

# FRAMING THE IDENTITY OF AN IDEAL PRIMARY SCHOOL TEACHER OF ENGLISH

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## Abstract

The article presents a study that aimed to examine how primary school teachers of English as a Foreign Language (EFL) framed the identity of an ideal EFL teacher. The specific research aim was to identify and classify frames associated with the identity of an EFL primary school teacher in the corpus of reflective essays of approximately 1000 words about an ideal EFL teacher in Norwegian primary school contexts written by 32 Norwegian in-service primary school EFL teachers. It was hypothesised that the participants' framing would be reflective of the identity of an ideal EFL teacher in Norway. The corpus of the participants' essays was analysed in accordance with the framing methodology developed by Entman (1993) and Dahl (2015). The results of the framing analysis indicated that the participants in the study framed the identity of an ideal EFL teacher via frames associated with future ideal selves, ought-to selves, the identity of their former EFL teachers, and the identity of an ideal EFL teacher as a fictional character. The study implications would be beneficial to pre-service and current in-service EFL teachers and teacher-trainers alike, who could treat the results as a collective "portrait" of an ideal EFL teacher.

**Keywords:** English as a Foreign Language (EFL), framing, primary school, teacher identity

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## The identity of an ideal teacher of English

This article presents a study that seeks to elucidate how in-service primary school teachers of English as a Foreign Language (EFL) frame the identity of an ideal EFL primary school teacher. The aim of the study is to identify and classify frames associated with the identity of an EFL primary school teacher in the corpus of reflective essays written by a group of in-service primary school EFL teachers (henceforth – “participants”). It is assumed in the study that the participants’ framing would be reflective of the identity of an ideal EFL teacher in Norwegian primary school contexts.

From a theoretical perspective, this study combines the methodological premises of i) the possible-self theory (Makay, 2019; Markus & Nurius, 1986; Oyserman, Destin, & Novin, 2015; Oyserman, Lewis, Yan, et al., 2017) that involves “the representations of hopes, wishes and fears in the shape of desirable and undesirable potential future selves” (Makay, 2019, p. 51) and ii) the applied linguistics approach to framing in EFL contexts (Pennington, 1999; Pennington & Hoekje, 2014), where EFL is conceptualised within sociocultural parameters of “*internal* framing determined by the types of people involved in ELT practice and an *external* framing by larger institutions and social structures” (Pennington & Hoekje, 2014: 163). Building upon these theoretical tenets, the specific research aim of this study is to discover whether or not the participants would frame the identity of an ideal EFL primary school teacher as a desirable and achievable representation of their “future selves” in the light of the possible-self theory (Makay, 2019; Sahakyan, Lamb, & Chambers, 2018), or would they frame it via the lenses of frames that are associated with unrealistic and fictional characters.

Assuming that “the self is the capacity of an “I” to reflect on an object “me” and to be aware of this reflection” (Oyserman et al., 2017, p. 139), it appears logical to extend this notion to the construal of an ideal self. According to Makay (2019), the ideal self involves a “desire to become your best possible self” (Makay, 2019, p. 51). The construal of an ideal self has gained currency in a number of research studies in psychology (Horowitz, Sorensen, Yoder, et al., 2018), pedagogy (Arnon & Reichel, 2007; Yuan, 2018), and applied linguistics, where it is employed to construe an ideal teacher and, specifically, an ideal EFL teacher (Butler, 2007; Külekçi, 2018; Sahakyan et al., 2018; Yuan, 2018). Specifying the construal of an ideal teacher, Lauriala and Kukkonen (2005) suggest that it is concomitant with several forms of identities that are comprised of a

teacher's actual identity and the so-called "ought-to" identity, which is regarded as a teaching role to be fulfilled. In the current research literature, the identity of an ideal teacher reflects "personally valued orientations and goals, which play an influential role in shaping and reshaping their professional practice and continuing development" (Yuan, 2018, p. 187).

