`

SELF-TALK AS A COPING STRATEGY FOR EFL TEACHER BURNOUT

Sırma GAZİMİHAL

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SELF-TALK AS A COPING STRATEGY FOR EFL TEACHER BURNOUT

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Sırma GAZİMİHAL

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Approval of the Graduate School of Educational Sciences

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Assist. Prof Dr. Sinem VATANARTIRAN
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

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Assist. Prof. Dr. Aylin Tekiner Tolu
Coordinator

This is to certify that we have read this thesis and in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

_____

Assoc. Prof Dr. Feyza Doyran
Supervisor

Examining Committee Members

Assoc. Prof. Dr. Feyza Doyran (BAU, Educational Sciences) _____

Assist. Prof. Dr. Aylin Tekiner Tolu (BAU,ELT)_____

Assoc.Prof Dr. Nurdan Özbek Gürbüz(METU, ELT)_____

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Name, Last Name   : Sırma GAZİMİHAL

Signature   :

ABSTRACT

SELF-TALK AS A COPING STRATEGY FOR EFL TEACHER BURNOUT

Gazimihal, Sırma

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This research was conducted with the purpose of investigatingcoping strategies for teacher burnout ofEFL instructors working at foundation universities in Istanbul and Izmir. This researcher investigated several studies on this topic, additionally conducted Qualitative Research on thirty EFL instructors to investigate their hardships, challenges, motivational simulators and their coping strategies. This study was conducted through profound interviews on EFL instructors to find out if they applied self-talk as one of their coping strategies and if they do what motivational phrases they use, the types of self-talk (motivational, instructional, positive, negative)and finally,whether there is a positive impact of self-talk for burnout. The findings of this study haveshown that, most of the instructors do apply self-talk as a coping strategy and there are positive outcomes of self-talk for teacher burnout.

Keywords: Burnout, Teacher Burnout, English as a Foreign Language (EFL), EFL Instructors, Self- Talk.

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ÖZ

İÇE DÖNÜK KONUŞMANIN ÖĞRETMEN TÜKENMİŞLİĞİNE KARŞI
BİRBAŞA ÇIKMA STRATEJİSİ OLARAK UYGULANMASI

Gazimihal, Sırma

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Bu araştırma İstanbul ve İzmir de eğitim vermekte olan İngilizce Okutmanlarının tükenmişlik konusunda kendilerine geliştirdikleri başa çıkma stratejilerini incelemektedir. Araştırmacı bu konu üzerine birçok makaleyi incelemiştir, ayrıca araştırmacı İngilizce Okutmanlarının karşılaştıkları zorlukları, engeller ve motive edici faktörleri nitel araştırma yöntemi ile incelemiştir. Bu araştırma boyunca İngilizce Okutmanları ile derinlemesine mülakatlar yapılmış ve okutmanların kendilerini içe dönük konuşma yöntemi ile motive edip etmedikleri, motivasyon için nasıl cümleler kurdukları, ve son olarak da içe dönük konuşma türlerini (motivasyonel, komut vererek, olumlu veya olumsuz) araştırılmıştır. Bulgular İngilizce Okutmanlarının, büyük oranda içe dönük konuşmayı tükenmişlik durumu için bir başa çıkma yöntemi olarak benimsediğini ve bu yöntemin olumlu sonuçlar sağladığını göstermiştir.

Anahtar Kelimeler: Öğretmen Tükenmişliği, Yabancı Dil Olarak İngilizce, İngilizce Okutmanları, İçe Dönük Konuşma.

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To My Beloved Family

ACKNOWLEDGEMENTS

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Chapter 1:Introduction

This chapter gives a general idea of this study expressing that teaching might be one of the professions that suffer from burnout syndrome which may have damaging effects on teachers` psychology. Considering this negative impact on teacher`s wellbeing, it is important to understand thecoping strategies. In order to achieve continuous job satisfaction, it is essential for the teachers to comprehend and apply these coping strategies. This chapter also includes purpose of the study, research questions and significance of the study. Lastly, some key terms that are used in this study take place in this chapter.

1.1 Overview

Teaching is a very demanding occupation and there has been a surge in the number of universities in Turkey. Due to Turkish university governance policies, most of the Turkish students are obliged to learn English before taking their departmental classes. When these two factors sum up, the pressure on the EFL teachers in Turkey, has augmented dramatically.Teachers often complain that organizational expediency tends to reduce performance of their work and regardless of their skills and efforts, prevents them from carrying out their work effectively and successfully, thereby causing disappointment and burnout(Conley, 1989). The main factors in the working environment that affects teachers` disappointment and emotional burnout are; (a) lack of compensation -lack of respect, concentration and gratefulness, given by the public (Mazur and Lynch 1989); lack of promotional prospects (Travers and Cooper 1996); lower salaries, which are poor compared to other occupations (Farber 1991); (b) external and internal role ambiguity (Smylie, 1999); (c) role contradiction which may confuse the relation between teacher`s efforts and outcomes (Smylie, 1999)(d) qualitative and quantitative role burden(Maslach and Leiter, 1999); (e) inadequate decision making power (Gersten et al., 2001), lack of support of teachers` initiatives (Byrne 1994; Friedman 1991); f) lack of encouragement from the school principal and colleagues, which might

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improve perceived stress and burnout (Mazur and Lynch, 1989). Job burnout refers to the state in which individuals experience physical and mental fatigue after working under heavy pressure Maslach, Schaufeli and Leiter (2001). A similar idea was presentedby Freudenberger (1974) who defined job burnout as a sign of emotional exhaustion that was commonly perceived among individuals working in assisting professions (Shih, 2013).

There are plenty of research studies available on job satisfaction and these studies emphasize the healthy interrelationship with supervisors and colleagues. These healthy relationship fundamentals are valid for school governance as well. When teachers are given a voice, when their role is not marginalized and they are involved in the decision making processes, then their mental welfare is more assured(Adams, 2010). Nevertheless, even inside the best governed schools the teachers stress is still present. It is because there are many other factors;Kukla&Acevedo(2009) claimed that other factors providing teacher fulfilment include relaxed physical environments, numerous professional development opportunities and satisfactory resources.

As stated by (Brinthaupt,2015):

Conducting research on the psychology of inner experiences is an interesting and challenging activity. Because the phenomena of interest may be covert, hidden, or completely unobservable by an outside agent, researchers must rely primarily on the introspection and self- reports of participants.(P.1)

Self-talk is one of the automatic processes of human beings, whichis always applied without realising in both positive and negative ways. When you experience awful situations, youmay tend to use negative self-talk that makes things worse.

According to Zinsser, Bunker and Williams (1998) self- talk influences performance in amount of ways in terms of acquiring skills, the improvement of self-confidence and the self-regulation of habits. Self-talk goes on all of the time, though a person may not be aware of it. Self-talk covers everything that a person thinks

about himself or anything else around him. It is a delicatechange in a person'smanner from never again considering things in a negative way, to looking at things in a more optimistic and productive way. There are times in life when everyonemay feel obliged to shoulder a bad situation. It totally depends on the person, whether he/shewould let that situation work against himself, or make reasonable decision to perceive it in a different way. "Self- talk strategies are based on the use of cues that aim at facilitating learning and enhancing performance through the activation of appropriate responses"(Van Raalte, 1995).

In order to further investigate the levels of burnout in the Schoolof Foreign Languages in Turkey, theresearcher interviewed preparatory school EFL instructors from twodifferent universities in Istanbul and Izmir.The findings of the study showed that most of them experienced burnout syndrome in some degree through their professional lives. Even though EFL Instructors had similar troubles, they perceived these problems in a different way. Their burnout level depends on the way they see the problem; when they consider the problem as permanent and helpless then theyincrease their burnout levels. However, once they consider the problem as temporary and use their coping strategies, then the quality of their lives and their satisfaction for their occupation would be much higher.

There will always be obstacles, hardships and challenges throughout the professional life; however an EFL teacher may not be able to run away oravoid these problems. Therefore, in a teacher's inner talk, it is much healthier to focus on positive reasons that appeal himself rather thananxiously search ways to avoid his problems.For example, daily physical exercise is necessary for his health, however he usually tend to skip it by finding lots of excuses in his inner talk such as "its cold outside today" or, "I'm not feeling ok today". Instead a person could motivate himself by saying "if I exercise today I'll feel much more energetic throughout the day".

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According to Voge (2007):

> Thinking that your life as you know it will end if you don't write your essay may increase your desire to get finished, but it probably won`t actually get you started. Interest in the accuracy of self- reports covers a broad range of phenomena, particularly behaviours that might be expected to show socially desirable responding effects. (p.52)

Throughout the academic life,an EFL teacher may also face challenges like it would be a disaster if he/she did something wrong, instead of bombarding himself with such negative thoughts that he couldn't stand the troubles or be dismissed from the school if he'd not catch up with the organizational issues,he could put her thoughts on coping with troubles or could motivate himself even more if he could find a point that is interesting or intriguing or interesting on her profession.

1.2 Background of the Study

Work is an essential part of good life and every person relates to their work in different ways. It is suggested while some people see their work as a job with more emphasis on necessity than personal satisfaction, while some regard it as a career (more emphasis on advancement) and there is another group who regard it as a calling with more focus on enjoyment and fulfilment.(Wrzesniewski,McCauley, Rozin and Schwarz 1997). Care (1984) suggested that there are two moral values that compete with each other in the choice of career and self-realization and service to others. Moreover, when only one can be chosen, people tend to choose service to others.The profession of teaching requires dealing with people every workday. As a consequence, there is a symbiotic relationship between a person's work life and his emotions.For burnout avoidance in a teacher's professional life, he should be able to control his emotions. This can be achieved by applying coping strategies. Obviously these strategies may not be sufficient during certain stressful periods, however they will help in the long-run.The study by Borg and Falzon(1977) has shown that,teaching is one of the most stressful occupations because it requires personal

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relationship of assistance and care with the students. Teaching is a difficult profession; it involves interacting with students, parents, colleagues and administrators. Moreover, they are required to work overtime by reading papers, preparing course material during evenings or over the weekend.

When teachers are working in such emotionally demanding environment, one should develop coping strategies for their own sake. Self-talk is a method which can be applied to cope with emotional and physical stresses of day to day job. If one talks to himself in a positive way after a while his inner thoughts will also be positive and start believing that everything will be fine in time, or I may overcome this problem. "The variable self-talk has been identified as the words or phrases people state privately and its function may be instruction or motivation"(Hardy 2006, p.81).Self-talk is the statements in which a personwould make comments about himself, it is not about other people.

The study by Cutton and Hearon (2014) describe self-talk as:

Self-talk has also been described as words, phrases, or cues, variable and dynamic, which possess understandable elements to the performer.Thus, self-talk may serve a variety of functions, depending upon the self-talk used or the performer`s interpretation.(p.478)

There are many obstacles and struggles through professional life but the thing is applying proper coping strategies against these challenges. It is a must for surviving in both social and professional lives.Peterson (2006) stated that character strengths can be distinguished from talents. According to Peterson, character strengths are valued morally while talents are valued on the basis of outcome they produce. Strengths result when an existing talent is refined by knowledge and skill, which produces consistent and almost perfect performance. (Buckhingam &Clifton, 2001. p.42). The same can be applied to EFL teaching as well. When teachers voice their positive qualities, they can have deeper understanding of their values. Increasing self-awareness also helps them become more courageous towards their weaknesses.

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1.3 Statement of the Problem

Burnout is caused by a long- term experience of emotionally damaging situations. It is the consequence of physical and mental stress leading to anxiety and frustration, especially for human service professionals. (Pines and Aronson, 1988). Different theories have ascribed the situations that harm the individual to different causes: protracted demands on the individual's resources (Janssen, 1999) , lack of resources, such as support (Lee & Ashforth, 1996) ; injustice; lack of reciprocity in worker-client relations (Truchot & Deregard, 2001) and inefficiency and lack of productivity when trying to serve others (Gold,1996). Finding a solution of the problem is much more significant than the problem itself. Because if a person does not know how to cope with difficulties, day by day the problem will become more serious and will be burden on his shoulders. Consequence of high stress levels among teachers leads to absenteeism, turnover and early retirement, which negatively affect the school environment and lead to poor student outcomes, both academically and behaviourally.

