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From the past to the future: self-concepts of English language teachers from Finland and Korea

This article explores 1) how two English language teachers from Finland and Korea develop their self-concept as English learners throughout their English learning trajectory, and 2) the positive motivational effects of self-reflective experiences upon the research participants. To obtain more holistic research findings, a combination of verbal in-depth interviews with visual artworks depicting English learning timeline and self-portraits were used. The data were subjected to a thematic analysis, the results of which appear to indicate that the interviewees' self-concept as an English learner is dynamically influenced by fluctuations in their learning trajectory, and that it will continue to develop as the teachers grow in their life journey. The interviewees' self-concepts as an English learner and teacher are interrelated: self-reflective experiences appear to generate positive motivational effects by fostering a belief that the interviewees' ideal English learner self-concept can influence their ideal English teacher self-concept.

Keywords: L2 teaching and learning, self-concept, motivation, multimodality

1 Introduction

The study¹ at hand explores how two English as Foreign Language (EFL) teachers from Finland and Korea develop their self-concept as English (L2) learners throughout their English learning trajectory. In addition, the article also examines the positive motivational effects of self-reflective experiences upon the research participants.

Self-concept has been defined in many ways. Combs (1962: 52) defines self-concept as individual's beliefs about him or herself, while Pajares and Schunk (2002: 20–21) argue that one's self-concept consists of the beliefs that one has about his or her experiences across various domains of functioning. Self-concept thus embraces "domain-specific self-related beliefs" acquired by individuals on the basis of their experiences gathered from various domains and contexts; furthermore, self-concept is not only dynamic and stable at the same time, it is also both affective and cognitive (Mercer 2011: 336–337). So being, the concept of self-concept is regarded as comprehensive enough to represent beliefs and feelings regarding the domains of EFL learning as a whole.

Higgins (1987), in his Self-Discrepancy Theory, discusses the notions of **actual self** and **ideal self** and argues that, if persons recognize discrepancies between their actual and ideal self, they will attempt to reduce the gap in order to become more like the ideal self. Inspired by the Self-discrepancy Theory, Dörnyei (2005) conceptualizes the role of motivation for L2 learning and introduces a theory called the L2 Motivational Self System. According to Dörnyei's (2009) L2 Motivational Self System, the core part of L2 learning motivation comes from a person's view of his or her own possible future self, in particular, the discrepancy between the person's current and ideal L2 self. Dörnyei (2009) also argues that the more successful L2 learners are, the more they also tend to develop a clear vision of their future. He sees this process as the gist of the motivational boost in sustaining autonomous learning. However, Lamb (2011: 178) stresses that Dörnyei's "Ought-to L2 Self represents the future identity one feels one should have". Hence, it focuses more on other people's motives instead of one's own, and as Lamb (2011) continues, it may rather emphasize avoiding failure instead of promoting autonomous learning. With this in mind, Lamb (2011: 193) suggests that in-depth qualitative research on "actual human beings in specific contexts of learning" is needed to investigate the interplay of individual future-oriented self-concept and learning motivation.

Over the years, there have been a number of studies on L2 learning beliefs of pre-service teachers of English as a foreign language in Finland and elsewhere (e.g. Dufva, Aro, Alanen & Kalaja 2011; Kalaja, Alanen & Dufva 2008; Barcelos 2003). However, the

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main focus in these studies has not been on the research participants' self-concepts as L2 learners. Kalaja and Leppänen (1998), on the other hand, suggest that taking a discursive approach to L2 learning can provide meaningful insights about L2 learners' understandings and orientations in regard to their L2 learning which are shown and negotiated by L2 learners themselves. In other words, Kalaja and Leppänen (1998) note ways to have a clearer understanding of the complexity of L2 learners' comprehension of their own experiences.

In today's world, EFL teachers face particular challenges because English as an "international language for global communication" (Warschauer 2000: 518) has various accents, expressions, vocabularies and grammatical structures. Obviously, as the language evolves in its uses and forms, the teaching of English is also required to change (Seidlhofer 2004: 225). In other words, contemporary EFL teachers often feel the need to develop themselves as L2 learners in order to provide up-to-date lessons to their pupils. Therefore, one impetus for the current study is to seek ways in which EFL teachers would be able to understand themselves better as L2 learners, and strengthen their L2 learning motivation. The objective applies to EFL teachers in both Finland and Korea. In addition, although these two countries are considered global educational power houses because of their strong performances in OECD's Program for International Student Assessment (PISA) (OECD 2014), their differences in English education (see Finch 2009) make it worthwhile to study Finnish and Korean EFL teachers.

