like an EFL instructor there, I was a researcher. Maybe I wanted to feel like a researcher, I don't know. Because. Yeah… I mean collecting data from your institution is uhhh advantageous, of course.*

Ceren also believed that pursuing PhD at Black university and receiving the doctor title contributed to her students' perception of her teacher identity. In other words, not her researcher identity directly, but her legitimized professional identity as a PhD holder made her students position her as a knowledgeable teacher.

> *When I told them, yeah, you know what? I'm a student at Black university and then they would say Vowww hocam, it's a good school then you are really successful, and I don't know if it's really successful and actually that was my thing in the beginning hahh Black is a good name, you know, to do your PhD and yeah they were impressed. And also, they liked the fact that I am a student too. But that feels like kind of positive relationship in that sense…I think they they are interested in the title. Yeahh, maybe they trust me more, but I don't know. (Ceren, I1)*

With regard to her conceptualization of herself as a teacher, Ceren perceives herself as someone who likes to foster her professional practices and relationships, and she wants to be resourceful and approachable to students. In other words, she acknowledges her critical role in the teaching and learning practices; thus, while talking about herself, she refers to herself as someone who is inclined to experiment with the unknown.

> *Not just being a good instructor in terms of knowledge, discipline, knowledge, but I'd like to be an approachable instructor and I think I can define myself as an approachable and a good instructor. (Ceren, I2)*

Ceren acknowledges the proxy agency of her work setting as the availability of a data collection site. She benefited from having supportive students, colleagues, and administration in her research practices.

> *I was really lucky because they encouraged me to conduct the study. I was the head of professional development unit back then, and that also helped me because I wasn't collecting data for my dissertation. I was collecting data for an induction program, so that gave me an advantage. (Ceren, I1)*

Although her familiarity with the research context and participants gives her the chance to understand the results easily, she also perceives it as a limiting experience because she believes that being familiar with the data collection site may sometimes prevent adopting a critical perspective.

> *But it's also limiting experience because you don't know what's going on in other institutions. You just know where you are, where you work, and you're familiar with the context… I wasn't really surprised by what I saw in the classrooms and what I heard from my colleagues, because I had similar experiences. But also, it was advantageous because I didn't need to go to other*

> *institutions to collect data. And that was good. Because yeah, there are more than 130 instructors at my institution that makes thousands of students. (Ceren, I1)*

Ceren also informed her other relatively more experienced colleagues about the recent trends in the field, and thus, she contributed to their professional development. Although they are more experienced, Ceren's narratives reveal that they were not familiar with recent trends in ELT. For example, when they asked what she was studying in her PhD, they were surprised with her response.

> *"What do you study? Still teaching methods or you know or approaches?" I mean those are the things they are familiar with. And I said "no, there's something called linguistics. You know, people do those stuff even though there are people who do neuro linguistics, they study brain, they know some, some biology, some of my colleagues know very good statistics and they do this", and some of my colleagues are surprised, and they don't know what I was doing. (Ceren, I1)*

Ceren's taking on a proxy agent role in her institution, acting as a bridge between theory and practice was also reflected in her husband's narratives. She was an active proxy agent who works for the collective benefit. Incorporating her teaching and research background, she conducted research, shared her findings with the stakeholders, and thus, she took an active role in fostering the learning and teaching practices in her institution.

> *She participates in many activities in her current institution, she is involved in the units there, she prepares materials for the development of the units, she shares them with other colleagues… If she has time, if it won't interfere with her academic work…Indeed, if they are practices that can support both her professional development and maybe the development of her other colleagues and her students, she tries to support those studies all the time. (Ceren's Husband, I1)*

Moreover, becoming a confirmed member of the academic community as an EFL instructor with a PhD, she also started to take active part in the development of other people in the community. For example, she started to serve as a thesis advising committee member in the graduate theses by providing her insights and feedback. In addition, she works collectively with other researchers either as a

participant or a co-researcher which she believes is a mutual benefit for everyone.

Having completed her PhD impacted her self-perceived professional identity, but she was not satisfied with the research skills she had gained and the contributions she could make with and after her PhD. During her PhD, it can be inferred that exercising personal agency, she mainly focused on qualitative research which prevented her from exploring other research methodologies.

> *I did mostly qualitative research, so I can say that I don't have a very rich repertoire of doing using different methodologies … I wasn't really interested in quantitative research. (Ceren, I1)*
>
> *I felt more accomplished, and I felt that, Yeah, OK from now on I could contribute to a larger community. But still, my contribution was limited with my PhD preparation. I mean writing, outlining, and writing and collecting data, I still couldn't contribute to the community much I would say. (Ceren, I2)*

Her PhD may have positioned her at a better place in the eyes and minds of others, but she was not able to call herself as a researcher yet, and she was not satisfied with whom she became blaming her multiple role practices. This was reflected in her metaphor she used while she was talking about her journey of becoming an academic researcher.

> *Like someone who is sweeping the floor while it's raining…I try to squeeze my research efforts into the time slots that I find time out of my school responsibilities and family responsibilities. And if there's still time left for research, I'm trying to do research, but research requires fulfillment, commitment, engagement for a long time. And unfortunately, at the moment, at least, I don't have much time to allocate for my research ... I'm trying and trying, but most of the time it goes vain because there are lots of unfinished projects. And I'm trying to manage everything at the same time and in the end, I have nothing in my hand at the moment, and I know that it's a temporary situation …I know it will pass, and I'll have more time that I can dedicate to my research, and now it's at the moment it's just sweeping the floor while it's raining. (Ceren, I2)*

She was not able to call herself a researcher as what she does is trying to conduct research after she completes her teaching role related tasks because she was a

fulltime language instructor. When she can have time and if she can find a place to focus on research, she tries to engage with research practices. This case may be a reason why she cannot call herself a researcher even after PhD. In this respect, she perceives her fulltime teaching role as an impediment for her research practices, but she is hopeful for the future.

She survived her PhD living in between, and she referred to herself as an EFL instructor with PhD who was in the pursuit of some research focused career opportunities.

> *Despite how badly I want to call myself as a researcher, I could call myself as an EFL instructor first, and then trying to do some research. (Ceren, follow-up WhatsApp voice Message for I2),*

In this respect, although she was able to benefit from the interplay between her research and teaching background, she hopes to abandon her nomadic identity, i.e., acting both as a teacher and a researcher, and she wants to be a faculty member who trains pre-service teachers, and/or she wants to work as a researcher with less teaching workload which makes her a potential migrant.

#### 4.2.5.5. Researcher's Analytical Summary: Ceren, the Seeker of Proxy and Collective Agency

Ceren's motivation to pursue a PhD was related with her pursuit of improvement and excellence in her career. When her narratives are examined, space and people related forces were very influential in her PhD story and professional identity. To start with, her supervisor choice affected her PhD setting choice. She was excited that she was going to work with a prominent scholar in a specific methodology, but she was disappointed during her PhD as she had to continue her dissertation study with another supervisor. She wanted to work with her first supervisor as he was a knowledgeable scholar on a methodology her second supervisor was not familiar with. Her narratives revealed that her second supervisor did not act as an efficient proxy agent as much as she expected, and

this was a main challenge for her while she was writing her dissertation. She had expected to have more opportunities to explore and experiment with her researcher identity with the guidance and supervision of her advisor, but she was not happy with the artifact, i.e., the dissertation she produced as a result of her PhD, and she believed this also affected her being a legitimized member in the research community as she was not able to publish high quality papers after her PhD. If she could have worked on the same methodology with her first PhD supervisor, she believed she would have published in high impact journals. While writing her dissertation, although she sought support from different agents and exercised personal agency, she experienced the negative outcomes of her not feeling a legitimized researcher in the field even after she received her PhD. She wanted to publish more as a researcher, but her perceived lack of research knowledge and skills prevented her from being a more productive researcher.

Other than the supervision in her PhD setting, a major challenge she experienced was related to her teacher roles and her work settings. Because of her unsupportive first work setting, she failed one semester in her PhD. Instead of providing the opportunities for her to explore, experiment with research practices that would help her grow professionally, and instead of recognizing her pursuing PhD as a legitimization of her professional identity, her first work setting did not help her function in multiple roles properly. Thus, their unwillingness to act as a proxy agent in her professional development made Ceren feel she did not belong to the institution, and she considered changing her work setting.

Changing her supervisor was a critical incident in her story, and so was changing her work setting as she received all the support she needed from her second institution such as having fewer teaching hours. They acknowledged and supported her research practices and professional identity. Being a teacher and acting as a member of the professional development unit provided her the time and space to conduct her PhD related research practices in her work setting, and there was a mutual support and healthy relationship between Ceren and her institution, her colleagues, and her students. Acting as a proxy agent, she

contributed to her teaching context by providing professional development opportunities to her colleagues and sharing the results of the research she conducted on teaching and learning-related problems in that setting. Receiving support and legitimization from her work setting, Ceren was more engaged and aligned with institutional practices in her second work setting.

Ceren's husband also acted as a strong proxy agent without whose support she would not be able to manage her roles, especially motherhood. However, although she received support from home and work setting at the interpersonal relationship level, another space related problem Ceren experienced was not having a personal space to study. This was reflected in her future orientations as she highlighted that she wants to work in an office without any distractions.

In addition to improving her professional identity, Ceren also benefited from her journey by earning a title and being acknowledged as a doctor in the field, but there were several moments she wanted to quit her journey. In those times, her motherhood, a very strong theme in her story, came into play and made her consider all the sacrifices she had made to go that far. It was a long journey that she had to endure, and this deteriorated her physical and psychological health at some points. However, exercising personal agency and seeking support from different proxy agents such as her husband, her network of friends, her professors, and a psychiatrist, Ceren completed her doctoral education and started to serve in the thesis advising committees as a confirmed member of the academic community.

When Ceren's teaching and research practices were considered, characteristics of nomadic identity such as living in between and working the dialectic and acting as a change agent were observed. For example, her dissertation was an act of smoothing the research and teaching divide as she utilized her background in both domains while she was preparing the program and offering feedback to the participants. However, when her future orientations are explored, it was clear that she wants a change, and she does not want to pursue her career in her

present work setting teaching general English. Pursuing a post-doc, working in ELT faculty, in an interdisciplinary department or at a research center were career opportunities she was willing to seek. To conclude, her narratives revealed that she is a potential migrant as she wanted to start conducting more research with less teaching workload, and not assuming an EFL or EAP teaching role.

### 4.3. Conclusion

In this chapter, the findings of the present study were presented adopting a meta theoretical framework. Data analyses revealed that the PhD experience and ART identity construction of language instructors showed similarities and differences in terms of how multiple factors intersect in their journey and how these factors affect the experience and their professional identity development. It was also found out that the successful completion of tasks and smooth multiple role transitions are the result of the different agentic acts the instructors exercise and the identity development spaces they can function in. In the next chapter, the discussion of the findings to answer the research questions will be presented.

# CHAPTER 5

# DISCUSSION

## 5.1. Introduction

Adopting narrative inquiry, this study aimed to explore participants' lived experiences with regard to their PhD journey and the processes of their becoming an academic researcher teacher (ART). In order to understand their lived experiences of multi-role transitions while pursuing a PhD and becoming an ART and to explore the challenges and support mechanisms available, if any, the following research questions guided the study.

1. What is the *nature of the experience* of 'becoming an academic researcher teacher' (ART) while assuming multiple professional, social, educational roles during the PhD?
    a. What *aspirational factors* and *ideal/hoped for (possible) selves* drive EFL instructors to start, continue and complete a PhD?
    b. What temporal, social and place related *challenges, benefits and support systems* exist for EFL instructors' multiple role management and exercise of agency during their PhD?
    c. How is the *interrelation* between teacher identity and researcher identity reflected in EFL instructors' multiple role transitions during PhD?
    d. How do the *identity spaces* available impede or contribute to EFL instructors' ART identity development?

In this chapter, the discussion of the results follows the sequence of the research questions above. However, to better portray the chronological peculiarities in the nature of the doctoral experience, research question 1a has been divided into

two: the discussion on the aspirational factors to pursue a PhD at the beginning and post-PhD future orientations in the end of this chapter as separate sections.

In the discussion, for ease of reference, I will use the acronym ARTIC to refer to the research participants, Ayla, Rıza, Tuba, İpek, Ceren, when the case in question applies to all of them.

## 5.2. Discussion of the Results

### 5.2.1. The *Aspirational Factors* That Drive EFL Instructors to Pursue a PhD

Brailsford (2010) highlighted that there is growing research showing that PhD is a long, exhausting and mostly a lonely journey and there is a high risk of student failure. However, despite this, some EFL instructors who have already been employed with a full-time teaching position at an academic setting decide to do a PhD. Both the topic explored in the present study and the narrative inquiry adopted required the understanding of past and present experiences and future motivations and orientations of EFL instructors for pursuing a PhD which also revealed the influences of these motivations and actions on their journey of becoming a researcher. In this sense, the results of the first research question "What *aspirational factors* drive EFL instructors to start and pursue a PhD?" revealed EFL instructors' personal motives to pursue a PhD and the importance of these factors on participants' starting the PhD and deciding to continue their journey.

To start with, there is a close relationship between teacher identity, agency, and positioning. In the present study, similar to the participant in Kayı-Aydar's (2017) study, the participants' agency to make decisions and act accordingly was an important force in their lived experiences and identity construction. In this respect, the three dimensions of agency: one's past *(iterational),* present *(practical-evaluative)* and future *(projective)* (Emirbayer & Mische, 1998), and the agentic properties, i.e., forethought, self-reactiveness, and self-reflection

(Bandura, 2018), and three modes of agency, i.e., *personal, proxy, and collective agentic* acts (Bandura, 2000) were influential throughout their PhD and professional identity construction.

As also revealed in previous studies (e.g., Brailsford, 2010; Guerin et al., 2014; Leonard et al., 2005), the EFL instructors in the present study (ARTIC) started their PhD with intrinsic motivation seeking personal development. Because of their personal traits such as having a research- and development-oriented mindset, ARTIC wanted to excel their research skills and become more knowledgeable in their field of teaching and/or research practice as it could help them to act as transformative change agents in their teaching and research contexts. ARTICs aspirations for contribution to self-development, teaching setting, colleagues, and the ELT field, or a non-ELT focused research (e.g., Rıza, Tuba) were observed in their teaching and/or research practices.

Before and during their PhD, participants' intentional and reflective self and other positionings within their professional community were observed similar to Kayı-Aydar's (2021) study, and such positioning narratives revealed that they were influential in their feelings, motives, practices, and lived experiences. As suggested by van Langenhove and Harre (1995), "initial positionings can be challenged and the speakers sometimes thereby repositioned." (p. 18). Challenging the notion of a teacher as the recipient of knowledge and teaching practices guided by the previously suggested theories, the participants in the present study assumed a nomadic identity smoothing the striated spaces of research and teaching, PhD setting and work setting, researcher role and teacher role via pursuing PhD. As presented by Clark (2007), participants' appreciation of how other people acknowledge their professional capital in teaching and/or research has been explored in their narratives when they talk about (a) the administrative confirmation (e.g., Rıza, Tuba, İpek, Ceren), (b) collegial trust on their knowledge and skills (ARTIC), (c) PhD peers' acknowledging their teaching background (e.g., Ayla, Rıza, Tuba), (d) how students position EFL lecturers with PhD (e.g., Rıza, Tuba, Ceren), (e) how Red university is

positioned (e.g., Rıza, Tuba, Ceren), (f) how EFL students at Red university are positioned (e.g., Ayla, Tuba, İpek), and (g) how the PhD program at Red university is positioned among other universities (e.g., Ayla, Tuba, Rıza, Ceren). Especially, the alignment of the BA and MA graduates of Red university with its teaching and research practices (e.g., Ayla, Rıza, Tuba) is noteworthy. They were proud of being a member of this institution, and thus, as Wenger (2000) proposed, their engagement, imagination and alignment with Red university made them feel that they belonged to the Red community. Moreover, participants' professional development unit related practices as a head or member of the unit (e.g., Ayla, Rıza, İpek, Ceren) and/or as taking it as the focus of their dissertation (e.g., Ayla, Rıza, Ceren) can be considered as their agentic acts taken to foster collective efficacy which values the group's acting collectively to achieve a desired goal as proposed by Thomas et al. (2009). These professional development activities the participants (ARTIC) held to contribute to the professional development of teachers and to teaching and research practices were spaces for self-validation and validation by others (Seemiller & Priest, 2015). Thus, being acknowledged and appreciated by students, colleagues and administration fostered ARTIC's motivation to develop professionally and act as a proxy and even a change agent in their work setting. Moreover, self- and other validation and confirmation of their professional capital (ARTIC) through conferences and research practices were some of the motivating factors for the participants to start and continue their PhD.

Similar to the doctoral students in Leonard et al.'s (2005) study, professional development, knowledge construction, and fostering skills were other sources of motivation to pursue a PhD degree for ARTIC. If their knowledge and skills were challenged (e.g., İpek), or if they needed support (e.g., Rıza, İpek, Ceren), they asked for help (e.g., Rıza, İpek, Ceren) or sought formal education and training (ARTIC). Limited professional development opportunities in the work setting were also another reason for pursuing PhD (e.g., İpek).

With regard to work setting, encouragement for research practices (ARTIC), giving permission for pursuing PhD, (ARTIC), arranging teaching schedules for participants to be able to take PhD courses (ARTIC), offering financial funding for research practices (e.g., Ayla, Rıza, Tuba, İpek), salary increase for a degree (e.g., Rıza) were also effective motivational factors for their application to join the program and in all phases of their PhD.

In addition, a third party was also influential in their PhD application, selection of PhD context and continuing their journey as it was highlighted by Brailsford (2010) and Cardona (2013). The motivation to work with a specific supervisor (e.g., Tuba, Ceren), to pursue a PhD study at a specific context (ARTIC), satisfaction with previous MA experience in the PhD context (e.g., Ayla, Rıza, Tuba), the closeness/distance of PhD setting to the home setting (e.g., Ceren, İpek), interaction in a research group (e.g., Tuba), encouragement and support of a family member (e.g., Ayla, Rıza, İpek, Ceren), existence of a co-researcher (e.g., İpek, Tuba), MA supervisor (e.g. Tuba, Ceren), PhD supervisor (e.g., Tuba, Ceren), TAC members (e.g., İpek), a statistician (e.g. İpek), a psychiatrist (e.g. İpek) can be listed as the influential third parties.

As Brailsford (2010) suggested, exploring better career opportunities (e.g., Rıza, Tuba, Ceren) was another reason why EFL instructors in the present study decided to pursue PhD. Similar to Leonard et al. (2005), studying abroad (e.g., Ayla, Tuba) was another motivation for PhD application. Given the right conditions, pursuing a post-doc degree (e.g., Ayla, Rıza, Tuba, İpek) is one other future orientation that may have affected the start and completion of the PhD. To conclude, participants' personal histories, the challenges they faced and the availability of support mechanisms were the factors that (de)motivated the participants to start, continue and complete their PhD journey. In the next section, the discussion on these forces will be presented.

### 5.2.2. Temporal, Social and Place Related *Challenges, Benefits and Support Systems* for Multiple Role Management and Exercise of Agency

The topic inquired in the present study, pursuing a PhD and becoming an academic researcher is time-, people- and space- (both as a structure and a context) bound, i.e., a social experience, "an emotional, social and intellectual process" (Mantai, 2015, p.1), and, as shown in Figure 19, there were several factors that affected the participants' PhD journey and their process of becoming an academic researcher as suggested by Choi et al. (2021). The actors and forces that had an impact on participants' journeys could, at times, be both the source of motivation, a challenge, a support mechanism and/or a coping mechanism; for this reason, the discussion on these actors and forces in this section is structured as follows: presenting the factors one by one as forces either positively and/or negatively affecting the journey. (Please see Appendix F for the list of codes that presents actors and forces interplaying as challenges and/or support mechanisms).

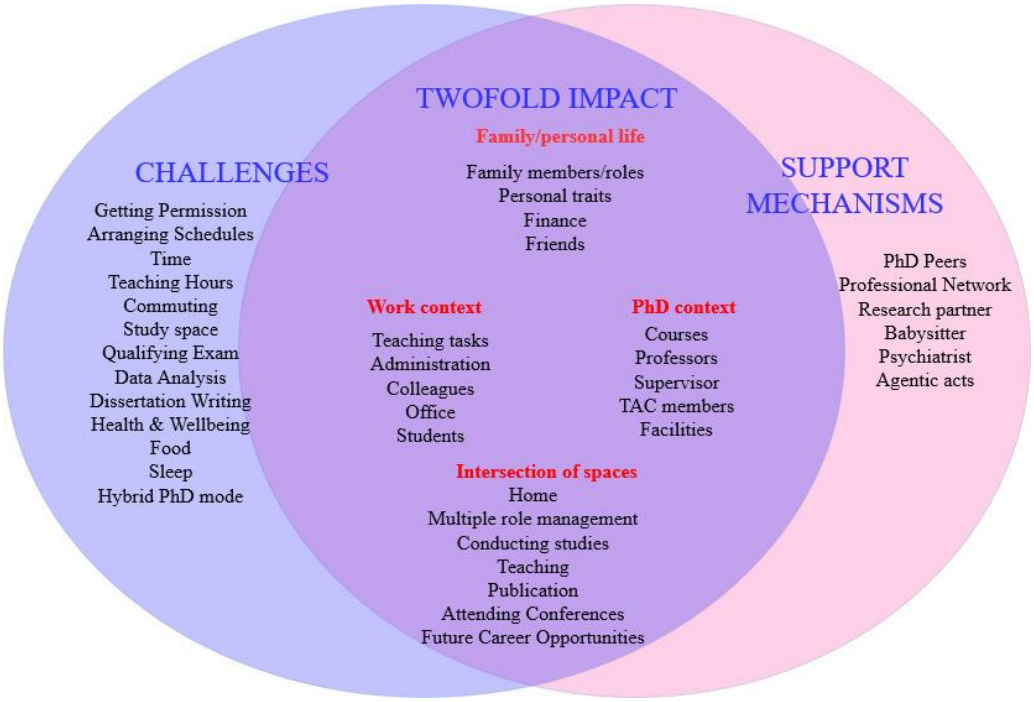



**Figure 19.** *Challenges and Support Mechanisms Available During ARTIC's Multiple Role Management Throughout Their PhD*

Previous studies on doctoral education (e.g., Dhirasasna et al., 2021; Byers et al., 2014; Pyhältö et al., 2012), presented that there are several people- and context-related challenges, each of which could also function as a support mechanism for students while pursuing their PhD. This ambivalence has been described as 'twofold' impact in Figure 19. This study concurs with the previous studies in acknowledging the multiple forces and actors interplaying in participants' PhD experience. Managing multiple roles and tasks is an important skill PhD students need to acquire and employ during their PhD as Byers et al. (2014) suggested, and in the absence or weakness of multiple role management skill, the life balance between the multiple roles may be disrupted. In the present study, as Figure 20 presents, EFL instructors pursuing PhD had to assume several roles, each of which required different role practices, an experience which hindered and contributed to their successful accomplishment of PhD tasks and also the process of becoming an academic researcher.

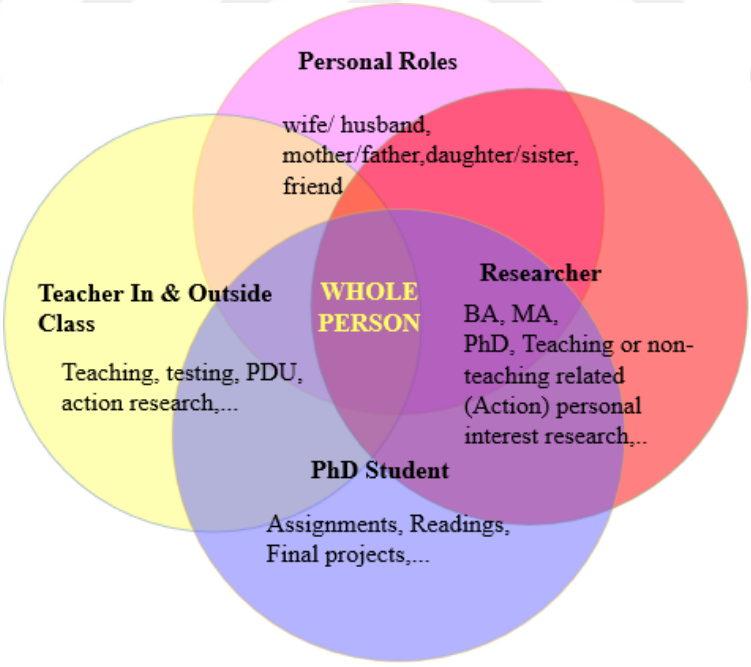



**Figure 20.** *Whole Person: Both Intersecting but also Compartmentalized Lives*

As shown in Figure 20 and Figure 21, these instructors had to assume different roles simultaneously in different domains while pursuing PhD, to better understand their experience, acknowledging their multiple role transitions and

adopting a whole person approach is instrumental as they pursue different roles in different settings such as a teacher, a PhD student, a mother, a researcher.

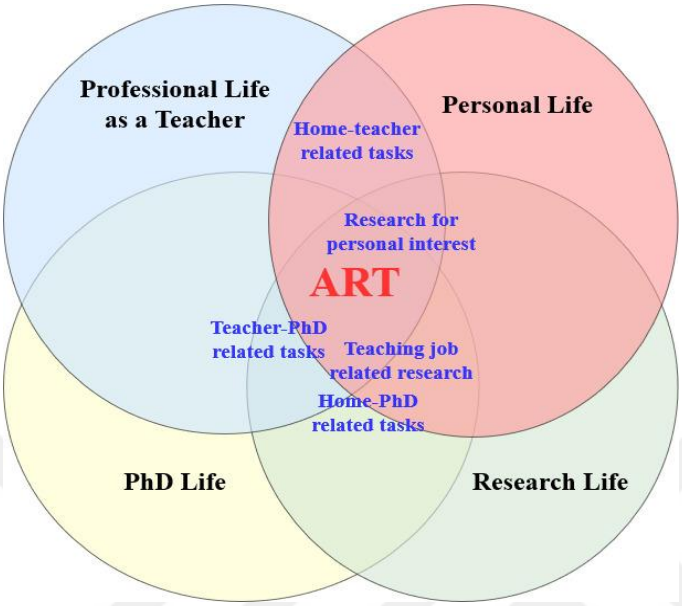



**Figure 21.** *Intersectionality of Lives in the ART Identity Construction*

While these roles sometimes interact, ARTIC also need to compartmentalize the role related tasks depending on time, space, and purpose. Moreover, pursuing PhD and professional identity development is not a linear path, and the individuals need to go through different identity development spaces. Individuals start their researcher identity development before PhD, but it is shaped with the temporality, sociality and place related forces, acting as a supportive proxy or discouraging and opposing forces, and smooth spaces allow going through four identity development spaces. Their narratives revealed that while they pursue their PhD during which they also developed professionally, there are several factors interplaying in their smooth role transitions.

To start with, there were some personal life-related forces, e.g., social roles, that were effective in their stories. Settles (2004) explored multiple identity conflicts focusing on the woman and scientist identity and revealed that there was a negative interference. Similarly, the negative interference of being a woman was also observed in the present study while the participants were talking about

motherhood. Being a mother was a recurring theme among stories both as a challenge and as a motivating factor (e.g., Ayla, İpek, Ceren), and so was being married (e.g., Ayla, Rıza, İpek, Ceren); whereas being single also emerged as both a positive and negative force (e.g., Tuba). Similar to Lovitts (2001, as cited in Earl-Novell, 2006), being the caregiver of a family member was another social role-related challenge the participants experienced before and/or during their PhD (e.g., Ayla, Tuba, İpek). In relation to personal factors, as presented in Özmen and Aydın Güç's (2013) study, money was another recurring theme in the present study serving as a challenge (e.g., Tuba), a theme in relation with commuting (e.g., Tuba, İpek) or as a support in the form of funding or salary (ARTIC). Personal image concerns and perfectionism was observed as a challenge (e.g., Ayla, Tuba) as for some it impeded with their willingness to publish as it 'needed' to be in high-impact journals (e.g., Tuba, Ceren). Perfectionism also resulted in the illusion that others had high expectations from the participants which was another stressing factor (e.g., Tuba in general sense; Rıza, expectations of his supervisor).

Professional role-related forces also served both as a challenge and support mechanism. To start with, EFL instructors' work setting was a key actor facilitating or impeding participants' multiple role transitions. For example, unlike for the participants in the study by Fetene and Tamrat (2021), completion of the coursework was not an "easy-ride" for ARTIC. Getting permission from the work setting/administration (e.g., İpek's first work setting) to be present in the PhD setting for courses (e.g., Ayla, Tuba, Ceren) was a challenge to pursue the PhD, but for some work setting was a source of encouragement as well to pursue PhD (e.g., Rıza, Tuba, İpek, Ceren) and to conduct research studies in the work setting (ARTIC). The workload that was naturally attached to the teaching role was both a challenge, and a benefit especially to see the interplay between teaching and research, and to collect data for all the participants.

PhD setting was one of the two major spaces in which the participants experienced challenges and received support (ARTIC). The PhD setting as a

geographical place acted as a challenging factor for some participants as they were living and working at a place distant from their PhD setting. In other words, commuting to PhD setting was a difficulty they experienced, (e.g., Tuba, İpek, Ceren). Also, as the EFL instructors went through their dissertation writing phase off-campus, similar to the participants in Kozar and Lum's (2017) study, they experienced some problems with regard to contacting their professors and/or supervisors (e.g., Ayla, Rıza, İpek, Ceren).

Previous studies conducted on doctoral education highlighted the importance of supervision on PhD experience and participants' becoming an academic researcher (e.g., Deuchar, 2008; Earl-Novell, 2006; Maritz & Pinsloo, 2016; Ngulube, 2021; Özmen & Aydın Güç, 2013; Pyhältö et al., 2012; Sambrook et al., 2008). As suggested in the literature, in the present study, supervision was a strong force in participants' journey with supervisor as a support mechanism (ARTIC) which Earl-Novell (2006) also presented. However, some supervisors were not as active as hoped-for (e.g., Rıza, İpek, Ceren) in participants' comprehensive exam and/or dissertation writing phases which also presented some power issues between the students and their supervisors as Dhirasasna et al. (2021) also warn. Especially Ceren's story presented the significance of the supervision with regard to the impact of the change of the first supervisor and the mismatch between supervisor and supervisee research orientations. This also concurs with the argument that teachers with some pre-established professional identities may have difficulty during PhD as they need to negotiate and reconceptualize their own identity (Austin & McDaniels, 2006, as cited in Hall & Burns, 2009). Moreover, Tuba's case was also significant in presenting the impact of supervisors acting as proxy agents for the ongoing researcher identity development and the wellbeing of PhD students.

In the dissertation writing phase, during which PhD students work with their supervisors and present their progress to their thesis advising committee (TAC), there were some challenges experienced because of a change in the TAC members (e.g., Ayla), whereas some benefited from supportive TAC members

(e.g., Ayla, İpek). In İpek's case especially, not just her supervisor but also all her TAC members and a statistician actively contributed to her dissertation which can be considered as an example of the "team supervision model" that Ngulube (2021) suggested highlighting the value of "the range of competencies of supervisors and the growth of interdisciplinary and multidisciplinary research" (p. 255). Thus, ARTIC's narratives presented the collaborative nature of dissertation research design including the TAC members as critical agents in the process.

As discussed by Dowling and Mantai (2017), the availability of a research collaboration opportunity was also a support mechanism for participants' research practices and PhD journey. Having a research partner, a co-researcher (e.g., İpek, Tuba) and taking active part in a research community (e.g., Tuba) were research facilitating sources and also support mechanisms that contributed to the wellbeing of participants. Moreover, similar to Pittaway (2006), the participants experienced challenges to get their studies published. Some publishing challenges were because of time (ARTIC), exhaustion (e.g., Tuba, İpek), and methodology used (e.g., Tuba, İpek, Ceren).

It can be suggested that the act of utilizing coping mechanisms can be considered as a form of personal agentic act, but enacting agency is not an easy and smooth process (Kayı-Aydar, 2017), neither was pursuing PhD and becoming an academic researcher managing multiple roles. Thus, while trying to overcome a challenge or complete a task, participants employed different modes of agency and incorporated three agentic properties (Bandura, 2000, 2006, 2018) as shown in Figure 22.

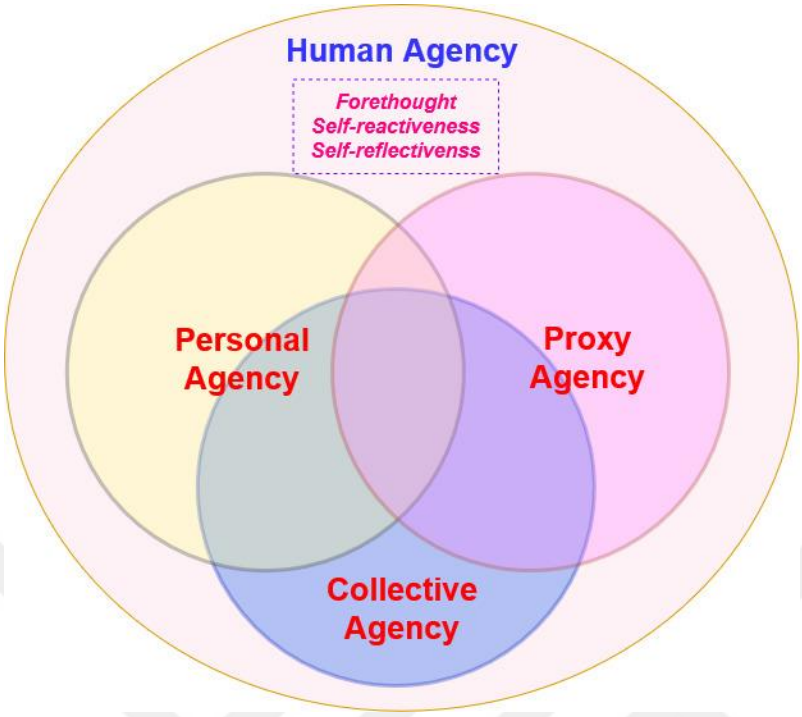



**Figure 22.** *Intersection of Modes and Properties of Human Agency*

When they were not able to complete a personal or professional role related task, they sometimes requested and received help from other people such as family members (e.g., Ayla, Rıza, İpek, Ceren), a caregiver (e.g., İpek), friends and colleagues (ARTIC), professors and professional network (ARTIC), and a statistician (e.g., İpek). As presented in the study conducted by Byers et al. (2014), compartmentalizing their multiple role-assumed life was another coping mechanism they used/had to use (ARTIC) which can be considered as an act of strong personal agency.

To conclude, while supervisors and work settings are found to be the most crucial factors that may act as a support mechanism or challenge, individuals' having a strong personal agency and their ability to incorporate different agentic properties and different modes of agency was instrumental in their smooth role transitions and professional identity development. Academic proxy agents that support the individuals can be counted as PhD supervisor, PhD setting (people: professors, research assistants, PhD peers, facilities: library), TAC members, MA supervisor, work setting, administration, colleagues, students, research

group, network, research community, co-researcher, critical friend, whereas nonacademic proxy agents are family members, friends, babysitter, psychiatrist, financial support mechanism. Moreover, the EFL instructors also worked collectively with these academic and nonacademic agents to achieve the desired outcome. For example, the dissertation and research practices are the result of the collective practice the participants benefited from. Thus, all the forces and actors that took part in these practices and in the overall PhD journey also contributed to the experience as collective agents. Whether some support mechanisms were available or not, it was observed that participants developed some coping mechanisms and utilized the ones that were already available in order to have a smooth role transition and an endurable journey. In this respect, participants incorporated three agentic properties and modes successfully. The higher the personal agency was the less dependency on other proxy agents observed as suggested by Bandura (1997). Moreover, their strong personal agency did not only help them overcome the challenges they experienced, but it also enabled them the motivation, knowledge and space to act as a proxy agent and sometimes transformative change agents for other people and in their settings.

Additionally, the challenges faced and the existence of support mechanisms are major forces that affect the wellbeing of PhD students (Dhirasasna et al., 2021), a multifaceted phenomenon which is linked with the concept “health” (Schmidt & Hansson, 2018). In this study, individuals faced health-related challenges during their PhD (e.g., Tuba, Ceren). Lack of time, exhaustion, anxiety, unhealthy food, and stress were the other forces interacted with their health throughout their journeys (ARTIC). The illness and/or loss of a family member was also a devastating force in the stories (e.g., Ayla, Tuba, İpek).

Pursuing PhD is already a difficult path one takes, and balancing a multiple role driven life is harder as suggested by Settles (2004). Even if individuals could receive support from several sources, their PhD journey, especially the dissertation writing phase was exhausting and in isolation as Brailsford (2010)

discussed, and this affected their productivity as a researcher. In order to cope with the multiple roles and tasks in their in-between state, ARTIC prioritized their due tasks and short-term goals instead of publishing and building an academic researcher image in the academia. This was an act of personal agency for wellbeing and survival in an in-between state because going out of the striated space by pursuing a PhD made ARTIC the victim of their own choice and actions as it was discussed by Foucault (Deleuze, 1995, as cited in Semetsky, 2006). Starting, continuing, and completing a challenging journey would not have been possible if the participants had not shown resilience when they faced with challenges. Thus, similar to the ones presented by Fetene and Tamrat (2021), participants developed and used some coping mechanisms that contributed to their wellbeing and multiple role management experiences (Dhirasasna et al., 2021). As it was presented in Özmen and Aydın Güç's (2013) study, making sacrifices or quitting some activities or experiences was a coping mechanism employed by ARTIC to survive during their PhD; however, unlike their study, there were several other coping mechanisms the participants developed or utilized. To overcome commuting related problems in a hectic schedule, not using public transportation was an example of a coping mechanism one participant developed (e.g., Tuba), but this also affected her financial wellbeing.

