

THE PERCEPTIONS OF PRE-SERVICE EFL TEACHERS ON THEIR PROFESSIONAL
IDENTITY FORMATION THROUGHOUT PRACTICE TEACHING

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ABSTRACT

THE PERCEPTIONS OF PRE-SERVICE EFL TEACHERS ON THEIR PROFESSIONAL IDENTITY FORMATION THROUGHOUT PRACTICE TEACHING

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This qualitative case study aims at exploring the pre-service EFL teachers' opinions on the essentials of teacher professional identity, their own professional identity development throughout practice teaching, and the effects of practice teaching and reflection on their understanding of their professional identity.

Thirty-one pre-service EFL teachers, enrolled to the second course of the practicum component FLE 404 Practice Teaching, participated in the study. Data were gathered through pre-practice teaching and post-practice teaching focus-group interviews and article reflective response journals.

The findings revealed that teacher professional identity encompasses teachers as subject-matter experts, didactical experts, and pedagogical experts according to the participant pre-service EFL teachers. The findings also suggested that there was a transition from cue-based and exemplar-based identities to rule-based and schema-based identities of pre-service EFL teachers during practice teaching. Practice teaching was perceived as a process of

professional growth characterized by observations of real classroom practices and reflection was found helpful for an in-depth understanding of the participants' professional identities.

In this regard, pre-service EFL teachers can be encouraged to reflect critically on their professional identities more frequently; practice teaching and reflective practice could be tailored accordingly.

Keywords: Teacher Professional Identity, Pre-service EFL Teachers, Teacher Education, Practice Teaching, Reflection

ÖZ

İNGİLİZ DİLİ ÖĞRETMEN ADAYLARININ ÖĞRETMENLİK UYGULAMASI DERSİ BOYUNCA PROFESYONEL ÖĞRETMEN KİMLİĞİ OLUŞUMLARINA İLİŞKİN ALGILARI

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Bu nitel durum çalışması, İngiliz Dili öğretmen adaylarının, profesyonel öğretmen kimliğinin esas özelliklerine, öğretmenlik uygulaması boyunca kendi profesyonel kimlik gelişimlerine, öğretmenlik uygulaması ve yansıtıcı düşünmenin profesyonel kimliklerini anlamaya olan etkilerine ilişkin düşüncelerini incelemeyi amaçlamıştır.

Staj sürecinin ikinci aşaması niteliğindeki FLE 404 Öğretmenlik Uygulaması dersine kayıtlı 31 İngiliz Dili öğretmen adayı bu çalışmaya katılmıştır. Veri öğretmenlik uygulaması öncesi ve öğretmenlik uygulaması sonrası odak grup mülakatları, ve yansıtıcı makale cevap günlükleri aracılığıyla toplanmıştır.

Sonuçlar çalışmaya katılan İngiliz Dili öğretmen adaylarına göre profesyonel öğretmen kimliğinin öğretmenleri konu alanı uzmanları, öğretici uzmanlar, ve eğitimsel uzmanlar olarak kapsadığını göstermiştir. Sonuçlar aynı zamanda öğretmenlik uygulaması dersi boyunca İngiliz Dili öğretmen adayları için ipucu-temelli ve örnek-temelli kimliklerinden kural-temelli ve şema-temelli kimliklerine bir geçiş olduğunu ortaya çıkarmıştır.

Öğretmenlik uygulaması dersi gerçek sınıf içi uygulamaları gözlemleriyle nitelenen profesyonel gelişim süreci olarak algılanmıştır ve yansıtıcı düşünme katılımcıların profesyonel kimliklerini derinlemesine anlamasına yardımcı olduğu bulunmuştur.

Bu bağlamda, İngiliz Dili öğretmen adayları profesyonel kimlikleri üzerinde daha sık eleştirel yansıtıcı düşünmeye teşvik edilebilir; öğretmenlik uygulaması dersi ve yansıtıcı düşünme uygulamaları buna göre uyarlanabilir.

Anahtar Kelimeler: Profesyonel Öğretmen Kimliği, İngiliz Dili Öğretmen Adayı, Öğretmen Eğitimi, Öğretmenlik Uygulaması, Yansıtıcı Düşünme

To my mother

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TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT	iv
ÖZ.....	vi
DEDICATION	viii
ACKNOWLEDGMENTS.....	ix
LIST OF TABLES	xiii
LIST OF FIGURES.....	xiv
CHAPTER	
1. INTRODUCTION.....	1
1.1 Background to the Study	1
1.2 The Purpose of the Study	4
1.3 Significance of the Study	6
2. REVIEW OF LITERATURE.....	9
2.1 Key Terms	9
2.1.1 Teacher education	9
2.1.2 Teacher identity and teacher professional identity	11
2.1.3 Teacher Education in Turkey and pre-service teacher learning	17
2.2 Theoretical Frameworks on Identity Construction.....	19
2.2.1 Sociocultural view in teacher education and identity.....	20
2.2.2 Two Models: Wenger’s identity construction and Moscovici’s social representations and cognitions theory	22
2.3 Reflective Dimension and the Context of Study	23
2.3.1 Practice teaching as a community of practice	24

2.3.2 Journal writing and critical reflection	24
2.4 Previous Research	26
2.4.1 Theoretical studies on identity	27
2.4.2 Theoretical and empirical studies on reflective practice	28
2.4.3 Empirical studies on identity	30
2.4.4 Empirical studies on practice teaching	36
3. METHODOLOGY	39
3.1 Theoretical Framework and Research Paradigm: Qualitative Research	40
3.2 Research Design	41
3.2.1 Context	41
3.2.2 Participants	43
3.3 Data Collection Methods	45
3.3.1 Reflective response journals	46
3.3.2 Focus-group Interviews	47
3.4 Data Collection Procedure	52
3.5 Data Analysis	53
3.5.1 Qualitative data analysis	54
3.6 Trustworthiness of the Research	56
3.6.1 Triangulation	56
3.6.2 Clarifying researcher bias	57
3.6.3 Rich and thick description	57
3.6.4 Peer checking	57
3.7 Positioning as a Researcher	58
3.8 Ethical Considerations	58
4. FINDINGS AND DISCUSSION	60
4.1 Summary of Findings	60
4.2 An Overview of the Case	63
4.3 Emerging Themes	67
4.3.1 Essentials of teacher professional identity	67
4.3.1.1 Teacher as a subject-matter expert	67

4.3.1.2 Teacher as a didactical expert	69
4.3.1.3 Teacher as a pedagogical expert	83
4.3.1.4 Discussion	89
4.3.2 From imagined to practiced identities	92
4.3.2.1 Cue-based and exemplar-based identities	92
4.3.2.2 Rule-based and schema-based identities	98
4.3.2.3 Discussion	109
4.3.3 Practice teaching and reflection as valuable aids	112
4.3.3.1 Practice teaching as an opportunity of professional growth	112
4.3.3.2 Reflection as a process of deepening understanding.....	117
4.3.3.3 Discussion	119
4.4 Future Aspirations	124
5. CONCLUSION	127
REFERENCES.....	132
APPENDICES	
A: FLE 404 COURSE POLICY SHEET	144
B: REFLECTION RESPONSE TASKS	150
C: PRE-PRACTICE TEACHING FOCUS-GROUP INTERVIEW PROTOCOL.....	154
D: POST-PRACTICE TEACHING FOCUS-GROUP INTERVIEW PROTOCOL	156
E: INFORMED CONSENT FORM.....	158
F: SAMPLE MAXQDA SCREENSHOTS.....	160
G: LIST OF CODES	164
H: VISUAL REPRESENTATION OF FINDINGS FOR RESEARCH QUESTION 1 .	169
I: VISUAL REPRESENTATION OF FINDINGS FOR RESEARCH QUESTION 2...	172
J: VISUAL REPRESENTATION OF FINDINGS FOR RESEARCH QUESTION 3 ..	173
K: TURKISH SUMMARY	176
L: TEZ FOTOKOPİSİ İZİN FORMU	192

LIST OF TABLES

TABLES

Table 2.1: Four Ways to View Identity

Table 2.2: Reforms in teacher education in Turkey

Table 3.1: Undergraduate Must Courses

Table 3.2: Distribution of Student Teachers over Schools

Table 3.3: Contrasting conceptualizations of the research interview

Table 3.4: Pre-Practice Teaching Focus-Group Interviewees and Duration of Interviews

Table 3.5: Post-Practice Teaching Focus-Group Interviewees and Duration of Interviews

Table 3.6: Overview of the collected data

Table 3.7: Data Analysis Process

Table 4.1: Summary of the themes

LIST OF FIGURES

FIGURES

Figure 2.1: An integrated framework of teacher identity

Figure 2.2: Model of interactional reflective practice

Figure 3.1: Visual representation of the research design

Figure 3.2: A streamlined codes-to-theory model for qualitative inquiry

Figure 4.1: Visual representation of research findings

CHAPTER 1

INTRODUCTION

We don't need no education
We don't need no thought control
No dark sarcasm in the classroom
Teacher, leave the kids alone
Hey!, Teacher, leave us kids alone
All in all you're just another brick in the wall
All in all you're just another brick in the wall
PINK FLOYD "Another Brick in the Wall Part 2" (1979)

In this chapter, I will present the foundations of this study and the factors that have triggered my interest to explore pre-service English as a Foreign Language (EFL) teachers' professional identity formation throughout practice teaching. I will first discuss the background to the study and then elaborate on the purpose of the study by referring to the research questions the current study was built on. Lastly, I will comment on the significance of the study.

1.1 Background to the Study

Second language teacher education has attracted more attention for the past few decades. Specifically, there has been a shift in second language education from looking for better ways to educate teachers to focusing on how teachers learn to teach through reflection and self-awareness (Richards, 2008). It is without doubt that teacher education plays a significant role in pre-service teachers training and how they learn to teach, but it is also important to note that pre-service teachers create their own teaching practices affected by a variety of reasons of which their professional identity is one of the most influential driving forces. My interest as a researcher came to the foreground when I realized that teachers enact

their professional identities in class, which could be followed down in their actual practices, beliefs, values, and attitudes either related to the profession itself or their students.

As a language teacher, I had the chance to observe both my students and my colleagues. There were some amazing teachers who were inspiring to anyone they met during their teaching careers. They could create such classrooms that students were glad to be there, and they also had such relationships with their colleagues that they could learn from each other and share expertise. It was so clear that there was a difference between these teachers' classes and others. They stood out among other language classes as a harmonious community of teachers and students. When I thought about the reasons why these teachers were able to make such a difference, I saw that the answer was pretty simple. They identified themselves with the profession, which led them to be decision-makers and agents of change in their institutions. Yet, I was curious about how they came up with this identification.

With all these taken into account, there was definitely one quote that affected me to turn my curiosity into a research project, as Hamachek (1999) puts it: "Consciously, we teach what we know; unconsciously, we teach who we are." (p.209). The questioning of who we are as teachers was pretty astonishing for me both as a teacher and a researcher. I was then beginning to question: who a teacher is, what the struggle is behind identifying oneself as a teacher. What is teacher identity? What is teacher professional identity? How do we construct our identities as teachers? These questions appeared in my mind every time I thought about my role as a teacher in the classroom. I thus wanted to figure out more what teacher identity is, and how it is constructed. It was later that I decided practice teaching would be a perfect site for investigation of pre-service English as a Foreign Language (EFL) teachers' professional identity formation.

It can be seen in the related literature that there is no single definition of identity. It could be defined according to our relationship to the world or the future as it is for Norton (2000), it could be defined in reference to others as it is for Danielewicz (2001). There are, however, some generalizations that could be summarized as follows:

- Identity is both individually and socially shaped (Coldron & Smith, 1999).

- Identity is context-dependent, in relationship with other, shifting and multiple, and about construction and reconstruction of meaning (Morgan, 2004; Peirce, 1995; Rodgers & Scott, 2008).
- Identity includes beliefs, values, emotions about teaching and being a teacher (Farrell, 2011).
- Identity is enacted in the classroom as decision making, or in different settings (Alsup, 2006; Burns & Richard, 2009).
- Identity is often associated with some certain roles with which identity is intricately interwoven and there is a differentiation between the roles and identity (Borg, 2006; Farrell, 2011; Samuel & Stephens, 2000; Sugrue, 1997; Urrieta, 2007; Walkington, 2005; Zare-ee & Ghasedi, 2014).
- Identity consists of sub-identities such as professional, situated, personal or subject matter, didactical, pedagogical experts (Beijaard, Verloop & Vermont, 2000; Day & Kington, 2008).
- Identity could also be discussed under modern and postmodern dichotomy (Sugrue, 1997).

In addition to aforementioned basics of identity conceptualizations, identity is also explored as ‘identity-in-practice’ and ‘identity-in-discourse’ (Varghese et al., 2005). Identity-in-practice is operationalized through actual practices in contexts such as practicum for the current study. Hence, teacher education becomes relevant in teacher professional identity development. Teacher education could be evaluated as a process of becoming a teacher or learning to teach. At this point, sociocultural view in teacher education and identity helps to appreciate and utilize teacher education process more efficiently. Adopting a sociocultural stance necessitates such a worldview identity construction is continuously shaped by individuals and social discourses (Trent, 2014). Taking pre-service teachers’ professional identity development into account, this study builds on the premise that identity is formed through social and cultural interactions rather than possessing some identity types by birth.

It is also of utmost importance to refer to Wenger (1998) and Xu (2012, 2013) in parallel to Moscovici’s (2000) theory while discussing identity and identity formation. It is debated that identity formation is about three modes of belonging: engagement, imagination, and alignment. Identities of engagement or disengagement arise from negotiation of meanings, which basically means identifying oneself with a community as the experience becomes

relevant. Professional identity could be grouped as rule-based, cue-based, exemplar-based, and schema-based identities as well.

There are two other areas that are under the focus of this study, namely, practice teaching and reflection. Practice teaching or practicum is seen as an opportunity for pre-service teachers' professional identity development in this study if utilized well. It is for certain that practice teaching is one of the most important pillars in teacher education, and it provides a transition from university to schools. During this period, pre-service teachers are also engaged in reflective practices, which is quite common in teacher education programs (Beijaard & Verloop, 2000; Farrell, 1999). Practice teaching as a community of practice and reflection is seen crucial in the development of teacher professional identities (Hochstetler, 2011; O'Connor, 2008; Walkington, 2005). Critical reflection is prioritized as well by various researchers such as Alsup (2006), Beauchamp and Thomas (2009), Lee (2008), and Rorrison (2010) and considered central in both teacher education and teacher professional identity development.

1.2 The Purpose of the Study

It is debated that identification with teaching as a profession is an important first step for teachers-to-be (Sugrue, 1997). Furthermore, Varghese, Morgan, Johnston and Johnson (2005) point out that "in order to understand language teaching and learning we need to understand teachers; the professional, cultural, political, and individual identities which they claim or are assigned to them" (p.22); hence the point of view adopted here is that teacher identity is the main focus of language teaching and learning. With this conceptualization of teacher education in mind, understanding pre-service EFL teachers' professional identity development is an area that should be explored further. Hence, the present study aimed to explore how pre-service English language teachers perceive their professional identity; encompassing the argument whether they are "born" to be so or exposed to a social construction during practice teaching.

In order to understand pre-service EFL teachers' professional identity development, practice teaching was found relevant to the aims of the current study as practice teaching is suggested to be "clearly one of the most critical times in the development of student teachers' beliefs"

(Nettle, 1998, p.200). Also, a deeper understanding of student teachers' identity development is needed to find out more about "the identity baggage that student teachers bring with them to professional arena" (Samuel & Stephens, 2000, p.488) and how they have constructed or reconstructed their professional identities.

My aim was to explore the pre-service EFL teachers' opinions on the essentials of teacher professional identity, their own professional identity development throughout practice teaching, and the effects of practice teaching and reflection on their understanding of their professional identity. Based on these purposes, the study aims to find out answers to the following questions:

1. What constitutes teacher professional identity according to pre-service English language teachers?
2. How do pre-service English language teachers see their professional identity development during practice teaching?
3. How do practice teaching and reflection influence pre-service English language teachers' understanding of their professional identity formation?

It was hypothesized that pre-service English language teachers need to understand their professional identities to enhance their sense of belonging to teaching as a profession and this should also include reflection by various means lending themselves for critical understanding throughout practice teaching experience.

In order to answer these research questions, I used a qualitative case study approach which allowed me to have thick descriptions of the participants' experiences (Creswell, 2013). Data collection methods included reflective response journals, pre-practice teaching and post-practice teaching focus-group interviews from pre-service English language teachers enrolled in FLE 404 Practice Teaching course in Middle East Technical University (METU) English Language Teaching department during 2015-2016 Spring semester.

After meticulous analysis of the data, it was found out that teacher professional identity encompasses teachers as subject-matter experts, didactical experts, and pedagogical experts. The findings also suggested that there was a transition from cue-based and exemplar-based

identities to rule-based and schema-based identities of pre-service EFL teachers during practice teaching. Practice teaching was perceived as a process of professional growth and reflection was found helpful for an in-depth understanding of the participants' professional identities.

1.3 Significance of the Study

It is alleged that great emphasis should be placed on teacher professional identity in pre-service teacher education programs (Thomas & Beuchamp, 2011). In this regard, how pre-service teachers perceive themselves as teachers since “being a teacher is a matter of being seen as a teacher by himself or herself and by others” (Coldron & Smith, 1999, p.172) needs to be examined.

There are two very basic reasons that teacher professional identity should be explored. Firstly, it is teacher professional identity that differentiates one classroom from the other (Walkington, 2005), which assures quality of education. And secondly, the studies exploring the development of teacher professional identity is limited as alleged in the literature by various researchers (Furlong, 2013; Kanno & Stuart, 2011; Xu, 2013; Zare-ee & Ghasedi, 2014), notwithstanding, language teacher identity has started to gain interest lately (Korthagen, 2004; Varghese et al., 2005; Tsui, 2007; Živković, 2013).

Another issue is that in order to be a good teacher, it is vital to gain experience on schools, teaching and the curriculum besides having theoretical knowledge about them (Sirmacı, 2010; Varghese et al., 2005). Practice teaching as a requirement in pre-service teacher education programs is a site for achieving this. It could also be linked to what Watson (2006) suggests, “professional action is doing professional identity” (p.510), perceptions of teacher identity are directly associated with actions performed by teachers in class (Hong, 2010).

The reasons why it is of vital importance to explore practice teaching is that although it is one of the most crucial components of teacher education, the research in this area is mostly limited to Western countries, and foreign or second language practice teaching contexts have received little attention (Yan & He, 2010). Therefore, examining practice teaching, which is a site for putting theory into practice, developing pedagogical and classroom management

skills, coping with teaching workload and shaping teacher professional identity (Velez-Rendon, 2010), seems to be a valid site to ground this thesis on.

It is also noteworthy to mention that understanding pre-service teachers' identity development enables teacher educators to reflect on teacher education programs as well. In her study examining pre-service teachers' belonging to the imagined community of English language speaking world and their professional identities, Pavlenko (2003) reveals that not all students reformed their identities and have a pre-set determined path to follow when they become teachers. Thus, it will be insightful to gain perspective on pre-service teachers' professional identities in order for:

- policy making (Day & Kington, 2008),
- helping them set a clear agenda (Pavlenko, 2003; Walkington, 2005),
- guiding them to understand their practicum teaching experience better (Trent, 2013)
- and also actualizing university and school collaboration in ideal.

From the information provided up to now, it seems that pre-service teachers' professional identity development is a legitimate area of research to understand the complexities of it (Furlong, 2013).

In short, this study is of significance regarding the context it was conducted in and the data collection procedures it made use of to gain insight on how pre-service EFL teachers construct or form their professional identities and how they perceive the relationship between their teacher identity development and processes of practice teaching and critical reflection.

It contributed to the literature as it provided a holistic account of teacher professional identity formation by presenting various perspectives from a wide number of pre-service EFL teachers. As this study is based on pre-service EFL teachers' perceptions regarding their professional identity development experiences and processes, it might raise awareness among pre-service teachers, teachers, and teacher educators and provide them with new perspectives about the specifics of teacher professional identity baggage. Likewise, by looking at the results of this study, higher education institutions, namely, teacher education

programs might introduce identity development into their curricula and create more opportunities for pre-service teachers to explore and comprehend who they are as teachers.

In this chapter, I presented background to the study in terms of how my interest as a researcher came out, what identity is and how it is discussed in the literature. I explained the reasons why I wanted to explore pre-service EFL teachers' professional identity development, and then I introduced the purpose of the study and gave an overview of the research process by mentioning data collection tools and analysis procedure along with findings. I commented on the significance of the study. In the following chapter, I will discuss key terms in research related to identity formation, theoretical framework and elaborate on the reflective dimension of the current study. Previous research classified as theoretical and empirical ones will be noted, and teacher education, teacher professional identity, practice teaching and reflective practices will also be discussed.

CHAPTER 2

REVIEW OF LITERATURE

In this chapter, I will explain how I conducted the literature research for the current study and dwell upon the key terms, theoretical foundations, and previous research related to the focus of this study. Firstly, I will discuss the key terms such as teacher education, teacher identity and teacher professional identity, teacher education in Turkey and pre-service teacher learning. After this background information for the current study, theoretical frameworks on identity construction will be elaborated under broad heading of sociocultural view in teacher education and identity, and two models of Wenger's identity construction and Moscovici's social representations and cognitions theory. Based on these premises, reflective dimension and the context of study will be presented as practicum as a community of practice and journal writing and critical reflection. Finally, I will give an overview of previous research addressing the issues in this study and will group them as theoretical studies on identity, theoretical and empirical studies on reflective practice, empirical studies on identity, and empirical studies on practice teaching.

2.1 Key Terms

This study aimed to explore the pre-service EFL teachers' opinions on the essentials of teacher professional identity, their own professional identity development, and the effects of practice teaching and reflection on their understanding of their professional identity. Upon giving brief information about the basics of literature research that I did, I would like to present the key terms and theoretical foundations in the following sections.

2.1.1 Teacher education

One of the key terms for this study is undoubtedly teacher education. In second language education research, teacher education has been a highly significant area for exploratory

study. It has long been debated what teacher education should look like and what the challenges are. Yet, one thing remains for sure: teacher education has its own characteristics and complexity for different parties in teacher education experience and is commonly discussed and evaluated by teacher educators, policy makers, teachers, and actually almost everyone related to the field of education.

The literature provides robust number of studies related to teacher education. Specifically, pre-service teachers are also among these groups of receiving attention in teacher education. However, there are difficulties and knots besides opportunities in teacher education as Britzman (1986) clearly states the challenge to it when she says:

Prospective teacher, then, bring to their teacher education more than their desire to teach. They bring their implicit institutional biographies - the cumulative experience of school lives- which, in turn, informs their knowledge of the student's world, of school structure, and of curriculum. All this contributes to well worn and commonsensical images of the teacher's work and serves as the frame of reference for prospective teachers' self images. But the dominant model of teacher education as vocational training does not address the hidden significance of biography in the making of a teacher, particularly as it is lived during student teaching. (p.443)

In the literature, pre-service teachers' previous beliefs, ideas, and experiences are discussed as being of utmost importance. The extent previous learning experience of pre-service teachers relies on their identity formation before actual profession is contentious (Chong, Low & Goh, 2011). That is to say, pre-service teachers have "a plethora of initial beliefs and ideas about teaching" (Lee, 2008) before they actually start teaching. It is thus without doubt that the construction of the professional identity begins even earlier than teacher education and continues all through professional life (Lopes & Tormenta, 2010). However, it is probable that student teachers to go through remarkable professional development during pre-service teacher education (Lamote & Engels, 2010) and this development is quite meaningful since the success of any education program depends heavily on the teacher actualizing the curriculum and pre-set goals. (Çakıroğlu & Çakıroğlu, 2003). Throughout this formation process, pre-service teachers interact with different components of teacher education program to construct their professional identities too (Sexton, 2008).

Still, teacher education is not without problems. These problems might stem from various reasons such as the program itself, work conditions, and the misalignment between these two entities. There is irrelevancy between teacher education and the realities of schools, which is associated with western influence on knowledge and research base of teacher education programs (Çakıroğlu & Çakıroğlu, 2003). In a similar vein, Lopes and Tormenta (2010) allege that pre-service teacher education has an actual impact on teachers' professional identity but a great deal of this impact is neutralized in work conditions in their study examining pre-service teacher training in terms of teacher identity and school work.

Nonetheless, it is postulated that teacher education program is a good starting point both for developing and sustaining continuous development of a teacher professional identity (Beauchamp & Thomas, 2009). In relevance to this study, teacher education is seen as a dynamic process through which pre-service teachers construct their professional identities and are affected by the components in teacher education, namely, practice teaching and reflective practices during it.

2.1.2 Teacher identity and teacher professional identity

It is necessary to acknowledge another key term for the focus of this study as teacher identity specifically teacher professional identity. There is variety of definitions in the literature on what teacher identity and teacher professional identity is. Some scholars define it with reference to the link to the outer world or the future. In this regard, according to Norton (2000) identity is defined “to reference how a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future” (p.5). However, it could also be defined with reference to the other. Thus, identity could also be defined as “our understanding of who we are and who we think other people are” (Danielewicz, 2001, p.10). All in all, there is a consensus that it is socially and individually constructed “by active location in social space” (Coldron & Smith, 1999, p.711).

There have been attempts to specify the basics of identity. For instance, Rodgers and Scott (2008) note from a broader perspective into identity that:

Contemporary conceptions of identity share four basic assumptions: (1) that identity is dependent upon and formed within multiple contexts which bring social, cultural, political, and historical forces to bear upon that formation; (2) that identity is formed in relationship with other and involves emotions; (3) that identity is shifting, unstable and multiple; and (4) that identity involves the construction and reconstruction of meaning through stories over time. (p.733)

In line with these four basic assumptions stated above, it is proposed for this study that pre-service teachers professional identity is affected by multiple contexts of practice teaching course at college and practice teaching schools; pre-service teachers' interaction with their mentors, college professor, and peers shapes their understanding of their professional identities; teaching includes emotions, which has been demonstrated in the data; there might be shift in identities from the beginning to the end of practice teaching; and pre-service teachers are involved in a continuous process of identity formation throughout practice teaching.

After giving brief information on what identity is and how it is defined by different scholars, I would like to focus on teacher identity and how it is discussed in the related literature. According to Farrell (2011), teachers continuously construct their self-images (who they are) and their professional identity (what they do). He argues that professional identity consists of "beliefs, values, and emotions about many aspects of teaching and being a teacher" (p.54). Likewise, Flores and Day (2006) argue professional identity development is "an ongoing and dynamic process which entails the making sense and (re)interpretation of one's own values and experiences" (p.220).

When applied to the teaching context, Sexton (2008) argues that identity sheds light on how one mediates teaching to present her/his professional selves in specific ways and allows for understanding "complex, situated, and fluid attributes that individuals bring with them to the study and practice of teaching" (p.75). Alsup (2006) proposes that by responding to learners' needs over the course of lessons, teachers occasionally enact their identities for decision making in class.

Gee (2001) maintains the idea that identity is people’s understanding of who they are and how they interact with others. The table below outlines his views on identity:

Table 2.1: Four Ways to View Identity (Gee, 2001, p.100)

Process		Power	Source of power
1. Nature-identity: a state	developed from	forces	in nature
2. Institution-identity: a position	authorized by	authorities	within institutions
3. Discourse-identity: an individual trait	recognized in	the discourse / dialogue	of / with “rational” individuals
4. Affinity-identity: experiences	shared in	the practice	of “affinity groups”

In this table above, Gee (2001) considers identity in four broad headings and proposes that they build upon different premises such as nature, institution, discourse, and affinity. Each of these identities are again shaped by different sources of power such as forces in nature, authorities within institutions, the discourse with individuals, and the practice of affinity groups.

Identity arguments also dwell upon teacher roles and the differentiation between these two concepts. According to Burns and Richards (2009), identity “reflects how individuals see themselves and how they enact their roles within different settings” (p.5). Thus, identity and role refer to different concepts (Day & Kington, 2008). To be more precise in terms of role identity, Urrieta (2007) maintains it is about how people “come to ‘figure’ who they are, through the ‘worlds’ that they participate in and how they relate to others within and outside of these worlds” (p.107).

In several studies in the literature, it is argued that there are some common roles that are associated with teacher professional identity. Farrell (2011) alleges that there are some common roles of teachers which have been suggested but not proven by scientific research

such as teacher “as entertainer, cross-cultural expert, oral interviewer, language expert, language model, disciplinarian, counselor, curriculum planner, curriculum evaluator, story teller, team builder, materials developer, friend, surrogate parent, interaction manager, needs assessor, and joke teller to name but a few” (p.55). In another study, Samuel and Stephens (2000) acknowledge that professional roles of teachers are “the biographer”; “the critical commentator” of previous schooling experience; “the agent of educational reconstruction”; and “the student of alternative theoretical conceptions” due to inertial, programmatic and contextual forces (p.489). Mayer (1999) also makes the difference clear between teacher role and teacher identity by the statement; “a teaching role encapsulates the things the teacher does in performing the functions required of her/him as a teacher, whereas a teaching identity is a more personal thing and indicates how one identifies with being a teacher and how one feels as a teacher” (pp.6-7). Similarly in their study, Zare-ee & Ghasedi (2014) put forward the idea that teacher professional identity is “how teachers define their professional roles and integrate them with personal roles” (p.1991) affected by factors both inside and outside classroom. Teacher professional identity is built upon how teachers describe their profession and how it interacts with other aspects of their lives. However, it has been determined that role and identity, which is to say practice and core of teaching are interwoven and shape teacher development together (Walkington, 2005). Taking all into account, it is possible to say that it is not easy to separate identity and roles from each other and rather they are intricately linked to one another.

There are other classifications in the literature regarding teacher identity. Research suggests that identity is composed of three sub or competing identities: (i) professional identity: educational ideals of the teacher; (ii) situated or socially located identity: in a certain educational context; (iii) personal identity: social roles outside the school. (Day & Kington, 2008). Each of these identities would affect teacher professional package and their actual classroom practices.

It is alleged that the professional identity that pre-service teachers construct during teacher education program is deconstructed and reconstructed and there are two main relationships at individual and social level. That is to say, there is a never-ending interaction between self and identity and cultural context and professional environment. For this reason, it is as a matter of fact that the relationship of competing and contradictory values, beliefs and

attitudes is what constitutes teacher professional identity (Samuel & Stephens, 2000). In a similar vein, Sugrue (1997) puts forward that being strict and distant, and following the prescribed curricula and the rules to the letter are also among the common characteristics of perceived culturally shaped teacher identity on the continuum from presentation to facilitation of knowledge and learning. Nonetheless, as an attempt to bring clarity to the concept of identity, it is probably a concise definition when Sachs (2001) claims professional identity is a group of assumptions that are assigned to communities either by themselves or outsiders, namely, characteristics differentiating teaching profession from other communities. It is similar to Danielewicz's (2001) definition of identity as it makes reference to the concept of others but in terms of groups rather than individuals. As can be seen, identity discussions have a dimension to refer to other entities in their attempt to define identity.

Another classification for identity is made in terms of identity-in-practice and identity-in-discourse (Varghese et al., 2005, p. 39). On the one hand, identity-in-practice as the name suggests demands an action-oriented point of view and sees identity formation as a social process of tasks. On the other hand, identity-in-discourse relies on the premise that "identity is constructed, maintained, and negotiated to a significant extent through language and discourse" (Varghese et al., 2005, p.23) and engagement in discourse, which is demonstrated via language, shapes identity (Danielewicz, 2001). From this point of view, it is argued that "construction of identity exposes the struggles and negotiations between different discourses" (Zembylas, 2003, p.229).

It is possible to bring modern and postmodern dichotomy forward in identity discussions. Sugrue (1997) argues that conflict and competition within modernity and postmodernity has an important effect on teaching identities too. Modernity implies such a concept of identity that in particular all teachers have some common essential characteristics they are born with. This argument goes along with the fact that there are some commonalities for all teachers and these are personality traits come from birth. However, postmodernity along with ambiguity of concepts necessitates discursive teaching identities that are open to reconstruction "rather than conforming to certain essential characteristics" (p.214). This argument goes along with the fact that identity is dependent on contexts, multiple and

shifting over the course of time as Rodgers and Scott (2008) proposes in their conceptualization of identity in four basic assumptions as discussed before.

There are two additional competing discourses shaping teacher professional identity; that is to say, democratic and managerial professionalism affect the way teacher identity is constructed. Democratic professionalism puts emphasis on cooperation and collaboration, whereas managerial professionalism depends on accountability and effectiveness. The latter holds the premises that efficient management and functional practices of private sector are main solutions for education systems as well. It is clear that democratic and managerial professionalism contradicts with each other in terms of teachers' active professional development. From these two different professionalisms, two different types of identity emerge. To put it differently, there are the entrepreneurial identity of efficiency under managerial professionalism and the activist identity of collaboration and collegiality under democratic professionalism. The activist identity has a transformative attitude towards future, additionally it is not something occurring naturally to all, but it needs negotiation and practice open to forming and reforming (Sachs, 1999).

Beijaard, Verloop, and Vermont (2000) discuss teacher identity under three headings: (i) teacher as a subject matter expert grounding profession on subject matter knowledge; (ii) teacher as a didactical expert grounding profession on skills necessary for teaching and learning process; and (iii) teacher as a pedagogical expert grounding profession on students' needs and development. Their results suggest that teachers are a combination of these three types of identities affected by the work context, experience, and learning history. It is teachers' own combination of these three different types of identities into their professional package.

Another classification is made in Doyle's (1990) conceptualization of teacher education where he investigates teacher education and proposes five different paradigms idealizing the teacher as the good employee, the junior professor, the fully functioning person, the innovator, and the reflective professional. The good employee paradigm necessitates a teacher who "can cope with the real world of schooling" (Doyle, 1990, p.5); the junior professor paradigm requires teachers at high academic standards. Those who support the junior professor paradigm "want teacher education in the hands of academic professors

rather than educationist” (Doyle, 1990, p.5). Another view according to Doyle (1990) is that “teacher education is best when it facilitates personal development” (p.5) leading to the fully functioning person paradigm, in addition teachers should also “be a source of renewal and innovations for schools” (p.5) under the innovator paradigm, and “think critically about their work” (p.6) having personal, craft, “propositional knowledge of classroom research and from the social and behavioral sciences” (p.6) under the reflective professional paradigm.

Finally, Morgan (2004) explores “the transformative potential of a teacher’s identity” (p.172) and concludes that teachers should present themselves in unthreatening and respectful ways like other issues in class that are “open to critical analysis and reinterpretation” (p.184). As can be seen, defining teacher professional identity requires tremendous attention and it should be dealt with meticulous review of literature.