Life can be seen as a journey that involves all aspects as well as the spiritual. That spiritual lives will have ups and downs is expected. There will be times of challenges as well as times felt connected to the sacred. (Pargament-Murray-Swank, Magyar, & Ano, 2005). These struggles are seen as signs of weakness and faithlessness or regarded unusual in individual's spiritual development. Individual's response to these struggles can either cause spiritual development or stagnation. For some, understanding and addressing spiritual challenges may be helpful to direct themselves to spiritual progress and transformation (Pargament, 2007). The problem is thatteachers consider`burnout` as an ordinary occupational problem and they get accustomed to live with it. But, in time, burnout expands and turns into a chronic problem that even harmsteachers` psychology and their professional lives.Therefore, particular coping strategies need to be found, so that they canincrease their satisfaction level.

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1.4 Purpose of the Study

Purpose is defined as an intention to achieve something that is meaningful to the self and of consequence to the world beyond self. It functions as a goal in life and therefore, shapes and affects any other actions or decisions. A purpose is internalized, or 'owned' by the individual free of external factors and therefore, is central to a person's identity (Reilly& Damon, 2013).

This study was conducted to explore EFL instructors' coping strategies for burnout and investigate whether they use self-talk, if they use what they say to themselves when they apply self-talk. Besides teaching, today, teachers are supposed to deal with many things like students' misbehaviour, organizational issues, busy schedules, heavy paperwork and so on. Considering these things as parts of teaching profession, EFL instructors must acquire some coping strategies against these problems. In short, the aims of this study are:

1- To explore the coping strategies of EFL instructors working at foundation universities
2- To investigate whether they use self-talk and what they say to themselves when they apply self-talk
3- To explore what type of self-talk they use when they apply self-talk (motivational-instructional-positive or negative)

1.5 Research Questions

This study aims to find the answers for these research questions:

1. What strategies do EFL instructors use to cope with teacher burnout?

This research question investigated the coping strategies of EFL instructors. This research question aimed to examine the types of techniques and strategies that teachers deploy for coping mechanisms. Sports, music, hobbies, socializing, are

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some other methods that are applied with or instead of self-talk. This research also investigates connections and interactions of various coping strategies with self-talk.

2. Do EFL instructors use self-talk as a coping strategy? If they do, what do they say to themselves?

Although this research is a qualitative research, it still aims to find out the percentage of instructors that deploy self-talk as a coping technique, as well as frequency and circumstances which trigger such coping mechanisms. The research also investigates the outcome and effectiveness of such coping strategy.

3. What type of self-talk do EFL instructors use? (Motivational - Instructional- Positive or Negative?)

There are different types of self-talk: The research investigates which type of self-talk is applied more frequently, in what frequency and what the stimuli, or circumstances are which prompt a certain type of self-talk. The research not only investigates the positive self-talk as a coping strategy but also investigates the impacts of negative self-talk leading to depression, burnout and job dissatisfaction.

1.6 Significance of the Study

Teacherburnoutis described as a dynamic process, developing over a certain period of time (Cherniss,1980), or an `erosion` of the soul, a disease gradually developing over a long period, which drags people down into a terrible state, from which it is very difficult to recover (Maslach and Leiter, 1997). According to Bruchon and Schweitzer, (2002) the search for social support relates to the subject's determination to obtain sympathy or another's help. Today, teaching is a more demanding job that EFL instructors face lots of problems through their professional lives, but when they take those problems temporary and resolvable they can cope with problematic situations consciously. By applying coping strategies, teachers may consider life as a joyful place and will be the boss of their thoughts that they can

control them whenever they want. Because it is well known that, when negative thoughts and feelings begin to control an EFL teacher, he may find himself struggling to control her attitudes throughout hersocial and professional life.

Maslach (1976) pointed out the employee's withdrawal and the tendency to behave clients in an alienated, dehumanizing fashion, as a defensive coping response. To escape from demands on their emotional assets, teachers may limit their involvement with others, building a psychological barrier between themselves and their occupational requirements, giving up their ideas and hopes.According to Maslach (1976), the burned out teachers may adopt a cynical and cold attitude towards others.

Motion or immobility in a person's life is caused by an energy which comes in many different forms such as love, anger, fear or jealousy. These emotions are either the motivators or de-motivators, which sometimes set people in motion or stop them. The best motivators are the ones that help people improve themselves, reach their objectives and live a better life. They usually come out when people are encouraged by others.

Friedman (1996) describes a model of burnout as a multi-track occurrence. According to this model, the process is initiated by stress factors in the work environment and if coping strategies such as depersonalization are useless, burnout may continue to a severe climax along the following lines emotional exhaustion and depletion of, physical and mental energies.

There is also a kind of motivation that people can never get from the others and it is the motivation that is created within. The people who can motivate themselves in this way are in more control of the forces that affect everything they do. This kind of motivation is defined as intrinsic motivation and it does not require the help of anything or anyone else. Self-motivation arises from having a purpose and self-determination. The relationship between money and happiness has always been a topic of study for both psychologists and economists. Correlational designs were used to study the relationship and it was found out that there is a small but important

relation between income and happiness (Lucas,& Dyrenforth, 2006). Everyone needs motivation regardless of their professions and the amount of motivation a person has determines if he will achieve his goals or fail. Motivation also affects income, determination and position.

In order to motivate themselves, teachers must influence their emotions. In fact, there are many psychologists who believe that a person cannot be motivated unless he wants it internally. Therefore, since emotions are motivators, they must be redirected or changed before motivation can take place. Same thing also applies to self- motivation. Instead of relying on others to be motivated, it is more beneficial for one to be able to motivate himself. If the right words are used when doing self-talk, self-motivation can easily be reached. The first example of self-talk for self-motivation is designed to lift emotions up. It gets people moving and it supports the motivation that self-talk gives, so it is both programming and giving extra confidence to the belief that something can be achieved.

It is essential to understand the coping mechanism for EFL teacher burnout because comprehending appropriate strategies makes EFL instructors apply whenever they need them.Self-talk is referred as something that people say to themselves out loud, or a small voice in our heads.(Theodarakis, Weinberg,Notsis,Dauma and Kazakas, 2000).Self-talk is independent of any factors such as the individual's education, previous life experiences or profession. It works the same for everyone regardless of their background and anyone can benefit from its positive results.A positive self-talker understands the unchangeable difficulties of his job and stops fighting them, however he helps improve his profession so that he can have better opportunities to further his career. The difference between leading a life with fulfillment and satisfaction and finishing years with frustration is called Self-Management and grasping coping mechanisms for teacher burnout helps EFL Instructors manage their professional lives.

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Chapter 2:Literature Review

2.1 Overview

This chapter will deal with the definition of concepts and terms related to teacher burnout and self- talk considering foreign language teaching. It will also refer to the previous research studies conducted abroad and in Turkey on EFL teacher burnout and use of self-talk as a coping strategy.

2.2 Teacher Burnout

The definition of teacher burnout is emotional tiredness caused by prolonged stress, feeling of un-accomplishment, unappreciatedand being depersonalized.Applying the concept of multidimensional construct of burnout, Farber (2000) in his study demonstrated three types of burnout using teachers as the prototype (i.e. , worn-out, classic and under- challenged), challenging the previous assumption of burnout as a one-factor phenomenon. To illustrate, a worn-out individual is one who gives up and feels depleted in the face of stress. A classic burned out individual is one who works increasingly hard in confronting stress. Finally, an under-challenged individual is one who is faced with monotonous and unstimulating work conditions, rather than with excessive degrees of stress.

According to Maslach and Jackson (1984) burnout is an emotional state in which the worker loses his beliefs and positive feelings (optimism) his sympathy and his respect for the 'clientele'. "This moral exhaustion is often accompanied by physical exhaustion, illness or disorders evolving in a psychosomatic mode". (Maslach 1999, p.212). It is not difficult to observe similar cases in school environment. In many schools today it is possible to spot out burned out teachers and the researcher has also come across some during her interviews and aimed to demonstrate such findings in the Data Analysis section.

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2.2.1 Causes of burnout.

Burn out is caused by many factors; first of all day to day professional interaction with many students, also physical fatigue plays an important role as well. These factors are also aggravated by un-appreciation, mismanagement, inefficient work processes etc. The consequence of a teacher burnout is lack of motivation, emotional fatigue, feelings of hopelessness, loneliness, desperateness. Prolonged emotional exhaustion leads to depersonalization, when a teacher becomes indifferent, intolerant and cynical towards others (Maslach and Jackson, 1981). This is called emotional labour and teachers are expected to carry out this phenomenon as a professional requirement. Kazimlar, (2015) investigated the burnout levels of EFL Instructors and his findings demonstrated that higher levels of emotional exhaustion led to a considerably lower balance between teachers' expectations and work conditions.

According to Yilmaz, Altinkurt, Guner, Sen, (2015):

Teaching is an educational profession including individual, social, cultural, scientific and technological aspects. In the present educational perception, teachers are expected to fulfil many roles, such as becoming role models for students, guiding them, teaching them to learn and instilling attitudes and values within them. In addition, teachers should be in collaboration with the school administration, colleagues, parents and other stakeholders for effective teaching and learning.(p.76)

While carrying out their roles, teachers are supposed to make a painstaking effort not to reveal their troubles to their student interactions. Of course, it is not easy while they are struggling with their personal problems. But this state of affairs is expected from teachers to act through their professional lives. Therefore, professionalism in the teaching occupation requires self-governing judgment, a high tolerance for uncertaintyand an ability to strike a balance between unpredictable alternatives (Lampert, 1985). Teaching is a demanding job that is directly related to human beings and it involves both educational and psychological interactions. For

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instance, a teacher is not only responsible for teaching the topic of the day, but also he is expected to provide a peaceful class environment.

The most stressful professions involve a relationship of assistance and care. The study by Greenglass (1997)argues that teachers' working conditions is going to get worsen each day. Teachers' lack of recognition of their work, poor work material work overload linked to very heavy programs are some of the causes which make the teaching profession very stressful. Greenglass (1977) also adds the declining teacher income, prolonged commuting hours, is worsening their working conditions.

2.2.1.1 Self- Efficacy

Changes in self- efficacy are strongly tied to alterations in states of well-being, (Hidalgo, Calmaestra & Dios, 2014). Caballero (2010) further adds "When one makes a positive self-observation about his or her own abilities, that person promotes a self- motivating mechanism that enables them to reach higher levels of self-efficacy" (p.132).According to Bandura (1997), "In Socio-Cognitive Theory, self-efficacy is understood as `beliefs in one`s capabilities to organize and execute the courses of action required to manage prospective situations` affecting one`s behaviour, motivation and perseverance in achieving one`s objectives"(p.2).

Self-perception of one`s capabilities is one factor that affects cognitive processing of information about one`s own performance and being aware of these effects allows us to understand the conditions where a teacher may best take advantage of their mastery experiences (Salanova, Martinez & Llorens2012). Martinez and Salanova (2003) state that a lack of competence and efficacy, the appearance of negative feelings of inadequacy and a decrease in personal expectations may lead to negative self-assessment and to feelings of failure and low self-esteem.

According to Bandura's (1977) self-efficacy theory, verbal persuasion from within or from outside sources can affect a person's efficacy beliefs. Hardy (2006) suggested that persuasion self-statements should be used to influence a person's confidence regarding goal achievement. Landin(1994) suggested a an information

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processing perspective, which claims that verbal statements help individuals find task stimuli, giving them readiness by starting actions that can be performed easily. According to Hardy, Hall, Gibbs & Greenslade (2005), self-efficacy correlates positively with self-talk and it mediates the relationship between self-talk and performance. This one of the reasons why, self-talk which may lead to self-awareness is essential for self-efficacy.