Further, this article is structured as follows. First, literature review associated with the identity of an ideal EFL teacher will be provided. Second, framing and framing methodology in EFL contexts will be introduced. Afterwards, the present study will be discussed. Finally, the article will be concluded with the summary of the findings.

## **Literature Review**

The construal of the identity of an ideal EFL teacher has been addressed in a number of previous studies that were conducted in a variety of EFL contexts in Armenia (Sahakyan et al., 2018), China (Yuan, 2018), Japan (Butler, 2007), Saudi Arabia (Al-Khairi, 2015; Javid, 2014), and Turkey (Külekcı, 2018). In EFL contexts in Armenia, Sahakyan et al. (2018) explored how pre-service teachers view the ideal identity of an EFL teacher. The authors report that Armenian pre-service EFL teachers point to the following variables that are involved in the identity of an ideal EFL teacher: i) their own learning experiences, ii) their former EFL teachers, and iii) parental and institutional expectations (Sahakyan et. al., 2018).

In Chinese EFL contexts, Yuan (2018) investigated how EFL teacher educators construe the identity of an ideal EFL teacher. Yuan (2018) explored those ideal identities that involve teacher educators' "goals and aspirations they would ideally like to attain in their professional contexts" (Yuan, 2018, p. 186). According to Yuan (2018), there are several ideal teachers' identities in Chinese EFL contexts, e.g. 'practical expert', 'model', and 'learner'.

Unlike in China, the construal of an ideal EFL teacher in Japanese EFL contexts is associated with the degree of nativeness in speaking the English language (Butler, 2007). Japanese EFL teachers seem to equate the identity of an ideal EFL teacher with a native speaker of English (Butler, 2007). In Japan, a native speaker of English is by default perceived as an ideal EFL teacher, especially at primary school level of EFL teaching and learning (Butler, 2007, p. 7).

In Saudi Arabia, Saudi EFL students seem to construe ideal EFL teachers as professional individuals, who are “experts in their field, are well-organised, explain according to the level of the learners, answer learners’ questions correctly, are clear in instructions” (Javid, 2014, p. 42). In another study in Saudi EFL contexts, Saudi EFL students indicated that gender is not considered a variable in their perception of the ideal EFL teacher (Al-Khairi, 2015). Irrespective of gender, Saudi EFL students emphasised such qualities of an ideal EFL teacher as commitment, dedication, exemplary attitudes towards teaching, and professional in-service development (Al-Khairi, 2015).

In Turkish EFL contexts, the identity of an ideal EFL teacher appears to be embedded in behaviors and attitudes that contribute to the effective EFL teaching and learning (Külekçi, 2018). In particular, Turkish pre-service EFL teachers frame the identity of an ideal EFL teacher as an understandable and well-prepared professional, who provides realistic examples and uses appropriate teaching materials in an EFL classroom (Külekçi, 2018).

As evident from the afore-mentioned studies, the identity of an ideal EFL teacher is amply elucidated. Currently, however, little is known about how primary school EFL teachers in Norway construe that identity (Borg, 2017). The study further presented in the article seeks to address this issue. Prior to proceeding to the study, it seems pertinent to provide an overview of framing, which is another key concept in the present study.

### **Frames and Framing Methodology in EFL Studies**

Typically, frames are associated with “a data-structure representing a stereotyped situation” (Minski, 1975, p. 212). As a data-related structure, frames involve “any system of concepts related in such a way that to understand any one concept it is necessary to understand the entire system” (Petrucci, 1996, p. 1). Frames are evocative of system-related features of a stereotypical context or situation that provides “structured understandings of the way aspects of the world function” (Sweetser & Fauconnier, 1996, p. 5). This contention has gained currency in discourse studies, where frames are deemed to involve the identification of a problem or a situation, the setting of the problem’s agenda, and the articulation of a possible solution to the problem (Entman, 1993; Muis, van Schie, Wieringa, et al., 2019). Frames provide the interlocutors with a lens to view, classify, characterise, and understand an issue, or a

stereotypical situation (Leeper & Slothuus, 2018, p. 7). The present study follows the definition of framing formulated by Entman (1993), who posits that framing involves the selection of certain aspects of a communicative situation in order to promote a particular problem, its interpretation, evaluation, and a possible solution (Entman, 1993, p. 52).