To this end, the present paper focuses on the following research questions:

- 1) How do the research participants describe the development trajectory of their self-concept in the data?
- 2) How do the research participants describe the development of their L2 motivation in the data?

2 Data and methods

2.1 Participants

The study presents the cases of two EFL teachers whose mother tongue is not English: Anna from Finland and Dani from South Korea. Both Anna and Dani are young female primary school teachers with less than five years of teaching experience. Anna, born in 1983, has a teaching career of 2.5 years while Dani, born in 1984, has been a teacher for 4.5 years. The data, consisting of their interviews and visual presentations, were collected between March and December 2014, as part of a more extensive study to be

presented as a doctoral thesis. Pseudonyms are used for both research participants; both also gave their consent for using their interviews and drawings for research and educational purposes.

2.2 Data collection

The present study uses both interviews and visual material as its data for examining the teachers' self-concept. Dille (2004) notes that because the interview process allows researchers to explore the interviewees' comprehension regarding their beliefs and experiences, the verbal narrative interview has been one of the most common methods of data collection in qualitative research. Johnson and Golombek (2011: 486) acknowledge that narratives have been valued as an instrument in the field of L2 teacher education and professional development for more than 20 years. Likewise, because of the reflective nature of verbal interviews, various studies have used narratives to study L2 learning and teaching (Benson & Nunan 2004). In addition, recent studies in the field of applied linguistics have observed that visual narratives can describe what verbal narratives cannot, and vice versa (Kalaja, Dufva & Alanen 2013). Hence, the introduction of visual narratives in the studies of L2 learning and teaching is a relatively new approach (Kalaja et al. 2013).

Thus, my research is also a methodological experiment to gain a more holistic understanding of EFL teachers' self-concept as L2 learners and their L2 learning motivation. In my data collection, inspired by Bagnoli (2009), I used a combination of verbal in-depth interviews and creative visual artworks in which the participants were asked to draw their L2 learning timeline and their self-portraits. While the interview gave them an opportunity to provide a verbal narrative, drawing a timeline helped them to "reflect on the different temporal dimensions of the past, present and future" in their L2 learning trajectory (Bagnoli 2009: 560). In addition, drawing a self-portrait gave the interviewees an opportunity to visualize themselves (Bagnoli 2009: 550).

I conducted one-on-one, face-to-face meetings with both Anna and Dani. The multimodal interview followed the interviewees' L2 learning life stories chronologically. The following is a description of the data-gathering procedure. The interviewees were provided with A4-sized white paper, color pencils and pens. The interview began by drawing the L2 learning timeline.

I instructed the interviewees to draw a timeline starting from their first encounter with the L2 up to the present and to note significant events or people involved, observing both positive and negative experiences therein. On their timeline, the interviewees were also asked to mark certain milestones – times when they completed compulsory

education, when they decided to become an EFL teacher, when they started teacher training, and when they became a teacher.

When the participants had completed their timeline drawing, I asked them to explain it to me. They began by elaborating the starting point of the first encounter with the L2, and moved on to the milestones in chronological order, stopping to talk about any significant events and figures. If necessary, the interviewees could also add events or people on their timeline as they remembered them.

For each milestone, the interviewees were asked to draw themselves doing an activity they considered most important for their L2 learning or their favorite activity during the period. The interviewees were asked to explain why the activity was meaningful for them, what its effect for the development of the L2 was, and how they felt about themselves as an L2 learner.

In addition to the timeline and the drawings at each milestone, the interviewees were asked to draw their future ideal self-portraits as an L2 learner. Then the participants were invited to compare their future portrait with the current one.

The data discussed in this article are: 1) the L2 learning timeline drawings, 2) the portrait drawings of future self as an L2 learner ('ideal self-portraits') and 3) the interviews. The data were subjected to thematic analysis. Thematic analysis is a research tool that focuses on identifying, analyzing and reporting themes or patterns presented in data (Braun & Clarke 2006: 79). According to Braun and Clarke (2006: 82), a theme emerges repeatedly as a significant matter related to the research question within the data set. All the interview recordings were transcribed and then each part of an interviewee's narrative was matched with its corresponding drawings as a data set to be coded with emerging themes. In the thematic analysis, four significant themes were identified: 1) the dynamic and continuous nature of the EFL teachers' L2 learner self-concept, 2) the importance of former teachers, 3) the interrelations between the EFL teachers' ideal L2 learner self-concept and ideal L2 teacher self-concept, and 4) the positive and motivational benefits of self-reflective experiences on the EFL teachers.