2.2.1.2 Optimist vs Pessimist

According to Seligman (1989) people who give up easily tend to believe that adverse events will last and will permanently affect their lives. On the other hand, people who can fight against helplessness tend to think that the bad events are just temporary so they can cope with their problems more effectively. 'Diets never work' is an example sentence that pessimists use while optimists form the same sentence 'Diets do not work when you eat out'.

When bad things and events which are used with 'always' and 'never', it means a permanent and pessimistic life style. When quantifiers and bad events are blamed on temporary conditions, it indicates an optimistic style. People who tend to think that good events are the cause of permanent things are more optimistic than the ones who think they have temporary causes. For instance, saying 'I am always lucky' is more optimistic than saying 'It is my lucky day'. Optimistic people see the causes as permanent and attribute them to their personal qualities such as their abilities. Pessimists on the other hand see causes as temporary. Optimistic people believe that bad events have one cause that is only specific to that situation whereas pessimist people tend to believe that bad events have universal causes and good events can be attributes only to specific factors.

According to Atkisson, (1999) a little bit of pessimism helps people to be more realistic, stops people from risky adventures of optimism by making people think twice as the optimistic moments have the biggest plans, dreams and hopes. Nothing difficult or challenging could be attempted or achieved without having these moments. Optimistic people have more productivity under pressure. Talent and

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motivation are not enough. They have to be accompanied by a belief that the target will be achieved. Optimism questionnaires are used in selection procedures in some companies to be able to find out the people who have optimism as well as drive and talent as it is seen as an important requirement in jobs that have high recruitment, training cost and a high turn-over rate. Optimism not only reduces man power waste but also improves productivity. According to Seligman (2006),an optimistic individual is free of the knowledge of what optimism does. He can use his values and judgment. He can see that some moments do not require effective habits of disputing critical thoughts. He can also choose to if to use disputing tactics because he knows both the pros and cons. Therefore, the benefits of optimism are not unlimited. Pessimism also has an important role. Pessimism can be useful when its perspective is valuable. Blind optimism is not valued. What is needed is flexible optimism with a perspective of reality. Keen sense of pessimism must be used when necessary.

Strong optimism is one of the key virtues for high stress jobs that require initiation and persistence. Although extreme pessimism is seen negative, some jobs do require pessimism as pessimists see reality more accurately than optimists. Every successful company, just like a successful life, needs the right amounts of pessimism and optimism. When personal, persuasive factors are used, failure is inevitable. When the opposite is done, there is more chance to succeed. Results of beliefs are both actions and feelings. There is a relationship between optimism/pessimism and self-talk. It is essential to understand what optimists, or pessimists say to themselves when faced with a challenge. And also important to understand if these phrases, used by pessimists can be trained to be altered to keep up the morale and cope with burnout.

2.2.1.3 Challenges Faced by Novice Teachers

Obviously the most difficult period in a teacher's life is the initiation period. The studies describe the phases of this period as as 'reality shock' (Veenman 1984); 'transition shock' (Corcoran 1981), or a 'painful beginning' (Huberman 1989). These terms describe the distress the beginner teacher faces during initiation to the realities

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of teaching which has big discrepancy with their imagined ideal life (Kremer-Hayon & Ben-Peretz, 1986). There are studies which emphasize the importance of pre-service training and orientation for job satisfaction. Anhorn, (2008) States:"Teachers graduating from four-five- year preparation programs `were one-half to two-thirds more likely to stay in the teaching profession" (p.16).

Similar to the findings of Goldhaber and Brewer (2000) and Darling-Hammond, Berry and Thoreson (2001), Gilpin (2011) found a positive relationship between pre-service practicum experience and novice-teacher retention. More specifically, novice teachers who participated in seminars for their pre-service preparation were three to six percentage points more likely to remain in the teaching profession (Gilpin, 2011).

Typically most challenges faced by novice teachers are in the classroom. The maintenance of class discipline and control, are observed by the researchers focusing on the topic of novice teacher. The novice teachers face harsh reality of students challenging their authority and control in the classroom. (Barret and Davis 1995; Brock &Grady 1996). A broader hypothesis of the novice teachers' difficulties have recently emerged which emphasizes the organizational system and the novice teacher's work environment. In this hypothesis, novice teachers need to feel a sense of involvement and belonging and to believe that they are accepted and secure in their work (Olson & Osborn, 1991). If a novice teacher is not given an orientation and mentoring they would lack the instruments to acquire political tactics and instructing strategies to withstand the pressures that often stem from bureaucratic aspects of the school (Kremer, Hayon, Ben and,Peretz 1986).When a new teacher begins teaching in their classroom, they may feel proficient in relation to handling the class, however they may feel anxious, unconfident, insecure towards the parents and school administration (Cheng, 1997). Even with the best preparation however, novice teachers are shaken up by the reality of the classroom, their ideals fade away and they start to fight for survival (Krasnow, 1993). In this research, the researcher will try to sense the burnout levels of novice teachers. Also the researcher will

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examine whether novice teachers do apply self-talk as a coping mechanism. And finally try to see if positive self-talk can be coached to novice teachers, during their school orientation sessions.

2.2.2 Effects of Professional Stress

According to Rascle (2001), the effects of professional stress are numerous. `Burnout` (professional exhaustion) would be one of the consequences of professional stress. The operational definition made by Maslach and Jackson (1984) is the principal reference in this field. According to these authors, burnout is an emotional state where the worker loses his beliefs and optimistic feelings, his kindness and his respect for the `clients`.This moral exhaustion is often accompanied by physical exhaustion, illness or disorders evolving in a psychosomatic modeMaslach (1999).

When a teacher feels overwhelmed and tired due to her occupation this is defined as emotional exhaustion. An emotional exhaustion is the most important consequence of teacher burnout. Emotional exhaustion is when a person feels more tired physically and emotionally than he/she should be in an average work day. "If schools fail to provide classroom management solutions, they force teachers to find their own ways of class discipline and often their anger, guilt and embarrassment at failure makes the task even more complex"(Yilmaz, Altinkurt, Guner, Sen,& Lavian, 2015,p.103).

Of course, this is not a healthy solution- putting pressure on teachers to manage the class by finding their own ways. Therefore, it is a team work and teachers shouldn't be the only responsible to manage class discipline, but the school administration should also share this obligation.

The study by Adams, (2010) adds:

This literature on job satisfaction suggests that for most professions, having good working relationships with supervisors and colleagues' is paramount. These good working relationships are established when school leaders are

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supportive and interactive and when teachers' voices are heard, nor marginalized, in the decisions regarding teaching and learning; and the work day is structured for the occurrence of regular interactions between a network of colleagues and when school feels orderly and safe.(p.44)

Consequence of high stress levels among teachers leads to absenteeism, turnover and early retirement, which negatively affect the school environment and lead to poor student outcomes, both academically and behaviourally. Since stress levels of a teacher directly impacts students learning levels, it is advised that school administrations should pay attention to programs that instructs coping with stress. Providing stress management for teachers helps that teacher as a consequence that teacher is more productive intimate which leads to a better society. Stress management intervention programs have a variety of outcomes, such as improved peer support, reduced levels of somatic complaints, decreased work pressure and role ambiguity, enhanced feelings of personal accomplishment and improved job satisfaction (Vaughan, Kipps and Debi, 2013).

2.3 Coping Strategies for Teacher Burnout

Since the early 1980s, western countries have offeredopportunity to develop teachers' standards, thusteaching has come across a period of reform. According to Farber (1999) schools empowered teachers by giving them voice, taking their opinions into account, providing discussion environments in teaching, learning and work conditions. Structural improvements complemented the positive progress on teachers' control over teaching and expressing their opinions. School schedules are also improved around teacher's social requirements; teachers are given additional responsibilities in school administrations, rather than focusing only to the classroom itself.

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There are new roles for the teachers as counsellors and supervisors, in which a teacher may demonstrate her leadership abilities. The beginner teachers are given plenty material and orientation courses.

Friedman and Kass (2002) assert:

> Now teacher must become involved with the organization, use organizational resources effectively and influence organizational culture, policy and actions. They must communicate persuasively and assertively with others in the organization to obtain help and support from the organization. In other words, teachers must be 'organization persons'.(p.675)

To be able to see things in a healthy and positive perspective or just the other way round depends completely on the teacher's personal determination. It is a decision or choice to be made: he can either be happy with himself and jobs or complain. Self -talk is used as a technique used by some EFL teachers when they find themselves complaining or criticizing their jobs. They may take a step back and use self -talk saying that there are others who would love the opportunity they have and their job.This initiates opportunities for them to improve themselves and broaden their horizons. Usually success depends on expecting the best and reiterated self-talk may enhance self-determination, decisiveness and determination.

2.3.1 Mindfulness

Mind-fullness is defined as the "awareness that arises through intentionally attending in an open, caring and discerning way" (Shapiro &Carlson, 2009). Mindfulness improves both attention and presence. It can also be defined as "paying attention in a particular way" (Kabat-Zinn, 1994). Mind-fullness removes barriers. Mindful awareness is also described as a means of relating to all experience, positive, negative or neutral. This awareness is free of wanting anything different. It simply sees what is already there. Therefore, mindfulness involves knowing what it is there without adding what is wanted or without ignoring what is not wanted. A model of mindfulness which comprises three elements was designed by Carlson and Shapiro (2009). These elements are intention, attention and attitude. (IAA) Intention is

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distinguishing why mindfulness is needed and understanding personal vision and motivation. Attention is observing how internal and external experiences are operated. Attitude is the qualities that the individual brings to attention and it has openness, acceptance and curiosity. IAA model of mindfulness is especially useful when managing the small-group activity of mindful listening. The students are invited reflect on their intention to listen to what others have got to share, focusing on the present moment with an open and curious manner.

Depression, anxiety and diverse stress-related disorders have been found to decrease with mindfulness (Brown &Ryan, 2003). It has also been found to increase efficacy, happiness, spirituality and life satisfaction (Shapiro, Schwartz andSanterre, 2002).

2.3.2 Self-talk

Hackfort and Schwenkmezger`s (1993) define self-talk as (:

> Self-talk… is best thought of as what you say to yourself. (It can involve what you say to yourself out loud or what you say in your mind, so only you can hear what is being said). This study is concerned with your use of self-talk prior to, during and after exercise. Self-talk may be associated with emotions (e.g. `psyching` yourself up), staying focused (e.g. concentrating for the full duration of an exercise session), maintaining motivation (e.g. to keep pushing yourself to your max near the end of a tiring session), or for learning-improving exercise skills (e.g.correcting form).(Cited by Gammage, et al. 2001, p. 235)

There is ample researchavailable on the frequency of self-talk which is related to a wide variety of self-regulatory behaviours (e.g. Mischel 1996; Carver and Scheier. 1998; Leary, 2004). With the increasing interest in self-talk as a psychological phenomenon across multiple fields, studies are collecting more and more data on the frequency of self-talk (Beck, 1976; Kendall et al., 1989; Hardy et al., 2009; Winsler et al., 2009; Hurlburt et al., 2013). It is essential to collect data that to examine the accuracy of self-reported self-talk.Brinhaupt et. al (2015) asserts:

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> Among the most essential questions here include (a) the extent that people's reports of their self-talk frequency correspond to actual behavioural instances of self-talk across a variety of everyday situations or circumstances and (b) whether people's awareness of their self-talk reflects their self-reported frequency of self-talk instances, as assessed at different times, or through different kinds of data collection. (p.3)

Even thougha person's talking to himself may seem strange, there are severalstudies demonstrate its benefits in different areas. . The purposes served by self-talk include cognitive and self-regulatory tasks, the self-acceptance ofrubrics the rehearsal of information, self-guidance and executive functioning(Diaz & Berk, 1992; Lee, 2011; Mackay, 1992; Winsler, Fernyhough, &Montero, 2009). Everyone has voices in their heads which keep talking to us on a constant basis and they give us messages which affect us. It is called self-talk and it continues all the time despite the fact that we are not aware of it. It is an internal dialogue which can be both conscious and unconscious. One of the easiest techniques to use self-talk effectively is to replace old self-talk with new positive self-talk. It requires awareness more than effort and once it is mastered, it becomes natural and automatic.Hardy et al (2006) stated that the most extensive literature on self-talk, regarding sport and exercise psychology, shows that self-talk is a useful strategy for the simplification of learning and the enrichment of performance.