Emotional wellbeing was yet another multifold force (negative, positive or neutral) embedded in their narrated experiences. The participants shared the emotions they experienced throughout their PhD journey, and they expressed how they felt about the process of becoming an academic researcher and the factors affecting their journey. Table 13 presents the emotions EFL instructors referred to while talking about their journey.

**Table 13.** Emotions Referred to While Talking about the Journey

| **When Challenged/Failed** | **When Supported/Succeeded** |
|---|---|
| Stressed | Hopeful |
| Fear of Failure | Proud |
| Loneliness/Feeling Isolated | Sense of Achievement |
| Self-/Other Blame | Job Satisfaction |
| Angry | Qualified |
| Anxious | Feeling Valued |
| Furious | Confident |
| Being Immobile | Perceived as a Knowledgeable Person |
| Being in a Rush | Belonging |
| Perceived as Know-it-all | Relieved |
| Mentally and Physically Tired | Free |
| In Pain | Safe |
| Stuck | Pleased |
| Insecure | Never Regretting |
| Guilty | Curious |
| Inclined to Drop | Enthusiastic |
| Suffering | Having Fun |
| Being Always Preoccupied with | Happy |
| Projects and Assignments | Feeling Appreciated |
| Regretful | Motivated |
| Not Being able to Catch Up | A Rewarding Experience |
| Depressed | Feeling resourceful for the work setting |
| Panicked | **Mixed/Neutral** |
| Want to Forget | Not sure about |
| Self-pity | Future career path |
| Crying | Challenged |
| Felt like a nightmare | How I am perceived by the professors |
| Disappointed | when I talk about my teaching related |
| Pressured | responsibilities |
| Financially, physically, | How the professors position the EFL |
| psychologically, mentally challenging | instructors pursuing PhD compared to |
| | the research assistants |

As Table 13 presents, participants referred to their feelings while talking about the journey. Due to the nature and length of the practice and experience, stress, exhaustion, anxiety, lack of interest, feeling guilty are recurring themes in studies exploring the experiences of PhD students (e.g., Pittaway, 2006; Pyhältö et al, 2012). Similar to previous studies, the present study revealed that EFL instructors had to cope with different negative feelings during their journey. They referred to their experiences in all phases of the PhD negatively due to time

constraints and workload (e.g., not being able to catch up) (ARTIC). Dhirasasna et al. (2021) pointed out that quality of sleep is effective in reducing physical stress, but under stressful conditions people, especially females are negatively affected with regard to their quality of sleep. EFL instructors in the present study had to sacrifice their sleep and study at nights to be able to complete multiple role related tasks, but even if they were not working, they were not able to sleep well (e.g., Tuba). As Schmidt and Hansson (2018) remarked, stress and wellbeing and health were interrelated themes in EFL instructors' struggles to balance their multiple roles driven life, and they employed some coping mechanisms such as crying and isolating. The experience in relation to motherhood was also loaded with negative emotions such as "feeling guilty". Food was a recurring theme while talking about their health and wellbeing, and it usually emerged as eating unhealthy food or skipping lunch for being at the mercy of time (e.g., Rıza, Tuba, Ceren). Moreover, as highlighted by recent studies (e.g., Kayı-Aydar, 2019a; Miller & Gkonou, 2018); Nguyen & Ngo, 2023), the participants' emotions, physical and academic wellbeing were forces that both guided their motivations and actions, and they were also affected by the forces and actors in participants' experience. In this respect, their narrative revealed the causal chain relationship between these concepts and the forces and actors interplaying in participants' experience.

Self-efficacy of students was another concept highlighted in doctoral education literature (e.g., Dhirasasna, 2021). As discussed before, the higher the personal agency is, the less dependency on a proxy agent was observed. Participants talked about their dissertation writing phase negatively due to data collection (e.g., panicked, Ayla, Tuba) and methodology or data analysis (e.g., stuck, Ayla, Tuba, İpek, Ceren). Especially in this phase, their narratives about supervision-related experiences which were discussed above also included some negative emotion words such as "disappointed, lonely" because of supervisors' not acting as an efficient and supportive proxy agent as expected and hoped for, and positive words such as "supportive, safe" thanks to the open communication and

common understanding with regard the relationship between the supervisees and the supervisors.

However, when participants were talking about their teaching experience as a resource in their research practices and PhD experience, EFL instructors usually referred to themselves as someone who has high self-efficacy (e.g., perceived as a knowledgeable person). Moreover, about their overall research practices, they were also confident about their abilities. In addition to their satisfaction with teaching and learning focused research practices, Rıza presented a self-efficacious narrative about his role as a trainer of a mixed method analysis software, Tuba was pleased with her language focused research practices, and İpek was very satisfied with her dissertation's contribution to the teaching context and the literature. In this respect, the participants perceive themselves as proxy agents and a member of the collective agentic act for the collective benefit of academia and/or teaching community.

EFL instructors were mostly positive about the contribution of their teacher role to their PhD experience although it also brings some challenges with it as discussed above. More importantly, they also referred to their PhD experience usually as "challenging but rewarding". With regard to emotions used about individuals' identity space, one individual was unsure about how the faculty positions them in the academia when compared to the research assistants (e.g., Tuba). Whereas all EFL instructors were happy about being an EFL instructor with a PhD (ARTIC), only one EFL instructor was not happy about still occupying a teaching position even after the PhD (e.g., Ceren), because of her future career aspiration of migrating to an ELT department as a professor. (The discussion on the interplay between researcher and teacher identity will be presented in section 5.3, identity spaces in section 5.4, and future orientations in section 5.5.)

As suggested by Lakoff and Johnson (1980) and McGrath (2006), the metaphors EFL instructors used in their narratives of their overall PhD story and their

journey of becoming an academic researcher are also helpful in understanding their experience in relation to temporal, social and place related challenges and benefits. Table 14 presents the metaphors the EFL instructors used for their journeys.

**Table 14.** Metaphors from the Participants

| |
|---|
| **On their overall PhD story** |
| Rollercoaster |
| "One side of us is falling leaves, one side of us is spring, garden" |
| A long-distance flight to Australia or somewhere far |
| Circus juggler |
| **On their journey of becoming an academic researcher** |
| A large coat, not always fitting your size or suitable for the season |
| Hobby Gardening |
| Marathon |
| Amusement Park |
| Someone who is sweeping the floor while it's raining |

As seen in Table 14, similar to Limon and Durnalı's (2018) study, there were both positive and negative connotations attributed to doctoral education via metaphors. Two participants used "a rollercoaster ride" metaphor (e.g., Ayla, Tuba) referring to the difficult and unexpected phases as the "downs", but also to the exciting and rewarding aspects, i.e., "the ups", and the unknown and surprising nature of the journey, i.e., "the ride". The "seasons and nature" themed description "One side of us is falling leaves, one side of us is spring, garden" (e.g., Rıza), and the "long-distance flight" metaphor (e.g., İpek) also referred to the length, difficulty and pleasure of the journey, while the former highlighting the ongoing nature of the process, the latter focus on the pleasure of the flight and the potential satisfaction to be felt once arrived. The metaphor "circus juggler" (e.g., Ceren) can be considered as a reference to the difficulty of managing multiple tasks and pleasing the people around although the experience was enjoyable for the "circus juggler", as well.

In addition to the metaphors on their PhD journey, the EFL instructors' metaphors on their journey of becoming an academic researcher also revealed

both positive and negative connotations. Ayla's "coat" metaphor suggested that she was still questioning whether she could call herself a researcher, and that she needed validation and confirmation. Rıza's "Hobby gardening" metaphor was a critical stance toward the teacher-researcher divide issue in the professional community stating that having a research-question posing mindset is within human nature, as it should be a teacher characteristics and practice. However, he criticized the community for not acknowledging teacher research practices and perceiving them as a side hustle for teacher practice. Tuba's "marathon" metaphor emphasized the hectic and exciting nature of the long-distance PhD run which requires discipline and persistence. The "amusement park" İpek used showed the importance of the motivations to pursue PhD. It further showed how individuals perceive research practices as a part of their professional identity, and what forces contribute to the journey. İpek was always an active part of the community with her co-researcher whom she called her playmate and each of the research practices she used were referred to as toys in an amusement park. She highlighted how happy she was with conducting research and her becoming an academic researcher. Whereas Ceren was not as happy as İpek as she had to "sweep the floor while it is raining", that is, she had to "squeeze" her research practices into the time slots she could find after she completes her teacher role and family role responsibilities.



**Figure 23.** *How Pursuing a PhD Was Perceived at the Beginning*
(Hotpot.ai, 2023q)

As their narratives revealed, the PhD journey is a long but not a linear journey as individuals hoped for. Although there seems to be a designed path as Figure 23 presents, the participants had to diverge from their plans due to several expected and unexpected challenges. Especially for these instructors who try to function properly in different domains separately and integrated, individuals needed support in different phases. Although they felt lonely in many phases, the journey itself is actually a social practice during which they needed to interact with and receive support from several forces. In the application phase, their motivation to apply for a PhD was significant as it also guided individuals' future orientations. In the course phase, their teaching schedule, the availability of the PhD courses and the willingness of their work setting to support their PhD journey were factors that affected the course of their journey. While preparing for the comprehensive exam, finding a convenient time to study, narrowing down the topics for study, and finding a study buddy or group affected their experiences in this phase. During the proposal of dissertation research, the guidance and clear instruction of the supervisor and TAC members interplayed in their experience. During the dissertation phase, the availability of a supportive supervisor and cooperative TAC members, having a clear framework, receiving support and guidance from different proxy agents for data collection, data

analysis, and proofreading were crucial actors and forces. Finally, for the successful completion of PhD journey and the professional identity development and wellbeing of individuals, there were some resources that are found to be significant to have throughout the complete PhD journey. For example, having financial resources to pursue a PhD and conduct research was crucial. Moreover, it was instrumental for them to have a strong personal agency and a supportive social and professional network. Lastly, it was especially crucial to have an understanding and cooperative supervisor and work setting.

Pursuing a PhD and functioning in multiple roles properly was not easy, and as Figure 24 shows, the hoped-for designed path was disrupted several times. It was explored that only with the availability and interaction of these sources and forces, individuals can serve as a nomad who smoothes the boundaries of both domains and bridge the gap between theory and research in their teaching and research practices. In this respect, their PhD journey and academic research practices helped them serve as a proxy agent for their professional community either individually or by supporting the cooperative work for the collective benefit, i.e., the improvement of teaching and learning practices and experiences.



**Figure 24.** *How PhD Was Experienced*
(Hotpot.ai, 2023r)

To conclude, as discussed in this section, EFL instructors pursuing PhD experienced several challenges during their journey, most of which derived from the necessity of their assuming multiple roles. However, the multiple roles participants assumed served as a contributing factor in their PhD journey and the process of becoming academic researcher (ARTIC). EFL instructors could also receive support from different sources. Especially family support is noteworthy with regard to their studies and managing family roles. The extent to which their supervisors provided support also affected their smooth transition between their roles and impeded and/or contributed to having a smooth dissertation writing experience. Their work setting was another strong force that played an affective role in their PhD experience and process of becoming an academic researcher. In summary, concurring with the findings of Vähäsantanen (2015), both individual and social resources were influential in participants professional agency, and their personal experiences and histories affected how they acted when a reform was needed. Moreover, although there were some time and context dependent agentic properties displayed by the participants, their pre-established professional agentic manifestations were also observed as it was suggested by Vähäsantanen (2015). All these actors and forces served as proxy agents for participants' individual wellbeing and accomplishments, and they also worked collaboratively for the collective benefit. The participants' two major roles were teacher and PhD student researcher roles, both in conflict and harmony with each other and with their personal roles; a state of in-betweenness which the participants and other stakeholders around theme benefited and suffered from. The EFL instructors' contribution to the field, to their teaching practice to their students and work contexts will be discussed in the next section which focuses on how the interplay between teacher identity and identity was reflected in their multiple role transitions.

### 5.2.3. How the *Interrelation* Between Teacher Identity and Researcher Identity Is Reflected in EFL Instructors' Multiple Role Transitions During PhD

The intersectionality of lives and practices was the underlying principle of understanding the whole experience being studied in this study. Figure 25 presents the intersection of teaching and research practices of EFL instructors who pursued PhD while working as full-time language instructor.

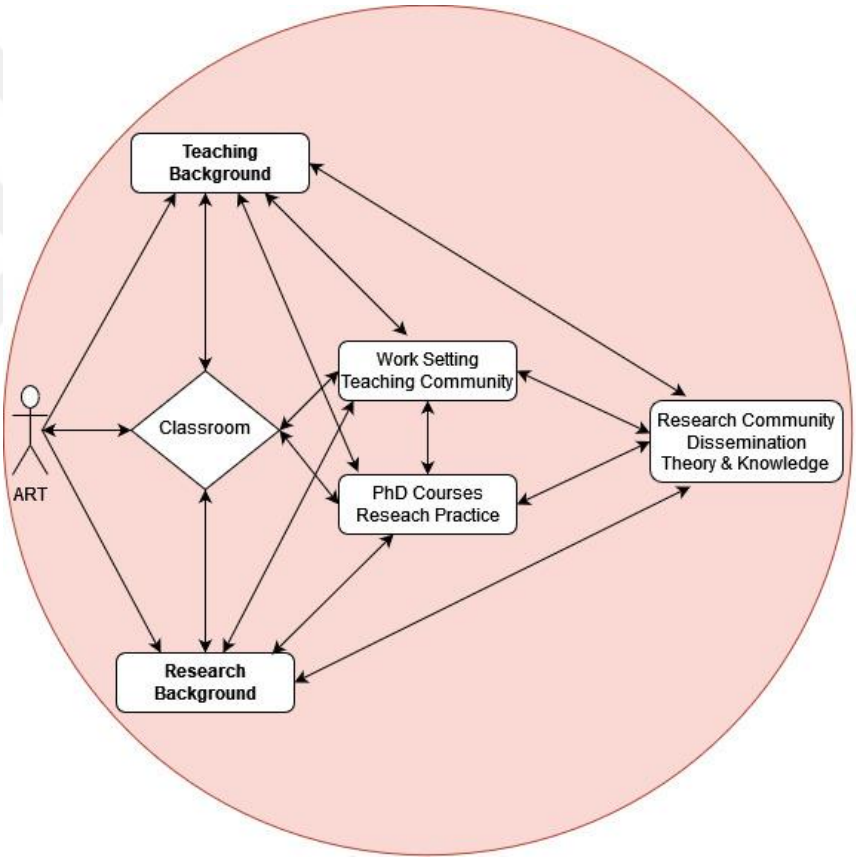



**Figure 25.** *Intersection of Theory and Practice in ART Identity Construction*

As seen in the figure, there was a complex and dynamic intersection between their roles, practices and settings, and the figure does not even include the social role dimension. In other words, as Deleuze and Guattari (1987) proposed, these striated spaces and instructors' research practices and PhD experience as a smooth space are both "present and interdependent" (as cited in Boylan &

Woolsey, 2015, p. 65). Thus, given the fact that their teaching and research practices intersect, and that this interaction provides benefits to many stakeholders, their identity construction can be referred to as ART, i.e., academic researcher teacher. The participants in the present study were EFL instructors who were pursuing PhD or had recently completed their PhD; thus, they were assuming both the teacher identity, an experienced EFL teacher, and a PhD student researcher who had been conducting research prior to their PhD studies. For this reason, the present study was similar to Byers et al. (2014) in revealing that assuming multiple roles was challenging for participants. However, the study was in line with Choi et al.'s (2021) findings as well, as the present study showed that participants' professional identity also benefited from multiple role management. Table 15 presents the knowledge and skills that the participants referred as the contribution of their PhD journey to their professional identity, either in the form of acquiring a new skill or excelling at using it.

**Table 15.** Knowledge and Skills Participants Mentioned They Acquired

1. Knowledge about Theory
2. Knowledge about Practice
3. Knowledge about the Interplay between Theory and Practice
4. Information about the Literature
5. Research Skills
    a. Finding a Gap
    b. Designing Studies
    c. Conducting Studies
    d. Collecting Data
    e. Analyzing Data
    f. Writing Articles
    g. Presenting Studies
6. Time Management Skills
7. Planning Skills
8. Perseverance
9. Resilience
10. Coping Mechanisms
11. Networking
12. Interpersonal Communication Skills

The research skills the EFL instructors acquired/excelled throughout PhD were displayed in their narratives. For example, they became a qualified researcher on a specific data analysis (e.g., Tuba, Rıza, İpek, Ceren*) (upon the requests of participants, this part cannot be written explicitly to keep the anonymity)*; comparing themselves to PhD peers who are research assistants, they usually positioned themselves as a researcher who can easily identify a problem or find a research worthy topic (e.g., Ayla, Rıza, Tuba). Moreover, their teacher identity was instrumental in collecting data from their teaching settings or different settings (ARTIC). All of them utilized their teaching contexts while collecting data for their PhD course tasks, and for their dissertation study, some used their teaching contexts (e.g., Rıza, İpek, Ceren), and some reached different settings for their dissertation (e.g., Ayla, Tuba). As presented, there was a strong relationship between their teacher and researcher identity with regard to their research practices. However, similar to Settles (2004), their multiple role related conflicts, especially with regard to not having time, affected their performance as a researcher and caused them to be not as productive as they were before PhD and as they wanted to be (ARTIC).

The interaction between their teacher and researcher identity and related practices also influenced their day-to-day teaching and research role practices as ARTIC acknowledge the call for action-research movement in language teaching that aims to empower teachers with the skills that will help them identify the problems in their classrooms and take necessary actions through systematic inquiry (e.g., Borg, 2010; Burns, 2017; Cochran-Smith & Lytle, 2009; Taylor, 2017). As Figure 26 demonstrates, participants' teaching- and research-role related tasks and practices were both integrated and compartmentalized.

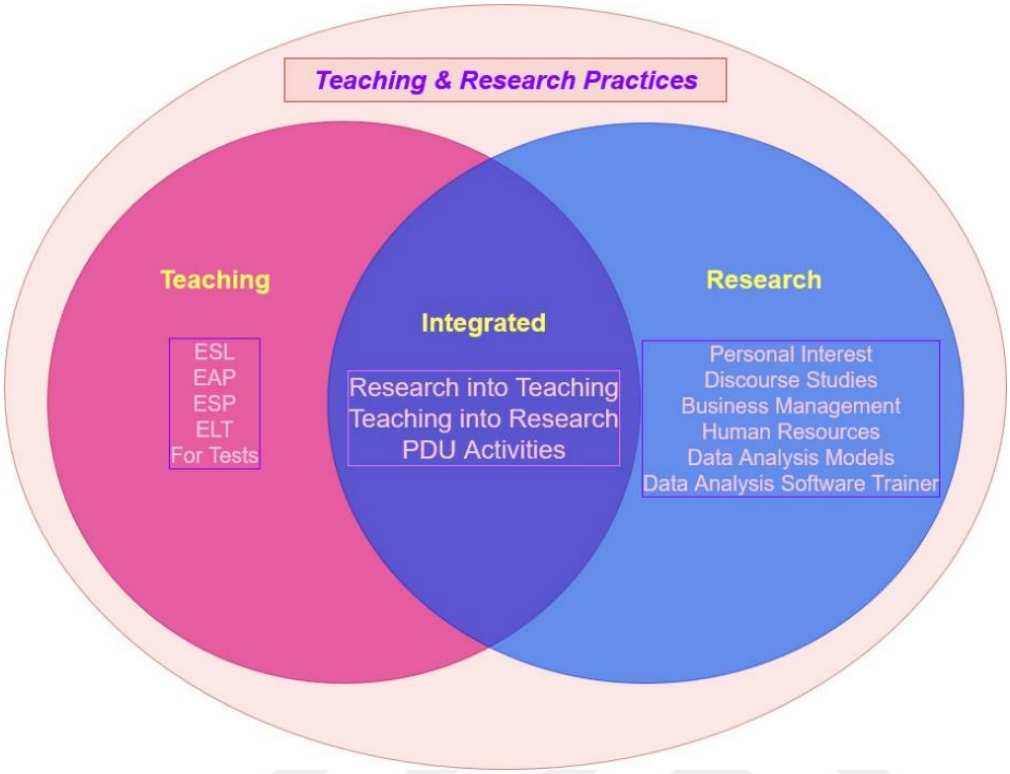



**Figure 26.** *Participants' Integrated and Compartmentalized Teaching and Research Practices*

With regard to understanding the interplay between their teacher and researcher identity, several examples of personal, proxy, and collective agentic practices (Bandura, 2000) employed to integrate teaching and research practices were explored in their narratives. As called for by the literature (e.g., Block, 2000; De Costa et al., 2022; Leow et al., 2022), participants were able to connect theory to practice in their teaching and research practices (ARTIC); they conduct research in their own settings and disseminate knowledge (ARTIC); and, their teaching experience could contribute to their PhD setting and research practices (ARTIC), and their teaching experience when compared to research assistants was usually referred to as a resource (e.g., Ayla, Rıza, Tuba). More importantly, ARTIC challenged, de- and re-constructed the traditional job description of language instructors who were expected to assume a teaching-only role instead of producing knowledge, i.e., a passive role as solely the consumer of knowledge. In other words, smoothing the striated spaces (Deleuze & Guattari, 1987), the EFL instructors conduct research in their teaching context that may have a high

impact on a large community, and they bring their teaching experience into the research and PhD contexts, and thus, they contribute to discussions with their insights from the field. For this reason, their PhD experience benefited several stakeholders. Furthermore, except for one person, they are not willing to leave their space. Thus, it can be concluded that nomadic identity (Deleuze & Guattari, 1987) characteristics are displayed in participants' professional practices (ARTIC) during their PhD, and some are planning to continue assuming a nomadic identity as an EFL lecturer with a PhD.

However, the participants also compartmentalized their professional practices either as a coping mechanism to meet deadlines and manage multiple roles (ARTIC) or because of a change in their research interest (e.g., Tuba) and possible/hoped-for future orientations (e.g., Rıza, Tuba, Ceren). Thus, some participants' inclinations to migrate to another field of research interest (e.g., Rıza, Tuba) or to another work setting as teaching or research context (e.g., Rıza, Tuba, Ceren) make them potential migrants, which will be a loss for their previous teaching context and the EFL community.

EFL instructors' PhD experience showed that their PhD journey contributed to their teaching practices, to their students and work settings, and so did it to their academic researcher identity and practices. In addition to all the research studies they conducted, they aimed to contribute to the research community with a focus on the professional development of teachers (e.g., Ayla, Rıza, Ceren), a validated assessment tool (e.g., İpek), and a language focused study in a non-ELT work setting (e.g., Tuba). In this aspect, it can be suggested that their contributions were original and creative (Baptista et al., 2015). However, pursuing a PhD was already a risky act as it requires "to produce an original knowledge" (Baptista et al., 2015, p. 60), managing multiple roles during PhD journey made it even riskier. In this respect, all the steps taken to produce an original and creative contribution which is a requirement of PhD education are noteworthy. Considering the path participants chose to explore the unknown with a familiar data analysis (e.g., Tuba) or utilizing an unknown analysis (e.g., İpek) was a

great risk they took, and as suggested by Earl-Novell (2006), this impeded their timely completion.

If their teaching and research practices are not supported in their work setting and if their professional identities are not acknowledged, individuals do not feel belong to the institution, and if they cannot visualize themselves in their present work setting and research domain, they seek opportunities to migrate to another setting. However, if they are satisfied with the workload that may enable them to integrate and compartmentalize their roles, they may continue working in their work setting and conduct research both to foster the teaching and learning practices and also to conduct studies on different fields of their interest as a side hustle. To conclude, individuals acting as proxy agents for their professional development and environment is usually observed when they cannot align with the practices of institution, and thus, they want to make a change. The same applies for their assuming nomadic identity; if they cannot align with the institutional practices and norms, or if their transformative change agency is not acknowledged, they migrate! When the narratives of participants on the knowledge and skills they believe their state of in-betweenness, i.e., their PhD oriented research and teaching experience equips them with were examined, it was found out that all four identity spaces, i.e., exploration, experimentation, validation, and confirmation (Seemiller & Priest, 2015) contributed to the development of and the interplay between their teacher and research identity. The discussion on identity spaces will be presented in the next section.

### 5.2.4. How the *Identity Spaces Available* Impede or Contribute to EFL Instructors' ART Identity Development

The role identity has in teacher development has received great attention in literature (Boylan & Woolsey, 2015). Situated in time and context, EFL instructors' identity development can be understood by Deleuze and Guattari's (1987) concept of smooth and striated spaces as discussed in section 2.1.1.1. While striated spaces "constrained thinking, moving, being, to the habitual, the

already-known", smooth spaces are freeing as they allow "lines of flight, experiments with the new, the untested" (Toohey, 2019, p. 943). The striated space is associated with state, whereas smooth spaces inform nomadic identity, which is living between striated spaces, independent and developing continuously (Deleuze & Guattari, 1987). For this reason, it can be suggested that all the participants pursuing PhD assume their nomadic identity in the sense that although they already have a fulltime position, they continued their professional identity development seeking formal education. As Deleuze and Guattari (1987) presented, the nomadic identity the EFL instructors assumed makes them live in-between and be always in the process of becoming. When their motivations (see Section 5.1) and future orientations (see Section 5.5) are explored, it was found that the reason why they pursued PhD was for professional development, and they would like to continue research either by continuing to work in their present work setting or seeking further career opportunities. The participants' assuming multiple roles can also be considered as acts of smoothing the striated spaces. Although different subjectivities meet in smooth spaces which are a site of a possible conflict, as Semetsky (2006) argued, "this conjunction is also "a site of affirmation, since there is a possibility of living differently" (St. Pierre, 1997b, p. 378), of rethinking and reassessing one's subjectivity by continuing one's nomadic journey into new, yet unexplored, territories" (p. 103).

With regard to the call to bridge the gap between theory and practice by several scholars (De Costa et al., 2022; Ellis, 2009; Leow et al., 2022; Spada & Lightbown, 2022), the narratives of EFL instructors' role transitions revealed that they practice several smoothing practices both in their teaching and research contexts. Table 16 presents the identity spaces available for EFL instructors' academic research teacher identity developments.

**Table 16.** Identity Spaces Available for EFL Instructors' ART Identity Development

| |
|---|
| Countries |
| Türkiye |
| European Countries |
| United States of America |
| Social Media/Online Platforms |
| Non-Academic Settings (cafes, cinema, etc.) |
| Higher Education in Türkiye |
| Red University |
| ELT Programs |
| Preparatory Schools |
| Conferences |
| Classroom/Work Settings |
| Home |
| Data Collection Sites |
| Library |
| PhD Settings |
| On-/Off Campus |
| TAC Meetings |

Table 16 shows that there were several places where the EFL instructors assumed different roles. It also presents that in their teaching and research related practices they sometimes assumed both roles. The identity spaces that help the individuals explore and experiment with their knowledge and skills and serve as a legitimization space for their professional identities are observable in their (a) work setting (classroom, meetings, PDU activities, different units), (b) PhD setting (the whole PhD experience with its phases (application phase, course phase, comprehensive exam phase, dissertation writing phase, thesis defense meeting) PhD courses, TAC meetings, research group), (c) other academic settings (conferences, journals, post-doc). Other than these spaces, home was a smooth space in which individuals' multiple identities interact, clash or cooperate. As Deleuze and Guattari (1987) proposed smooth and striated spaces are both "present and interdependent" (as cited in Boylan & Woolsey, 2015, p. 65). Thus, although both the work settings and PhD settings of instructors were striated spaces each with different priorities, EFL instructors' assuming multiple roles in both of these settings makes their in-betweenness a smooth space that

allow the development of individuals. The same applies to conferences during which the participants acted both as the consumer of knowledge and the producer of knowledge.

Deleuze and Guattari (1987) suggested that not the smooth spaces, but the struggle is liberatory:

> *Movements, speed, and slowness are sometimes enough to reconstruct a smooth space. Of course, smooth spaces are not in themselves liberatory. But the struggle is changed or displaced in them, and life reconstitutes its stakes, confronts new obstacles, invents new paces, switches adversaries. Never believe that a smooth space will suffice to save us. (p. 500)*

Thus, when the EFL instructors' whole PhD experience is considered with their motivations to start PhD, their agentic acts to function in their multiple roles despite several challenges, the benefits they gained from this journey and their contributions to their settings, it can be concluded that PhD is an emancipatory journey which enables the EFL instructors to perform as nomads or it provides them with the opportunity to migrate to another space if they want to. Moreover, considering the fact that the participants completed most of their PhD assignments at nights at home, the study revealed that, unlike Dowling and Mantai's (2017) study, home can also be a space for academic research identity practices.

It is undeniable that PhD is the base of academic practices (Pyhältö et al., 2012) and training as becoming researcher (Choi et al., 2021; Hochbein & Perry, 2013). When four identity development spaces, i.e., exploration, experimentation, validation, and confirmation (Seemiller & Priest, 2015) are examined, PhD setting serves as a context in which participants can exercise all. For example, PhD experience itself is the exploration space during which the individuals explore if they can assume the role of an academic researcher. As presented in Chapter 4 and discussed in previous sections in this chapter, the research practices all participants conducted provided them with the opportunity to conceptualize and explore their professional identities. With each new

information emerged, they "re-conceptualize and re-interpret their place as a professional by exploring new meanings." (Seemiller & Priest, 2015, p. 136). Additionally, networking with people in the professional community to learn more about what it means to become an academic researcher is also among the practices of exploration space.

Moreover, PhD experience allows several experimentation opportunities. Doctoral education is an important part of individuals' training for becoming researchers (Choi et al., 2021; Hochbein & Perry, 2013). PhD students may receive factual knowledge with regard to having an effective professional style, but it is through their research writing process that they experiment with their knowledge and excel at conducting research and writing, and through experience they can understand their new roles and conceptualize who they want to become as proposed by Bandura (1977, as cited in Ibarra, 1999). Also, experiencing several challenges while managing multiple roles, EFL instructors negotiated their fit within the professional community as an EFL teacher and as an academic researcher.

Validation space includes both self-validation and validation from others which can be experienced in practices such as conference presentations, and publishing an article (Seemiller & Priest, 2015). All the participants referred to their conference presentation experiences and wish to publish in SSCI journals. Moreover, they also held workshops in their work settings. More importantly, holding the "Dr" title is another mechanism of validation for the participants' academic researcher identity (ARTIC), and working as an assistant professor is another one (e.g., Ceren). As Mantai (2015) suggested, participants' self-validation as a professional was affected by their acting as a legitimized teacher and researcher in their community, i.e., external validation.

The confirmation space gives full membership to the community. Earning the PhD degree and receiving the "Doctor" title, the individual becomes a confirmed member of the academic community. There are some expectations that the

individual should perform once confirmed as a member such as writing and speaking scholarly, disseminating knowledge, being a thesis committee member, reviewing articles and speaking at conferences (Seemiller & Priest, 2015). As Choi et al. (2021) highlighted, validation and confirmation have an important role in participants' development of identity as a scholar. When the stories of EFL instructors are explored, we can suggest that all the participants experienced several practices within the confirmation space. For example, they publish articles (ARTIC), review articles (e.g., Rıza, Tuba, Ceren), serve in thesis committees (e.g., Ceren), offer training and workshops (e.g., ARTIC). In addition to earning "Doctor" title, similar to Kaptizke (1998), presenting at conferences and receiving positive feedback and comments there, being accepted to PhD and passing the comprehensive exam were also the phases that were considered as a validation and confirmation by the participants (ARTIC). As presented by Mantai (2015), participants identified these experiences as moments when they felt they became a member of the academic community as a researcher. However, as in the case of Ceren, PhD does not always ensure the feeling of being a legitimized researcher. Even after she completed her PhD, she could not feel as an accomplished legitimized researcher due to her perceived lack of research skills that she believed she could not excel during PhD. She attributed the challenges that she experienced while publishing post-PhD to her passage of rights, i.e., completing PhD, without sound research skills she wanted to improve in a specific research methodology that she had wanted to work on. Thus, although they receive the "Dr" title, they may still explore their professional identity as identity construction is an ongoing journey. As İpek's and Ceren's cases showed, this also applies for the supervisors of graduate students. The present study also demonstrated that if there is a mismatch or gap between the research orientation of the supervisor and supervisee, in order to have a smooth supervision system, the supervisors also need to go through the identity development phases for the adopted new methodology or topic to be explored. Moreover, as Lupton (2014) suggested, for the three participants who had active social media accounts (e.g., Ayla, Rıza, Ceren), social media was a smooth space for networking, which can also be a validation and confirmation

space for self-promotion (e.g., Ayla, Rıza) and confirmation by others if well-known people in the field follow a person back (e.g., Ayla) or respond to their emails when they requested elaboration on something (e.g., Rıza).

To conclude, the experience with regard to identity spaces is not linear; people can "move forward and backwards through identity spaces (exploration, experimentation, validation, and confirmation) as a result of the impact of both ongoing influences as well as positive and negative critical incidents" (Seemiller & Priest, 2015, p. 135). Similar to the PhD students in Manta's (2015) study, there were some differences with regard to participants' self-perceived researcher identity, and while PhD was influential in making some feel like a researcher, some participants have already had a preestablished self-perceived researcher identity. The availability of identity development spaces and their experiences in these spaces were important factors in shaping their perceptions and academic researcher teacher identity.

### 5.2.5. The *Ideal/Hoped For (Possible) Selves* EFL Instructors Seek for Their Future After PhD

People start and continue PhD with different motives (Brailsford, 2010; Cardona, 2013; Clark, 2007; Leonard et al., 2005) some of which were presented in section 5.2.1. Future career orientations can serve both as a motivating factor for individuals' starting PhD and as a coping mechanism to survive the journey. When the after PhD-future orientations of EFL instructors were explored, the study revealed that participants have different aspirations with regard to teaching and research practices and work setting. Table 17 presents future career opportunities participants seek.

**Table 17.** Further Career Opportunities Participants Seek

| |
|---|
| Position |
| Post-doc Fellowship |
| Assistant Professorship |
| in ELT Faculty |
| in Current Work Setting |
| Teaching |
| ESL |
| EAP |
| ESP/Elective Courses |
| ELT |
| Data Analysis Software |
| Research |
| Personal Interest |
| on Teaching & Learning |
| on non-ELT Topics/Settings |
| Discourse |
| Big Data |

To start with, when the post PhD future orientations of EFL instructors are explored, it is observed that their motivation to start PhD persists throughout their PhD. For example, if they wanted to start PhD solely for professional development purposes, not to seek an academic position in ELT faculty, they reported that they want to continue teaching in their present work setting (e.g., Ayla, Rıza, İpek). Moreover, the same applies for their wish to have freedom to conduct studies on their research interest (e.g., Ayla, Rıza, Tuba, İpek) as they believed that continuing teaching in their present work setting will provide them with that opportunity. Tuba's wish to offer an elective course related with her field of interest was another example of participants' future orientations for "smoothing the striated space" (Deleuze & Guattari, 1987). Only one person highlighted that she definitely seeks a change in her work setting and wants to get a position in an ELT faculty (e.g., Ceren), and one participant stated that he will consider all the options with their advantages and disadvantages when the time comes (e.g., Rıza). While the wish to pursue a postdoctoral degree was prevalent (ARTIC), personal roles, i.e., being a mother/father and having a family, were preventing the individuals from making plans about it (e.g., Ayla, Rıza, İpek).

If individuals started PhD to foster their research skills in their field of research interests, they talked about their willingness to conduct similar research practices after PhD (ARTIC). While academic research on English teaching and learning related issues was a common practice (ARTIC), one participant wanted to focus more on teaching and take a break with research practices for a while as she had just completed her PhD (e.g., İpek); one participant highlighted having less interest in conducting teaching and research related studies and planning to focus on more language studies (e.g., Tuba), and one person mentioned having career opportunities as a data analysis software trainer, and thus, may focus more on non-ELT themes (e.g., Rıza), but there was a general inclination towards dissemination of their knowledge through teaching, training and research practices in professional contexts such as classroom, workshops, conference presentations (ARTIC) and publishing in high impact journals (ARTIC). The information on participants' use of social media and other online platforms was presented in Chapter 3. Compared to the other three participants, Rıza's and Ceren's active use of social media was noteworthy. Their personal institutional webpages included detailed information about their teaching and research practices. In addition, Ceren actively shares research related posts on Facebook and Instagram, and both Rıza and Ceren actively use Twitter for professional purposes. Considering the fact that they are open to research positions at academic or nonacademic settings, these acts can be understood within the self-promotion inclinations of academics through the use of social media as suggested in a report by Lupton (2014).

As possible selves project future orientations, they may yield to change depending on the experiences and environment (Ibarra, 1999). The participants' reflections on their possible and/or hoped-for selves revealed that they are bounded with several forces discussed in this chapter such as financial status (e.g., Tuba), the country's economic condition (e.g., İpek, Ceren), family relationships (ARTIC), past and present teaching and research practices (ARTIC), and future career path (ARTIC). Although the scope of the study was to examine their hoped-for selves, participants narratives also included some

important findings about their feared selves. It can be suggested that money was a force that prevented the individuals from taking actions considering the potential negative outcomes they may experience. Thus, access to financial resources can be linked to the hoped-for or feared self. Moreover, being a productive researcher and publishing in high impact journals was also referred to within the hoped-for or feared self. Lastly, being able to find a position in ELT faculties or continuing to work as an EFL instructor with PhD was also another orientation that was linked with hoped for or feared self.