3 Results

3.1 Anna's self-concept as an L2 learner and teacher

First, I will focus on Anna, a Finnish EFL teacher: her L2 learning timeline (see Figure 1), her comments during the interviews, and her ideal self-portraits (see Figure 2).

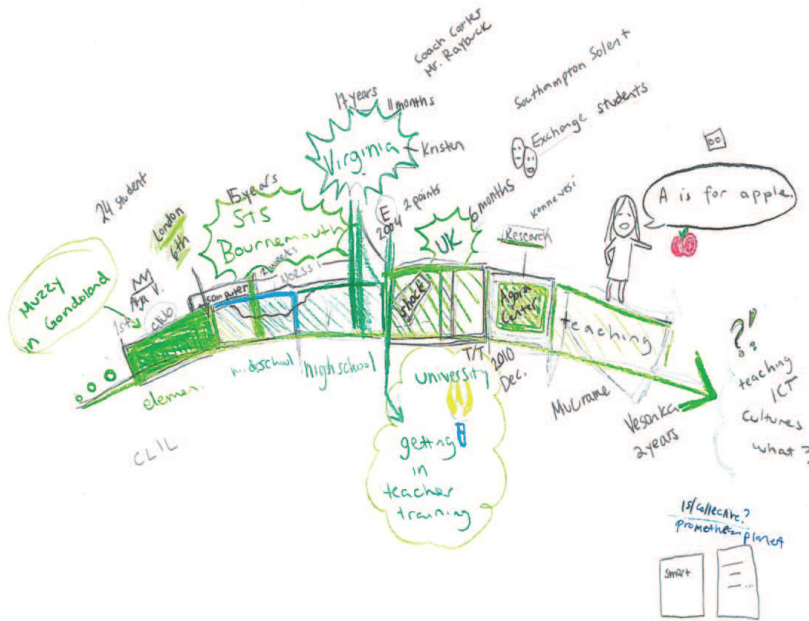


FIGURE 1. Anna's timeline.

Already in its design, Anna's timeline seems to vividly present the dynamicity of her L2 learning trajectory and the formation of her L2 learner self-concept. In her comments, Anna explained that she used green color to emphasize that her L2 learning had been constantly growing like a plant. As for the first encounter with the L2, she said the small circles on the left were *little seeds*.

- (1) English is like air to me. It has always been there. Before the real beginning of school...uhm there were little seeds like TV, books, music...

She filled her primary school period in yellow-green color because *it was very important true beginning for everything*.

In Examples 2 and 3, Anna talks about how she started learning the L2. She describes her L2 learning in a primary CLIL class (Content and Language Integrated Learning), using the word *special* several times. When she was in the sixth grade she had a *special London trip*.

- (2) Anna: I went to the first grade. I actually went to this **special** class CLIL. It was like English emphasized class. Do you know, CLIL?
 Noelle: Yes, I do.

Anna: So we started learning English not from the third grade but from the first grade. And this was quite **special**. So it was first grade and we had not only English classes but we had other subjects in English as well.

Noelle: Wow!

Anna: Yeah. I think this has been very, very important. I think this has been like my whole future started right here, in first grade. And the teacher was very good, so I think it has had a great influence and emphasis on my life. Oh, I should put her on my timeline. (Anna wrote her teacher's name and drew a crown on it.) There you go!

(3) Anna: It was life changing experience. [...] I had travelled abroad before, but this time it was different because I was with all my classmates. We had many parents with that. But there still a sense of, you know, that we are traveling the world. (laughs)

Noelle: Yeah! Did you try to talk to the local people in English?

Anna: (laughs) No, not that I remember. Probably not. Maybe just little bit in the restaurant. I could have! (laughs) But I was still quite shy.

In addition to the London trip, Anna had experiences of studying in English-speaking countries. All of them appear as significant events on her timeline.