2.3.2.1 Positive vs. Negative Self-Talk

Hardy (2006) has shown that self-talk needs tobe categorized in dimensions: first dimension positive and negative, the second dimension instructionaland motivational. According to Hatzigeorgiadis,Zourbanos and Theodorakis (2007), some self-talk cues may be more productive than others, depending on the limits of the task. Whereas self-talk is an internalevent rather than external occurrence so, it is not very clear how someone would perceive the appropriateness of their self- talk. Various perceptions of self-talk are likely to vary depending on whether we consider

the occurrenceof self- talk (e.g., how often people talk to themselves) or it is useful (i.e., positive and negative) content. (Brinhaupt, 2015).

The Negative self-talk is often an involuntary reaction to stressful occasions. Awareness of self-talk relates to emotional capacity, self-awareness and the regulation of emotions(Depape, Hakim-Larson, Voelker, Page and Jackson, 2006). According to Morin (1995, 2005) modification of negative self-talk is significant during the process of learning to control feelings. Saarni (1999) suggested that recognizing self-talk lets people produce perspectives of others inner speech and integrate multiple point of views into social and emotional problem solution. In addition, self- awareness, observing and communication of one`s thoughts, feelings and behaviours are important foundationsfor healthy emotional performance (Saarni, 1999).

Not all self-talk is positive and constructive."Maladaptive or dysfunctional self-talk content-unrealistic, irrational, or excessively negative- has been a focus of cognitive behavioural therapists for many years" Beck, (1976); Glass & Arnkoff, (1994).It is a misconception that some skills such as painting or athletic abilities are things that can only be improved in talented or gifted. This is a prejudiced mindset. With such a fixed mindset, some tend to think that people either have a talent or not. Such people know what they can or cannot do and think very little can be done to change this situation. Their minds are often closed to possibilities of change and improvement. However, successful people have a 'growth mindset'. They see their potential and use every possibility as a means to improve themselves regardless of their past experiences.The growth mindset emphasizes that talents can be enhanced and a better quality of life can be achieved. It is obvious that some people can show their talents more naturally than others but that does not mean that the others cannot improve their talents. Although everyone has this amazing ability, internal thoughts can get in the way of success. Those thoughts have an effect on how people think, act and more importantly how they see themselves. Therefore, in order to achieve

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anything, thoughts and beliefs must be changed in a better direction with the help of self-talk.

An implication of this focus is that certain kinds of self-talk may be seen by people as less socially desirable. If this is the case, then the accuracy of certain kinds of self-reported self-talk, such as self-critical self-statements, may be negatively associated with perceptions of inappropriateness or social undesirability. More positive or affectively neutral self-talk, such as self-managing self-statements, should be less strongly related to those perceptions. "People`s reports of the frequency of different kinds of self-talk might therefore, be affected by their beliefs or presuppositions about how maladaptive or dysfunctional it is" (Hurlburt &Heavey, 2015, p.148).

Brinthaupt et al. (2009) claimed that self-reported self-talk was not weakly related to a measure of social desirability at all. That finding of the study suggests that self-talk frequency may not be seen in a mainly negative way between participants. Self-talk consists of anything that a person thinks about himself or the things around him. It is a change in attitude from a negative perspective to a more productive, positive approach.

2.3.2.2 Motivational vs. Instructional Self-Talk

The erraticself-talk is   described as the words or phrases people use internally and its aim mightbe instruction or motivation(Hardy, 2006). It typically constructs positive or negative statements made by the self, not the others.

The study by Cutton and Hearon, (2014)describe self-talk as:

> Self-talk has also been described as words, phrases, or cues, variable and dynamic, which possess understandable elements to the performer. Thus, self-talk may serve a variety of functions, depending upon the self-talk used or the performer`s interpretation. (p.478)

The functions of self-talk, as multiple varieties of articulations to the self, have also been strongly investigated and studied (Gammage, Hardy &Hall, 2001;

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Harvey, Van Raalte, & Brewer, 2002; Hardy, 2006; Hatzigeorgiadis, et al., 2009; Tod, et al. 2011).

According to Hatzigeorgiadis (2011), there are three main categories of self-talk first of all,whether its motivational or instructional, then the type of selection which is whether its assigned or selected and finally mechanics if its silent or out loud. Zwaan and Radvansky (1998) stated that linguistic categories and structures shape the way people construct mental representations of events and that verb aspect (perfective vs. imperfective) used in previous tasks affects future actions (Hart and Albarracin, 2009).

Instructional self-talk (e.g. firm wrist) which is generally methodor tactic targeting infosteringconcentration, on the other hand motivational self-talk (e.g., `I can do this`) is related to heightenedself-confidence, augmentedeffort and positive affective states" (Theodorakis, 2000). Research indicated that instructional self-talk could enhance the performance of motor skills. To provide practitioners with direction and guidance, Theodorakis, Weinberg, Natsis, Douma and Kazakas (2000) put forward a matching hypothesis. Within this hypothesis, instructional self-talk is proposed to be more effective than motivational self –talk for precision and result based motor skillsand skills requiring power and persistence (Theodorakis, 2000). Instructional self-talk is proposed to be more helpful than motivational self-talk for accuracy-oriented motor skills because instructional self- talk can facilitate performers` understanding of task requirements helping them to attend to task-relevant cues aiding their concentration during task execution (Hardy, Begley and Balanchfield 2014). It is possible that motivational self-talk not only contributes via a more suitable (non-self) focus of attention but also might help performers to adopt more appropriate activation states immediately before task initiation as compared to technique-based instructional self-talk.

Motivational self- talk is used to increase confidence and energy expenditure by creating a positive mood (Theodorakis, 2000). Instructional self-talk aims to

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assistperformance by activating desired movement through correct focus of attention, technique and strategy execution (Beneka, 2013).

Teachers may apply instructional self-talk to develop or improve certain skill, such as enhancing presenting skills. Conversely, motivational self-talk (e.g. I can do it) may be a better choice for improving self- confidence (Zourbanos, 2013).When considering teaching, teachers may apply instructive self-talk to improve their presentation skills however, motivational self-talk is obviously more relevant in terms of coping with teachers burnout. Hatzigeorgiadis et al. (2000), in an attempt to compare the types of self-talk (instructional versus motivational), showed that self-talk interventions were more effective for tasks involving relatively fine, compared with relatively gross, motor demands and for novel, compared with well-learned, tasks.Motivational self- talk is designed to assist performance by increasing confidence, effort and energy expenditure and by creating a positive mood.

In a study done by Theodarakis and Zourbanos (2004), effectiveness of motivational and instructional self-talk were compared on a precision and power task. The results showed that both types of self-talk facilitated performance, with instructional self-talk being more effective on precision task. However, with the power task only instructional self-talk was found to be effective in facilitating performance. Therefore, it is very evident that self-talk has a significant effect on cognitive strategy for better performance.

2.3.2.3Task Relevant Self -Talk

There is also an increasing urge for teachers to support children`s use of task relevant self -talk strategies to regulate their learning and task performance (Winsler, 2009). To support children`s use of self- regulatory verbal strategies, educators will have to comprehend the importance of self-talk strategies in relation to children`s self -regulatory behaviour and academic achievement in the classroom. The significant evidence for the importance of children`s self- regulation in their learning (Bronson, 2000; Matthews, Ponitz and Morrison, 2009) and the self-regulatory role of children`s self- talk provide grounds for a hypothesised link between children`s

self -talk and some aspects of their academic achievement.The findings of the research by (Winsler, 2009)have demonstrated that nearly ninety six percent of adults talk to themselves.This type of conversation can be defined as internal dialogue, inner speech, self-statements, inner conversation, sub-vocal speech, self - verbalizations, or self- talk. Self- talk may very commonly be observed as what athletes say to themselves silently or out loud. According to the study on self-talkin sports by Hackfort and Schwenkmezger (1993), self- talk is as an:"Internal dialogue in which the individuals interpret feelings and perceptions, regulate and change evaluations and cognitions and give themselves instructions and reinforcement" (p.355). It is simply as Bunker, Williams and Zinsser (1993) viewed self-talk as "Anytime you think about something, you are in a sense talking to yourself" (p.226).

Meichenbaum (1977) showed the importance of self-statements that affect behavioral process. He also stated that self-statements can direct one's attention to task relevance and keep information in short term memory, getting rid of distractions. He claimed that self-statements have a significant effect on individual's expectations in handling a situation and they can be used to reassure themselves. He also claimed that self-statements affect appraisal processes of the individuals.

2.3.3.4 First Person or Second Person Pronoun Self-Talk

Most people often talk to themselves with the first person pronoun (I), but sometimes they also talk to themselves as if they are speaking to someone else, using the second-person pronoun (You). It is amazing to note that almost all of us as human beings do talk to ourselves. According to the study by (Heavey &Hurlburt, 2008; Winsler, 2009), ninety six percent of adults report engaging in an ongoing internal dialogue and self-talk, particularly covert, is reported in over a quarter of sampled experiences. The urge for self-talk particularly increase especially when students preparing for exams, speakers approaching lecterns, depressed and anxious individuals and exercisers. The most often repeated sentences are You/I can do it! or stay focused!. "Which are widely believed to help people "psych" themselves up,

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stay focused, maintain motivation and ultimately perform better"(Dolcos& Albarracin, 2014).

According toZell, Warriner and Albarracin (2012) people can talk to themselves using either the first- or second-person pronoun (I vs. You), but they appear to favour "You" in situations that require explicit self-regulation. Yet the performance effects of self-talk using the second-person pronoun have not deeply investigated.

The study by Dolcos and Albarraacin (2014) claims:

> When people covertly discuss their thoughts, goals, plans and moves does self-addressing using the second person, "You"it would amplify the intensity, performance, attitudes and behavioural intentions. As psychologists move forward in their understanding of conscious life and self-regulation, a precise explication of these cognitive and linguistic processes seems essential. These phenomena are likely to be important to researchers in social, cognitive, clinical, health and sports psychology, as well as practitioners in clinical, educational and work settings.(p.636)

The previous studies have shownthat people selectsecond-person self-talk when engaging in action and in difficult situations requiring self-regulation" (Gammage, Hardy, &Hall, 2001; Zell et al., 2012), but select first person self-talk when talking about their feelings ("I don't like doing this") (Oliver, Markland, Hardy and Petherick, 2008). In general, in self-talk related to their sports training, exercisers tend to address themselves as "You" more frequently than I (Gammage et al., 2001). In addition, human beings address themselves as "You" when making self-governingrather than externally controlledchoices and in situations that challenge self-control and require self- regulation (Zell et al., 2012).The use of the second-person pronoun seems closely tied to the more imperative statements invoked when people engage in action (Zell et al., 2012) and when they are confronted with a difficult task requiring their full attention (Hermans and Hermans-Konopka, 2010). Moreover, general forms of thoughtimplicitly elicited through the grammatical

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structure of self-talk are capable of influencing behaviour and intentions (Albarracin, 2010, October; Albarracin, 2011, January; Senay, Albarracin, &Noguchi, 2010) suggesting that mere exposure to the word 'You' could influence individuals' attitudes toward a goal.

There are several reasons why the use of 'You' should trigger self-discipline, performance and behavioural intentions. First of all, successful self-discipline is likely to derive from successful social control. "The sociogenetic perspective suggests that the meanings processed in the interpersonal dialogue begin as social, but over time, they become personalized and internalized into self-regulation"(Clowes, 2007, p.59).