2.1.3 Teacher Education in Turkey and pre-service teacher learning

The last heading under the key terms of the current study will be teacher education in Turkey and pre-service teacher learning. It is vital to understand teacher education practices in Turkey while discussing pre-service teachers’ professional identity formation at a state university in Turkey and how pre-service teachers learn to teach besides what this learning encompasses.

Firstly, the focus will be on teacher education in Turkey. Among the efforts to improve education in Turkey, there have been several attempts as it is noted in Çakıroğlu and Çakıroğlu (2003) aiming to solve the problems of “lack of teachers, [...], the irrelevancy of teacher education to the realities of Turkish schools, the need for a theoretical base for teacher education” (p.254). The pendulum of reforms in teacher education in Turkey has been on constant state of changes and it was affected by any type of challenges faced in different fields of the history of the country especially closely knitted to the politics and economy.

Çakıroğlu and Çakıroğlu (2003) present the reform movements as described on the following table:

Table 2.2: Reforms in teacher education in Turkey (Çakıroğlu and Çakıroğlu, 2003)

1) Centralization of the education system by enactment of the “Law of Unification of Instruction” in 1924: The Ministry of National Education would make all policy and administrative decisions.
2) Two types of teacher education schools in 1926: There would be secondary schools for different demands of urban and rural areas besides the primary and village teacher schools.
3) Village Institutes: They were grounded on the practical needs of people living in the villages and İsmail Hakkı Baltacıoğlu’s theory of ‘social school’ (Baltacıoğlu, 1942), having collaboration and problem solving as defining features. Later, in 1954 these schools were shut down due to political concerns.
4) “Basic Law for National Education” in 1973: It was aimed to educate teachers at higher institutes rather than ‘teacher schools’ or ‘institutes of education’.
5) The Higher Education Council in 1981 and faculties of education: Teacher education became the responsibility of them. The requirement of four year of university education for prospective secondary level teachers and two years for prospective elementary level teachers.
6) The act in 1989: All teachers should get four years of undergraduate education.

Since then, faculties of education have been the main source of teacher education in Turkey following a similar trend to European countries (Clay & George, 2000).

Now, I will move to the process how pre-service teachers learn to teach. Sugrue (1997) alleges student teachers’ personal experiences holds both the form and the content; namely, socio-historical dependence, beliefs, and attitudes of their teacher identities. Hence, it is of utmost importance to gain insights on their professional identities through analysis of their perceptions during teaching experiences. Seferoğlu (2006) states that English language teacher education programs were redesigned with more emphasis on methodology and teaching practice with a reform by Higher Education Council in 1998 when it was aimed to employ the same curriculum at all faculties of education around the country.

Nevertheless, there are major concerns stemming both from outside teacher education and teacher education itself. Population leading to the appointment of any four-year university graduates as teachers in 1997-1998 academic year besides of secondary level teachers to

primary level, political issues either short term policies regardless of urban or rural conditions' difference or too much centralization of the education system, low socio-economic status of teachers and the irrelevant admission which requires candidates to take a multiple choice exam to get enrolled in a teacher education program are among the examples of outside problematic factors (Seferoğlu, 2006).

There are also concerns regarding teacher education programs such as curriculum, and relevance of the courses and the school reality, namely, the course book, the physical conditions of class etc. (Çakıroğlu & Çakıroğlu, 2003). However, it was decided by Higher Education Council in 1997 that the focus should be on quality teacher education programs; secondary level teachers should obtain a master's degree without thesis; teacher education program should put emphasis on methodology; practice teaching and technology; scholarships should meet the staff need at faculties of education; and there shouldn't be more subject-matter teachers than needed, which was the case.

To summarize; "learning to teach is not a mere matter of applying decontextualized skills or of mirroring predetermined images; it's a time when one's past, present and future are set in dynamic tension. Learning to teach – like teaching itself – is always the process of becoming: a time of formation and transformation, of scrutiny into what one is doing, and who one can become" (Britzman, 1991, p.8). Additionally, when it comes to practice teaching relevant to the scope of this research, mentoring a pre-service teacher, which requires great commitment, is not a one-way transfer of knowledge from the experienced to the inexperienced, but rather an opportunity for both sides (Walkington, 2005). It is commonly agreed that there should be a local critical perspective along with global sources in teacher education too.

2.2 Theoretical Frameworks on Identity Construction

After presentation of key terms as teacher education, teacher identity and teacher professional identity, teacher education in Turkey and pre-service teacher learning I will now discuss theoretical frameworks on identity construction. Under this heading, sociocultural view in teacher education and identity, and the two models of Wenger's identity construction and Moscovici's social representations and cognitions theory will be presented.

2.2.1 Sociocultural view in teacher education and identity

In order to avoid misinterpretation of human nature, which originates as social engagement, Lave (1996) attains a social and collective essence to learning and argues that learning occurs as a part of altering practices; more specifically it “is a facet of the communities of practice of which they are composed” (p.150). Under the light of his conceptualization of “from apprenticeship to social practice theory” (p.155), Lave (1996) further argues learning happens not as a result of instruction but rather as a process of “independent learners learning” (p.161) and concludes that there should be more focus on the connection between the locations, in this study’s case between practice schools and the processes which have the highest potential to contribute to identity formation. Similarly, it has been alleged that construction of teacher identity is linked to learning how to become a second language teacher; that is, learning and identities coexist in practice (Kanno & Stuart, 2011). Trent (2014) explores teacher identity construction “as the interplay between individual agency and social discourses” (p.61). Another sociocultural perspective for teacher identity is that of Olsen’s (2008) in the following lines:

I view identity as a label, really, for the collection of influences and effects from immediate contexts, prior constructs of self, social positioning, and meaning systems [...] that become intertwined inside the flow of activity as a teacher simultaneously reacts to and negotiates given contexts and human relationships at given moments. (p.139).

In order to be able to understand sociocultural view on in teacher education and identity, it is required to remember the counter arguments first. For instance, Sugrue (1997) maintains the idea that social and cultural construction of identity necessitates a particular kind of personality and traits. Likewise, Borg (2006) puts forward the idea that there are certain distinctive characteristics of language teachers as being creative, flexible, and enthusiastic which are more related to giving out positive feelings. In this regard, pre-service teachers’ identification with the profession is modern, which means they are already teachers.

However, sociocultural views differ in their interpretation of learning in general and teacher identity in particular. By comparison, Vygotsky (1962) theorizes human cognition and language are developed through social and cultural interaction with others. That is to say, cognition is developed through semiotic mediation, and language acting as a quintessential semiotic tool (Collin & Karsenti, 2011). Vygotsky (1962) suggests the transition from inter-psychological to intra-psychological functioning where he (1981) alleges, “higher mental functions are internalized social relationships” (p.164; as cited in Collin & Karsenti, 2011, p.574) to develop the concept of the zone of proximal development (Collin & Karsenti, 2011, p.575). Furthermore, Peirce (1995) suggests social identity as multiple and a site of struggle and as changing over time.

Under the light of sociocultural view on identity formation, it can be concluded for the present study that mentoring is more helpful for the growth of teacher identity rather than usual supervision through practice teaching (Walkington, 2005). In order to address to this need, there should also be an additional course in teacher education programs on the first years of teaching and focus on language teacher education program–school–novice cooperation as there is a gap between pre-service teacher education and in-service teacher development (Farrell, 2012).

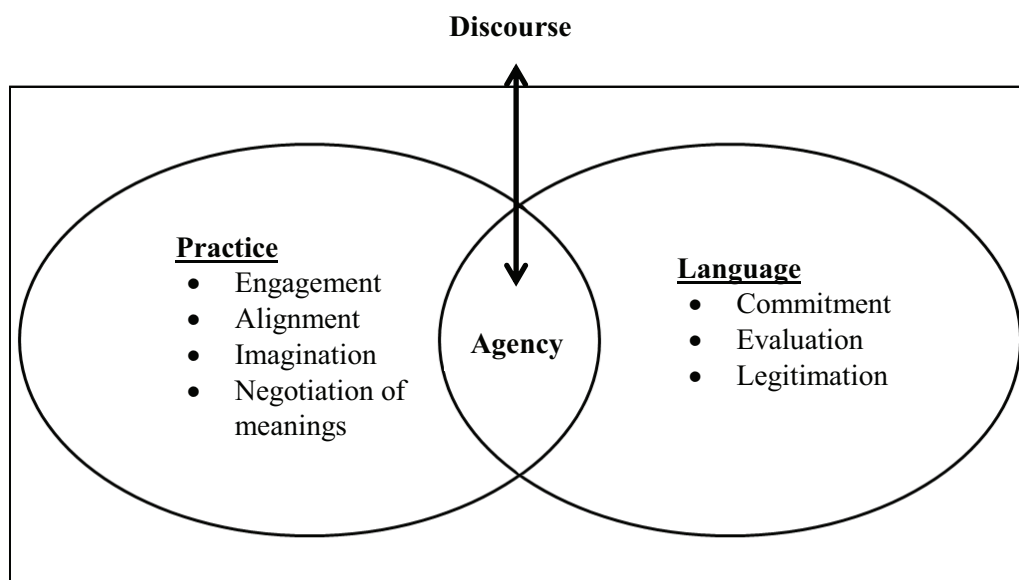


Figure 2.1: An integrated framework of teacher identity (Trent & Shroff, 2013, p.5)

2.2.2 Two Models: Wenger's identity construction and Moscovici's social representations and cognitions theory

Wenger (1998) describes five dimensions of identity, which “is produced as a lived experience” (p.151); in other words, identity is perceived as negotiated experiences where one defines who he / she is by interaction with others, as community membership where identity is based upon familiarity and belonging to a group, as learning trajectory with future concern in mind, as nexus of multi membership with various forms of our identities, and as a relation between the local and the global with negotiation of broader discourses. (p.149). It is argued, “there is a profound connection between identity and practice. Developing a practice requires the formation of a community whose members can engage with one another and thus acknowledge each other as participants” (Wenger, 1998. p.149). According to him learning happens as experiencing, doing, belonging, and as becoming someone, respectively consisting of meaning, practice, community and identity (p.5). As a whole, learning, likewise in this case learning how to teach, is active social participation in communities and forming identities regarding them (Wenger, 1998, p.4). The findings in the literature indicate that teacher professional identity is realized by experiencing (Timostuk & Ugaste, 2010) as foreseen by Wenger (1998) and as learning-in-practice where practice is the main aim when pre-service teachers complete their mission in class (Kanno & Stuart, 2011).

It is further discussed that identity formation refers to either three modes of belonging: engagement, imagination, and alignment or the negotiation of meanings. Engagement occurs during the process an individual gains actual experience by interacting with other people. Imagination occurs when an individual creates a broader image of his/her community across time and space as it is clear from the statement as: “the production of images of the self and images of the world that transcend engagement” (Wenger, 1998, p.177); and alignment is linked to internalizing the identity of the larger community to the identity of its participants.

By the negotiation of meanings, it is argued in Wenger (1998) that with each utterance and context it is produced there are various meanings “for the definition of certain events, actions or artifacts” (p.199), and people have different “ownership of meanings” (p.200): control over them, and this leads to either negotiability or non-negotiability. If there is no negotiation of meanings, an individual cannot identify himself / herself with a community as

the experience becomes “irrelevant because it cannot be asserted and recognized as a form of competence” (p.203). To conclude, identity construction is a binary process of identification and negotiation of meanings based on the acceptance of proficiency by the larger community, which are indeed sources of identity formation. When these overlap, either identity of engagement or disengagement arises (Tsui, 2007).

As a visible product of social cognition, professional identity is classified grounding on rules, cues, exemplars, and schema in Xu (2012, 2013) in parallel to Moscovici’s (2000) theory of social representations and cognitions. It is argued that rule-based identities are manipulated by concrete rules such as law; for example a police officer’s identity is determined by that kind of identity. Next, cue-based identities stem from the content of the different characteristics of social entities. In order to specify, when an individual thinks of himself / herself as a hero or heroine, it is probable that he/she may sacrifice himself / herself depending on this type of identity. Exemplar-based identities depend upon representative examples of social identities and are aligned to individuals’ role models. Lastly, schema-based identities consist of a group of social cognitions and behaviors in response to a dynamic context and it is most of the time culture-specific such as the identity upon being a guest at someone’s house (Xu, 2012, 2013). Xu concludes that there should be more attention paid to the formation of imagined identities of pre-service teachers to help them make a more realistic evaluation in their early years of teaching experience. The transition from cue or exemplar-based identities to rule or schema-based identities has been demonstrated (Xu, 2013).

2.3 Reflective Dimension and the Context of Study

After discussing theoretical frameworks on identity construction under sociocultural view in teacher education and identity, and the two models of Wenger’s identity construction and Moscovici’s social representations and cognitions theory, I will focus on the reflective dimension and the context of the current study. Within this frame, practicum or practice teaching as a community of practice and journal writing and critical reflection will be discussed in reference to the literature. It is important to note that practice teaching and practicum has been used interchangeably in this study.

2.3.1 Practice teaching as a community of practice

Regardless of the time or person experiencing it, teaching is a challenge in itself in the form of practicum demanding “commitment and development” (Armutçu & Yaman, 2010, p.28). As pointed out by Boz (2008), student teachers have a lot of concerns about teaching, specifically, task-related ones in addition to self-survival ones. It is found that student teachers concerns start with self-concerns about teaching and are superseded by task and their impact-related concerns differing among different academic year groups of teacher education program. Practicum offers opportunities to overcome these concerns as a fruitful community of practice if utilized well.

Undoubtedly, the practicum is perceived as the milestone of teacher education programs and it is during practicum when pre-service teachers get the chance to observe real classroom settings, and are familiarized with the unpredictable nature of classrooms. It makes pre-service teachers gain insights on how to respond best to any kind of problematic circumstances (Armutçu & Yaman, 2010). Additionally, it is a pretty much important stage in the integration of teachers-in-training into teaching (Velez-Rendon, 2010). As Wenger (1998) states, “identification takes place in the doing” (p.193) “through mutual engagement in activities” (p.73), taking practicum as a community of practice will increase the validity of the current study. Practicum thus makes a sample of community of practice, which is described as follows: “A community of practice is a set of relations among persons, activity and world, over time and in relation with other tangential and overlapping communities of practice” (Lave & Wenger, 2002, p.115, as cited in Bathmaker & Avis, 2005, p.10).

Overall, practice teaching will be taken as a community of practice in this study where pre-service teachers interact with their environments. The university, the practice teaching schools, the mentors, the university professor, and other pre-service EFL teachers are all included in pre-service EFL teachers’ professional identity formation process.

2.3.2 Journal writing and critical reflection

Although reflective practice is a common component in many teacher education programs (Beijaard, & Verloop, 2000; Farrell, 1999), an internationally accepted professional

competency for teachers (Collin & Karsenti, 2011), and being decided crucial and authentic for teachers' professional growth, teacher educators and pupils (Korthagen & Vasalos, 2005), it remains vague in terms of description. However, it is possible to have an understanding of reflection in Fendler's (2003) statement:

Today's discourse of reflection incorporates an array of meanings: a demonstration of self consciousness, a scientific approach to planning for the future, a tacit and intuitive understanding of practice, a discipline to become more professional, a way to tap into one's authentic inner voice, a means to become a more effective teacher, and a strategy to to redress injustices in society. [...] It is no wonder then that current research and practices relating to reflection tend to embody mixed messages and confusing agendas. (p.20)

Reflection which is "an active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusions to which it tends" (Dewey, 1933, p.9) can be classified in various ways; such as, reflection in action and reflection on action by Schön (1983, 1987, as cited in Urzua & Vasquez, 2008). As their name suggest, reflection in action refers to making decisions through the action whereas, reflection on action refers to reflection after the action (Urzua & Vasquez, 2008). Both forms of reflection could form a vital part of teachers' professional growth and provide benefits for schools and the community (Griffiths, 2000).

Additionally, the onion model reflection argues that reflection could be made on different levels such as; mission, identity, beliefs, competencies, behaviors and environment (Korthagen & Vasalos, 2005, p.54) to detect problems teachers face; and core reflection occurs in a cyclical way consisting of (i) encountering the problem, (ii) being aware of both it and the limitations, (iii) being aware of core qualities, and (iv) actualizing them, lastly (v) experimenting the possible solution (Korthagen & Vasalos, 2005, p.57).

In their study, Armutçu and Yaman (2010) explored pre-service teachers' reflection through practicum and concluded that reflection "can not be a simple or linear belief or notion in its nature, but a dynamic and complex process" (p.29). Also reflection should be aimed to equip pre-service teachers with "the artistry to open the way of critical thinking, problem solving

and applying knowledge and theories in actions” (Armutçu & Yaman, 2010, p.29). For this reason, critical reflection is equally important as time spent in class (Walkington, 2005) as teachers’ concept of identity is reconstructed through teacher education (Furlong, 2013).

Similar to this, reflection is seen “pivotal to the development of teachers’ professional identities” (O’Connor, 2008, p.118). From a broader perspective, putting reflection at the core of teacher education is important because it enables reasoning about why teachers employ some certain strategies and how they could foster learning with those strategies (Lee, 2005).

Overall, the literature on reflection focuses on the content, the process, or the pedagogy of reflection. Above all, reflection is thought to be quite meaningful to explore professional identity formation of pre-service EFL teachers in this study as “what we remember, what we speak into existence and what we hear, are intimately tied to who we are” (Rorrison, 2010, p.18). Also, Lee (2008) argues reflection is quite important for pre-service teachers as “it is only when they reflect upon their knowledge critically that they can transfer what they have learned in initial teacher preparation programs as students to the real classroom situations as teachers” (p.117). It is alleged that reflection is decided to be “a powerful way for students and practicing teachers to delve deeply into their teaching identities” (Beauchamp & Thomas, 2009, p.183). Thus, critical reflection should be applied to broader aspects of teacher identity in a way to reflect pre-service teachers’ development (Alsup, 2006).

Reflection in this study has been employed as writing reflective response journals to the articles that pre-service EFL teacher read and discussed with their classmates and the university professor.

2.4 Previous Research

After presenting the reflective dimension and the context of the current study under practicum as a community of practice and journal writing and critical reflection, previous research will now be presented as theoretical and empirical studies on identity, reflective practice, and practice teaching.

2.4.1 Theoretical studies on identity

As a teacher educator, Hochstetler (2011) hypothesizes that teacher education programs with a base of teacher identity development will better equip prospective teachers with necessary skills to cope with constantly differing changes in class. Teacher candidates need opportunities to reflect on whether and how they overlap with teacher identity, hence, pre-service teachers should be guided for thinking about and critically reflecting on their identity in order for a more accomplished transition to the profession.

Three perspectives in examining language teacher identity as transformational and context bounded are known to exist, unlike the past, which regarded language teachers as technicians applying the right methodology (Varghese et al., 2005). Firstly, it is social identity theory which alleges that individuals form their identity “in great part from the social categories to which they belong” (Hogg & Abrams, 1998, p.19), which means teacher professional identity is that of non-native English-speaking teacher that does not allow for individual differentiation (Varghese et al., 2005). Secondly, Lave and Wenger’s (1991) situated learning theory alleges learning is an “evolving form of membership” (p.53), sees learning “as an identification process” (Varghese et al., 2005, p.29). Hence, it foresees language teacher identity formation as a process of evolving as a teacher in the communities of practice (Varghese et al., 2005). Lastly, with reference to Simon’s (1995 as cited in Varghese et al., 2005) notion of the image text, identity is understood as being constructed through discourse and open to “reinterpretation and critical readings” (Varghese et al., 2005 p.35).

To sum up, it would be inspiring to refer to Beijaard, Meijer, and Verloop’s (2004) meta-analysis. In their analysis of studies on teachers’ professional identity between the years of 1988 and 2000, which introduces the period that teacher professional identity comes into play as a research area, examines research on professional identity formation, identification of professional identity characteristics, and narrated representation of professional identity. When features of professional identity is revisited in selected studies, they reached to four generalizations that identity is an “ongoing process of interpretation and re-interpretation of experiences” (p.122), personally and contextually-collectively constructed, consisted of “sub-identities” (p.122), and connected to agency. It is argued that there should be conceptual clarity for ‘self’, ‘identity’, and ‘professional’ and more focus on the contextual

factors in professional identity formation (Beijaard et al., 2004, p.126). They argue that “identity is not something one has, but something that develops during one’s whole life” (p.107).

In addition, a meta-synthesis of research on foreign language teacher identity between the years 2000 and 2012 is conducted by Taner and Karaman (2013). This study reported that beliefs about teaching are the most frequently searched area and pre-service teachers are the most frequently focused group of participants whereas research on teacher educators is quite limited. In their review of 44 studies, identity construction in collaboration with and in teacher education is reported to attract the least interest, which underscores the need for investigation. Overall, practicum, culture, reflection and motivation stand out as most frequent themes analyzed in teacher identity formation. Practicum is pointed out to be “an important component of any teacher education program that awaits further attention in terms of providing more experience and feedback” (Taner & Karaman, 2013, p.69) to pre-service teachers and all justifies the current study’s aims of understanding teacher identity formation during practicum.

2.4.2 Theoretical and empirical studies on reflective practice

Collin and Karsenti (2011) develop a model of interactional reflective practice (see Figure 2 next) drawing on Vygotsky’s (1962) semiotic mediation by transposing it into teacher education to “conceptualize the relationship between reflective practice and verbal interaction in a collective approach to reflective practice” (p.569). To be more precise they (2011) argued verbal interactions as a platform for enhancing reflective practice for student teachers when they connect their peers and instructors. Collin and Karsenti (2011) assert the model fits well into practice teaching upon engaging in real teaching experience, but also hypothesized there might be variance with the interactional collective support for student teachers. Similarly, Warford (2011) argues for the need of an approach of training teachers within “zones of proximal teacher development (ZPTD)” (p.252). The figure below summarizes interactional reflective practice model developed by Collin and Karsenti (2011):

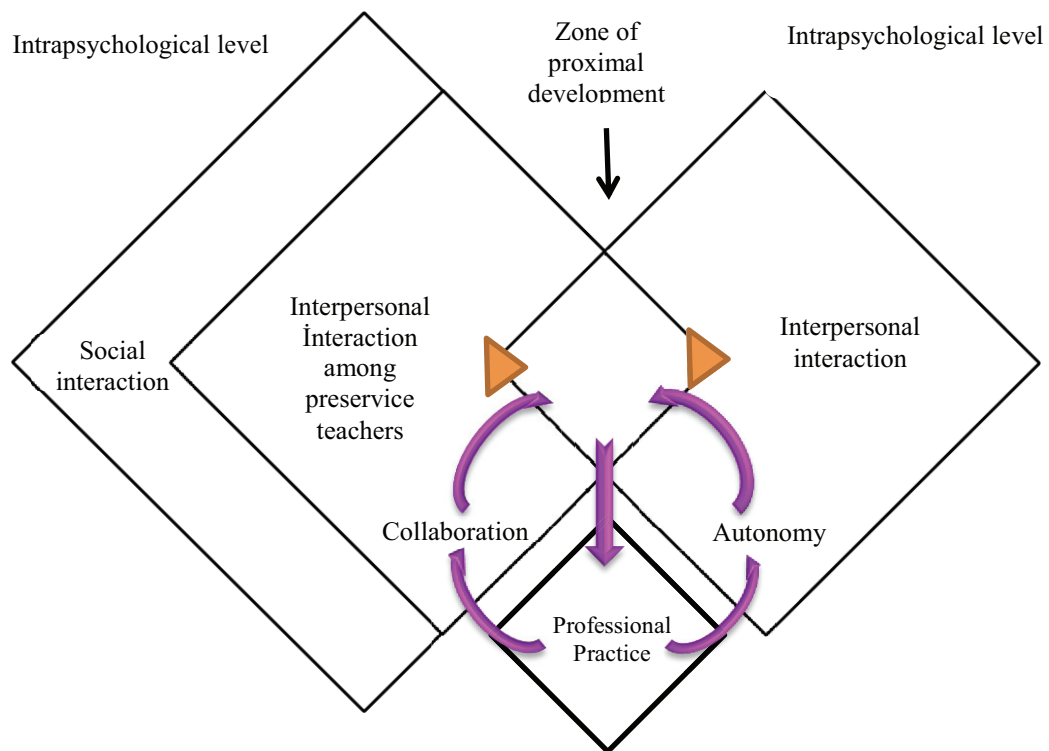


Figure 2.2: Model of interactional reflective practice (Collin & Karsenti, 2011, p.576)

Moreover, as far as Farrell (2013) is concerned, writing journals leads to self-awareness as a teacher and “constructive behavior changes inside and outside the classroom” (p.465) as it can be used “as a problem-solving device, for reflecting on new teaching ideas, and as a means of legitimizing their own practice” (p.466). He (1999) further explores how to promote reflective practice in teacher development groups and results show that teachers talk about their personal teaching philosophies and problems that they face, and make descriptive reflections rather than critical comments. It is suggested that teacher development groups might increase the opportunities for teachers’ professional development.

In another study (Lee, 2008) examines reflection through response journals of teacher candidates and the content of those reflections reveal that they wrote about describing and recalling about teaching situations, interpreting and evaluating them, expressing their personal opinion, and interacting with the university professor. The participants also stated that journal writing has been an enjoyable, beneficial activity contributing to their personal and professional development. It is quite important for this research that the literature

exemplifies that response journals are useful for pre-service teachers “to develop their professional identities” (Lee, 2008, p.134).

2.4.3 Empirical studies on identity

It is without doubt that development and understanding teacher professional identity requires an in-depth knowledge of the contexts surrounding teachers, and the changes in society and expectations from teachers are challenging to keep up with. All things considered, teacher professional identity is a complex phenomenon. In their study (2011), Thomas and Beauchamp analyze teacher selves through metaphors revealing significant information about professional identities and ask the question of who someone is as a teacher. The results suggest that teacher identity development is not smooth and full of “self-doubt and questioning” (p.767), and it is further discussed that pre-service teachers should be provided with necessary information about the result of such studies as it will give them a clear picture of what to expect in early years of teaching.

Sugrue (1997) discusses that pre-service teachers are found to be worried about maintenance of order in classrooms. Student teachers state having discipline, control, strictness and fairness are essential for quality teaching and add that being task oriented, predictable, consistent with a prescribed curriculum and assigning appropriate sum of homework are also expected. Being nice, caring, nurturing and lovely is stated as necessary but not sufficient for being a good teacher which is oriented around a teaching character, a need to care, ability to control and deliver instruction. The classification lies in being traditional or progressive from the aspect of teacher professional identity. Nevertheless, defining the qualities of a good teacher is a difficult endeavor which can be characterized by the harmonious state among levels of mission, identity, beliefs, competencies, behavior and environment (Korthagen, 2004) and they should be explored in detail (Schepens, Aelterman & Vlerick, (2009).

When Zare-ee and Ghasedi (2014) explore factors affecting teacher professional identity, the lack of support from administration is the most common discouraging factor in teacher professional identity development. Being able to use the Internet and technology is the most common professional development expectation among teachers. With the purpose of analyzing technology with a closer lens, Trent and Shroff (2013) examine identity

negotiation struggles of pre-service teachers during practicum on using e-portfolios and acknowledge that they might contribute to teachers' identity development leading to some certain characteristics such as being modern, up-to-date and are means of community building and reconstructing teacher identities.

Farrell's (2011) study explores ESL teachers' role identity from what they talk about their role identities implicitly or explicitly in a group. As a result, on a continuum of ready-made and individually created roles, teacher as manager, professional and acculturator were identified as main clusters of identity of ESL teachers. Being interculturally competent is also acknowledged as a new type of identity helping learners to both relate to their own and foreign cultures (Sercu, 2006). It goes both ways that ESL teachers also utilize their cultural and ethnic identity to make sense of their roles (Ajayi, 2011). Though there are anticipated roles of teachers, pre-service teachers will demonstrate differences in how they react to those roles and personally attach to them (Schepens, et al., 2009). A case study examining the development and maintenance of teacher identity (Samuel & Stephens, 2000) reveals that there are tensions between "the hopes and ambitions that individuals have for themselves and what they feel they can achieve as a teacher" (p.477) as well as students expectations from a teacher. Traditional conceptions and future-oriented responsibilities are among pre-service teachers' dilemmas at the interplay of lying low or standing out. It is clear from the statement:

"Young teacher trainees, [...], walk a tightrope in both developing a personal teacher identity which sits comfortably with their own sense of self and maintaining a balance between satisfying the requirements of state and society and providing the source and impetus for change." (Samuel & Stephens, 2000, p.478).

Subsequently, the formation of professional identity among a specific group of student teachers aiming to teach at further education is explored in Bathmaker and Avis (2005) and findings suggest that facilitating learning, guiding learners to become more autonomous in addition to embracing the qualities of counseling, encouraging, and supporting are pointed out as the desired roles of a teacher, making up her/his professional identity. As a further focus in the study, poor workplace conditions, need for more management assistance, and

teacher burnout are discussed as leading to marginalization in communities of practice where student teachers gain actual teaching experience.

In a similar vein, it has been found out that novice teachers had difficulty in internalizing a teacher identity and it takes time and effort to improve their understanding of what it means to be a language teacher and to identify them with that understanding (Kanno & Stuart, 2011). For pre-service teachers there is a gap between their ideal and practice, which actually should lead them to be the starters of innovations at schools. It is concluded that realizing innovation at school cause pre-service and experienced teachers to position themselves as certain kinds of teachers (Trent, 2014) quite similar to communicative or modern and traditional language teacher dichotomy (Trent, 2011a). Farrell (2003) reports the same issue of transition from teacher training to schools and refers to it as a “type of reality shock” (p.95) coexisting with the support in the school environment and different phases in the first-year teaching workload.

In their qualitative case study design, Trent and Lim (2010) explore teacher identity construction in school–university partnerships and conclude that they are crucial in shaping teacher identity through engagement, imagination and alignment. As identity formation is experiential, participative and social (Trent, 2013; Tsui, 2007), learning how to become a teacher during practicum when pre-service teachers attain themselves to become certain types of teachers occurs as the construction of identity (Trent, 2013).

Similarly, Sexton (2008) investigates pre-service teachers’ identity, role and agency by qualitative means and concludes that teacher education program effects teacher identity besides individual differences, the harmony or lack of harmony between pre-service teachers and teacher education programs leads either to alignment as being on the right path or misalignment as questioning career choices, with the profession, and identity is also linked to the fact whether teacher candidates look for immediate employment after graduation or not.

It is also acknowledged by Beauchamp and Thomas (2009) that professional identity covers “the notion of agency, or the active pursuit of professional development and learning in accordance with a teacher’s goals” (p.177). In a similar vein, Alsup (2006) builds on this premise. In her book about the processes of pre-service teacher identity growth she suggests

that if the gap between the personal and professional side of teacher candidates is not bridged, they would not choose to teach after graduation.

There are quite few quantitative studies in the literature focusing on teacher identity development; however, Hong (2010) illustrates a mixed-methods design sample study by identifying teacher identity through scales as well as interviews. Surveys have been used to measure pre-service and beginning teachers' "value, self-efficacy, commitment, emotion and micro politics" (p.1533). The findings argue that while the aforementioned factors constitute teacher professional identity, teachers have practical concerns and teacher education programs should be tailored to meet those concerns by having teachers reflect on their professional identity formation. (Chong et al., 2011) explore how pre-service teachers perceive teaching. The findings suggest that teaching is perceived to be a noble job and it requires a wider range of responsibilities than just teaching. It has been also noted that there are some concerns and difficulties in pre-service teachers' expectations from teaching. In this vein, the research proposes teachers may experience conflicts between their professional, situated and personal identities at any time during their profession (Day & Kington, 2008).

Another sample quantitative study conducted through various scales acknowledges that teacher professional identity consists of teaching practice, student development, personal growth, schools, professional satisfaction, commitment to teaching and anticipated roles (Živković, 2013). Additionally, the core and peripheral elements of teacher identity are explored as a content analysis and it is proven that teacher identity includes various personal such as abilities, interests, work styles; professional and contextual factors (Rus, Tomşa, Rebeaga, & Apostol, 2013).

Similarly, through quantitative means, pre-service teachers' professional identity is examined by different scales on professional and task orientation, teachers' self-efficacy, and commitment to teaching at different times of teacher education program in Lamote and Engels (2010). Their findings suggest that the learner-centered approach to teaching, self-confidence and efficacy increased over time with an attitude open to change and cooperation as being a teacher covers more than content teaching.

Departing from the notion that identity is in constant change, Urzua and Vasquez (2008) examine reflection and professional identity in teachers' reflection for the future and conclude that situations signaling planning, prediction, uncertainty and conditionals are parts of teacher identity construction. Their study also emphasized that reflection about the future is not as common as reflection on action with a past orientation and reflection in action with a present orientation. However, they argued that there should be more effort to create room for reflection for action and the future in order to ensure "active and meaningful decision making, problem definition, exploration, and evaluation, [...] to envision the future" (Urzua & Vasquez, 2008, p.1945).

Through action research, Abednia (2012) conducts a course on critical EFL teacher education and examines teachers' professional identity with regard to it. It has been found that there are three major shifts in pre-service teachers' professional identities: (1) from conformity to and romanticization of dominant ideologies to critical autonomy; (2) from no orientation or an instrumentalist orientation to a critical and transformative orientation of teaching; (3) from a linguistic and technical view to an educational view of ELT. It is made clear that reflecting and redefining teacher selves is a hard mission to accomplish for teachers who wish to be "transformative intellectuals" (Abednia, 2012, p.713).

Lopes (2002) reports action research on changes in professional identity in line with curriculum development and maintains the ideas that there is a link between the two concepts, identity changes require a shift from centered to decentered innovation, and individual differences still play a key role. It is important to keep in mind that each pre-service teacher "will develop a professional identity in a different way" (Alsup, 2006, p. 146).

Timostsuk and Ugaste (2012) present the role of emotions in pre-service teachers' professional identity through semi-structured interviews and the findings suggest joy, admiration, friendliness, excitement, contentment, and satisfaction among positive emotions; and fear, insecurity, disappointment, confusion, anxiety, sorrow, reluctance and hopelessness among negative ones affecting teacher professional identity. Positive emotions are linked to pre-service teachers' themselves but negative ones are linked to school mentors and

university professors, which create more influence on pre-service teachers' professional identity.