On her timeline, a thin line can be noticed from the moment of finishing elementary school until the middle and high school education. Because Anna studied in a CLIL class during her primary education, the ordinary English lessons given by the ordinary secondary school were too easy for her. In her opinion, the lessons discouraged her learning motivation. *I was so ahead. It was boring. Not special anymore.* However, Anna said that when she was attending a language school in Bournemouth, U.K., at the age of 15, she could talk to locals in English because she *wasn't that shy anymore*. She knew that her English skills were recognized by others when she completed the compulsory education. Nevertheless, she also pointed out that she was under pressure because her parents, teachers and even herself had high expectations for her.

Anna also mentioned *another life changing experience* – her exchange studies in a high school in the U.S. She said that *even though I was nervous at first I was good at school even there. That experience boosted my self-confidence. It was great.* She also met *two wonderful teachers* there. Mr Raybuck was an English teacher who helped Anna with her writing skills, which Anna saw as the weakest part of her English competence. The other one was Coach Carter. Even though he was a biology teacher, Anna remembers him as her role-model as a teacher.

(4) He was very enthusiastic about his stuff. He knew them and I think he was passionate about the students and his teaching profession as well. Also he was a very innovative teacher. To explain cells he even created a rap song.

Anna drew a university emblem on her timeline and wrote that the initial stage of her university education was a *shock* because there were so many students who were very good at English.

- (5) I was shocked that I, because, it kind of shook my own perspective of how good I was or who I was, really. And suddenly I was just, you know, **regular** in English language.

During the interview Anna marked her university exchange studies in the UK on the timeline, but she pointed out that it was not as *special* as previous experiences because her *English was already good*. So it (her English proficiency) *was stayed the same* and she spent most of the time hanging out with other exchange students.

During her teacher training, Anna was convinced that her decision to become an English teacher was right. As a teacher trainee she was not like her role-model, Coach Carter, but she realized she would like the job. After graduating, she worked for a while for a research project. This was an experience that improved her skills in writing in English, but she felt happier when she started teaching at a primary school. Because of this experience, *I finally trusted my calling as an English teacher!*, she said.

During her 2.5 years of teaching experience Anna had changed school once, but both schools were primary schools. On her timeline, Anna drew herself with an apple and wrote: *A is for apple*. She explained this by saying:

- (6) English is an easy language and I teach the very basics of it. I am worried about my own development, you know. [...] Maybe I need to consider moving to a secondary school next time.

For Anna, developing as an L2 learner is a continuous project. Continuity was also represented at the end of her timeline as an extension of questions and exclamation marks that stretched from the present towards the future. Here, she also posed a question by saying *Teaching ICT, cultures what?* Considerations about the future are also shown in Figure 2 below.



FIGURE 2. Anna's future ideal self-portrait as L2 learner.

Although Anna is a teacher, it turned out that she is still concerned about her development as a language learner. This seems to indicate that Anna's self-concept as an L2 learner is intertwined with her self-concept as an L2 teacher. This can also be seen in her ideal self-portrait in Figure 2. When doing the task, she drew the central part first. It was herself saying *such innovation* next to a smart board. Second, she drew the book with the comment *these materials are awesome*. During the interview, Anna said she actively exchanged ideas and teaching materials utilizing smart board with other teachers: *I also still learn new things sometimes in the process of preparing lesson. It seems helpful for my own growth*. Third, she drew the Earth with the phrase *international contacts*, saying:

- (7) Networking with people from outside of Finland will help me to keep my English skills and learn cultural knowledge which I can utilize as a good teaching resource for my students.

Finally, Anna drew herself giving a *fun and creative class for her students with enthusiasm*.

3.2 Dani's self-concept as an L2 learner and teacher

The second part of the results concentrates on Dani, a Korean EFL teacher, her timeline (see Figure 3), her comments in the interviews and her ideal self-portraits (see Figure 4).