Framing is amply employed in applied linguistics and EFL studies (Pennington, 1999; Pennington & Hoekje, 2014; Zhu, Zhu, Peng, et al., 2019). In a pioneering work on framing in EFL contexts, Pennington (1999) proposes several frames, e.g. “Lesson”, “Lesson Support”, and “Institutional Support” that characterise an EFL classroom situation. Whereas “Lesson” pertains to communicative and educational activities, “Lesson Support” involves the role of an EFL teacher, and “Institutional Support” is associated with school as an institution. This approach to framing in EFL contexts has been further developed by Pennington and Hoekje (2014), who argue that framing in EFL is determined by sociocultural variables that provide structure to internal and external frames (Pennington & Hoekje, 2014, p. 164).

Similarly to Pennington and Hoekje (2014), Zhu et al. (2019) suggest that EFL teaching and learning can be seen through the mechanism of framing. In particular, framing may involve metaphors associated with EFL-related activities (Zhu et al., 2019). Framing by means of metaphors is argued to provide insights into socio-cultural contexts of EFL teaching and learning (Zhu et al., 2019). Due to the emphasis on socio-cultural variables, Zhu et al.’s (2019) approach to framing appears to be analogous to that of Pennington and Hoekje (2014).

While there are previous studies on framing in EFL contexts, the framing of an EFL teacher’s identity in Norwegian EFL contexts is under-represented. The study further discussed in the article addresses the issue of an ideal EFL teacher’s identity in Norwegian EFL primary school contexts by means of the application of the framing methodology to a corpus of reflective essays written by the participants (i.e., a group of in-service EFL primary school teachers).

### **Method**

The present study was contextualised within an in-service teacher training course that was designed for primary school EFL teachers. The course was offered at a regional university in Norway. It was comprised of the following modules: functional

grammar, phonetics, and children's literature. Each of those modules involved an integrated component of EFL didactics. At one of the seminars, there was a discussion concerning the identity of an ideal EFL teacher in Norwegian EFL contexts. The present study eventuated from that classroom discussion. In the study, the participants were instructed to write a reflective essay on the identity of an ideal EFL teacher in Norwegian primary school contexts. The corpus of the reflective essays was examined by the author of the article for the presence of frames that were deemed to be associated with the identity of an ideal EFL teacher.

It was assumed that the participants' framing would be reflective of "what the professional ideal that they ascribe to" (Arnon & Reichel, 2007, p. 442). Following Sahakyan et al. (2018), and Yuan (2018), it was theorised that the participants' framing would be indicative of their future ideal selves, and ought-to selves as an ideal EFL primary school teacher. Hence, the following research aims were formulated in the study: i) to identify a range of possible frames associated with the identity of an ideal EFL primary school teacher; ii) to examine whether or not those frames would be evocative of the participants' future ideal selves, ought-to selves, and/or other variables were involved in the self-construction.

### ***Participants***

In total, 32 participants (30 women and 2 men, mean age = 43 years, *SD* = 8,31) took part in the study. All participants were primary school teachers who were enrolled in the in-service EFL teacher training course at a regional university in Norway. The participants' teaching experience was calculated to be at 16 years of teaching at primary schools (*SD* = 9). The participants' first language (L1) was Norwegian and English was a foreign language to all of them. The participants signed the consent form that allowed the author to collect their written data and analyse it. The participants' real names were coded to ensure confidentiality. The codes were P (the abbreviation for the "participant") and the number, e.g. P1 – P32.