Another study examining emotions is that of O'Connor (2008) with findings indicating that, teachers' beliefs in caring, as one of the most prevalent emotions demonstrated, for and about students constitutes an important part of their professional identity. The relationship between emotional experience and teacher identity is also examined and Shapiro (2010) finally concludes that emotions need to be taken into consideration within teacher identity in order to sustain "bonds of solidarity" (p.619) and to evaluate the situations of how and why in learning and teaching process. Zembylas (2003) emphasizes the importance of exploring emotions to understand identity as teacher identity is first and foremost "affective"(p.213).

It is for certain that pre-service teachers' personal histories affect their professional identities; it has been shown that the idealized teacher identity perceived by pre-service teachers consists of personal qualities of previous teachers. Besides this, the desire to be respected and remembered and valuing students' individuality are major findings of Furlong's study (2013). In the end, she concludes pre-service teachers describe their idealized teacher as "caring, warm, approachable teacher who facilitates children's learning, but who is firm and in control. [...], who commands respect, yet is remembered fondly" (p. 79).

A similar study examining teacher identity construction of pre-service English language teachers suggest that remembering previous teachers, having close relationships with students, fair and inspirational teachers shape pre-service teachers professional identities (Trent, 2011a). Schepens, et al., 2009 also demonstrate that personality and motivation to start teacher education programs are the most significant indicators of professional identity on training completion.

Furthermore, English language pre-service teachers short-term abroad experiences are claimed to influence constructing a new professional identity (Trent, 2011b; Velez-Rendon, 2006). That is to say, improving language skills and cultural understanding naturally besides engaging with English language teachers of different backgrounds lead to positive changes in identity formation. In addition, the ways in which the pre-service teacher education

curriculum can encourage personal dimensions of teacher identity are explored; the results suggest that there is an effect of initial teacher training on professional identity. Teacher identity is also affected by generation differences and upgrading teacher education curriculum, personal commitment are also emphasized (Lopes & Pereira, 2012).

Lastly, it has been proven that pre-service teachers develop their understanding of teacher professional identity construction through reflective practice during practicum (Hamiloğlu, 2014). The study reports that pre-service teachers had multi-layered identities and reflection during practice teaching helped them gain awareness of their professional identity.

2.4.4 Empirical studies on practice teaching

In her study investigating the reflections of student teachers on pre-service education in Turkey, Seferoğlu (2006) found that student teachers do not feel that there is enough relation between theoretical concepts and their usage in practice. There is an obvious need for more microteaching and thorough observations in different practice teaching contexts. The results were similar to those in Enginarlar's study (1996) where he categorized problems as being limited to one teacher and school, lack of actual teaching experience, and being unable to cooperate with the co-operating teacher as problematic areas of practice teaching.

It is proven that there is a gap between the schoolwork and individual professional identity of teachers (Lopes & Tormenta, 2010). To overcome this potential problem, teacher educators should also be active participants in pre-service teachers' learning and enabling a supportive environment promoting individual professional growth (Velez-Rendon, 2010).

Another study evaluating practice teaching at a state university in Turkey is that of Sırmacı (2010) when she observes practice teaching and concludes that it is found to be beneficial among student teachers by giving them a more professional perspective. From student teachers' perspective, Rorrison (2010) reports similar findings; there should be more comprehensive understanding of theories guiding teachers and the gap existing between teacher education and schools should be aimed at. By achieving so, there would be room to account for contextual differences during practice teaching when it is seen "not as a testing ground but a learning experience" (Rorrison, 2010, p.20).

Similarly, Velez-Rendon (2010) advocates practice teaching should provide student teachers with opportunities to develop their own personal teaching theories. Reporting on Chinese pre-service teachers' statements via reflective papers of problems that they face during practicum, Yan and He (2010) mention six major problematic areas: inconsistency between the ideal and the reality of schools, time and length of practicum, distrust of schools, inadequate supervision, not putting enough effort to prepare classes, and existing assessment system. They (2010) argue for well-functioning collaborations between universities and schools.

With regards to the stability and change in student teachers' beliefs during practicum, Nettle (1998) puts forward that encouraging, motivating and structuring learning and establishing communication with learners are shared themes by a lot of student teachers. It was observed student teachers both showed stability due to prior beliefs on education and change during practicum, which might be explained with a developmental point of view.

Poulou (2007) examines student teachers' concerns about teaching practice and the results suggest that teaching practice enables pre-service teachers to get to know teaching as a profession, makes them aware of the link between theory and real application, and contributes to the growth of pre-service teachers' professional identity in accordance with Lamote and Engels (2010).

In addition, Lee (2005) explores the factors effecting pre-service teachers' reflective thinking and concludes that personal background, mode of communication, content of reflection, teaching context, cooperating teacher's attitudes and having close relationships with students shape pre-service teachers' reflections on practice teaching. Among the findings, the depth and content of reflection are also evaluated.

In this chapter, I presented key terms in research related to identity formation, theoretical framework and explored the reflective dimension of the current study. Previous research classified as theoretical and empirical ones has also been noted. Teacher education, teacher professional identity, practice teaching and reflective practices have been discussed in detail. To my knowledge, studies that aimed to explore pre-service EFL teachers' professional

identity formation in Turkey are limited (e.g. Hamiloğlu, 2014). Thus, the importance of the current study has been demonstrated in reference to the literature. In the following chapter, I will present the methodology behind this study. I will refer to the data collection and analysis methods, the context of the study acknowledging the rationale of employing such a design.

CHAPTER 3

METHODOLOGY

In this chapter I will present the study design in detail. I will elaborate on why I chose a qualitative approach, and the specific methodological decisions I made for the study. Firstly, I will discuss the theoretical framework and qualitative research paradigm and then I will introduce the research design as context and the participants of the study, data collection tools as focus group interviews and reflective response journals and meticulous data analysis methods in qualitative terms. Lastly, I will present the methods employed to justify trustworthiness of the research.

It is important to note the research questions that have been asked for the current study before presenting the specific methodology to answer them. The research questions guiding this study are as follows:

1. What constitutes teacher professional identity according to pre-service English language teachers?
2. How do pre-service English language teachers see their professional identity development during practice teaching?
3. How do practice teaching and reflection influence pre-service English language teachers' understanding of their professional identity formation?

In order to answer these questions, a qualitative case study approach has been adopted and pre-service EFL teachers at Middle East Technical University (METU) English Language Teaching department were chosen as participants who contributed to the study by participating in focus-group interviews and writing reflective response journals over the course of one semester of practice teaching. Data collection tools and data analysis methods will be described thoroughly and the rationale behind choosing them will also be presented. Lastly, peer checking, providing rich and thick description of the case, triangulation will be demonstrated along with ethical considerations.

3.1 Theoretical Framework and Research Paradigm: Qualitative Research

Acknowledging that it is hard to provide a clear definition of broad terms such as qualitative research; Denzin and Lincoln (2005) define the qualitative paradigm as the “research which involves an interpretive, naturalistic approach to the world. This means that qualitative researchers study things in their natural settings, attempting to make sense of or interpret phenomena in terms of the meanings people bring to them” (p. 3). It is possible to see a more detailed description by Creswell (2013) as follows:

Qualitative research begins with assumptions and the use of interpretive/theoretical frameworks that inform the study of the research problems addressing the meaning individuals or groups ascribe to a social or human problem. To study this problem, qualitative researchers use an emerging qualitative approach to inquiry, the collection of data in a natural setting sensitive to the people and places under study, and data analysis that is both inductive and deductive and establishes patterns or themes. The final written report or presentation includes the voices of participants, the reflexivity of the researcher, a complex description and interpretation of the problem, and its contribution to the literature. (p.47)

Under the qualitative research paradigm, the current study which aims to understand pre-service EFL teachers’ knowledge and perceptions on their professional identity development throughout practice teaching and what factors contribute to these perceptions is described as a case study; as stated by Creswell (2013):

Case study is a qualitative approach in which the investigator explores a real life, contemporary bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection involving multiple sources of information (e.g., observations, interviews, audiovisual material, and documents and reports), and reports a case description and case-based themes. The unit of analysis in the case study might be multiple cases (a multisite study) or a single case (a within site study). (p.104)

Departing from the philosophical interpretive framework of social constructivism seeking understanding of the world, allowing for subjective meanings (Creswell, 2013), I, as the

researcher, acknowledge that I accept and value multiple realities, and negotiation and reconstruction of meanings through lived experiences and address the interaction among individuals for this study sharing “the goal of understanding of the complex world of lived experience from the point of view those who live it.” (Richards, 2003, p.3). The current study is further described as a single instrumental case study as the research focuses on a concern: being the identity formation of pre-service English language teachers and then investigates that issue within a bounded case chosen: being senior year students enrolled in practice teaching of a English Language Teaching Department of an English-medium state university in Ankara, Turkey (Middle East Technical University – henceforth METU) in 2015-2016 Spring term with regard to Stake (1995). Moreover, the research could also be defined as an exploratory one aiming to reveal the perceived identity formation of the participants (Yin, 2009). Overall, it is required to make in-depth analysis of the data to interpret the complex nature of qualitative research (Creswell, 2013; Strauss & Corbin, 1990).

3.2 Research Design

The context and the participants of the study will be presented. Then the research process will be illustrated.

3.2.1 Context

The current study has been conducted in METU - Faculty of Education- Foreign Language Education - English Language Teaching (ELT) Department. The data have been collected from Practice Teaching (FLE 404) course - a bachelor’s course offered in 2015-2016 Spring term. This course is found to be directly relevant to the aims of current study, as the students will develop a professional identity and cooperation as can be inferred from the course outline (see Appendix A).

The university has outstanding stance accepting students to English Language Teaching Department from the 2%-3% band of University Entrance Exams in Turkey. The department offers BA, MA and PhD courses on English language, methodology of language teaching, linguistics, English literature, and educational sciences. The table below outlines the must courses for the students to take to complete their BA degree:

Table 3.1: Undergraduate Must Courses

First Year – First Semester	First Year – Second Semester
FLE 129 Introduction to Literature FLE 133 Contextual Grammar I FLE 135 Advanced Reading and Writing I FLE 137 Listening and Pronunciation FLE 177 Second Foreign Language I EDS 200 Introduction to Education IS 100 Introduction to Information Technologies and Applications	FLE 134 Contextual Grammar II FLE 136 Advanced Reading and Writing II FLE 138 Oral Communication FLE 140 English Literature I FLE 146 Linguistics I FLE 178 Second Foreign Language II
Second Year – Third Semester	Second Year – Fourth Semester
CEIT 319 Instructional Technology and Material Development FLE 238 Approaches to English Language Teaching FLE 241 English Literature II FLE 261 Linguistics II FLE 277 Second Foreign Language II EDS 220 Educational Psychology	FLE 200 Instructional Principles and Methods FLE 221 Drama Analysis FLE 262 ELT Methodology I FLE 270 Contrastive Turkish-English FLE 280 Oral Expression and Public Speaking
Third Year – Fifth Semester	Third Year – Second Semester
FLE 304 ELT Methodology II FLE 307 Language Acquisition FLE 311 Advanced Writing Research Skills FLE 331 Novel Analysis	FLE 308 Teaching English to Young Learners FLE 324 Teaching Language Skills FLE 352 Community Service EDS 304 Classroom Management EDS 416 Turkish Educational System and School Management
Fourth Year – First Semester	Fourth Year – Second Semester
FLE 405 Materials Adaptation and Development FLE 413 English Language Testing and Evaluation FLE 423 Translation FLE 425 School Experience	FLE 404 Practice Teaching FLE 426 The English Lexicon EDS 424 Guidance

This research has been conducted in FLE 404 Practice Teaching Course that is described as below in the course catalog of the university:

Consolidating the skills necessary for teaching English as a foreign language at primary and secondary schools through observation and teaching practice in pre-determined secondary schools under staff supervision; critically analyzing the previously acquired teaching related knowledge and skills through further reading, research and in class activities in order to develop a professional view of the ELT field. (METU General Catalogue, 2014, p. 453).

At the beginning of the term, the instructor arranged schools as visiting sites for the pre-service teachers and assigned them to three different schools (one state middle school, one private school (middle and high school of the same private school) taking their will into consideration. Each pre-service teacher was also assigned a mentor who is a regular English language teacher at these schools and whose classes were observed by student teachers enrolled in FLE 404 Practice Teaching course for a 10-week period of four hours each week to complete the observation tasks in the course (see Appendix A). In addition to this observation time, the pre-service teachers attended 3-hour seminar held by their university professor. In these sessions, they discussed about the articles they have read, and commented on their relation to their actual teaching experience and what they observed in their mentor's classes. They were also asked to write a reflection on the ideas presented in the articles and mentioned in the in-class discussions. Among their reflections, two of them are found relevant to the aims of this study and taken for close analysis. Each pre-service teacher also did two 40-minute lessons in the presence of the mentor teacher, and prepared a 40-minute lesson plan as their final teaching task. These were observed and assessed by the course instructor and their mentor (see Appendix A).

3.2.2 Participants

The study has been conducted with voluntary participation of pre-service senior year English Language Teaching Department students enrolled in FLE 404 Practice Teaching course in the Spring semester of 2015-2016 academic year. 31 pre-service teachers were enrolled in the two sections of FLE 404 Practice Teaching course and they participated in the study after

gaining their consent and getting access to the site by the researchers. The participants consisted mostly of females with the number 27, while only 8 of them were males. Their anonymity has been protected as to ensure ethics, which will be discussed later, in the current research. Following purposeful sampling strategies; typical sampling strategy has been adopted because the participants represented what is normal or average of their group to understand the issue being examined (Creswell, 2013). The table below outlines the pre-service teachers' placement in their schools:

Table 3.2: Distribution of Student Teachers over Schools

State Middle School	Private Middle School	Private High School
ST11, ST12, ST22, ST27, ST17, ST18, ST3, ST9, ST4, ST16, ST8, ST21, ST14	ST26, ST7, ST25, ST28, ST5, ST23, ST6, ST13, ST20, ST24, ST30, ST31	ST29, ST10, ST2, ST1, ST15, ST19

It is also important to note that pre-service teachers were familiar with writing reflections and what they were expected to write in these reflections. They wrote reflections in some classes they took till their 8th semester in the faculty.

They were also familiar with all required tasks of FLE 404 Practice Teaching Course; observations, article responses, and teaching tasks. They spent time in state and private schools in the first semester as required by FLE 425 School Experience. Thus, the participants were engaged in reflective practice and practicum before, which makes them appropriate for the aims of this study.

The following figure shows the data collection process:

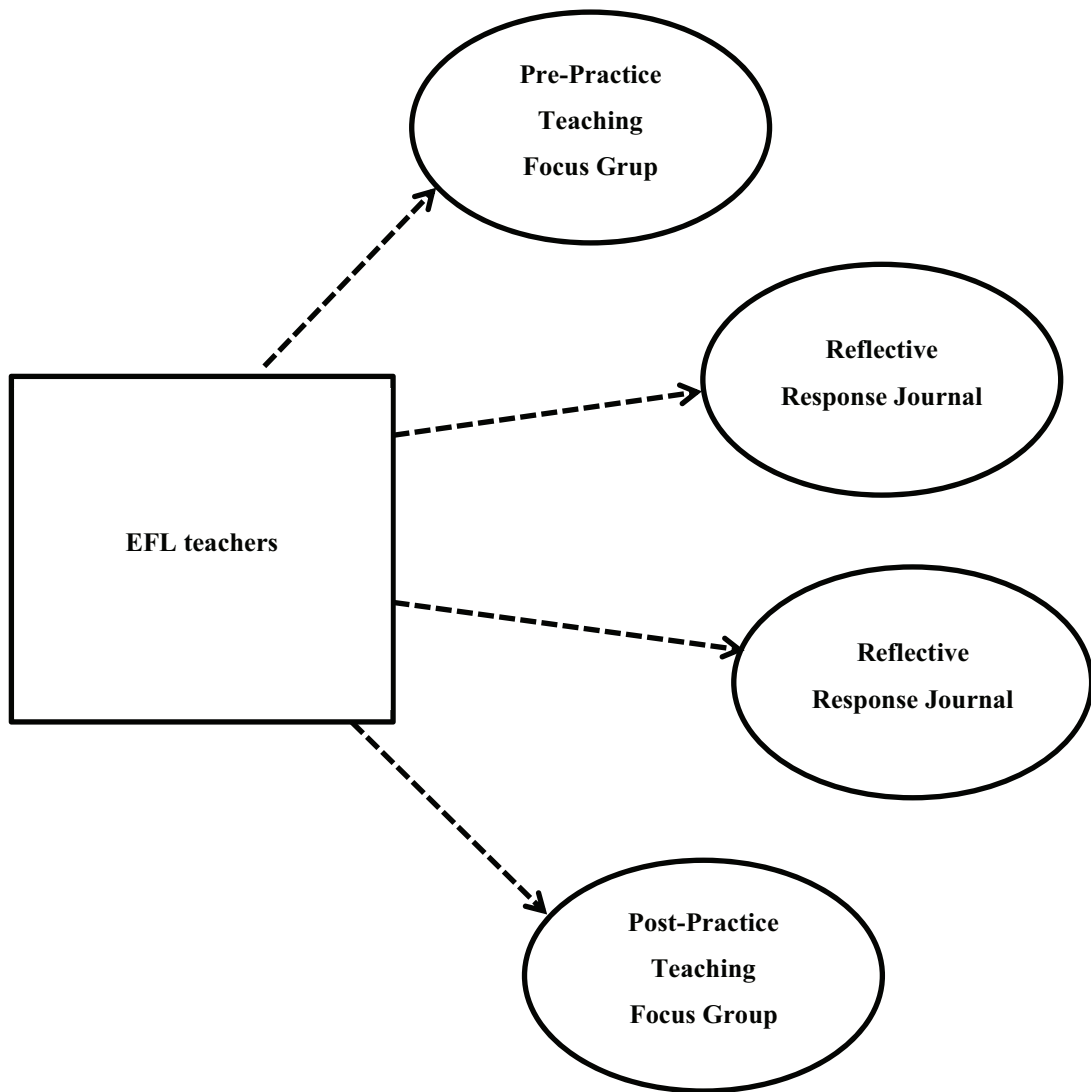


Figure 3.1: Visual representation of the research design

3.3 Data Collection Methods

The data have been collected through reflective response journals on articles placed in the course syllabus, pre-practice teaching and post-practice teaching focus-group interviews with pre-service English language teachers enrolled in FLE 404 Practice Teaching course in Middle East Technical University English Language Teaching department during 2015-2016 Spring semester.

3.3.1 Reflective response journals

As Fletcher (1997) points out that journal writing is utilized in lots of teacher education programs to encourage student teachers reflect on their initial teaching experience, likewise Farrell (2013) believes reflection has become the main constituent of teacher education programs all around the world and teacher reflection means teachers' beliefs and practice in class undergo a critical analysis and reflection is especially important as it guides teachers' actions to be more critical rather than being based upon intuitions. Journal writing naturally enhances organizing thoughts and conscious analysis than usual leading to the growing ability to adjust to the unexpectedness of classroom (Farrell, 2013; Larrivee, 2000).

Thus, reflection in this study is described as “the process of making sense of one’s experiences by deliberately and actively examining one’s thoughts and actions to arrive at new ways of understanding oneself as a teacher” (Freese, 1999, p.898), a concept requiring teachers’ “continuous observation and monitoring of their own development and learning (Poulou, 2007, p.103), and “examination of personal and professional beliefs systems, as well as the deliberate consideration of the ethical implications and impact of practices” (Larrivee, 2000, p. 294). It is alleged that when teachers are unable to reflect critically on their teaching they are bound to unchallenged beliefs and practices in class and keeping a reflective journal is a means to alter one’s existing beliefs, assumptions and practices through a critical lens as teaching is not just solid accumulation of teaching skills and strategies (Larrivee, 2000).

In a similar vein, it is reflection that enables teachers to build knowledge by asking critical questions, bridge the gap between school realities and university ideals, additionally, journal writing is a kind of reflection bearing out the same benefits as a recently introduced tool to teacher education (Lee, 2008). Types of journals are as well summarized such as; “dialogue, response, teaching, collaborative/interactive group” (Lee, 2008, pp.118-119). To sum up, “reflection is a factor in the shaping of identity” (Beauchamp & Thomas, 2009, p.182).

For this study, participants are asked to write reflections as a response to articles keeping what they discussed in class, observed in schools, and read in the articles in mind. The following two articles have been used for the course and the tasks assigned to the

participants have been tailored to get them reveal their understanding of teaching as a profession. The reflection response tasks designed for them can be found in Appendix B. The questions are designed such that it is aimed to analyze the participants' understanding and find out what they can take out from these articles to support their identity development. The questions guide them to think about the structure and argument of the articles, to show their own knowledge and understanding and engage critically by providing their evaluation by general and article-specific guiding questions. Bloom's (1956) taxonomy is also taken as a basis to reveal the participant's being able to understand, apply, analyze and evaluate of the arguments in the articles. Although the participants were required to write five article response tasks, two of the articles were found relevant to the aims of current study.

After discussion of the course instructor, the supervisor and the researcher it was decided that the articles on characteristics of a good teacher (1) and teaching Generation Y (2) which was preferred highest to write their reflections on would be used to understand their identity formation and answer the research questions of this study. The reference information of the articles is as follows:

- 1) Reilly, P. (2012). Understanding and Teaching Generation Y. In *English teaching forum* (Vol. 50, No. 1, pp. 2-11).
- 2) Miller, P. (2012). Ten Characteristics of a Good Teacher. In *English Teaching Forum* (Vol. 50, No. 1, pp. 36-38).

In total, 16 responses were submitted for Reilly's (2012) and 21 for Miller's (2012). Four of the participants fell into the group who wrote their responses only on Reilly's (2012) article, whereas nine of them fell into the group who wrote their responses only on Miller's (2012) article. These participants' responses were taken as data for the articles they wrote on. Twelve of the participants wrote their reflections on both of the articles, so their responses were taken for both articles. However, six of the participants didn't write on either of the articles.

3.3.2 Focus-group Interviews

Josselson (2013) describes interviews as "a shared product of what two people [...] talk about and how they talk" (p.1) or "a meeting [...] for the purpose of one person sharing

personal experience with the other” (p.13). As research instruments, interviews are “a resource for investigating truths, facts, experience, beliefs, attitudes, and/or feelings of respondents” (Talmy, 2010, 131). For this study, interviews have been taken as research instruments. By employing them as inquiry tools, the researchers are interested in “understanding of the lived experience of other people and the meaning they make of that experience” (Seidman, 2013, p.9).

Interviews are taken as research instruments in this study according to Talmy (2010). That is to say, status of interview and interview data, voice, bias, analytic approaches and analytic focus are thus shaped accordingly during the data collection and analysis processes. Talmy’s (2010) conceptualization of the research interviews could be summarized in the table on the following page under two broad headings:

Table 3.3: Contrasting conceptualizations of the research interview (Talmy, 2010, p.132)

	Interview as research instrument	Research interview as social practice
Status of interview	A tool or resource for “collecting” or “gathering” information.	A site or topic for investigation itself
Status of interview data	Data are “reports”, which reveal truths and facts, and / or the attitudes, beliefs, and interior, mental states of self-disclosing respondents.	Data are “accounts” of truths, facts, attitudes, beliefs, interior, mental states, etc., coconstructed between interviewer and interviewee.
Voice	Interviews “give voice” to interviewees.	“Voice” is situationally contingent and discursively coconstructed between interviewer and interviewee.
Bias	Interviewers must strive to obviate data contamination.	Reflexive recognition that data are collaboratively produced (and analysis of how they are); data cannot therefore be contaminated.
Analytic approaches	Content or thematic analysis, summaries of data, and / or straightforward quotation, either abridged or verbatim, i.e., the data “speak for themselves.”	Data do not speak for themselves, analysis centers on how meaning is negotiated, knowledge is constructed, and interview is locally accomplished.
Analytic focus	Product-oriented. “What.”	Process-oriented “What” and “how”.

An initial set of questions was adapted from Abednia (2012), Hamiloğlu (2014) and Timostsuk and Ugaste (2010). After reaching a large number of questions, the researcher refined the number of questions and rewrote the new pre and post practice teaching focus-group interview questions. Both sets of questions were discussed with the course instructor, the supervisor, and a PhD student by the researcher. This reviewing process included selecting, reordering of interview questions, what were expected as answers, and how to elaborate on those. Also for post-practicum focus group interviews, piloting was employed.

The researcher piloted the interview questions with a group of pre-service EFL teachers at a state university in Istanbul where she also worked as a research assistant. After the pilot interview took place, the questions were re-evaluated, re-ordered and re-worded by the researcher, the supervisor, and the course-instructor. Participants were given interview protocols (see Appendix C, Appendix D) and briefly reminded of the purpose of the study before each interview. The pre-practicum focus-group interview schedule, information on the interviewees and duration of interviews are as follows:

The Pre-Practice Teaching Focus-Group Interview Schedule

- 1) What do you want to do when you graduate? What are your plans? In what contexts have you taught so far?
- 2) How would you describe yourself as a prospective teacher?
- 3) What does a student teachers' professional growth mean to you?
- 4) 4a) What do you expect from this practicum?
4b) Do you think you will change in any ways during this practicum? As a teacher?
As a person?
- 5) What kind of a teacher do you want to be in the future?
5a) Why do you want to be that kind of a teacher?
5b) How do you think you can become that kind of a teacher?
- 6) What do you expect from this course?
- 7) What do you think about reflection as a student teacher?

Table 3.4: Pre-Practice Teaching Focus-Group Interviewees and Duration of Interviews

Interview No	Interviewees	Duration of Interviews
1	ST29, ST10, ST2, ST1, ST15, ST19	37:48 minutes
2	ST26, ST4, ST7, ST16, ST25, ST8, ST28, ST21, ST14	53:42 minutes
3	ST5, ST6, ST23, ST13, ST20, ST24, ST30, ST31	53:02 minutes
4	ST11, ST12, ST22, ST27, ST17, ST18, ST3, ST9	53:41 minutes

The post-practice teaching focus-group interview schedule, information on the interviewees and duration of interviews are as follows:

The Post-Practice Teaching Focus-Group Interview Schedule

- 1) What made you choose teaching?
- 2) Please describe one of your past teachers who you liked most / least?
- 3) Who else has greatly influenced your teaching beliefs and performance? How?
- 4) What are your characteristics as a teacher?
- 5) How do you evaluate your teaching and language skills?
- 6) 6a) What are your main responsibilities as a teacher?
6b) Who has power in your classroom and how is it expressed?
- 7) How do you feel as a teacher of EFL? What is your purpose of teaching EFL?
- 8) What do you want to change about the present situation of English language teaching so that it will be more in line with your pedagogical ideas?
- 9) Do you think your practice teaching school has contributed to your development as a teacher?
- 10) Do you think your practice teaching course has contributed to your development as a teacher?
- 11) 11a) What are your plans about your professional life in the future?
11b) Is there any possibility of leaving teaching as your main career?

Table 3.5: Post-Practice Teaching Focus-Group Interviewees and Duration of Interviews

Interview No	Interviewees	Duration of Interviews
1	ST29, ST10, ST2, ST1, ST15, ST19	52:39 minutes
2	ST24, ST23, ST25, ST27, ST30, ST26, ST4, ST28	42:08 minutes
3	ST7, ST18, ST5, ST17, ST13, ST22, ST31	47:42 minutes
4	ST3, ST12, ST6, ST20, ST9, ST16	50:22 minutes

All of the interviews were audio-recorded and verbatim transcribed by the researcher just after the interviews were conducted to make it easier to review the interview and reflect on what were talked for an initial thematic analysis (Josselson, 2013). Also, the researcher had access to the online portal where the participants submitted their article reflection responses and read their papers to grade them over 4 points. This gave the chance to the researcher for an initial reading and memo writing.

3.4 Data Collection Procedure

Data were collected throughout Spring 2015- 2016 semester, and the table on the following page shows the types and sources of collected data.

Table 3.6: Overview of the collected data

Student No	Focus-Group Interview 1	Reflective Response Journal ¹ (Reilly, 2012)	Reflective Response Journal ² (Miller, 2012)	Focus-Group Interview 2
ST1	✓	✓	✓	✓
ST2	✓	✓	✓	✓
ST3	✓	✓	✓	✓
ST4	✓	✓	✓	✓
ST5	✓	✓	✓	✓
ST6	✓	✓	✓	✓
ST7	✓	✓	✓	✓
ST8	✓	✓		
ST9	✓	✓		✓
ST10	✓	✓		✓
ST11	✓	✓	✓	✓
ST12	✓		✓	✓
ST13	✓	✓	✓	✓
ST14	✓		✓	
ST15	✓	✓	✓	✓
ST16	✓			✓
ST17	✓		✓	✓
ST18	✓		✓	✓
ST19	✓	✓		✓
ST20	✓		✓	✓
ST21	✓	✓	✓	
ST22	✓		✓	✓
ST23	✓		✓	✓
ST24	✓		✓	✓
ST25	✓			✓
ST26	✓			✓
ST27	✓		✓	✓
ST28	✓			✓
ST29	✓	✓	✓	✓
ST30	✓			✓
ST31	✓			✓
Total:	197:33 minutes	16 reports (Around 33 pages)	21 reports (Around 45 pages)	192:11 minutes

3.5 Data Analysis

Before actual data analysis process, all the interview data was verbatim transcribed by using Microsoft Word software meticulously; including pauses, slips of tongue, grammatical mistakes. There were made no editions or corrections on the interview data in order to preserve the authenticity of the participants' views. The interviews were held in English. The findings were written without stating any names of the participants; rather the participants were referred to only by numbers such as ST1, ST2, ST3, etc.

3.5.1 Qualitative data analysis

As argued by Creswell (2013), data analysis process involves “a preliminary read-through of the database, coding and organizing themes, representing the data, and forming an interpretation of them” (p. 195). Departing from this framework, a cyclical - reiterative analysis process has been adopted; namely, first reading and memoing, coding and categorizing the emergent codes, combining them into themes, and then interpreting them, and finally reporting the interpretations.

Before starting the actual data analysis process, the interviews have been transcribed verbatim to eliminate the risk of losing or missing any data, which might be indeed useful and insightful for the thorough interpretation. After all the data is in written format, the researcher started in-depth analysis of the case under the focus of this study. The concept of code is taken as “a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and/or evocative attribute for a portion of language-based or visual data” (Saldana, 2009, p.3). Subsequent to coming up with preliminary codes, the data have been coded by using “descriptive codes” which “assigns basic labels to data to provide an inventory of their topics” (Saldana, 2009, p.66) as an elemental coding method to initially review the data set and lead to future analysis processes.

Following this, pattern codes which are “explanatory or inferential codes, ones that identify and emergent theme, configuration, or explanation. [...] They are a sort of meta-code” (Miles & Huberman, 1994, as cited in Saldana, 2009, p.152) have been assigned to the data as a second cycle coding method. This also allowed identify categories “to organize and

group similarly coded data” (Saldana, 2009, p. 8). Subsequent to division of codes to interrelated categories, themes described as “broad units of information that consist of several codes aggregated to form a common idea” (Creswell, 2013, p.202), have been constructed. The underlying process for data analysis has been guided by the model below suggested by Saldana (2009).

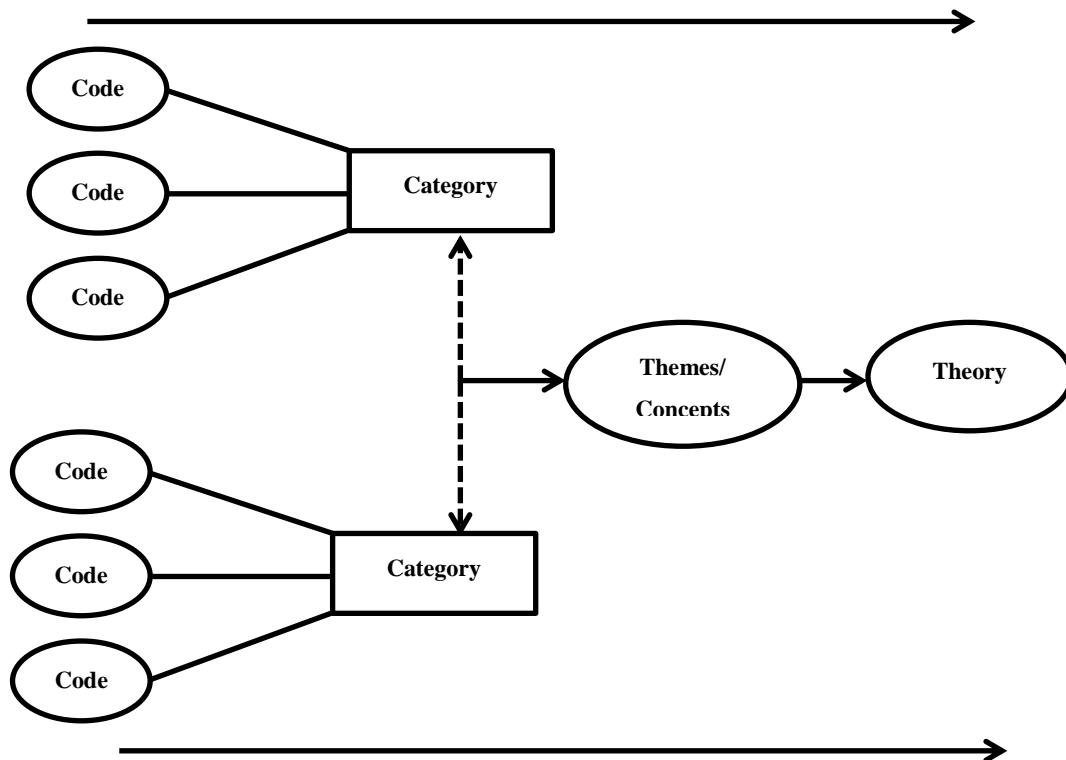


Figure 3.2: A streamlined codes-to-theory model for qualitative inquiry (Saldana, 2009, p.12)

As argued in Ryan and Bernard (2003); analyzing text necessitates the following: discovering themes and sub themes, deciding on important ones, putting them in a hierarchical order, and relating them into theoretical models (p. 85); upon deciding on themes the researcher could look for repetitions, categories, metaphors and analogies, transitions, similarities and differences, linguistic connectors, missing data, theory-related material, sorting, word lists, word co-occurrence, meta-coding (pp. 89-100). Upon identifying themes, pattern codes have been taken as departing points.