As the seven students in Baş and Bal-Gezegin's (2015) metaphor study stated, these EFL instructors are patient, they are like "patience stones" (p. 5), a characteristic a nomad should have. These EFL instructors with PhD do not leave, but they move while they stay, they move professionally, and they cultivate their settings. However, when they lose patience due to challenges or lack of support mechanisms, they (may) migrate. Thus, it can be concluded that these instructors' assuming nomadic identity in their teaching and research practices and their willingness to contribute to the field by conducting more research should be noted by all the stakeholders so that they do not migrate to other work and/or research settings.

### 5.3. Conclusion

In this chapter, the results were discussed in relation to the literature of teacher identity construction and doctoral education in the same order the research questions appear, except for the discussion on the research question 1a which was presented in two parts as the discussion on the aspirational factors and ideal/hoped for selves. In the next chapter, conclusion, implications of the study, limitations of the study, and suggestions for further research will be presented.

# CHAPTER 6

# CONCLUSION

This chapter presents the concluding remarks, the limitations of the study, the implications for all stakeholders, and it concludes by offering suggestions for further research.

## 6.1. Conclusion

Guided by different theories, concepts and constructs as presented in the metatheoretical framework in Figure 1, the present PhD dissertation examined the lived experiences of EFL instructors while pursuing PhD and their process of becoming academic researchers exploring the motivations, challenges, support mechanisms and future orientations interplaying in their journey of becoming an academic researcher pursuing a PhD. The following points emerged as contributing and/or detrimental factors that affect EFL instructors' academic identity construction and PhD journey.

**EFL instructors pursue PhD for and in the form of personal, proxy and collective agency:** Bandura (2000) suggested that people take certain actions to produce desired effects. In this respect, pursuing a PhD can be considered as a personal agentic action individuals take with regard to their professional development and identities. Having limited professional development or career opportunities in their immediate work setting may be perceived as a threat to their professional identity, and thus, they may want to start and pursue a PhD because individuals "do not have direct control over social conditions and institutional practices that affect their lives. Under these circumstances, they seek their well-being and security through the exercise of proxy agency." (Bandura, 2000, p. 75). For example, when they face challenges throughout their PhD, to

overcome these challenges, they may exercise proxy agency such as mediating between challenging forces, seeking help and guidance from experts or influential people so that they can get the desired outcome that will benefit them. Moreover, they may want to become and act as an expert who people consult or seek help from. Although it is their journey of professional development, they are not alone in this journey; there are several people and context-related forces surrounding them. Thus, instead of acting individually, exercising proxy and collective agency may help individuals accomplish their goals together. For this reason, both in their personal lives, in their PhD and teaching contexts, and in the larger teaching and research community, they collaborate with other professionals to achieve the outcomes they seek. Completing PhD managing multiple roles requires high personal agency as individuals should be able to function effectively in and between each role. Strong personal agency is important not only for the success of PhD students assuming multiple roles, but it is also crucial that they survive their PhD maintaining their physical and psychological health. In other words, students need to exercise personal and proxy agency to have control over their health. As Bandura (2018) highlighted, to function successfully and to achieve the desired outcome, individuals need to incorporate all modes of agency and incorporate all agentic properties.

**EFL instructors' personal histories and research background is influential in their academic researcher identity construction and successful PhD completion:** Life is experienced in time and space and in close relationship with people and structures; thus, the PhD experience and the process of becoming an academic researcher are highly affected by past, present and future trajectories of individuals and the surrounding interacting people, social conditions, and places. These factors can impede or foster the PhD experiences and professional identity construction. Acknowledging PhD students' personal histories and research background can guide the stakeholders in the PhD contexts and effectively contribute to the blossoming of PhD students into scholars. Especially as identity is a continuous constant change, academic researcher identity related tasks may require different skills. Throughout their journey, if participants want to make an

original contribution, they are required to try out research designs or data analysis which they may not be familiar with. For this reason, before starting any research project, a needs assessment on their research qualifications, training and guidance are necessary as they may be an expert knowledgeable researcher on the use of a data analysis software or on the important considerations of a research design, yet in time they may need some support if they change their research interest or if they want to explore the unknown which may be a recent trend in research. This means that individuals need to acknowledge the ongoing process of going through identity development spaces, back and forth when necessary.

**Context and people related challenges and support mechanisms affect EFL instructors' successful completion of PhD, their academic researcher identity construction and wellbeing:** The discussion on challenges and support mechanisms can be found in this chapter in section 5.2.2. Some challenges cannot be shunned such as being a mother or a father, or commuting due to studying PhD in a city distant from home. However, identifying some manageable challenges can be helpful, especially those regarding a multiple-role driven in-between state. Understanding the impact of different actors and forces, i.e., the challenges and support mechanisms, the people and contexts surrounding them, and the research community, have on the individuals will contribute to all stakeholders in several aspects. As PhD students are adults with several responsibilities and different life histories, their efforts to become-other, a nomad, usually make them the victim of their actions. For this reason, as it has recently received much attention, a student-oriented approach should be adopted highlighting the wellbeing of PhD students. The demanding nature of the experience and the necessity of the availability of support mechanisms should be acknowledged to help the individuals preserve their persistence, endurance, and physical, psychological, and professional wellbeing in this challenging, but rewarding journey.

**PhD students need supervisors who have strong personal agency and who are willing to serve as proxy agents:** Supervisors are found to be the most important force that can support or challenge the students especially during their dissertation writing phase when students need guidance and support both psychologically and academically. Thus, to have an efficient supervision system, the need of orientation for both the PhD students and the supervisors should be noted. Moreover, in-service training can be offered to emerging scholars who are going to serve as supervisors in the academic community. It should be highlighted that supervisors also need to incorporate three agentic properties successfully. They should reflect on their previous supervision experiences; and considering their students' knowledge and skill-based strengths and weaknesses and understanding the forces interplaying in their students' personal and professional lives, supervisors need to forethink about the possible outcomes of the actions they may or may not take for their students. They should abandon "one-size-fits-all" philosophy for their supervision practices, and they should accommodate their actions according to the forces interplaying in each student's individual unique stories. As narratives of the participants suggested, a good supervisor is expected to be approachable, positive, understanding, and practical, and they should provide their professional feedback and psychological support when needed. Moreover, supervisors who are ready to go through identity development spaces and to collaborate with other researchers can better act as a proxy agent while students exploring the unknown. Lastly, supervisors who can create identity development spaces for their PhD students during and even after PhD foster the emerging scholars' professional identity development.

**EFL instructors' assuming multiple roles serves both as a challenge, a support mechanism, and a benefit to several stakeholders:** Multiple roles enacted in different time slots, contexts, and places with or for other people require the individuals to acquire different skills and knowledge. While they may provide some benefits for the individual and the contexts as discussed in sections 5.2.2 and 5.2.3, they can also pose challenges some of which are presented in section 5.2.2. As suggested by Mısır and Işık-Güler (2022), "the focus of one's

betterment at work and in life indicates an enterprising mindset and one's constant development of career trajectories" (p. 11). Thus, these EFL instructors' intrinsic quest for ongoing professional development should be encouraged and supported so that they can be content with their professional growth and with the context they are working in. If not, they may pursue other career opportunities that will support their professional development, and if these EFL instructors with PhD leave, it will be the loss of the former institutions in several aspects, one of which is the capacity of these EFL instructors to bridge theory and practice in their professional role practices, i.e., teaching and research. As Robert Frost portrayed, choosing between the two roads diverged and walking on the one "not taken" is difficult, but choosing to live the life in-between and living in the "intermezzo" (Deleuze & Guattari, 1987) is a (potentially) destroying, but also emancipatory and professionally developing path taken. Thus, the EFL instructors' nomadic identity and their process of becoming an academic researcher teacher, an ART, should be supported by all the stakeholders.

**The interplay between researcher and teacher identity fosters research and teaching practices:** The discussion on the interplay between researcher and teacher identity can be found in this chapter in section 5.2.3. Border crossing, working in between and assuming nomadic identity, the EFL instructors contribute to the teaching and research community with their hundreds, even thousands of hours of teaching experience in different contexts and levels, insights into teaching and research practices, and with their dissemination of their research studies. They are experienced and knowledgeable people who take on responsibilities to foster the teaching practice and the learning outcomes of students. In other words, for the effectiveness of collective action, they try to improve self-efficacy, collective efficacy, and collective survival. Pursuing PhD and becoming a more knowledgeable researcher in the field, these EFL instructors work as transformative change agents in their classrooms, teaching contexts, PhD contexts, and in the larger teaching and research community. Given the necessary conditions to assume a nomadic identity, their contribution

to teaching and research, i.e., to practice and theory is noteworthy and should be encouraged.

**EFL instructors with PhD can continue being a nomad working in-between or migrate to a new teaching and/or research context:** As PhD is a complex journey of the protagonist surrounded, challenged, and supported by several actors, it should be explored considering all the factors that contribute to the complexity of the experience. The discussion on (a) participants' aspirations to pursue PhD and future orientations (section 5.2.1), (b) the challenges and support mechanisms (section 5.2.2), (c) the interplay between researcher and teacher identity (section 5.2.3), (d) the identity spaces available for academic identity construction (section 5.2.4), and (e) the future practice and identity aspirations sought by participants (section 5.2.5) revealed that nomadic identity can be maintained throughout their career, or participants may try to find ways to abandon their in-between practices by migrating to a new teaching and/or research context. As Zolas et al. (2015) recommended, if the value of their nomadic identity is acknowledged in their work settings, they may feel they belong to the institution, and they may work more actively and productively to bridge the teacher-researcher divide.

## 6.2. Implications of the Study

Investigating EFL instructors' PhD experiences and their process of becoming academic researchers has important implications for different stakeholders. First of all, the study presents valuable insights into the nature of EFL instructors' PhD journey, the challenges they faced, the modes and properties of agency they incorporated, and the supports they received. Thus, it provides suggestions for EFL instructors who are pursuing PhD or planning to start this journey. It reveals that it is not an easy linear path they will walk, but a rewarding one in the end as it grants a "DR" title and has a positive impact on their research and teaching knowledge, skills, and practices. In other words, it contributes to their becoming an academic researcher teacher, an ART.

Moreover, it also offers valuable information for the people and places who are important actors in this process. For example, it informs the work setting with regard to the challenges and supports their PhD student-instructors experience because of their supportive or detrimental actions. The study also informs the institutions about the agentic acts these instructors can practice that may contribute to the teaching practices and learning outcomes in their context. Decreasing these EFL instructors' workload can foster their teaching and research practices. It also gives EFL instructors the opportunity to take the PhD courses they want, and improves the wellbeing of these teachers, an action which will also contribute to their teaching context and students' wellbeing. Moreover, once the EFL instructors complete their PhD, offering academic positions such as Assistant Professorship and giving permission for a post-doc study can motivate the EFL instructors to continue working in the same settings instead of seeking positions outside the institution.

Another context-dependent implication can be observed in relation to PhD programs. The insights into these EFL instructors' lived and hoped-for experiences before, during and after their PhD revealed that these EFL instructors face several challenges in their multiple role management practices. Announcing the schedules of the PhD courses as early as possible and offering several courses in different time slots can enable these instructors the opportunity to take courses according to their teaching/research interests and schedule their teaching and research/PhD student role practices during the course taking phase of PhD. Moreover, as these instructors are not employed staff in their PhD faculty, they commute to their PhD settings to take courses and/or meet with professors; thus, the availability of a common shared office space in the faculty building can provide a space where off-campus living and working students can study and/or rest when they are on campus, and it may foster their PhD studies, research practices, alignment with and belonging to the university, and so it may have a positive impact on their physical and psychological wellbeing. It may also serve as an opportunity space for sharing information, experience, and practice with other PhD peers. In addition, as academic

calendars of universities are usually synchronous, final assignments of each role usually clash. Thus, assignments with flexible deadlines may increase the possibility for the EFL instructors to produce high quality final papers that can be published. The courses offered in the PhD program may not prepare the students for their dissertation phase; thus, supervision can be both a challenging actor and a support mechanism. In order to prevent the feeling of isolation and the pressure of getting lost, scheduling regular meetings with PhD students and planning short term and long-term action plans can foster the smooth transition of their journey. Especially, as the PhD these EFL instructors pursue has a hybrid nature, i.e., “on campus PhD” during courses and “off-campus PhD” during dissertation, these EFL instructors need more opportunities to reach their supervisors and access to facilities. It is clear that PhD students need guidance and training about data analysis; thus, the supervisors and PhD contexts can offer guidance and training on different data analysis software which will contribute to the researcher identity and practices of EFL instructors. Moreover, these EFL instructors can be invited to some research projects conducted by the faculty so that they can take the opportunity to explore and experiment with their researcher identity, and they may feel more belonged to and validated. In addition, peer feedback and support mechanisms can be encouraged for research practices and the PhD journey. The availability of platforms as communities of practice both online and physical, in which PhD students can share their experiences, practices, and feelings may foster their knowledge, skills, practices, and wellbeing. Lastly, there should be an open communication between the supervisor and PhD students, and clear guidance and explicit instructions should be provided for what is expected from the PhD candidate throughout their qualifying exam and dissertation writing phases. A structured description of the PhD supervision, in the contract form if possible, should be available for the students and the supervisors as the nature of the PhD supervision is the foundation of the successful completion of the PhD journey and the after-effects of PhD.

Completing PhD takes several years especially for students who have to assume multiple roles, and so they sacrifice research productivity to be able function in multiple roles properly. Thus, PhD students can be allowed to complete their doctoral thesis in the form of summary of three to five articles published in peer reviewed articles as it is accepted in Finland (Stubb et al., 2011). This can have a positive impact on their wellbeing while writing their doctoral dissertation, and it can increase the publications emerged from their PhD studies.

Another implication is about the place of home as a nomadic space in which individuals perform several professional role-related tasks. The participants of the present study had already been completing their teacher and researcher role-related tasks at home, especially at nights. After the global pandemic, home has been a smooth space for striated personal and work life. Thus, the importance of creating personal workspaces at home which will enable effective study environment should be noted for EFL instructors and people employed in all sectors who plan to pursue a partially off-campus PhD.

The study also informs the research community about the extent to which these instructors can answer the call to bridge the gap between theory and practice by assuming nomadic identity. Thus, more research collaborations in which these EFL instructors are not being researched but participating as a co-researcher can be encouraged. Especially after being validated and confirmed as EFL instructors with PhD, more opportunities for research practices should be provided so that they can continue *becoming-other: a nomad* (Deleuze & Guattari, 1987).

With regard to academic researcher identity construction, as Maritz and Prinsloo (2016) emphasized, “There is no point of levelling off or being ‘done’. There are only continuous cycles of being and becoming.” (p. 391). For this reason, similar to what Fetene and Tamrat (2021) suggested about the fact that study delays and students’ dropping the program can have negative effects not only on the individuals pursuing PhD, but also on their social circle, professional teaching

and research contexts, and people in them, the findings of the present study also highlight that it is important for all the stakeholders to foster the successful PhD completion for these EFL instructors so that the professional capitals these PhD students bring to their teaching and research contexts can be utilized efficiently, and the time, energy and resources allocated for PhD by the students, professors, supervisors, and the country are not wasted. Similar to the previous studies, this study also highlights the need for social and academic support and the necessity of more attention to the wellbeing of PhD students. Assuming a nomadic identity is not an easy path to take, but with support, ARTs can survive the journey they set out and evolve and cultivate their space while being in the continuous process of becoming.

To conclude, the present study exploring EFL instructors' PhD experiences, especially those of a hybrid, i.e., face-to-face and distant nature, and their process of becoming academic researchers revealed that there are multiple factors affecting the experience as a challenge and/or support mechanism, and while the work setting plays a key role in smooth role transitions during the course phase of PhD, the PhD supervision should be highlighted as the fundamental force for the dissertation writing phase and the successful completion of the doctoral education. PhD students' agency is an important interplaying factor in their success and wellbeing while managing the in-betweenness with regard to time, space, and place. Assuming a nomadic identity, the language instructors who pursue PhD and conduct academic research studies in their work settings can act as change agents in their institutions, and they can answer the call to bridge the researcher-practitioner divide.

### 6.3. Limitations of the Study and Recommendations for Further Research

This narrative inquiry study has been conducted to explore the lived experiences of five EFL instructors and their multiple role-transitions pursuing a PhD and becoming an academic researcher teacher, an ART. Thus, one of the drawbacks of the study is that the study is delimited to five EFL instructors who were

pursuing or had recently completed PhD. Another delimitation is purposeful convenience sampling employed in the study. As talking about lived experiences is personal and sometimes traumatic, five participants from only three PhD settings agreed on telling their stories, three of whom were from one PhD setting. However, as Brazill (2021) highlighted, "like any qualitative research inquiries, the findings are not meant to be generalizable. Instead, they create in-depth conversations with individuals and thick descriptions to better understand their experiences" (p.420). Guided by the ethical considerations presented in sections 3.7 and 3.8, although several measures were taken, narrative inquiry adopted was another limitation of the study with the time commitment required both for the participants and the researcher (Adler et al., 2017; Bell, 2002), the necessity for the researcher to retell the stories told by the participants, and thus, "imposing meaning on participants' lived experiences" can be another limitation of the study (Bell, 2002, p. 210). Moreover, even if the participants had told their stories openly during the interview sessions, which were traumatic and/or therapeutic sometimes both for the researcher and the participants, after member checking, some participants requested some parts to be removed from their narratives although they were critical incidents in their stories that would contribute to this dissertation study.

Further research on EFL instructors' PhD experiences and the process of their becoming academic researchers can be conducted by recruiting more participants and adopting different research designs. A longitudinal study to explore EFL teachers' academic researcher identity construction and multiple role transition related experiences can also be conducted. More research is necessary on supervisor-student relationship and its effects on the topic of the present dissertation study, as well. A comparative study on on-campus / off-campus PhD can contribute to the literature on PhD education and researcher identity construction. Related with this topic, another comparative study can be conducted on the PhD experiences of research assistants and EFL instructors in PhD programs. Moreover, a study exploring the lived experiences of "drop-out" PhD students can provide important implications for the PhD programs and for

the field. With regard to career paths of EFL instructors with PhD, the afterlives of PhD can be explored focusing on both the lived experiences of nomads and migrants. Similarly, as identity construction is an ongoing process, on a constant change, a follow-up study on post-PhD experiences of the participants of the present study can also present important implications. Especially, how PhD impacts ARTs' teaching practices could be explored more in detail in further studies. Lastly, as managing multiple roles and pursuing PhD is a challenging process PhD students need to endure for a long duration, further studies exploring the coping mechanisms students employ and the factors fostering their wellbeing should be conducted to guide prospective students, the people and the contexts surrounding them in this challenging but rewarding journey.

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# APPENDICES

## A. THE QUESTIONNAIRE FOR CONSENT AND BACKGROUND INFORMATION

**Demographic Information Questionnaire**

Dear Participant,

This study will be conducted by Fatma TANRIVERDİ-KÖKSAL who is a PhD candidate at METU, English Language Teaching program. This form is prepared to inform you about the study, to receive your consent and to collect demographic information about the participants.

The aim of this study is to explore EFL instructors' Academic Researcher Teacher identity (ARTI) construction during and right after their PhD journey, i.e., their becoming EFL researchers, their practices and beliefs regarding being a full-time EFL teacher at a university preparatory school and pursuing a PhD, and the opportunities and challenges they face.

With this aim, several data sources will be utilized such as semi-structured interviews, the participants written reflections regarding their past and present teaching-research practices and their future goals and aspirations, and documents that will help the elaboration of the topic such as your academic CV.

Your participation in this research is entirely voluntary. Please be informed that you can discontinue your participation at any time. The researcher guarantees that all the responses and the information that you provide will be strictly confidential. In all presented and published data resulting from this research, the information you provide will be coded using a pseudonym or numbers, and no information that may reveal your identity will be shared.

For further information, you can write to me at fatmatanriverdi@gmail.com.

Thank you for your participation.

Ph.D Candidate
Fatma TANRIVERDİ-KÖKSAL
Middle East Technical University
English Language Teaching Program

Ph.D Supervisor
Assoc. Prof. Dr. Hale IŞIK-GÜLER
Middle East Technical University
English Language Teaching Program

I have read the information above and I give my full consent to participate in this study. I will provide precise and reliable information, and the information I will give can be used in this scientific research study and be shared in conferences and journals. YES/NO
Your Name-Surname:
Date:
Your email address:
Your cell phone number:

**DEMOGRAPHIC INFORMATION**

- Your Age:
- Gender: Female/ Male/ Prefer Not to say
- Your PhD University:
- When did you start pursuing your PhD?
- Your Present PhD Status/Phase: Taking Courses / Preparing for the Comprehensive Exam / Writing Dissertation / Completed
- When did you complete your PhD? (or When are you planning to complete your PhD?)
- How long have you been teaching English?
- Your Affiliation: Where are you working currently?
- When did you start working there?
- The Institutions you worked during your PhD (Please write the institution, the year(s) and the phase of your PhD, (e.g., X university, between 2010-2012, taking courses+the comprehensive exam)

## B. QUESTIONS (ENGLISH) FOR INTERVIEW 1 FOCUSING ON THE PARTICIPANTS OVERALL PHD JOURNEY

### INTERVIEW PROTOCOL

***INTERVIEW I***

This in-depth interview attempts to gain a deeper understanding of your experiences and your interpretations of your PhD journey and who you are as an EFL instructor pursuing/recently completed a PhD. Thus, you are kindly requested to provide as much detailed information as possible.

In the interview, you will be kindly requested to reflect on
*brief Introduction: your family, educational background, and work experience.
*your PhD journey as an EFL instructors' becoming an academic researcher during PhD.
*the opportunities available and challenges you face while you are/were managing dual roles, i.e., being an EFL instructor and a PhD student (in terms of your relationship with students, commitment, teaching and research skills).
*your typical day while taking courses, preparing for the comprehensive exam, and writing your dissertation.
*your research network and professional community.
*your future orientations.

**a. INTRODUCTION AND EXPLANATIONS ABOUT THE RESEARCH**

1. Please tell me a little bit about yourself as much as you would like to share (family, work experience and educational background).
   **your family, work experience and educational background**.

**b. THE NARRATIVE PHASE on the questions below (for each question b will be followed by c if necessary)**

**c. QUESTIONING PHASE: Semi-structured Interview asking for more details on the narrated story What happened then/before/after? Can you say a bit more about….?**

**1.** Can you tell me about your overall story of PhD journey as an EFL instructors' becoming an academic researcher during PhD?

**your PhD journey as an EFL instructors' becoming an academic researcher during PhD.**

**a.** When and how did you decide to pursue a PhD in ELT?
**b.** What made you choose your PhD institution?
**c.** What courses did you take?
**d.** Why did you take these courses?

**e.** What courses would you like to take if you had the chance?

**f.** The research you conducted, presented, any publications

**i.** your paper, dissertation writing experience

**ii.** publishing article(s) if any

**iii.** presenting at a conference(s)

**iv.** Do you remember the time when you had your first experience in the academic community? Do you remember the time you started feeling you were becoming a part of and contributing to larger research community of ELT?

2. **Can you talk about the opportunities available and challenges you face while you are/were managing dual roles, i.e., being an EFL instructor and a PhD student (in terms of your relationship with students, commitment, teaching and research skills)?**
3. **How would you define/perceive yourself as an English language instructor pursuing/have pursued a PhD and becoming an academic researcher in ELT (in terms of your relationship with students, commitment, teaching and research skills)?**

**a.** Can you talk about the challenges and opportunities available while you are/were managing dual roles, i.e., being an EFL instructor and a PhD student?

**b.** How did you manage multiple roles in these spheres? What challenges did you face while maintaining different roles together? How did you overcome these challenges, if any? Does your school/work community acknowledge your PhD and you as an academic researcher in ELT?

**c.** Do you think your teaching experience contributes to your research and your research experience contributes to your teaching? If yes, how? If not, why not?

**d.** What are your strengths and, if any, weaknesses as an EFL instructor and a researcher?

**e.** Have you ever considered dropping out of your PhD? Or have you ever interrupted your PhD Study? If yes, why? If not, how could you find the motivation to continue?

4. **your typical day while taking courses, preparing for the comprehensive exam, and writing your dissertation.**

Can you take me through a typical day while you were

**a.** taking the courses?

**b.** preparing for the comprehensive exam?

**c.** Writing Dissertation?

*Are there any particular moments that stand out to you?

*Can you remember any particular interactions? The experience may have been pleasant or uncomfortable, rewarding or frustrating, a revelation or a puzzle. Describe the experience with as much detail as possible.

5. **your research network and professional community.**

Tell me about your research network and professional support mechanisms, if there are any.

- **a.** Are you a member of any professional community?
- **b.** Do you have a critical friend/research partner?

6. **your future orientations**

Tell me about who you want to become professionally. Elaborate on the topic by providing the underlying reasons for your choice and provide details for your future career plans.

- **a.** What would you like to do?
- **b.** Where would you like to work?
- **c.** Where and what would you like to teach?
- **d.** What research practices would you like to do?
- **e.** How do you think you will serve to the ELT community?
- **f.** What gap do you think you will fill in the field/in the ELT community/in your institution?

7. What are your suggestions for the EFL instructors in Türkiye who want to purse a PhD in ELT?

**d. CONCLUSION:** explain the next steps (e.g., transcribing of interview, any further interviews, e.g., focus interview, asking for a nominated family member, colleague, admin.)

1. Retell the purpose of the study. Request Instant WhatsApp voice messages for more data.

2. I'd like to talk to someone who knows a lot about you and your PhD journey. Can you recommend me a friend, family member, colleague or some from the administrative unit who will be willing to talk on your experience?

## C. QUESTIONS (ENGLISH) FOR INTERVIEW 2 FOCUSING ON THEIR DUAL ROLES STARTING FROM BA TO PRESENT, METAPHORS FOR PHD JOURNEY AND BECOMING AN ACADEMIC RESEARCHER

### INTERVIEW PROTOCOL

*INTERVIEW*

**Data collection Follow-up: Your Teaching and Research Practices**
Dear Participant,
Thank you once again for taking part in the present dissertation study. In the interview, you provided your interpretations of your PhD journey and your experiences as an EFL instructor becoming an academic researcher. You were also kindly requested to **nominate someone** who can provide more insights into your journey, I am looking forward to listening to your story from that person. I am also looking forward to your **WhatsApp voice messages** if you remember anything that will contribute to your story.
The initial analysis of your interview session revealed that **your dual role (teacher and researcher) practices and transitions** were not covered extensively throughout the interview. Thus, I kindly request you to provide your insights on the following 11 questions attached. I tried to design the timeline chart as detailed as possible with some explanations, but it is not as complicated as it looks ☺
You may a) either video record your responses on Zoom individually at your convenience and send me the video or b) we can schedule another meeting to cover the following topics. I'd really appreciate it if you can inform me about how you would like to proceed **(option a or b)**. In any case, **you do not need to provide any written data other than the timeline** which will be used as **a reminder for you**.
I am well aware of the fact that you have a hectic schedule and many academic and social roles. If a deadline is necessary, I would be very happy if you can Option a) send me your zoom video recording in a week or ten days or Option b) inform me as soon as possible about when you will be available for the interview. (If you are going to record your answers and explanations on your own, while talking about your research and teaching practices timeline, could you please share this document via screen sharing and point out the part in the timeline table you are referring to?)
Thank you for your support, time and contribution to my study.
Best,

Fatma TANRIVERDİ-KÖKSAL
**Date:**

**Name:**

**1.How would you define/perceive yourself**

***as an English language instructor? *as an EFL instructor who pursued PhD in ELT? *as a researcher in ELT?**

**2. What metaphor would you use to describe**

- **your overall PhD story? Can you describe it?**
- **journey of becoming an Academic Researcher? Can you describe it?**

***Question 3. Managing dual roles throughout the timeline of your teaching and research practices***
***Could you please make short notes on the table below to help you remember the timeline of your teaching and research practices and send this document to me via email? It is hoped that your detailed explanation of the timeline will provide better insights into your role transitions and interactions. An example is provided for you, but please consider Question 3 while talking about each of your research entry.***

| **YOUR "*TEACHING AND RESEARCH PRACTICES*" TIMELINE**<br>***Question 3: Using the timeline chart below, can you walk me through your teaching and research practices continuing simultaneously*? How did you manage multiple roles/role transitions in these spheres? What opportunities were available to you? What challenges did you face while maintaining different roles together? How did you overcome these challenges, if any?** | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Research Entry** | **Time** | **PhD** | **TEACHING** | | | **RESEARCH** | | | |
| **(please write as many as you have. You can add or delete lines)** | **Month – year of the research you conducted (Duration if necessary)** | **PhD Term & Status: e.g.,** PhD taking Courses/ 2nd term **(BA: Bachelors, MA: Masters, NA: Not applicable)** | **Teaching Institution** | **Teaching hours**<br><br>***Extra responsibility if any** | **Teaching context/ level, course** | **Study you conducted Reason (e.g., PhD course requirement, work requirement, personal interest, etc.) Focus, topic, methodology (briefly)** | **Setting & Participants** | **Research Partner, if any?** | **Published/ presented or not? when, where, why?** |
| **e.g. This is just an example of what you can write here briefly, but …** | 2017 **…while explaining each of your research, please consider Question 3!** | PhD comprehensive exam | BEUN/State | 18 hours<br><br>*PDU head<br>*Proofreading Office | PREP, ELE/PRE-INT | Personal interest: EFL instructors' perceptions/ knowledge of 21st century skills in Türkiye, mixed method design, questionnaire, follow up interview | 51 EFL instructors from 23 university in Türkiye | None | Presented at the 2017 Scofola conference and published as proceeding |
| 1) If any | | **BA** | | | | | | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 2) If any | | | | | | | | | |
| 3) | | **MA Thesis** | | | | | | | |
| 4) | | | | | | | | | |
| 5) | | **PhD taking Courses/ X term** | | | | | | | |
| 6) | | | | | | | | | |
| 7) | | **Dissertation** | | | | **Dissertation abstract or summary: You can post it below this table.** | | | |
| 8) | | **After PhD (if completed)** | | | | | | | |
| 9) | | **After PhD (if completed)** | | | | | | | |

**Your Dissertation abstract (or summary):**

***Please try to elaborate on the following questions as much detailed as possible.**

**4. Can you talk about the time when you had your first experience in the academic community (conference, seminar, workshop, etc.) (with feelings, interactions, activities)?**

**5. Can you talk about the time you started feeling you were becoming a part of and contributing to larger research community of ELT? (with feelings, interactions, activities)?**

**6. Your Future Orientations with regard to Teaching (where, what, who.. would you like to teach?): (you can skip this part, if you talked about this in the interview)**

**7. Your Future Orientations with regard to Research (what would you like to do research on, why? Where, with whom… would you like to do research? (you can skip this part, if you talked about this in the interview)**

**8. Are you planning to pursue a post-doc? If yes, where, with whom, why? If not, why not?**

**9. Are you in contact with/following any well-known/influential people in the ELT community? How?**

**10. How do you think you will serve/are serving to the ELT community? What gap do you think you will fill/have filled in the field, in the ELT community and in your institution?**

**11. Which one do you agree with? Why? How? Research is a lonely endeavor! Vs. Research is a social/cooperative practice.**

## D. QUESTIONS (ENGLISH & TURKISH) FOR THE INTERVIEW WITH A NOMINEE: PARTICIPANT' S HUSBAND, WIFE, OR COLLEAGUE

### INTERVIEW PROTOCOL

*INTERVIEW WITH A NOMINEE*

**a. INTRODUCTION AND EXPLANATIONS ABOUT THE RESEARCH**

1. Please tell me a little bit about yourself as much as you would like to share (work experience and educational background).

**b. THE NARRATIVE PHASE on the questions below (for each question b will be followed by c if necessary)**

**c. QUESTIONING PHASE: Semi-structured Interview asking for more details on the narrated story What happened then/before/after? Can you say a bit more about….?**

**1)** How long have you known ___? (X i ne kadar süredir tanıyorsunuz?)

**2)** How would you describe __ as a teacher? (X i öğretmen olarak nasıl tanımlarsınız?)

**3)** How would you describe ___as a researcher? (X i araştırmacı olarak nasıl tanımlarsınız?)

**4)** What do you think his/her motivation to pursue a PhD is/was? (Sizce Xin doktora yapmak için motivasyonu ne/neydi?)

**5)** Can you talk about his/her PhD journey and becoming an academic researcher in ELT as an English language instructor? (İngiliz Dili Öğretim Görevlisi (Okutman) olarak Xin doktora ve İngiliz Dili Öğretimi alanında Akademik araştırmacı olma yolculuğu hakkında konuşabilir misiniz?)

   a. How is ___'s relationship with his/her students, colleagues, administration and supervisor and professors at his/her PhD context, and other researchers? (X in öğrencileri, meslektaşları, idari yöneticileri, doktora danışmanı ve hocaları, diğer araştırmacılar ile ilişkisi nasıldır?)
   b. Do you remember any negative critical experience he/she has experienced during his/her PhD journey? (Xin doktorası süresince tecrübe ettiği çok önemli olumsuz bir olay oldu mu?)
      i. Why did he/she suffer? (Neden sorun yaşadı?)
      ii. Who were included? (Kimler olaya dahildi?)
   c. Do you remember any positive critical experience he/she has experienced during his/her PhD journey? (Xin doktorası süresince tecrübe ettiği çok önemli olumlu bir olay oldu mu?)
      i. What was it? (Neydi?)
      ii. Who were included? (Kimler olaya dahildi?)

d. How does he/she allocate his/her time for teaching and for research? (X zamanını ders verme ve kendi akademik çalışma/araştırmaları için nasıl ayarlıyor ve planlıyor(du)?)

**6)** In what ways, if any, does ____ contribute to other teachers' professional activity and development and to the academic community? (Eğer varsa) X Öğretmenlerin profesyonel eylemlerine ve akademik camianın gelişimine/büyümesine nasıl katkıda bulunuyor?

**7)** What do you think his/her future orientations are in his/her career? (Sizce Xin gelecek kariyer planları/beklentileri neler?)