Through internalization, individuals gradually integrate parental and societal values, ideals, or standards into their self- system. In time, children become used to responding to directions provided in the second person. The language used in self-talk can be demonstratedfrom other people(Lantolf, 2006) and so, the initial external guidance associated with self-discipline could have been internalized in the second person and may be adopted and related in a similar fashion when facing situations that require self-regulation. This idea is provedby evidence showing that conversations using second-person pronouns seemed as if they were portrayedby their parents or supervisors who were having a conversation with the self in the background (Jin,   2005). As a result, external motivations expressed using 'You' may become internalized and later engaged inevitably in self-talk applied to similar situations requiring self-direction. The second-person self- talk may trigger positive attitudes and emotions, such as interest or excitement/happiness (Smith & Lazarus, 1993), which can in turn influence behavioural intentions and task performance.

Finally the research by Jin (2005) has commented on the topic:

When using the second-person pronoun, people tend to adopt a broader perspective, considering how a significant other might view the event. This may allow people to acquire the benefits of social support without directly interacting with another person, enabling them to reproduce encouragements

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and appraisals of perceived importance or relevance of an activity or event. (p.637)

The researcher in this study aims to understand the types of self-talk and the circumstances which trigger the self-talk for EFL teachers. And in addition the researcher will also investigate the effectiveness self-talk as a coping strategy, through qualitative interviews in the upcoming sections.

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Chapter 3: Methodology

3.1 Overview

This chapter covers philosophical paradigm of the study and research design providing information on the setting and the participants. In addition to these, data collection and data analysis procedures will be given through this chapter. In this chapter, the first part presents the overall research design of the study. The second section discusses the research questions of the study, while the third section presents the sample of the study. In the fourth section, the details regarding the data collection instrument are given. The procedure followed in the study is documented in the fifth section. The sixth section documents the data analysis applied to the data. Lastly, the seventh section displays the limitations of the study.

3.2 Research Paradigm

The term paradigm was invented by Thomas Kun, which defines an essential belief framework, or world perspective which guides the investigation (Guba and Lincoln 1994). The two common research paradigms are the quantitative and qualitative research paradigms. According to Cresswell (1994): "A qualitative study as an inquiry process which focuses on a social or human problem and takes place in a natural setting." It gives the universal picture of the problem in words. Quantitative research on the other hand, tries to evaluate social and human problem numbers. It measures the problem with different variables, examines the statistical methods while investigating the theory. This research was conducted as a qualitative research study, the aim of the research was to uncover the motivational benefits of self-talk therefore, the researcher opted to conduct outspoken interviews to uncover the

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teachers' innermost thoughts and feelings on burnout and self-talk as a coping mechanism.

Gunaydın and McCasker (2014) assert that:

Qualitative research is characterized by its aims, which relate to understanding some aspect of social life and its methods in general to generate words, rather than numbers, as data for analysis. These methods aim to answer questions about "what- how or why" of a phenomenon rather than "how many or how much" which are answered by quantitative methods. (p.537)

Qualitative data was the most suitable data type for this study to acquire detailed information about the coping strategies of EFL instructors for teacher burnout through semi-structured interviews.

According to Cresswell, (1994) qualitative study is a survey process which focuses on a social or human problem and it takes place in a natural setting. Qualitative study gives the whole picture of the problem in words. Quantitative studies which also deal with social and human problem are gauged problems with numbers, though.

On his study Patton, Q.M. (2014) remarks:

The advantage of the quantitative researchis that it measures the reactions of a great many people to a limited set of questions, thus facilitating comparison and statistical aggregation of the data. This gives a broad, generalizable set of findings. By contrast, qualitative methods typically produce a wealth of detailed data about a much smaller number of people and cases. (p.22)

There is a distinct type of Qualitative Research, which defines a phenomenon such as self-talkand to examine such phenomenon through how they are recognized by the human beings in a situation. This type of research is defined as phenomenological research. For this study, the researcher used phenomenological type of qualitative research method in order to collect a profound data on EFL

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instructors' inner experiences."In the human sphere this normally translates into gathering 'deep' information and perceptions through inductive, qualitative methods such as interviews, discussions and participant observation and representing it from the perspective of the research participant(s)" (Lester 1999, p.1).

3.3 Research Design

The purpose of this study is to investigate the coping strategies for EFL teacher burnout, the participants' beliefs on teacher burnout, their level of motivation, perception and how much they use the target coping strategies. This study also aimed to see whether EFL instructors use positive self-talk and believe its positive effects on them regarding their gender, professional level and field of major. The study was conducted with thirtyEnglish Preparatory Program Instructors of two private Universities in İstanbul and Izmir.In addition the, participants' answers were analyzed and compared regarding their gender, professional experiences, work environment and their characteristic features (e.g. whether they are optimistic or pessimistic people). The participants were asked six questions which were about their work environment, their characteristic psyche, the strategies they use when they feel burned out and their use of self-talk .The answers were analyzed and respondents' common points were presented

Qualitative research method was used to gather detailed information on coping strategies of EFL instructors. Instructors were interviewed which consisted of 9 questions including their personal information, factors that cause burnout and strategies they use when they suffer from burnout.

3.4 Setting

The research was carried out with thirty EFL teachers working at English preparatory programs at two foundation universities in Istanbul and Izmir, in 2015-2016 academic years. One year Intensive English program is offered by University English Preparatory Programs. Students are separated into classes according to their

proficiency levels and they are taught four skills of English- Grammar, Reading, Listening and speaking throughout each semester.

These universities have a modular system that students are expected to pass each level. Lastly, students take a final exam which determines whether they pass preparatory schools and continue their education by taking their departmental courses.

3.5 Participants

With the aim of getting more in-depth results, purposive sampling was used in this study. Thirty EFL instructors working at English Preparatory Programs two foundation universities in Istanbul participated in this study. These instructors taught English at Preparatory Schools. Teachers who are employed at these universities work twenty hours a week in general.

Thirty EFL instructors were interviewed by the researcher. Seventy seven percent instructors were female and twenty three percent of the instructors were male. Their ages ranged from 25 to 61. The participants whose age between 24 -30 consisted the largest group of the participants, on the other hand, the other participants over fifty constituted the smallest group. Their teaching experience differs from two to thirty years. 30% of the instructors had up to five years of teaching experience, while seven of the instructors had 5 to 10 years and 15 of them had more than years of total teaching experience. Teaching experiences ranged between up to ten and ten pluswere equal.

The first university interviewee's were mostly Female; Only 6% percent of the participants were male. On the other hand the staff of second University is definitely more senior and gender wise distributed evenly.

Table 1

University Participants

Age	Gender	Experience
38	Female	12
34	Female	10
32	Female	10
30	Female	8
30	Female	8
29	Female	7
32	Female	7
31	Female	7
28	Male	7
27	Female	5
29	Female	4
25	Female	4
25	Female	4
31	Female	3
29	Female	2
27	Female	2
35	Female	14
46	Male	19
35	Male	12
57	Female	23
60	Female	30
31	Male	10
56	Female	32
36	Female	11
55	Male	10
39	Female	16
28	Female	4
57	Male	14
54	Female	31
61	Male	6

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3.6 Procedure

Procedures regarding this study are displayed in this section.

3.6.1 Data Collection Procedure

Two foundation universities took part in this study. The researcher contacted the heads of English Preparatory Schools of these universities and got their permission to interview 30 EFL instructors to collect data. Interviews were recorded and the researcher also took small notes to identify different work environment that respondents mentioned. Interviews took 20-25 minutes. In attempt to find the motivation level of EFL instructors in teaching English, the data related to motivation were gathered by an interview administered to EFL instructors. The interview consisted of 9 questions including three different parts. In Part 1, 3 questions asked participants' age, gender and teacher experience. Section 2 was about factors that most strongly affect their burnout level. Lastly, section 3 asked their coping strategies for burnout and if they used positive self-talk as a coping strategy.

3.6.1.1 Data Collection Instruments

Semi-structured interviews were applied to get deeper information on participants' reasons for burnout and their coping strategies when they suffered from burnout. Use of self- talk as a coping strategy was the main research topic of this study. The interview questions asked the EFL instructors whether they used self- talk as a coping strategy and if they used what they said to themselves when they used positive self-talk.The questions were piloted and revised before the actual interview sessions.

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3.6.2 Data Analysis Procedures

Interviews were applied to provide the qualitative data for the study. In the process of open coding, the qualitative data were read and read again and some generalizations were made. In order to have more in-depth results, for the qualitative aspect, the data were collected through the interviews held with 30 EFL Instructors from two different foundation schools in Istanbul and Izmir. Their answers were transcribed and coded.The first two questions wereanalysed through content analysis anddescriptive analysis was applied to the last question. The learners' perspectives and their views about coping strategies for teacher burnout and self-talk were collected. While the participants' identities were kept confidential.

3.6.3 Trustworthiness.

Trustworthiness is a way of ensuring the reliability of the data and includes the following aspects:

- **Credibility:** confidence in the 'reality' of the findings. To achieve credibility the researcher has increased the sample size by conducting in two separate Universities in two different cities in Turkey.
- **Transferability:** showing that the findings have feasibility in other contexts.There are similar studies which have already been conducted on athletes, this research is uniquely targeted EFL instructors however this research have produced comparable outcome to past studies.
- **Dependability:** showing that the findings are reliable and could be repeated. The research is conducted on two samples of EFL instructors, in two different Universities in two distant cities of Turkey, However there are similarities and parallels in both interviews hence proving that the findings are quite similar.In this study, inter-rater reliability was used. Two analysts identified the themes and codes in the same focus group transcript. The results showed that there was an agreement on the basic themes and codes among the two inter-raters.

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- **Conformability:** a degree of neutrality or the extent to which the findings of a study are formed by the respondents, not the researcher'sprejudice, motivation, or interest (Guba and Lincoln, 1994). The researcher, aimed to find connections between the uses of self-talk, participants' age, gender and whether the participant is a pessimist or optimist. To archive this, the researcher used respondent validation.

- **Validity:**To ensure validity in the qualitative data set, the researcher considered the subject meticulously and spent sufficient time in order to examinethe context in depth and interpretations, results and to address the EFL instructors' strategies for teacher burnout.In order to achieve validity, the researcher examined an ample amount of literature on the topic of Burnout. Then narrowed the topic to EFL Teacher's burnout. The researcher meticulously prepared the research questions, starting from teachers stress factors to their own coping strategies. The researcher first examined the coping strategies, before drilling down to the topic "Self-Talk". During the interviews the researcher tried to keep the sample size as large as possible in terms of Age, Gender and Experience. In addition the researcher also conducted the interviews in separate Universities in separate Cities of Turkey to dampen the effects of external circumstances which is the school administrations and stress induced by living in a metropolitan like Istanbul. Finally the researcher took special care to conduct interviews in frankand candid fashion to understand their real opinion on the topic self-talk. As it will be discussed on the next chapters, there were a number of participants which claimed that they do not believe in self-talk, hence proving the researcher's objectivity.

3.6.4 Limitations

For limitations, these points can be listed. The very first limitation is that some EFL instructors showed no interest in the subject, so the researcher paid so much attention and guidedthemto do the interview seriously so as to get reliable results. Secondly, there was a time constriction; the EFL instructorshad to rush in order not

to miss the class time as they had to teach the topic of the day. The interview was conducted in a short period. The interviewsmay have been more profound if there was no time constraint. Nevertheless the researcher conducted interviews at the beginning of the break periods so that he could make the best use of time. In addition, the EFLteachers had lots of work to do besides their class time activities (e.g. paperwork, checking exam results) that produced further pressure on them.

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Chapter 4. RESULTS

The interview results will be analysed in this section.

4.1. Overview

This chapter presents the results which examined the stress-factors for EFL teachers, their stress coping schemes and the impact of self-talk as a coping mechanism that augments motivation. The study was carried out with pure qualitative data in order to exploit the motivation level of the EFL instructors in teachingEnglish, their level of motivation in teaching English, their views on self-talk as a coping strategy for teacher burnout in terms of teaching English and dealing with students and organizational issues. Data were gathered through interviews.