Also, the themes came “both from the data (an inductive approach) and from the investigator’s prior theoretical understanding of the phenomenon under study (an a priori approach)” (Ryan & Bernard, 2003, p.88). Throughout the data analysis process, the data were analyzed by using MaxQDA software (Version 12, Release 12.1.4), and sample screenshots of the analyzed data taken from the software program, MaxQDA could be found in Appendix F. Also, the list of codes retrieved from the program could be found in Appendix G. The table below outlines the whole data analysis process employed in this study:

Table 3.7: Data Analysis Process

Step 1:	Verbatim transcription of interview data
Step 2:	First reading and memoing of interview and journal data
Step 3:	Assigning preliminary codes
Step 4:	First cycle coding: Descriptive codes
Step 5:	Second cycle coding: Pattern codes
Step 6:	Identifying themes
Step 7:	Associating themes with the research questions
Step 8:	Checking consistency among codes, categories, and themes
Step 9:	Interpreting the results and relating them to the literature

3.6 Trustworthiness of the Research

Creswell (2013) suggests that qualitative researchers should engage in at least two of the eight validation strategies Creswell and Miller (2000) identified: (1) prolonged engagement and persistent observation, (2) triangulation, (3) peer-review or debriefing, (4) negative case analysis, (5) clarifying researcher bias, (6) member checking, (7) rich and thick description, and (8) external audits. For this study, I utilized triangulation, clarifying researcher bias, and rich and thick description.

3.6.1 Triangulation

In order to ensure internal validity, data will be collected multiple ways through reflective response journals, pre and post practice teaching focus-group interviews. By doing so, it is aimed to achieve to triangulate the data in specific methodologically; also, taking different theories discussed in review of literature section into account to analyze the data will allow for theoretical triangulation (Mackey & Gass, 2005) and it will give the researcher the opportunity to compare and contrast findings for accurate and precise interpretation of data. Theoretical triangulation is to be found in discussion in the next chapter by referring to Beijgaard, Verloop, and Vermont's (2000) and Xu's (2012, 2013) arguments as broader frameworks and other research in the literature in detail.

3.6.2 Clarifying researcher bias

Merriam (1998) argues that the reader should be informed about the researcher's position, biases, and assumptions related to the study. Thus, I, as the researcher, stated my role as a researcher at the end of this chapter in positioning as a researcher section.

3.6.3 Rich and thick description

To give a better picture of the case under focus, the context of the study, the requirements of the course as data collection site, the participants, and what they experienced during this process were described in detail. In order to achieve this, a separate section to give an overview of the case is to be presented in findings and discussion section in the next chapter. Also, presenting a large number of quotes to ground the researcher's interpretation on in the findings and discussion section was utilized as a tool to achieve rich and thick description of the case (Creswell, 2013).

3.6.4 Peer checking

Peer checking was ensured as reliability in qualitative research refers to "the stability of responses to multiple coders of data sets" (Creswell, 2013, p. 253). For this reason, the researcher asked a colleague of hers, who was a native-speaker of English, an adjunct professor in the ELT department where the researcher worked at, and had expertise in

qualitative research, to analyze some sets of data. Due to the fact that Lombard, Snyder-Duch & Bracken (2003) state the second researcher needs to analyze at least ten percent of the whole sample, the second researcher analyzed 1 focus group interview transcriptions out of 8, and 6 article response reports out of 37, which was equivalent to roughly 14% of the whole data. Following this, 7 phrases or sentences were assigned more than one code, 2 phrases or sentences were recoded, and one category name was changed.

3.7 Positioning as a Researcher

The researcher had a participative and insider role during the research. As a graduate of ELT department, and having 3 years of teaching experience at tertiary level, I had an idea of practice teaching courses at university, practice teaching schools, and actual language teaching. I believe this made it easier to interpret the journal and interview data. I prepared the tasks for the articles that the participants were assigned each week and graded them together with the course professor on online software, *Turnitin*. However, the participants didn't know that I graded their article responses that I would use for my study. I attended the weekly class sessions when I gave the focus-group interviews. In addition to that, I shared some sources that the participants might use in their teachings, my experiences as a former language instructor, and foreign language teaching assistant abroad, and a current research assistant. I believe these also made it more likely that the participants felt comfortable while participating in the study.

3.8 Ethical Considerations

The researcher applied to the Human Subjects Ethics Committee of Middle East Technical University; submitted the required documents, and carried out the study in accordance with the codes of ethics. All the participants were informed about the purpose of the study and their consent was taken. They were also informed of the data gathering process. They knew that they would be interviewed and audio-recorded. To ensure confidentiality and anonymity of the participants, their privacy were protected, a number was assigned to each participant and they were referred to through these numbers. At the end of the data collection process, debriefing forms were given to participants giving them the right to obtain information about the results of the study.

In this chapter, I presented the theoretical framework and research paradigm employed in the study, gave a detailed description of the research design by introducing the context and the participants. Data collection methods and data analysis procedure were clearly demonstrated. The strategies employed for trustworthiness of the research were discussed along with positioning as a researcher and ethical considerations. In the following chapter, I will present findings and discussion related to them. I will present the emergent themes regarding my aims to answer what constitutes teacher professional identity, how the participants understood their professional identity formation throughout practice teaching, and the effects of practice teaching and reflection on their understanding of their professional identities.

CHAPTER 4

FINDINGS AND DISCUSSION

In this chapter, I will present the themes emerged from the analysis of reflective response journals, pre-practice teaching, and post-practice teaching focus-group interviews. I will firstly give a brief overview of the findings and then discuss the themes for each research question separately by referring to the participants' ideas on what constitutes teacher professional identity, how they understood their professional identity formation throughout practice teaching, and the effects of practice teaching and reflection on their understanding of their professional identities.

4.1 Summary of Findings

In this section, I would like to present a brief summary of the findings of the current study. My aim was to explore the pre-service EFL teachers' opinions on the essentials of teacher professional identity, their own professional identity development, and the effects of practice teaching and reflection on their understanding of their professional identity. Regarding these research focus, the data were collected throughout practice teaching course by means of reflective response journals and focus-group journals. The data revealed emerging themes during and after meticulous process of data analysis. The table on the following page summarized the themes for the research questions of this study:

Table 4.1: Summary of the themes

Research Question 1: What constitutes teacher professional identity according to pre-service English language teachers?
<ul style="list-style-type: none"> Teacher as a subject-matter expert Subject knowledge – Lifelong learning in teaching
<ul style="list-style-type: none"> Teacher as a didactical expert Skills – Attributes – Teacher roles
<ul style="list-style-type: none"> Teacher as a pedagogical expert Student-centeredness – Instructional design
Research Question 2: How do pre-service English language teachers see their professional identity development during practice teaching?
<ul style="list-style-type: none"> Cue-based and Exemplar-based Identities Features as teachers and referring to role-models
<ul style="list-style-type: none"> Rule-based and Schema-based Identities Authority driven practices and dynamic contexts
Research Question 3: How do practice teaching and reflection influence pre-service English language teachers' understanding of their professional identity formation?
<ul style="list-style-type: none"> Practice Teaching as an Opportunity of Professional Growth Effects of mentors and observation – Improvement of skills and knowledge
<ul style="list-style-type: none"> Reflection as a Process of Deepening Understanding In-depth grasp of practices

The findings answering the research questions were quite complex and interwoven. As can be seen in the table above, regarding the first research question, three themes emerged as essentials of teacher professional identity. According to the participants, teachers should be subject-matter experts, didactical experts, and pedagogical experts. The skillful combination of these three types of identity encompassed necessary skills for teaching and prioritizing student development. Under these three broad identity types, there were related data of subject knowledge, skills, teacher roles, attributes, student-centered approaches, and instructional design categories.

For second research question about how the participants understood their own teacher professional identity, the data revealed that there was a transition from cue-based and exemplar-based identities to rule-based and schema-based identities. However, these classifications were by no means clear-cut. The participants' frequent comments on the characteristics of a social entity like teacher professional identity and their reference to past teachers were interpreted to signal cue-based and exemplar-based identities at the beginning of practice teaching process. On the other hand, the participants frequently discussed authority and their possible identity shift in different contexts of teaching were interpreted to signal rule-based and schema-based identities. Although there were more data that could be tracked to rule-based identities, there were not so many instances that could be tracked to schema-based identities. Still, all of these identity types were found relevant and justifiable by the data.

Regarding the last research question on the ways practice teaching and reflection influence the participants' understanding of their professional identities; the finding obtained from the data collection tools indicated that both of them were quite necessary and helpful. Practice teaching was specifically crucial due to the fact that the participants had the chance to observe real classroom settings, learn from their mentors, improved their teaching and language skills, and question their own or common practices in language classrooms. In addition, reflection was appreciated that it gave the participants time to digest knowledge and associating it with real classrooms. It was also suggested that reflection was an opportunity to critically evaluate what the participants had experienced.

Finally, there were two other themes found in the data. The participants provided an overview of the case under study, which was placed first before presenting the findings. Also, their future aspirations were expressed at the end of this chapter to give a broader sense of the case and the themes of the current study.

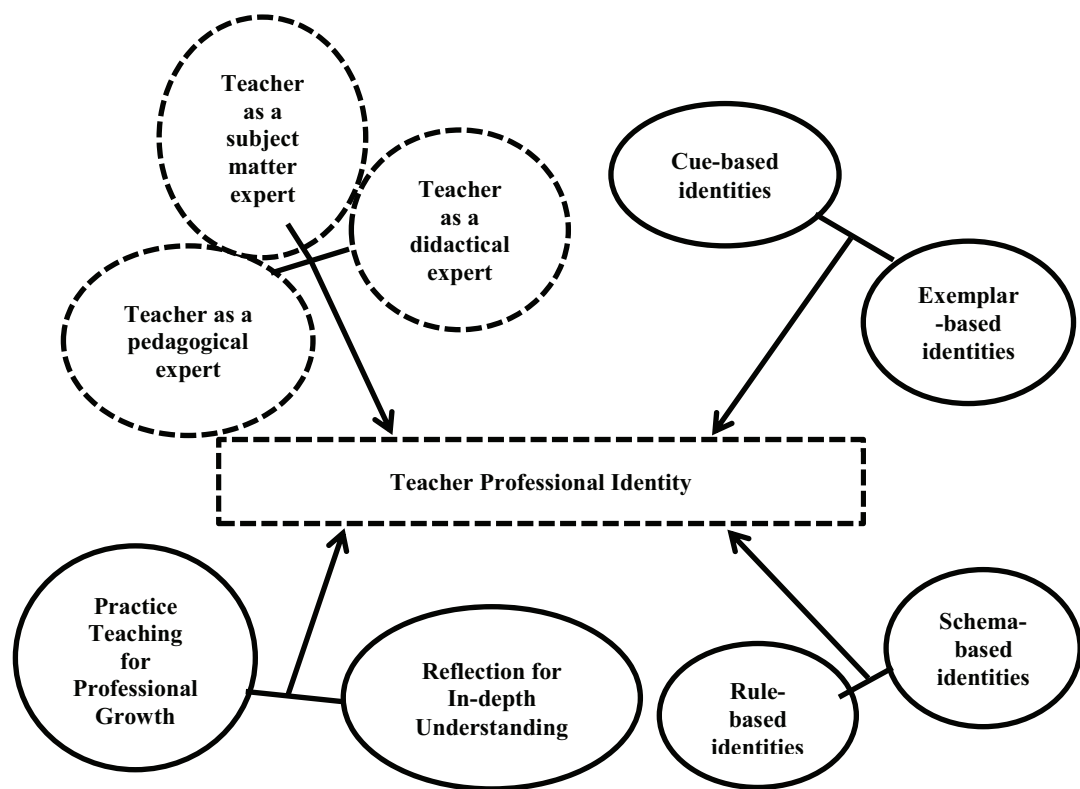


Figure 4.1: Visual representation of research findings

4.2 An Overview of the Case

In order to sketch out the general profile of participants, they were asked about some background information such as their previous experience in teaching, and the reasons why they chose teaching as a profession. As the analysis part of a case study also present a variety of learners' perspectives through rich and thick description of the participants and the context (Creswell, 2013), related information is reported while presenting the findings.

The definition of teaching as an abstract concept differed from one participant to another. One of them, ST17 gave a metaphorical definition of it by likening it to a journey: *"Teaching is a journey through which we discover the potential that we have"* (Article 2).

It was agreed by the participants that it is a profession of multiple facets sometimes as *"one of the most difficult professions of all"* (ST3-Article2), sometimes as *"the only profession that one steals things from his/her house and brings it to work"* (ST7-Article2) or as further

having been added: “the scope of the teaching profession is so broad that teachers need to do various things in any field. For example, they need to know about health somehow in case something happens to their students, or they need to know about art to broaden their and their students’ horizons.” (ST3-Article2). However, ‘individuality in teaching’ stood out in all of their arguments. ST12 claimed, *“there is not a simple set recipe for becoming an effective teacher”* as *“what makes a teacher good is a relative issue”* (ST20).

When the participants were asked about the reasons why they chose teaching as a profession, ‘being effected by other people’, ‘aptitude’, ‘the aim of shaping the future’ stood out the most, whereas there were some participants who decided to be a teacher in order to be able to study at a specific university, or effected by movies that they had watched. It was most of the time their previous teachers who either guided or encouraged them to be teachers. ST10 stated that: *“I have loved my teacher a lot from beginning of my childhood, I think. I really admire them. I have very good connection with them so I want to be like them”* (FGI-5) similar to what ST23 said:

Actually I want to be a teacher from the first grade. I think it is because I had a really nice teacher as my classroom teacher. [...] my teacher was so great that I wanted to be so. The people from the profession stand a role model for us. If they are good, we tend to have the profession. I think it is the teachers who affect me to do so. (FGI-7)

It was the admiration they had for their teachers as the basic motivation; “I have always wanted to be a teacher since my elementary school years. However, my teachers’ –especially primary and elementary school teachers- behaviors and attitudes led me to choose this profession. I admired them” (ST3, FGI-8), and this remained the same throughout years; *“When I met my first English teacher, I told myself that I will be an English teacher like him. Then I had more different English teachers and all of them made me think that I should be an English teacher”* (ST20, FGI-8).

Besides having been effected by their previous teachers, the participants also mentioned some of their family members inspiring them to be teachers. ST18 stated that: *“I think my sister made me choose teaching because she was also an English teacher at university”*

(FGI-6), and ST2 mentioned: *"I have been grown up in school context, my mother was a civil servant in a school so I was just holding the teachers' hands and was going to the lessons and always sitting just with the students"* (FGI-5). Again for the family members it was their admiration the participants had for them; *"Besides my teachers, my father, who is a teacher, influenced me because I saw his enthusiasm and passion for teaching"* (ST16, FGI-8).

Another reason to choose teaching for the participants was the aptitude either to languages or teaching. As ST15 stated *"I loved learning language especially English"* and *"it is like a part of my characteristics when there is a thing that I know and I am sure of it I want to teach it, I want to say it. I mean I can't hold it to myself"* (FGI-5), similarly indicated as below:

Actually it all started with my language love, I guess. I found the language like a secret code, I love to describe it I love to decode them and find the secret meaning I guess and then when I was a child, I was a actually a successful student at the school and our neighborhood, our neighbors would send their child to me to teach something, to solve a problem, not only in language but also in math's or, or Turkish or any kind of thing and I loved it in that way. so it it's that two thing language and teaching I combined it together. (ST1, FGI-5).

It was also a part of their routine: *"I always helped my friends while studying for the exams. They were happy to study with me, said they understood the topic better. Then, I felt that I could convey my knowledge to other people easily and do this willingly."* (ST12, FGI-8), or their childhood memories: *"when I was a child, I used to write with board marker on the surface of the door and put my toys as my students. It was one of my favorite activities"* (ST23, FGI-7).

Additionally, 'the aim of shaping the future' was mentioned by participants such as ST6:

I dreamed of being a teacher. I guess the reason was the satisfaction of teaching something to someone. I liked helping people or being the source of information. Also, I have genuinely believed that teachers can change their students' life; they can make a difference. Especially for young learners, they can shape students, so

they can shape the society. I know this sounds a little bit utopian, but this was the reason. (FGI-8),

ST3 added: *“Also, the most important reason why I have chosen teaching is that you touch upon children’s lives and you have an impact on them, which means you shape the future”* (FGI-8), and ST20: *“Besides, I want to change the future and I believe that only the teacher can shape the futures by raising students”* (FGI-8).

Another participant shared that: *“I believe I was affected by some movies such as “Dead Poets Society”, “Freedom Writers”. These figures were role models for teachers and they were helping students to choose the right paths for their lives. They were making a difference”* (ST6, FGI-8). Additionally, university choice was one of the determining factors to be a teacher as ST5 said: *“I always wanted to be studying at METU”* (FGI-6).

In terms of their previous experience, participants mentioned tutoring, their former school experience course, and Erasmus exchange programs as quoted below:

Last semester, I was doing my school experience in high school, (private high). And I am also giving private lessons, I am tutoring young learners. I have 2 high school students, 4 or 5 young learners. 2 or 3 years ago, I taught one primary level student. (ST5, FGI-3)

ST13 also stated *“It was only school experience course for me. I taught (private) high school. For this semester I will teach (private) secondary school.”* (FGI-3).

In addition ST26 mentioned that: *“I had an internship at Erasmus program in Netherlands. It was 8 and 9 years old students, also 12 and 13 years old students. I worked at a private course as a lecturer. They were preparing for exam, 8th graders”* (FGI-2), and ST12 added:.

I am working at a private course. So far I really have worked with different students. For example for one hour I work with a student 55 years old or another hour university students for proficiency exam. Another hour with a young learner who is

very active. And now I'm the teacher not substitute teacher and working with 6th graders for one year. (ST12, FGI-4).

In terms of general description of the case; the participants' previous experience in teaching changing from one-on-one tutoring to private courses, their definition of teaching with a focus on uniqueness of the practices of teachers, and their reasons to choose teaching as a profession were discussed.

4.3 Emerging Themes

4.3.1 Essentials of teacher professional identity

In order to answer the first research question, participants were asked about the elements that constituted teacher professional identity. The findings suggest that it is a successful combination of subject and pedagogical knowledge, and certain skills. It was also found out that teaching as a profession had some requirements from teachers who were of various roles and attributes.

4.3.1.1 Teacher as a subject-matter expert

Assuring quality instruction by good command of subject knowledge and adopting a student-centered approach to teaching were reported fundamental by the participants. Under academic knowledge; lifelong learning in teaching, having a good command of subject, and getting feedback on their teaching were expressed mostly by the participants to form an important part of teacher professional identity. First and foremost, *"being an expert in the field"* (ST15, Article2) and *"competent in his/her field"* (ST20, Article2), having *"knowledge of the subject matter"* (ST13, Article2) was uttered to be indispensable by most participants.

However, it was not enough just to have subject knowledge, rather it should be supported by teaching skills as: *"a good teacher should know how to teach as well as the subject matter itself. There is no doubt that a teacher should be an expert in its field, yet the sole information is not enough on its own."* (ST6, Article2). *"Only with the qualified teachers*

who are able to transfer their knowledge effectively” (ST7, Article2) it was alleged possible to sustain successful teaching. Also ST13 added:

Also, s/he has to be aware of the objectives of the lesson; s/he has to know what to teach in the right time and in the right place especially in English language teaching, in my opinion. This can also be associated with the knowledge of the subject matter somehow. To illustrate, an English language teacher has to teach past tense before teaching past perfect tense. Again, s/he should not look down on the young learners when they forget something taught before, but s/he must make them repeat the learnt knowledge in other contexts because young learners learn and forget something quickly, and a language teacher must have the knowledge of these issues. (Article2).

When participants remembered their past teachers, similar issues arose. ST15 stated: *“I have encountered many good teachers and when I take into consideration the common features of those teachers I can say that they have they are all knowledgeable and they are expert in their areas.”* (FGI-5) similar to ST18 who noted: *“teachers have this subject knowledge and they were really good at passing that knowledge on us”* (FGI-6). However, lack of subject knowledge sometimes led undesired experiences for the participants as ST19 mentioned: *“the teacher I least like was in high school, my mathematics teacher. He didn’t know the subject, he couldn’t solve the problems. Sometimes one of our friends would go to the teacher and explain the solution of the problem”* (FGI-5).

Another area was found to be the importance of lifelong learning in teaching. As can be understood from the quote below, subject knowledge and lifelong learning complemented each other, and subject knowledge consisted of several sub-sets according to ST15:

The second property to be a good teacher is being an expert in the field. Namely, we as language teachers need to know the language properly to teach it. For instance, we should know the grammar, vocabulary, of the language, and have reading, writing, and listening skills in foreign language. Of course, knowing everything is impossible but we can keep learning throughout our lives so we need to open to learning new knowledge. (Article2).

It was acknowledged by ST4 as well: *“In addition, teachers should be more open to developments and advances in their fields. They need to follow new ways of teaching in order not to repeat them and fall behind in the field.”* (Article1). It was also discussed to be essential to be able to address today’s learners: *“In order to respond Gen Y’s needs and cope with their curiosity, the teachers should renovate themselves by criticizing their current level and asking for further improvements.”* (ST5, Article1). In order to attain lifelong learning in teaching participants proposed a variety of opportunities such as *“attending conferences”* (ST6, FGI-3) and learning from colleagues as suggested as follows: *“In this department we always talk with the theoretical courses but in the conferences the speakers will give us practical examples, practical lesson plans, practical solutions etc. I think it will be golden knowledge for us as a prospective teacher.”* (ST6, FGI-3).

“I want to learn from my colleagues also because they are more experienced than us. Also we can learn from each other at the same ages. We can learn from anybody who is teacher. So I would like to contribute to my colleagues and I would like to learn from them.” (ST15, FGI-1)

Additionally, reading in English, getting experience in different levels, keeping up the hard work were mentioned by participants as ways to contribute to their lifelong learning process in their teaching career.

4.3.1.2 Teacher as a didactical expert

In order to answer what elements the participants see as fundamental to teaching profession, they mentioned some skills as well such as classroom management skills, the ability to create a positive classroom environment, to build rapport, or to engage students to the lesson. There were other areas that could be related to the classroom practice of a teacher, namely, material design and technological skills. Additionally, communication skills and effective use of body language was also argued to be a part of teaching.

Among all these, technological skills were emphasized most by the participants. *“Knowing your ways around technology, being able to integrate it into the lessons to support the students’ learning”* (ST18, Article2) was investigated as a skill that teaching profession

required. For ST13 being able to make use of technology was a way to be innovative language teaching:

In language teaching, I believe that one of the most outstanding issues is that being innovative by abstaining from traditional teaching methods. For instance, now we are in technological era and a teacher should make use of the technology in his/her classroom such as the computer, the mobile phones, PPT Presentation, etc. I think just studying from the coursebook would not be enough for teaching and appeal to the students. (Article2)

It was a requirement to be able to address to the new generations for ST1: *“As we all know, the new generation and new technological developments make teachers dependent on these changes. That’s why we all need to improve ourselves in terms of new techniques and methods for teaching”* (Article1). However, ST7 made it sure that integrating technology did not always mean efficient use of it, it got meaningful when it was combined with justifiable methodology behind as quoted below:

Firstly, the integration of technology into the classroom activities is a very important factor. However, there are some principles to follow to take an advantage from it. For instance, when a teacher uses a smart board for the old type of activities, there is not much difference with or without that technological device. (Article1)

ST5 agreed to ST7 by giving a concrete example: *“preparing 50-slide PPT presentation full of copy-paste factual information does definitely not means that we achieve to integrate the technology in the class”* (Article1). Another participant exemplified:

For instance, there is a project called “Fatih” in Turkey and that project provides schools with smart boards and is aimed to use technology more in schools. However, as far as I observe, most teachers do not know how to use them. Even if when they use smart boards, they fail to integrate them into the lesson effectively. (ST21, Article1).

When participants evaluated themselves in terms of technology related skills, ST2 mentioned that: *“I am not a technology native and I think it will be challenging for me to follow the new*

games and applications all the time and adapting them into my lessons” (Article1). Similarly, ST5 felt that: “as a prospective English language teacher, I need to work hard and understand characteristics of my learners in order to bridge the gap and utilize technology for instruction” (Article1). ST4 planned ahead and prepared for future teachings in terms of technology and stated that:

We adopt technology into our student’s learning processes. For this purpose, there are tons of activities, applications, games, videos etc. in the Internet. When I think of my classes next year, I have already planned some of the technological tools in my classes. In my opinion, instead of taking technology from students, we can make it fun and educational. (Article1).

ST6 had a brilliant idea on how to incorporate technology in teaching taking different learners into account and made plans as well for future teachings:

For example, we can use “Whatsapp” to communicate with the student and give feedback to them or we can use “Flipped Classes” sometimes. We can assign a video as homework to our students and in the classroom, we can do different enjoyable activities. This will also address the kinesthetic learners since they can participate in lively activities in the lesson instead of listening to the teacher. (Article1).

Likewise, ST21 mentioned several applications to be used in class but cautioned that: *“The most significant point about these apps is that they should have a purpose. Students should know why they are using them and then learning is likely to take place. Having fun does not necessarily mean that learning occurs.” (Article1).* For ST9, it was cell phones to be used in classroom: *“we need and should know how to integrate cell phones” (Article1)* and ST15 elaborated on this idea: *“For instance, we can want students to prepare posters or presentations on computers with the programs that they like or mobile phones can be used interactively in lessons such as applications like Kahoot.” (Article1).* ST15 also suggested using technology for feedback: *“The teachers can also benefit from the technology while giving feedback to students by giving feedback on the online blogs or asking them to post comments on their friend’s works.” (Article1).* Furthermore, ST21 saw technology as an aid for teachers’ relationship with students: *“if we cannot integrate technology into the learning*

environment, then s/he cannot teach effectively and is likely to fail to build a strong relationship with the learners” (Article1).

Following technology skills, creating a positive classroom environment, being adept at classroom management, and engaging students to the lesson were seen vital for teachers and perceived as a part of teacher professional identity by the participants. According to most of the participants in order to “*create a classroom culture and a positive atmosphere in the classroom*” (ST11, Article2), or to “*foster a friendly and trustful classroom in which students can voice their opinions freely, make mistakes and share their knowledge with their friends*” (ST2, Article2); “*teacher should try to get all of the students involved in the class*” (ST4, Article2) “*so that students can learn in a more relaxed atmosphere in the classroom*” (ST20, Article2). In this sense, creating a positive classroom environment was one of teachers’ priorities and among the areas that were a part of teacher professional identity as “*a teacher should create a healthy learning environment in which the students respect each other*” (ST6, FGI-8).

For ST12; a cozy classroom was necessary for language learning as found in the participant’s own words: “I have always thought any learning environment should be warm and intimate because especially language learning occurs best when the learners have the lowest anxiety” (Article2). There were several opportunities to create a positive classroom environment according to ST21 and the participant illustrated:

For instance, a teacher may smile and say well done to a young student and that attitude may change the student’s whole impression about that teacher. As a result, that student may be encouraged to participate in the activities more. How teachers act in the classroom effects the way students learn. (Article2).

Two of the participants mentioned visuals as an alternative tool to create desired classroom environment, ST6 mentioned, “*we can equip our classroom environments with many different visuals. I think these visuals will be more effective if they facilitate peripheral learning*” (ST6, Article1), and ST8 discussed: “*Considering this generation, there should be many visuals and drawings etc. to get their attention and increase their motivation*”

(Article1). Another class-related issue was having classroom management skills according to the participants.

A teacher should have classroom management skills. What comes to mind when we hear classroom management is mostly a class in silence listening to teacher. Of course, teacher has to be able to make them listen to him in silence sometimes. He can set some classroom rules with the class for this and some other purposes. On the other hand, for me, classroom management also means that teacher should see and reach each student whenever he wants. (ST4, Article2).

As can be understood from the quote above, ST4 referred to various aspects of classroom management. Moreover, ST6 exemplified the importance of classroom management by the example below:

If the teacher cannot manage the students, it does not matter how knowledgeable, understanding, talented s/he is. For example, this year I observe 8th graders in the scope of practice teaching course. The classroom management is so challenging in one class that the lesson is interrupted countless times despite my mentor's effective classroom management. I cannot imagine what would happen in this class if my teacher had had problems with management. (Article2).

For ST29 commented on how classroom management skills should find an echo on students:

Students should gain the awareness that their teacher is a professional who can manage everything in the classroom and they should stop worrying about their teachers because the only thing they are expected to do is studying their lessons. (ST29, Article2).

Engaging students to the lesson was another competency that was included in teachers professional package. ST22 put forward that as teachers: “You need to engage students to the lesson with your energy and willingness as much as possible” (Article2). ST21 asserted the need for prospective teachers “we should be aware of the fact that learners nowadays are different from the previous ones. Knowing that, we are supposed to use different teaching

strategies so that learners can be involved in an engaging learning environment” (Article1). The actual reflection of this on classroom were found in ST19’s utterances which was questioning as well:

I learn a lot when I experience or see what I am supposed to learn and the outcome is much more permanent compared to the traditional lectures. Thus, why do teachers stick to the traditional lectures while they can make students learn using visual and kinesthetic methods? (Article1).

In the same way, material design was mentioned to be a part of teachers’ skills. ST11 clarified the necessity that *“teachers need to be creative to draw the attention of the students and make the lesson more enjoyable and interesting for the students especially in language teaching”* and added: *“We should be able to create some games or authentic activities which are suitable for the subject as language teachers because students learn the language more when they use it” (Article2).* ST2 argued: *“when students see just drills, they skip the nature of language learning and see the learning as a mechanistic process” (Article2)* and further remembered one past experience:

I had a student and she thought that she hated English when I first talk to her. When we started to study together, she started to ask questions, form sentences and feel excited about English, because she had a musical intelligence and we were taking the lyrics as reading materials. (Article2).

ST13 also recommended that: *“a language teacher should prepare colorful and extraordinary activities for the students. Also, s/he should not use the same activities over the years, but change them according to the students’ needs and interests as the time passes” (Article2).*

In addition to these, the participants mentioned building rapport, having good communication skills, and using body language as necessary. ST15 put emphasis on the use of target language: *“Language teachers should know to maintain communication with students mostly in the foreign language because the more the students expose to language the more they will develop their language skills” (Article2)* and ST7 reminded: *“most*

effective teachers use the imitation, mimic and intonation to express a meaning or a feeling. By doing that, teacher creates an affective bridge between students and herself by showing students that s/he is a normal human being like them” (Article2).

As a part of teacher professional identity, the participants commented on a variety of features that a teacher should possess which were categorized as attributes to teacher professional identity. Affective characteristics such as being enthusiastic, caring and loving the job stood out as the features that the participants attribute to teacher professional identity most. The participants emphasized that some of these features are “*inborn abilities and related to the teacher’s personality*” (ST13, Article2). For most of the participants, enthusiasm ranked first among the attributes that they had attached to teacher professional identity. ST18 was also one to state this: “*the most important one is being enthusiastic about the job. If you do not love teaching, it does not matter how well you know the subject*” and related it to instruction as well. Enthusiasm was also linked to the reasons to choose teaching as a profession by ST4:

In my opinion, the most important characteristic of a good teacher is his enthusiasm for his job; teaching. This must be the first reason why he chooses this job. I did not choose to be a teacher because it is easy, well-paid or something else. Only reason why I chose was my passion for teaching. For me, even if someone carries all the other characteristics of a good teacher but enthusiasm for teaching, I would not call him a good teacher. (Article2)

ST23 evaluated the general situation of enjoying learning languages and associated it with the teacher’s enthusiasm about the profession and the ability to transfer it to students:

As personally speaking, a teacher’s being having a contagious enthusiasm is the first in rank. It all starts with the teacher to make the lessons attractive for the class. Especially in English, I believe that there are two kinds of people who love English and who do not. There is not in the middle, regardless of exceptions. And when I meet a person who hates English, I ask the reasons, and s/he generally replies as s/he did not like his/her teacher in the primary or secondary school. I think it goes as how it has started. My English teachers in the primary and secondary school were really

good, who make me love English and affect me choosing this profession. It is so because they were enthusiastic about teaching and they could manage to transfer that enthusiasm, at least, to me. I still remember amusingly doing my first English homework with a classmate of me. (Article2).

ST22 asserted another questioning in his remarks related to enthusiasm:

I believe enthusiasm is the most important feature of a teacher. Every student has at least one teacher that seems even more bored than students while s/he is teaching in the class. Who can expect the students in that class to do wonders in that lesson? (Article2).

As in ST23's case, having contagious enthusiasm is the key to be able to reflect it on the students. ST27 also pointed out the importance of contagious enthusiasm: *"our enthusiasm and passion towards our lesson and our students play very important role. If we can give these feelings to our students, they will also be more enthusiastic"* (Article2). ST29 explained:

The first one is being good-humored and enthusiastic. As a language teacher, I know that if you are not having fun teaching something, then your students may not be so eager to listen you or the lesson. For that reason, a teacher should always use his/her enthusiasm to make a lesson well enough for students to listen carefully and eagerly. If you are just worried about teaching something and forgetting students' psychological conditions inside the class, you will never have got the chance of directing their attentions to the lesson you are trying to teach. A teacher must firstly prepare the psychological and physical atmosphere of a class before beginning to teach something and it can be only possible for a teacher by using his/her enthusiasm. (Article2)

Being caring was another area that the participants reported as an attribute to teacher professional identity. ST2 gave an idea about what being caring embodied: *"understanding the students, knowing their needs, being thoughtful about their characteristics, sparing time for their mental and emotional developments are indispensable parts of the education; all of*

which can only be taken into consideration by a caring teacher” (Article2). ST11 suggested a possible way of showing this: “we may show our students that we take care about them by asking some questions about their interests or concerns for a few minutes at the beginning of the lessons” (Article2).

ST17 saw it as a way of dealing with misbehaviors too: *“if the students see that the teacher values them and knows about them, sometimes misbehaviors lessen so as not to make the teacher sad” (Article2).* For ST2 it was the case that caring about students was a way to earn their respect: *“I know that if I can assure my students that I care about them and I am an open-minded teacher who empathizes with them, they will trust me and respect will come eventually” (Article2).* ST29 exemplified another way of caring about students: *“a teacher should listen students’ problems and should try to find a solution to them for their sake” (Article2).* When the participants remembered their former teachers it turned out that it was those teachers who was caring that they liked the best. ST23 stated: *“She always cared about our ideas. She says yes you’re right but. At that point you can see that she is really good. I want to be a teacher like that” (FGI-3)* and ST6 mentioned: *“She was caring not only about our learning but also about our personal development” (FGI-8).*

The ability to add humor to class was as well attributed to teacher professional identity by the participants. The reason why the teachers should be able to do so was that: *“humor lowers the affective filter of the students by creating a positive atmosphere in the classroom, and this helps them to learn more in a language classroom”* according to ST11 (Article2). For ST17 humor was helpful to: *“to draw the attention of the students, make the lesson more enjoyable and lessen the stress level of the students” (Article2)* as ST17 further remembered a previous teacher, which showed that those teachers who were able to incorporate humor into class were remembered dearly for a long time:

My math teacher in my primary school was very enjoyable person. He spared five or ten minutes of the lesson to make and tell some jokes. Although my high school is recent past, I do not remember any of my math teachers but I remember my primary school teacher. (Article2)

It was also related to creating a sincere classroom environment for ST15: *“when a teacher makes jokes when the students feel relaxed in the classroom, and it makes the relationship strong between the teacher and the students. I personally remember the teachers that we can laugh together, and it is so sincere”* (Article2). ST23 agreed to the idea in terms that humor is about: *“creating a positive and enjoyable learning environment. It is essential for students to have fun; this makes them look forward to the lessons, eager to learn and have fun as an energetic lesson is always preferred to a monotonous one”* (Article2). Additionally, ST14 claimed: *“I can add pace and humor to the class. When humor is added to the classroom atmosphere, students are not afraid of making mistakes anymore”* (Article1).