## E. PARTICIPANT QUOTATIONS IN TURKISH

### Ayla: Turkish Quotations in her Story

**1.***Yani, alanımla ilgili bir şey olduğunda onu yapmak istiyorum. Onu almak istiyorum. Öyle bir içsel motivasyonla tamamen. Yoksa hani düşündüğümde doktoramı da yapmasaydım Delta'yı da yapmasaydım yine burada Hoca olabilirdim ya aynı işe yine sahip olabilirdim. E, yaptım. Muhtemelen aynı işe de sahip olacağım bir süre. Ama bunları öyle içsel, bana bir şey bir şey getirisi olmasa bile hani Formal anlamda vesaire diyeyim, yapmak istiyorum. (Ayla, I1)*

**2.***Araştırmacı olarak baktığım zaman biraz daha şeye meyilli yani böyle şeyler yapmaya bir şeyler araştırmayı biraz daha meyilli bir kişilik Ayla. Ve şey hani Kafasında böyle sorular olabilen birisi. Ve bunların üstüne de gidebilen biri açıkçası…kafasında normal zamanda bile düşünebilen bir kimlik. O yüzden zaten hani muhtemelen sadece öğretmen olarak kalmayıp biraz daha böyle yanlara sağa sola görmeye gitmeye çalışıyor. Hani bu muhtemelen onun içinde olan Hani içinde yaşadığı doğal bir akışın parçası diye düşünüyorum ben. (Ayla's Husband, I1)*

**3.** *Ben hiçbir zaman position istemedim mesela çünkü çalıştığım yerlerden ve konumumda öğrencilerimin işte öğrenci profilimden iş arkadaşlarımdan ortamından çok çok çok mutlu oldum başladığından beri işe. (Ayla, I1)*

**4.***Sonuç itibariyle, yine sevdiği işi yapıyor Ayla yani böyle işte öğretmenlerin eğitimi ile ilgili bir şeyler yapıyor. Ve ondan devam etmek istiyor. … Burada işte verilen eğitimlerin belki kurum dışına taşması gibi bir şeyden bahsedebiliriz. Bu ulusal bazda ya da uluslararası bazda olabilir. Belki öyle bir planı olabilir diye düşünüyorum. (Ayla's Husband, I1)*

**5.** *İşe yeni başlayan hocaları guide etmek kuruma onları alıştırmak başka başka kurumlardan başka başka kültürlerden gelmiş oluyorlar Hani birlikte bir ortak paydada buluşmak derslerini izlemek onlara bir şey söylemek verdiğim bir feedbackten sonra Ah Evet hocam hakikaten durun Ben bunu bir deneyim demeleri veya hocam o benim sınıfımda işlemez şu sebepten demeleri ve benim tekrar Düşünecek bir sebebim olması Peki nasıl yapabiliriz gibi. Onlar beni çok tatmin ediyor mesleki anlamda. Yaptığım iş yani zaten teacher educationla çok iç içe olduğunu düşünüyorum o yüzden eğer doktoram bittikten sonra bir eğitim fakültesi'nde çalışmazsam bunu çok dert etmem. (Ayla, I2)*

**6.***Şehir değiştirmek vesaire Hani çocuğum okulda filan olduğu için çok zor. Yani kariyer anlamında açıkçası doktor oldum artık pre serviste çalışayım gibi bir şeyim yok ama karşıma çıkarsa belki değerlendiririm. En azından o elimde olur yani. Hani karşıma çıktığında tüh ya deyip üzülmemiş olurum değerlendirmek istersem değerlendiririm.…ama tabi insanlar değişiyor biliyorsun 5 yıl sonra ne düşüneceğim 1 yıl sonra ne düşüneceğim bilmiyorum şu an çok mutluyum şu an böyle devam edebilirim kariyer anlamında doktoradan sonra şunu yapacağım gibi bir planım bir amacım yok. (Ayla, I2)*

**7.***Post-doc bazen düşünüyorum bazen düşünmüyorum….Post-doc Tabii yurtdışında yapılan bir şey başka concernlerim var yine onunla ilgili. Hani bir sene tek başıma gidebilir miyim, sorumluluklarım ağır basıyor. Onlarla gidebilir miyim, çocuğun okulu var filan, nasıl olur? Gidip komple kalabilir miyim acaba? O çok başka bir şey hani gitme olduğu işin içinde düşündürüyor beni. Eğer tek başıma olsaydım mesela post-doc yapardım, kesin yapacağım da derdim şimdiden kesin. Şimdi de içimden tabii ki yapmak geliyor öyle diyeyim. Ama yapabilir miyim nasıl yaparım bilmiyorum. (Ayla, I2)*

**8.***Riding a rollercoaster her anlamda.*

**9.***Aslında doktorayla durdu gibi birşey oldu…sunumlarım, makalelerim vardı. Seviyordum yani yapmayı böyle hani. Her zaman, hep involved idim bu işlerin içinde dediğim gibi. Ama işte çocuğun olması çok etkiledi çoğu şeyi. (Ayla, I2)*

**10.** *Orada maalesef öyle bir geçiş oldu yani Doktoramın başında benim işte çocuğumun olması bebek olması benim onu tek başıma büyütüyor olmam. Sonra … pandeminin patlaması bu akademik interacionlarda bayağı durdurdu beni yani. (Ayla, I2)*

**11.** *Her anlamıyla bir rollercoaster böyle düz Smooth bir şey değil kesinlikle ve asla da tahmin ettiğin gibi olmuyor…Bazen çok yavaş yukarı çıkıyorsun çünkü önündeki yol çok dik oluyor gerçekten Mesela benim quantitative analiz kısmı tezimin gerçekten o rollercoasterın tepeye çıktığı an .. bence çok ups-downs var yani. Yola çıkarken de öyle olacağını çok düşünmüyorsun aslında. Sanıyorsun ki işte ders alacağım ders çalışacağım yeterliliğe gireceğim Sonra da tezi yazacağım ama hiç öyle olmuyor yani. … asla düz steady bir yol değil. (Ayla, I2)*

**12.** *Yani hiç bir zaman zorlanmadım ikisii yani birbirini çok güzel destekledi. Ama ikisini de zor yapan aslında diğer boyutu oldu işin sosyal boyutu, birinin annesi olmak, birinin eşi olmak, birinin uzakta yaşayan şehir dışında tek başına yaşayan birinin kızı olmak. Yani o rollerini bazen hangisini öne koyacağına karar veremiyorsun ya da mesela researchünü önüne koymak istiyorsun tezini ama ötekini ihmal ettiğin için suçlu hissediyorsun. (Ayla, I1)*

**13.** *Ben şanslıydım çünkü bebeğimi doğurduğum için ücretsiz izindeydim. Ben derse geldiğimde eşim bakıyordu bebeğe. …Hani mesela orada o şeyini yadsımamak lazım, ….ders alırken mesela öyle bir desteği olmuştu bana. Ama eğer ben ücretsiz izinde olmasaydım mesela çoğu dersi bu yüzden alamayabilirdim. (Ayla, I1)*

**14.** *Ablam var, o çok destekliyor. Ya sen çalışıyorsun, çocuğun küçük, doktoran var. Ben hallederim, ben zaten buradayım filan diyerek, en azından oradan*

*üzerinden bir şey geçiyor ama suçlu hissediyorsun. Yani vicdan yapıyorsun. O da biraz insanı yoruyor gerçekten yani. (Ayla, I1)*

**15.** *Bazen gerçekten o taraf destek olmaktansa köstek bile olabiliyor ya da işte şey bekliyorsun aslında kendimce ya da Ya ben tez yazıyorum, son dönemindeyim, bütün öncelik bana verirsin istiyorsun. Ama adam diyor ki işte gelip mesela Cumartesi akşamı Ben arkadaşlarımla dışarı çıkacağım, yemeğe onun da hakkı. Yani sen orada çocukla ilgilenmek zorunda kalıyorsun ve planları yine ya geceye kalıyor Ya bir sonraki güne kalıyor. Bu açılardan açıkçası çok destek gördüğümü düşünmüyorum. (Ayla, I1)*

**16.** *Önce açıkçası, kendimi çoğu süreçte çok yalnız hissediyorum, tek destek mekanizması olarak da kendimi görüyorum, kendimi motivasyonumu, planlarımı ve sonrasını o doktorayı aldığım anı hayal etmek filan, öyle görüyorum. (Ayla, I1)*

**17.** *Akşam saat 11'de filan ders başına otura bilirdim ... o benim için mesela bir dezavantajdı çünkü her zaman okulun işi, mesela yarına okunacak sınav varsa onu mutlaka okumak zorundasın o Öncelikli oluyor ister istemez öğretmenliğin. (Ayla, I2)*

**18.** *O yüzden bir şey yapacaksak ekstradan o yaptığımız şey bizim kendi zamanımızdan oluyor. İşte bu uykumuzdan olabilir. Yapacağımız bir aktiviteden olabilir. (Ayla's Husband, I1)*

**19.** *Hem ilgi alanı olarak, çalışma şekli işte programlama vesaire şekli açısından uygun olacağımızı düşündüm. Kişisel olarak da iletişimimiz iyi olduğu için onu seçtim. Belki ilgi alanı olarak ve program çalışma vesaire disiplini olarak aynı olacağım ama kişisel olarak çok yakın hissedemediğim bir hocayı belki de seçmezdim. (Ayla, I1)*

**20.** *Doktora yeterlik için biz planımızı 6 aylık yapmıştık. Dersler bittikten sonra hafta aylık aylık onu haftalara bölmüştük vesaire. (Ayla, I1)*

**21.** *Yapamadığım zaman bir şeyi planladığımız gibi gitmediğinde planlar bazen öyle oluyor, haftaya şuraya gelmiş olalım diyoruz, gelemiyorum ben bazen, onunla konuşabiliyorum açıkça, ya şöyle oldu o yüzden yapamadım diye. O da biliyor ki hani ben mutlaka o açığı kapatacağım bir şekilde, o yüzden hiçbir zaman benim üzerimde baskı kurmuyor, planları set ederken bana çok yardımcı oluyor şöyle yapalım, böyle gidelim, şu şekilde ilerleyelim…. birlikte bir frame çiziyoruz, o framein içini doldurmak benim işim…çok da güzel çalışıyoruz birlikte. (Ayla, I1)*

**22.** *Jüri üyelerinden biri mesela benim değişti diğerini anlatmak için birbirimize adapte olmak için daha yavaş yavaş ilerlediğimiz oluyor filan onun tarzı çok farklı yani bir sürü böyle şey var o şeyi etkileyen asla düz steady bir yol değil. (Ayla, I2)*

**23.** *Bir kere bir TİKten böyle o 6 ayı dolu geçirdiğini hocalarına göstererek ve böyle iyi gittiğini anlayacak bir feedback alarak çıkmak çok rewarding bir şey. (Ayla, I1)*

**24.** *TİKler bu açıdan çok yardımcı oluyor. Her dönem sonu TİK olması çok iyi bir şey. Mutlaka orada bir şey göstermek zorundasın. O TİKle beraber işte bir sonraki amaçlarına karar veriyorsun zaten. Onun planını yapıyorsun. Yazları bazen çok bir şey yapamadığım oluyor, tez aşamasında. …bazen tez için çok bir şey yapmadan geçirdiğim bir ay falan oluyor. Ama genelde o 6 aylık planlara stick etmeye çalışılarak ilerliyorum. (Ayla, I1)*

**25.** *… gibi önerilerde bulunduklarında oçok rewarding bir şey. Mesela örnek veriyorum proposal jürisinden sonra, tikinden sonra yani sonra kendime çok güzel bir plan program yaptım. Çok dolu geçirdim bu 6 ayı. Bir sonraki 6 ay sonra hani girdiğimde literature reviewu data collection toollarımı etik*

*kurulumun izin alınmış halini vesaire hepsini gösterebilmiştim. Artık hazırdım yani data toplamaya. Neredeyse 3 chapterım bitmişti. (Ayla, I1)*

**26.** *Mesela Projenin bir yerine gelip tıkanıyorsun hocadan bir fikir alman lazım Ona göre ilerleyeceksiniz. Mail atıyorsun ve böyle üç hafta geçiyor cevap vermiyorlar falan bazen hocalar. Orada artık ya kendi yollarını dizayn etmeye çalışıyorsun kendine göre Hani kafanı kullanarak ya da işte mesela ben hocaların programına bakıyordum nerede kaçta dersi. Sınıfın çıkışına gidiyordum ki hani yakalayayım da sorabileyim filan gibi. (Ayla, I1)*

**27.** *O momentımı hiç unutamam, hayal kırıklığımı yani kalbimin gerçekten çarptığını nasıl şimdi yapacağım filan diye. (Ayla, I1)*

**28.** *Hani çok uzun zaman alan aslında çok uzun sürede çözümleyemediği. Böyle işte atıyorum bir bir buçuk ay, iki ay falan böyle kafasına takması gereken şeyler oldu. ...Sonra onlar çözümlendiği zaman böyle bir hani şey bir rahatlama ile beraber olumlu bir duygu oluşuyor mesela. (Ayla's Husband, I1)*

**29.** *Orada da çok kendimi down hissetmiştim. ... Sonra acaba şu nasıl yapmış, bu kişinin de benzer bir çalışması var. Bu nasıl yapmış bakıyorsun bakıyorsun hepsi t-testlerle ve Anovalarla yapmış. Öyle yapıyorum ve çıkıyor sonuç çıkıyor. (Ayla, I1)*

**30.** *Arkadaşlarımızla paylaşıyoruz o iyi geliyor hani başka doktora yapan arkadaşlarım etrafındaki çok var hani onlarla paylaşıyoruz, görüyorsun ki herkes aynı durumda. Senin konun ne senin konun ne diye konuşmak bile insanı motive ediyor ben de bir şey yapıyorum gibi bir his geliyor yani. (Ayla, I1)*

**31.** *Mesela ya benim second codera ihtiyacım var vaktin var mı diyorum. Vakti varsa yapıyor sağ olsun ama researchümün her aşamasını hep gözden geçirdi diyemem. Yok böyle bir şey. O da bana yani mesela şu analize bir bakar mısın diyor. Getiriyor. Bakıyorum ama tüm result sectionını okumadım. (Ayla, I1)*

**32.** *Mesela bu akademik kimliğimi o yüzden çok kullandım bir üniversite kütüphanesinden kitap almak işte başka bir yerden X şehrinde X üniversiteye gitmişken yani oradan işte bir kütüphanesinde çalışmak filan gibi üniversitede okutman bile olsan üniversitede hoca olunca bunu çoğu üniversitede yapabiliyorsun. (Ayla, I1)*

**33.** *Hani bir günlüğüne makeup yapmanı veya dersinin olduğu bir günlüğüne bir şey bir sub göndermeyi tabii ki kabul ediyorlar ama daha ilk döneminde ben şu dersi almak istiyorum, o da sabah dediğinde olmuyor yani. (Ayla, I1)*

**34.** *Okulum çok destekleyici yani ne bileyim en yoğun haftada bile olsa; mesela bizim proficiency sınavı günü hani…okul alert durumda olur. Diyelim ki o gün benim TİKim kondu, eminim hiçbir şey demez, izin verirler. Yani bu konuda okulum destek. (Ayla, I1)*

**35.** *Twitter sadece benim akademik bir liste gibi. İşte bütün TESOL gruplarını farklı ülkelerdeki işte alandaki etkili isimleri ünlü işte bir sürü böyle yayını olan tut da Böyle herkesin zaten Twitter var onları hep oradan takip ediyorum okulları … ne kadar ELT bölümlerin accountlarını akademik hesapları işte akademik .. anonim akademik siteleri hepsini takip ediyorum. (Ayla, I2)*

**36.** *Dün mesela X beni takip etmiş Akademiadan şaşırdım yani çok tabii niye ben filan diye. Sonuçta benim çok limited yani yaptığım şeyler Bilmiyorum belki bir şekilde denk geldi Belki ben onu Takip ettiğim için takip etti filan ama Bayağıdır üzerinden vakit geçmişti Hani ben onu takip ettikten hemen sonra olmadı e mutlu oluyorum yani kendimi böyle bir şey hissediyorum yaptığım çalışmalar Demek ki valuable Demek ki onun da merakını cezbetmiş gibi Çünkü referans gibi kişiler Bunlar Sonuçta Hani alanda mutlu oluyorum yani. (Ayla, I2)*

**37.** *Formal olarak değilim. Zaman concernlerim oluyor çünkü her zaman mesela TESOL Türkiyee girdim ama bir member olarak bir convention olduğunda katılmak gerekiyor ve şu an korkuyorum başka bir şeye vakit ayırdığımda çok*

*kaptırırsam kendimi zamanım yetmez diye. Şu an formal olarak bir oluşumun içinde değilim. (Ayla, I1)*

**38.** *Coat olabilir büyük bir koltuk böyle mont-kaban üzerine giyersin seni korur seni güçlü gösterir böyle kalıplı güzel gösterir ama her zaman da üzerine oturmaz ya da mevsime uygun olmaz. (Ayla, I2)*

**39.** *Açıkçası teacher ve researcher kimliklerini birlikte yürütmek hiç sorun olmadı, zaten ikisi birlikte giden bir şey. Eğer teaching yapmazsan mesela research çok eksik kalır, çok havada kalır gibi geliyor bana. Research yapmadan teaching yapmak da çok böyle şey olur gibi geliyor artık hani böyle hani ne biliyim en küçüğünden en ufağından bir action Research yazmasa bile her öğretmen kafasında yapar, yani dersten çıkınca der ki ya bu iyi gitmedi, ben şunu bir şöyle deneyim bakalım. Dener, bak o iyi gitti der, kendince bir çıkarım yapar. hani zihnen bile bir research her teacher yapar. O yüzden ikisini bir arada götürmek hiçbir zaman beni hiç zorlamadı Hatta ikisi birbirini çok güzel destekledi. (Ayla, I1)*

**40.** *En basitinden konu bulmak bazında, mesela teacher olmasaydım araştırmalarım için bir problem bulmam gerektiğinde zor durumda kalabilirdim ama şimdi çok basit. (Ayla, I1)*

**41.** *Ama hani neredeyse 20 yıla yakın bu şehirde çalışma deneyimi insana çok şey katıyor insan anlamında da mesela X ünide çalışmışım bir grup insanla şimdi onun biri bir üniveristed, biri işte diğerinde, biri diğerinde, öteki koleje geçmiş. Demek oluyor ki o contextlerin hepsi senin. Çünkü onlar arkadaşlarına söylüyor. Yani mesela sana söylüyorum. Atıyorum sen X üniversitesinde çalışıyorsun. X üniversitesinden bana baya arkadaşlarına söyleyerek data sağlayabilirsin veya işte sonra buraya gelmişim doktoradan tanıdıklarım var. Böyle böyle yani. Word of mouthla, ricayla, ricayla o şeyi kurmak çok zor olmadı sonrasında açıkçası. (Ayla, I1)*

**42.** *Classroom Research dersi alıyorduk. İşte herkesin classroom-based bir problemi ele alıp onu o problemi çözmeye yönelik bir metot geliştirip, işte öyle bir research paper ödevi vardı, projesi vardı dersin. Öğretmenlik yapmayan insanlar mesela çok zorlandılar hatırlıyorum, daha böyle literatüre güvenerek konu seçtiklerini hatırlıyorum ama ben çok kolayca daha ilk syllabusı aldığımız o ilk first mitingi derse olur ya orada konumu çok kolay söyleyebilmiştim hocaya. Çünkü zaten o benim hani uğraştığım bir şeydi. ... konu mesala gerçekten benim düşündüğüm bir konuydu ve bunu hani böyle bir researche dökmek formal bir şekilde bunun üzerine çalışmak iyi oldu, hemen ama konu orada hemen aklıma geldim Ayla, I1)*

**43.** *Hatta çoğu arkadaşla orada iletişimimiz de oldu. Kimisi işte bakıyor hani kitaplara, Ne gibi bir konu olabilir, çünkü kendinin bir teaching deneyimi olmadığı için board work diyor mesela o bana çok limited geliyordu, gelmişti o zamanda da onlarla da hani böyle feedback verme gibi bir şeyimiz olmuştu. Sağ olsunlar Hani fikir sormuşlardı. Yani onun üzerine ne kadar büyük bir şey yapabilirsin ki, çok önemli bir konu ama çok küçük bir konu, minor bir konu, ne kadar geliştirebilirsin ki filan demiştim. Yine de tabii ki yapılabilir ama hani ona bir karşılaşabileceği böyle potential limitationlarını söylemek de filan daha şey olmuştum yani daha akıl yürütebilir olmuştum. (Ayla, I1)*

**44.** *Mesela teaching aslında çoğu kişiye böyle intuitive bir iş gibi görünebilir mesela İngilizce öğreten herkes sınıfa girip anlatabilir gibi gelebilir ama ben öyle olmadığını düşünüyorum. İşin kesinlikle böyle pedagojik bir ve böyle training education gerektirecek bir yanı kesinlikle var. Mesela bu onlardan biri. Şimdi research konusunda çok deneyimli olmayan veya conscious aware olmayan bir teacher diyelim kendi weaknesslarını da fark edemeyebilir. 20 yıl önce nasıl öğretiyorsam, yine öyle öğretirim, kendi öğretmenimden nasıl öğrendiysem aynı şekilde öğretirim. Ama bu efektive mi değil mi, öğrenci aldı mı Yani bazen şeyi duyuyorum ben işte present continuous ı verdim diyor hoca ama öğrenci aldı mı, alması için ne yapmalıyım, ne gibi dinamikler var orada? Onların awareness olarak bir kere o researcher Idnin çok önemi var. (Ayla, I1)*

**45.** *Ama çıktığın zaman mesela kendi kendine diyorsun ki ya ben bu soruya aslında daha iyi cevap verebilirdim. Mesela bu bir weakness veya çıkıyorsun diyelim writing dersinden Çok yoruldum bu kadar yorulmamam lazımdı galiba benim, acaba çok mu teacher centered bir ders yapıyorum diyorsun. Sonra peki o zaman bunu çözmem lazım, Nasıl çözebilirim diye orada mesela metot geliştirmeye başlıyorsun. Sonra onun mesela o geliştirdiğin metot etkili oldu mu olmadı mı diye bakman da lazım, bunu çok dediğim gibi formal sense de yapmayabilirsin ama Nasıl Bakarsın onu bilmek lazım mesela researcher olarak. (Ayla, I1)*

**46.** *İzin almak vesaire hiç sıkıntı olmuyordu Hatta böyle yaptırımları falan da yoktu, gelince telafi dersi yapacaksın filan gibi. İzin veriyorlardı Hatta işte devletin devlet üniversitesi olduğu için Red üniversitesi devletin kesin böyle şeyleri var gittiğim mesafeye göre öncesinde bir gün sonrasında iki gitti vesaire gibi izinler alıyorsun her şey fixed yani sıkıntı olmuyor Hani bu sana hak olarak verilmiş Ve dediğin gibi ödemede yapılıyor. Gittiğin ülkeye göre gittiğim mesafeye göre belirli bir harcırah var. O da bayağı destek oluyordu yani kur farkı bu kadar yoktu filan. İşte uçak biletini en azından mesela alabiliyordu kalacak yerini ödeyebiliyordu o para. Zaten daha ne olsun veya işte konferans ücretini katılım ücretini ödeyebiliyordu filan. Biraz Tabii kendin de hani yapıyorsun ama sonuçta büyük bir kısmı o grant ile o harcırahla çıkıyordu. (Ayla, I2)*

**47.** *Yani hiç bir zaman zorlanmadım ikisini yani birbirini çok güzel destekledi. Ama ikisini de zor yapan aslında diğer boyutu oldu işin Sosyal boyutu, birinin annesi olmak, birinin eşi olmak, birinin uzakta yaşayan şehir dışında tek başına yaşayan birinin kızı olmak. Yani o rollerini bazen hangisini öne koyacağına karar veremiyorsun ya da mesela researchünü önüne koymak istiyorsun tezini ama ötekini ihmal ettiğin için suçlu hissediyorsun. Dur şununla ilgileniyim diyorsun tezden iki gündür hiç çalışamadım diye kendini suçlu hissediyorsun. Onlar aslında beni zorladı çalışmak nazında hiçbir zaman zorlanmadım ama ya mesela çoğu zaman istedim ki bu hafta sonu kapanayım Cumartesi sabah, Pazar*

*akşam kalkayım pazar gecesi iyi uyku çekeyim, Pazartesi bomba gibi işime gideyim. Kapanayım derken o hafta sonu boyunca ders çalışayım ama hiçbir zaman öyle olamıyor yani. Bir sürü beklenti var işte yüzmeye gidecek, o alınacak, oradan işte ötekinin çantası hazırlanacak, yemek yapılacak filan hani bir yandan onları sağlıklı beslenmek zorundasın, bir yandan evi temiz tutmak zorundasın, bir de pandemi vardı 2 yılı bu sürecin. Hatta iki iki buçuk yılı bu sürecin evde geçti tamamen ailenin tüm fertleri ile evde geçti, o açıdan Gerçekten çok zorlandım diyebilirim. Babam mesela hasta oluyor zaman zaman. Başka bir şehirde yaşıyor gidip ilgilenmem gerekiyor. (Ayla, I1)*

**48.** *Ben doktora öğrencisi olmasaydım belki triangulationdan haberim olmayacaktı ve hep kendime konsantre olacaktım, ben nasıl hissettim, ben verdim gibi olacaktım belki ama şimdi öğrencinin fikrinin de önemli olduğunu biliyorum ondan da mesela feedback ... veya bir arkadaşıma gelip beni izlemesini istiyorum hani triangulation ya veya işte bir üçgen olduğunu biliyorum researcher olduğum için. Teacher, lesson student, ... daha kontrollü gidiyorum yani o açıdan, o açıdan da researcher IDim işte teachingimi besliyor. Çünkü bu süreçten geçtiğimde öğrencinin öğrenmesiyle daha iyi oluyor sonuçta çabamız onun öğrencinin effectivenessı için oluyor yani learning achievement öğrenci achievementı için. (Ayla, I1)*

**49.** *Araştırma yönünü besleyen bir şey PhD. Onu öğreten bir şey o. Hem kültür olarak böyle onu içselleştirmeni sağlayan bir şey, yapman gereken bir şeymiş gibi hem de nasıl yapılacağını öğreten bir şey. (Ayla, I2)*

**50.** *Açıkçası onu doktoradan sonra biraz daha güçlü görüyorum kendimi. Aldığım derslerle de alakası var diye düşünüyorum çünkü yüksek lisans yaparken de aslında bir researcher rolünüzün olması gerekir Ama mesela programında şekillendirmesi herhalde o şekildeydi bir zorunlu Research derslerimiz bu kadar şu an olduğu gibi kapsamlı derslerimiz yoktu. ... Ama şimdi mesela ... var işte. Bu dersler must dersler Burada mesela o Research habitlerini nasıl yapacağını structure edeceğini falan öğrenmiş oluyorsun yeterlilikte de*

*zaten çok önemli bir yeri var O yüzden researchü bir kere çok iyi bilmen gerekiyor akademik anlamda. İşte sınıfa girince de yani işin içinde bunu kullanınca da daha anlamlı oluyor yani contextte kullanmış oluyorsun. (Ayla, I2)*

**51.** *ELT alanında olduğum için yaptığım işe ve teorik anlamda alana daha hakim görüyorum kendimi yaptığım şeyin daha bilincinde olmamı sağlıyor ha bak bu bu işte ne bileyim mesela sınıfta öğrenci hata yapıyor duymadan bazen geçiyorum bazen düzeltsem mi düzeltmesem mi arada kalıyorum filan onun mesela işte error correction patterns olduğunu biliyorum. Hangi kaynağa gideceğimi biliyorum nasıl okuyacağımı ve bunun üzerine nasıl çalışacağımı biliyorum. Adlandırmak da önemli bir şey yani sorunu veya üzerine eğilmek istediğin konuyu. Hani ELT alanında olunca onu daha kolay yapıyorsun. Dışarıdan da mesela çok iyi öğretmen olabilirsin ona şey yapmıyorum kesinlikle. Hani ELT bitirmeyen de birisi çok çok iyi öğretmen olabilir practical anlamda ama teorik anlamda mesela sınıfta bir zorluk hissettiğinde veya ben şunun üzerine biraz daha çalışayım dediğimde İşte o alanda kimler çalışmış kimi okumam lazım o alana nasıl çalışmam lazım o alanın adı ne bunları bilmeye biliyorlar Bunlar da mesela bize danışabiliyorlar. Professional Development Unit olduğumuz için hani bize derken doktora yaptığım için demek istemiyorum okulda ilgili birim olduğumuz için ya şöyle şöyle bir şey yaşıyorum İşte bununla ilgili biraz okumak istiyorum. Biz de diyoruz ki ha Hocam işte L1 in the second Language Class diye kaynaklara bir bakın, ha tamam filan, hani adlandırmak da önemli oluyor o yüzden ELT alanında olmanın öyle bir şey söyleyebilirim. (Ayla, I2)*

**52.** *En çok faydalandığım Teacher Education dersi. Gerçekten böyle perspektifi mi değiştirdi yolumu da değiştirdi. Öğretmen olmayı hani hala aynı şekilde hissediyorum seviyorum sınıfa girip öğretmeyi ama o dersten sonra öğretmenlere öğretmeye ilgi duymaya başladım. Okulda, şimdi bölümde, çalıştığım bölümde, hazırlıkta Professional Development Unit'deyim. Oraya geçmek istedim. Öğretmenlerle çalışmak yani perspektifimi bayağı değiştirdi o ders. (Ayla, I1)*

**53.** *Bütün bu akademik çalışmaların bütün bu teacher education çalışmalarının in-service Traininglerin, işte pre-service trainingin iyi düşünülmesinin planlaması için verilen emeklerin hepsi sonuçta öğrenci için öyle değil mi? Hepsi learnera gidiyor yani pre-service de işte iyi context kurarsak knowledgebasei iyi kurarsak öğretmen ne bilmeli öğrencisine faydası olur. Biz in-servicede burada işte bayağı dirsek çürütüyoruz. Neden? Sınıfta Hoca öğrencisini yakalasın. Bir öğrenci bile kaybetmesin. Learner çıktısı. (Ayla, I1)*

**54.** *Mutlaka doktoradan alacağım bir şey olacak. Ne bileyim sınıfımda daha bilinçli olacağım, bir şey yaptığımda. Sınıfımda fark ettiğim şeyleri belki bir araştırmaya dönüştüreceğim, daha guided bir şekilde hani götüreceğim bu süreçleri. Öğrencilerime daha faydalı olacak bana bir faydası olacak gibi geliyor. O yüzden içsel motivasyonla yapıyorum (Ayla, I1)*

**55.** *Evet öyle diyebiliriz öğrenci çıktısı kendi professional developmentları kendi wellbeingleri konusunda katkım olmuş olabilir. (Ayla, I2)*

**56.** *Aslında yayın yapabilirdim belki ama galiba paperlarımın yayın için çok iyi olmadığını düşündüm. Hiç gönderme planım olmadı yani bir journala Ya da onu hep tez sonrasına erteledim. (Ayla, I2)*

**57.** *Biraz ders projeleri de hani dürüstçe söylemek gerekirse günü kurtarmak için olabiliyor. Yani konuyu mesela daha iyi seçebilirmişim diyorsun ya da mesela elinde başka bir çalışmanın literature review oluyor, onun follow-upı gibi yapayım diyorsun. Doktora derslerinde yaptığım projeler her zaman böyle çok arkasında duracağın, benim için en azından öyle. Veya işte çok böyle inanarak bu konu çok önemli bir konu diye inanarak yaptığın şeyler olmayabiliyor. (Ayla, I2)*

**58.** *Ama doktora tezimden umutluyum açıkçası. Biraz da şeyim inanıyorum çok inanarak yaptım konuyu da çok inanarak seçtim. (Ayla, I2)*

**59.** *Tezim öyle. Herkes gibi tezin içinden makale çıkarmayı, onu belki yayın için göndermeyi işte sunumlar yapmayı falan tabii ki planlıyorum. (Ayla, I2)*

**60.** *Tezimden sonra hissedeceğim Evet benim alana bir katkım oldu diye. (Ayla, I2)*

**61.** *Tezden sonra bu personal interestlerim ile ilgili araştırmalar yapmayı planlıyorum daha çok. Eğer onlar hani iyi bir şey ortaya çıkarsa yayına layık olursa filan yine gönderilir. (Ayla, I2)*

**62.** *Research kesinlikle social practice Yani bu kolaboratif bir şey ama bunu Tabii sadece o Research yapan kişi bazında düşünmemek lazım Mesela participantın olmasa Research olur mu? context in olmasa learnerın olmasa research olur mu olmaz Çok fazla şey olan steak holderı olan bir süreç research Çok fazla dynamici olan bir sürec. Yani senin sorduğun sorulardan da gidersek hani çalıştığın okulun müdüründen tut da öğrenci anketi dolduran öğrenciler Hocama kadar veya o fikri o Research inspiration sana veren sınıftaki o dinamiğe kadar bir sürü faktör var…danışman hocanın önemli colleagueler önemli … Yani hem danışma anlamında hem işi birlikte götürme hem participant anlamında kesinlikle social ve kolaboratif bir process research. (Ayla, I2)*

**63.** *Hiçbir zaman bir kişi tek başına kalifiye olmuyor yani mesela qualitative bir şey yapıyorsun illa bir second codera ihtiyacın var yani teyit etmesi için. … SPSS, R, Excel grafiği nasıl yapacağım nereye tıklayacağım bazında birine danışma ihtiyacı hissediyorsun. Öğrenci olarak bir Research yapıyorsan hocanın Payı zaten yatsınamaz yani sadece işte verdiği feedback okuduğu yazdığın kısmında okuması şunu şöyle yap böyle yap demesi değil böyle down, roller coaster dedim ya down olduğunu anlar da seni böyle up-lift etmesi işte çok böyle take it easy olduğun anlar da sana Hadi bakayım birazcık demesi Danışman hocanın önemli. (Ayla, I2)*

**64.** *Yani galiba ben doktora yapıp bitirene kadar kendimi tam olarak bir Academic Researcher gibi görebiliyor muyum emin değilim. Nedir gerçi ne, what does it take? sorusu da geliyor aklıma Neden emin değilim Neyi yapıyorum da neyi yapmıyorum da emin değilim Onu da bilmiyorum ama galiba o Concept benim zihnimde Biraz daha büyük bir şey yani Akademik Researcher olmak ben oraya Hani layık mıyım oturuyor muyum oraya Ondan çok emin değilim Bilmiyorum ya ne olabilir bir Metafor Bir coat olabilir büyük bir coatu böyle mont-kaban üzerine giyersin seni korur seni güçlü gösterir böyle kalıplı güzel gösterir ama her zaman da üzerine oturmaz ya da mevsime uygun olmaz filan bazen Bilmiyorum galiba onun için Ya doğru Mevsimi doğru havayı beklemek lazım ya da üzerine tam oturanını bulmak lazım Academic Researcher olmayı biraz daha şey yani Evet aslında Academic Researcher değilim de diyemiyorum ama tam anlamıyla öyleyim de diyemiyorum galiba bunun için bitirmem lazım doktorayı. Bitirdiğimde belki daha emin diyebilirim bunu. Çünkü qualify etmiş yapmış olacaksın ve bu bir grup insan tarafından Onaylanmış olacak aslında bu cümleyle bu süreç boyunca da bir sürü Academic Research yapıyorsun yayın falan da yapıyorsun ama galiba onaylanana kadar yani Birisi ha bak montun güzelmiş kabanın üstüne tam oturmuş diyene kadar Biraz daha herhalde vakti var kendimi ya da öyle görmem için.. Kimisi doktoraya başladığı an kendini gerçekten akademik bir researcher olarak görebilir. Çünkü kabul edilmiştir yani. Ama benim için galiba öyle değil. (Ayla, I2)*

**Rıza: Turkish Quotations in his Story**

**1.***İlk böyle bir başvurma başvursam mı başvurmasam mı falan gibi olmuştu belki başvur hani görmelisin kabul edilip edilmeyeceğini O biraz böyle şey tam emin olmak istedi sanırım. Sonra başvurdu. Kabul aldı. (Rıza's Wife, I1)*

**2.***Doktora için zaten gönüllü ve istekliydi yüksek lisans yaptığında zaten bu işi sevdiğini daha çok özümsedi,anladı üniversitedeki yıllarına göre. (Rıza's Wife, I1)*

**3.***Bence doktoradaki en büyük motivasyonu onun o kendi istediği alanda özellikle istediği şekilde bir araştırma yapabilecek olmasıydı. çünkü araştırma yöntemlerine de çok önemser değer verir Onu ayrı bir alan olarak değerlendirir ve şey onun için bence kendisini geliştirecek olmasının yanı sıra daha çok araştırma yapıyor araştırma yapmayı seven birisi olması onu ona itti. (Rıza's Wife, I1)*

**4.***O işi yapmaya başladıktan sonra mesleki olarak gelişebileceğim her kararı belki kendimin veremeyeceğim ama en azından önemli kararları kendimin verebileceğim bir ortam olursa başım üstüne. ...Yani benim akademik bir personel olarak ve bir araştırmacı olarak gelişebileceğim gelişmeye devam edebileceğim bunu yaparken de yani yeni öğretmen adaylarına yardımcı olabileceğim bir ortam, bir üniversite ortamı olursa hani ben kurum adıyla esasında hiç ilgilenmiyorum özel, vakıf olması hiç fark etmez. Ama bana bunları vermesi lazım. Ha ben sadece şunu yapmam, doktora bitirdim artık öğretim üyesi olmam gerekiyor ya da o title çok seviyorum deyip hani anywhere or everywhere mantığıyla kesinlikle yaklaşmam. Hani bir şeyleri yapıyorken mutlu olmam lazım. (Rıza, I2)*

**5.***Yani sadece araştırmacı olma durumunda…daha çok böyle XXX çatısı altına giren alanlarda çalışacağım ama benim şöyle bir düşüncem var... hani researcher tarafımı böyle yayın yapma konferans sunma şeyini devam ettirmek isterim… Hani orada da o bilgiyi paylaşma ya da bir insanlarla bir araya gelip bilgi üretme. O benim çok hoşuma gidiyor. Dolayısıyla onu o pozisyondayken bile yapmak isterim (Rıza, I2)*

**6.***Tabii orada işte hani bir çocuk var artık…. Tabii ki burada bir aile işi mevzubahis ... Benim kariyerim için şuraya gidelim ve orada artık sen de kendine uygun bir şeyler yapmaya çalış… Yurtdışına gitmemiz demek onun yeni yetenekler geliştirmesi gerektiği anlamına gelecek. Hani bu konuda onun çok önemli bir söz hakkı olacak ...Post-doca hani gideyim de bir sene sonra*

*döneyim gibi değil. Post-doca ben aslında gidersem kalmaya da çalışırım gibi düşünüyorum. (Rıza, I2)*

**7.***Yaprak döker bir yanımız, bir yanımız bahar bahçe demiştim. (Rıza, follow up WhatsApp message for I2)*

**8.***Benim için pek çok sınırı astığım, yeni kimlikler inşa ettiğim bir süreçte hep var olan bir olgu oldu PhD süreci. Bu yüzden "yaprak döker bir yanımız, bir yanımız bahar bahçe" demek istiyorum. ... doktora boyunca bazı süreçlerin benim adıma çok olumlu geçmesine rağmen bazı süreçlerin beklediğim şekilde verimli olmamasına odaklanıyorum aslında ve mülakata da bahsettiğim gibi ben doktora çok isteyerek ve doğal bir sürecin devamı olarak aslında başladım ve bu süreç boyunca bu motivasyonu da bir sonucu olarak elimden gelenin en iyisini yapmaya çalıştım ama süreç boyunca geçmek zorunda kaldığım yeni sınırlar ve hali hazırda mevcut olan kimliklerin doğal bir sonucu olarak doktora benim için bir side hustle olarak kaldı. (Rıza, follow up WhatsApp message for I2)*

**9.***Ben bunun böyle olacağını biliyordum zaten bir tercih yaptım orada. Öğretmenliği önceye koydum. Oradaki yetenekleri önceye koydum. Onları benim için daha kritik öneme sahip olduğunu düşündüm. Ben orada bir tercih yaptım. Beklediğim bir şeydi bu. Ama tabii gönül isterdi ki bu doktora sürecini daha fazla okuyarak daha fazla araştırmaya gerçek manada dahil olarak yayın yapmayı imkanlarını daha fazla zorlayarak geçirebilseydim. Şimdi bunların bilincinde olup ya da bunları yapabileceğini düşünüp de bunları yapamamak da insanı ayrı bir üzüyor. (Rıza, I2)*