### ***Corpus***

The participants' reflective essays were collated and merged into a single file and analysed in the Statistical Package for Social Sciences (SPSS) (2016). The analysis of the corpus of the participants' essays in SPSS yielded the descriptive statistics summarised in Table 1 below.

**Table 1***The Descriptive Statistics of the Corpus*

N	Statistical Measure	Statistical Value
1	Total number of words in the corpus	38 747
2	Mean number of words in the corpus	1 211
3	Standard deviation	266
4	Minimum	943
5	Maximum	2 272

***Procedure***

The procedure in the study involved the following steps. First, the participants had a classroom discussion during one of the seminars, where they reflected upon possible characteristics of an ideal teacher of English at a Norwegian primary school. Second, following the discussion the participants were instructed to write a reflective essay of approximately 1000 words about an ideal EFL teacher in Norwegian primary school contexts. The participants were given two weeks for the writing of the reflective essays at home. Once completed, the reflective essays were sent by e-mail. Thereafter, the corpus was examined for the presence of frames associated with the identity of an ideal EFL primary school teacher. The qualitative methodology of framing analysis was applied to the corpus of the participants' reflective essays in accordance with the approach formulated by Entman (1993) and Dahl (2015). Following Dahl (2015), the corpus was manually investigated for key words, recurrent phrases, stereotyped expressions, and sentences that provided thematically reinforcing clustering. Then, the manual procedure was verified by means of the computer-assisted count of the most frequent words in the corpus by means of the software program WordSmith (Scott, 2008). Based upon the afore-mentioned methodology, the labelling of the frames was carried out and subsequently checked by a specialist in discourse studies, who confirmed the labelling.

**Results**

It has been assumed in the hypothesis that the participants' reflective essays would be characterised by frames associated with the identity of an ideal EFL teacher in Norwegian primary school contexts. The results of the framing analysis indicate that the

participants frame the ideal EFL primary school teacher by means of the following frames: “A Fictional Hero”, “A Former English Teacher”, “A Role Model”, “Authority”, “Classroom Atmosphere”, and “Subject Knowledge”. It is evident from the corpus that the distribution of these frames differs, as illustrated by Table 2 below:

**Table 2**

*The Framing of an Ideal EFL Teacher*

N	Frame	Percentage of the Frames per Group of Participants
1	“A Fictional Hero”	38%
2	“A Former English Teacher”	9%
3	“A Role Model”	13%
4	“Authority”	19%
5	“Classroom Atmosphere”	25%
6	“Subject Knowledge”	22%

The frames summarised in Table 2 are different in terms of the in-group and within participants distribution. It is evident from the data analysis that while 38% of the participants tend to frame their reflective essays via only one frame (typically represented in the majority of cases by the frame “A Fictional Hero”), 62% of the participants resort to a combination of frames in one essay. For instance, several participants frame their reflective essays by means of a combination of the frames “Authority” and “Classroom Atmosphere”, or by a triad of frames, e.g. “Subject Knowledge”, “A Role Model”, and “Authority”, where these frames co-occur in one essay. Arguably, these findings are suggestive of a dynamic nature of the teacher’s identity that is characterised by multiple framings.

### **Discussion**

Indirectly, the results seem to support the study conducted by Sahakyan et al. (2018), who emphasise that the identity of an ideal EFL teacher involve several dynamic foci that exhibit a tendency to reflect an individual teacher’s developmental trajectory. The participants’ frames are discussed below within the context of the participants’ future ideal selves, ought-to selves, the identity of their former EFL teachers, and the identity of an ideal EFL teacher as a fictional character.