Loving the profession was one of the primary constituents of teacher professional identity too for the participants. It was understood from ST18 following statement: *“I believe all boil into one; loving the profession. If someone loves teaching, with enough practice, s/he can be a good teacher”* (Article2); that love for the profession was the starting point to be later combined with practice. In a similar vein, ST15 discussed:

Loving the job that you are doing is the first aspects of being a good teacher because if a person is enthusiastic to do his/her job, s/he will do his/her best in order to be an effective one, and s/he will be ready for all challenges or drawbacks that enable him/her to continue doing the job. Based on my experiences and observation during my student life, I can say that the teachers having a passion for teaching are successful teachers. The students somehow feel the teacher’s desire, and they are automatically motivated to learn from those teachers. When the teachers love their job, it pushes them to prepare lessons that are attractive for students. Therefore, they prepare lessons according to the interest or needs of the students, and they use different methods. (Article2)

In ST15’s comments above, it would be concluded that love for the profession could be transmitted as the desire to learn to students. It was due to the fact that: *“being a teacher is a job that must be done with the heart. Loving your students and your job is really important”* (ST21, Article2), and teaching for the participants required *“an eternal love”* for it (ST1, Article2). It was when they liked their teachers as in the example of a past teacher of ST6: *“I liked her because I felt how much she loved us”* (FGI-8).

Other attributes were made as being patient and creative. Being patient was found quite important while dealing with disruptive behaviors, waiting for students' production in the language for ST11 as can be understood from the statements below:

I think patience is one of the most essential characteristics because we need it in every stage of the lesson. The most obvious example is that we need to be patient enough to deal with the disruptive behaviors in a constructive manner. In addition, teachers should be patient to wait to get the answers from the students when they ask a question because wait time requires patience in my opinion. They should also be patient when they start to speak English for the first time in their classroom, when we start to speak English, we need to be patient because the students may not understand us at first or try to deter us from speaking English with some verbal attacks. (Article2)

According to ST24 creativity was necessary for a variety of reasons such as: *"to control the classroom effectively, to make students in harmony, to enable students to learn things even if they are not interested in, to get students' attention, a teacher should be creative and present students something different and new."* (Article2). For ST24: *"being creative effects different aspects of teaching such as the material design, classroom atmosphere and student motivation"* (Article2).

Finally, reducing anxiety, being honest and trustable, building empathy were tracked in the participants' statements such as ST12 put it: *"You shouldn't give the feeling of anxiety to them because they're already stressful with their family, with the exams, another things"* (FGI-4) and as below:

a teacher must be honest. For example, if s/he does not know the answer of a question, s/he should not hide the truth from students. If teacher expresses that sometimes even s/he may not know something by stating that learning is an endless process that is taking the whole life of an individual, students may gain the self-confidence and try practicing language learning activity without feeling any fear inside themselves. As a teacher, I have never hidden the things that I do not know and my students have

always seen that there is nothing to lose trying to achieve something without any fear. (ST29, Article2).

ST2 mentioned: *“I know that if I can assure my students that I care about them and I am an open-minded teacher who empathizes with them, they will trust me”* (Article2) and similarly ST5 stated: *“Sometimes we need to be in shoes of learners and do not forget about our own experiences as learners so that we can provide a better learning environment.”* (Article2).

In addition to those, being encouraging, fun and friendly were attributed to teacher professional identity. To *“encourage the students to achieve something”* (Article2) was of utmost importance for ST21. ST7 added: *“I think the teachers that I like most were the ones that were funny but still informative I really care about the information he/she gave cause I want wanted to learn something all the time”* (FGI-6), and having close relationships with students led to positive experiences in ST29’s case:

The teacher that I liked most was my high school teacher he was not only a teacher but also a friend for me when I had a problem I was going to him and talk to him about my problems and he was always giving me some advice. (FGI-5)

The participants made references to discipline issues too; for example ST13 suggested that:

a teacher must have some standards and put a limit to his or her relationship with the students. For instance, if s/he puts a rule, s/he has to make all of the students obey the rule every time because consistency is a very important aspect of effective teaching. (Article2).

ST6 provided an actual implication of it in class and told that as teachers to sustain discipline in class: *“We should also teach them the importance of rules and deadlines. If the students understand the underlying reasons for them, and they are informed about relevant consequences, they will have to adapt these concepts.”* (Article2).

However, there were some features for the participants that were found undesirable for teacher professional identity package. They were mostly as a result of failing the above-

mentioned skills, requirement, and attributes. “Coming late to the classroom, not following the dress code, letting the students leave early” (ST13, Article2) and “being ignorant to students mistakes and bad behaviors, carrying out the lessons without planning beforehand, not using teacher voice effectively, being too traditional and making discrimination among students” (ST1, Article2) were undesired. ST24 summed it up in the following remarks:

if I created a list of characteristics of a bad teacher, I would definitely say insensible towards the students, intolerant towards any kind of mistake or pardonable behaviors, possessive, prone to reflect her/his emotions/ private issues to the students and finally being communication disordered because all these factors make the necessary interaction between the teacher and students impossible. (Article2)

Similarly, ST12 concluded that:

Coming to the class unprepared, not being able to communicate well with people, lack of content knowledge which I can tolerate the least, lack of motivation and lack of self-confidence are the top five characteristics that I never expect to see in a teacher. (Article2)

According to participants teachers had several roles such as being an inspirer, actor and a role model, facilitator or leader. As ST6 stated below being inspirational was a must:

For me, a good teacher is inspirational, as well. I remember watching the movie “Dead Poets Society” and “Freedom Writers” and how much I affected by the teacher figures in the movies. They were making a difference in the students’ lives. This may seem utopian; yet even the slightest chance is something. Regarding that the teachers are role models especially for young learners, a teacher has the ability and opportunity to make a difference. (ST6, Article2).

As acknowledging their role as actors, the participants mentioned various facets of it. “In our system, the teacher is generally the actor one but we should remember that students are not figurants. The teacher should be an actor sometimes, should be a director who watches the classroom, should be audience in another time” was how it was expressed by ST24

(Article2) in terms of teachers' being like actors and its relation to students. ST23 gave an explanation and stated a necessity regarding this role:

An actor's main aim is to perform his/her play. Likewise, a teacher's main aim is to teach effectively. If the teachers focus mainly on teaching, then they will not shuffle his/her emotions into lessons. Teachers are not robot, of course. But, the personal emotions should always be in the second or third plan while teaching. That is one the key characteristic of a teacher. (Article2).

ST1 mentioned the same role relating it to being a role model as well: "Most students see their teachers as "role models" even without realizing it as they exposed to his/her "movie" many hours in a week" and added: "Therefore, teachers are the movie stars of their students and it is definitely up to them to be their favorite actors or not." (Article2). ST23 and ST24 brought up being a role model too. In their own experience, ST23 noted: "we always get effected from our teachers since we love them, respect them and take them as our models" (Article2) and ST24 commented on how students should see their teachers: "first of all they can see him as role model" (Article2).

There was another metaphor for a teacher's role: "You are the engine of a class as a teacher. The motion of the class depends mostly on you. You are the facilitator, helper, incentive mechanism and so on." (ST23, Article2). Teachers were also seen as "the leader in the classroom" (ST20, Article2) or "a hero" (ST29, Article2).

Some participants mentioned about the shift in teachers' roles like ST3 stated:

a teacher should leave all of his or her roles such as mother, daughter, son or husband out of the class; she or he should just play his or her teacher role in the classroom. A teacher should not confuse his or her roles and where to use which role. (Article2)

trying to use the method which teacher lectures students and they listen can't be accepted. This led to a change in teachers' role. Teachers should be more like a guide and scaffolder in classroom and students must be at the center of education. This

change in the education and teaching strategy is called “from sage on the stage to guide on the side”. Again this show how the teacher role has switched. (ST8, Article2)

4.3.1.3 Teacher as a pedagogical expert

The findings obtained from interviews and reflection journals showed that teachers are required to meet certain criteria related either to themselves as teachers holding this profession or their instructional design. Knowing about the general profile of the students and their needs was mentioned the most by participants. As ST17 emphasized:

a teacher should know his or her students’ profile, hobbies, experiences etc. This is very crucial for me to draw students’ attention to the activities and tasks. For example, in our teaching task in last semester, we used “Minions” in our warm up activity and students loved that and participated in the lesson willingly. Also, in a speaking activity, we used some magazines that our students follow and subscribe to and they became very enthusiastic and talked about them very easily. It is the teacher’s task to follow the interests and hobbies of the students. (Article2).

In her example above, it was observed that knowing her students’ needs, ST17 was able to adopt the way she taught the course material. The participants seemed aware of the fact that: *“In order to make our lessons appropriate for our students, we need to know the characteristics of their generations and be aware of their needs.” (ST11, Article1)* since *“the best way to be beneficial to your student is to know your and your students’ characteristics” (ST10, Article1).*

In addition through a futuristic lens, ST3 stated: *“I am a prospective English language teacher, and I think discovering our own characteristics and learning about our future students will be very helpful for me when I start my profession.” (Article1).* Two of the participants also mentioned the advantageous side of sharing some characteristics with their prospective students: *“It is advantageous for teacher candidates as we are all members of generation Y and we are still students, because we can understand the characteristics and behaviors of our students better than older teachers.” (ST4, Article1),* and *“it made me realize how much I would be sharing characteristic traits with my future students. Thus, I*

become more aware and confident about meeting these future students' needs." (ST10, Article1).

In relation to the points above, it was alleged by the participants that raising awareness was necessary in class in terms of *"also teaching them how to learn and why to learn"* (ST20, Article2), and sometimes pushing them to actualize their potential as could be deduced from the statement: *"a teacher should encourage his/her students to perform their best by encouraging. I think the important thing here is a teacher should believe in students and make the students believe that they can achieve things if they want."* (ST6, Article2), taking into consideration the very basic assumption that *"students need to know what they are trying to achieve in your class."* (ST4, Article2).

Being fair and respecting students was also clarified as a requirement and part of teacher professional identity by participants: *"A teacher should definitely treat students on an equal basis with all the members of the class. We should always remember all students are people first of all and they should be equal to each other regardless of any classification."* (ST24, Article2) and *"Respecting all the students as they are the persons in the society is another characteristics, the teacher needs to respect the students and treat all of them equally."* (ST20, Article2).

While teachers ensure that they are able to address to their students as has been noted, there was one area that was found as probably causing problems. It was teachers' leaving their emotional baggage out, which was mentioned by most of the participants. ST11 described this realization:

In the 9th grade of high school, my teacher wanted one of us to teach a topic to our classmates who were absent in the previous lesson. I felt very depressed and sad in those days because of some family issues. However, I said to myself that I would be a teacher and I might need to teach even if I was very sad. I went to the board and taught the subject to my friends without being noticed that I felt depressed. (Article2).

And ST11 further added: *"I think that teachers should leave all the problems outside the classroom and focus on the students. The classroom may be a place for them to relax for a*

while and forget their personal problems.” (Article2). Similarly, ST14 recommended that: “a good teacher should leave his emotional state outside the classroom. S/he should not interrupt the students’ motivation. However, this is a difficult thing to do. We have emotions, and we are sensitive living things.” (Article2).

Finally, adding to the intellectual growth of students was mentioned by two participants as essential to teaching profession. ST27 took it as a duty: *“As a teacher, we are supposed to help students to develop themselves.” (Article2)*, and ST2 appreciated one of her past teachers for doing this: *“My favorite teacher was my philosophy teacher in the high school. She just let me read something else too so it was effective for me. I still remember her and I smile when I remember her.” (FGI-5).*

There were other areas that the participants asserted as they needed to do related to the delivery of instruction such as adjustment in teaching methods and good planning as the two most frequent ones. Regarding making use of different strategies and methods, ST20 noted: *“teaching is not having a fixed plan but being creative and flexible in order to adjust changing situations” (Article2)*, and ST11 added: *“I believe that I can adapt my teaching strategies according to the characteristics of my students as long as I know their needs” (Article1)* with the condition of being aware of students’ needs. ST5 explained why it is important to adjust teaching methods according to students’ needs: *“teachers and the students need to speak the same language. That is, the teachers need to adopt teaching strategies that will respond to the learners’ academic needs so that the gap can be bridged” (Article1)*. Since *“it is crucial to adapt the education system to the needs of the present” (ST19, Article1)*, some participants offered how it could be employed in their own future teaching:

The teachers may not set up strict rules for the homework and activities. If the students want to be free in their works, the teacher should provide a basis by letting them apply their personal preferences within the frame of general regulations and necessities. I will start my teaching live in coming years and I should identify the students to attract their attention to the lesson by using activities that they can enjoy. (ST15, Article1)

In the example below, ST21 gave an idea how teaching methods would be adjusted: *“While learning languages, they (students) enjoy playing games, having online conversations with their peers, watching videos and listening to music. In the past, learning a language was mostly based on learning grammar and reading paragraphs” (Article1).*

It was found quite significant to adjust to new teaching techniques as stated by ST29:

This is so important that most of the old teachers still cannot get the point and they are continuing teaching without the awareness of that. When I consider my high school teachers, I can easily point out that they have just discouraged us by using their old technics such as abiding by the one and only course books. (Article1).

Furthermore, planning was reported fundamental by most participants; for ST11 it was related to classroom management: “teachers should be well prepared for their lessons. This may make their life easier especially during lessons, and it is essential for classroom management. Thinking about what to do next even for a few seconds may cause chaos in classroom.” (Article2), and for ST13 it supplemented teacher guidance and learning:

I think one of the main responsibilities of a teacher is come to the class as being prepared you have to get prepared before coming to the classroom and in the class she or he should guide the students not just to teach them but learn with them as well. (FGI-6).

As ST3 put forward planning should be in a way that teachers could enjoy lessons too: *“I should prepare and conduct classes that I enjoy so that my students can have meaningful learning.” (Article1).*

Another topic was about the presentation of new materials for the participants. While mentioning the necessity of presenting students something different and new, and letting them get involved in, the participants agreed that there should be a bit challenge included. ST5 stated some concerns about challenging students and how it related to trust issues and actual classroom practices:

To start with the 'challenge' issue, we should always think before act. For instance, while using L2 as a mean of instruction in the class, turning back into L1 may actually mean that as a teacher, you are not trusting your students' and their capabilities. The students may understand that they may never be successful in L2. Likewise, allowing learners to code-switch may result in overuse of L1 in the class. We have to think about carefully about our decisions and the messages we give subliminally. (Article2).

Regarding the challenge issue, two participants made reference to the literature or implied the same idea as can be seen in the excerpts as follows: *"As Krashen's Input Hypothesis suggested, we should provide 'comprehensible input', which is the language that learners cannot produce but still understand. Pushing students one step further also shows that we trust in their abilities and success, which highly motivates them."* (ST5, Article2), and *"Teachers must know his/her students level, and they should always force them to improve with slightly harder tasks than students' levels."* (ST22, Article2).

There were other suggestions made by ST11 as: *"We may make our lessons more student-centered with different types of activities requiring students to be active in the lessons like games, and role plays. In addition, we may add some activities including some visuals."* (Article2), and by ST15 as: *"the teachers should use some exercises and tasks which allow students to move to involve them to the lesson. For instance, the students can compete with each other in groups while trying to write the right form of the verbs."* (Article1).

The place of feedback was also discussed by the participants as feedback on students' work, peer feedback or feedback on their teaching. ST5 hypothesized a combination as below:

Giving feedback for students' progress and works on time is an important part of teaching life. Correcting the mistakes and giving positive feedback may teach more than a lecture in language teaching environment in my opinion. In addition, we may give immediate feedback to our students or may give a room to peer feedback in our lessons. They trust the idea of their friends more than that of the authorities. Therefore, peer feedback may be more effective and it may be followed by the teacher feedback. (Article1).

It was recommended by the participants that teachers also needed students' feedback on their teaching as can be tracked in their statements below:

Teachers can ask their students to evaluate the lesson and the activities they do in the class or the way the teacher teaches. I believe that this can help teachers to develop themselves and also strengthen the relationship between the students and teacher in the class. (ST8, Article1).

An activity or a method that can work according to the teacher's beliefs would not work in reality. Therefore, asking students about whether the method is okay, what the teacher can do for better learning would be great, I think. (ST13, Article1).

ST11 also gave an example: *"For example, we may want our students to criticize our teaching strategies and make some suggestions to improve them in the middle of the semester. After getting all the criticism, we may arrange some of our strategies by taking their suggestions into consideration."* (Article1).

Getting feedback on their teaching was further added as a way of professional development by ST11:

I think there is another way. [...] Also after a while we may get feedback from our students. What do you want? How you can learn better? How I can change my teaching style, kind of questions. Maybe we may give it after a while, after one month, in the middle of the semester. And we may change our teaching style or strategies according to the culture of the classroom and their needs. (FGI-4).

ST12 agreed as:

asking the students, asking their opinions is a very good way to have a communication with them. For example, I search for games online for young learners for example there is a perfect game they are going to practice I mean Simple Past and in one classroom you practice it and the students like it very much, but in the other the same

age but they hate it they don't want to play the game. Or they don't want to do it so it's really different not from age to age from class to class. (FGI-4).

A creative way was suggested for evaluating their teaching by ST3: *"also we can reflect on our teaching. There is lots of ways to do this. For example, video recording of our classes, what is going on, is it wrong or right way to do? Are my students happy with teaching style"* (FGI-4), and observation was advised by ST11:

In addition, observing other teachers while we are teaching, when we become a teacher will be better in my opinion. Now we are observing our mentors but we are not teaching yet. So we are not focusing on how they teach which topic. However while we are teaching, it will be quite better. (FGI-4),

Incorporating hands-on learning was also emphasized by one of the participants: *"I think that learning by doing must be the key word in education anymore. Students would not be content with lecturing, but would desire to learn by doing"* (ST13, Article1).

4.3.1.4 Discussion

The data from reflective response journals, pre-practice teaching, and post-practice teaching focus-group interviews were analyzed in order to answer the first research question on what constitutes teacher professional identity according to pre-service EFL teachers in this study. The findings indicated that teacher professional identity could be grouped under three sub-identities of teacher as a subject-matter expert, teacher as a didactical expert, and teacher as a pedagogical expert.

In this regard, the participants' ideas on teacher identity perfectly fit in Beijaard, Verloop, and Vermont's (2000) discussion. The participants similarly underscored teacher as subject matter expert, as didactical and pedagogical expert in their arguments to make their genuine combination of these three identities. They also pointed out the importance of assuring quality of instruction by good command of subject knowledge and being student-centered, and skillfully combining various skills, roles, and personality traits related to essentials of teacher professional identity. According to the participants, teacher as subject matter experts

should rely not only on their subject knowledge but also their continuous efforts to keep learning in their professional lives. Lifelong learning in teaching profession was reported to be crucial from the participants' point of views.

Moreover, teacher as didactical experts stood out when the participants commented on skills necessary for teaching and learning process. Teacher roles such as actor, facilitator, inspirer, role-model, and leader were discussed under this type of identity along with certain attributes and skills. For the participants, teacher as didactical expert included technology skills, classroom management skills, communication skills, materials design skills, and the ability to engage students to the lesson. As this type of identity focused on necessary skills and features in teaching and learning process, having certain type of personality traits were placed under it. As for attributes, emotional side of teacher professional identity was given more importance by the participants. To be more specific, being enthusiastic, caring, humorous, patient, creative, encouraging, passionate, fun, honest, and challenging was a part of teacher identity as didactical experts.

Another type of teacher identity was teacher as pedagogical experts, which focused on student needs and development. It was alleged by the participants that teaching necessitated some practices both from teachers and instruction side. In all categories, being student centered was the driving force for the participants. In the data analysis process, teachers as pedagogical experts built on the requirements of teaching profession such as, knowing about students, treating them fair, raising awareness, adding to the intellectual side of students, and leaving one's emotional baggage out as a teacher. For good quality of instruction, the participants mentioned planning, presenting new material, adjusting teaching methodology, making use of feedback, and hands-on activities pivotal to teaching. As these were all about students need and development, the related parts in the data were found relevant to teachers as pedagogical experts. This classification of subject-matter, didactical, and pedagogical experts was of utmost relevancy to the current study.

Also, the findings revealed consistency with other studies in the literature. In line with Norton's (2000) definition of identity that focused on how one comprehends possibilities regarding future, the participants commented on the possibilities for the future when they talked about the requirements of teaching profession. The findings also confirmed the four

basic assumptions of identity according to Rodgers and Scott (2008); it could be seen that conceptions of identity for the participants depended on multiple contexts such as different school and classroom cultures; identity encompasses emotions which constituted almost half of the data for research question on the essentials of teacher professional identity in this study; identity is multiple as triggered by different teacher roles and necessary shift in them; and identity transforms over time – from the beginning of practice teaching to the end of it.

The findings revealed that identity is composed of “beliefs, values, and emotions” (Farrell, 2011, p.54) about teaching, which is justifiable by the participants’ ideas on various constituents of teacher identity such as, having a good command of knowledge supported by continuous learning in teaching, tailoring instruction by prioritizing learning, blending different skills into teaching pot, deciding on the appropriate roles, and holding certain features mostly associated with emotions. It has been also supported in the data that the participants were aware of utilizing roles within different contexts (Burns & Richard, 2009) as being signaled by their comments on the need of harmony of various roles of teachers, and made reference to some common roles of teachers such as “language expert, friend, joke teller, material developer, and disciplinarian” listed by Farrell (2011, p.55).

From Sugrue’s (1997) point of view, there are two competing discourses of modern and postmodern for teacher professional identity. In this study’s case, the participants were found to acknowledge a modern tradition, which implies certain characteristics of teachers to be born with in their extensive comments on certain attributed features. Similarly, having certain characteristics such as being creative and enthusiastic as Borg (2006) suggests is a manifestation of modern identification with the profession.

However, the participants were also found to be inclined to a postmodernist view as they appreciated lifelong learning in teaching signaling that their identity might transform during time and time will be determining in this process along with Sachs’ (2001) ideas on identity as assumptions assigned to communities by themselves in this study’s context. Besides, hints of the good employee, innovator, and reflective professional paradigms could be found in the data in line with Doyle’s (1990) conceptualization of teacher education. In this vein, the participants stated that they had to take schools realities into account; they should lead to innovation, and be critical about their teaching.

It is without doubt for the participants that essentials of teacher professional identity as what constitutes it were hard to achieve, but they were aware that it would be a long process of construction and reconstruction of beliefs, and practices.

4.3.2 From imagined to practiced identities

In order to answer second research question on the participants' perceptions about their professional identity formation throughout practice teaching, the data were analyzed in terms of their initial and final states at practice teaching. When their initial comments were examined, it was seen that they mostly talked about their characteristics as a teacher, and roles. However, when their final comments were examined, it was seen that they discussed the authority in class and their responsibilities most. Evaluation of their skills in terms of both language and teaching, how they felt about the profession, classroom environment and management were other areas that the participants reflected on.

4.3.2.1 Cue-based and exemplar-based identities

The participants mentioned some of their characteristics as teachers at the beginning of practice teaching. ST29 was aware that it would be process when they could improve themselves and stated: *"I think as a prospective teacher, I am eager to both teach and learn something. Actually I aim to learn a lot because I'm not practical a lot"* (FGI-1). ST2 listed some features and described how language teaching would be like:

I think I will be a caring, friend like teacher, but at the same time disciplined too. I think language is important and students learn a lot from language. They go universal by learning language. And I think I have no right to take this advantage away from anyone's hand. It is like, how can I say, shaping someone's life. Teaching a language is shaping someone's life and I want to do that professionally. (FGI-1).

Some of the participants commented on how disciplined or flexible they thought they would be as a teacher. For example ST1 imagined that: *"I will probably be nor a strict teacher or neither a flexible one. In between I think."* (FGI-1). ST13 also referred to this issue in her

following remarks: *“I want to be so both authoritative and not too much. Students both respect and they can love you at the same time and they aren’t afraid but they respect you”* (FGI-3). Similarly, ST11 stated:

We shouldn’t be too strict. I’m going to be a flexible teacher. If they have some problems, if they do not want to do that kind of exercise on that day, maybe they may have an important exam or something like that. In that kind of situation, I will be flexible. I don’t think I’m going to be too strict. Because if they don’t want to learn, they don’t learn. (FGI-4).

Patience and tolerance was also among the participants’ focuses; in this sense ST9 predicted how she would be as a teacher in the future:

Actually I will be a tolerant person. We will spend all that time in a crowded class, all these noisy students. I think as a person I will be more tolerant. At the end of this semester, I am going to learn to push my patience (FGI-4).

Regarding fun and humor sides of a classroom ST25 told that: *“I will be a funny and serious teacher. Sometimes I can laugh and all the class can laugh at, but we have some limit. Do not exaggerate. This is my view of life. I have fun but not to exaggerate”* (FGI-2), making it sure that there needed to be a balance of fun and seriousness in class.

In a similar manner, ST3 mentioned that: *“I will be an enjoyable teacher. Once students are in my class they don’t get bored. Of course they can get bored for five minutes. I want to be remembered when they get old, when they are in high school”* (FGI-4). ST17 claimed that she would be *“a friendly teacher but not a friend of them; just friendly, smiling, positive”* (FGI-4). It was also referred in ST12’s utterances that: *“that’s very critical both to be loved and both to be respected. I want to be their friend but not their friends. Friendly but not their friends”* (FGI-4). There was a clear distinction for the participants that they would adopt friendly approaches in their relationships with students but they would not be like friends. However, the ability of having close relationships with students was what they imagined themselves to possess. For instance, it was important for ST11 as below:

I think if you have close relationships with the students teaching gets better. I mean it becomes easier for me. I think if you have better relationships with the students if they care you if they respect you, if they listen to you, they know the limit and they learn from you. Communication with the students is important. That's why I would be a caring teacher. (FGI-4).

Also as follows, building good relationships with students was again mentioned in the participants' projection on their future professional lives: *"I should build a good relationship with my students. I won't be afraid of saying I don't know because I can learn with my students also."* (ST10, FGI-1), and *"I should be able to create close relationship with my students. But it must have some borders at the same time"* (ST15, FGI-1).

In relation to being planned and organized, *"I will to be a punctual teacher in the future"* (FGI-2) said ST23, and *"I can say I'm an enthusiastic teacher because I always prepare a lesson plan in a very detailed way. I always think about everything like if I do this, how do students respond to me, like that"* (FGI-3) added ST20. Having control over the class, how students thought of the participant as a teacher, and being organized was mentioned by ST30 along with some other characteristics: *"They treat like as if I'm their real teacher. The only problem was I want to control each and every thing. I think I care for them. And I'm well organized"* (FGI-3).

Another area was the participants' evaluations of their own roles as teachers. ST1 commented that: *"I want to shape their ideas in a great way. I want to add them something from me, if I cannot do this, I actually don't want to be a teacher."* (FGI-1). Teacher as a guide was found in ST11 remarks that: *"I want to guide my students. I want them like English. This is the most important thing I guess. They need to first like it and then learn it"* (FGI-4). Being *"inspirational"* (FGI-1) was what ST10 aspired to be, and there were other comments as could be tracked in the following remarks from the participants: *"I want to teach my students that there are things to discover in the world and nature if they have nature at that time. I don't know we can create it in our little gardens but all things in English"* (FGI-2) with an environmentalist orientation by ST25, *"I think being a role-model for students is very important. There are a lot of things to be considered because you need to act professional, you need to act friendly, you need to keep your distance. And also be*

approachable” with a list of necessities by ST24, with a focus on uniqueness of teacher identity by ST16 as below:

I will be a teacher as myself. I will of course be model, I will be an example, I will take experiences of our lecturers and myself. I will find a new way for myself just picking the good ones, taking the good ones, good examples. It might be just an activity, just a smiling, just a attitude greeting. (FGI-2) .

I can tell it with a metaphor. I started like an orchestra chef/player and then I changed it into a basketball coach. In the classroom, there need to be always a harmony, we need to be altogether with our students. I need to guide them but they need to take the action. I need to guide them and show the way, encourage them. (ST30, FGI-3).

Under their imagined identities, classroom environment was another topic that the participants reflected on. Most of them agreed that classroom management was not an easy task for them as in the statement that: “*Classroom management is also really difficult for us*” (ST27, FGI-4) and as follows:

I think classroom management is more important than teaching. I mostly feel uncomfortable in the class. Classroom management for the first 2 months maybe because students know that you are not their actual teacher, you are only a helper there and so. Whenever you start teaching to them [...], and then they start to show some respect, real respect. (ST24, FGI-3).

ST7 believed that it was something to be improved by real practice as stated: “*As a student teacher I think we are not capable of expecting the students’ answer, like in a crisis moment. I don’t know what I’m going to do, and it is experience again you can’t read and learn it from a book.*” (FGI-2).

When it came to the responsibilities, or the things the participants felt as they should have had as teachers; the following remarks were found relevant: “*I should be able to refer to intellectual sides of students because language is something that you add life in it. And students most probably are eager to learn out of the classroom so I should be able to*

integrate the real life or intellectual things in my lesson too” (ST2, FGI-1), and ST25 stated: “I want to meet those students with new and beautiful things such as arts, music and different hobbies because in the university I met with lots of people that they don’t have any hobbies.” (FGI-2). ST also mentioned: “I think I want my students to know why they are in my classroom. I want to teach them both academic things but also personal things. I mean I want to help with their personal growth.” (FGI-3).

As can be seen in above quotes, some of the participants acknowledged themselves as teachers who are to contribute to their students’ personal and intellectual growth. Sometimes, the participants had big scale goals too as in ST6’s case:

When I was in another primary school, we didn’t think about any other foreign languages so important. It wasn’t necessary. We solved math or science problems. Maybe we change at least this idea. Maybe we can show them. In private schools, as far as I observe they already know it is important but in state schools they focus on the exams and there are some English questions in the exam they don’t care about so much because it doesn’t affect their overall grade. Maybe we change it we can show them it is important. Now it is a global world and we need to communicate, we can’t change the world entirely but at least our own schools. (FGI-3).

The participants stated that how they would react as teachers depended on the school, students, and contexts. For example, ST3 told that:

I think it depends on the school. For example, the school that I went for internship last semester was like a dream school. It was a state school but there were 15 students in the class. The classes were for visuals learners, smart boards and everything. And I taught that class by loving the class because the students were perfect even at a state school. But this semester this state school is different. (FGI-4).

It also depends on the school environment that we are working at, like state school and other schools. Like ST11 said she wants to be a flexible teacher but they should be on track all the time in state schools so you cannot postpone covering one subject

to next week. Also maybe different schools may not allow it. So it also depends on the tolerance that we will see from the administration and other teachers. (ST18, FGI-4).

Evaluating their teaching skills, the participants stated that they needed more experience to be able to make more realistic judgments on the topic, and several of them made it clear that they were good in theory (ST3 & ST27, FGI-4). However, it was noted that practice teaching would be a process to decide on their “*behaviors towards students or improve their communication with them*” (ST20, FGI-3). In terms of their language skills, almost all the participants agreed that they were “*really good*” (ST3, ST13 & ST17, FGI-4). However, ST2 acknowledged that:

We may have mistakes. We are L2 speakers so I should be able to teach my students that language learning as a concept is a collaborative work. So for example if I can't remember a word, they should be able to look through their dictionaries and tell me. Maybe they should be able to teach me how to pronounce that. And they won't blame me; they shouldn't blame me of my gap in this. Because they should be able to know that it is a process and it is collaborative and there is nothing to be arrogant in learning. (FGI-1).

Also, ST18 clarified:

I think knowing everything about English is not possible. And we had our internship last semester at (private high school). And we have learnt a lot of stuff from our students, our 5th graders. It was really amazing that how much they know about English and every day use of the language. So we have learnt a lot from them. It is not possible to know everything. [...] I learnt much vocabulary from last semester, from the students. So they taught me new vocabulary. They have a large vocabulary size in terms of games, technology or everything, and we can learn a lot. (FGI-1).

The participants were also asked to reflect on how they felt as language teachers, ST25 explained that:

I think I am not ready for a real life experience because we only have a chance to see it for our first year. So it's really hard to adapt I guess. Maybe at the end of this term we can feel ready, be ready but we need to see more. For example me, I couldn't have a chance to work with very young learners or adult learners etc. I just have 6 graders now 7th and 8th graders. So we need to see more, I don't know how it can be happen but maybe it can be better with the experience. (FGI-2).

ST21 felt the same way and gave an example:

in the classroom, I felt insecure because they were yelling at each other, they weren't listening to me and they even broke the lamp. I got confused and lost. They weren't listening to me, I then yelled but they again [...] 5th grade and that was horrible for me. I don't know I don't feel ready myself for teaching. (FGI-2).

There were incidents where a participant felt ready though: *"Last semester I gained my experience in a state secondary school. What should I do is to be more strict to the students because they see me as smiling face and they like me. Very young learners and they can abuse this side I need to improve my strictness" (ST14, FGI-2).*

Being *"excited"* (ST27, FGI-4), *"motivated"* (ST3, FGI-4) were other feelings that the participants experienced in their initial state at their practice teaching journey to become teachers. Only ST20 talked about being an authority in class at the beginning of practice teaching and commented: *"Even if you're so friendly, you should have some borders. Otherwise, you may lose your [face]. You should build your communication in that way. You can be friendly but you need to show that you're the teacher, you're the authority" (FGI-3).*

4.3.2.2 Rule-based and schema-based identities

The participants also evaluated themselves as teachers at the end of practice teaching. The area that was discussed most was teacher authority in class. ST22 said that: *"I think I am an authoritative person as a teacher, not in real life but in the classroom environment I think I am authoritative" (FGI-6).* Some other participants agreed as: *"The power should be in the teacher" (ST7, FGI-6)* and *"I feel like as authoritarian because I am dealing with*

misbehaviors” (ST17, FGI-6). ST8 commented on misbehaviors: “I think I would tell them the correct way and encourage them to the right things in a satisfying manner. If I still see the examples of any disrespect or cheating, I think I would use negative reinforcement as a punishment.” (FGI-2).