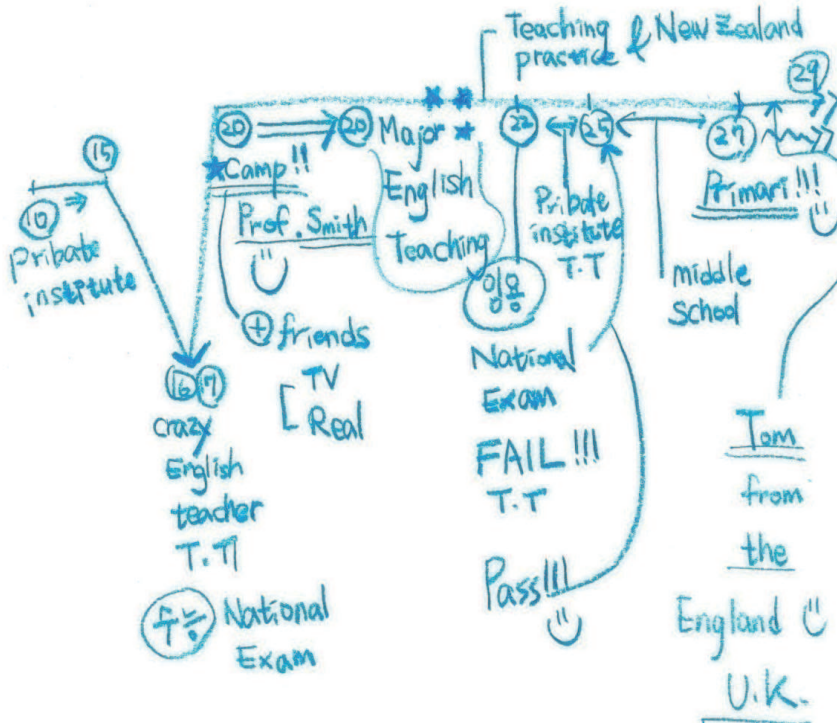


FIGURE 3. Dani's timeline.

Similarly to Anna's, Dani's timeline shows the dynamicity within the development of her L2 skills and her self-concept which is constantly shaped throughout her journey. The excerpt from the interview shows how Dani remembered her first encounter with English language:

- (8) It (English) was just a school subject you should learn later. I had zero feeling about English [...] I just attended the private class because my mom told me to.

Dani continued studying English at the same private institute until she was 15 years old when she completed her lower secondary school. She said she did not have any particular memories or feelings about English learning back then. However, suddenly – when Dani turned sixteen – her timeline plunged sharply and there was a teary face indicating her negative feelings.

- (9) When I was a junior in High School I had this crazy English teacher. She was very mean and her lesson was boring. She let us memorize dialogs in the text book. If

anyone failed to say the exact sentence, she humiliated the student saying “A stupid one like you never can go to university.” Plus, I was under pressure because of, you know, the national college entrance exams (수능, Sooneung). So, during this time period, I hated English. I didn’t want to study it.

At the age of 20, Dani went to a university camp where she met Professor Smith. In her drawing, Dani put a star in front of the word *camp* and added a smiling face under *Prof. Smith*, indicating that it was a significant and positive turning point for her. This positive experience also led to another change in her life. Dani changed her major to English teaching to become an English teacher as shown in Example (10) below.

- (10) The camp and Professor Smith changed everything! (Pause) Finally, I realized English is a language for communication. It was enlightening to discover that I could interact with others in a foreign language, English, and the experience itself was fascinating. It was not grammar for tests or dull dialog in textbook for memorizing. It was a living language! I wanted to let others, especially young students, know it so that they don’t suffer like me in the past.

After the camp, Dani made a new friend who was a Korean-American. This gave her an opportunity to have regular conversations in English and she also started to watch an American TV series *Friends*.

Dani said teacher training was a *fond memory* for her. She made every effort to give good lessons to the students and they liked her: *They (the students) gave me a thank you letter on my last (training) day. I felt rewarded.* In the same year, Dani went to New Zealand for six months to attend a language school.

- (11) I still appreciate that I could have the opportunity. It was amazed. I became friends with classmates from all over the world. I could do everything only in English. It was real and exciting.

Right after her study abroad period, Dani took her first national teacher’s exam (임용, Imyong). Despite her boosted self-confidence from her experience in New Zealand, she failed the test.

- (12) It’s very normal to fail the exam for several times due to high competition. But after failing it three years in a row I was so disappointed, depressed and desperate. It was the darkest days of my life.

In order to prepare for the test, Dani took lessons in a private institute in the morning and worked at a different private institute teaching high school students in the evening.

- (13) There was no human interaction with my students at the private institute. The only focus was building test-taking skills. Well, I was also attending one for my own exam though it was very dry. You know, but, it is not the true purpose of education. Education is nurturing human not manufacturing test-taking robots. I thought I must become a school teacher. I couldn't stay at a private institute forever. I studied hard to pass the teacher's exam.