### ***The Frame “A Fictional Hero”***

The frame “A Fictional Hero” has not been identified in the literature associated with the identity of an ideal EFL teacher (e.g., Al-Khairi, 2015; Butler, 2007; Javid, 2014; Külekçi, 2018; Sahakyan et al., 2018; Yuan, 2018). Arguably, the presence of the frame “A Fictional Hero” could be accounted by the fact that the participants extensively employ excerpts from English books in their EFL classes, as well as read English fiction for pleasure. In particular, several participants indicate that they use the book “Harry Potter and the Philosopher’s Stone” (Rowling, 2015) as well as the eponymous film on DVD in their EFL classes. Judging from the data, 38% of the participants frame the identity of an ideal EFL primary school teacher via one of the teacher characters in the book “Harry Potter and the Philosopher’s Stone” (Rowling, 2015).

The qualitative analysis of the participants’ framing suggests that the majority of the participants frame “A Fictional Hero” without an explicit reference to their own realistic possible selves, such as a future ideal self or an ought-to self. Instead, they seem to focus on the fictional self of an ideal teacher in the ideal world, e.g.

(1) In an ideal world, I think the ideal teacher would be a mix of Professor Albus Dumbledore and Professor Minerva McGonagall. Their wisdom, in-depth knowledge, relation to the students, strictness and sense of humour are qualities that serve as examples to most teachers. (P11)

In (1), the participant refers to the ideal EFL teacher within the discursive space of Harry Potter’s universe. Similarly, another participant construes a personal identity of an EFL teacher within the parameters of the fictional self, e.g. “To be the ideal English teacher, I need some magic dust. I would use the magic dust in those situations where I feel I should have done more” (P14). It is inferred from the afore-mentioned quote that a real-life ideal EFL teacher would have benefitted from supernatural powers to be able to complete more and/or achieve more. However, there does not seem to be an explicit reference to “some magic dust” in the professional identity of a real-life EFL teacher.

### ***The Frame “A Former English Teacher”***

The frame “A Former English Teacher” could be argued to form a relationship of contrast to the frame “A Fictional Hero”. While in the frame “A Fictional Hero” the focus is on an ideal teacher in the work of fiction, the frame “A Former English Teacher”

involves a real-life teacher, who possesses certain realistic qualities that are perceived as desirable and realistically achievable by the participants within the context of the so-called future ideal selves, as emblematised by Excerpt (2):

(2) I had a very good English teacher when I was a student. He read to us from books, and he told us stories, stories that made us hold our breath while waiting to hear the rest. This made English fun, entertaining and interesting. We learnt new words and sentence structure without thinking about it. He was also faithful to the school's rules, and always positive to other teachers. He had a positive perception on both life and people, which he passed on to us. These are good qualities that I want to take with me when I am my own ideal teacher. (P13)

The presence of the frame “A Former English Teacher” in the corpus of the participants’ reflective essays lends support to Sahakyan et al., (2018), who have found that the construal of the EFL teacher’s ideal self-images is reflective of the teachers’ own learning experiences and their former EFL school teachers. In concert with the study by Sahakyan et. al., (2018), the results of the data analysis indicate that several participants ( $n = 2$ ) frame the identity of an ideal EFL primary school teacher via the negative identity of their former teachers. In particular, they construe the frame “A Former English Teacher” as a schema “an ideal teacher X, who is unlike my former teacher Y”. To illustrate the point, let us consider the following quote from the reflective essay written by the participant P1:

[...] my own English teacher made me feel stupid every lesson I had to read aloud. She made fun of me when I couldn’t pronounce the “th” sound correctly. I think she was the reason I became a teacher” (P1).

Presumably, having experienced negative aspects of the former EFL teacher’s identity, the participant P1 decided to become a teacher herself in order to “save other students from experiencing the same” (P1). This finding echoes Sahakyan et al., (2018, p. 60), who posit that negative images of an EFL teacher are undesirable and not internalised by the participants as their future selves.

### ***The Frame “A Role Model”***

The identity of an ideal EFL primary school teacher is framed by 13% of the participants by means of the frame “A Role Model”. This frame involves the participants’

ought-to identity, i.e. the image of the role model, which the participants should conform to according to the societal expectations, e.g.