There were some participants as well arguing that the teacher and students in class should share the power. In this vein, ST10 asked: *“I think the students and the teacher should share the power in the class, I mean why not equality” (FGI-5).* ST15 agreed with ST10 and added that: *“a teacher must have a little bit much more power in the class but I agree with ST10 sometimes she or he can share the responsibility with the students.” (FGI-5).* Also ST13 said: *“I think the teacher should have the power in the classroom but sometimes as ST17 said students take the power” (FGI-6).* Similarly, ST2 asserted that:

We fake a mutual power but it is not true. I think there is no mutual power between students and teachers. As ST19 said teachers should have power but not much. Maybe not equal too, but not much too. So achieving a balance between them is important. (FGI-5).

For ST3 it was the same as well: *“I think the power can be shared between the teacher and students. Students show their power by their willingness and need to learn, and the teacher shows the power by having the right to control the class” (FGI-8).* ST12 acknowledged that:

In my classroom, everybody should have the power and it is shared by everybody. As our parents or grandparents told, there was a very strict discipline in the classrooms in the past. They did not use to have right to talk in front of their teachers. However, I don’t think this is an effective strategy because the classroom is like a small community and everybody has the right to talk. (FGI-8).

ST6 mentioned the idea of sharing the power between the teacher and students: *“I do not like the idea the teacher is the sole source of authority. The teacher should be a facilitator in the classroom. I think if students know their limits from the first day of the school name, everything will be fine” (FGI-8).* In a similar strand, ST20 told: *“I am not that much*

authoritative teacher in the classroom, I like to share the power and the responsibility with my students” (FGI-8).

On the other hand, ST26 stated some concerns:

At the same time, I don't like being powerful in the classroom, I want being the same status with the students. But because they are raised in this way, it is not so possible. If I were in primary school and if I raised the students, I would do that but in 8th graders, it is not so possible. We have to continue the system. I don't like it but we have to somehow. Not a leader, I want to teach them, I want them to teach me also like collaborating with the students, creating a different atmosphere from what we have learnt before. It is not so possible, or it is not easy to do right now. (FGI-7).

However, having the authority in class depended on several factors for the participants. For example, ST25 commented on it and gave an example:

I think I have the power if I am the only one in the classroom. But if there is a mentor teacher or observer, I feel not so powerful because they are elders. Also if there are experienced teacher, the students always listen to their orders. It happened to me in my first semester in state school, it was 6th grade. Teacher went outside, and left the class to one more trainee teacher and me. We were supposed to teach something and class went mad. We couldn't stop them. All of a sudden, the door opened and the teacher came and yelled at students. Then they were absolutely silent. When the teacher goes, they start to speak again and didn't listen to us. (FGI-7)

ST26 added to this:

Actually, if the students will get points out of this lesson, I really feel powerful because I am working in a private institute and they are 8th graders, they will take an exam, they need me, they really listen to me. And I have the power in the classroom. But 7th graders, they think they have time till the exam so they don't need so much English. If I don't do anything enjoyable in the classroom, anything fun

they don't want to participate in the lesson. So I have to do extra things in that classroom. In the school that I do my internship, they listen to me but because the mentor is here, I don't feel that powerful. (FGI-7).

At the end of practice teaching, the participants argued some of their responsibilities as well. ST10 stated that: *"I need to create a relaxed atmosphere for children or I mean language learners so that they can feel confident and they can do better"* (FGI-5). Creating *"a classroom free from anxiety"* (FGI-8) was something that ST12 attained as their responsibility as a teacher. ST15 added: *"coming to class being prepared is my responsibility because if the teacher doesn't have a good plan don't have a good plan to apply it doesn't work. I didn't like the unplanned teachers because a teacher should know what to do and what she or he expects from the students to do"* (FGI-5). *"Building mutual trust between students and teachers"* and *"caring about students"* was what ST2 saw as a part practiced teacher professional identity (FGI-5) and *"to teach students how to learn"* was ST6's aim while teaching English. ST17 had a different concern: *"I create a safe environment for students because they sometimes especially the young learner they sometimes throw something at each other the pencils and they are all dangerous sometimes they can create some danger in the classroom"* (FGI-6).

Similarly, ST27 aimed to make students *"feel safe in the classroom"* and added: *"I think they should feel relaxed in the classroom; they should not hesitate to speak in the classroom"* (FGI-7) and further described:

Our students don't have so many chances to practice their English outside of the classroom because of this, classroom is the only way to practice their English. We as teacher, we should provide them more input to practice their English. They will face so many problems in their future related to English, probably all of them will go to preparatory school in university, to get rid of these problems, we should help them in our classrooms. (FGI-7).

When it comes to the characteristics of the participants at the end of practice teaching, ST18 mentioned that:

Personally, I was not a patient person or I did not have much interest in teaching and students until my first school experience course. Now, after seven months, I can say with confidence that I became more caring and patient towards the students. I believe if we try to make the best out of our experiences, we make a lot of progress on the way of being a good teacher. (FGI-6).

ST10 saw that she had a lot in common with her previous teachers, and mentor teachers so far: *“All of the teachers we talked about influenced us in a way that we couldn’t even realize I mean when I think about myself and I compare with my teaching in a classroom environment I sometimes catch myself like resemblance with the my model teacher”* (FGI-5). ST10 further stated that: *“my both mentor teachers said that I had a good rapport with the students I mean I love having communication with the kids”* (FGI-5).

ST29 thought himself of that: *“As a teacher I think I am enthusiastic, friendly and I am professional”* (FGI-5). Another participant criticized the fact that: *“I am like very caring towards students but maybe it is better not to get in that much detail with their lives. Like if they want to talk because when they feel they have a connection with the teacher they start to talk about those issues”* (ST7, FGI-6). For ST27 it was the case that:

I think that I can be patient according to students. When we go to 6th graders, they are very curious and ask questions related to our private life or general knowledge about us. I think I can be patient towards them because I like them, I like the way they are asking questions. They look so sweet and nice while asking questions and I cannot get angry with them. (FGI-7).

Similarly, ST12 said: *“I think I am an affectionate and caring teacher. I do everything to create a peaceful and positive environment in the classroom”* (FGI-8). ST23 added: *“I think it is the teacher who makes the student love or hate English. So I am the teacher, like the amusing one. I want to see the students having fun in the classes.”* (FGI-7).

It was also the case that characteristics of the participant pre-service EFL teachers changed through time and ST30 explained that:

I am trying to improve myself, last night I was preparing my lesson plan and I was thinking about how can I be more effective. I thought that maybe last year I didn't think in that way. I wouldn't do the same things. Now, I am trying to. For example last year I was also too kind for students, they never take seriously anything that I said. This year I am trying to make them feel I am the teacher. And they have to listen to me. Of course, they may have their opinions, but we have to have respect for each other. Another thing is that I really like laughing and making jokes but I am trying to limit these jokes and laughing things. But I don't want to do it also, because it is important I want them to feel comfortable in the class. (FGI-6).

ST6 thought at the end of practice teaching that: *"I am an enthusiastic teacher. I am caring and understanding, so I have good communication skills. Also, I believe I am well prepared for the lessons."* (FGI-8). ST20 asserted that: *"I am a creative person; I can produce new activities or new ways to teach whatever I want to teach."* (FGI-8). ST23 shared the way to treat students and their characteristics as teachers:

I think we are too kind for the children. They sometimes abuse it. I observe that, I'm sure that I did the same thing, when ST24 said "could you please open your books", then the students said "do we have to, why" etc. I think the teacher should say, "open your books" but in a nice way of course, but not too kind. I can be affected easily by the students' reaction. If they get bored, I felt so nervous. I take it personal. (FGI-7).

Regarding their teaching and classroom management, the participants evaluated their skills at the end of practice teaching as follows:

I think I can deal with misbehaviors successfully very effectively when I look at the students they become quiet suddenly. I am not a really calm person actually in my real life. [...] but in the classroom I am really very calm, I am really shocked at myself and also I think I sometimes become funny in the classroom so I think the children, the students love me. (ST17, FGI-6).

I have learned lots of things about classroom and time management, encouraging students and how to act effectively in the classroom. For instance, in one of my

teachings, I designed an activity and that seemed easy for my students. Because of that, I skipped that activity, as I did not want to disengage my students. I continued with the next activity and involved them in the lesson. These things can only be learned by practice. (ST21, Article2).

ST1 suggested an alternative way:

I evaluate my teaching by comparing with my other teachers. For example X teacher wouldn't do the same thing if she thought this lesson and I evaluate myself. In my first teaching I did this and it didn't work, and in the second teaching I did this and again it didn't work, and I say to myself that I should try another method or another thing to develop myself and I check the students' comprehension. If they can answer to my questions at the end of the lesson, I said that this lesson was good because nearly all nearly all of them can answer the questions that I ask. (FGI-5).

ST5 told that she could create a positive classroom environment but she had problems with giving instructions and explained: *"I think I can create positive atmosphere in the class easily but to [...] giving instruction problems"* and exemplified: *"like when I am giving instructions I always thought that the students understand me and I am saying the steps in a fast way not step by step but all of them at once. And the students mixed up that's why I think I need to learn more"* (FGI-6). Similarly, ST26 stated: *"giving instructions in the classroom is not so easy, so I need to improve it too. At least I have to know how to respond when a student say something, do a disruptive behavior."* (FGI-7).

Although ST6 thought that they didn't have enough experience, she told: *"I can say I am good at the interaction with students and the lesson plans. However, I have difficulty in timing and classroom management"* (FGI-8). The participants agreed that they needed more experience as could be seen in: *"I think teaching develops as we gain experience. For now, I'm doing well, but I'm not as good as I might be. I will be a better teacher as I gain experience"* (ST3, FGI-8).

When it comes to their language skills, the participants asserted: *"I think I'm very good at my language"* (ST3, FGI-8). However, most of them shared similar concerns such as

improving speaking skills: “I need to develop myself in terms of speaking” (ST6, FGI-8), and

At the very beginning of this semester, I think that we will be very disappointed with our pronunciation skills, speaking skills. Because the students are very good at [private high], their English are perfect. We don't feel confident, and they interact with us. So I actually evaluate my language skills in speaking with the students and teachers' speech. And I don't think I have a problem with writing and reading etc. But the only thing I guess is speaking. (ST25, FGI-8).

ST1 and ST29 also mentioned similar concerns:

When I come to language skills I think I am a little bit how can I say over-excited especially while I was speaking because I feel not comfortable with my pronunciation. I am really afraid of saying the wrong version of the words and I feel that the students or the teacher will laugh at me or teacher will say that “she doesn't know the correct pronunciation.” so before the my teachings I always try to look to right pronunciation of the word” (ST1, FGI-5).

I haven't got a chance to go Erasmus and interact with the people from English spoken that's one of the problems that I face and I think I have some problems as a language skills not as a pronunciation but as a just combining the words let's say the sentences and I think as a teaching actually I can say that I know what to do I know very well what to do but I just I just have some problems to show it. I am trying but always I have some problems and I think with a lot of practice I can solve this in one or two years I don't know but it will be all right in time. (ST29, FGI-5).

ST2 admired her mentor teacher and explained how she felt: “She [mentor teacher] is a native speaker and I feel so inferior when I just face with her, participate in her lessons. So I should I think develop my speaking skills more and it has no end, I am so doubtful about myself” (FGI-5). For ST7, it was grammar-related issues:

Yesterday I had a micro teaching and the feedback that I have from the students from the teachers is very positive [...] but the problem is I speak really without a grammar because yesterday I use a sentence like how many peoples are, and students says "peoples" like I really can't focus while speaking. I can't focus on grammar. (FGI-8).

The participants had different aims in mind at the end of practice teaching, ST1 aimed "to make the world in a smaller place for [my] students" (FGI-5), for ST18 it was "to help them actualize themselves" besides helping with language skills (FGI-6). In addition, ST20 clarified her role in detail:

I was a theatre player in the primary, secondary and high school and I was on the stage all the time. I was also in the management team of the plays, we were writing or choosing the plays and I was one of the directors. Being on the stage and controlling the play at the same time was making me happiest person in the world. Then I realized that feeling I felt in my stomach is the same with the feeling that I am feeling while I am teaching something in front of the classroom. Just before I enter the classroom, I have the same excitement with the times when I was preparing to get on the stage. Because, before you get on the stage, you leave everything behind; your life, your concerns, your thoughts. You just get on the stage, are someone else and do whatever you should do. I think being teacher is similar because before you enter a classroom you leave everything behind. There are only you and your students, nothing else matters. (FGI-8).

ST23 also aimed to make students aware of different cultures: "It is the same that what my purpose was to learn English. I wanted to learn English to communicate with other cultures, other people around the world to understand them and to make them understand me, not to take exams" (FGI-7).

Yet still, ST23 had some concerns:

They have prejudice about different languages, foreign languages. So I want change their mind at this point. At the same time, as you know linguistic imperialism thing I

don't want them to change their cultures just because they are so much exposed to English or their culture. I want them to be aware of this. (FGI-7)

ST3 added: “*My purpose is to help my students communicate throughout the world*” (FGI-8). Some other participants also mentioned culture-related aims as a teacher:

I want to teach English to broaden their horizon. If you learn one more language and if it's English the common language, lingua franca, it opens lots of doors. For example now I can read anything in English, even if it is in Malaysian language I can find its English version. There is no need to find Turkish to get information. (ST25, FGI-7).

I think it is a cool thing to be a language teacher because you are not teaching just an area, but you are teaching a culture. Since English is lingua franca nowadays, it would be a great tool to learn more about the world. English can open new doors for my students. I also believe that as people learn about the other cultures, they would learn to accept differences, and respect each other because the things that we are not aware of frighten us. (ST6, FGI-8).

ST12 felt “proud” to teach English as in her own words and clarified her aims as a teacher:

I feel that language teachers are very important nowadays because everybody has to learn a foreign language to get a job, apply for a master or doctorate degree, study abroad and etc. People are aware of the fact that they need us and this makes me proud. My purpose in teaching EFL is that to be able to see the people speak or write something in this language. They should be able to produce something. (FGI-8).

The remaining focus areas of the participants at the end of practice teaching was how they felt about teaching English and their classroom management abilities. In reference to skills, ST12 told that:

As a senior student, I really feel that it is my turn to teach after being taught 4 years in the university. I really trust my teaching and language skills when I look at the education I get at METU and compare it to the other universities. However, I also know that there are lots of things that we will learn while teaching because learning never stops. (FGI-8).

For feelings, ST13 also stated:

I feel so happy to be a teacher of EFL because teaching English is not like teaching Math or something because language is limitless and we can learn lots of things at the same time at the same time about culture language or another thing since it is limitless I love it and I feel also energetic while teaching. (FGI-6).

Similarly, ST7 mentioned:

I think it is it's kind of having fun with them I really like those little creatures [...] in the last teaching they told me some cruel, they gave me some cruel feedback students but I didn't get offended and I take them. [...] I really like it, I don't feel like it's a duty or burden on my shoulder. (FGI-6).

Two of the participants had some questions though like ST23 indicated: “*I don't feel very well for teaching EFL in Turkey, because I feel like it is not so effective especially for public schools*” (FGI-7), and ST17 asserted:

I think I am feeling neglected because English is important not only in school settings but in the whole world, it has some dominance and it has some importance but in school settings English is seen as another subject to be covered. And they don't have the facilities and sources to teach English properly and also as ST17 suggested the students also think of English as a as something to be passed and help them pass their exams or something, and I think the main purpose should be as ST5 suggested learning English, not just passing some exams. (FGI-6).

Although the participants stated that they were good at classroom management too (ST17, FGI-8), there were some concerns identified:

I am really interested in classroom management issue also I cannot stand that they sometimes humiliate each other and I really cannot stand [...] I cannot put up with that issue and [...] teacher should warn should prepare students for the social skills for the social life and it is not only as a language not in terms of language focus but in terms of social relations. (ST10, FGI-6).

I realized that you can't control everything in the classroom. You can't say every talking student to shush or stop talking. I don't know it should be a natural environment because they learn language and they need to use it even if it is a chitchat. (ST20, FGI-5).

4.3.2.3 Discussion

The data from reflective response journals, pre-practice teaching, and post-practice teaching focus-group interviews were analyzed in order to answer the second research question on how pre-service EFL teachers saw their professional identity development throughout practice teaching. In order to find out the participants' understanding of who they are as a part of their identity for Danielewicz (2001), the participants were guided to explore the meaning of teacher professional identity for themselves; and they practiced how to be teachers; shared a community in their own practice teaching contexts; and finally related all these to their identities throughout practice teaching process. According to Mayer (1999), teacher identity also encompasses one's feelings as a teacher, and the participants mentioned both positive feelings and some concerns that they had.

Xu (2012, 2013) argued that professional identity could be grouped under four assumptions; cue-based, exemplar-based, rule-based, and schema-based in parallel to Moscovici's (2000) theory. In their answers to essentials of teacher professional identity and their own teacher identity construction revealed that there is a shift from cue or exemplar-based identities to rule or schema-based identities. This could be seen in the participants' article response journals and focus-group interviews.

The participants' statements about the traits of teachers stated in article responses which were mostly written at the beginning of practice teaching, and discussion of their own characteristics and roles as the most frequent topics in pre-practice teaching focus-group interviews signaled their cue-based identities as these types of identity builds on the different characteristics of social entities. These two findings clarified that the participants had cue-based identities at the beginning of practice teaching. In addition, the findings presented exemplar-based identities at the beginning of practice teaching. That is to say, in article responses, and pre-practice teaching focus-group interviews, the participants associated the characteristics that a teacher should possess with their previous teachers, which supported exemplar-based identities depending representative examples of social entities or individuals' role models. To be more precise, the participants' comments on their characteristics and roles as teachers, and the frequent link to past teachers in pre-practice teaching focus group interviews indicated cue and exemplar-based identities of the participants. For their cue-based, and exemplar-based identities, the data were categorized under characteristics, roles, responsibilities, teaching and language skills, and feelings of the participants. As can be deduced from the findings, the participants relied on their cue-based identities built on their different characteristics as teachers, and exemplar-based identities built on their past teachers indicating either their role-models or representatives of the profession.

The findings also revealed rule or schema-based identities in terms of the participants' final state in practice teaching. The most frequent topic in their final comments supported by post-practice teaching focus-group interview data was the issue authority in class, which can be directly linked to rule-based identities of teachers. The issue of authority was the least frequent topic in pre-practice teaching focus-group interviews; however, it turned out to be the most frequent one in post-practice teaching focus-group interviews. Besides, the issue of responsibilities manipulated by the rules in the participants' minds was the second most frequent topic in post-practice teaching focus-group interviews. These two topics signaled rule-based identities of the participants. Lastly, schema-based identities, which could be seen as behaviors in response to dynamic contexts, were manifested through the participants' comments on their changing practices in state and private schools stemming from different identity traits, though not abundant in the data. It could be inferred that depending on regulative rules and utilizing different schemas in different teaching contexts were quite

important in all their comments on authority, responsibilities, characteristics, roles, teaching and language skills, and classroom management. Overall, the findings supported the literature in the sense that there is a transition from cue and exemplar-based identities to rule and schema-based identities as alleged by Xu (2013).

As further discussed by Wenger (1998), identity was in modes of engagement, imagination, and alignment. In this study, interacting with students, their peers and mentors could be linked to engagement during practice teaching; constructing a broader image of teacher professional identity across time and space through their comments on essentials of teacher professional identity could be linked to imagination; and finally their evaluation of themselves as teachers during practice teaching could be linked to alignment in Wenger's (1998) framework. Building on these premises, the findings also illustrated the binary process of identification and negotiation of meanings. Overall, it is concluded that the participants in this study manifested negotiability of meanings as they were able to identify themselves with the profession through their sincere wishes to contribute to the betterment of language teaching and learning as the experience were relevant to their own interpretation. It is thought that the participants of the current study will be prospective samples of identities of engagement as a result of matching of these two identity formation sources as suggested by Tsui (2007).

When compared to previous research on teacher professional identity, the findings supported the generalizations of Beijaard, Meijer, and Verloop's (2004) in the sense that the participants saw identity formation process as continuous starting even before practice teaching, personally and contextually constructed having some certain personality traits and being effected by the elements of practice teaching and reflection. The participants also didn't see their teacher professional identity fully constructed once-and-all, rather they saw it as a lifelong process (Beijaard et al., 2004). Moreover, teacher identity development was a process of self-questioning for the participants as in Thomas and Beuchamp's (2011) study throughout practice teaching. The findings revealed similar results with Sugrue's (1997) study too; the participants were also worried about the discipline issue in class as who held the authority, they mentioned similar characteristics as being caring and lovely, they underlined the fact that classroom management and delivery of instruction were crucial in teachers' professional baggage.

There were other areas the participants commented on during pre-practice teaching and post-practice teaching interviews. Likewise in Zare-ee and Ghasedi's (2014) study, the participants stated technology as a part of their identity in teacher as a didactical expert at the beginning of practice teaching. In terms of their roles, the participants supported English language teachers as interculturally competent guides as in Sercu (2006) at the end of practice teaching. The participants also embraced the same roles such as facilitator, guide, and encouraging throughout practice teaching with what Bathmaker and Avis' (2005) findings suggested.

Some other findings parallel to the literature were that teaching was a job to be proud of in one of the participant's words similar to Chong, et.al (2011), and adopting a learner-centered approach and being open to change was vital in teacher professional identity similar to Lamote and Engels (2010). In terms of the participants' characteristics as teachers during practice teaching, the findings reported caring as the most prevalent one parallel to O'Connor (2008), and friendliness parallel to Timostsuk and Ugaste (2012) and Furlong (2013).

4.3.3 Practice teaching and reflection as valuable aids

The data obtained from reflections and focus-group interviews were analyzed in order to answer the third research question on which elements of practice teaching and reflection affect pre-service teachers' professional identity formation.

4.3.3.1 Practice teaching as an opportunity of professional growth

For practice teaching, the participants discussed the role of their mentor teachers, appreciated the chance to observe, improve their skills, and to get to know different student profiles. The participants valued the experience of their mentor teachers, ST13 told: *"We learn from our mentor. It is like if mentor teacher is doing something, we can think like if I were the teacher, I wouldn't do that or I would definitely do that."* (FGI-3). For ST18 stated that: *"feedback given from our mentor teachers is really helpful"* (FGI-4), and ST17 aspired to be like her mentor teacher and stated: *"She was not always smiling, but she was very friendly, really*

caring and she was really professional at the same time. I want to be like her” (FGI-4).
ST18 and ST17 had the same mentor teacher, and ST18 gave an example:

In one of her classes, one student said something and she didn’t know what that is. And she asked her to present it in the class for next hour. She presented it. It was really nice that she accepted that she didn’t know it. And she said I want to learn it from you. And she explained it and have a little presentation about it. (FGI-4).

ST17 further explained:

Our mentor teacher was really competent and I also try to improve my English. Our mentor teacher was actually perfect in anyway and she has the good knowledge of English and she knows how to pass that on to the students and she also know how to include each and every student in the class to the lesson so it was really very effective and she also had very nice classroom management skills she never shouted at any of the students but she has this look when she looks at a student he or she suddenly became silent and also she has many techniques actually to silence [...] she turn off and on the lights and she raises her hands everybody who sees that she raises her hand [...] as a threat. (FGI-6).

ST26 found her mentor teacher’s feedback quite helpful: *“It is not so possible to evaluate my own teaching, so I am trying to improve it according to my mentor’s feedback” (FGI-7).*

Our mentor teachers in practice teaching have influenced my teaching beliefs and performance. Until now, we have learnt a lot of theoretical knowledge about language learning and teaching. We did lots of micro-teaching but I think they were all utopic because there were no real classroom and students. However, our mentor teachers showed us how these theories worked in reality. They illustrated the reality part of these teachings. For example, we learnt a lot of classroom management techniques and we thought that they were all perfect to manage the classroom. However, I saw many different techniques from my mentor teachers working very well. (ST12, FGI-8).

However, some participants faced some challenging situations related to their mentor teachers such that: *“She is not eager to interest on me I can say she was just continuing her teaching but I want I just want her to show me something how the things work in a private school”* (ST29, FGI-5), or ST30 who was happy with her mentor teacher the previous term but not during practice teaching: *“She was really effective as a teacher I think but this term, I am at state middle and the reality hits hard. I simply didn’t learn anything actually it was really hard for me. I learned how not to be a teacher”* (FGI-6)

The participants connected what they observed with what they had reflected on as observers. The two incidents below exemplified this situation:

Even though we insist on continuing to be a teacher as sage on the stage, it will not work. For example, last semester I observed 5th graders for my School Experience course. The teacher was using smart board for some activities which also require some movements in some classes, while she was using just the course book in the others. In parallel with the article’s ideas, the students were really engaged in the lessons in which they use the smart board for some exercises. On the other hand, when they were just dealing with the course book or listening to the teacher, the students were obviously got bored which led them to lose their interests in the lesson. Therefore, especially with the younger learners, we –as teachers- should leave the stage and walk around the class during the lessons as well as using various visuals to attract students’ attention. (ST3, Article1).

Similarly, ST6 commented:

Students are experts on multitasking; they focus on multiple tasks while participating in classroom activities and completing their HW assignments. I was observing a student at private high last semester in the scope of the school experience course. In a grammar class, Gürman was completing a fill in the blanks activity. Meanwhile, he was also reading a short story from the book secretly and talking to his friends. At the beginning, I thought that he was not interested in the class, but quite surprisingly he was impressively careful about what his teacher was saying. He was taking notes and asking questions to his teacher. (Article1).

Additionally, ST21 stated: *“When I observe my students in practicum, I realize that they all have cell phones and use social media and like using online sources for their homework”* (Article1). Also, ST19 added: *“we observe a lot.. But the more I learn the more I question myself. And I see that it is a little bit pessimistic but I don’t like the self-confident and dominant figure that I think which is necessary to become a teacher”* (FGI-1). ST19 had a concern though: *“I think that we are just observing lessons”* but added more: *“we should know what the teachers are doing besides classroom type, how they are preparing for a lesson, how do they design their materials, what do they discuss in their group meetings; we have no idea about that. I think we should be more involved with the whole process.”* (FGI-1). ST5 also mentioned practice teaching was also useful for observing different levels:

last semester we were in high school, I couldn’t see actually how to manage young learners’ classroom. Actually we are lucky because our students in private middle they are really good at English. It is really easy to communicate with them. I can see how teacher manage them, how teacher calm them down. (FGI-3).

For ST24, observing was *“reducing their anxiety”* (FGI-3), for ST23 it was a way *“to correct their mistakes”* (FGI-3) as *“the more you are experienced in real life, the better you become”* (FGI-7).

Practice teaching also helped the participants’ improvement of their skills and knowledge. ST25 summarized that:

Actually I find it beneficial because it helps me to get it a little bit serious, because it is different from any other courses because it will be our profession and maybe the aim of our lives, I don’t know. So it creates a little professional atmosphere, chat with my colleagues, share ideas, enlighten each other. So it would be beneficial I guess. And I’m happy even with the readings. (FGI-2).

I think mentor teachers, supervisors, the students and also the learning styles of the students will help us because when you come across with a, let’s say, kinesthetic

learner, you learn how to control it and you learn how to manage the classroom. So all these things will contribute us. (ST13, FGI-3).

The participants found interaction with students, managing the classroom, and experiencing real teaching important as well as contribution of practice teaching to these skills. ST6 had positive experiences from practice teaching and realized:

My school has contributed me extremely. I faced with the reality. In our practice teachings, we had the utopian class, utopian students. We assumed that our students can do any task we give to them. However, now I know things are quite different. Also, I realized perfect language teaching is possible. Namely, I attended private middle this year. My observations showed me students can learn a language effectively when appropriate materials, teaching methods are provided. (FGI-8).

Another area that was effective in the participants' teacher identity formation was the fact that practice teaching allowed for meeting different students of level and grade. ST15's first impression was:

Actually I am positively impressed because the students are more mature. For example my 5th graders was so cute but they were hard to manage in the classroom. So I think in private high they are more eager to learn, they are aware of what they are doing in the classroom. And they are aware of their aim in the classroom. And the teacher is also more relaxed in the classroom, because their age is more closer than the other one. (FGI-1).

It affected ST31's way of instruction:

While working with high school students, I act according to their profile because their English level was not so high like the private mid school. So I try to keep for example while teaching my sentences as simple as I can. I try to approach them thinking that they can understand this word or vocabulary but maybe they don't know this meaning. So I acted like to their background knowledge for teaching. (FGI-3).

ST13 made a comparison: *“I’m still in the same school like last semester, the hardest part of last semester was content, literature. I didn’t have any difficulty in managing classroom. But this time it’s young learners and they are really hard to deal with.”* (FGI-3), so practice teaching was a chance in this sense. For ST6 it was the case that; *“I learnt how to adapt my language to their level. I mean for older learners we can explain things in different ways but with young learners we have to be really careful. They need to understand what we mean.”* (FGI-8).

Practice teaching was also a process of questioning for the participants; to decide whether they would be teachers or not (ST19, FGI-1), see do’s and don’ts of teaching (ST12, FGI-4), observe characteristics of today’s learners (ST11, FGI-4). ST3 told: *“For, example, I have learned to wait for a while when I ask a question to a student before I direct the question to another student or answer it”* (Article2).

4.3.3.2 Reflection as a process of deepening understanding

Reflection that was described as *“comments, experiences related to observation”* (FGI-1), *“writing our opinions on something”* (FGI-4) and was found useful by most of the participants due to such aims as follows: *“It realizes it as a concrete thing. When we experience things and read an article we think, but it just in our minds. So to share and get a feedback or keep for the future. It’s allowing for in-depth understanding,”* (ST25, FGI-2).

I also realize that critical thinking ability is gained through this reflection process. When I first started the university like you said we begin to reflect on everything that we read, that we saw, that we watched, that we listened also. And but now I can say that this is helpful to think. I realized that I began to question some thing, question every thing in my life that I encounter. (ST1, FGI-1).

It was also found useful for the fact that: *“we could talk about it we could relate it to our real life and we can compare it with our observations”* (ST7, FGI-2). ST30 discussed that: *“I think reflecting on ourselves our own teaching are quite helpful because when I think*

about my teaching I find my mistakes and I can think about how I can fix those mistakes” (FGI-3). ST18 similarly commented:

I think reflection provides us a framework to combine theory and practice. Like we observe the classroom and we get the sense of the reality of practice. I will also have the practical background so we can explain the behavior, and what works based on theory. So it helps us to understand the dynamics of the classroom. (FGI-4).

ST18 added elsewhere in her speech: *“for this class also sometimes we don’t recognize events, but then we understand that was the reason she was doing that. It gives you a chance to put yourself in the teachers’ shoes”* combining what they had thought while writing their reflections and the real classroom that they observed. ST11 explained the process of reflection:

I also like reflections. When we read the article on our own, we think just once. We just read, maybe we take notes but generally not. When we come to the class, we are discussing the main issues, or important parts, we are emphasizing them. And when we go to the observation, we will try to observe these principles. Are they real or not? So we think 3 times and this makes the principles or the information that we have learned more permanent. So, I think it is really important. (FGI-4).

ST20 commented in a similar vein: *“they made me realize what I was exactly doing. If they weren’t, I would go to my practice teaching school and I would just observe but [...] our observations had a meaning.”* (FGI-8). Most of the participants thought that writing reflections was beneficial and worth spending time on as long as they *“focus on only one issue”* (ST4, FGI-2), and *“talk about applications”* (ST5, FGI-3) in class.

ST11 evaluated specifically one of the article reflections and said:

I think it may help to change ourselves. For example when you read something, you say that it may work in my classes. I may use it. Or I may not use it. I will not do it. For example today we read an article about generation Y and Z. we learn the profile

of our students. We learn about them. And we are going to teach them in a year. And that may be helpful. (FGI-4).

ST3 saw reflection as a way to figure their real ideas on issues: *“For example while reading an article, or while observing something, we aren’t aware of our experience, opinion but when we are writing a reflection, we have to think about them. And we can learn our opinions from these reflections.” (FGI-4).*

ST31 indicated that: *“we provide each other different perspectives for the same situation. We go to different schools; same situation can be treated in different schools” (FGI-3)* for their discussions in class prior to reflection writing. All in all, reflection was found that relevant to question the participants’ own practices:

You question yourself stop and think. For example if we didn’t have to write reflections on the articles, maybe we would forget about the events because it is past. We would forget, we wouldn’t question, we wouldn’t ask questions to ourselves. But in this way by reflections, we question, stop, think, analyze and I mean it helps us in this course, especially in this course. (ST12, FGI-4).

Although the participants agreed on the fact that reflection was helpful, they stated some key points so that reflection would reach its aims. It was stated that: *“there should be some limit, some criteria, some questions so that we know how to reflect and what to reflect” (ST26, FGI-2), and “They have to focus on some specific things” (ST24, FGI-3).* They also stated they needed *“some guidance to write” (ST12, FGI-4).* Furthermore, ST13 stated: *“when it is a lot, it is really boring and enough I don’t want to reflect on anything.” (FGI-3)* and ST12 added: *“Sometimes you repeat yourself. That’s the only problem I think for me” (FGI-4).*

4.3.3.3 Discussion

The data from reflective response journals, pre-practice teaching, and post-practice teaching focus-group interviews were analyzed in order to answer the third research question on how practice teaching and reflection influenced pre-service EFL teachers’ understanding of their

professional identity formation. The findings indicated that teacher professional identity was affected by practice teaching experience in the sense that it gave the participants opportunities to observe real classroom settings, students at different language proficiency levels and of various profiles, to benefit from their mentors, improve their skills and knowledge. The underlying principle of these was the fact that practice teaching was seen as a process of questioning by the participants. It was confirmed by the findings that professional identity development is a continuous and dynamic process (Flores & Day, 2006), which manifested itself as the participants' initial and final states at practice teaching. Teacher professional identity consists experiencing, doing, belonging and finally becoming someone (Wenger, 1998; Timostuk & Ugaste, 2010), thus practice teaching made these possible for the participants as can be deduced from the data.