In this study, the answers of the three research questions were examined to understand the motivation and job-satisfaction of EFL teachers at twodistinct English Preparatory Programsand their coping strategies for teacher burnout and motivational impact of self-talk. Each research question results were analyzed in detail. The research findings are indicated on the basis of the following research questions:

1. What strategies do the EFL instructors use to cope with teacher burnout?
2. Do EFL instructors apply self-talk as a coping strategy? If they apply, what do they say to themselves?
3. What type of self-talk do EFL instructors' use? (motivational - instructional- positive or negative?)

4.2 Interview Results

The interviews were conducted to explore the coping strategies of thirty EFL instructors, in two different Universities and the interview questions structured in three categories:

4.2.1 Personal Information

First section on the interview was aimed to collect background data about the instructors' age, gender and level of experience. The table below lists the outcome of these categories;

The Genders of Thirty EFL Instructors in two Universities in Istanbul and Izmir are shown below:
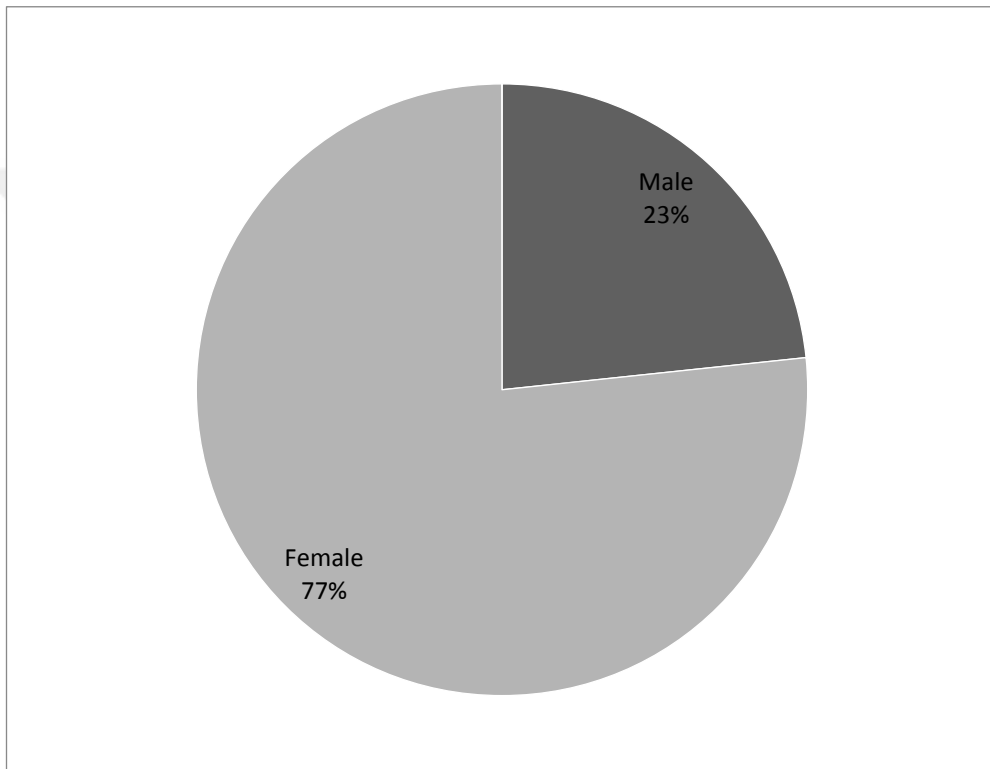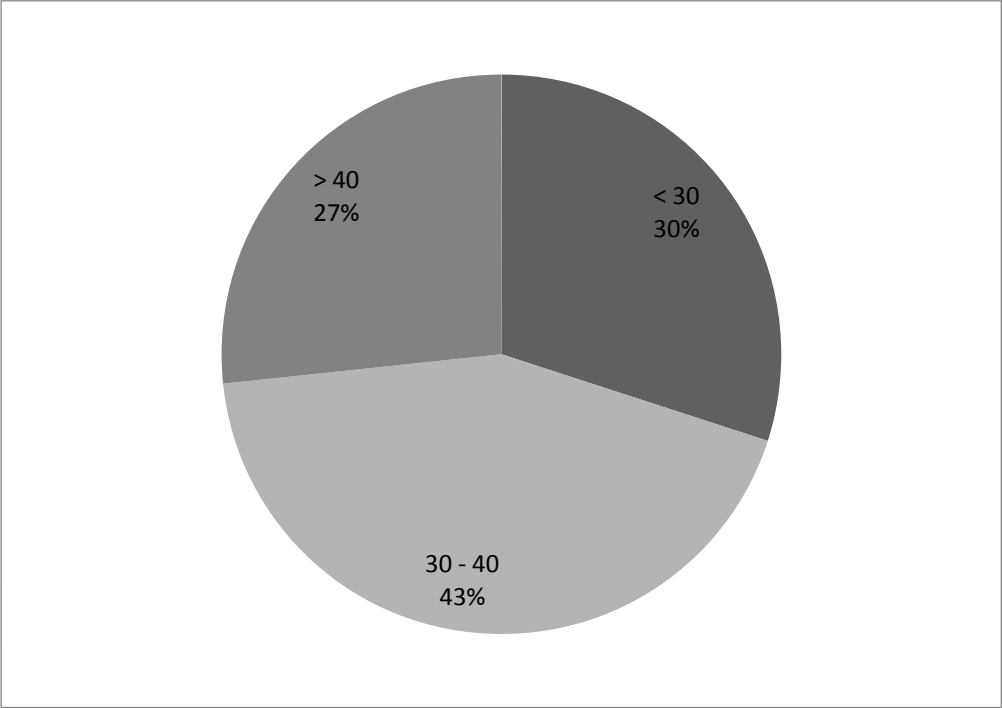

Figure 1. Age distribution.
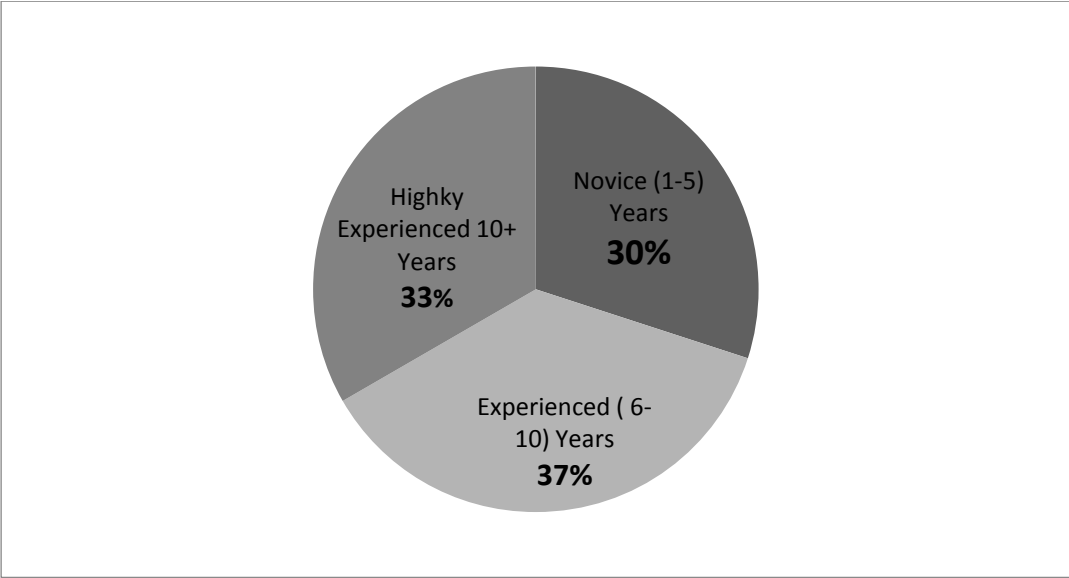
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Figure 2 Age Distribution

*Figure 3*Experience

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The demographics shown above states that the participants for the interviews were selected adequately in terms of ageand experience; that is the participant's age and experience levels are distributed evenly. In addition, the gender composition is also in line considering that EFL Education is a female dominated profession. Nevertheless the first finding of this study is the stress levels, the teachers' attitudes (pessimist/optimist) and their coping strategies are not associated with age, experience and gender it's more related with character.

4.2.2 Burnout Factors

Prior to investigating the coping strategies, the researcher asked the factors for burnout, the aim of this section was to sense the factors which triggered self-talk. The aim of these questions was to uncover the stress levels of instructors and factors that raise the stress/burnout strategies.

When asked to participants to describe the work environment whether it's stressful or not, the experienced instructors mostly responded as stress-free or semi stressful, while most of the novice instructors responded as very stressful. This demonstrates that teachers develop coping strategies over the years.

The interviews revealed that, for the first university, thegreatest stress factor amongst instructors in this institution was heavy workload, which was complemented with chaotic schedules and other administrational issues were the leading factors of stress. The interviewee's on the second university however commented more on the student misbehaviour, although they too cited administration issues as second leading cause of stress. Interesting observation was in the second university where the staff is more senior, requirement of too much technology which might be a source of stress.

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Figure 4 Stress Factors
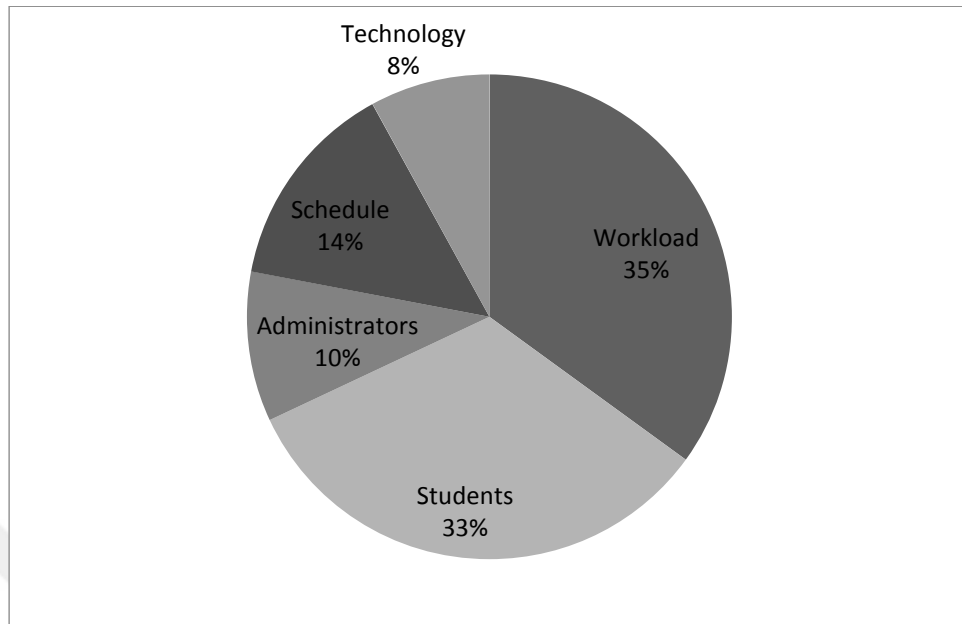
Many participants attended to the interviewspointed out that the student misbehaviour was also a leading factor of stress.Finally,the participants were asked how they feel when things go wrong, if they feel burned out or if they feel they can cope with it. The outcome of the last question was mixed, while half of the participants described themselves as energetic and wellbeing in times of stress and the other half described themselves as pessimists, hence they felt burned out and exhausted, during times of stress. An important observation was that there was no association of teachers' experience with their years of experience. Experienced teachers were split down the middle as well as the novice teacher on how they felt during the stressful times. So it can be concluded that factors rather than experience influence teachers during stressful times.