(3) An ideal teacher of English is conscious of being a good role model, because the students see and hear what she does all the time, and they see how she treats the individual student. I think that by being a good role model, she shows her values, attitudes and the academics she wants her students to learn. (P28)

Excerpt (3) illustrates a range of qualities that an ideal EFL primary school teacher should possess from the vantage point of a variety of stakeholders. Presumably, in (3) there is an amalgamation of desired, expected, and realistic qualities of the ideal EFL teacher, whose identity is construed as a role model. This finding supports Yuan (2018), who argues that an ideal EFL teacher's identity involves the construal of a teacher as a role model. The ought-to teacher's identity as a role model is seen by one of the participants as an inherent characteristic of a teacher that is expected not only by such stake-holders as the general public and educational system, but by primary school students as well, e.g. "When you work as a teacher for kids you automatically become a role model" (P3).

### ***The Frame "Authority"***

The frame "Authority" has been identified in 19% of the participants' reflective essays. This frame is suggestive of the importance of the professional identity of the teacher, who controls and manages the classroom environment. However, it is evident from the data that the participants are aware of the difference between authority and authoritarianism. Whilst the former is framed as a positive feature of the identity of an ideal EFL primary school teacher, the latter is not regarded as a desirable characteristic, e.g. "Ideally, a good teacher should be in control of what happens in the classroom. However, I do not think that a teacher who is too authoritarian is good" (P13). Similarly, another participant argues that "The ideal teacher is academically strong and have a certain authority without being authoritarian" (P7). This contention is echoed in Excerpt (4), where the participant indicates that

(4) There are other qualities as well that I find important in a teacher, like being authoritative. An authoritative teacher is good at building a good relationship with her students, at the same time as she is in control and sets the boundaries for the students. (P15)

It is evident from (4) that an ideal EFL teacher should be strict, yet fair, and should not be perceived by the students as authoritarian. It is inferred from these findings that the frame “Authority” is reflective of the participants’ ought-to selves rather than their desired future selves. Specifically, there are no linguistically explicit references in the corpus that indicate that the participants want to be authoritative in the feasible future. However, it is seen in the data that the participants regard authoritarian teachers as their feared-selves in the sense described by Sahakyan et al., (2018).

### ***The Frame “Classroom Atmosphere”***

The frame “Classroom Atmosphere” is present in the reflective essays written by 25% of the participants. Following the frame “A Fictional Hero”, the frame “Classroom Atmosphere” appears to be the second most frequent frame used by the participants. Judging from the data, the frame “Classroom Atmosphere” is evocative of the participants’ ought-to selves, as well as desired future selves, as illustrated by Excerpt (5):

(5) A good relationship is important and so is the feeling of having someone to trust and rely on at all times. If only I could be that someone... To be a person to rely on, I guess you have to make an effort and show your students that you will always be there for them. That does not mean you always will agree with them, but somehow they will have an understanding of you being there no matter what (P17)

It is evident from (5) that the participant makes an explicit reference to the identity of an ideal EFL teacher who facilitates the creation of a positive atmosphere in the classroom and promotes trust. This reference involves an aspect of the participant’s desired future self, e.g. “If only I could be that someone...”. Presumably, that aspect of a desired future self as a teacher, who creates a good classroom atmosphere, seems to be attainable by the participant. It should be noted that a positive classroom atmosphere is expected by the educational system in Norway (Flem, Moen, and Gudmundsdottir, 2004). Hence, it could be argued that the frame “Classroom Atmosphere” is associated both with the participants’ desired future selves and ought-to selves, which are expected by the societal stake-holders.

### ***The Frame “Subject Knowledge”***

As seen in Table 2, 22% of the participants frame their perception of an ideal EFL teacher via the frame “Subject Knowledge”. This finding supports Javid (2014), Külekçi

(2018), and Yuan (2018), who argue that the role of an ideal EFL teacher is associated with a knowledgeable and professional teacher, who disseminates knowledge. It is seen in the corpus that some of the participants seem to prioritise good knowledge amongst other identity characteristics of an ideal EFL teacher in Norwegian primary school contexts, e.g.