The findings specifically indicated that practice teaching was a time to observe real classrooms of different language proficiency levels and backgrounds as Armutçu and Yaman (2010) proposed, and the participants similarly reported that they had the opportunity to get used to unpredictable essence of classrooms. The findings also confirmed that mentoring should be prioritized rather than supervision as Walkington (2005) argues for practice teaching as the participants stated that they wanted to learn from their mentor teachers, and waited them to give some helpful tips for teaching life. However, the participants had some practical concerns and they wanted teacher education get tailored to meet their expectations like Hong's (2010) research. At the end of practice teaching, in line with Sachs' (1999) classification of "the activist identity", the participants in this study had a transformative attitude towards future when they mentioned some areas that should be changed and improved. Practice teaching as a school–university partnership was found vital in teacher identity formation through engagement, imagination, and alignment; quite a few participants had doubts about starting teaching immediately after graduation, and questioned career choices as in Trent and Lim's (2010) case study.

The participants also mentioned reflection as a crucial part of professional growth (Griffiths, 2000; Korthagen & Vasalos, 2005), and as central to teacher professional identity formation (O'Connor, 2008) to get them deepen their understanding of their teacher professional identity. The findings match with Farrell's (2013) arguments on reflection as the participants stated reflection was a way to understand their classroom practices, gave them new ideas on

teaching, and possible solutions to problems that they might face in their professional lives. In addition, the findings showed that the participants wrote about describing and recalling about teaching situations such as their mentor's or their real classroom practices, evaluated them, and shared their evaluation with peers and the university professor as alleged by Lee (2008). Furthermore, reflection writing was an enjoyable activity for the participants and found useful for the participants' professional identity development (Lee, 2008). However, there were some concerns of the participants such as unclear instructions, and repetition. The participants wanted to reflect critically allowing transferring knowledge in teacher education program to actual classroom situations as suggested by Lee (2008). It was acknowledged by the participants that reflection should pave the way to criticize their own or their peers' teaching in order to make it a strong means to dive into their teacher professional identities as argued by Beauchamp and Thomas (2009).

Finally, both practice teaching and reflection were found to be relevant and valuable to pre-service EFL teachers' professional identity formation. Teacher cognition which is described as "unobservable cognitive dimension of teaching" by Borg (2003, p.81) and about understanding "what teachers think, know, and believe" (Borg, 2009, p.163) has also some interrelations with classroom practice including practice teaching.

In addition to classroom practice, Borg (2003) also draws the interrelationships of teacher cognition with schooling, professional coursework, and contextual factors. In his summative themes emerging from research discussed in Borg (2003), some similarities could be found in line with the findings of this study. For example; as Borg (2003) suggested the findings reported "variable outcomes – individual developmental pathways" (p.91) that every pre-service EFL teacher utilized teacher education program in a unique way and it was especially observed in the participants' comments when they discussed the nature of teaching and mostly focused on individuality in the profession, which was presented under the emergent theme: describing the case.

Another supportive finding was Borg's (2003) argument was that participant pre-service EFL teachers had different experiences from practice teaching and reflective practice embedded in teacher education program. Similarly, behavioral change and cognitive change do not guarantee each other (Borg, 2003) as a result of teacher education or two component

of it in this study as practice teaching and reflective practice. In a similar vein, teacher cognitions and in-service teachers' beliefs were found to be influenced by teacher education too (Borg, 1999; Borg, 2009; Borg, 2011), and pre-service EFL teachers' professional identities were likewise influenced by practice teaching and reflective practices. Furthermore, classroom experience that was gained through practice teaching had an impact on teachers' cognition (Borg, 1999) and on the participants' professional identity package in this study.

The findings revealed that the pre-service EFL teachers underlined the contextual dependency of their identity features on students, private or state schools. Although they stated some areas as in their ideal signaling cognitive change, they also made it clear that it was not sure if they would perform accordingly bringing contextual dependency forward. There were also some links to Borg's (1999) arguments in the sense that pre-service teachers were also affected by educational and professional experiences in their lives. Schooling, specifically teachers' language education could be related in this study to the exemplar-based identities of the participants when they connected their features as teacher to previous representatives of the profession and their role models. However, Borg (1999) discusses this issue under grammar teaching practices. It is still possible to connect these two findings, as cognition and identity are interrelated concepts. According to Borg (2009), teacher cognition could be explored by self-reports and reflective journal writings, which two was manifested in focus-group interviews and article reflective response journals in this study.

The findings could also be discussed under Gee's (2001) conceptualization of identity under four headings as nature, institution, discourse, and affinity identities. Identity as "being recognized as a certain kind of person" (Gee, 2001, p.99) could be linked to different sources of power in each of these four identity types. According to the participant pre-service EFL teachers, teacher professional identity is not a nature identity as it is also under the control of the individual and the society. However, this type of identity could collapse into other kinds of identities while discussing teacher professional identity as well. In this regard, the participants could be told to enact their institutional identities throughout practice teaching as they hold the positions of "interns" or "student teachers" in their observation schools. It could be said that this type of identity enforces some duties on pre-service EFL teachers as they also commented while discussing requirement of the profession under teachers as

pedagogical experts. Or, the discursive perspective of Gee (2001) could be tracked through the participants' comments on how they are seen by the students. This type of identity is not something that they brought by birth or some institutional forces enabled them, but rather it is "a matter of one's individuality" (Gee, 2001, p.103). That is to say, pre-service EFL teachers "construct and sustain identities through discourse and dialogue" (Gee, 2001, p.103) for which practice teaching could be an environment or community in the current study. As this type of identity is also about "ascriptions" (Gee, 2001, p.104), it could be discussed that pre-service EFL teachers had employed this understanding of identity while commenting on their professional identity as exemplar-based ones. They grounded their arguments on some ascribed features to their role models and how this related to them as teachers-to-be. Moreover, when the participants stated how they wanted their students remind them later in their lives, it was again discourse or discursive identities that was brought up to stage.

From a modern perspective, discourse or discursive identities are achieved by individuals who merit the certain features of identity primarily in their minds according to Gee (2001). On the other hand, postmodern perspective alleges that it is not the individuals or the identities but "discursive, representational, and semiotic processes through which identities are created, sustained, and contested" (Gee, 2001, p.114). For this study, it could be postulated that it is not only about the features of the participants as teachers but also about the unique experiences and processes during practice teaching and teacher education which are in a constant change.

The participants' likelihood to change their characteristics is never off the discussion as hinted in their comments on state and private schools or the alleged fact that they will keep learning which pretty much warrants modifications in their beliefs and practices shaping their professional identities. Lastly, affinity identities which could be treated as the affinity group of pre-service EFL teachers sharing their practice teaching experiences and ideas through reflective response journals in the current study, are to be found in the participants' comment on how these two elements of teacher education affected their understanding of their professional identities. As a concluding remark, it is of utmost importance to clarify that none of these identities are completely separate but rather interwoven in complex and complicated ways for the participant pre-service EFL teachers of this study too.

4.4 Future Aspirations

The data revealed the participants' future aspirations as well. At the beginning and end of data collection process, the participants were asked about their future aspirations. Almost all of them stated that they would be teachers, however they had different preferences on whether to work at state or private sector. Those who did not want to work at state sector made this decision due to such reasons that there would be no opportunities of professional growth, and necessary facilities. ST1 summarized her decision as to work at universities or private schools so that she can develop herself professionally as: *"In state schools I think it is not possible, because there are lots of things that we have to deal with; for example the students' profile, the parents' profile, administration will be very different. So I do not want to deal with these issues. I want to develop myself at my profession."* (FGI-1).

Some participants stated that they would work at tertiary level such as: *"I want to stay at a university as an instructor, but if not, I want to go to private schools or so. Public schools... My last choice will be public schools"* (ST26, FGI-2), and *"I am thinking about starting my career as a instructor at a private university"* (ST5, FGI-6). However, ST28 stated: *"I want to work at public schools"* (FGI-2).

Most of the participants also told they wanted to continue with their graduate studies depending on their area of interest such as ELT, linguistics, international relations, and drama. ST18 was one of these and stated: *"I'm going to change my subject of my studies. I'm going to pursue my graduate studies in Linguistics. It's not about ELT but I think talking about linguistics also may help me improving my teaching practices"* (FGI-4).

According to the participants, there should have been some changes in the present situation of English language teaching in Turkey. They stated various things as ST29:

I think the problem in Turkey is the course book based teaching, half of the English teachers are just teaching the stuff in course books and doing nothing else, this is one of the problems maybe they should go abroad and see what the others are doing. (FGI-5).

They offered changes in teaching methods as to quit traditional methods, improving the physical conditions of state schools, leaving being exam-oriented, adding to teachers' knowledge of instructional technology and so on.

I think the first thing that should be done is to change the exam system in Turkey because the students see English as a subject for passing an exam, I want to teach them in line with communicative purposes but they will want to solve tests. (ST13, FGI-6).

Similarly, ST3 told: “No matter whatever changes happen in the literature about ELT, teachers at schools use the traditional models all the time. I would like to change this situation. I would like them to use different styles” (FGI-8). ST30 expressed her opinions as below:

Other than testing, English teachers should speak English in their classrooms. Some universities don't even speak English in their English lessons at university. That I think is a big problem. And also, every year we teach same grammar but we should change it. We should integrate some discussions about the world, because when they go outside they will not talk about grammar, they will talk about economy etc. We should integrate those things and critical thinking skills into English so that students will enjoy it more too. (FGI-7).

The participants agreed that there should be more time for practice teaching during their university education. ST12 told that:

We have to meet with this course earlier in our university life. I want this course to be a bridge between being a university student and being a real teacher. The 3rd year is the best. At least the observation could be the 3rd year and practice the 4th year. (FGI-4).

I don't think just sitting at a corner of a classroom helps my teaching so much. I see some activities yet I don't have any chance to teach and see myself how to teach this

topic. I think that this course should be given earlier and continue until we graduate. (ST10, FGI-5).

Some participants declared they had other plans but teaching, such as being involved in European Volunteer Service, Fulbright Program, working as a translator, or starting their own business. They also had some concerns regarding their future administration like lack of appreciation and excessive workload.

In this chapter, I presented the themes which emerged after the interpretive analysis of reflective article responses, pre-practice teaching and post-practice teaching focus-group interviews. I tried to incorporate the participants' voices by providing as much detail as possible and discussed the findings in relation to the literature. In the following chapter, I will suggest the implications and conclude the study.

CHAPTER 5

CONCLUSION

In this chapter, I will provide an overall summary of the study, then discuss the implications of the study for and point out limitations of the study by proposing recommendations for further research.

The study aimed to explore the pre-service EFL teachers' opinions on the essentials of teacher professional identity, their own professional identity development throughout practice teaching, and the effects of practice teaching and reflection on their understanding of their professional identity. It was designed to analyze pre-service teachers' perceptions through reflections in the practice teaching component of teacher education in order to enhance their professional identity formation. It was tailored specifically to explore the features of identities that pre-service EFL teachers demonstrated during this transformation of student teachers into regular teachers as well as their understandings of their transformation and how reflecting on their transformation helped them to construct and reconstruct their professional identities during practice teaching. The impetus to conduct such a study stemmed from the researcher's personal interests in pre-service teacher education.

Departing from these aims and interests, I asked three research questions on what constitutes teacher professional identity according to pre-service EFL teachers, how they perceived their own professional identity formation, and how practice teaching and reflection affected their understanding of their professional identities. In order to answer these research questions, data were collected through focus-group interviews at the beginning and end of practice teaching and reflective response journals. The analysis and discussion of the findings clearly demonstrated that pre-service EFL teachers were able to develop their understanding of their professional identity formation by the contribution of reflections in the practice teaching course. This process seemed to help them understand the initial times in their journeys to become teachers. However, it is acknowledged by pre-service EFL teachers that this would

be a continuous process which will be backed up by time spent and experience gained in the profession.

The findings revealed that it was a complicated process for the participants to understand who they were as teachers. It was certainly a dynamic process among the participant pre-service EFL teachers. It was argued that teachers should be subject-matter experts, didactical experts, and pedagogical experts on what constituted teacher professional identity according to the participants. The findings also reported that the participant pre-service EFL teachers experienced a transition from cue-based and exemplar-based identities to rule-based and schema-based ones. These demonstrated that different types of professional identities emerged from the data in the pendulum of imagined to practiced identities. Finally, it was seen that the participant pre-service EFL teachers commented on the role of practice teaching and reflection quite positively indicating that these two components both helped them grow professionally and deepen their understanding of their professional identities. Overall, it could be clearly seen that the findings were in line with one broad assumption of what Swan (2015) proposed. It discusses how English language teachers are globally defining themselves and proves that their professional identity emerges from beliefs about teaching, understanding of students' needs and English in their contexts. It was the case for this study as the pre-service EFL teachers based their arguments on the realities of their own contexts and tried to bridge the gap between their ideals and realities in their professional identities.

The aim of this study was to attempt to understand how pre-service EFL teachers become teachers and link the results to teacher education programs. Upon integrating the findings of the study into the related literature on teacher professional identity and its development, it could be seen that the findings might contribute to the betterment of teacher education in order to address to pre-service teachers' professional identity development. To this end, the following implications have been drawn:

- Pre-service EFL teachers' professional identity development is clearly a neglected area in teacher education in Turkey in the sense that there is no direct or robust attention paid to it. Teacher education programs are ignorant of the importance of pre-service teachers' need to understand who they are as teachers so that they could identify themselves with the profession and develop a sense of belonging.

- There should be deliberate support and guidance to help pre-service EFL teachers explore their professional identities. It could be actualized through mentoring, or separate courses incorporated into teacher education syllabus.
- There should be a constant guidance provided to pre-service EFL teachers so that they could benefit from teacher education through practice teaching and reflective practices in order to find out about their professional identities.
- There should be more time devoted to critical reflection on pre-service EFL teachers' professional identity during practice teaching, as practice teaching is a great opportunity to get familiar with real classes and to evaluate themselves and their practices as teachers. It should pave the way to move pre-service EFL teachers further in their profession. It would contribute to them in the sense that critical reflection makes their practices more meaningful throughout teacher education program.
- Pre-service EFL teachers should be supported to gain awareness on the importance of critical reflection and encouraged to improve a critical attitude towards their professional identities.
- In addition to the limited time for practice teaching, there should be more opportunities for pre-service EFL teachers to have a better understanding of their professional package enacted in classroom environments.
- Pre-service EFL teachers should be able to experience teaching in different levels and contexts as this might inform them about their types of identities such as schema-based ones.
- The findings also revealed that pre-service EFL teachers appreciated the feedback from their mentor teachers at practice teaching schools and stated that they would want to get more feedback and practical ideas for their teaching. This implies that there should be more opportunities for pre-service EFL teachers to learn from their mentors, and peers.
- There should be more ways of giving and receiving feedback after structured observation sessions of pre-service EFL teachers' classroom teaching. Doing this will also contribute to their understanding of their professional identities.
- Teacher educators should also prioritize pre-service EFL teachers' professional identity development and be facilitators in their process of exploring who they are as teachers.

It is hoped that this study will add to the limited literature exploring professional identity development of pre-service EFL teachers by sampling a local case from Turkey. Yet still, it is not without limitations such as lacking prolonged observation of participants. This study was completed over one semester. Despite its rich data, a longitudinal study might be conducted to see teacher professional identity development from a broader perspective. By this means, further and thorough understanding of the issue can be gained in pre-service EFL teachers' journey to become professionals.

This study could be replicated with different participants and in different contexts. It would help to gain a better grasp of pre-service EFL teacher professional identity development and contribute to the literature for those interested or involved in teacher education.

Also, employing observations to identify the effects of practice teaching and reflection on teacher professional identity development of pre-service EFL teachers could be another way to collect data and multiply data collection methods to triangulate findings.

Other studies could be conducted by collecting more frequent data from more frequent teaching tasks. The participants in this study did not have a chance to teach every week, the number was limited to three teaching tasks. It would have been better if pre-service EFL teachers had more time to teach during practice teaching.

Different trends and concepts in language teaching such as English as a lingua franca, intercultural communicative competence, and action research could be searched for in pre-service teachers' professional identities.

The present study kept its data sources limited to focus-group interviews and reflective response journals for manageability of data amount from 31 participants. However, another study can include individual interviews, evaluation forms of the participants' for themselves and their peers, notes from post-teaching conferences with the course instructor.

The same study could be done by utilizing a narrative approach. This study gave a holistic account of the case under focus. However, it could be insightful to acknowledge the

participants' individual stories of becoming teachers. Adopting a different analysis strategy could be enriching too.

Last but not least, incorporating teacher educators' and mentor teachers' voices will be valuable to have more insights on pre-service EFL teacher professional identity development. It is important to find out how different entities in practice teaching process perceive pre-service teacher professional identity. The students in practice teaching schools could also be consulted to give a clearer picture of the participants' professional identity development. It is for sure that all these will be informative and guiding for future teacher education practices.

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APPENDICES

APPENDIX A: FLE 404 COURSE POLICY SHEET

FLE 404 (03-04) PRACTICE TEACHING / 2015-16 SPRING

Instructor's Name

e-mail address

Wednesday 13:40-15:30/ 15:40-17:30

Course Aim/Objective	Course Learning Outcome
In this course, the students will	By the end of this course, students will be able to
Become familiar with a new school environment in order to gain authentic experience at primary/secondary (state or private) schools under staff supervision.	<ul style="list-style-type: none">- Compare and contrast their experience with that they have gained in FLE 425 School Experience in terms of learner profile, mentor support and school environment.- Distinguish different learner groups in terms of their age and level of proficiency.- Distinguish different school community in terms of the type of school and addressed learner group.
Become aware of the similarities and differences between the theoretical aspects of language teaching and their practical	<ul style="list-style-type: none">- Analyze the previously acquired teaching related knowledge and skills through further reading, observation

applications	<p>and in class activities in order to develop a professional view of the ELT field.</p> <ul style="list-style-type: none"> - Discuss the observation data they have collected and their mentor teacher's language teaching methods and techniques
Practice planning lessons, adapting and developing materials and executing their plan and materials in a real classroom atmosphere under the supervision of a language teacher.	<ul style="list-style-type: none"> - Design effective lessons that adapt the materials given in the course book according to the needs of the learners. - Develop materials relevant for the needs of the students and appropriate for the nature of the lesson
Develop a professional identity and cooperation	<ul style="list-style-type: none"> - Reflect on their observation and teaching through completing relevant tasks - Evaluate their and their partner's teaching experience through providing constructive feedback

REQUIREMENTS



1. OBSERVATION TASKS (6 of 7 tasks)

The students are required to spend 6 (4+2) hours per week (10 weeks) to perform their duties in the school they are assigned to. This phase starts in the first weeks of March and continues till the end of May, depending on each student's assigned schedule. If the student- teacher does not complete the 10-week of observations, s/he fails the course.

2. DISCUSSION & REFLECTION TASKS (6 of 8 reflections)

The students are required to read the articles assigned for each week and attend the classroom discussions. After class, they are required to write a reflection on the ideas supported in the article or mentioned in the in-class discussions.

3. TEACHING TASKS (2 Teaching Tasks)

Each student will also do two/ three 40-minute lessons in the presence of the mentor teacher. These activities will be scheduled and evaluated by the mentor teacher.

Apart from these lessons, each student will prepare a 40-minute lesson plan as their final teaching task. This class will be observed and assessed by both the course instructor and the school teacher.

Students are required to upload all their tasks to Turn-It-In. The course instructor will be available for individual consultation on tasks throughout the course.

EVALUATION		
a.	Observation Tasks (6 x 4 pts)	24%
b.	Discussion & Reflection Tasks (6 x 4 pts)	24%
c.	Mentor Teacher's Grading (2 x 15 pts)	30%
d.	Final Teaching (1 class hour)	20%
e.	Focus Group Discussion	2%

FLE 404 PRACTICE TEACHING ACTIVITY SCHEDULE				
Date	Week at school	Reflection/Discussion	Observation Tasks	Teaching Tasks
February 22-26	Introduction to the course Student-Teacher Relationships & Building a Community Lessons from FLE 425 School Experience and FLE 404 Practice Teaching of 2014			
March 1-4				
March 7-11	Week 1	Article 1 Understanding and Teaching Generation Y	Observation Task 1 Interaction Patterns	
March 14-18	Week 2	Article 2 20 Ideas for Using Mobile Phones in Class	Observation Task 2 Giving Instructions	
March 21-25	Week 3	Article 3 Online Games for Young Learners' Foreign Language Learning	Observation Task 3 Formulaic Classroom Language	
March 28 April 1	Week 4	Article 4 Ten Characteristics of a Good Teacher		Teaching Task 1
April 4-8	Week 5	Article 5	Observation	

		Social Positioning, Participation, and Second Language Learning: Talkative Students in an Academic ESL Classroom	Task 4 Dealing with Disruptive Behavior	
April 11-15	Week 6			Deadline
April 18-22	Week 7		Observation Task 5 Anecdotal Reports	for half of the tasks so far: April 24
April 25-30	Week 8		Observation Task 6 Teacher Talk Time vs. Student Talk Time	Teaching
May 2-6	Week 9		Observation Task 7 Create an Observation Focus	Task 2
May 9-27	Week 10	Final Teaching Task		

APPENDIX B: REFLECTION RESPONSE TASKS

FLE 404 Practice Teaching (03-04) Article Reflection # 1

Ten Characteristics of a Good Teacher

Here are some issues you will need to consider while writing your response to the assigned article of the week. Please keep in mind that you are required to demonstrate your understanding of the issue by connecting it to your own knowledge, observation, experience or recent learning, and /or show how it affects your ideas or possible future practice. You are not required to answer all the questions below one by one, but rather they are designed to help you to structure your ideas. Your paper should be at least around 1/1,5-page long.

General Guiding Questions

- 1) Does the article seem important or central to the field? Why or why not?
- 2) Do you feel you are part of the target audience for this article? If so, why? If not, why not?
- 3) What does the author emphasize or spend the most time on? Why? How does it affect your understanding of teaching as a profession, if any?
- 4) What are the aspects you enjoy reading in the article (or the aspects you agree/disagree with)?
- 5) Would you suggest this article to other teacher candidates or teachers in service? Why/why not?

Article-specific Guiding Questions:

- 1) The article quotes the following that reads from *'The Little Prince'*: "That which is essential cannot be seen with the eye. Only with the heart can one know it rightly."
How do you relate it to be an essential criterion of teaching?
- 2) In what ways, do the adjectives /metaphors used to describe teachers and their effects on students lead you think about teaching?
- 3) If you were to put the mentioned characteristics of a good teacher in order of importance, what would be your top three?
- 4) How do these characteristics affect different aspects of teaching such as the material design, classroom atmosphere, student motivation etc.?
- 5) Please comment on the following sentence quoted from the article: "The classroom is a stage, and to be effective the teacher must in some cases be an actor."
- 6) Does teacher-training program contribute to the qualities of teachers separated into four areas of affective characteristics, skills, classroom management techniques, and academic knowledge?

Understanding and Teaching Generation Y

Here are some issues you will need to consider while writing your response to the assigned article of the week. Please keep in mind that you are required to demonstrate your understanding of the issue by connecting it to your own knowledge, observation, experience or recent learning, and /or show how it affects your ideas or possible future practice. You are not required to answer all the questions below one by one, but rather they are designed to help you to structure your ideas. Your paper should be at least around 1/1,5-page long.

General Guiding Questions

1. Does the article seem important or central to the field? Why or why not?
2. Do you feel you are part of the target audience for this article? If so, why? If not, why not?
3. What does the author emphasize or spend the most time on? Why? How does it affect your understanding of teaching as a profession, if any?
4. What are the aspects you enjoy reading in the article (or the aspects you agree/disagree with)?
5. Would you suggest this article to other teacher candidates or teachers in service? Why/why not

Article-Specific Guiding Questions

1. In what ways do you think learners today behave differently when compared to your own learning experiences?
2. The article says: Evidently, the “old way” of schooling, namely the teacher as “sage on the stage,” is not effective with Generation Y (Skiba, 2008). How does it affect teachers’ roles in class?
3. As a member of Generation Y, how would you describe a teacher who teaches other members of Gen Y? Do you think it is easier for you to relate to them more than Generation X or The Baby Boomer generations do?
4. It is apparent that the current schooling system mostly lags behind Generation Y learners, how can you adapt classroom environment to teach them?
5. Do you think it helps teachers to ask the question of “what can Peter do to be a better teacher?” to learners?
6. Which characteristics of Generation Y do you find difficult to cope with? As Generation Y re-defines respect, how would you define teaching in line with it?
7. What would be your criteria to decide on a teaching tool, approach, or strategy to target at Generation Y?

APPENDIX C: PRE-PRACTICE TEACHING FOCUS-GROUP INTERVIEW PROTOCOL

Institution:

Time of Interview:

Date:

Interviewee:

Interviewer:

The main purpose of this single case study is to elaborate on pre-service EFL teachers' knowledge and perceptions on their professional identity development throughout practice teaching and what factors contribute to these perceptions.

I would like to audio record the interview conversation. Please make sure that you have signed the consent form. For your information, only the researcher in the study will have access to the audio-recordings. Basically, this document assures that: (1) all information will be held confidential, (2) your participation is voluntary and you may quit participating at any time if you feel uncomfortable. This focus group interview is planned to last approximately one hour.

Thank you for your agreeing to participate.

QUESTIONS:

- 1) What do you want to do when you graduate? What are your plans? In what contexts have you taught so far?
- 2) How would you describe yourself as a prospective teacher?
- 3) What does a student teachers' professional growth mean to you?
- 4) 4a) What do you expect from this practicum?
4b) Do you think you will change in any ways during this practicum? As a teacher?
As a person?
- 5) What kind of a teacher do you want to be in the future?
5a) Why do you want to be that kind of a teacher?
5b) How do you think you can become that kind of a teacher?
- 6) What do you expect from this course?
- 7) What do you think about reflection as a student teacher?

APPENDIX D: POST-PRACTICE TEACHING FOCUS-GROUP INTERVIEW PROTOCOL

Institution:

Time of Interview:

Date:

Interviewee:

Interviewer:

The main purpose of this single case study is to elaborate on pre-service EFL teachers' knowledge and perceptions on their professional identity development throughout practice teaching and what factors contribute to these perceptions.

I would like to audio record the interview conversation. Please make sure that you have signed the consent form. For your information, only the researcher in the study will have access to the audio-recordings. Basically, this document assures that: (1) all information will be held confidential, (2) your participation is voluntary and you may quit participating at any time if you feel uncomfortable. This focus group interview is planned to last approximately one hour.

Thank you for your agreeing to participate.

QUESTIONS:

- 1) What made you choose teaching?
- 2) Please describe one of your past teachers who you liked most / least?
- 3) Who else has greatly influenced your teaching beliefs and performance? How?
- 4) What are your characteristics as a teacher?
- 5) How do you evaluate your teaching and language skills?
- 6) 6a) What are your main responsibilities as a teacher?
6b) Who has power in your classroom and how is it expressed?
- 7) How do you feel as a teacher of EFL? What is your purpose of teaching EFL?
- 8) What do you want to change about the present situation of English language teaching so that it will be more in line with your pedagogical ideas?
- 9) Do you think your practice teaching school has contributed to your development as a teacher?
- 10) Do you think your practice teaching course has contributed to your development as a teacher?
- 11) 11a) What are your plans about your professional life in the future?
11b) Is there any possibility of leaving teaching as your main career?

APPENDIX E: INFORMED CONSENT FORM

This is a qualitative case study conducted by Res. Asst. Hanife Taşdemir. The aim of the study is to elaborate on the perceptions of pre-service EFL teachers' knowledge and perceptions on their professional identity development throughout practice teaching and what factors contribute to these perceptions. Participation in the study is on a voluntary basis. No personal identification information is required in the data collection instruments. Your answers will be kept strictly confidential and evaluated only by the researcher; the obtained data will be used for scientific purposes. The result will contribute to the Master's research study titled "The Perceptions of Pre-Service EFL Teachers on Their Professional Identity Formation Throughout Practice Teaching".

You will participate in two interviews. Each interview will last approximately one hour. The interviews will be audio-recorded. The data collection instruments do not contain questions that may cause discomfort in the participants. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time.

I would like to thank you for your participation in this study.

I am participating in this study totally on my own will and am aware that I can quit participating at any time I want/ I give my consent for the use of the information I provide for scientific purposes.

Res. Asst. Hanife Taşdemir

Graduate School of Social Sciences

Department of English Language Teaching

METU

For further information about the study, please contact me by e-mail:

hnftasdemir@gmail.com

Name Surname

Date

Signature

...../...../.....

APPENDIX F: SAMPLE MAXQDA SCREENSHOTS

The screenshot displays the MAXQDA 12 software interface, showing the Document System and Code System views.

Document System View:

- Document Browser: 45406_ST11_Article_Reflection_1_15268_431700776
- Document List:
 - 63242_ST1_Reflection-4_19402_1100669685
 - GenY Article
 - 50207_ST10_Article_Review_I_Sahra_Mine_Güngör_1
 - 45404_ST7Reflection_to_Generation_Y_15268_1446568653
 - 45406_ST11_Article_Reflection_1_15268_431700776** (Selected)
 - 50189_ST2_Generation_Y_15268_197022069
 - 50196_ST4Reflection_task_1_15268_283033145
 - 50197_ST3_Article_Review_1_15268_320429204

Code System View:

- Code System: 831
- Code System Hierarchy:
 - Teacher Professional Identity
 - Essentials of Teacher Professional Identity
 - teacher as subject matter expert
 - Academic knowledge/Professionalism
 - lifelong learning in teaching
 - subject knowledge
 - teacher as didactical expert
 - teacher as pedagogical expert
 - Requirements of teaching
 - Student centeredness
 - knowing students
 - fair treatment
 - leave his emotional baggage out
 - awareness
 - Intellectual growth of sts
 - Instructional design
 - adjustment in teaching methods
 - planning
 - presentation of new material
 - feedback in class
 - feedback on their teaching
 - hands-on learning
 - From imagined to Practiced identities
 - 157

Retrieved Segments:

 - 7 In order to bridge the gap between us and our students, asking how we can teach in a better way to our students may be an effective strategy. For example, we may want our students to criticize our teaching strategies and make some suggestions to improve them in the middle of the semester. After getting all the criticism, we may arrange some of our strategies by taking their suggestions into consideration. By this way, we may create a warm environment in the classroom and the students will feel that they are an important part of the classroom community. This may also maximize their learning in my opinion.
 - 8 Even if we try to bridge the gap, our education system may also lags behind Gen Y learners, but we may adapt our lessons to teach them effectively. We may make our lessons more student-centered with different types of activities requiring students to be active in the lessons like games, and role plays. In addition, we may add some activities including some visuals. I think we may give some space to the students in the classroom without using technology if we do not have a chance of using it. In addition, we may give immediate feedback to our students or may give a room to peer feedback in our lessons because Gen Y loves taking feedback. However, they trust the idea of their friends more than that of the authorities. Therefore, peer feedback may be more effective and it may be followed by the teacher feedback.
 - 9 In addition to the obstacle because of our education system, I have also found some characteristics of Gen Y difficult to cope with like respecting to each other and multitasking. I think teachers should be to the teacher and even to an individual student in the lesson.