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Figure 5 Participants' Attitudes
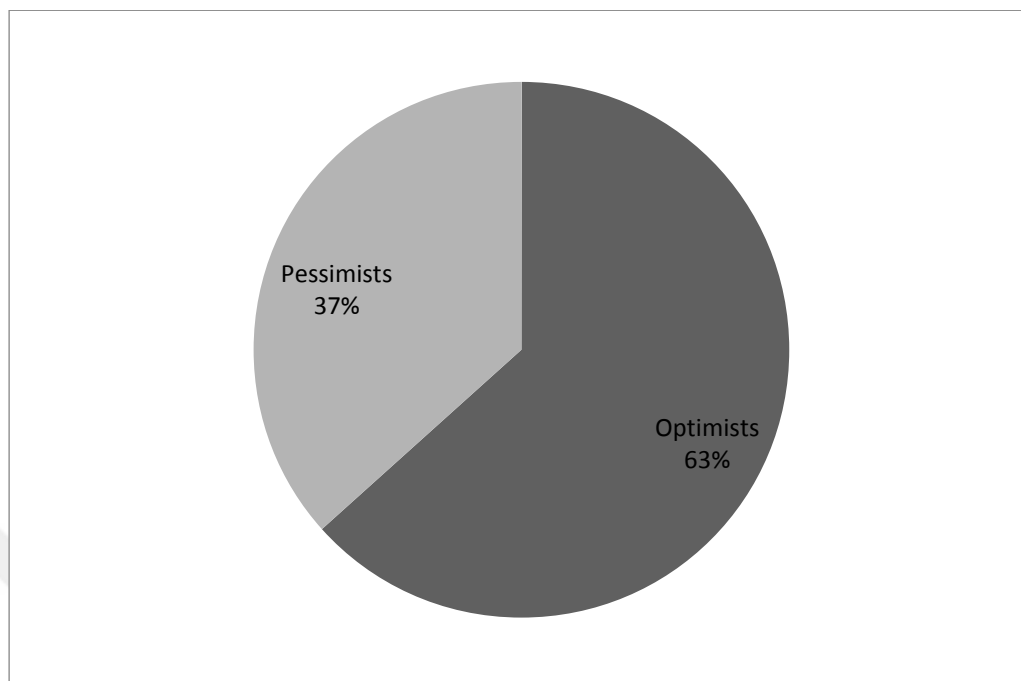
4.2.3   Coping Strategies for Teacher Burnout

This section aimed to investigate the first research question, which is **"What strategies do the EFL instructors use to cope with teacher burnout"** To investigate this question the participants were asked "What coping strategies do you use when you feel burned out?"

The responses were mixed and had no connection with age, gender and experience; hence it demonstrates that every teacher develops his/her own strategy to cope with stress. From the collected data of responses the researcher categorized the coping strategies which are adopted by teachers:

- **Meditation**, which also comprise sports, listening to music and other such activities. Some participant responded to the question as

  "I take some time for myself, try to forget about work, when I calm down I continue from where I left".

"I do gardening, enjoy my hobbies and do sports more than usual when I feel so".

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- **Socializing and Sharing**which also embrace sharing problems with family members, colleagues and friends and others.Some examples of responses to this category were:

  "I mostly talk to my friends because sometimes to hear that they have the same experience make me comfortable and relaxed."

  "I try to talk with colleagues and try to find solutions, try to relax and get my sleep before work."

  "I always share my feelings and thoughts regarding work with my colleagues, I think this is the first step for me to cope with that feeling."

- **Organizing, Improving**and Preparing for the next wave.Some examples fromparticipants to this category were:

  "Set some deadlines for myself, make detailed scheduleand prepare check lists"

  "Having a to do list really works for me. In addition I try to be much more organized"

- **Relaxing** which is also interlinked with the last category of self-talk. Some interviewees gave such comments:

  "I usually tend to sleep when I feel burned out"

  "Deep Breathing"

However none of these categories are clear cut, they can be deployed simultaneouslyand they are interconnected. For example, one of the interviewee responded:

"I mostly talk to my friends, because sometimes to hear that they have the same problems me more comfortable, I listen to music it really makes me relaxed, avoiding negative energy and sometimes I talk to myself".

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This example demonstrates there are no clear cut strategies and a teacher may apply various categories simultaneously.

The next Research question was **"Do EFL instructors apply self-talk as a coping strategy? If they apply what do they tell to themselves?"** To investigate this research question, these questions were asked: "Do you believe in the power of positive self-talk as a coping strategy for such situations? What would you say to yourself if you wanted to use positive self-talk?"

The researcher observed that some 76% of the participants did respond as they believed in self-talk, some of the responses were as the following:

"Yes I use self-talk all the time, sometimes to recap the events which caused stress on me, however I'm not so sure if self-talk really solves problems. It only helps for short term relief."

"I believe that the source of every good thing lies in our souls and if we believe that things will get better they really do so of course I believe in the power of self-talk".

Six participants (20%) however, commented that they do not use self-talk at all; the researcher will categorize them as non-self-talkers and their argument is that self-talk only is a temporary relief but, it won't fix the real problem. Such a participant commented that

"No I don't! For me it is just a way of deceiving yourself."

Another interviewee mentioned that he does use self-talk but, he remarked as

"It does not remove the cause it makes you feel happier, that's all. It is as if you are on anti-depressants."

There is also the negative self-talk, which might intensify the sources of distress. One participant gave an example of thinking negative thoughts about an adverse event which occurred that day could ruin her sleeps,

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To examine the thirdresearch question **"What type of self-talk do EFL instructors' use"**; what type of self-talk does teachers apply during times of stress they were asked "What do you say to yourself when you suffer from burnout?" Most of the participants pointed out that they use positive motivational self-talk, such as:

"This is temporary",

"Everything's gonna be alight",

"It's all going to be fine and this is just a phase that will pass soon".

"You'll overcome this you have done so before, you have may good things in your life be patient"

"You are not the only one who is suffering, your colleagues are in the same situation as well. People have bigger problems in life and you'll cope with small problems successfully".

Nevertheless the researcher observed few cases of positive instructional self-talk such as:

"Ok go have some rest!"

"Keep Calm!"

"Continue! Don't give up!"

"You have to go on!"

In only a single instance the researcher observed a negative instructional self-talk: "Again!"

However, she also added that she is trying to counter these situations by positive self-talk.Finally the researcher alsoobserved that some interviewees responded that they cannot motivate themselves positively with self-talk, or simply they don't self-talk at all. The breakdown of the type of self-talk is plotted below:

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Figure 6 Categories of Self-Talk

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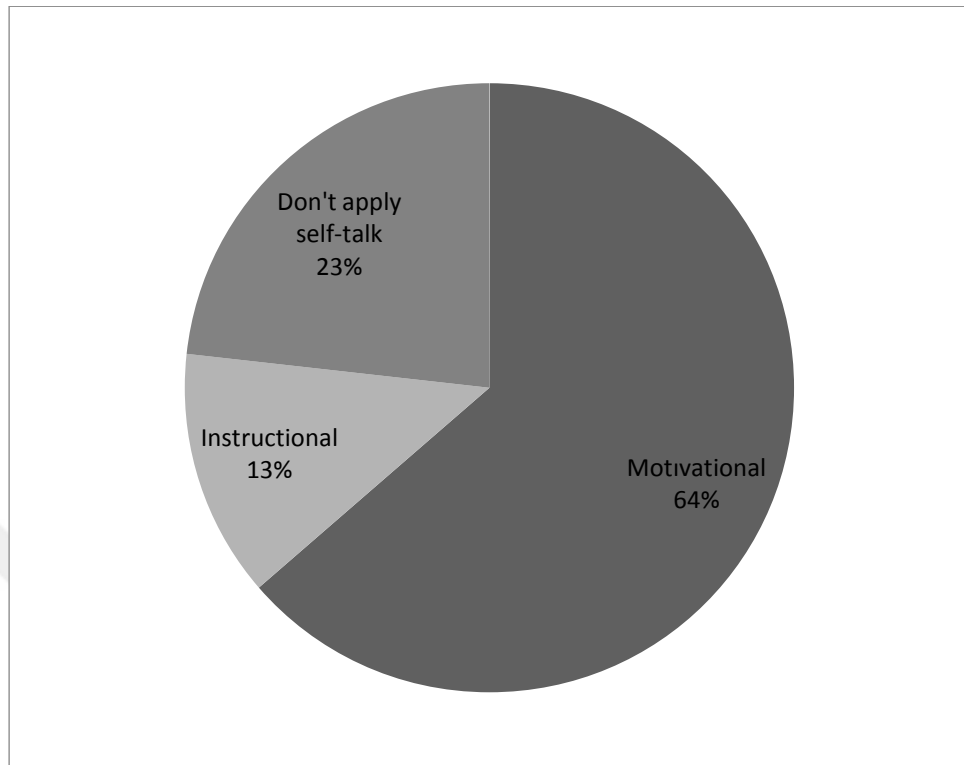
CHAPTER 5: DISCUSSION AND CONCLUSION

5.1 Overview

The purpose of this study was to explore the coping strategies for burnout of EFL instructors working at English preparatory schools of two Foundation Universities in Istanbul and Izmir. This study also investigated whether EFL instructors applied positive self-talk as coping strategy.

According to Herbert (1999) qualitative findings are essential in determining the functions of self-talk. Qualitative data was gathered and analyzed for the purpose of this study. Thirty interviews constituted the qualitative data for the present study. In this chapter, first, the results of the research will be discussed in relation to each research question. Second, theoretical and pedagogical implications will be discussed. Some ideas to cope with burnout and effectiveness of self-talk will be mentioned. Finally, recommendations for feature research will be provided.

5.2 Discussion

First research question explored EFL instructors coping strategies for burnout. Findings revealed that 80% of the instructors had some rest and dreamed of positive thought along with positive nurturing self-talk when they suffered from burnout. Nearly 60% of the instructors raised their well-being by organizing things according to their priorities. Thus they could catch-up with their organizational issues and they wouldn't feel burned out. Fifty percent of the EFL instructors did socialize and share problems with their colleagues to reduce their burnout levels. They claimed that they didn't get stuck in problems that lead burnout instead they met up with friends and did some social activities not to make their troubles giant but, solved them. One important note was every teacher developed his/her own coping strategy and the researcher did not observe any connection for these strategies with gender age or experience, hence it is possible to conclude that such mechanisms are inherent from instructor to instructor.

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Human beings are thinking machines which are observing, analyzing, sorting, categorizing and storing every piece of information that goes around them. Everyone talks to himself from time to time either verbally or nonverbally in unspoken thoughts. Self-talk, mostly unconscious, comes in many different forms. Sometimes, it is in the form of feelings that are difficult to explain and sometimes in physical responses that one might have when they are excited or anxious; and sometimes it is in the form of flashes which do not last long enough to turn into an idea. Once people believe more about something, they will attract more thoughts and ideas similar to what have been stored in their minds. If the new thoughts and ideas are in line with what have been stored earlier, if they support or prove what have already been there, they are internalized more. So as Gammage (2001) asserted, self-talk is what a person says to himself in his inner dialogue. According to Hardy (2006) many studies on self-talk has demonstrated that, self-talk is a useful strategy in terms of learning and improvement of performance.

Second research question explored whether the EFL instructors applied self-talk as coping strategy and if they applied, what they said to themselves when they suffered from burnout. Seventy six percent of the EFL instructors applied self-talk as a coping strategy for burnout. In general EFL instructors who used self-talk applied self-talk regularly while some of them applied it as a situational strategy (Not applied self-talk all the time but, for certain circumstances). In addition researcher also observed that most of the participants who claimed that they used self-talk, apply it in a self-nurturing, self-reinforcing manner.Most of the respondents, in this category characteristically started with saying "Everything is going to be fine"and followed by typically comparing themselves to other fellow instructors saying "It's not just me everyone else have similar problems". An interesting note was the researcher, did not observe self-evaluating, self-critical types of self-talk. This is probably because during intense stress and burnout EFL instructors opt for immediate relief. In addition the interviews were in line with the study conducted by Zell, Warriner and Albarracin (2012), where it was revealed that many of the self-talkers were opted to

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refer themselves with second-person pronouns (you), the researcher observed lots of "You can do it" statements.