Finally, Dani passed her exam when she was 25. After passing her exam, she then taught at a lower secondary school for two years. The situation was a lot better than in the private institute.

- (14) (However) there was limited room for maneuver because usually preparation for national college entrance exam begins from lower secondary school. As long as you are in the system, you have to follow the general expected trend...

As the primary and secondary school teacher education systems are different in Korea, it is very rare that a secondary school teacher like Dani should be offered a position at a primary school. However, Dani said she preferred teaching primary students: *I definitely can provide more conversation-oriented lessons. We do lots of games together.*

A year ago, a new native speaker teacher from the U.K., Tom, came to Dani's school. Tom and Dani planned and taught classes together.

- (15) It's great to have Tom. Even though I am also a teacher, I learn a lot from him. English is his mother language. When I see him I think I'd like to become like him. [...] Sometimes boys ask expressions they learned from computer games. I don't play games. So I don't know exactly though it seems the kids talk with some foreigners there. Some words they ask are not even in dictionary. Where can I learn them? This will never end...

Similarly to Anna, also Dani saw her own development as an L2 learner. At the right edge of her timeline (see Figure 3), the continuity of her L2 learning was represented by an arrow to the right.

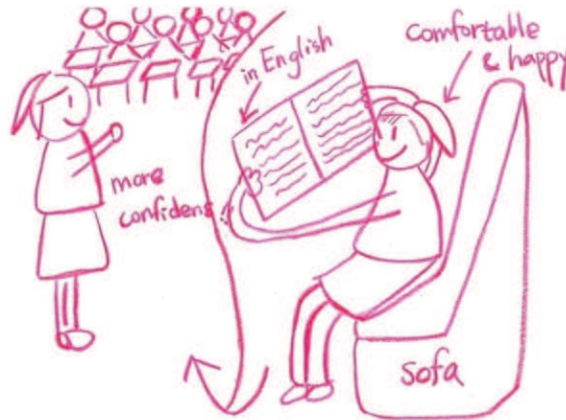


FIGURE 4. Dani's future ideal self-portrait as L2 learner.

Figure 4 shows Dani's future self-portrait. The portrait is divided into two parts. On the right side, Dani is sitting on sofa reading something in English. She described herself *comfortable and happy*. On the left, she is teaching in front of her students with *more confidence*. The two different sides are linked with a vertical arrow. In the interview (Example 16 below), the interrelation between the two sides of her drawing were explained by Dani.

- (16) Dani: I think if I expose myself more often to more English materials I could become more familiar with English. These days, English is like a new boyfriend. Strange expression! (laughs)
- Noelle: (laughs) Yeah!
- Dani: But it's exactly like that.
- Noelle: Why do you think so?
- Dani: I like it and I wanna know more and feel more comfortable with it so that I can be more confident in class like the image on the left.

As Dani elaborated above, in her future ideal self-portrait, her self-concept as L2 learner and L2 teacher are interconnected. It seems that she believes that by becoming an ideal L2 learner, she would achieve her ideal self-concept as an L2 teacher as well.

4 Discussion and conclusion

In the study, both Anna and Dani were given the same instruction to draw the L2 learning timeline from the first L2 encounter up to the present moment, and yet their drawings show individual differences. Anna and Dani met English language at a different age in

different contexts, and they had quite different first impressions about the English as well as different significant people and events during their L2 learning journey. Both Anna's and Dani's timelines also reveal that over the course of their lives, their perception of English as well as their self-concept as an L2 learner has changed. In other words, by following the ups and downs in their trajectories, the dynamic and complex nature of their L2 learner self-concepts has become visible. This finding is in line with Mercer's (2011: 336) argument that self-concept embraces "domain-specific self-related beliefs" acquired by an individual's experiences gathered from various domains and contexts.

Today, Anna thinks English is an easy language but at the same time she is worried whether her everyday teaching in primary level might affect her further development as an L2 learner. This is projected by Anna's picture of herself saying *A is for apple* on her timeline. Dani is also happy with her job these days. Still, as she mentioned during the interview, the job poses new learning challenges for example in the form of new words from the computer games, but it also provides new learning opportunities. In that regard, both Anna's and Dani's timeline, and their verbal commentaries, show that their L2 learning journeys are ongoing processes. Consequently, it appears that the EFL teachers' L2 learner self-concept has kept developing throughout their lives and that it will keep developing as they reach new stages in life.