**10.** *Yani bu gerçekten çok zor full-time bir işe…hani gerçek manasıyla bunu yapabilmek…Türkiye standartlarında hepimiz yapabiliyoruz zaten yapabilecek insanlar olduğumuz için şu an mensubu olduğumuz kurumun mensubuyuz. Oralarda doktora adayıyız ama uluslararası standartlarda ya da iyi örnek olarak sunulabilecek standartlarda yapabilmek için evet yani ful-time*

*öğretmenlik yapayım arta kalan zamanında doktora yapayım bunun zamanında da sosyal hayatımı devam ettireyim. Bu ne yazık ki mümkün olmuyor. (Rıza, I2)*

**11.** *Tabi okuldaki çalışma hayatı ile onun yürütmesi onun için aslında birazcık stres kaynağı oluyor…Ona bilinçaltına aslında bir stres kaynağı oluyor… ya da böyle işte o da biraz çalışayım dediğinde çocuk kapıyı vurduğu zamanki o vicdan azabı onu biraz zorluyor. (Rıza's Wife, I1)*

**12.** *Rıza'ın genelde çalışma saatleri biraz daha geçe erteleniyor ister istemez. Genelde de gece çalışmak zorunda kalıyor. İşte 11'den sonra 10'dan sonra hani çalışabildiği kadar şeklinde, o şekilde zaman yaratıyor ya da okuldaki boş gününde eve gelmeyerek okulda o saatleri etkin değerlendirerek o şekilde aslında tamamlıyor çalışmalarını. Geniş bir süresi yok aslında.(Rıza's Wife, I1)*

**13.** *Zaten böyle Rıza bazen saldığı dönemler oluyor. İster istemez hepsinin yükü bir araya geldiğinde belli bir dönem salıyor. O dönemlerde muhakkak Kaan hoca ipleri ele alıyor. Ve şey, öyle hani. Biraz da ben Kaan hocayı mükemmeliyetçi buluyorum. Hani iyisi olsun, iyi olsun yapılmış işin en iyisi olması taraftarı. Ve o biraz bence Rıza'ın içinde bulunduğu süreçten doğru onun aslında tez sürecini doktora sürecini aslında biraz uzatıyor. Ama sonuçtan aslında ikisi de memnun olarak ayrılmış oluyor çünkü Rıza belki hem okul süreci hem doktora süreci sıkıştığı için belki bazı yapmak istediklerini bir yerde yorulduğu için yapmama kararı alabilir. Ama Kaan hoca ona müsaade etmiyor. O da o konuda destekleyici oluyor. Hani iyi bir iş çıkarması için, evet sürecin içinde bu biraz yorucu olabiliyor, bunaltıcı olabiliyor. Ama iş çıktığında ve bittiğinde en azından şey mutluluk duyuyor. Bunda tabi bunda Kaan hocanın da payı tabi ki büyük oluyor. (Rıza's Wife, I1)*

**14.** *Red University onun için çok kıymetli. Belki o yüzden burada yaşıyor bile olabiliriz. Red University burada olduğu için. (Rıza's Wife, I1)*

**15.** *Yüksek lisans öğrencisi olarak onları bildiğimi görmek bir hoca bilmezken o hoşuma gitmişti. Ve mutlu olmuştum bir Red University mensubu olduğum için. (Rıza, I2)*

**16.** *Araştırmacı olarak şöyle aslında belki aldığı eğitimden Red University'den kaynaklı olduğunu düşünüyorum çünkü ben de X üniversitesi, Y üniversitesini deneyimlediğim için onun biraz orada ayrıldığını görüyorum…bence bir fark yaratan bir yapısı var verdiği eğitimin diye düşünüyorum. (Rıza's Wife, I1)*

**17.** *Öyle bir toplulukta bulunmayı çok isterdim ve Red university de bence bunu yapabilecek insanlar var da Red university'de zaten bizim bölümün en önemli sorunlarından biri bu, dersime gireyim, çalışmamı yapayım, yayınlayayım önüme bakayım… Hani undergraduate e bir bak insanlar mezun olunca neler yapıyorlar, ne zorluklar yaşıyorlar, neyin faydasını görüyorlar. Buna göre programında mesela revizyonlar yap. … Ara sıra gitsinler hocalarla görüşsünler mezunları ile görüşsünler…Red university ELT konferansına bile bir kişi hariç kimse uğramıyor. (Rıza, I2)*

**18.** *Bence Red University'de ELT alanında böyle bir şey yapabilirdik. Ve öyle bir şey yapsaydık…Bence böyle çalışma grubu şeklinde de olmalı… böyle şeyler gerçekten çok kuvvetli. Avrupa'da Amerika'da çok fazla yapılıyor. Hatta böyle mentoring kapsamında falan da yapılıyor yani. Hocalar yeni araştırmacılarla buluşuyorlar ve bunu tamamen hani yani ücretsiz hiçbir şekilde kimseyle maddi bir menfaat beklemediği çerçevelerde yapıyorlar, öyle bir topluluk olsaydı çok şeye katılırdım. İstekli bir şekilde katılırdım. (Rıza, I2)*

**19.** *Research Social practice olmalı diyorum ama ne yazık ki benim için bu zamana kadar pek böyle değildi. (Rıza, I2)*

**20.** *Böyle bir şey eksikliğini hissettim. … Ben çünkü oradaki o collaborative süreçleri çok seviyorum ve çok fayda görebileceğime inanıyorum onlardan. Yani yaptığım her işte aslında istiyorum ki yanımda da biri olsun… Kendimi*

*mesela software trainer/Researcher olmaya ilgi duymaya başladıktan sonra işyerindeki yakın bir arkadaşımı da o alana doğru çekmeye çalıştım. Çünkü paslaşabileceğim yardımlaşabileceğim fikir alışverişinde bulunabileceğim birileri olsun istiyorum. (Rıza, I2)*

**21.** *Kalıcı zam yapılıyor hocaların maaşlarına ….Yani bir seferlik bir şey gibi değil bu hani maaşınızın bir parçası oluyor… Bu da şey yapabilir yani pek çok insanı motive etmiş olabilir aslında. (Rıza, I2)*

**22.** *ELT alanında doktora yapıyor olmam. Teacher education alanı ile ilgili çalışıyor olmam ilgileniyor olmam ve kişisel olarak da hani PDU nun iş tanımına uygun bir profil ortaya koyabileceğime dair düşünce. Bana bu üçü belirtilmişti…Red University'de doktora yapınca ELT'de doktora yapınca. (Rıza, I2)*

**23.** *İhtiyaç duyduğum her zaman etkileşime geçtim gerek yurt içindeki gerek yurt dışındaki insanlarla….Makale isteme gibi değil de…makalesinde bazı boyutları ilginç bulduğum tartışmak istediğim kişiler oldu. Şu an mesela en son işte tezimde de teorik çerçeveyi geliştirirken makalesinden etkilendiğim bir hoca vardı. Yazdım. …tartışmak istiyorum, konuşmak istiyorum. Hoşuma gitti çünkü fikri. Kendi fikirlerimden de bahsetmek istiyorum. (Rıza, I2)*

**24.** *Kendime bakışım diğer insanların bakışından ister istemez de etkileniyor. Şimdi, kurumda Red univesityde lisans, yüksek lisansın üstüne bir de doktora yapıyorsun. Hani bizim alan, uzmanlık alanı olarak değerlendiriliyor. ELT, hani ister istemez insanlar hep bir şeyleri bildiğini düşünüyorlar. Bu bilginden dolayı bu tecrübenden dolayı sana görevler veriyorlar. Sana danışmaya geliyorlar. Sen bu sefer kendine sormaya başlıyorsun. Neyi, gerçekten ne kadar biliyorum Ya da insanların düşündüğü kadar bir şeyler biliyor muyum diye. (Rıza, I2)*

**25.** *Ama ben hani dediğim gibi yani bir knowledge construction olarak bakıyorum tüm bu backgrounduma. Gerek burada öğretmen olarak elde ettiğim deneyimler gerek doktora programında öğrendiğim yeni şeyler, gerek oradaki tartışmalarımız gerek bu ikisinin arasında Araf dediğim yerde Bizim yaptığımız yine tartışmalar düşünmeler. Hepsi benim, şu an kimsem,* onu *oluşturdu. Ve Bence doktora özellikle alan bilgisi, bilgiyi özümseme anlamında benim için çok kıymetliydi. Yani hep bir şeyler öğrendim ama Hani sanki o zamana kadar öğrendiklerim ile yeni şeyler üretebilmeye. Hani orijinal fikirler düşünceler üretebilmeye başlama benim için doktorada oldu. O yüzden çok kıymetli benim için o dönem. Gerçekten Kendimi uzman gibi hissetmeye başladığım bir dönemdi. (Rıza, I2)*

**26.** *"hobi bahçeciligi" gibi düşündüm. Yapmak zorunda değilsin ancak yaparak hem kendine hem de başkalarına çok faydalı olabilirsin. Bir de tüketim toplumundan sıyrılıp üretici rolü elde edebilirsin. (Rıza, WhatsApp follow-up message for I2)*

**27.** *Bu anlamda baktığımda ben de araştırmacı kimliğimi kendi kendime yetebilme ve öğretmenlik uygulamaları anlamında kendi uygulamalarımı destekleyebilme açısından bir kolaylaştırıcı olarak görüyorum. Ama öğretim görevlisi pozisyonunun getirdiği öğretim yükümlülükleri ve benim idari görevimin getirdiği ek sorumluluklar göz önünde bulundurulunca hani işin bahçecilik kısmı benim için öncelik elde edemiyor. Ama yine de bunun çok önemli olduğunu, çok değerli olduğunu düşünüyorum ve araştırmacı kimliğimi de çok canlı tutmaya çalışıyorum. Benim düşüncelerim bu şekilde. Hani yine detaylarla ilgili sormak istediklerin olursa her zaman yardımcı olmaya çalışırım. (Rıza, WhatsApp follow-up message for I2)*

**28.** *Dediğim gibi kendime güveniyorum. Önemli yetkinliklerden bazılarına sahip olduğumu düşünüyorum ama hala gidecek çok yolumun olduğunu da düşünüyorum. Ama bu araştırmacı rolünün de yine bir ELT'de hayatımı kazandığım alanda araştırmacı rolümün olmasından dolayı da mutluyum*

*çünkü bilinçli bir şekilde kullanıyorum. Araştırmacı kimliğimi öğretmen kimliğimi desteklemesi için. (Rıza, I2)*

**29.** *İhtiyaç duyduğum her zaman etkileşime geçtim gerek yurt içindeki gerek yurt dışındaki insanlarla. Bir de ELT çok farklı tarafları olan…Bir tarafta scholar kanadı var. Bir de hani böyle practitioner kanadı var. Ben ikisiyle de ihtiyacım olan her zaman iletişime geçtim. (Rıza, I2)*

**30.** *İlk oluşmaya başlaması ama benim için en kritik noktalardan biri yeterlik sınavıdır. Doktora yeterlik sınavıdır. ... Hatta jüri üyelerinden birisi danışmanıma bir yorumda bulunmuş. ... Aslında ilk bu adım atıyorken öğretmenlik artı araştırma öğretmenlik önde araştırmayı tek başıma odaklanma dedim ki evet iyi ki böyle yapmışım. .. öğretmenlikle ilgili pek çok şeyi öğrenmiştim. Ama benimle ilgili hani akademik yönümle ilgili Türkiye'nin en iyi üniversitelerinde profesör olan bir hoca da böyle bir yorum da yapıyorsa demek ki ben araştırmacı kimliğimi de belirli bir noktaya kadar getirmişim dedim. Sadece araştırmacı olsaydım öğretmenlik tarafı boş kalacaktı. İyi yapmışım dedim. Hani o zaman gerçekten hani bir mensubu gibi değil de artık ELT dünyasında bir şeyleri yani konuşabilecek ya da konuşmaya muktedir biri olarak gördüm kendimi ilk kez.(Rıza, I2)*

**31.** *İşte TESOL Türkiye konferansları ve daha çok benim PDU kimliğimi ortaya çıkardı. Konferanslarda sunumumdan sonra da çok olumlu geri bildirimler aldım. İyi hissettiriyor kendine yani insanın yaptığınız şeylerin başkaları tarafından da takdir edildiğini görmek beni en çok memnun eden bu… evet yorulabilirsin bu iki işi birlikte götürmek senin için çok yorucu oldu ama hani hiçbir zaman vazgeçme bundan. Çünkü öğretmen olarak yaptıkların ya da çalıştığın okulda yaptıkların akademik olarak bir değer üretebiliyor hala. Bunu görmek beni çok mutlu etti yani çok yorucu oldu bu yolculuk benim için ama dediğim gibi çok da fayda sağladı yani. (Rıza, I2)*

**32.** *Ama Red university ELT etiketinin biraz farklı bir şeyi var. (Rıza, I2)*

**33.** *Onlara da yardımcı olduğu için hani o doktora süreci aslında iş arkadaşlıklarına da olumlu yansıyor. Çünkü onlar da Rıza'dan alabilecekleri şeyleri talep edip alabiliyorlar…Genelde analiz kısmından çok soruyorlar nasıl analizi yapacakları ya da araştırma yöntemlerinin doğru ilerleyip ilerlemediği. (Rıza's Wife, I1)*

**34.** *Bu doktora derslerinde yaptıklarımı yayına dönüştürme konusunda hep yine o zamanki ikilemi yaşadım. Daha iyisi ortaya koyabileceğinin farkındasın. Yani hep şöyle durdum. Bunu şöyle yaparım, üstüne bir de şunu eklerim gibi düşüncelerim oldu o yüzden. Ama o zaman kaldı. Hala da kaldı yani. Yayınlayabilirim. Aslında hepsi şu an hepsi yani bir makale modunda ama daha geliştirmek istiyorum. Doktoradan sonra yapabilirim.(Rıza, I2)*

**35.** *Şöyle yani biz de research evidence çok kuvvetli değil ELT alanda yani bu böyle yapılmalı diye bazı inanışlar gelişmiş ve yıllardır devam eden şeyler söz konusu. Ben aslında yer yer bu inanışları araştırmalarımda challenge etmeye çalışıyorum. Mesela bunu kurum içinde yaptım ve yeri geldiğinde kurum dışında da yapmaya çalışıyorum. (Rıza, I2)*

**36.** *Hani ben PDUcu olarak gözleme gidiyorum, orada çok görüyorum yani ben buradaki gördüklerimi, şeyimi de öyle oluşturuyorum aslında, konferanslardaki gündemlerimi de buna bakarak oluşturuyorum. Yani bu yüzden insanların faydasına oluyor. Niye? Çünkü insanların da farkında olmadıkları bazı şeyleri hatırlatıyorum aa gerçekten öyle dedirtebiliyorum. Gördüklerimi araştırma ile destekleyerek insanlara anlatma gibi bir şeyim var, gündemim var. Dolayısıyla ben hani biraz daha böyle practicelerimizin research-based olma anlamında aktif bir rol üstlenme niyetindeyim. (Rıza, I2)*

**37.** *Akademik bir sunum bile olsa ben odağımı her zaman implications üzerinde tutuyorum. Çünkü insanlar onu görmek istiyor. İyi güzel bunları bulmuşsun da bunlar bana nasıl yarar diye soruyor. Çünkü ilk ilk katıldığım oturumlarda*

*bana bunu doğrudan soran insanlar oldu. Ben ne yapabilirim? Tamam. Sonuçlar iyi güzel de ben nasıl kullanabilirim. (Rıza, I2)*

**38.** *Teacher education alanında çalışmaya başlayınca da en fazla dile getirilen problemlerden birinin meslekteki ilk yıllar ve orada yaşanan şok olduğunu gördüm. Dolayısıyla ben de böyle bir program geliştirmenin bu şoku ortadan kaldırma ve hem XXXXX faydalar, mesleki faydalar üretebileceğini düşündüm. Bu inançla başladım çalışmaya. (Rıza, I2)*

**39.** *O boşluğu ne kadar doldurabilirim? E bunu tabii ki tek başıma kesinlikle yapamam. Bunu benim gibi düşünen insanlarla birlikte yapabileceğim. Benim gibi düşünen fazlaca insan olduğunu da görüyorum, biliyorum. Dolayısıyla ben de o grubu bir parçası olacak olacak olmaktan dolayı çok mutluyum…Çünkü bu yola bunun için çıktım. Yani ikisini de birlikte götürüp bu kadar zahmete katlanmamın sebebi buydu. Hem öğretmenlik tarafını görmek istiyorum hem Research tarafında yetkin olmak istiyordum. (Rıza, I2)*

**40.** *Bence benim Teacher tarafım, researcher tarafımı çok destekliyor. Researcher kimliğim de benim Teacher kimliğimi çok destekliyor. Hani ikisinden birini ben tercih etmeyi kabul etmiyorum o yüzden. Çünkü diğeri hep var olacak benim için. En azından şu ana kadar hep öyleydi. Dolayısıyla ben kendimi teacher-researcher olarak görüyorum demek isterim….Hani doktora ile beraber artık böyle ikisi eşit düzeye gibi geldi ama şu an artık şey hissediyorum. Researcher artık teacherın ötesine geçiyor çünkü bundan 5 yıl sonra kariyer olarak hangisi daha yoğun göreceksin kendini diye sorarsan muhtemelen researcher çok daha ağır basacak. (Rıza, I2)*

**41.** *Bu zamana kadar araştırma yürütme anlamında pek çok şey öğrendim ama hala öğrenmeye devam ediyorum. Çok fazla, mesela araştırmacı kimliğimi ELT alanında çok fazla öne çıkarabildim mi? Çıkaramadım….ama orada öğrendiklerim şu an akademiden endüstriye geçiş anlamında bana yeni kariyer*

*opsiyonları açıyor. Bu anlamda da, hani pek çok şeyi iyi ki yapmışım dedim, diyorum. (Rıza, I2)*

**Tuba: Turkish Quotations in her Story**

***1.****Lisanstan beri, ilk Research dersini bence ondan almam, yani Researchle ben onunla tanıştım. Research dersinde karşılaştığımızda çok detaycı ve mükemmeliyetçi bir idi danışmanım X3 Hoca. Çok böyle ilgilenmişti, hadi poster sunum yap, Researchlerimizi filan sunmak konferansa gitmek hoşuma gitmeye başlamıştı. Biraz psikolojiye de ilgim var. O da onun alanı olunca yani hem ne bileyim çalışkanlığı, titizliği, mükemmeliyetçiliği ile birlikte. (Tuba, I2)*

***2.****O konferansa gidip hani poster yapıp, hani artık ufak ufak öğrenci olarak hani böyle başlayıp, hani ne bileyim Masterda daha çok konferansa tek tek gittiğim için sunum yapıp, artık hani camianın içinde gibi hissetmiştim…. hissettim ama başından beri sanki hani bir parçası gibi hissediyorum kendimi hani böyle küçüklüğümden beri. O student halimden beri de. .(Tuba, I2)*

***3.*** *Sanki Tuba hani başka bir şey hiç düşünmemiş gibi hani she was meant to be here yani aslında. Çünkü hani çok böyle arka arkaya yapmış… Tuba başka hiçbir şey düşünmemiş ki gerçekte hani şeyi buymuş hedefi hani akademi'de olmakmış (Tuba's Colleague, I1)*

***4.*** *Gece hastanede kalıp, sabah 7de işe gidiyordum. Yani böyle uyumadığım zamanları biliyorum. İşi de yapıyordum, akşam beşte eve geliyordum. Hem hastane, hem tez, hem o falan böyle çok karmakarışık bir dönem içerisindeydim. (Tuba, I1)*

***5.*** *Çok mutlu oldum, daha sonra hatta böyle mailleştik, hani çok çalışmak istediğini, tekrar başvurmam, lütfen haberleşelim seneye tekrar denemem gerektiğini konuştuk. (Tuba, I1)*

**6.** *O sırada ben Xa filan dilekçe yazdım işte Xin vefatından sonra bitirememe durumu olursa başıma böyle bir şey geldiğini. Ve şöyle bir şey oldu. Tuba bir daha hiçbir bursa başvurmayacaksın. Çünkü hayat böyle bir şey. Her an kendim de hasta olabilirim. (Tuba, I1)*

**7.** *Ama tabi siz planlar yaparken yaşamın getirdikleri bir yandan bu süreç yani bütün hayat planımı altüst etti. (Tuba, I1)*

**8.** *Maddiyattan ötürü. Asistanlık çıkmayınca, gidemeyince Türkiye'de doktoraya başladım. (Tuba, I2)*

**9.** *Artık biz lisansta .. biz akademisyen gibi yetiştiriliyoruz. O zaman da dedim ya İngiliz Dili edebiyatında bile paper sunmuşluğum, yazmışlığım aynı zamanda Research dersindeki şeyleri de sürekli bir yerde sundum…hani böyle hep akademisyen olacakmışız gibi. Hani çoğu hocamdan da o dönütü alıyordum, master'a devam etmeni istiyoruz diye. O yüzden de hani BA MA orada yapmışken artık hani aslında ben yurtdışına gidecektim ya bir noktada, hadi başlayalım burada bir dedik. Eee bildiğimiz yer. Hani buraya kadar aldık böyle gitsin dedik yani. (Tuba, I1)*

**10.** *Baktım Blue Universityde çalışıyorum aynı zamanda. Yani inanın vücudum acıyor. Yani böyle parmaklarım, gözlerim. Hafta sonu çalışıyorum, hafta içi uyumuyorum filan. Bir dönem dersleri aldım falan, yani Tuba böyle bir şey olamaz dedim. Burayı böyle bırakıp, bu kadar almışken bırakıp gidemezsin dedim. Ben orada bir vazgeçtim… Hani bu kadar uğraşıp burada, şey yapamazsın dedim…O yüzden Türkiye'de doktoraya devam ettim.(Tuba, I1)*

**11.** *Şu an artık- bilmiyorum… Plan yapmayı sevmiyorum özellikle bu hastalık mevzularından, hastalıktan beri. Post-doc yapmayı isterim. Ama hayat şartları izin verir mi bilmem. (Tuba, I1)*

***12.*** *Ne olursa onu yaparım ama hayallerimde post doc yapmak var sırf X country ya gideyim de bu konuyu seçtim. X country 'da yaşamak istiyorum 1 sene falan. Ha bu 6 ay olur, 9 ay olur, 12 ay olur izin verirler mi bilmiyorum. Bittikten sonra işte burs falan başvurup Postdoc a gitmek istiyorum yalan yok. (Tuba, I1)*

***13.*** *Postdoc a gidip gelsem de böyle daha keyfi yayın yaparak burada teachinge devam etmek şu anki planım Red University'nin içerisinde. Ama böyle ne bileyim Visiting Scholar olabilir arada gidip gelmek, konferanslara gidip gelmek, daha böyle keyfi. Şu an için Fakülteye geçmeyi falan düşünmüyorum. Zaten ELT düşünmüyorum. Ben ELTden çok çıktım. (Tuba, I1)*

***14.*** *Bir de yaptığım iş gereği şu an öğrenci profiline daha uygun …. Ben onlara seçmeli ders falan açabilirim Işte leadership bilmem ne falan lisanslara. Sosyoloji psikoloji daha çok onları sevdiğim için şu anda bulunduğum pozisyon aslında doktora tezime çok daha uyumlu. (Tuba, I1)*

***15.*** *olabilir postdoc a gidip gelsem de böyle daha keyfi yayın yaparak burada teachinge devam etmek şu anki planım Red üniversitesinin içerisinde. Ama böyle ne bileyim Visiting Scholar olabilir arada gidip gelmek, konferanslara gidip gelmek, daha böyle keyfi…. postdoc bile yapmam, ben size söyleyeyim, her şeyi bırakabilirim ya. Yani sadece teaching de yapabilirim. Böyle de iyi, ben bisikletime binmek, artık koşmak, yürümek istiyorum. Yürümeyi falan çok seviyorum. Yani böyle hafta sonumu geri istiyorum. (Tuba, I1)*

***16.*** *rollercoaster: I have been thrown around, and sometimes it feels like I am going to fall out but I am still here and loving the ride. Through all of twists and turns, I have been try, trying to hold tight and keep the end goal in mind and never give up. rollercoaster ride diyebilirsin. roller coaster inisli cikisli, bazen duscek gibi. (Tuba, follow up message for I2)*

***17.*** *Support mekanizması olarak aslında bir mekanizmam yoktu yani böyle hani herhangi bir ne bileyim duygusal ya da maddi anlamda bir desteğim yoktu. Zaten maddi olarak bir şeyim olmadığı için aslında çalışmak zorundaydım yani (Tuba, I1)*

***18.*** *Yani çok challenging bir süreçti. ... Yani çok zorlayıcı olan ne diyebiliriz buna? Zorlayıcı. Beni benden alan. (Tuba, I2) (Tuba, I2)*

***19.*** *Derse izin gitmeme izin vermiş olabilir ama ... Çok yoğun bir iş yeriydi. Üç dönemdi, yaz da çalışıyordum, yaz mesaisi filan vardı, dediğim gibi cumartesi de çalıştım. (Tuba, I1)*

***20.*** *ep önceliğimi oraya vermek durumundaydım. O işler bitmek durumundaydı. Öğle arası, hocam öğle arası çalışır mı bir insan ya? ... Yani öğle arası çalışıp, ödev teslimi biraz daha yapayım, bilgisayara bir şey oldu mu sinirlerim tepeme çıkıyordu. Yani çok böyle öfkeleniyordum falan. (Tuba, I1)*

***21.*** *Ya Perşembe günü yeterliliğe gireceğim, Salı akşamı 9 da sınav görevi olabilir mi bir insanın, 9'da çıktım. Hiç unutmam sinirlenerek ofise geldim, kitapları fırlattım… Diyorum ki başka birini bulamaz mısınız yerime, ben sonra yapayım? Yerine birini bulamadım. Nasıl bulamadın yerime birini?(Tuba, I1)*

***22.*** *Yöneticimiz mesela çok destekti böyle şey veri toplama konusunda falan, hani bu konuda hep destek oluyordu. Bence bu hani bizim gibi özellikle yoğun çalışılan kurumlarda hani bir çalışanın yani böyle hem researcher hem teaching rolü olan kişilerin herhalde karşılaşabileceği en iyi şeylerden biri. (Tuba's Colleague, I1)*

***23.*** *Dolayısıyla onlara çok ilgim olmuyordu, yani zaten ben bunun çok ötesinde bir şeyler yapıyorum. Ama yine de böyle hıhı falan yapıyorum ama hani bir şey diyorum, Hocam ama öyle değil böyle, bu sefer şey oluyor ben büyüklenmeci*

*bir moddayım da sanki, ukala davranıyorum da, bunların yaptığı işleri beğenmiyorum da falan, ben artık susuyordum zaten, yani konuşmak istemiyordum silent kalmaya çalışıyordum, çünkü yanlış anlaşılıyordu bu durum. (Tuba, I1)*

***24.*** *Ya bilmiyorum yani böyle bir şeydiler, yani ben hem onu yapıyorum, hem onu yapıyorum hem bunu yapıyorum. Bazı insanlar bu durumdan çok hoşlanmıyor da gibi de geliyor bana. (Tuba, I1)*

***25.*** *Ondan mıdır nedir mesela Koordinatör …, yani ama işte herkes doktora yapıyora getiriyor. Ya tamam da sen Orange Üniversitesi'nde doktora yapıyorsun. Ya aynı yerde miyiz? Ondan sonra işte böyle giriyorlar yeterlilikleri hemen geçiyorlar falan. Ya benim yeterlilikle senin yeterlilik aynı şey değil, ama bunu da diyemiyorsunuz bir yandan. Bu sefer derseniz, ukala kendini beğenmiş falan olacaktım. (Tuba, I1)*

***26.*** *Değiştiremem, ben seni bu kura yazdım, bu saatten sonra değiştiremeyiz. Bunlar program değiştirince sıkıntı oluyor. Falan bir sürü, bir türlü anlaşamıyoruz. (Tuba, I1)*

***27.*** *Bölümdeki Asistanları arar, asistanlardan şu işi yapan arkadaşlarım olanlar olurdu. Arardım program belli mi? Olmadıysa arardım, mail yazardım program belli olmuş mu? Bölüm Başkanı hocaya, program belli mi? Blue University program soruyor falan filan. XXXXXXX o yüzden, sonra buna Red University alıştı, programı önceden belirlemeye başladı. Bu arada yani başka bir çarem yoktu, ne yapabilirim. (Tuba, I1)*

***28.*** *Başka çünkü çarem yoktu. Artık insanları topluyordum. Sen de alacak mısın bu dersi…Yani böyle sürekli ne yapayım artık. Hani biraz organizasyon skillerim, şeyim yüksek, o yüzden böyle Blue universityle Red universityi ayarlıyordum bir şekilde. (Tuba, I1)*

***29.*** *Ders bulamıyorduk, dilekçeler. Yani o kadar çok dilekçe ile uğraştım ki size anlatamam. ..., orayı burayı arıyorduk falan filan .... Dolayısıyla tez danışmanım olduğu için aldığım iki ana dersi benim için çalışma alanlarımı, daha ayarlamak kolay oluyordu. (Tuba, I1)*

**30.** *Ya bir gün artık demişim ki, .. Hocam en son ne zaman olur? Arkadaşlarım kahkaha attılar. Yani artık diyorlar ki Ne zaman olur? ... Sürekli bana bir şey ertelettiriyordu herkes. XXXXXXXX Çünkü yetişmiyor. Yetişmiyor ya. (Tuba, I1)*

***31.*** *Bölüm Başkanım curriculumla bir ofise geçmeni istiyorum. Ama ofiste çalışmaya geçmedim çünkü Researchü de devam ettirmek istediğim için bir yandan artık bu öğrendiklerini daha çok bizle paylaşmanı istiyoruz gibi böyle çok çok çağrıldım bir koordinatörlük açıldığında. (Tuba, I1)*

***32.*** *9-10 saat kafadan literatür yazdığımız yeterliliğe girenlerdenim ben. İnterneti kapattıkları. Yani böyle insani olmayan koşullarda ... Hatırla, yani böyle kafadan bildiğiniz ezberledik yani böyle kafadan şurda şunun da şu dediği gibi bunun da bu dediği gibi yani hani böyle yazdık. (Tuba, I1)*

***33.*** *Tuba de mesela participant ararken çok çok yoruldu. Çünkü bu konuyu çalışmak istedi hani çok çalışılmamış bir konuydu hani bu yeni bir şey yapmak istedi. (Tuba's Colleague, I1)*

***34.*** *Data sitelara mail atıyorum herkes beni reddediyor… Mesajlarıma kimse cevap atmıyor. Kendi arkadaşlarıma …söylüyorum. Benimle alay ediyorlar, bu tezi yapamazsın, imkanı yok, sana kim kayıt versin. (Tuba, I1)*

***35.*** *Sonra proposal sunduk bir data sitela ile anlaştık gibi oldu. Sonra onlar bana cevap vermediler, bu arkadaşımın işiydi, arkadaşımla falan aram bozuldu. Ondan sonra onlarla anlaşamadık. (Tuba, I1)*

***36.*** *Bir sürü yani 20 üzeri belki data sitedan red yedim. Bu arada. Bulamıyoruz bir türlü. En son işte bir yerlere anlaştık. Biraz da hocamın da tez danışmanımın da şeyiyle aracılığıyla gibi oldu.(Tuba, I1)*

***37.*** *Şu an tezime çok odaklandığımı söyleyemem. Tipik iş günüm şu an teaching ile uğraşıyorum. ... Tezle ilgilendiğimi açıkçası söyleyemeyeceğim. (Tuba, I1)*

***38.*** *Süre için konuşacak olursak belki de doktora çalışmalarını kolay devam ettirebilmek için belki de ihtiyacı olan şey bu değildi… çok iyi bir şey olmasına rağmen, hani Red University'ye çok gelmek istiyordu..geldi ama ... İkisini devam ettirmek belki bir tık zor oldu yani eminim ki yani öyle oldu… Evet hani ekstra bir iş yükü ile geldi. Dolayısıyla hani çalışmalarına aksatan bir unsur olarak da hani kabul edilebilir . (Tuba's Colleague, I1)*

***39.*** *Teze çok bir şey yapamıyorum açık konuşayım hani tez çok uzayacak gibi geliyor ve bu da beni strese sokuyor. (Tuba, I1)*

***40.*** *Teaching ile uğraşıyorum diyebilirim. Yeni olduğum için de kültürü anlamlandırmaya çalışıyorum. ... aynı anda tez de var da teze bir şey yapamıyorum ki veriyi aldım dolaba koydum. Ne okuma yapıyorum ne de analiz yapıyorum bu aralar… çünkü buradaki öğrenci profilim de biraz demanding. Yani sürekli böyle bir ders hazırlamacalar bilmem ne… böyle geçiyor günler. Tez bilmiyorum. Tez bu yıl bitmeyecek. Seneye kadar falan kalacak. (Tuba, I1)*

***41.*** *Yani burada gerçek bir iş var, teaching ile ilgili yapması gerekenler. .... bu bağlamda bir sacrifice etmek zorunda kalıyor öyle aynı zamanını, yani enerjisine de aynı zamanda hem vakit hem enerji olarak evet bir bölünmek durumda olduğunu görüyorum. Ya ikisi birlikte gitmiyor yani çünkü çok zor. (Tuba's Colleague, I1)*

**42.** *Bazen research bazen teaching çok yük gibi geliyor. Bazen şey oluyor. Oraya yetiştirmem gereken birşey varsa, TİK zamanı teaching yük geliyor. Teaching zamanı bazen research yük geliyor. Bazen denge şaşıyor. Bazen devam etmek istiyorum bazen istemiyorum gibi oluyor. (Tuba, I2).*

**43.** *Yani ben kimim derseniz Teachingi her daim öne aldım. Çünkü karşımda benden dönüt bekleyen, yani öğrenmesi gereken, parayı oradan kazanıyorum hocam, yapacak bir şey yok. Ama aynı zamanda aynı ağırlığı oraya da vermeye çalıştığım için tükendim. 30'larımdayım ama 20'lere ne oldu bilmiyorum açıkçası. (Tuba, I1)*

**44.** *Bazen okumadan gittiğim zamanlar oluyordu ve Discussionlara katılamıyordum çünkü Blue University'un en yoğun olduğu dönemler oluyordu. Işte öğrenci raporları yazılacak, Notlar girilecek Sisteme, Sınav var O hafta ... Bazen böyle catch-up edemiyordum. Yani dediğim gibi okumadığım zamanlar okuyamadım Zamanlarda oluyordu çünkü artık akıl Sağlığım yerinde kalmayacaktı yani Hepsini bir arada yapmaya çalışırken. (Tuba, I1)*

**45.** *Yani çok mesela böyle bu aralar yine geldi o bi. Gidiyor sonra bir dönem, bir bazen çok depresif oluyorum. Bu bu ikisi oluyor. Ne olacak bu Research? Tuba bu yaz da gitti. Gitti. O transkriptler nasıl bitecek Tuba? ... böyle Teaching Research, ya X bu ikisi gitmiyor ya Ne yapsak? (Tuba, I1)*

**46.** *Ne bileyim güvendiğinden Yani ben burada seminer oluyordu Red Univeristy'de yapılan bir şey bunun organizasyonuna ben de geliyordum Blue Univeristy'dan. Yani hani Panel destek ekibiyim. Hayır, o güvenmesi inanması çok güzel bir şey, hani o var. Öyle bir hani şey anlamda bir destek var, hani yoruluyorsun biliyorum ama hani öyle olacak, yani ileride daha da güzel olacak. O benim hani bir yandan Researchü de sevdiğim için Hani Researcher kimliğim olduğunu bildiği Için onu da bir yandan destekliyor. (Tuba, I1)*

***47.*** *Işte bir şeyin chapter yazılacak Hoca diyor ki Tuba şuna chapter sen de yazar mısın? Geçen sene bir, Haziran'da bir chapter yazdık, işte coursebook çıkacak. (Tuba, I1)*

***48.*** *Banu hoca adını hep duyuyorum. Hani Banu hocanın böyle bir yine bir destek figürü olarak hani böyle tanımlayabilirim belki. Banu hocaya Ne diyeceğim, Banu hoca şimdi benden şunu isteyecek gibi cümleleri Hani biliyorum yani.... hani orada bir danışman var ve hani bir şekilde hani yani şey iletişim halindeler ve hani Tuba yalnız başına değil gibi. ..hatta şeyleri biliyorum daha böyle personel levelda hani konuşmalarının. O şekilde hani ne derler toplanmalarının konuşmalarının, zaman zaman ona destek olduğunu, hani dediğim gibi hani böyle işte akademik bir tarafa hani nasılsın iyi misin diyebilecek hani bir danışmanın olduğunu biliyorum yani. (Tuba's Colleague, I1)*

***49.*** *Oradaki arkadaşlarım da hani doktoradan yakın arkadaşlarım. Onlarla da hani çalışmamın üzerine de konuşabiliyorum. Onlar da bana yardımcı oluyor. Ben de onlara yardımcı oluyorum. Birbirimize destek halinde gidiyoruz. Destek aldığım ve verdiğim bir grup. ... Formal bir araştırma grubuydu bölümde…Peer support. Onun haricinde şey de hani halka da biraz açmak, community academiye de açılmaktı hani. Hep yıllardır istediği bir şeydi hocanın. Kitlelere ulaşması ve birbirimize de destek oluyoruz. (Tuba, I2)*

***50.*** *Postdoc da düşündüm işte Research grubunun mesela bir üyesi olduğum için belki bilmiyorum çevremde asistanlarla çok takıldım, Research tarafım da baskın. (Tuba, I1)*