(6) The first thing an ideal teacher must have is knowledge. The teacher must have a solid understanding of the subject he or she is teaching. Secondly, the teacher must be able to pass on this knowledge to the pupils in a way that makes sense to them. This is what we call didactics in the teaching profession. The lessons must be understandable, and ideally, interesting and challenging at the same time. (P12)

In (6), the participant demonstrates her vision of an ideal EFL teacher via the lenses of the ought-to identity. Specifically, the participant explicitly and repetitively uses the modal verb “must” to convey the message that an ideal EFL teacher is expected to possess knowledge. Interestingly, none of the participants indicates that the knowledge of the English language is associated with the ideal EFL teacher who is a native speaker of English. This finding is in contrast to Butler (2007), who has found that in Japanese and South-East Asian contexts an ideal EFL teacher is perceived as a native speaker of English.

### **Conclusions**

The article presented a study that analysed how the participants framed the identity of an ideal EFL teacher at a Norwegian primary school. The study involved a combination of the framing analysis in EFL contexts that was proposed by Pennington (1999), and Pennington and Hoekje (2014) with the theoretical premises of the possible-self theory formulated by Markus and Nurius (1986) and Oyserman et al. (2017).

The results of the framing analysis indicated that the participants framed the identity of an ideal EFL teacher by means of the frames “A Fictional Hero” (38%), “A Former English Teacher” (9%), “A Role Model” (13%), “Authority” (19%), “Classroom Atmosphere” (25%), and “Subject Knowledge” (22%). In light of the approach to framing in EFL formulated by Pennington and Hoekje (2014), all those frames were regarded as *internal*, i.e. they were determined by the explicit reference to people

involved in EFL teaching and learning. Whilst the reference to social structures and educational systems was implied, none of the frames was characterised as external (i.e., those frames that referred to socio-educational systems) in the sense by Pennington and Hoekje (2014, p. 163).

The afore-mentioned frames exhibited a range of the possible selves that were reflective of the participants' desirable future selves ("A Former English Teacher", "A Role Model", "Classroom Atmosphere"), ought-to selves ("A Role Model"; "Authority", "Classroom Atmosphere", "Subject Knowledge"), and unrealistic fictional selves represented by ideal teachers in the fantasy universe ("A Fictional Hero"). Judging from the data, there appeared a nexus between the participants' ought-to selves and desirable future selves. The nexus was represented by the frames "A Role Model" and "Classroom Atmosphere", respectively. From the qualitative point of view, the frames that were associated with the participants' desirable future selves and ought-to selves as an ideal EFL teacher were represented by a diverse range of frames comprised of "A Former English Teacher", "A Role Model", "Authority", "Classroom Atmosphere", and "Subject Knowledge". Arguably, the presence of those frames in the participants' perceptions of the identity of an ideal EFL teacher was indicative of the prevalence of a realistic view of the ideal EFL primary school teacher.

It should be noted that the results of the study are limited and should be treated with caution due to the following shortcomings: i) a limited number of participants (N = 32); ii) a heavily skewed participant population (30 women and 2 men), whereas a gender-balanced cohort of participants would be desirable.

Whilst acknowledging its limitations, the present study offers a range of practical and theoretical implications. The study feeds into a growing line of research associated with framing in applied linguistics (see Pennington & Hoekje, 2014). Arguably, the study could contribute to generating new knowledge about frames in EFL contexts. The study could also facilitate a better understanding of professional and personal qualities of an ideal EFL teacher in primary school, which would be beneficial to pre-service and current in-service EFL teachers and teacher-trainers alike, who could treat the results of the present study as a collective "portrait" of an ideal EFL teacher. In addition, the results of this study might provide an impetus for future research associated with framing the identity of an ideal EFL teacher in Scandinavian and European contexts.

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