During the interviews, Anna and Dani mentioned former teachers who had had a significant influence on them. For example, Anna said her first English teacher at first grade was great and had had a huge influence on her life. She also told about another wonderful English teacher and a biology teacher who happened to be her role-model as a teacher as well. Meanwhile, Dani told about a teacher who had a negative influence on her L2 learning. In contrast, it was the positive influence of another teacher, Professor Smith that became the decisive turning point in her life. In addition, her recent colleague was also crucial in her development as a teacher and a learner of English. The results of the present study support the argument that teachers play a significant role in L2 learning. Various mainstream educational studies have discussed the influence of teachers' previous learning experiences on their teacher cognition (e.g. Holt Reynolds 1992); similar results have been reported from studies with L2 teachers (e.g. Freeman 2002; Numrich 1996; Eisenstein-Ebsworth & Schweers 1997; Golombek 1998). Moreover, Borg (2003: 88) observes that prior L2 learning experiences build teachers' cognition about L2 learning and that the teachers' initial notion of L2 teaching is based on their L2 learning beliefs during their teacher education so that L2 teachers' professional lives may be continuously influenced by their conceptualization of L2 teaching.

The future ideal L2 learner self-portraits of Anna and Dani indicate how interwoven the interviewees' self-concept as learners is with that as teachers. More specifically, the drawings suggest that the interviewees believed that if they could achieve their

ideal L2 learner self-concept it would help them to achieve their ideal L2 teacher self-concept. This is shown particularly in Dani's drawing where the image of her ideal L2 learner on the right leads to the image of her ideal L2 teacher on the left (see Figure 4). Furthermore, self-reflection and envisioning one's ideal self-concept may even motivate the interviewees to get closer to their ideal self-concept. This is something Dani remarked on when talking about her overall experience of the interviews:

- (17) It was rather helpful for me. It was like a therapy. I learned what my problems are and what I want for myself as a teacher and learner. Now I can see it. What matters from now is get going.

Consequently, when it comes to conceptualizing one's L2 ideal self-concept, visualizing tasks such as drawing, combined with verbal narratives, can be more effective than purely written or verbal work because "the more elaborate the possible self in terms of imagination the more motivational power it is expected to have" (Dörnyei 2009:19).

According to Gauntlett (2007), narrative research methodologies invite participants to contribute their stories in their own way. Hence, he argues that including visual elements in data helps interviewees express about what is "unsayable", or difficult to elaborate using speech. By letting the interviewees draw pictures of themselves and provide their own interpretations of these pictures, this study took a participant-driven approach. Looking back on her own L2 learning trajectory, Anna said:

- (18) Thank you for the interview! It was very new and nice. I've never thought about myself before. I'm actually kind of realizing now that I'm kind of doing the same mistakes here in my own teaching that I suffered before. My poor elementary kids! This is a good thing that you're doing this research. I could feel it already. I'll change my way. I'll become an even better teacher with all those ideas.

Thus, reflective activity seemed to give opportunities to her to understand not only herself but also her students based on her own experiences as L2 learners.

Based on the remarks of the participants it seems reasonable to suggest that a reflection of oneself might be useful to enhance one's motivation to achieve his or her ideal self-concept. However, a self-reflective activity in which drawing is utilized may not be effective for all. Not everyone is willing to draw and, in fact, Dani hesitated to join the research because of the drawing tasks.

As Worth (2009: 411) argues, visual data display all elements at a glance, unlike verbal data. In that regard, utilizing drawings helps in comparing teachers' drawings, and can highlight differences and similarities. In particular, on Dani's timeline, private institute and national exam appeared twice, respectively. They represent snap shots of the English-language education system in Korea. Consequently, according to Dani's

explanation, those elements had a significant influence on her L2 learning and L2 learner self-concept.

This paper has focused on just two EFL teachers. Nevertheless, with mutually supplementing effects of visual and verbal data, the two individual EFL teachers' narrative interview and their drawings combined together as each interviewee's "case file" (Worth 2009: 409) have helped examine complexities in Finnish and Korean EFL teachers' L2 learner self-concepts and motivation. To this end, pre and in-service teacher support training programs could benefit from the findings of this study.

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