***51.*** *Asistanlar da arkadaşım olduğu için benim, ya işte orada benim daha çok bir çatışma oluyor. Ben onlarla oturduğumda Research konuşuyorum, şöyle yapacağız böyle yapacağız, hayal kuruyoruz, işte ne bileyim, ben işte X countrye postdoca gidersem, X işte X countrye giderse, biz de orada bir X*

*country bir gezeceğiz geleceğiz, ben ne kadar Red Univeristy'e döneceksem de. Hep böyle onun hayali var. (Tuba, I1)*

**52.** *E yazalım, birlikte yapıyoruz, bazen biz iki kütüphane yapıyoruz falan böyle çalışıyoruz falan. Onlarla mesela kütüphaneye gidiyorum. ... Çalışırdık çalışırdık akşama kadar Işte ne bileyim oradan Xe geçerdik yemeğimizi yerdik,...Onlar benim için çok büyük bir destek, özellikle şu an X ile acayip, işte birlikte makale yazıyoruz ediyoruz. (Tuba, I1)*

**53.** *Dediğim gibi akşam geliyordum, Asistan arkadaşım benim evde kalıyordu. O Sabahtan çalışmış ben gelene kadar yemek yiyoruz. Çünkü artık hani birisi yanımda olsun uyumayayım diye, tabii 11'e kadar çalışıyoruz falan onunla. Kütüphaneye gidiyoruz, kütüphaneden eve geliyoruz. Kabus gibiydi ya. Yemin ediyorum kabus gibiydi.. (Tuba, I1)*

**54.** *Ofis arkadaşlarım Blue Univeristy''da çok eğlenceliydi. Mesela Cuma günleri onlarla tiyatroya falan giderdik hepsi/yoksa kafam dağılmazdı. Çok eğlenceli bir, Ofiste çok eğleniyordum orada. (Tuba, I1)*

**55.** *Öğle molasında daha çok arkadaşlarla sosyalleşmeye çalışıyordum. Sosyalleşme ama en sevdiğim şey öğle molası. Çünkü yemek yediğim hani değişik yemek yediğim ve sosyalleştiğim. (Tuba, I1)*

**56.** *Mesela ben kütüphanede ders çalışırken hiç unutmam çorba getirdi, arabada çorba içtim. Ay hiç unutmam yani, hani ders çalışırken hani yemeğimi sağlığımı düşünen arkadaşlarım vardı Kimisi bazen bırak dedi. ... Hani buna değmez filan diye, hani çünkü çok zorlandım. Yani hafta sonu hafta içi. Dediğim gibi çok çatışmalar yaşadım. (Tuba, I1)*

**57.** *Bu çok değişik bir şey yani hem orada olmak, hem orada olmak. Ya bu kadar yorulmak. Uykusuz kalmak, geceleri uyumamak. Yani hafta sonundan feragat etmek. .. arkadaşlık ilişkilerimde bozulanlar oldu. Dediler ki hep senin*

*istediğin zamanda buluşuyoruz çünkü sen hep yoğunsun… böyle soğuyan, biten arkadaşlıklarım oldu. (Tuba, I1)*

***58.*** *Ya yoğunum da yoğunum, yoğunum da yoğunum. Bir süre sonra … bir grup arkadaşım gitti artık sana da senin yoğunluğuna da başlarız modundaydılar yani hani böyle. (Tuba, I1)*

***59.*** *Ev arkadaşım ya da yakın arkadaşlıklarım da işte sen bizimle Tuba eğlenmeye gelmiyorsun. Yani o Asistandı mesela ev arkadaşım benim, farklı alandan, ikinci ev arkadaşım, asla anlamıyordu. O sabah 10'da gidebiliyordu işe. Ya anlayamazdı. Kağıt okunacak, Grading yapılacak, ders hazırlanacak. Bir de ben böyle hiç, ders de iyi geçsin istiyorum yani. Hani çok zordu yani. (Tuba, I1)*

***60.*** *Biz teachinge sınıfa girerken asistanlar falan ders çalışıyor ofislerinde. Ben arıyorum, o tez, tezlerini kontrol etmiş, ders çalışıyor oluyor. Ben ne yapıyorsun diyorum Cuma günü o şeyi, ben Action Research yapıyorum, onu yapmazsam dersteyim, dersten çıkmışım ders hazırlayacağım…Ya aynı şey mi bilgisayar karşısında Excel doldurmakla? Onların işi de çok zor. Ben onların işini yapamam, Asistan da benim işim yapamaz yani sınıfa girdiğinde. (Tuba, I1)*

***61.*** *Şey gibi geliyor gibi bazen hani teachingi şey diye sunuyor muyum diye hani bahane gibi öyle düşünüyorlar mı acaba diye düşünüyorum. Ama anlamlandırabiliyorlar mı çok emin değilim, whether they make sense of what we are doing here. I am not sure. Ya hiç emin değilim…Acaba çok anlamlandırabiliyorlar mı? Bölümlerdeki o diğer şeylerde sanki asistanları doktoralı öğretim üyesi olacak da ben Öğretim görevlisiyim ya. Orada ne noktadalar, ondan çok emin olamıyorum. (Tuba, I1)*

***62.*** *Şimdi Xda var mesela bir arkadaşım, onunla da çok telefonlaşıyoruz. O da mesela Hem Hoca Hem biz de doktora yapıyor. O daha çok anlıyor tabi,*

*asistanlara göre daha çok anlıyor. Onlar teachingin bu kadar bir şey olduğunu pek fazla anlayamıyorlar. Hatta Hocalar bölümde de anlayamıyorlar bazen. Hani sonuçta bu senin sorumluluğun diyor. Bunu yaptın, aldın. Bazen onun anlaşılmadığını hissediyorum. (Tuba, I1)*

**63.** *Ya işte asistanlarla takılmam da o Research şeyimi daha çok hani o kısmında vardı. Hocalarla da takılıyordum. Orada işte ben kimdim? Asistanlar da takılınca evet Research yapacağız, bunu da yayın da yapmalıyız. Hocalarla takılınca amaaan beyaa, değer mi? Yani ben böyle aynı hafta içinde iki kişi oluyordum ve ne yaptığımı bilmiyordum, sürekli bir gel-git halindeydim. Ya ben kimim? Bu çok fazla oluyordu ve hala oluyor inanın. Yani bu bilmiyorum ne zaman bitecek? Tez bitince bitecek mi bilmiyorum işte. (Tuba, I1)*

**64.** *Mesela ben doktoradan önce dansa gidiyordum, 1 yıl falan Dans ettim, salsa yaptım, doktora başlayınca onu falan bıraktım. Olmuyor. (Tuba, I1)*

**65.** *Kendime zaman bulmakta zorlanıyorum. Bulduğumda da kafam rahat etmiyor sürekli rahat oturamıyorum. (Tuba, I2)*

**66.** *Bitiyordu ya 5de mesai. Bazen Blue university'da kalıyordum 23.30 kadar gece. Taksiyle eve git, aracım da yoktu. .... ofis arkadaşlarım derdi ki, .. Tuba sen yine mi uyumadın? Yani hayır Tuba nasıl uyusun?...Verdiğim taksi paralarına mı yanayım? Veri toplarken verdiğim paralara mı yanayım ? Maddi manevi gidenlere mi yanayım, karşılaştığım Challangeları nasıl anlatayım? (Tuba, I1)*

**67.** *Akşam işte eve geliyordum bazen bir saat uyuyordum bazen uyumuyordum, Önce bir uyuyordum mesela, öyle bir alışkanlığım vardı ama şu an yok. .. Kalkıyordum. Oturuyordum başına işte yemek yedim. Hatta bazen yemek yapmayı zaman kaybı olarak düşünüp yemek çok dışarıdan söylüyordum falan çok şu an ülser hastasıyım. .. 10 ile bir 2 arası bir uyumam gerekiyor. Işte özellikle çok yoğun bir dönem ise gece kalkıyordum ... Işte sabaha kadar*

*çalışıyordum. Bazen tekrar yatıyordum, tekrar kalkıyordum falan böyle uyku düzenim saçma sapan bir şey. (Tuba, I1)*

***68.*** *Haftaiçi uyumadım. (Tuba, I1)*

***69.*** *Mide ağrılarım tekrardan gelmeye başladı bu süreçte…rolümün bu dual identitymin maalesef bence bunda çok katkısı büyük, dışarıdan ye ye derken, sivilceler o falan, gitti. (Tuba, I1)*

***70.*** *Çok zordu. Çok streslendiğim, öfkelendiğim zamanlar çok fazla oldu. Ağladığım, bırakmak istediğim. Yani artık yeter dediğim. Neden kendine bunu yapıyorsun dediğim. En son işte ülser falan da patlak verince ... Neden bunu yapıyorsun kendine dediğim çok zaman oldu. Yani hani böyle insanların sizi anlamadığı, ... hani hep yoğunsunuz kafası. Hafta sonu, hafta içi artık yani. ... hafta sonu uykularımı geri istiyorum. Ufak ufak yer yer hani depresyonik dönemler oluyor böyle hani modum çok düşüyor. Bu da biraz sanırım çalışmaktan bir yere kadar güç alabilirsiniz hayatta. Her zaman değil. Bitsin istiyorum da açıkçası bir an önce. (Tuba, I2)*

***71.*** *Orada da bazen bu sefer yersiz öfkelenmelerim oluyordu sınıfta. Yani bu sınıfa yansıyordu, yalan söyleyemeyeceğim. Daha bir de gençtim…. Ya bu sefer bu benim aslında kişisel tercihim, niye oraya yansıtıyorsun ki? Bunu söyleyebilirim, yansıyabiliyordu teachingime, yalan yok. (Tuba, I1)*

***72.*** *Tuba'nın öyle bir kimliği var hani çok böyle detaycı, bazen mesela ben diyorum hani buna mesela çok fazla vakit harcıyorsun diyorum, hani teaching hani şeyine. Mesela hani şunu kullansan falan diyorum, o hayır kendi materyallerini hazırlayacak, kendisi onunla uğraşacak ve mesela böyle birkaç gün hiç researchü ile ilgili hiçbir şey yapmadığını biliyorum mesela. (Tuba's Colleague, I1)*

***73.*** *Oldukça sabırlı, çok mükemmeliyetçi, detaycı yani çok fedakar, gereksiz, yani çok caring, hani facilitator, caring. Detaycı yani öğrenmeleri için çok öğrencilerle uğraşan biri. (Tuba, I2)*

***74.*** *Genelde işte tek bir 15 tatilde falan sadece çalıştığım zamanlar tatildi. Bir de onun haricinde ara tatillerimde filan hep ödev yaptım. Yani nereye hemen basıp da SSCIyı falan gönderiyorsun yani sadece ben requirementlarını dersini yapıp, birazcık da sunum yaptım. Bir süre sonra onu bile şey yaptım. Sunumları bile bıraktım. (Tuba, I2)*

***75.*** *Belki teaching olmasa inanın çok daha ben yayın çıkarır çok daha şey işler. yapardım gibi. Çünkü kendimi yetkin hissediyorum ama yani okumaya yapmaya vakit ... nerede ya, nerede? (Tuba, I1)*

***76.*** *Artık çok yoğunum yani yapacak halim dermanım da yok. Elimde bir sürü paperlar duruyor… Duruyor…. En azından sunum olur yani. Publish, benim için publish şey böyle çok high quality yaparsam. Yoksa ödevlerini falan basıp duruyorlar. X country dergisi bilmem ne, Journal of bilmem ne. Öyle hani ben çok yapmıyorum hani az olsun güzel olsun hani modundayım ve o yüzden göndermiyorum onları yani. Basmama şeyim bu yoğunlukta oldu yani SSCI'lı basmak istiyorum… yani hani artık vaktim yok ve seçici olmak zorundayım. Artık üşeniyorum da. Göndermiyorum hiçbir konferansa uğraşmadım yani. (Tuba, I2)*

***77.*** *Çok değerli buluyorum çalışmalarımı….. hepsini ben genelde hani çok very first contributions to the literature oluyor. Ve ben hani şey, hani SSCI'lı basacaksam basarım. Onun haricinde basımı yok. Proceedings filan artık hiç doktorada yapmıyorum onları. Masterda yapıyordum da. Tercih etmiyorum. SSCI'ya evet henüz tam böyle çevirmedim yani. (Tuba, I2)*

***78.*** *Böyle bazen Teachingimde de çok beklenti oluyor gittiğim, çalıştığım kurumlarda da yani Blue Universityde de öyle idi, bir research bir şey*

*olacaksa, bu sefer öne şey yapmak istiyorlar, aslında bu da yoruyor beni bunu..Beklenti yüksek oluyor kurumsal olarak. Tabii araştırma bilmem ne olacaksa falan işte ben bir araştırma yaptığımda, çok daha büyük bir beklenti oluyor…Yoruyor baskı. Baskı yoruyor. İnanın burada... Action Research yaptık ama … Red Univeristyde doktora yani … yani böyle bir şey hissediyorum, yani sanki farklı bir şey bekliyorlar gibi benden gibi, bak burada da öyle oldu mesela bu yeni iş yerimde. Ya ben mi hissediyorum kuruyorum diyeceğim ama yok sizden beklediğim gibi diyor. Yani benden ne bekliyorsun? (Tuba, I1)*

***79.*** *Bazen bunu çok düşünüyorum neden yapıyorsun bunu diyorum. Ya neden? Yani bu çok değişik bir şey yani hem orada olmak, hem orada olmak. Ya bu kadar yorulmak. Uykusuz kalmak, geceleri uyumamak. Yani hafta sonundan feragat etmek. (Tuba, I1)*

***80.*** *Yani yapacağımı bitireceğimi şey yapıyorum düşünüyorum ama bazen şey oluyor, çünkü … midede bir şey çıkarsa böyle devam edersem. Değecek mi? Hani çok düşündüm yalan yok. Bazen dedim ki Teachingi mi bıraksam istifa mı etsem diyorum. Bazen diyorum researchü mü ama ikisi bir arada gitmiyor. (Tuba, I1)*

***81.*** *Yani hani bir yandan artık bulunduğum pozisyon gereği, lisans hocasıyım yani bunu bitirmem lazım. Hani karşımdaki profilde de demanding hani baktıkları bir şey. Yarın bir gün belli olmaz belki Red Universityde çalışmak için doktora şartı diyecekler. (Tuba, I1)*

***82.*** *Ama yapmış olmak için işte bir yerin müdürü olayım, PDU trainerı olayım, yok ya, yok ya gerek yok. TESOL ile şey yap git yani hani. Bunlara gerek yok. Doktorayı bazen teaching için şey sanıyorlar öyle bir şey değil bizim buradaki doktora. Hani biraz akademisyen yetiştiren bir tavrı da var. (Tuba, I1)*

**İpek: Turkish Quotations in her Story**

***1.****Araştırmaya çok hevesli… Tabii ki yani sürekli böyle yeni konferans nerede var nasıl kendimi geliştirebilirim ne yapabilirim sürekli ...ya sonuçta hani 20-25 yıllık öğretmen. Aslında birçok şeyi ezbere de yapabilir yani gözü kapalı sınıfa girer ders verir falan filan ama yani bunu tercih etmeyip güzel güzel emek vererek... (İpek's Husband, I1)*

***2.****İpek'in zaten en büyük şeyi de hani motivasyonu da ben hani burada bir şeyler yapayım, bir fark yaratayım vesaire, insanları da biraz ateşliyim vesaire gibi bir kafası da vardı. (İpek's Husband, I1)*

***3.****Çok seviyor şeyi öğretmenliği yani sanki bu iş için doğmuş gibi yani bir de Öğretmeyi severek yaptığı çok belli yani bu da her yere yansıyor. Bazen overdose oluyoruz ama çok öğretmenlik dinlemekten falan ama yapacak bir şey yok artık ona. (İpek's Husband, I1)*

***4.****Sanki Avustralya'ya ya da işte uzak bir yere uçak yolculuğu gibiydi diyebilirim. Yani tabii uçağa binerken çok heyecanlısın, neler yaşayacağından habersizsin, yaşayacağın zorluklardan. Çünkü müthiş bir heyecan var. Yol boyunca sıkılacaağından, zaman zaman ... Yani o baştaki heyecan kimi zaman zorluğa dönüşse de uçak indiği zaman gördüğün yepyeni yer, işte uçak yolculuğunun sana kazandırdığı deneyimler. (İpek, follow-up WhatsApp Voice message for I2)*

***5.****Bulabildiği her zaman da yapıyordu yani öyle belli bir zamanı yoktu da yani mesela bir yemeğini yer. Yemekten önce çalışır, ondan sonra yemekten sonra çalışır yani sürekli çünkü hani ders planı yapacak, doktora ile ilgilenecek. (İpek's Husband, I1)*

***6.****Hani bazen danışmanınız bazı şeylere hani hâkim olmasını beklerken hâkim olamıyor mesela. İşte biraz da alt üst ilişkisi gibi herhalde böyle bir*

*askeriyede de olur ya. Aslında sen bilirsin bir şeyi ama ona söyleyemezsin sonunda o yanlış şeyi ortaya çıkarır ama sen uğraştığınla kalırsın yani bazı işler daha hızlı olacakken daha yavaş devam edebiliyor anladığım kadarıyla. (İpek's Husband, I1)*

***7.****Çünkü sürekli hani bir çalışan bir anne görüyor dersleri ile çok yani İşini iyi yapan iş için uğraşan birini görmesi çok güzel bir örnek oldu bence ve tüm aile de ayrıca bir gurur duyuyor. (İpek's Husband, I1)*

***8.****Ama rahatlama en yoğun hissettiğim duyguydu. Hep yapmam/yetiştirmem gereken birşeylerin sonuna gelmiş olma duygusu. Ama in a nutshell, the end of an era. Çok ezildik o suçluluk duygusu altında ama tabii bu biraz da mükemmeliyetçilikten de kaynaklanıyor sanki. (İpek, WhatsApp written message).*

***9.****Lunapark gibi. Bindiğin her yeni oyuncak, yaptığın yeni research hepsi sana farklı heyecanlar, farklı eğlenceler, farklı öğretiler getiriyor…biraz oyun gibiydi oyun arkadaşım da olduğu için. (İpek, follow-up WhatsApp message for I2)*

**Ceren: Turkish Quotations in her Story**

***1.*** *Ceren bugün profesör olsa dahi ya ben ünvanımı aldım deyip kenara çekilecek insan değil. (Ceren's Husband, I1)*

***2.*** *Çünkü makaleyi, projeyi, işte tezi 1 sene 2 sene gecikmeli bitirmeniz çok size belki bir şey kaybettirmeyebilir hayatta ama çocuklarınızdan işte özellikle çocukluk çağlarında çaldığınız bir iki senenin telafisi yok, onlar bir daha geri gelmiyor. Yani ünvanı siz iki sene geç de alabilirsiniz ama çocuk dediğim gibi çocuklarınızdan ailenizden çaldığınız zaman bir daha geri gelmiyor, geri dönüş yok. İste o noktalarda o fedakarlığı yapmak çok kolay değil, kadın için çok daha zor özellikle. (Ceren's Husband, I1)*

3. *Zaman zaman o feedbacki güzel bir şekilde alsa da hocasından bazı zamanlarda O rotasını kaybettiği yolunu kaybetti zamanlar oldu. Yani her zaman hocasının yönlendirmesi ile hareket etmedi, kendi çok çabasıyla, kendi gayretiyle bir şeyleri tamamladı. (Ceren's Husband, I1)*

4. *Her ne kadar o seviyeye gelen birisi belirli bir bilgi donanımına sahip olsa da o daha tecrübeli birilerinin ışık tutmasına, yol göstermesini ihtiyaç duyuyor, yönlendirmesine ihtiyaç duyuyor...Hocasından istediği geri dönüşleri alamadı bazen veya zamanında alamadı, o zamanlar da ister istemez strese girdi, motivasyonu bozuldu, kendi başına çabaladığı için doğru mu doğru ya da yanlış yapıp yapamadığım kararını veremedi. (Ceren's Husband, I1)*

5. *Birçok şeyi kendi tek tek başına yaptığı için bocaladı ama o dönemde birçok şeyi bence kendisi öğrendi zorla. Hani kendi tırmalayarak bir yerlere geldi veya başardı. (Ceren's Husband, I1)*

6. *Şu anda bile yani doktorası bitmiş olmasına rağmen bir doktor ünvanı almış olmasına rağmen yapamadığı bazı şeyler veya planladığı, istediği ama daha belki zamanı gelmediği için elde edemediği şeylerden dolayı zaman zaman o mutsuzluğu yaşayabiliyor. (Ceren's Husband, I1)*

7. *Kendi şu anki kurumunda birçok aktiviteye katılıyor, oradaki birimlerde görev alıyor, birimlerin gelişmesi için materyaller hazırlıyor, bunları paylaşıyor diğer meslektaşlarıyla… eğer vakti varsa, zaman ayırabilecekse, kendi akademik işlerine engel olmayacak … hakikaten mesleki hem kendi mesleki gelişimine hem belki öğrencilerin veya diğer meslektaşlarının gelişimine katkı sağlayabilecek çalışmalarsa o şeyi desteği vermeye çalışıyor her zaman (Ceren's Husband, I1)*

## F. LIST OF CODES USED IN THE STUDY

### BECOMING AN ACADEMIC RESEARCHER TEACHER PURSUING PHD

#### 1. PHD PHASES

**Pre-PhD**
- Research Practices in BA
- Research Practices Prior to PhD
  - Conference Presentations/Proceedings
  - Journal Articles

**Motivations/Application**
- Professional Development (PD)
- Personal Traits/Question Posing
- Career Opportunities
- Limited PD Opportunities in the Work Setting
- Personal or Collective Agentic Purposes
- Contribution to self-development/teaching setting/the ELT field
- Familiarity with PhD setting

**Courses**
- Type
  - Compulsory
  - Elective
- Content/Purpose
  - Teaching & Learning Focused
  - Linguistics Focused
  - Research Focused

**Qualifying Exam**
- Anxiety
- Readings
- Exam Format
- Time management

**Dissertation**
- Supervision
- TAC meetings & members
- Research Design
- Data Analysis Software/Method
- Flexible Time
- Lack of Quality Time for Writing

**Future Orientations**
- Teaching Practices
  - ESL
  - EAP
  - ELT
  - Professional Development Unit
- Research Practices
  - Teaching/Learning Focused
  - Non-ELT Related
  - Post-Doc

#### 2. CHALLENGES

**Getting Permission from the Institution**

**Taking Courses**
- Interest
- Schedule
- Compulsory
- Elective

**Arranging Schedules**

**Conducting Studies**
- Dissertation Topic
- Data Analysis Method
- Finding Participants
- Collecting Data
- Analyzing Data
- Writing
- Getting Feedback
- Dissemination of Findings
- Publication
- Supervision

**Commuting**

**Money/Financial Support**

**Health & Wellbeing**
- Unhealthy Food
- No time for Eating
- Lots of Coffee
- Less Sleep
- Illness
- Loss of a Beloved One
- Pandemic Outbreak

**Perfectionism**

**Personal/Professional Image**

**Expectations of Others**
**Multiple Roles & Practices**
- Social/Personal Roles
  - Mother
  - Father
  - Wife
  - Husband
  - Daughter
  - Friend
  - Sister(-in-law)
  - Caregiver
- Professional Roles
  - Teacher
  - Administration
  - PDU Member/Head
  - PhD Student
  - Researcher

**Hybrid PhD Mode**
- On & off campus

**Contexts**
- PhD Context
  - Courses
  - TAC Meetings
  - Library
- Work Setting
  - Classroom
  - Data Collection Site
  - PDU Activities
  - Meetings
- Home
- Conferences
- Countries
  - Türkiye

**People / Relationships**
- Family Members
- Friends
- Administration
- Colleagues
- Students
- Administration
- Professors
- Supervisor
- TAC Members
- PhD Peers

**Time**
- Teaching Hours / Workload
- PhD Related Studies / Readings & Assignments
- Deadlines
- Conducting Studies
- Holidays/Weekends
- Lack of Personal Time

## 3. OPPORTUNITIES & SUPPORT MECHANISMS

**People**
- Friends/Family
- Colleagues
- Babysitter
- Co-researcher(s)
- Friends/Family
- Colleagues
- Students
- Administration
- Critical Friends
- PhD Peers in the PhD Setting
- Research Assistants
- Professors
- Supervisor
- TAC Members
- Academia
- Network
- Research Group
- Myself
- Psychiatrist

**Contexts**
- Home
- Classroom
- Work Setting
- PhD Setting
- Social Media/Online Platforms

**Facilities**
- Library Resources

**Money**
- Salary
- Funding
- Scholarship

**Teaching Experience & Network**
- Linking Theory & Practice
- Finding Research Topics
- Finding Participants
- Finding Data Collection Site
- Collecting Data

## 4. COPING MECHANISMS

**Quitting**

- Sleep
- Healthy Food
- Hobbies
- Social Life
- Friendship
- Quality
- Publishing
- Conference Presentation /Participation
- Public Transport
- Personal Time

**Agency & Resilience**

- Focusing on what has been achieved
- Focusing on contribution made
- Focusing on what has been sacrificed
- Focusing on what is awaiting after PhD
- Hope & Wellbeing
- Seeking Support
- Time Management
- Prioritizing
- Planning
- Multiple Role Management
  - Intersectionality
    - Teaching & Research
    - Teacher & Student Role
    - Friendship & Research
    - Meetings & Socializing
  - Compartmentalizing Roles
  - Motherhood
  - Fatherhood
  - PhD Student
  - Researcher
  - Teacher
  - Administrative Role

## 5. CONTEXTS/SPACES

- Countries
  - Türkiye
  - European Countries
  - United States of America
- Social Media/Online Platforms
- Non-Academic Settings (cafes, cinema, etc.)
- Higher Education in Türkiye
  - Red University
  - ELT Programs
  - Preparatory Schools
- Conferences
- Classroom
- Work Settings
- Home
- Data Collection Sites
- Library
- PhD Settings
- On-/Off Campus
- TAC Meetings

## 6. EMOTIONS

**Mixed/Neutral**

- Not sure about
  - How I am perceived by the professors when I talk about my teaching relates responsibilities
  - How the professors position the EFL instructors pursuing PhD compared to the research assistants
  - Future career path
- Challenged

**When Challenged/Failed**

- Stressed
- Fear of Failure
- Loneliness/Feeling Isolated
- Self-/Other Blame
- Angry
- Anxious
- Furious
- Being Immobile
- Being in a Rush
- Perceived as Know-it-all
- Mentally and Physically Tired
- In Pain
- Stuck
- Insecure
- Guilty
- Inclined to Drop
- Suffering
- Being Always Preoccupied with Projects and Assignments
- Regretful
- Not Being able to Catch Up
- Depressed

- Panicked
- Want to Forget
- Self-pity
- Crying
- Felt like a nightmare
- Financially, physically, psychologically, mentally challenging
- Disappointed
- Pressured
- Down
- Not Satisfied
- Not Happy
- Questioning Life

**When Supported/Succeeded**

- Hopeful
- Proud
- Sense of Achievement
- Job Satisfaction
- Qualified
- Feeling Valued
- Confident
- Perceived as a Knowledgeable Person
- Belonging
- Relieved
- Free
- Safe
- Pleased
- Never Regretting
- Curious
- Enthusiastic
- Having Fun
- Happy
- Feeling Appreciated
- Motivated
- A Rewarding Experience
- Feeling resourceful for the work setting

## 7. BENEFITS/GAINS

**Dr Title**

**Being Acknowledged & Recognized**

**Knowledge & Skills**

- More Knowledgeable about Theory
- More Informed about the Literature
- Research Skills
- Time Management Skills
- Planning Skills
- Perseverance
- Resilience
- Coping Mechanisms
- Interpersonal Communication Skills

**Networking**

**Cooperation for Research**

**Financial Gains**

**Further Career Opportunities**

- Position
  - Post-doc Fellowship
  - Assistant Professorship
    - in ELT Faculty
    - in Current Work Setting
- Teaching
  - ESL
  - EAP
  - ESP/Elective Courses
  - ELT
  - Data Analysis Software
- Research
  - Personal Interest
  - On Teaching & Learning
  - On non-ELT Topics /Settings
    - On Discourse
    - On Big Data

## 8. METAPHORS FOR OVERALL PHD STORY

Rollercoaster

"One side of us is falling leaves, one side of us is spring, garden"

A long-distance flight to Australia or somewhere far

Circus player

## 9. METAPHORS FOR JOURNEY OF BECOMING AN ACADEMIC RESEARCHER

A large coat, not always fitting your size or suitable for the season

Hobby Gardening

Marathon
Amusement Park
Someone who is sweeping the floor
while it's raining

**CODES USED IN THE STUDY (Continued)**

**PERFORMING AS AN ACADEMIC RESEARCHER TEACHER**

**1. INTERPLAY BETWEEN TEACHING AND RESEARCH**

- Integrated
  - Research into Teaching
  - Teaching into Research
  - PDU Activities
- Compartmentalized
  - Teaching
    - ESL
    - EAP
    - ESP
    - ELT
    - For Tests
  - Research
    - Personal Interest
    - Discourse Studies
    - Human Resources
    - Business Management
    - Data Analysis Models
    - Data Analysis Software
    - Trainer

**2. KNOWLEDGE & SKILLS**

- Knowledge about Theory
- Knowledge about Practice
- Knowledge about the Interplay between Theory and Practice
- Information about the Literature
- Research Skills
  - Finding a Gap
  - Designing Studies
  - Conducting Studies
  - Collecting Data
  - Analyzing Data
  - Writing Articles
  - Presenting Studies
- Time Management Skills
- Planning Skills
- Perseverance
- Resilience
- Coping Mechanisms
- Networking
- Interpersonal Communication Skills

**3. DISSEMINATION**

- Publishing
- Presenting
- Reviewing
- Feedback Provider
- Contacting People in the Academia
- Research Group

# G. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER

ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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Sayı: 28620816 /249

10 Mayıs 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

**Sayın Doç.Dr. Hale Işık GÜLER**

Danışmanlığını yaptığınız **Fatma Tanrıverdi KÖKSAL'ın "(Re) Constroction of Identities during the PhD Journey: A Multi-Case Study of Turkish EFL Insructors"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **237-ODTÜ-2019** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

[redacted]
Prof. Dr. Tülin GENÇÖZ
Başkan

Prof. Dr. Tolga CAN
Üye [redacted]

Doç.Dr. Pınar KAYGAN
Üye [redacted]

Dr. Öğr. Üyesi Ali Emre TURGUT
Üye [redacted]

Dr. Öğr. Üyesi Şerife SEVİNÇ
Üye [redacted]

Dr. Öğr. Üyesi Müge GÜNDÜZ
Üye [redacted]

Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL
Üye [redacted]

## H. CURRICULUM VITAE

### PERSONAL INFORMATION

Surname, Name: Tanrıverdi Köksal, Fatma

Nationality: Turkish (TC)

Place of Birth: [redacted]

Email: [redacted]

### EDUCATION

| Degree | Institution | Graduation |
|---|---|---|
| PhD | Middle East Technical University, *English Language Teaching* | 2023 |
| MA | Bilkent University, *Teaching English as a Foreign Language* | 2013 |
| BA | Hacettepe University, *American Culture and Literature* | 2004 |
| High School | Atatürk Anadolu High School, Zonguldak | 1999 |

### FOREIGN LANGUAGES

English (C1), German (A2)

### RESEARCH INTERESTS

Teacher research, identity, teachers' professional development, CA and discourse analysis, testing speaking and writing, 21st century skills

## WORK EXPERIENCE

| Year | Place | Enrollment |
|---|---|---|
| 2021-Present | Middle East Technical University, Department of Modern Languages | Lecturer |
| 2018-2021 | Social Sciences University of Ankara, School of Foreign Languages | Lecturer |
| 2011-2018 | Zonguldak Bülent Ecevit University, School of Foreign Languages | Lecturer |
| 2011-2011 | Türkali Primary School, Zonguldak | English Teacher |
| 2004-2011 | Anadolu University, School of Foreign Languages | Lecturer |

## CERTIFICATES

**2018,** SSUA TAP-Social Sciences University of Ankara, Testing and Assessment Program (Module One: Fundamentals, Module Two: Item-Writing, and Module Three: Statistical Analyses)

**2018,** Introduction to Academic Management Course, Social Sciences University of Ankara

**2017,** SLTEP, Sabancı University, School of Languages, Trainer Education Program

**2004,** English Language Teaching Certificate, Hacettepe University, Faculty of Education

## PUBLICATIONS

### Articles

Tanrıverdi-Köksal, F. & Ortaçtepe, D. (2017). Raters' knowledge of students' proficiency levels as a source of measurement error in oral assessments, *Hacettepe University Journal of Education, 32*(3), 581-599.

### MA Thesis

Tanrıverdi-Köksal, F. (2013). *The effect of raters' prior knowledge of students' proficiency levels on their assessment during oral interviews* [Unpublished master's thesis]. Bilkent University.

### Conference Presentations

Tanrıverdi-Köksal, F. (2022, June 17). *Students' course evaluation with regard to its effectiveness in their development of 21st century skills* [Conference session]. 14th METU ELT Convention, Ankara.

Tanrıverdi-Köksal, F. (2019, May 24*). English proficiency exams (EPE): The door from preparatory schools to departments* [Conference session]. Current practices and the future of quality in EAP & ESP, IATEFL ESP SIG TEDU 2019, Ankara .

Tanrıverdi-Köksal, F. (2017, Sept. 10). *Attitudes towards non-native Turkish accent and different languages* [Conference session]. SCOFOLA17' Fostering 21st Century Skills in Language Studies, Bülent Ecevit University, Zonguldak.

Tanrıverdi-Köksal, F. (2017, Sept. 10). *What does the concept of "21st century skills" mean to us?* [Conference session]. SCOFOLA17' Fostering 21st Century Skills in Language Studies, Bülent Ecevit University, Zonguldak.

Tanrıverdi-Köksal, F. & Daloğlu, A. (2017, May 19). *Explicit instruction of paragraph writing to practice the writing strategy of organizing ideas* [Conference session]. GlobELT 2017, İzmir.

Tanrıverdi-Köksal, F. (2016, June 17). *Standardization for the scores assigned and the proficiency levels perceived* [Conference session[. 14th International Bilkent University, School of English Language

Conference, Classroom Assessment: Bridging Teaching, Learning and Assessment, Ankara.

Tanrıverdi-Köksal, F. & Daloğlu, A. (2016, June 01). *An adult learning model for the professional development of language instructors at a state university* [Conference session]. EJER 3rd International Eurasian Educational Research Congress, Muğla Sıtkı Koçman University, Muğla.

Tanrıverdi-Köksal, F. (2015, June 04). *Getting familiar with EAP: An ARC (Academic reading course) design* [In-service training-Workshop]. Bülent Ecevit University, School of Foreign Languages, Zonguldak.

Tanrıverdi-Köksal, F. (2013, Sept. 10). *Teaching speaking, writing and vocabulary* [Pre-service training-workshop]. Turkish Fulbright Commission, ETA Orientation, Ankara.

Tanrıverdi-Köksal, F. (2013, Sept. 09). *Being an English instructor in Türkiye, classroom management, qualities of a good teacher, motivation and dealing with difficult learners* [Pre-service training-workshop]. Turkish Fulbright Commission, ETA Orientation, Ankara.

Tanrıverdi-Köksal, F. (2013, May 17). *Assessing L2 speaking and standardization in assessing L2 speaking* [In-service training-workshop]. Bülent Ecevit University, SFL, Zonguldak.

Tanrıverdi-Köksal, F. (2013, March 20). *Rater effects in oral interviews* [Conference session]. TESOL Graduate Student Forum, Dallas, Texas, U.S.A.

# I. TURKISH SUMMARY / TÜRKÇE ÖZET

## 1. GİRİŞ

### 1.1. Çalışmanın Önemi

Yapılandırmacı yaklaşıma göre, öğretmenler sadece bilgi tüketicisi değil, aynı zamanda bilgi yaratıcısıdır ve öğrenmeyi kolaylaştırmak ve profesyonel olarak gelişmek için kendi sınıflarında veya kendi okullarında araştırma yapmaya teşvik edilirler. Bununla birlikte, öğretmen eğitimine eleştirel ve sosyopolitik yaklaşım, yansıtıcı öğretim modelini sınırlayıcı olarak algılamakta ve öğretmenleri öğretimin politik ve etik boyutları gibi daha geniş kritik boyutlarında bir etkiye sahip olmaları için güçlendirmediğini öne sürmektedir (Abednia, 2012). Öğretmen araştırmacı hareketiyle, öğretmenler değişim aktörleri olarak görülmeye (Van der Heijden vd., 2015) ve araştırmalarıyla "bireysel sınıflarının ötesine uzanan eğitim bilgisi inşa edebilecekleri" (Fecho ve Allen, 2011, aktaran Taylor, 2017, s. 24) için "alanda uzman olarak konumlandırılmaya" (Gray, 2013, s. 34) başlamışlardır.

Değişim aktörleri olarak hizmet verebilmek için öğretmenlerin belirli niteliklere sahip olması gerekmektedir. Doktora derecesine sahip olmak öğretmenlik mesleği için bir zorunluluk olmadığından, doktora yapma kararı, alanda uzman olarak tanınmak gibi getirebileceği faydalara rağmen öğretmenlerin genellikle izlediği yaygın bir yol değildir (Pennington, 1992'den aktaran Barduhn ve Johnson, 2009).