Although self-talk is an effective coping mechanism applied by many participants, there were some who did not apply self-talk. Twenty six percent of the participants claimed that, they did not believe in, or applied self-talk as a coping mechanism. True comprehension of self-talk on EFL instructors, may lead to development and self-improvement programs for EFL instructors. There are ample research studies for athletesand today coaches are deploying these self-talk tactics for sports competitions. The use of self-talk is regarded as a key factor of a successful sports performance and it is also seen as an essential component of psychological skill training format. (Hardy, Jones, Glaud, 1996) Furthermore, research supported the use of self-talk with other skills such as imagery, centering, goal setting and rational. According to Tod, Hardy & Oliver, (2011), athlete trainers are coaching to enhance athlete's performance by reforming or restructuring an adverse phenomenon, or they instruct sportspersons to use self-talk as diary to boosts self-awareness.

The last research question investigated the types of self-talk that participants applied. The findings showed that 64% of the participants used motivational self-talk while 13% of the participants applied instructional self-talk. Tod et al (2011) has further shown that both instructional and motivational self-talk has positive impact on decision making, reduced anxiety, greater performance and more self-esteem. Furthermore positive self-talk counteracts the adverse effects of negative self-talk. It is thought that a more positive state of mind can be achieved just by changing the way of thinking, with a transition from negative programming, which holds back or drags many people down therefore, challenges in life can be avoided more easily. A better chance of making things work can be achieved if a person can learn to give productive directions to hismind. This positive self-talk may guide them to refrain disturbances which are hindering their performance. Just like sports athletes, EFL instructors' motivational interpretation of self-talk (positive or negative) content is

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very useful to understand how self-talk and self-motivation are interlinked (Hardy2006).

Self-talk not only includes the things that people say out loud to themselves but also the ones that they tell to the others about themselves or things. Anything they say creates an important part of the picture or directions that they feed their subconscious with. Self -talk is in the center of 'acceptance.' Everyone has had a difficult situation that they have to deal with in their lives. However, seeing it as something working against them or making a mental decision to see it in a different way is in the hands of the individual who is going through this problem. Inner self-speak and other forms of self-talk are some of the factors which may determine if the person may win or lose. In order to find out who the real winners areand who are not, a person should pay attention to the way they self-speak. Winners use better self-talk and they are the ones who produce positive outcomes. Once people have a more positive approach, they can have better results. Positive self-talk is also a habit which also leads to more success.

Self-talk is independent of any factors such as the individual's education, previous life experiences or profession. It works the same for everyone regardless of their background and anyone can benefit from its positive results.

To be able to see things in a healthy and positive perspective or just the other way round depends completely on the person's personal determination. It is a decision or choice to be made: they can either be happy with themselves and jobs or complain. Self-talk is used as a technique by some employees when they find themselves complaining or criticizing their jobs. They take a step back and use self-talk thinking there are others who would love the opportunity they have and their job creates new opportunities for them to improve themselves and broaden their horizons. Success depends mostly on expecting the best. It will increase the likelihood of getting what is wanted.

Self-talk can also be used for educational purposes, making an individual a better listener with more concentration. Moreover, it improves study habits and

makes memory by making the individuals concentrate on their objectives. Being successful in school, or learning something, is very similar to achieving anything throughout life, both requiring similar skills and attitudes. It is a matter of choice to see things both positively and negatively. If a person chooses to see circumstances discouraging, he will or he can also see them acceptable and changeable. However, it takes more than 'wanting' to do things right.

Positive, encouraging beliefs that are open to new possibilities enable people to feel more in control and more powerful. Having positive beliefs is thought to be supportive especially when individuals are determined to achieve their objectives such as a new promotion. Reassuring and encouraging beliefs help replacing the negative and discouraging ideas that a person might have in their subconscious. Changing the ideas that we have in the subconscious is not enough. They have to be replaced with the ideas that are desired. For example, starting something with a negative self –talk is going to increase the likelihood of low performance. Besides, it is going to slow down the process of mastering the new skill. However, starting something new with a positive self-talk will ease the process since body and mind respond to thinking.

All the beliefs and ideas that an individual has about himself had an effect on direction of the self-talk. It is like a cycle in which beliefs influence self-talk and self-talk strengthens the existing beliefs. For many people this cycle is a way of life and once they are in a negative cycle, it affects all the aspects of their lives negatively. The study by Beck (1976) cites maladaptive or dysfunctional self-talk may diminish a person's performance substantially. As discussed by Depape et al. (2006) awareness of self-talk would result in self-awareness and the control of feelings. The interviews have demonstrated that the way to counter negative self-talk is to apply positive motivational self-talk such as "You are not the only one suffering from such problems" or more direct instructional way such as "Come on don't give up!", "You can do it".

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This study also compared the effectiveness of motivational and instructional self-talk strategies, similar to the study conducted by Theodarakis (2000), who examined the effectiveness of different self-talk strategies and suggested that instructional self-talk was more effective in tasks that require motor responses, while for the tasks that require endurance and strength both instructional and motivational self-talk were found effective. A similar study also confirmed that within one type of self-talk, either instructional or motivational, positive effect can be expected on the final result only if its content is adapted to the task that is to be performed (Theodarakis, Chroni, Loparidis, Bebetsos and Dauma, 2001). Therefore, there are various studies that show that self- talk when related to athletic performances improves self- confidence and reduces stress and anxiety. Also in a study done by Theodarakis and Zourbanos (2004), effectiveness of motivational and instructional self-talk were compared on a precision and power task.

5.3 Theoretical and Pedagogical Implications

This research investigated self-talk as a coping mechanism for EFL teacher's burnout. There is abundant research on impacts of self-talk on athletes, however impacts of self-talk on teachers endurance is not studied thoroughly. Therefore, this study aimed to reveal whether self-talk in an efficient coping strategy for teachers' burnout.

Strategy of goal setting, techniques of relaxation and activation, creating positive mental images (imagery), the optimization of conversation with oneself (self-talk) and the development of the positive routines are some of the techniques of mental training. Mental training is used in order to boost the teachers' mental skills as well as his self-confidence, motivation, commitment and the ability to concentrate (Theodarakis & Zourbanos,2004).The findings of this study was in line with the findings of Theodarakis & Zourbanos (2004), the interviews demonstrated many examples of instructors, saying that during stressful times they would isolate themselves form others and try to relax by day dreaming and positive self-talk.

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As a consequence this study may shed a light to school administrators to coach EFL instructors to keep positive stamina, by applying motivational inner speech techniques. Education is the phase when EFL instructors can learn the significance of mental training to achieve the best results. In the acquisition phase they could learn about the strategies, the techniques and the effects of self-talk and finally they can develop their mental skills by practicing them every day. Finally, the researcher suggested some ideas to cope with burnout and encouraged EFL instructors to use positive self-talk as a coping strategy.

5.4 Conclusion

The findings of interviews demonstrated that positive self-talk is applied by 76% of EFL instructors. There are other coping mechanisms such as mediation, sports, music, sharing with others. However, self-talk also plays an important role as a dominant self-coping mechanism.

The results showed that both types of self-talk facilitated performance, with instructional self-talk being more effective on precision task. However, with the power task only instructional self-talk was found to be effective in facilitating performance. Therefore, it is very evident that self-talk has a significant effect on cognitive strategy for better performance. Meichenbaum (1977) showed the importance of self-statements that affect behavioral process. He also stated that self-statements can direct one's attention to task relevance and keep information in short term memory, getting rid of distractions. He claimed that self-statements have a significant effect on individual's expectations in handling a situation and they can be used to reassure themselves. He also claimed that self-statements affect appraisal processes of the individuals.

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The researcher`s findings were similar to the study conducted by Theodarakis in that EFL instructors mainly choose the motivational self-talk and in rare occasions such EFL instructors used phrases such as "Continue!", "Don't give up!".

Everyone likes to be successful. For some people it means to be better at one or more things, for some it is achieving the best in every area; and there are so many things that people have actually achieved, so many problems solved with the help of self-talk which lies in the center of success when one wants to achieve something, reduce stress, overcome a problem, take better care of themselves or learn a new skill.

5.5 Recommendations for Future Research

Throughout this research, the researcher investigated the types of coping mechanisms and demonstrated that self-talk is one of the prominent coping mechanisms for EFL instructors. There is an extensive research on effectiveness of self-talk on athletes on sports competitions. However, the research on the effectiveness of self-talk on EFL instructors is quite limited. For sports competitions trainers coach their athletes to apply instructional and motivational self-talk techniques to enhance their motor task performance. However, an EFL instructor's mental condition is quite different in comparison to athletes. Therefore, there is a need for further research on effectiveness of self-talk on EFL Instructors and this can be extended to which techniques to apply in certain situations.

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APPENDICES

APPENDIX A

DATA TABLES

Table 2

Optimists vs Pessimists

Age	Gender	Experience	Optimist/Pessimist
38	Female	12	Optimist
34	Female	10	Pessimist
32	Female	10	Optimist
30	Female	8	Optimist
30	Female	8	Optimist
29	Female	7	Pessimist
32	Female	7	Pessimist
31	Female	7	Optimist
28	Male	7	Optimist
27	Female	5	Pessimist
29	Female	4	Pessimist
25	Female	4	Pessimist
25	Female	4	Optimist
31	Female	3	Pessimist
29	Female	2	Optimist
35	Female	14	Pessimist
46	Male	19	Optimist
35	Male	12	Optimist
57	Female	23	Optimist
60	Female	30	Optimist
31	Male	10	Optimist
56	Female	32	Optimist
36	Female	11	Optimist
55	Male	10	Optimist
39	Female	16	Pessimist
28	Female	4	Pessimist
57	Male	14	Optimist
54	Female	31	Optimist
61	Male	6	Optimist

Table 3

Types of Self-Talk

Age	Gender	Experience	Type of Self-Talk
38	Female	12	Motivational
34	Female	10	Motivational
32	Female	10	Motivational
30	Female	8	Motivational
30	Female	8	Motivational
29	Female	7	Motivational
32	Female	7	Motivational
31	Female	7	Motivational
28	Male	7	Motivational
27	Female	5	Instructional
29	Female	4	Don't apply self-talk
25	Female	4	Motivational
25	Female	4	Motivational
31	Female	3	Motivational
29	Female	2	Instructional
27	Female	2	Don't apply self-talk
35	Female	14	Motivational
46	Male	19	Don't apply self-talk
35	Male	12	Instructional
57	Female	23	Motivational
60	Female	30	Instructional
31	Male	10	Don't apply self-talk
56	Female	32	Motivational
36	Female	11	Motivational
55	Male	10	Don't apply self-talk
39	Female	16	Don't apply self-talk
28	Female	4	Don't apply self-talk
57	Male	14	Motivational
54	Female	31	Motivational
61	Male	6	Motivational

APPENDIX B

INTERVIEW QUESTIONS

Part A) Personal

1. Age
2. Gender
3. Personal

Part B) Factors

4. What kind of work environment are you working in ?
5. What factors make you feel stressed at work?
6. Do you usually tend to feel burned out when things go wrong?

Part C) Strategies

7. What Coping strategies do you use when you feel burned out
8. What do you say to yourself when you suffer from burn out
9. Do you believe in self-talk as a positive strategy?

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APPENDIX C

CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Gazimihal Sirma

Nationality: Turkish (TC)

Date and Place of Birth: 06 May 1985

Marital Status: Married

E-Mail: sgazimihal@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
Pedagogical Formation	Dokuz Eylul University	2012
BA	Yasar University	2011

WORK EXPERIENCE

Year	Place	Enrolment
2015	Sariyer Mustafa Kemal Anadolu Lisesi	English Teacher
2013-2014	Doga College	English Teacher
2012-2013	American Cultural Association	English Teacher

FOREIGN LANGUAGES

English (Fluent), German (Intermediate)