Türkiye'deki üniversitelerde çalışan İngiliz Dili Öğretim Görevlilerinin (İDÖ) başlıca mesleki gelişim faaliyetlerinden biri olan araştırma faaliyetleri için eylem araştırması, keşifsel uygulama ve uygulayıcı araştırması gibi çeşitli terimler kullanılmaktadır. Öğretmenler ve ikinci dil edinimi araştırmaları arasındaki uçurumun öğretmenlerin sınıf içi araştırma yapmaya teşvik edilerek kapatılması

gerektiğini öne süren bir çağrı yapılmaktadır (Block, 2000; Spada ve Lightbown, 2022).

Türkiye'de zorunlu olmamasına rağmen İDÖ'lerin doktora yapma istekleri genellikle yöneticiler tarafından hoş karşılanmamakta, idari izne tabi tutulmaktadır ve Türkiye'de İngiliz Dili Öğretimi alanında doktora derecesine sahip olan veya doktora yapan İDÖ sayısı çok azdır.

Cochran-Smith ve Lytle'ın (2009) belirttiği gibi, İDÖ'lerin sınırları aşmaları hem doktora yapıp hem de tam zamanlı dil eğitmeni olarak çalışmaları, "diyalektik/ikili çalışmaları" (s. 87) profesyonel kimliklerinde ve çevreleriyle ilişkilerinde gerilimler yaratabilir. Kimlikteki değişimleri gösteren araştırmalarda bile, öğretmenlerin araştırmacı öğretmen kimliklerini nasıl inşa ettiklerine ya da öğretmen eğitimcilerinin bu inşayı nasıl destekleyebileceklerine henüz dikkat çekilmemiştir. (Taylor, 2017, s. 18). Yapılan önceki çalışmalar, kimlik gelişiminde etkili olan daha karmaşık sistemleri kapsama açısından sınırlı olduğundan, bu konuda daha fazla çalışma yapılmalıdır.

Gelecekte çok fazla kariyer avantajı olmamasına rağmen, İDÖ'lerin araştırma katılımlarını araştırmak ve anlamak, dil öğretmenlerinin profesyonel kimlik inşasına ışık tutabilir ve doktora yapmayı planlayan İDÖ'ler için değerli bilgiler sunabilir. Bu eğitmenlerin akademik araştırmacı öğretmenler (*İngilizcesi Academic Researcher Identity ve kısaltması ART olan bu profesyonel kimliğin sanat ve sanat eserini de çağrıştırması sebebiyle Türkçe'de de ART olarak kullanılacaktır*) olarak teori ve pratik arasındaki boşluğu ne ölçüde doldurabildiklerinin araştırılması, dil okulları, eğitim/üniversite temelli araştırmacılar ve politika yapıcılar gibi tüm paydaşlara önemli geri bildirimler sağlayacaktır.

### 1.2. Çalışmanın Amacı ve Araştırma Soruları

Bu anlatı çalışması, İDÖ'lerin doktora yolculukları sırasında birden fazla rol üstlenerek ART olmaları tecrübelerini incelemeyi amaçlamaktadır. Çalışma özellikle beş İDÖ'nün, bir üniversite hazırlık okulunda tam zamanlı öğretmen olmak ve doktora yapmakla ilgili uygulamaları, inançları ve çoklu rol geçişi gerektiren "ikili çalışma" ve ART olma tecrübelerinde karşılaştıkları fırsatlar ve zorluklara odaklanmaktadır. Özellikle anlatı sorgulaması yoluyla nitel bir tasarımın ve meta teorik analitik bir çerçevenin benimsenmesi, özellikle "öğretim-araştırma" sınır geçişini, yani ART olarak çalışmayı gerektiren Türkiye bağlamında İDÖ'lerin çoklu rol yönetimi deneyimlerine kapsamlı bir bakış sunabilir.

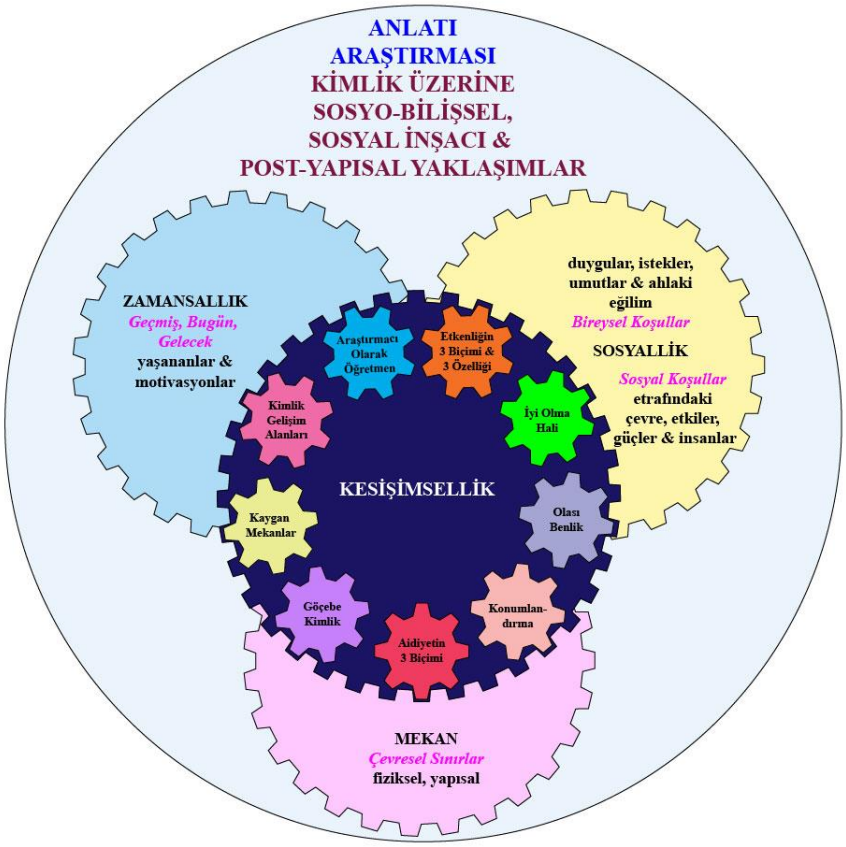
Bu çalışmada aşağıdaki sorulara cevap bulmak amaçlanmaktadır:

1. Doktora sırasında birden fazla mesleki, sosyal ve eğitimsel rol üstlenirken 'akademik araştırmacı öğretmen olma' (ART) *deneyiminin doğası* nedir?
    a. EFL eğitmenlerini doktoraya başlamaya, devam etmeye ve tamamlamaya iten *istek faktörleri* ve *ideal/umulan (olası) benlikler* nelerdir?
    b. İDÖ'lerin doktora süresince çoklu rol yönetimi ve eylemlilikleri için zamansal, sosyal ve mekânla ilgili ne gibi *zorluklar, faydalar ve destek sistemleri* mevcuttur?
    c. Öğretmen kimliği ve araştırmacı kimliği arasındaki *karşılıklı ilişki*, İDO'lerin doktora sırasındaki çoklu rol geçişlerine nasıl yansımaktadır?
    d. Mevcut *kimlik alanları*, İDÖ'lerin ART kimlik gelişimini nasıl engellemekte veya gelişimine nasıl katkı sunmaktadır?

## 2. Literatür İncelemesi

### 2.1. Kimlik Üzerine Perspektiflerin Teorik İncelenmesi

Bu tez çalışmasında araştırılan konu için önceki çerçeveler, teoriler ve kimlik, roller, etkenlik, mekân, konumlandırma gibi terim ve teorilerinin kavramsallaştırılmaları üzerine inşa edilen ve büyük ölçüde bu tezin veri setinden beslenen yeni bir kesişimsel meta-teorik çerçeve geliştirilmiştir. Şekil 1, benimsenen bu yeni çerçevenin karmaşık ve kompleks yapısını göstermektedir.




**Şekil 1** *Mevcut Anlatı Araştırmasına Yön Veren Meta-teorik Çerçeve*

Görüldüğü üzere, çeşitli bağlamlarda farklı roller üstlenen İDÖ'lerin ART kimlik inşası ve doktora deneyimlerinde kesişen birçok teori, yapı ve kavram bulunmaktadır. Sosyo-bilişsel, sosyal inşacı ve post-yapısal yaklaşımları içeren bu meta-teorik çerçeve, anlatının üç yönü, yani zamansallık, toplumsallık ve mekan (Connelly ve Clandinin, 2006) unsurlarını göz önünde bulundurmaktadır.

Ayrıca geliştirilen analitik çerçeve şu kavram ve teorileri içermektedir: kesişimsellik (intersectionality) (Crenshaw, 1989); bireysel, vekâleten ve kolektif olmak üzere üç etkenlik (agency) biçimi ve bireylere rehberlik eden öngörü, öz tepkisellik ve öz yansıtıcılık olmak üzere üç etkenlik özelliği (Bandura, 2000); keşif, deney, doğrula(n)ma ve onayla(n)ma boyutunda dört kimlik gelişim alanları/mekanları (Seemiller ve Priest, 2015); göçebe (nomad) kimlik ve kaygan/pürüssüz (smooth) mekanlar (Deleuze ve Guattari, 1987); olası benlik (Markus ve Nurius, 1986); konumlandırma teorisi (Davies ve Harre, 1990); üç aidiyet biçimi olan bağlılık, hayal gücü ve uyum (Wenger, 2000); iyi olma hali ve araştırmacı olarak öğretmen.

Bu kavram ve teorilerin, öğretmen kimliği ile öğretmen etkenliği ve duyguları arasındaki bağlantı hala inceleme altındadır ve öğretmenlerin kasıtlı seçimlerini etkileyen etkileşimli güçleri ve bu seçimlerin öğretmenlerin kimlikleri ve sınıf uygulamaları üzerindeki etkisini araştırmak için daha fazla çalışma yapılması gerekmektedir.

## 2.2.Öğretmen Kimliği

Dönüştürücü entelektüeller olarak öğretmenler eleştirel düşünebilir ve eğitim felsefelerini daha geniş toplumsal meselelerle birleştirebilir; aynı zamanda bir değişim aktörü/etkeni (*agent*) olarak hizmet edebilen düşünür ve araştırmacıdırlar (Kumaravadivelu, 2003). Öğretmen kimliği üzerine yapılan çalışmalar, öğretmenlerin kimliklerini oluşturdukları sosyal ve kurumsal ortamları, bu ortamların getirdiği baskıları ve bunların öğretmenler üzerindeki etkilerini tasvir edebilmelidir (Varghese vd., 2005). Profesyonel kimlik inşası süreklilik arz eder, öğretmenlerin kurumsal bağlamlarında konumlanmaları için bir katalizör görevi görür (James-Wilson, 2001) ve kişisel, profesyonel ve durumsal unsurlar arasındaki rekabetçi ve çatışmalı etkileşimleri içerir (Day vd., 2007; Goodnough, 2010). Son zamanlarda öğretmenlerin kimlik inşası sürecini ve bunu çevreleyen faktörlerin etkilerini araştırmaya yönelik bir ilgi söz konusudur (örn., Barkhuizen, 2017; Norton ve Early, 2011). Türkiye'de

öğretmen kimliğini inceleyen az sayıdaki araştırma çoğunlukla uygulama, yansıtma, motivasyon ve kültür bilgisine yöneliktir (örn., Aslan, 2016; Güngör, 2017; Taşdemir, 2016).

### 2.2.1.Araştırmacı Olarak Öğretmen

Araştırmacı olarak öğretmen üzerine literatür, öğretmenlerin kendi sınıf eylemlerini incelemek için yaptıkları araştırma uygulamalarına yer vermektedir (Burns, 2017). Örneğin Goodnough (2010), ekolojik bir bakış açısını benimseyerek ve katılım, uyum ve hayal gücü gibi farklı aidiyet biçimlerinin eylem araştırması uygulama topluluklarında nasıl hayata geçirildiğini göz önünde bulundurarak 50 öğretmenin kimlik inşasını araştırmıştır. Öğretmen merkezli bir eylem araştırması yaklaşımının benimsenmesinin öğretmenlere bilgi yaratımında aktif rol alma fırsatları sağladığını vurgulamış ve öğretmen güçlendirme ve eylemliliğinin benimsenen yaklaşımda birbiriyle etkileşim halinde olan önemli unsurlar olduğunu belirtmiştir.

Türkiye, özellikle araştırma mentorlarının rehberliğinde sınıf araştırması yapmanın yaygın bir mesleki gelişim faaliyeti olduğu etkili bir ülkedir (örn., Barkhuizen vd., 2018; Dikilitaş ve Wyatt, 2017). Dikilitaş ve Yaylı (2018), mesleki gelişim faaliyeti olarak araştırma yapan öğretmenlerin mesleki kimlik gelişimini incelemiş ve öğrencilere ve öğrencilerin yaşadığı zorluklara karşı artan bir duyarlılık olduğunu ve bunun da öğretmenlerin daha iyi öğretim uygulamaları arayışına girmesine yol açtığını göstermiştir. Araştırmaya katılımları, öğretmenlerin memnun olmadıkları öğretim uygulamalarında gelişime ihtiyaç duyduklarının daha fazla farkında olmalarını sağlamış ve çalışma ortamında iş birliğine dayalı uygulamaları teşvik ederek meslektaşlar arasında karşılıklı empati kurulmasını sağlamıştır.

Öğretmen araştırmacı hareketi, eylem araştırmasının yayınlanmış çalışmaları, gerçek bir keşif ortaya koymaktan ziyade zaten keşfedilmiş konuları araştırdıkları düşüncesi (Gorard, 2002), öğretmenlik mesleğinin kendisinin

yeterince zorlu olması nedeniyle öğretmenler için daha fazla yük yarattığı fikri (Hammersley, 1993; Peeke, 1984) ve öğretmenler lisansüstü eğitim alsalar bile akademik araştırmaları yürütecek bilgi ve becerileri öğretmenliğe aktarılamayabilir ya da öğretmenlik sırasında uygulanamayabilirler argümanı (Borg, 2010) gibi bazı eleştiriler alsa da, öğretmenleri "bilginin üreticisi" (Fecho ve Allen, 2011'den aktaran Taylor, 2017, s. 24) ve "değişim ajanları" (Van der Heijden vd., 2015) olarak konumlandırmaktadır ve son yıllarda büyük ilgi görmüştür. Ancak, bu çalışmaların çoğunda öğretmen araştırması uygulamalarının öğretmenlerin sınıf ortamıyla sınırlandırılsa da bu tez çalışmasında "araştırma" Hilgert'in (1964) tanımına benzer şekilde kullanılmaktadır. Bu çalışmada araştırma, dil eğitmenlerinin sınıflarında, kendi ortamlarında veya dış bağlamda sürdürdükleri her türlü araştırma faaliyetini kapsamaktadır.

### 2.3.Doktora Eğitimi

Doktora eğitimi bireylerin akademisyen olarak yetişmelerinin ve araştırmacı olmalarının önemli bir parçasıdır (Choi vd., 2021). Geleneksel bir doktora olarak tam zamanlı, kampüs tabanlı bir program veya kampüs içinde ve/veya dışında daha fazla yarı zamanlı ve uzaktan eğitim içeren geleneksel olmayan programlar olarak doktora eğitimi sunulmaktadır (Archbald, 2019). Doktora, bireyleri "bilgi tüketicileri yerine bilgi yaratıcıları" olarak bağımsız bir şekilde çalışmalarını sağlayacak gerekli araştırma becerileriyle donatır (Gardner, 2008; Pifer ve Baker, 2016'dan aktaran Choi vd., 2021, s. 93). Fetene ve Tamrat'a (2021) göre doktora çalışmaları bireylerin kişisel kazanımlarına ek olarak üniversitelerin araştırma çıktılarının iyileştirilmesine ve ülkenin araştırma kapasitesinin iyileştirilmesine katkıda bulunur. Bu nedenle ülkeler, ülke içinde veya dışında devlet destekli lisansüstü eğitim başlatmak ve uluslararası üniversiteler ve ajanslarla ortaklık olanakları sağlamak gibi yeni politikalar benimsemektedir (Nega ve Kassaye, 2018).

Bir doktora çalışmasının genel tamamlanma süresi ile ilgili çalışmalarda farklı sonuçlar ve görüşler çıkmıştır. Fetene ve Tamrat (2021) gerekli optimum süreden iki yıl daha fazla yani 6,19 yıl olduğunu ortaya koymuştur. Golde (2005), öğrencilerin %40'ı programları tamamlayamadığını belirtirken, bu rakam Earl-Novell'a (2006) göre yaklaşık %50'dir.

Brailsford (2010) doktorayla ilgili güdüler ve istekler ile ilgili şu unsurları vurgulamıştır: alana ilgi, kişisel gelişim, daha iyi kariyer fırsatları ve kişisel veya akademik ağdan danışılan üçüncü bir kişi karar ve eylemlerde etkili olabilir. Doktora eğitimi "akademik uygulamaların merkezinde yer aldığından" (Pyhaltö vd., 2012), öğrencilerin doktora eğitimi sırasında karşılaştıkları zorlukları ve öğrencilerin başarılı çalışmaları için mevcut destek mekanizmalarını keşfetmeye büyük ilgi vardır (Choi vd., 2021). Akademisyen olarak kimlik geliştirme üzerine alanyazını inceleyen Choi ve diğerleri (2021), eğitim bilimleri doktora öğrencilerinin akademisyen olarak kimlik geliştirmeleri üzerinde dört tema altında toplanan çok sayıda etki olduğunu ortaya koymuştur: (a) hedefler, (b) faaliyetler/süreçler, (c) öncüller ve (d) gerilimler.

Zorluklar ve mevcut destek mekanizmaları ile ilgili hala gelişmekte olan mevcut alanyazında var olan bazı hususlar şunlardır: çalışma süresini olumsuz etkileyen üç ana faktör (a) kurumsal veya çevresel, (b) denetimin niteliği ve kalitesi, (c) doktora adayının özellikleri (Van de Schoot vd., 2013'ten aktaran Fetene ve Tamrat, 2021); doktora öğrencilerinin aynı anda üstlenmek zorunda oldukları aile, sosyal, iş ve doktora ile ilgili roller gibi çoklu roller (Byers vd., 2014); öğrencilerinin çığır açan bir tez çalışması yürütme isteği (Earl-Novell, 2006). Fetene ve Tamrat'ın (2021) çalışmasındaki öğrenciler ders alma dönemi "kolay bir yolculuk" olarak tanımlamakla birlikte aldıkları derslerin kendilerini tez yazım sürecine hazırlamadığını ve özgün bir tez üretmenin zor olduğunu belirtmişlerdir.

Hulme (2022) doktora tezinin öğrencilerin öğrenme süreçlerinin ve mesleki becerilerinin temsili ve doktora sonrası araştırma uygulamalarının zemini olarak

önemini vurgulamış ve "kişinin akademik kimliğinin ve biyografisinin bir parçası" haline geldiğinin altını çizmiştir (s. 5). Hulme aynı zamanda doktora tezinin danışman ve öğrenci arasında bir çatışma kaynağı da olabileceğini vurgulamıştır.

Süreç boyunca yaşanan zorlukları inceleyen çalışmalar doktora öğrencilerinin iyi olma halinin çalışmalarıyla arasında güçlü bir bağ olduğunu koymuştur (örn., Pyhaltö vd., 2012; Stubb vd., 2011) ve yaşanılan zorluklar ve destek mekanizmaları ile öğrencilerin stres ve iyi olma durumu arasındaki ilişkinin araştırılmasına yönelik büyük bir ilgi gözlemlenmektedir (örn., Dhirasasna vd. 2021; Lau, 2019).

Doktorayı tamamlamak ve "Dr." ünvanını almak, öğrencilerin akademisyen kimliğinin akreditasyonu, doğrulanması ve onaylanması anlamına gelir. Choi ve diğerleri (2021) geri bildirim almak ve vermenin, öğretim üyeleriyle birlikte araştırma projelerinde aktif olarak yer almanın, öğrencilerin kendilerini akademisyen gibi hissetmelerine yardımcı olduğunu ve onaylanma temsilleri olduğunu vurgulamışlar. Ayrıca, öğrencilerin konferanslarda diğer araştırmacılarla etkileşim fırsatı bulduklarını ve konferanslarda sunum yapmanın öğrenciler için bir başka doğrulama kaynağı olduğunun altını çizmişlerdir.

Türkiye'de doktora eğitimi üzerine, özellikle de öğrencilerin deneyimleri ile ilgili çalışmalar oldukça azdır. Özmen ve Aydın Güç (2013), İlköğretim ve Ortaöğretim Fen ve Matematik Alanları Eğitimi Bölümü'ndeki on doktora öğrencisinin yaşadıkları zorlukları ve kullandıkları başa çıkma mekanizmalarını betimleyen bir vaka çalışması yapmış ve öğrencilerin en çok danışmanla ilgili zorluk yaşadığını ve buna ek olarak, zaman, iş yükü, sosyal/özel hayat, işe gidip gelme, deneyim, dersler ve içerik bilgisi, İngilizce ve mali durum sebebiyle öğrencilerin karşılaştıkları zorluklar olduğunu aktarmışlardır. Ödün vermek çalışmalarındaki öğrencilerin sıklıkla başvurdukları bir yöntem olduğu için başa çıkma mekanizması bulmakta bu öğrencilerin yeterince etkili olmadıklarını vurgulamışlardır.

Doktora öğrencilerinin doktora eğitimi ve eğitmenleri hakkında kullandıkları metaforları inceleyen Limon ve Durnalı (2018), öğrencilerin doktora eğitimi sürecine kıyasla öğretim üyeleri hakkında daha olumlu görüşleri olduğu sonucunu ve çalışmanın öğrenci-danışman ilişkisi alan yazınına katkısını vurgulamışlardır.

Doktora eğitimi "akademik uygulamaların temeli" (Pyhaltö vd., 2012, s.1) olduğu için doktora öğrencilerinin doktora yolculuğunun doğası, karşılaştıkları sorunlar, mevcut destek mekanizmaları ve başa çıkma stratejileri literatürde halen araştırılmaktadır. Bu nedenle, doktora eğitiminin doğasını daha iyi anlamak, öğrencilerin karşılaştıkları sorunları ve bu sorunlar ile öğrencilerin yolculukları sırasında iyi olma halleri arasındaki ilişkiyi keşfetmek (Pyhaltö vd., 2012) ve doktora öğrencilerinin eğitim bilimlerinde akademisyen olarak kimlik gelişimini teşvik etmek için paydaşlara pratik çıkarımlar sunmak için daha fazla araştırma yapılması gerekmektedir (Choi vd., 2021).

## 3. YÖNTEM

### 3.1. Araştırma Tasarımı

Bu anlatı araştırması, Türkiye'deki üniversitelerde tam zamanlı çalışan İngiliz Dili Öğretim Görevlilerinin doktora yolculukları sırasında İngiliz Dili Öğretimi araştırmacısı olma deneyimlerini keşfetmeyi amaçlamaktadır. Çalışma, özellikle beş İDÖ'nün bir üniversite hazırlık okulunda tam zamanlı İngilizce öğretmeni olmak ve doktora eğitimi almakla ilgili uygulamalarına ve inançlarına ve "diyalektik çalışırken" karşılaştıkları fırsatlara ve zorluklara odaklanmaktadır.

Sosyal bilimlerdeki anlatısal dönüşe uygun olarak, anlatısal sorgulama öğretmen kimliği inşasını keşfetmek için temel yaklaşımdır. Anlatının amacı, "deneyimleri anlamak ve anlamlandırmak ve insanların hikayeleri aracılığıyla yaşadıkları bağlamlarda nasıl düşündüklerini ve hareket ettiklerini anlamaktır." (Clandinin ve Connelly, 2000, s. 80'ten aktaran Jiang vd., 2013, s. 2-3). Bu bağlamda

anlatının üç boyutu olan zamansallık, sosyallik ve mekân (Clandinin ve Connelly, 2006) ve her birinin yaşanan deneyim üzerindeki etkisi göz önünde bulundurulmuştur. Ayrıca, araştırmacının geçmişi ve katılımcılarla olan ilişkisi nedeniyle, bu çalışma anlatı sorgulamasının Connelly and Clandinin'in (2006) vurguladığı hem anlatan hem de yaşayan doğasından da yaralanmaktadır.

### 3.2. Araştırmacının Rolü

Katılımcıların sürdürdükleri arada-yaşamını uzun süredir sürdüren doktora yapan bir İDÖ olarak, alan yazıda ve çeşitli bilimsel yayın ve toplantılardaki uygulama ve teori arasındaki kopukluğun giderilmesi çağrısına ART kimliği oluşturan bireyler tarafından mükemmel bir şekilde cevap verildiğine inanıyorum. Dil öğretimi deneyimine sahip ve nitelikli bir araştırmacı olan ART ikili rolü arasında köprü kurabilirler ve her iki topluluğa etkili biçimde hizmet edebilir.

### 3.3. Araştırmanın Bağlamı ve Katılımcılar

Bu çalışmanın katılımcıları, aynı zamanda başka bir yükseköğretim ortamında tam zamanlı İDÖ olan doktora öğrencileri / yeni mezunlardır. Hazırlık okulları, müfredat, sınav ve mesleki gelişim gibi öğretme ve öğrenme ile ilgili çeşitli konularda kendi karar alma politikalarına sahip ayrı eğitim programları olduğundan, bu çalışmanın kapsamı için bu tür ortamlarda çalışan eğitmenler çalışmaya dahil edilmiştir. Katılımcılar seçilirken amaçlı uygun örneklem yöntemine başvurulurmuştur (Creswell, 2013). Tablo 2 katılımcılar ve doktora ve iş yerleri ile ilgili bilgi sunmaktadır.

**Tablo 2.** Katılımcıların Doktora ve İş Yeri İçin Kullanılan Kodlar Hakkında Bilgi

| ***Katılımcı*** | ***Doktora Yeri*** | ***Danışman*** | ***İş Yeri****<br>***(Günümüzden Geçmişe)*** |
|---|---|---|---|
| *1 Ayla* | RED üniversitesi | Gaye Hoca | * Devlet / RED<br>Özel / BLUE |
| *2 Rıza* | RED üniversitesi | Kaan Hoca | * Özel/ BLUE |
| *3 Tuba* | RED üniversitesi | Banu Hoca | * Devlet / RED<br>* Özel / BLUE |
| *4 İpek* | WHITE üniversitesi | Seda Hoca | * Devlet / RED<br>* Devlet /YELLOW<br>Devlet / WHITE |
| *5 Ceren* | BLACK üniversitesi | Elif Hoca (Arda Hoca) | * Devlet / GREEN<br>* Devlet / BROWN |

Çalışma için veri toplandığı zaman diliminde Ayla (7. Yıl), Rıza (7. yıl) ve Tuba (4. yıl) tez yazma sürecinde iken İpek (7 yılda) ve Ceren (5 yılda) doktora eğitimlerini yeni tamamlamışlardı. Tüm katılımcılar on yıldan daha fazla süredir İDÖ olarak çalışmaktadır. Yıldız işareti (*), her bir katılımcının doktora çalışmaları sırasında çalıştığı üniversiteyi göstermektedir. Etik kaygılar nedeniyle, üniversitelerin isimleri ya da konumu gibi üniversitelerin ya da kişilerin tanımasına yardımcı olacak herhangi bir bilgi bu çalışmada verilmemiştir. Üniversiteler için renk isimleri kullanılmıştır ve gerçekte bu isimde eğer herhangi bir üniversite var ise adı geçen üniversitelerin o kurumla hiçbir bağı yoktur.

### 3.4. Veri Toplama

Bu çalışmada, katılımcıların akademik araştırmacı kimliği inşasını ve doktoraları sırasında yaşadıkları çoklu rol yönetimi deneyimlerini keşfetmek için çeşitli veri kaynağı kullanılmıştır: (a) katılımcılar ile iki tur ve aile üyeleri veya meslektaşları ile bir tur yarı yapılandırılmış görüşmeler ve (b) konunun detaylandırılmasına yardımcı olan bilgi kaynakları (sesli mesaj, sosyal medya varlıklarının incelenmesi, araştırmacının katılımcılarla olan geçmişi). Yarı-yapılandırılmış Zoom görüşme oturumları (14.22 saat) ve WhatsApp sesli mesajlar aracılığıyla (16.72 dakika) toplanan toplam veri seti 14.5 saattir ve her katılımcı için 2.5 saat ila 3 saat arasında veri toplanmıştır. Katılımcılar, görüşme oturumlarının kendi tercihlerine göre Türkçe ya da İngilizce yapılabileceği

konusunda bilgilendirilmiştir. Türkçe yapılan görüşmelerden kullanılan alıntılar İngilizce'ye çevrilmiştir.

### 3.5. Veri Analizi ve Kodlama

Görüşmelerden elde edilen tüm veriler kelimesi kelimesine yazıya dökülmüştür. Çalışma boyunca yinelemeli veri analizi modeli dikkate alınmıştır. Katılımcılar tarafından anlatılan hikayeleri incelemek için tematik içerik analizi yapılmıştır (Block, 2010). Veri analizi, verilerin kodlanması ve temalar halinde kategorize edilmesi için verilerin tekrar tekrar okunmasını içermektedir (Silverman, 2006). Verileri kodlamak ve kategorilere ayırmak için MAXQDA 2022 kullanılmıştır. Ayrıca, bütünsel-içerik ve kategorik-içerik analizi yaklaşımları benimsenmiştir (Lieblich vd., 1998). Tümdengelim analizi kullanılarak verilere önsel temalarla yaklaşılmıştır. Anlatı çalışmalarının üç biçimi göz önünde bulundurularak ve dil öğretmeni kimliği ve çeşitli alanlardan doktora öğrencilerinin deneyimlerine ilişkin anlatılar üzerine ilgili literatür gözden geçirilerek bazı mevcut kodlar not edilmiştir. Ardından, tümevarım analizi kullanılarak ortaya çıkan temalar not edilmiş ve analizde daha sonra kullanılmak üzere ortaya çıkan temaların bir listesi oluşturulmuştur (Çalışmada kullanılan kodların listesi için lütfen Ek F'ye bakınız). Mevcut anlatı analizinde, hikaye olay örgüsü oluşturulurken ve analizi yaparken Şekil 1'de sunulan çerçevede gösterildiği gibi kimliği etkileyen çoklu güçlerin ve kavramların kesişimselliği göz önünde bulundurulmuştur. Ayrıca, bu çalışmada hem ücretsiz hem de satın alınan yapay zeka tarafından üretilen görseller (Hotpot.ai, 2023a), katılımcıların genel hikaye temsilini ve kendi doktora eğitimi ve akademik araştırmacı olma deneyimlerinin metaforik tanımlarını sunmak için kullanılmıştır.

### 3.6. Güvenilirlik ve Etik

Birçok araştırma kurumunun gerektirdiği ana ilkeler göz önünde bulundurularak çeşitli adımlar atılmıştır (Halai, 2006): üniversitenin etik kurulundan izin alınmış ve çalışma boyunca etik kurulun etik yönergelerine uyulmuştur, bilgilendirilmiş

onam formları, verilerin gizliliği, katılımcıların anonimliği, katılımın gönüllülük esasına dayalı olması, katılımcıların istedikleri zaman çalışmadan ayrılabilmesi, katılımcılara zarar vermemeye azami özen gösterilmesi, örneğin alıntılarında sunulacak bilgilerin kapsamı konusunda katılımcılarla müzakere etmek için iki tur üye kontrolü yapılması ve talep edilmesi halinde, mevcut çalışmaya katkıda bulunacak kritik olayları içerse bile alıntılarının bazı bölümleri çıkarılması. Ayrıca Guba ve Lincoln (1981) tarafından vurgulanan farklı veri kaynaklarının kullanılması, üye kontrolü, ikinci bir kodlayıcı olması, araştırmacının konumsallık ve düşümselliğinin sunulması, katılımcılardan ve onların özel bağlamlarından elde edilen verilerin ayrıntılı ve detaylı bir şekilde yazılması gibi kalite kriterlerine de uymaya özen gösterilmiştir.

### 3.7. Anlatı Protokolü

Anlatılar zamana, kişilere ve bağlama, yani zamansallık, toplumsallık ve mekâna dair bilgiler içerdiğinden, uzun alıntılar katılımcıların sesini hikâye boyunca kaybetmemek ve hikâyenin bağlamından koparılarak parçalanmasını ve çarpıtılmasını önlemek için bir araçtır (Clark vd., 2022). Bu yüzden doğrudan alıntılar katılımcıların sesini hikâye boyunca korumak için kullanıldı. Benimsenen dört basamaklı anlatı protokolünde, (a) katılımcı seçimi, (b) yinelemeli veri toplama, (c) çoklu okumalar ve revizyonlarla katılımcıların bireysel hikayelerinin anonimleştirilmesi ve kurgulanması, (d) tekrarlayan temaların araştırılması, çalışmanın tüm aşamalarında etik hususlar, kişisel geçmişler, araştırmacının düşünümselliği, çalışmanın çerçevesi ve anlatının üç biçimi göz önünde bulundurulmuştur.

## 4. BULGULAR ve TARTIŞMA

Katılımcıların bireysel hikayeleri her bir katılımcı için dört başlıkta sunulmuştur: (a) Motivasyonlar ve Gelecek Yönelimleri, (b) Zorluklar ve Destek Mekanizmaları, (c) Öğretmen ve Araştırmacı Etkileşimi, (d) Analitik Özet. Bu Türkçe özette bulgular ve tartışma birlikte sunulmuştur ancak tez çalışmasında

detaylı bir şekilde sunulan her katılımcının farklı ama benzersiz hikayesi, doktora yolculuğunun çok yönlü hikayelerini ve akademik araştırmacı öğretmen olmanın farklı anlatılarını ortaya çıkarmıştır. Tartışmada, referans kolaylığı açısından, araştırma katılımcıları olan Ayla, Rıza, Tuba, İpek ve Ceren'e atıfta bulunmak için, söz konusu durum hepsi için geçerli olduğunda, ARTIC kısaltması kullanılmıştır.

### 4.1.1. İDÖ'leri Doktora Yapmaya İten İstek Faktörleri

Katılımcıların karar verme ve buna göre hareket etme etkenliği (Kayi-Aydar, 2017), yaşadıkları deneyimlerde ve kimlik inşasında önemli bir güç olmuştur. Bu bağlamda, etkenliğin üç boyutu: kişinin geçmişi, bugünü ve geleceği (Emirbayer ve Mische, 1998) ve kişisel, vekil ve kolektif etkenlik pratikleri (Bandura, 2000) doktoraları ve akademik kimlik inşaları boyunca etkili olmuştur.

Önceki çalışmalarda (örn., Brailsford, 2010; Guerin vd., 2014) ortaya konulduğu üzere, bu çalışmadaki İDÖ'ler, doktoralarına kişisel gelişim arayışındaki içsel motivasyonla başlamışlardır. Araştırma ve gelişim odaklı bir zihniyete sahip olmak gibi kişisel özellikleri nedeniyle katılımcılar, araştırma becerilerini geliştirmek ve öğretim ve araştırma bağlamlarında dönüştürücü değişim aktörü olarak hareket etmelerine yardımcı olan öğretim ve/veya araştırma uygulamaları alanlarında daha bilgili olmak istemişlerdir. Kendilerini geliştirme, öğretim ortamına, meslektaşlarına ve İDÖ alanına ya da İDÖ odaklı olmayan bir araştırmaya (Rıza, Tuba) katkıda bulunma istekleri, öğretim ve/veya araştırma uygulamalarında gözlemlenmiştir.

Doktora öncesinde ve sırasında, katılımcıların bilinçli ve yansıtıcı kendi ve başkalarınca konumlandır(ıl)maları da güdüleri, uygulamaları ve yaşadıkları deneyimler üzerinde etkili olmuştur (Kayi-Aydar, 2019a). Diğer insanların onların öğretim ve/veya araştırmadaki mesleki birikimlerini takdir etmeleri şu şekilde gözlemlenmiştir (Clark, 2007): idari onay (Rıza, Tuba, İpek, Ceren), meslektaş güveni (ARTIC), doktora arkadaşlarının onların öğretmenlik

geçmişlerine değer vermeleri (Ayla, Rıza, Tuba), öğrencilerin doktoralı İDÖ'leri nasıl konumlandırdıkları (Rıza, Tuba, Ceren), Red üniversitesinin nasıl konumlandırıldığı (Rıza, Tuba, Ceren), Red üniversitesinin doktora programının diğer üniversiteler arasında nasıl konumlandırıldığı (Ayla, Tuba, Rıza, Ceren), Red üniversitesinin lisans ve yüksek lisans mezunlarının üniversitenin öğretim ve araştırma uygulamalarıyla uyumu (Ayla, Rıza, Tuba) (Wenger, 2000).

Ayrıca, katılımcıların mesleki gelişim birimi (MGB) ile ilgili uygulamaları, birimin başkanı veya üyesi olarak (Ayla, Rıza, İpek, Ceren) ve/veya tezlerinin odak noktası olarak (Ayla, Rıza, Ceren), grubun istenen bir hedefe ulaşmak için birlikte hareket etmesine değer veren kolektif etkenliği teşvik etmek için yaptıkları eylemler olarak ortaya çıkmıştır (Thomas vd., 2009). MGB faaliyetleri, kendini doğrulama ve başkaları tarafından onaylanma alanlarıdır (Seemiller ve Priest, 2005). Konferanslar ve araştırma uygulamaları yoluyla mesleki birikimlerinin kendi ve diğerleri tarafından doğrula(n)ması ve onayla(n)ması, katılımcıların doktoraya başlamaları ve devam etmeleri için motive edici faktörlerden bazılarıydı (ARTIC). Katılımcılar için bilgi edinmek ve becerilerinin geliştirilmesi diğer motivasyon kaynaklarıdır (Leonard vd., 2005). Çalışma ortamındaki sınırlı mesleki gelişim fırsatları (İpek), araştırma uygulamaları için teşvik (ARTIC), doktora yapmak için izin verilmesi, (ARTIC), ders programlarının düzenlenmesi (ARTIC), araştırma uygulamaları için mali destek sağlanması (Ayla, Rıza, Tuba, İpek) gibi unsurlar da doktoraya başlamak ve devam etmek için motive edici unsur olarak belirtilmiştir.

Aynı şekilde, belirli bir danışmanla çalışmak (Tuba, Ceren), belirli bir bağlamda doktora çalışmasına devam etmek, doktora bağlamında yüksek lisans çalışmalarından memnuniyet (Ayla, Rıza, Tuba), doktora ortamının ev ortamına yakınlığı (Ceren, İpek), bir araştırma grubundaki etkileşim (Tuba), bir aile üyesinin teşviki ve desteği (Ayla, Rıza, İpek, Ceren), bir yardımcı araştırmacının varlığı (İpek, Tuba), danışman (Tuba, Ceren), TİK üyeleri (İpek), bir istatistikçi (İpek), bir psikiyatrist (İpek) gibi üçüncü bir taraf da doktora başvurularında, doktora üniversitesini seçmelerinde ve yolculuklarına devam etmelerinde etkili

olmuştur. Brailsford'un (2010) önerdiği gibi, daha iyi kariyer fırsatlarını keşfetmek (Rıza, Tuba, Ceren) de diğer motive edici unsur olarak aktarıldı.

Sonuç olarak, katılımcıların kişisel geçmişleri, karşılaştıkları zorluklar ve destek mekanizmalarının mevcudiyeti, katılımcıları doktora yolculuklarına başlama, devam etme ve tamamlama konusunda motive eden ya da onların motivasyonlarını kıran etkenler olmuştur.

### 4.1.2. İDÖ'lerin Doktora Eğitimleri Sürecinde Çoklu Rol Yönetimleri ve Etkenlikleri İçin Zamansal, Sosyal ve Mekana Bağlı Zorluklar, Faydalar ve Destek Sistemleri

Doktora yapmak ve akademik araştırmacı olmak zaman, insan ve mekânla (hem yapı hem de bağlam olarak) ilişkilidir, yani sosyal bir deneyimdir, "duygusal, sosyal ve entelektüel bir süreçtir" (Mantai, 2015, s.1) ve Choi ve diğerlerinin (2021) önerdiği gibi katılımcıların doktora yolculuğunu ve akademik araştırmacı olma sürecini etkileyen çeşitli faktörler vardır. Katılımcıların yolculuklarında yer alan aktörler ve güçler, doktora eğitimi üzerine yapılan önceki çalışmalara benzer şekilde motivasyon kaynağı, zorluk, destek mekanizması ve/veya başa çıkma mekanizması olmuştur (örn., Dhirasasna vd., 2014; Pyhältö vd., 2012).

Çoklu rol ve görev yönetimi, doktora öğrencilerinin doktora süresince edinmeleri ve kullanmaları gereken önemli bir beceridir (Byers vd., 2014) ve bu becerinin yokluğu ya da zayıflığı durumunda, çoklu roller arasındaki yaşam dengesi bozulabilir. Bu çalışmada, doktora yapan İDÖ'ler, her biri farklı rol uygulamaları gerektiren çeşitli roller üstlenmek zorunda kalmışlardır; bu da doktora ile ilgili görevlerini başarıyla yerine getirmelerini ve akademik bir araştırmacı olma süreçlerini hem engelleyen hem de onlara katkıda bulunan bir deneyim olmuştur. Örneğin kişisel yaşam, yani sosyal roller, ilgili güçler göz önünde bulundurulduğunda Settles'a (2004) benzer şekilde, katılımcılar annelikten bahsederken kadın olmanın olumsuz etkisini dile getirmiştir. Anne olmak hem bir zorluk hem de motive edici bir faktör olarak hikayelerde tekrar

eden bir tema idi (Ayla, İpek, Ceren) ve evli olmak da (Ayla, Rıza, İpek, Ceren); bekar olmak da hem olumlu hem de olumsuz bir unsur olarak ortaya çıkmıştır (Tuba). Kişisel faktörlerle ilgili olarak, Özmen ve Aydın Güç'e (2013) benzer şekilde, para bu çalışmada da yinelenen bir zorluk temasıydı (Tuba). Aynı zamanda para işe gidip gelme ile ilgili bir tema (Tuba, İpek) veya maddi destek ya da maaş şeklinde bir destek (ARTIC) olarak ifade edilmiştir.

Kişisel imaj kaygıları ve mükemmeliyetçilik bir zorluk (Ayla, Tuba) ve yayın yapma için bir stres faktörü (Tuba, Ceren) olarak gözlemlenirken, başkalarının yüksek beklentileri de bir başka stres faktörü (genel anlamda Tuba; Rıza, danışmanının beklentileri) olarak ortaya çıkmıştır.

Kişilerin farklı rollerde, (a) kişisel rollerinin, (b) öğretmenlik ile ilgili sınıf içi ve sınıf dışı çalışmalarının, (c) doktora öğrencisi olarak çalışmalarının ve (d) araştırmacı olarak yaptıkları çalışmaların hem kesişmesi hem de ayrı olarak yapılması bütüncül yaklaşım ile katılımcıların bütün insan olarak ele alınması gerekliliğini ortaya çıkarmıştır. Yine aynı şekilde bu dört bağlamda yapılan çalışmalarla kişinin akademik araştırmacı öğretmen (ART) kimlik inşaasında yaşamların kesişimselliğini vurgulamaktadır.

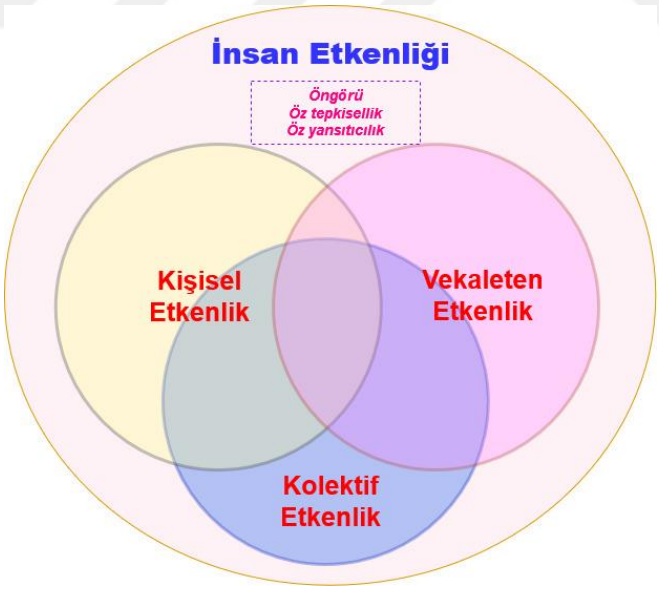
Mesleki rolle ilgili güçler de hem bir zorluk hem de destek mekanizması olarak hizmet etmiştir. İDÖ'lerin çalışma ortamı, katılımcıların çoklu rol geçişlerini kolaylaştıran veya engelleyen kilit bir aktördür. Örneğin, Fetene ve Tamrat'ın (2021) aksine, derslerin tamamlanması katılımcılar için "kolay bir yolculuk" değildi. Çalışma ortamından/idareden izin almak doktora yapmak (İpek) ve ders almak için doktora ortamında bulunmak (Ayla, Tuba, Ceren) bir zorluktu; ancak çalışma ortamı, doktora yapmak (Rıza, Tuba, İpek, Ceren) ve çalışma ortamında araştırma çalışmaları yürütmek (ARTIC) için de bir teşvik kaynağıydı. Katılımcılar için öğretim rolü iş yükü hem bir zorluk hem de özellikle öğretim ve araştırma arasındaki etkileşimi görmek ve veri toplamak için bir avantajdı.

Doktora ortamı da hem bir zorluk unsuru hem de destek kaynağı olarak belirtilmiştir (ARTIC). Bazı katılımcılar için doktora ortamlarından uzak bir yerde yaşıyor ve çalışıyor olmaları zorlayıcı bir faktördü. Başka bir deyişle, doktora ortamına gidip gelmek yaşadıkları bir zorluktu (Tuba, İpek, Ceren). Kozar ve Lum'un (2017) çalışmasındaki öğrencilere benzer şekilde, uzaktan doktora doğasında olduğu gibi bu çalışmada da katılımcılar tez yazma aşamasında profesörleriyle ve/veya danışmanlarıyla iletişime geçme konusunda bazı sorunlar yaşamıştır (Ayla, Rıza, İpek, Ceren). Earl-Novell'in (2006) de ortaya koyduğu gibi bir destek mekanizması olarak danışman (ARTIC) ya da katılımcıların yeterlik sınavı ve/veya tez yazma aşamalarında umulduğu kadar aktif olmaması (Rıza, İpek, Ceren) aynı zamanda Dhirasasna ve diğerlerinin (2021) de uyardığı gibi öğrenciler ve danışmaları arasında bazı güç sorunları ortaya çıkarmıştır.

Tez yazım aşamasında, tez izleme komitesi (TİK) üyelerinin değişmesi nedeniyle bazı zorluklar yaşanmış (Ayla), bazıları ise destekleyici TİK üyelerinden yararlanmıştır (Ayla, İpek). Özellikle İpek'in durumunda, sadece danışmanı değil, tüm TİK üyeleri ve bir istatistikçi de tezine aktif olarak katkıda bulunmuştur; bu da Ngulube'nin (2021) önerdiği "takım olarak danışman modelinin" bir örneği olarak düşünülebilir (s. 255). Dowling ve Mantai'nin (2017) sunduğu gibi, bir araştırma ortağına, bir yardımcı araştırmacıya sahip olmak (İpek, Tuba) ve bir araştırma topluluğunda aktif olarak yer almak (Tuba) gibi bir araştırma iş birliği fırsatının mevcudiyeti de katılımcıların araştırma pratikleri ve doktora yolculukları için iyi olma hallerine katkıda bulunan bir destek mekanizması olmuştur.

Bireyler çeşitli kaynaklardan destek alabilseler bile, doktora yolculukları, özellikle de tez yazma aşaması, Brailsford'un (2010) tartıştığı gibi yorucu ve yalnızlık içinde geçmiştir. Fetene ve Tamrat'ın (2021) da bahsettiği gibi katılımcılar iyi olma hallerine ve çoklu rol yönetimi deneyimlerine katkıda bulunan bazı başa çıkma mekanizmaları geliştirmiş ve kullanmışlardır (Dhirasasna vd., 2014). Özmen ve Aydın Güç'ün (2013) çalışmasına benzer

şekilde, fedakârlık/vazgeçme doktoraya devam edebilmek ve zorlukları aşabilmek için başvurulan bir başa çıkma mekanizmasıdır; ancak onların çalışmasından farklı olarak, bu çalışmada katılımcılar başka başa çıkma mekanizmaları geliştirmiş veya kullanmışlardır. Aile üyeleri (Ayla, Rıza, İpek, Ceren), bir bakıcı (İpek), arkadaşları ve meslektaşları (ARTIC), profesörleri ve kendi profesyonel ağlar (ARTIC), bir istatistikçi (İpek) gibi başka kişilerden yardım talep etmiş ve almışlardır. Byers ve diğerlerinin (2014) de bahsettiği şekilde, katılımcıların çoklu rolleri yürüttükleri hayatlarını bölümlere ayırmaları başka bir başa çıkma mekanizması olarak anlatılmıştır. Başa çıkma mekanizmalarını kullanmak bir tür kişisel etken eylemdir. Katılımcılar kısa ve uzun vadede arzu ettikleri sonuçlara ulaşmak için kişisel, vekaleten ve kolektif etkenlik eylemlerinde bulunmuşlardır (Salminen vd., 2017). Bu bağlamda insan etkenliğinin bu üç biçiminin ve bireylere rehberlik eden öngörü, öz tepkisellik ve öz yansıtıcılık olmak üzere üç etkenlik özelliğinin (Bandura, 2000) Şekil 22'deki gibi etkileşim halinde olduğu gözlemlenmiştir.




**Şekil 22** *İnsan Etkenliğinin Biçimlerinin ve Özelliklerinin Kesişimi*

Kimlik, deneyimler ve etkenlikle ilgili olarak katılımcıların duygu durumlarını ifade ederken farklı sıfatlar kullandıkları saptanmıştır. Stres, yorgunluk, endişe,

ilgi eksikliği doktora öğrencilerinin deneyimlerini inceleyen çalışmalarda yinelenen temalardır (örn., Pittaway, 2006; Pyhaltö vd., 2012).

Doktora eğitimi literatüründe öğrencilerin öz-yeterlikleri ile ilgili algıları vurgulanmıştır (örn., Dhirasasna, 2021). Bu çalışmada da katılımcıların araştırma uygulamalarında ve doktora deneyimlerinde bir kaynak olarak öğretmenlik deneyimlerinden şu şekilde bahsetmişlerdir: kendilerini yüksek öz yeterliliğe sahip biri olarak görmektedirler (örn., bilgili biri olarak algılanma) ve genel araştırma uygulamaları ile ilgili ve tezlerinde kullandıkları yöntemlerle ilgili yetenekleri konusunda genel olarak kendilerine güvenmekteler. Ancak veri toplama (örn., panik, Ayla, Tuba) ve metodoloji ya da veri analizi (örn., takılma/sıkışma, Ayla, Tuba, İpek, Ceren) nedeniyle tez yazma aşaması olumsuz olarak değerlendirilmiştir.

Danışmanla ilgili deneyimler "hayal kırıklığı, yalnızlık" gibi bazı olumsuz duygu sözcükleri ve "destekleyici, güvenli" gibi olumlu sözcükleri içermektedir. Annelikle ilgili deneyimler de "suçluluk hissetmek" gibi olumsuz duygularla yüklüdür. Öğretmen rollerinin doktora deneyimlerine katkısı konusunda çoğunlukla olumlu ama doktora deneyimlerini genellikle "zorlayıcı ama ödüllendirici" olarak tanımlamaktalar. Araştırma görevlilerine kıyasla doktora programlarındaki profesörlerin İDÖ'leri akademide nasıl konumlandırdığı konusunda emin değiller (Tuba) ama doktoralı bir İDÖ olmaktan mutlular (ARTIC).

Önceki çalışmalara benzer şekilde, bu çalışma da İDÖ'lerin zaman kısıtlamaları ve iş yükü (örn., yetişememe) nedeniyle tüm aşamalarda yaşadıkları deneyimler nedeniyle farklı olumsuz duygularla başa çıkmak zorunda kaldıklarını ortaya koymuştur. Katılımcılar rolleriyle ilgili birden fazla görevi tamamlayabilmek için uykularından fedakarlık etmek ve geceleri çalışmak zorunda kalmıştır. Schmidt ve Hansson'un (2018) da belirttiği gibi, İDÖ'lerin çoklu rollerini dengeleme mücadelelerinde stres, iyi olma hali ve sağlık birbiriyle ilişkili

temalardı ve ağlama ve izolasyon gibi bazı başa çıkma mekanizmaları kullanıyorlardı.

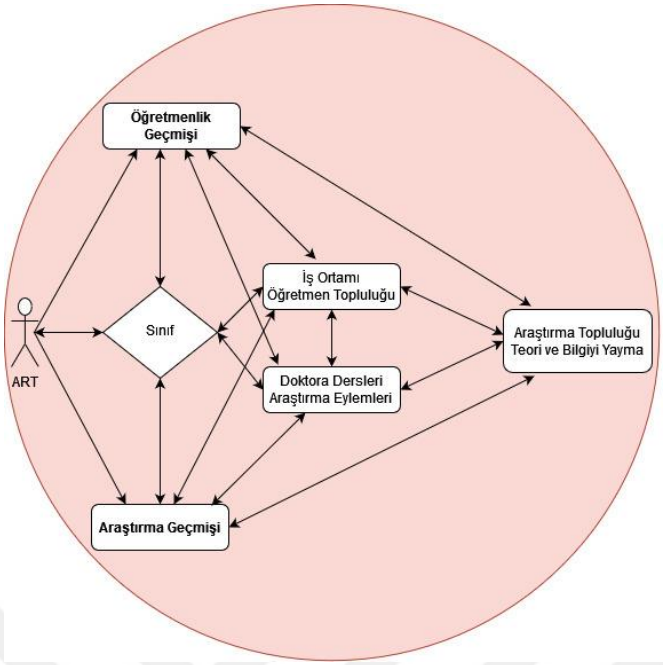
Karşılaşılan zorluklar ve destek mekanizmalarının varlığı, doktora öğrencilerinin "sağlık" kavramıyla bağlantılı çok yönlü bir olgu olan (Schmidt ve Hansson, 2018) iyi olma halini etkileyen başlıca güçlerdir (Dhirasasna vd., 2014). Bu çalışmada, bireyler doktoraları sırasında sağlıkla ilgili zorluklarla karşılaşmıştır (Tuba, Ceren). Zaman yetersizliği, yorgunluk, kaygı, sağlıksız beslenme ve stres, yolculukları boyunca sağlıklarıyla etkileşime giren diğer güçlerdir (ARTIC).

Metaforlar da kişilerin deneyimlerini anlamada yardımcı olmaktadır. Katılımcıların hem doktora hem de akademik araştırmacı olma yolculukları ile ilgili kullandıkları metaforlar onların yolculuklarının doğası ile ilgili ışık tutmaktadır. Genel doktora hikayeleri üzerine kullanılan metaforlar tecrübenin inişli çıkışla olmasına ve farklı işlerin aynı anda yapılması ve beklenmedik durumlarla mücadele durumlarına işaret ederken, katılımcıların akademik araştırmacı olma yolculukları üzerine kullandıkları metaforları ise sürecin uzun, zorlu ama hem bireyler için hem de topluluk için çok yararlı olduğuna dair bir bakış açısı sunmaktadır.

Sonuç olarak katılımcılar yolculukları sırasında, çoğu birden fazla rol üstlenmelerinin gerekliliğinden kaynaklanan çeşitli zorluklar yaşamışlardır. Başta her ne kadar planlı ve düz bir yolculuk olarak görünse de katılımcılar yolculukları esnasında birkaç kez planlanan yollarından sapmak ya da yolda durmak zorunda kalmışlardır. Ancak yolculuk esnasında aile, doktora ortamı, özellikle danışmaları ve TİK komitesi, iş ortamı ve mesleki gelişim aktiviteleri gibi farklı kaynaklardan destek alarak araştırma ve öğretme sınırlarının arasında ve sınırları aşarak birleştiren bir tecrübe yaşamışlardır. Katılımcıların iki ana rolü, hem birbirleriyle hem de kişisel rolleriyle çatışma ve uyum içinde olan öğretmen ve doktora öğrencisi araştırmacı rolleridir. Özellikle danışmanların desteği de rolleri arasındaki yumuşak geçişi etkilemiş ve sorunsuz bir tez yazma deneyimi yaşamalarını engellemiş ve/veya katkıda bulunmuştur.

### 4.1.3. Öğretmen ve Araştırmacı Kimlikleri Arasındaki Etkileşimin İDÖ'lerin Doktora Sırasındaki Çoklu Rol Geçişlerine Nasıl Yansıdığı

Birden fazla rol üstlenmek Byers ve diğerlerinin (2014) de bahsettiği gibi katılımcılar için zorlayıcı ama aynı zamanda Choi ve diğerlerinin (2021) bulgularıyla uyumlu olarak katılımcıların profesyonel kimliğine de fayda sağlamıştır. Bilgi ve beceriler anlamında doktoranın, yeni bir beceri edinme veya bu beceriyi kullanmada mükemmelleşme şeklinde profesyonel kimliklerine katkısı vurgulanmaktadır. Katılımcılar doktorayla teori, literatür ve uygulama hakkında bilgilerini arttırdıklarını ve araştırma becerileri konusunda araştırma dizaynı ile ilgili tüm unsurlarda özellikle kullandıkları veri analizinde nitelikli bir araştırmacı olduklarını (Tuba, Rıza, İpek, Ceren) ifade etmişlerdir. Aynı zamanda farklı başa çıkma mekanizmaları, zaman yönetimi ve insan ilişikleri anlamında da doktoranın katkılarından bahsedilmiştir. Öğretmen kimlikleri, kendi öğretim ortamlarından veya farklı ortamlardan veri toplamada etkili olmuştur. Kendilerini araştırma görevlileriyle kıyaslayarak, genellikle bir sorunu kolayca tespit edebilen veya araştırmaya değer bir konu bulabilen bir araştırmacı olarak konumlandırmışlardır (Ayla, Rıza, Tuba). Bazıları tez çalışmaları için kendi öğretim bağlamlarını kullanmışlardır (Rıza, İpek, Ceren). Şekil 25 ART kimliği inşasında teori ve pratiğin kesişimini etkileyen faktörleri sunmaktadır.




**Şekil 25** *ART Kimliği İnşasında Teori ve Pratiğin Kesişimi*

Şekilde görüldüğü gibi kişilerin öğretme ve araştırma tecrübeleri bulundukları öğretmenlik, araştırma ve doktora öğrenciliği ile ilgili ortamlarla etkileşim içindedir ve bu etkileşim kişilerin ART kimliğinin oluşmasına katkı sunmaktadır. Ancak Settles'a (2004) benzer şekilde, özellikle zaman bulamama konusunda yaşadıkları çoklu rol çatışmaları, araştırmacı olarak performanslarını etkilemiş ve doktora öncesinde oldukları ve olmak istedikleri kadar üretken olamamalarına neden olmuştur.

Katılımcıların öğretim ve araştırma rolleriyle ilgili görevleri hem birebiriyle entegre olmuş hem de ayrışmıştır. Anlatılarında, öğretim ve araştırma uygulamalarını entegre etmek için kullanılan kişisel, vekil ve kolektif etken uygulamalarının (Bandura, 2000) çeşitli örnekleri gözlemlenmiştir. Çağrıda bulunulduğu gibi (örn., Block, 2000; Spada ve Lightbown, 2022), ARTIC öğretim ve araştırma uygulamalarında teori ile pratik arasında bağlantı kurabilmiştir; bu bağlantı kendi ortamlarında araştırma yapma ve bilgiyi yayma, öğretim deneyimlerinin doktora çalışmalarına ve araştırma uygulamalarına katkıda bulunabileceği gibi hususlarla ön plana çıkmış ve katılımcılar sadece

öğretmenlik yapması beklenen İDÖ'lerin geleneksel iş tanımını sorgulamış ve yeniden yapılandırmıştır.

Doktora yolculuklarıyla bilgi üreten sınırlı alanları kaygan alan haline getiren (Deleuze ve Guattari, 1987) katılımcıların doktora deneyimleri çeşitli paydaşlara fayda sağlamıştır. Mezuniyet sonrası bir kişi (Ceren) hariç alanlarını terk etmek istemiyor olmaları ve göçebe kimlik (Deleuze ve Guattari, 1987) özellikleri katılımcıların doktora sırasında mesleki uygulamalarında sergilenmektedir ve doktoralı bir İDÖ olarak göçebe bir kimlik üstlenmeye devam etmeyi planladıklarını ortaya çıkarmıştır.

Öğretmen ve araştırma kimliklerinin ayrıştığı hususlar ise ya teslim tarihlerine yetişebilmek ve birden fazla rolü yönetmek için bir başa çıkma mekanizması olarak (ARTIC) ya da araştırma ilgilerindeki bir değişiklik (Tuba dil öğretim dışında dil çalışmaları) ve dil öğretmenliği dışında gelecekteki olası/umulan mesleki yönelimler (Rıza, Tuba, Ceren) olarak ön plana çıkmaktadır. Bu bağlamda katılımcıların başka bir araştırma alanına geçme (Rıza, Tuba), öğretim veya araştırma bağlamı olarak başka bir çalışma ortamına gitme (Rıza, Tuba, Ceren) istekleri göz önünde bulundurulduğunda onların potansiyel göçmen olarak nitelendirilebileceği ve bunun öğretim bağlamları ve öğretmen topluluğu için bir kayıp olacağı ortaya çıkmaktadır.

Doktora yapmak özgün bir bilgi üretmeyi gerektirdiği için zaten riskli bir eylemdir (Batista vd., 2015) ve doktora yolculuğu sırasında birden fazla rolü yönetmek bunu daha da riskli hale getirdi. Ek olarak bazı katılımcılar öğretmenlik alanı dışında çalışma yaparak (Tuba) ya da bilmedikleri bir analizi kullanarak (İpek) büyük bir risk almıştır ve Earl-Novell'in (2006) önerdiği gibi, bu durum doktorayı zamanında tamamlamalarını ötelemiştir. Doktora eğitimi keşfetme, deneme, doğrula(n)ma ve onayla(n)ma gibi dört kimlik gelişimi alanında (Seemiller ve Priest, 2005) katılımcıların öğretmen ve araştırmacı kimliklerinin gelişimine ve bunlar arasındaki etkileşime katkıda bulunmuştur.

### 4.1.4. Mevcut Kimlik Alanları Doktora Yapan İDÖ'lerin Akademik Araştırmacı Kimlik Gelişimini Nasıl Etkiler ya da Destekler

Zaman, mekan ve bağlam içinde yer alan İDÖ'lerin kimlik gelişimi, Deleuze ve Guattari'nin (1987) kaygan/pürüssüz (smooth) mekan ve çizgili (striated) mekan kavramıyla anlaşılabilir. Doktora yapan tüm katılımcılar, halihazırda tam zamanlı bir pozisyona sahip olmalarına rağmen, örgün eğitim arayışıyla profesyonel kimlik gelişimlerini sürdürmeleri anlamında göçebe kimliklerini üstlenmektedirler ve göçebe kimlikleri, onları arada-yaşamaya ve her zaman olma/oluş sürecinde olmaya itmektedir.

Motivasyonları ve gelecek yönelimleri incelendiğinde katılımcıların doktora yapmalarının nedeni mesleki gelişim ya da mevcut iş ortamlarında çalışmaya devam ederek ya da daha fazla kariyer fırsatı arayarak araştırmaya devam etmek istekleri olarak ortaya çıkmaktadır. Katılımcıların birden fazla rol üstlenmeleri, çizgili alanları pürüzsüzleştirme eylemleri olarak da değerlendirilebilir. Teori ve uygulama arasındaki boşluğu doldurma çağrısına cevap olarak katılımcıların hem öğretim hem de araştırma bağlamlarında çeşitli pürüzsüzleştirme uygulamaları ortaya çıkmaktadır. Deleuze ve Guattari'nin (1987) belirttiği gibi pürüzsüz ve çizgili alanlar hem "mevcut hem de birbirine bağımlıdır" (Boylan ve Woolsey, 2015, s. 65). İDÖ'lerin hem çalışma ortamları hem de doktora ortamları, her biri farklı önceliklere sahip olan çizgili alanlar olsa da İDÖ'lerin bu ortamların her ikisinde de birden fazla rol üstlenmeleri onların arada kalmışlıklarını gelişimlerine olanak tanıyan pürüzsüz bir alan haline getirmektedir. Aynı durum, katılımcıların hem bilgi tüketicisi hem de bilgi üreticisi olarak hareket ettiği konferanslar için de geçerlidir. Katılımcıların doktoraya başlama ve çeşitli zorluklarla karşılaşmalarına rağmen çoklu rollerini sürdürme kararları, bu yolculuktan bireysel olarak nasıl faydalandıkları ve bulundukları ortama nasıl katkıda bulundukları göz önünde bulundurulduğunda, doktoranın İDÖ'lerin göçebe olarak hareket etmelerini sağlayan ve isterlerse başka bir alana göç etme fırsatı sunan özgürleştirici bir yolculuk olduğu sonucuna varılabilir.

Aynı zamanda, Dowling ve Mantai'nin (2017) ileri sürdüğünün aksine, katılımcılar doktora ödevlerinin çoğunu geceleri evlerinde tamamlamışlardır ve ev de akademik araştırma kimliği pratikleri için bir alan olabilir. Ev dışında ülkeler (örn., Türkiye, Avrupa, Kuzey Amerika), sosyal medya platformları, akademik ortamlar (örn., konferanslar, sınıf/iş ortamları, veri toplama alanları, kütüphane, doktora mekanları, TİK toplantıları) ve akademik olmayan ortamlar (örn., kafe, sinema) İDÖ'lerin ART kimlik gelişimi için kullanılabilir kimlik alanları olarak ortaya çıkmaktadır.

Doktora, akademik uygulamaların (Pyhaltö vd., 2012) ve araştırmacı olma eğitiminin temelidir (Choi vd., 2021; Hochbein ve Perry, 2013). İDÖ'lerin dört kimlik gelişim alanında (Seemiller ve Priest, 2005) faaliyetleri şu şekilde gözlemlenmiştir. Doktora ortamı, katılımcıların dört kimlik gelişim alanında tecrübe edinebilecekleri bir bağlam olarak hizmet eder. Keşif alanı bireylerin akademik bir araştırmacı rolünü üstlenip üstlenemeyeceklerini keşfettikleri doktora deneyiminin kendisi. Araştırma uygulamaları onlara profesyonel kimliklerini kavramsallaştırma ve keşfetme fırsatı sunmuştur. Akademik bir araştırmacı olmanın ne anlama geldiği hakkında daha fazla bilgi edinmek için profesyonel topluluktaki kişilerle ağ kurma fırsatları yakalamışlardır.

Deneyimleme alanında doktora deneyimi çeşitli deney(im)sel fırsatlara olanak tanır. Araştırma yazma süreçleri boyunca bilgilerini deneyimler ve araştırma yapma ve yazma konusunda mükemmelleşirler (Bandura, 1977'den aktaran Ibarra, 1999). Birden fazla rolü yönetirken çeşitli zorluklarla karşılaşan İDÖ'ler, ART kimlikleriyle profesyonel topluluk içindeki uyumlarını müzakere etmiştir.

Doğrula(n)ma/tasdik alanındaki eylemleri ise hem kendi kendini doğrulamayı hem de konferans sunumları, makale yayınlama gibi uygulamalarda deneyimlenebilecek başkalarının doğrulamasını içerir (Seemiller ve Priest, 2005). Tüm katılımcılar konferans sunum deneyimlerine ve SSCI dergilerinde yayın yapma isteklerine atıfta bulunmuştur. Ayrıca çalışma ortamlarında atölye

çalışmaları da düzenlemişlerdir. "Dr." ünvanına sahip olmak katılımcıların akademik araştırmacı kimliği için bir başka doğrula(n)ma mekanizmasıdır.

Son olarak tüm katılımcılar makale yayınlamak, tez izleme komitelerinde görev almak (Ceren), eğitim ve atölye çalışmaları sunum yapmak gibi onayla(n)ma alanı içinde çeşitli uygulamalar deneyimlemiştir. "Doktor" ünvanını kazanmanın yanı sıra, Kaptizke'ye (1998) benzer şekilde, konferanslarda sunum yapmak ve orada olumlu geribildirim ve yorumlar almak, doktoraya kabul edilmek, kapsamlı sınavı geçmek de katılımcılar tarafından bir doğrula(n)ma ve onayla(n)ma olarak değerlendirilen aşamalardır (ARTIC). Mantai'nin (2015) sunduğu gibi, katılımcılar bu deneyimleri bir araştırmacı olarak akademik topluluğun bir üyesi olduklarını hissettikleri anlar olarak tanımlamışlardır. Lupton'un (2014) önerdiği gibi, aktif sosyal medya hesapları olan üç katılımcı (Ayla, Rıza, Ceren) için sosyal medya, ağ kurmak için pürüssüz/kaygan bir alandı; bu aynı zamanda kendini tanıtmak (Ayla, Rıza) ve alanda tanınmış kişilerin bireyleri takip etmesi (Ayla) durumunda başkaları tarafından onaylanmak için bir doğrulama ve onaylama alanı olabilmektedir.

Kimlik alanlarına ilişkin deneyim doğrusal değildir; insanlar "hem süregelen etkilerin hem de olumlu ve olumsuz kritik olayların etkisiyle kimlik alanlarında (keşif, deneme, doğrula(n)ma ve onayla(n)ma) ileriye ve geriye doğru hareket edebilirler" (Seemiller ve Priest, 2005, s. 135). "Dr." ünvanını almalarına rağmen, kimlik inşası devam eden bir yolculuk olduğu için bireyler profesyonel kimliklerini keşfetmeye devam edebilirler.

### 4.1.5. Doktora Yapan İDÖ'lerin Gelecekte Sahip Olmak İstedikleri İdeal/Umulan Kimlikleri

İnsanlar doktoraya farklı güdülerle başlar ve devam ederler (Brailsford, 2010; Cardona, 2012; Clark, 2007; Leonard vd., 2005). Katılımcıların gelecekteki kariyer yönelimleri hem doktoraya başlamak için motive edici bir faktör hem de bu yolculukta hayatta kalmak için bir başa çıkma mekanizması olarak öne

çıkmaktadır. Katılımcıların doktoraya başlama motivasyonları doktora boyunca devam etmektedir ve mesleki gelişim amaçlarını ve akademik bir pozisyon aramak değil, mevcut çalışma ortamlarında öğretmeye devam etmek istediklerini bildirmişlerdir (Ayla, Rıza, İpek). Mevcut çalışma ortamlarında ders vermeye devam etmenin kendilerine araştırma ilgi alanlarıyla ilgili çalışma yapma fırsatı sağlayacağına inanmaktadırlar (Ayla, Rıza, Tuba, İpek). Ancak koşulların uygun olması halinde bir post doktora tecrübesi ve kendi var olan bölümlerinde veya kurumlarında ya da başka İDÖ programlarında Dr. Öğretim Üyesi pozisyonu da düşünülen bir kariyer fırsatı olarak ortaya çıkmaktadır. Kazanımlarıyla dil öğretimi dışında bir alanda araştırmacı olmak da bir fırsat olarak değerlendirilmektedir (Rıza, Tuba). Gelecekle ilgili araştırma ilgilerini şu şekilde sıralamışlardır: kişisel ilgi, öğretme ve öğrenme üzerine, İDÖ dışı konularda/mekanlarda, söylem ve büyük veri.

Katılımcıların sosyal medya ve diğer çevrimiçi platformlarını daha aktif kullanmaları onların gelecek planlarına yönelik de ışık tutmaktadır. Örneğin Rıza ve Ceren'in sosyal medyayı aktif olarak kullandıkları görülmüştür ve kişisel kurumsal web sayfaları, öğretim ve araştırma uygulamaları hakkında ayrıntılı bilgi içermektedir. Akademik ya da akademik olmayan ortamlarda araştırma pozisyonlarına açık oldukları göz önünde bulundurulduğunda, bu eylemler Lupton (2014) tarafından öne sürüldüğü gibi akademisyenlerin sosyal medya kullanımı yoluyla kendilerini tanıtma eğilimleri kapsamında anlaşılabilir.

Ceren’in mutlak bir şekilde bir İngilizce Öğretmenliği bölümü ya da araştırma kurumunda kariyerini devam ettirmek ve göçmen olmak istemesi dışında Rıza ve Tuba da potansiyel göçmen olarak nitelendirilebilse de katılımcıların göçebe kimliğini devam ettirme ve sınıf, atölye çalışmaları, konferans sunumları ve üst düzey dergilerde yayın yapma gibi profesyonel bağlamlarda öğretim, eğitim ve araştırma uygulamaları yoluyla bilgilerini yayma yönünde genel bir eğilimlerinin olduğu ortaya konmuştur.

## 5. SONUÇ

EFL eğitmenleri kişisel, vekil ve kolektif etkenlik için ve bu etkenlikler şeklinde doktora yapmaktadır. İDÖ'lerin kişisel geçmişleri ve araştırma geçmişleri, akademik araştırmacı kimliği oluşturmalarında ve doktoralarını başarılı bir şekilde tamamlamalarında etkilidir. Bağlam ve kişilerle ilgili zorluklar ve destek mekanizmaları, İDÖ'lerin doktorayı başarıyla tamamlamalarını, akademik araştırmacı kimlik inşalarını ve iyi olma hallerini etkilemektedir. Doktora öğrencileri, güçlü bireysel etkenliğe sahip ve vekil etken olarak hizmet etmeye istekli danışmanlara ihtiyaç duymaktadır. İDÖ'lerin birden fazla rol üstlenmesi hem bir zorluk, hem bir destek mekanizması hem de çeşitli paydaşlar için bir fayda olarak hizmet etmektedir. Araştırmacı ve öğretmen kimliği arasındaki etkileşim, araştırma ve öğretim uygulamalarını teşvik etmektedir. Doktoralı İDÖ'ler, arada çalışan bir göçebe olmaya devam edebilir veya yeni bir öğretim ve/veya araştırma bağlamına göç edebilir.

Bu çalışma doktorayla akademik araştırmacı olma yolculuğunun doğasına, zorluklara ve desteklere ilişkin süreç boyunca çoklu rol üstlenen İDÖ tecrübelerine ışık tutmaktadır. Bu süreçte önemli aktörler olan kişiler, yerler ve tüm paydaşlara İDÖ'lerin doktoralarını başarıyla tamamlamaları ve ART kimlik inşalarını teşvik etmeleri için önemli bilgiler vermektedir. Çalışma göstermiştir ki göçebe bir kimliğe bürünmek kolay bir yol değildir, ancak destekle bireyler çıktıkları yolculukta hayatta kalabilir, evrimleşebilir ve oluşurken kendi alanlarını geliştirebilirler.

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