Simple Coding Query (OR combination of codes)

Users\hanifetasmir\Desktop\Thesis.mxl2 - MAXQDA 12 (Release 12.1.4)

Document System

- Pre Interviews
 - FGI-1
 - FGI-2
 - FGI-3
 - FGI-4**
- Post Interviews
 - FG-5
 - FG-6

Code System

- hands-on learning
- From Imagined to Practiced Identities
- Cue-based / Exemplar-based
 - characteristics
 - teacher role
 - classroom environment
 - responsibilities
 - contextual dependency
 - teaching skills
 - language skills
 - feelings
 - authority
- Rule-based / Schema-based
 - authority in class
 - responsibilities
 - characteristics
 - teaching skills
 - teacher role
 - language skills
 - feelings
 - classroom management
- Practice Teaching and Reflection as Valuable Aids
 - Reflection for their understanding...
 - In-depth grasp of practices

Document Browser: FGI-4

| No. | Text |
|-----|--|
| 254 | k: and what contributes to your development when you're a student teacher? |
| 47 | ST21: feedback given from our mentor teachers is really helpful. |
| 48 | R: what other things can you add to this list? |
| 49 | ST3: Observing the classroom by going to other teachers' classes (adds to prof.growth). |
| 50 | R: what kind of a teacher do you want to be in the future? (explains in detail) |
| 51 | ST3: I will be an enjoyable teacher. Once students are in my class They don't get bored of course they can get bored for five minutes but all of them. And I want to be memorized (means remembered) when they are get old, when they are in high school, oh yasemin teacher vardi. |
| 52 | ST12: touching their lives, experiences very important. |
| 53 | ST17: I want to be a friendly teacher but not a friend of them. Just friendly, smiling, positive. |
| 54 | R: I'm sure you will do it. Any other things? |
| 55 | ST5: I want to guide my students. I want them like English. This is the most important thing I guess. They need to first like it and then learn it. |

Code: Teacher Professional Identity(From Imagined to Practiced Identities
[Cue-based / Exemplar-based]Teacher role

11 coded segments from 4 documents and 1 document groups

In our micro teachings students are our friends so it was not a big deal to manage the class but in the reality it is totally different. As a student teacher they do not see us leader or teacher actually

| Comment | Document group | Document name | Code | Begin | End | Weight score | Preview |
|----------------|----------------|---------------|-------------------|-------|-----|--------------|----------------------|
| [Green Circle] | Pre Interviews | FGI-4 | Teacher Profes... | 39 | 39 | 0 | In our micro tea... |
| [Green Circle] | Pre Interviews | FGI-4 | Teacher Profes... | 41 | 41 | 0 | the sister or al... |
| [Green Circle] | Pre Interviews | FGI-4 | Teacher Profes... | 55 | 55 | 0 | I want to guide ... |
| [Green Circle] | Pre Interviews | FGI-4 | Teacher Profes... | 52 | 52 | 0 | touching their li... |
| [Green Circle] | Pre Interviews | FGI-2 | Teacher Profes... | 74 | 74 | 0 | I will be a teach... |
| [Green Circle] | Pre Interviews | FGI-3 | Teacher Profes... | 94 | 94 | 0 | I think being a f... |
| [Green Circle] | Pre Interviews | FGI-3 | Teacher Profes... | 95 | 95 | 0 | we can tell it w... |
| [Green Circle] | Pre Interviews | FGI-2 | Teacher Profes... | 75 | 75 | 0 | I want to teach ... |
| [Green Circle] | Pre Interviews | FGI-1 | Teacher Profes... | 41 | 41 | 0 | And also I want... |
| [Green Circle] | Pre Interviews | FGI-3 | Teacher Profes... | 105 | 105 | 0 | I think by chan... |

/Users/hanifetasmir/Desktop/Thesis.mxl2 - MAXQDA 12 (Release 12.1.4)

The screenshot displays the MAXQDA 12 software interface. The top toolbar contains various icons for file operations, search, and analysis. The main window is divided into several panes:

- Document System**: A tree view on the left showing the hierarchy of documents. It includes folders like "Post Interviews" and individual documents such as "FGI-2", "FGI-3", "FGI-4", "FGI-5", "FGI-6", "FGI-7", and "FGI-8".
- Code System**: A pane below the Document System showing a hierarchical list of codes. Codes are organized into groups like "usefulness", "must-have's", "problems", "sharing experiences", "evaluation/questions", "Opportunity for professional growth", "mentor teacher", "student teacher as an observer", "improvement of skills/knowledge as teachers", "different student profiles-grade", "as a process of questioning", "lists of different lang.level/comp.", "benefits of teacher education program", "Description of case", "previous experience in teaching", "Nature of teaching", "Individuality in teaching", "reasons to choose teaching", "other ppl's effect", "aptitude", "shaping the future", "university choice", "Future Aspirations", and "Sets".
- Document Browser: FG-7**: A central pane displaying the text of document segment FG-7. The text describes the author's experience as a teacher in primary school or high school, their interactions with friends and family, and their reflections on being a teacher. The text is segmented into numbered parts (1, 2, 3, 4) corresponding to the coded segments.
- Coded Segments**: A table at the bottom right summarizing the coded segments. It lists the segment number, its description, the code applied, the weight score, and a preview of the text.

| | Comment | Document gro... | Document name | Code | Begin | End | Weight score | Preview |
|---|---------|-----------------|---------------|--------------------|-------|-----|--------------|-----------------------|
| 1 | | Post Interviews | FG-5 | Description of ... | 6 | 6 | 0 | I loved learning... |
| 2 | | Post Interviews | FG-5 | Description of ... | 6 | 6 | 0 | it is like a part ... |
| 3 | | Post Interviews | FG-5 | Description of ... | 8 | 8 | 0 | Actually it all st... |
| 4 | | Post Interviews | FG-6 | Description of ... | 16 | 16 | 0 | I don't have an ... |
| 5 | | Post Interviews | FG-7 | Description of ... | 2 | 2 | 0 | when I was in p... |
| 6 | | Post Interviews | FG-7 | Description of ... | 4 | 4 | 0 | I always love le... |
| 7 | | Post Interviews | FG-7 | Description of ... | 5 | 5 | 0 | when I was a c... |
| 8 | | Post Interviews | FG8 | Description of ... | 3 | 3 | 0 | I would always ... |

APPENDIX G: LIST OF CODES

| Code System | # |
|---|-----|
| Code System | 831 |
| Teacher Professional Identity | 0 |
| Essentials of Teacher Professional Identity | 0 |
| teacher as subject matter expert | 0 |
| Academic knowledge/Professionalism | 0 |
| lifelong learning in teaching | 21 |
| subject knowledge | 17 |
| teacher as didactical expert | 0 |
| Teacher role | 0 |
| actor | 9 |
| facilitator | 4 |
| inspirer | 5 |
| role model | 3 |
| leader | 3 |
| shift in roles | 4 |
| Attributes | 5 |
| enthusiasm | 22 |
| caring | 18 |
| humor | 15 |
| love | 14 |
| patience | 10 |
| creative | 10 |

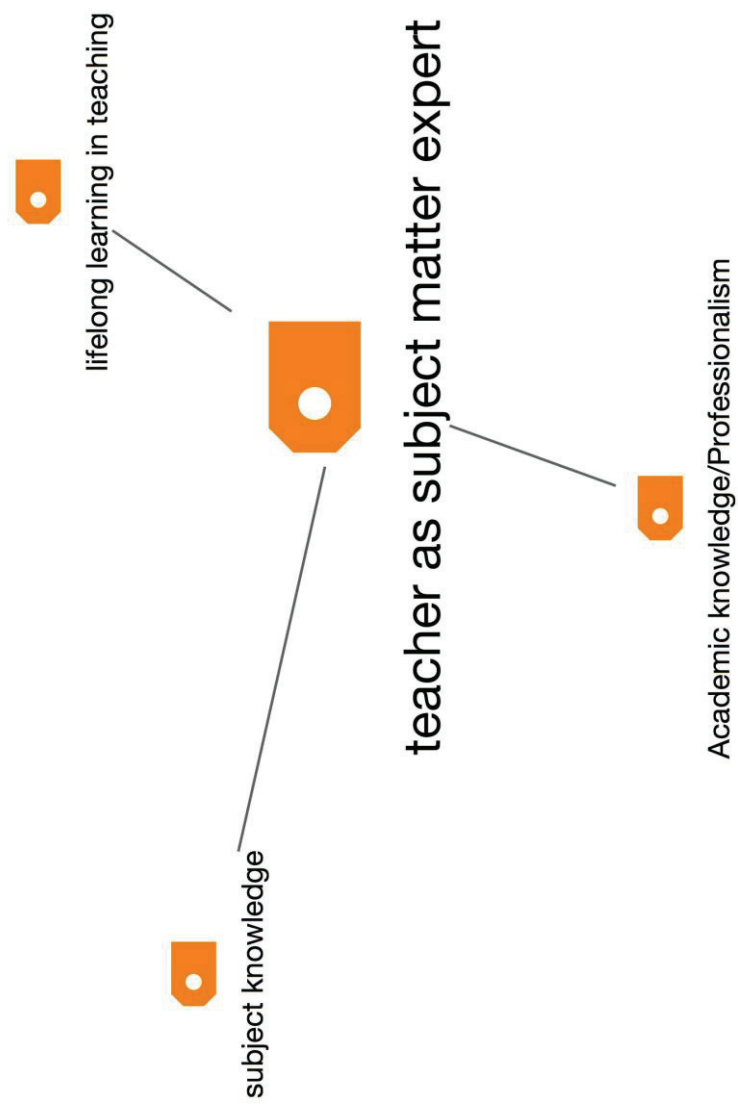
| | |
|---------------------------------------|----|
| discipline | 7 |
| fun | 5 |
| encouraging | 5 |
| close relationship with sts(friendly) | 5 |
| passion | 3 |
| low stress/anxiety | 3 |
| trustable | 2 |
| honesty | 2 |
| challenge | 1 |
| empathy | 1 |
| Undesired features | 27 |
| Skills | 0 |
| tech. skills | 23 |
| positive classroom environment | 13 |
| classroom management | 8 |
| engage students to the lesson | 5 |
| material design | 4 |
| rapport | 1 |
| communication | 1 |
| body language | 1 |
| teacher as pedagogical expert | 0 |
| Requirements of teaching | 0 |
| Student centeredness | 0 |
| knowing students | 18 |

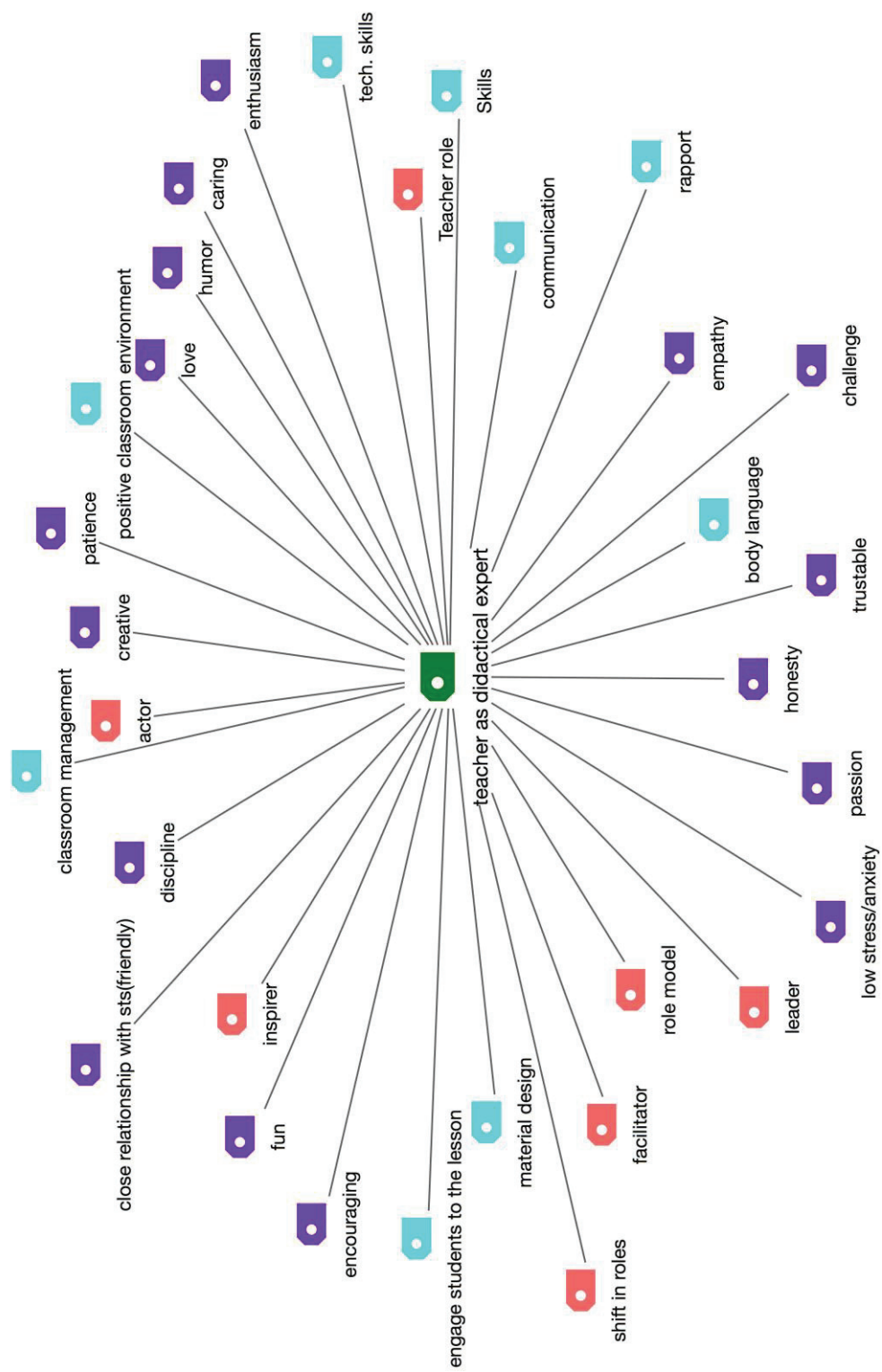
| | |
|---------------------------------------|----|
| fair treatment | 8 |
| leave his emotional baggage out | 7 |
| awareness | 4 |
| intellectual growth of sts | 2 |
| Instructional design | 0 |
| adjustment in teaching methods | 17 |
| planning | 10 |
| presentation of new material | 8 |
| feedback in class | 7 |
| feedback on their teaching | 7 |
| hands-on learning | 1 |
| From Imagined to Practiced Identities | 2 |
| Cue-based / Exemplar-based | 0 |
| characteristics | 20 |
| teacher role | 11 |
| classroom environment | 11 |
| responsibilities | 9 |
| contextual dependancy | 8 |
| teaching skills | 6 |
| language skills | 6 |
| feelings | 6 |
| authority | 1 |
| Rule-based / Schema-based | 0 |
| authority in class | 15 |

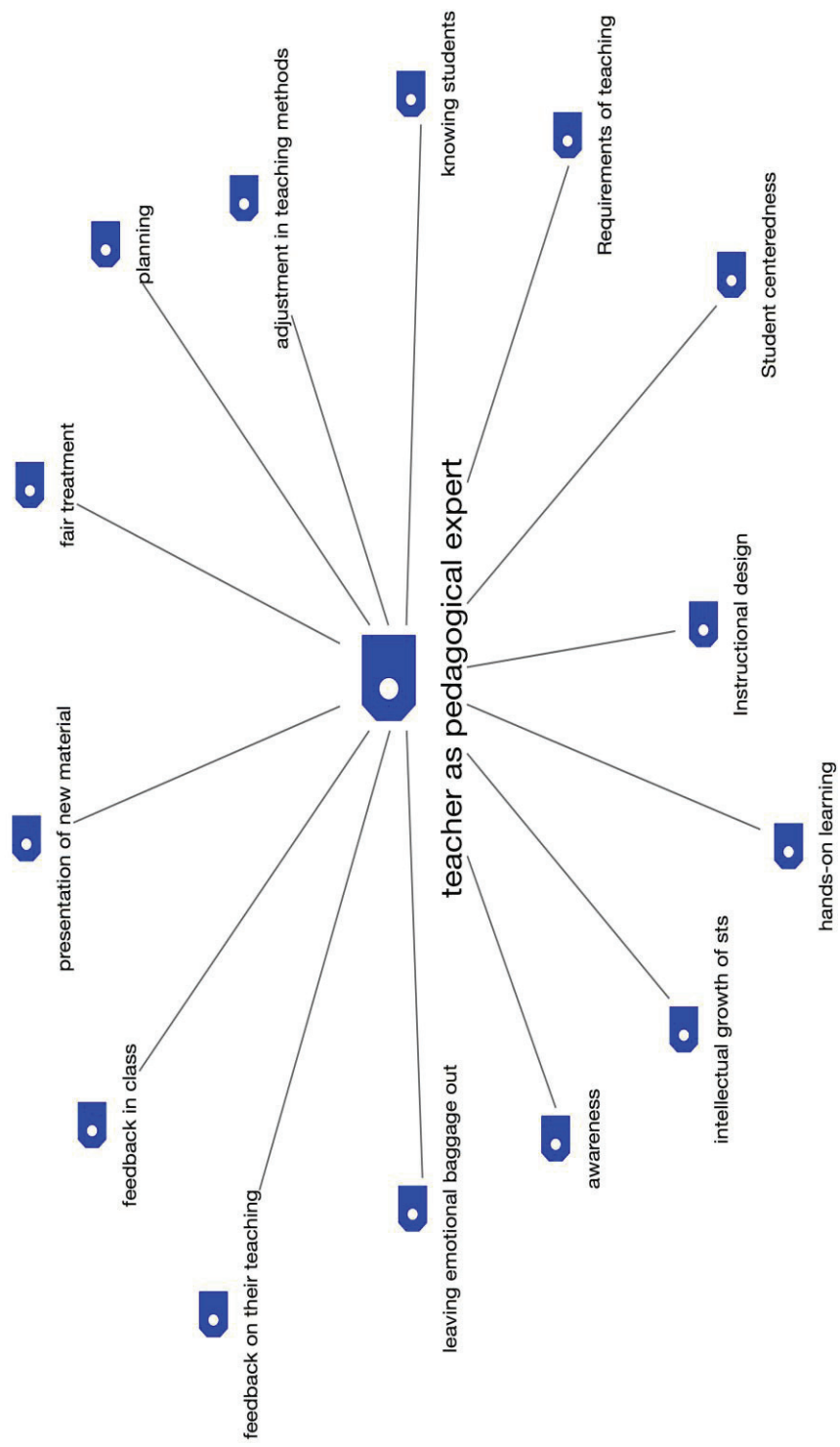
| | |
|---|----|
| responsibilities | 12 |
| characteristics | 12 |
| teaching skills | 11 |
| teacher role | 9 |
| language skills | 9 |
| feelings | 5 |
| classroom management | 4 |
| Practice Teaching and Reflection as Valuable Aids | 0 |
| Reflection for their understanding.. | 0 |
| In-depth grasp of practices | 2 |
| in-depth understanding | 13 |
| usefulness | 10 |
| must-have's | 9 |
| problems | 6 |
| sharing experiences | 3 |
| evaluation/questions | 1 |
| Opportunity for professional growth | 0 |
| mentor teacher | 18 |
| student teacher as an observer | 18 |
| improvement of skills/knowledge as teachers | 16 |
| different student profiles-grade | 12 |
| as a process of questioning | 8 |
| sts of different lang.levelofcomp. | 5 |
| benefits of teacher education program | 13 |

| | |
|---------------------------------|----|
| Description of case | 0 |
| previous experience in teaching | 12 |
| Nature of teaching | 4 |
| Individuality in teaching | 12 |
| reasons to choose teaching | 1 |
| other ppl's effect | 12 |
| aptitude | 8 |
| shaping the future | 3 |
| university choice | 3 |
| Future Aspirations | 0 |
| Future projection on profession | 0 |
| place of work | 34 |
| graduate studies | 19 |
| must changes | 19 |
| more time for practice teaching | 18 |
| decision to teach | 13 |
| other career plans | 9 |
| possible hardships | 5 |
| future administration | 2 |

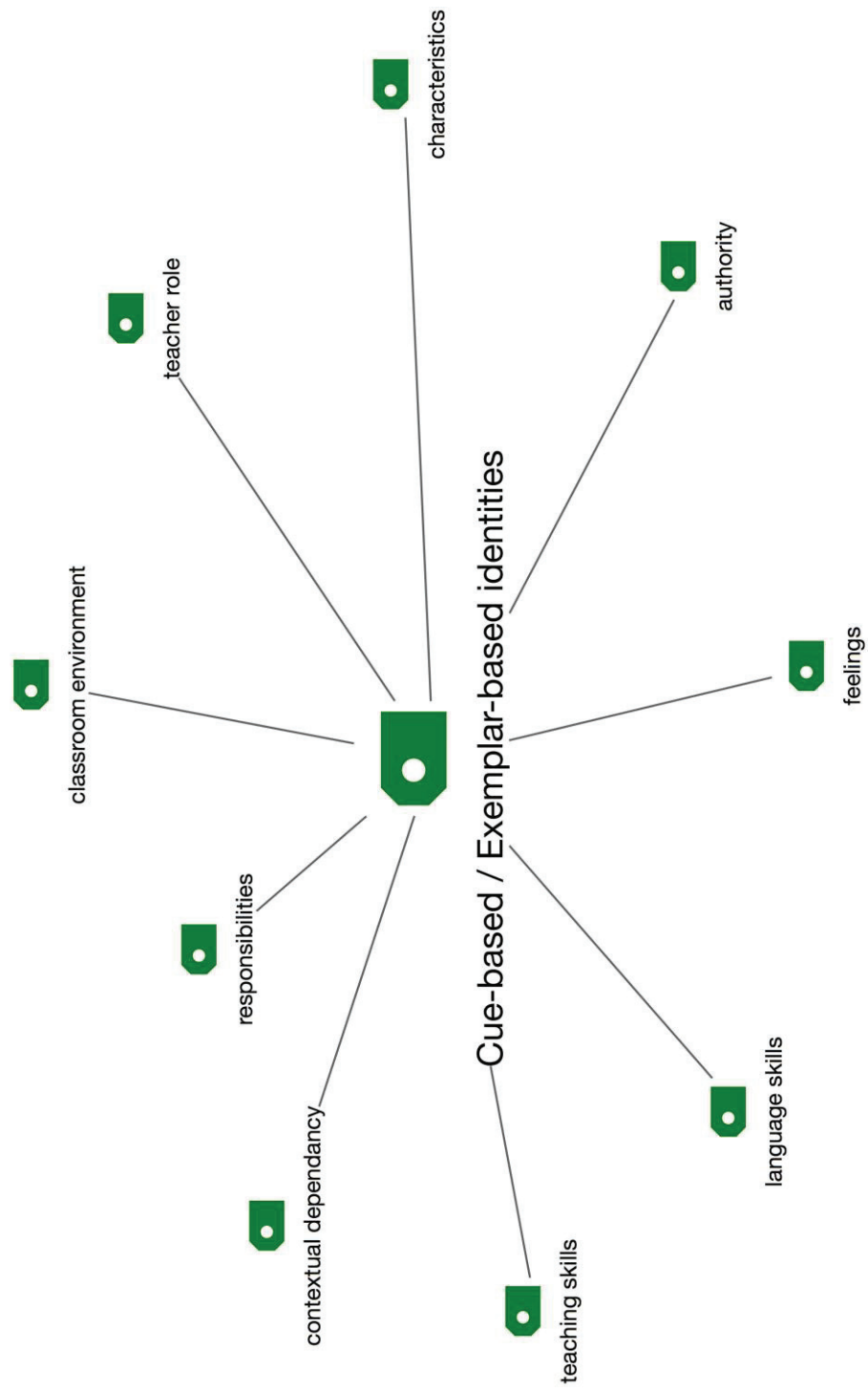
APPENDIX H: VISUAL REPRESENTATION OF FINDINGS FOR RESEARCH QUESTION 1

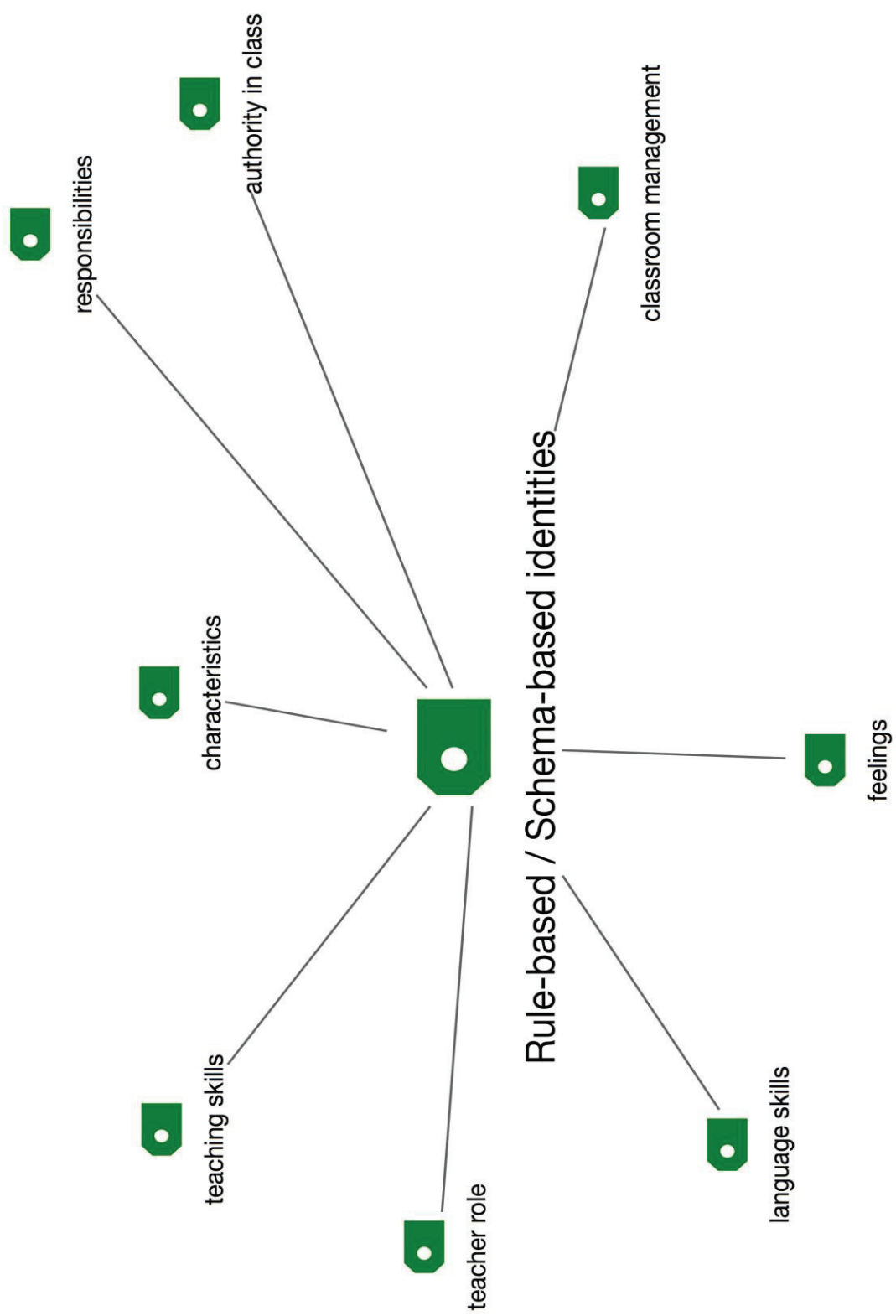






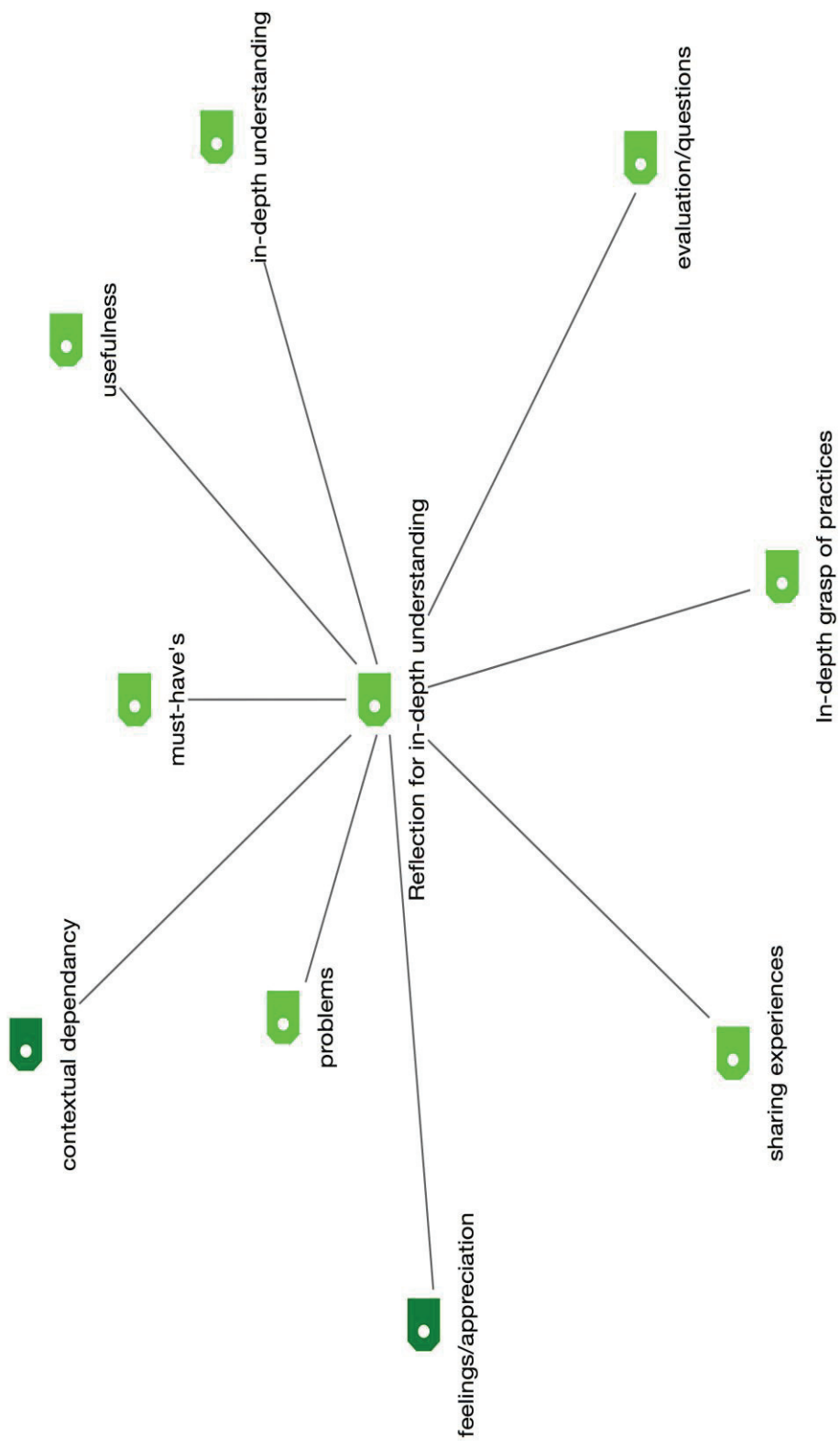
APPENDIX I: VISUAL REPRESENTATION OF FINDINGS FOR RESEARCH QUESTION 2





APPENDIX J: VISUAL REPRESENTATION OF FINDINGS FOR RESEARCH QUESTION 3





APPENDIX K: TURKISH SUMMARY

1. GİRİŞ

İkinci dil öğretmen eğitimi son yıllarda daha çok ilgi gösterilen bir alan olmuştur. Özellikle, bu alanda öğretmenleri daha iyi eğitme yollarını aramaktan yaratıcı düşünme ve öz-farkındalık yoluyla öğretmenlerin öğretmeyi nasıl öğrendiklerine odaklanmaya geçiş söz konusudur (Richards, 2008). Şüphesiz, öğretmen eğitimi programları öğretmen adaylarının eğitimleri ve öğretmeyi nasıl öğrendikleri konusunda önemli bir yere sahiptir, fakat öğretmenler kendi öğretim uygulamalarını çeşitli sebeplere dayanarak kendileri oluştururlar. Bu sebepler içerisinde profesyonel öğretmen kimlikleri en etken belirleyicilerdendir.

İlgili literatürde kimliğe ilişkin tek bir tanım olmadığı görülmektedir. Norton (2000) kimliği dünya ya da gelecek ile olan ilişkimize göre tanımlarken; Danielewicz (2001) diğer bireylere göre tanımlamaktadır. Bununla birlikte, kimliğe ilişkin bazı genellemeler aşağıdaki gibi özetlenebilir:

- Kimlik hem bireysel hem toplumsal olarak şekillenir (Coldron & Smith, 1999).
- Kimlik bağlam-bağımlı, diğer insanlarla ilişki içinde, değişen ve çoklu, anlamın yapılandırılması ve yeniden yapılandırılmasıyla ilişkilidir (Morgan, 2004; Peirce, 1995; Rodgers & Scott, 2008).
- Kimlik öğretme ve öğretmen olma konusunda inançları, değerleri, duyguları içerir (Farrell, 2011).
- Kimlik, sınıfta karar alma olarak ya da farklı ortamlarda harekete geçirilir (Alsup, 2006; Burns & Richard, 2009).

- Kimlik sıklıkla karmaşık olarak iç içe olduğu bazı belirli roller ile ilişkilendirilir, fakat roller ve kimlik arasında bir farklılık vardır (Borg, 2006; Farrell, 2011; Samuel & Stephens, 2000; Sugrue, 1997; Urrieta, 2007; Walkington, 2005; Zare-ee & Ghasedi, 2014).
- Kimlik profesyonel, durumsal, kişisel ya da konu alanı, öğretici, ve eğitimsel uzman kimlikleri gibi alt kimliklerden oluşmaktadır (Beijaard, Verloop & Vermont, 2000; Day & Kington, 2008).
- Kimlik aynı zamanda modern ve post modern ikilem altında da tartışılabilir (Sugrue, 1997).

Kimlik kavramsallaştırmalarında yukarıda belirtilen temellere ek olarak, kimlik aynı zamanda 'uygulamada kimlik-' ve 'söylemde kimlik' olarak incelenmektedir (Varghese et al., 2005). Uygulamada kimlik, bu çalışmada öğretmenlik uygulamasında olduğu gibi farklı bağlamlarda gerçek pratikler üzerinden işlevseldir. Bu nedenle, öğretmen eğitimi, öğretmenlerin mesleki kimlik gelişimi ile ilgili olmaktadır. Öğretmen eğitimi, öğretmen olma ya da öğretmeyi öğrenme süreci olarak değerlendirilebilir. Bu noktada, öğretmen eğitime ve kimliğe sosyokültürel bakış, öğretmen eğitimi sürecini daha verimli kullanmaya ve değerlendirmeye yardımcı olur. Böylesi sosyokültürel bir dünya görüşü benimsemek, kimlik yapılandırılmasının sürekli olarak bireyler ve sosyal söylemler tarafından şekillendiğini ortaya koymaktadır (Trent, 2014). Hizmet öncesi öğretmenlerin profesyonel kimlik gelişimi dikkate alınarak, bu çalışma kimliğin doğuştan gelen bazı kimlik türlerine sahip olmak yerine, sosyal ve kültürel etkileşim yoluyla meydana geldiğini savunan öncül üzerine inşa edilmiştir.

Kimlik ve kimlik oluşumu tartışılırken Wenger'e (1998) ve Moscovici'nin (2000) teorisiyle uyumlu Xu'ya (2012, 2013)'ya atıfta bulunmak son derece önemlidir. Kimlik oluşumu aidiyetin üç boyutu açısından katılım, imgelem ve uyum olarak tartışılmaktadır. Katılım veya çekilme kimlikleri, temel olarak kişinin deneyiminin alakalı olduğu bir toplulukla kendisini tanımlaması anlamına gelen, anlam uzlaşmasından ortaya çıkmaktadır. Profesyonel kimlik, ipucu-temelli, örnek-temelli, kural-temelli, ve şema-temelli olarak da gruplanabilir.

Bu çalışmanın öğretmenlik uygulaması dersi ve yansıtıcı düşünme olarak iki odak noktası daha bulunmaktadır. Öğretmenlik Uygulaması dersi veya staj hizmet öncesi öğretmenlerin profesyonel kimlik gelişimleri için iyi değerlendirildiğinde bir fırsat olarak görülebilir. Öğretmenlik uygulaması dersinin öğretmen eğitiminde en önemli ayaklarından biri olduğu ve üniversiteden okullara geçiş sağlayacağı kabul edilmektedir. Bu süreç boyunca, öğretmen adayları öğretmen eğitimi programlarında oldukça yaygın olan yansıtıcı düşünme uygulamalarında bulunmaktadır (Beijaard & Verloop, 2000; Farrell, 1999).

Öğretmenlik Uygulaması dersi uygulama topluluğu olarak ve yansıtıcı düşünme öğretmenlerin profesyonel kimlik gelişimlerinde hayati bir uygulama olarak görülmektedir (Hochstetler, 2011; O'Connor, 2008; Walkington, 2005). Eleştirel yansıtıcı düşünme Alsup (2006), Beauchamp and Thomas (2009), Lee (2008), ve Rorrison (2010) gibi çeşitli araştırmacılar tarafından ön planda tutulmuş, hem öğretmen eğitiminde hem de öğretmenlerin mesleki kimlik gelişiminde esas olarak düşünülmüştür.

Sugrue'ye (1997) göre, öğretmen adayları için öğretmenlik mesleği ile kendini tanımlama önemli bir ilk adımdır. Ayrıca, Varghese Morgan, Johnston ve Johnson (2005) dil öğretimi

ve öğrenmeyi anlamak için öğretmenlerin iddia ettikleri ve onlara atfedilen profesyonel, kültürel, politik ve bireysel kimliklerini anlamak gerektiğine işaret etmektedir; dolayısıyla öğretmen kimliği dil öğretme ve öğrenmenin ana odak noktası olmasıdır. Öğretmen eğitiminin bu kavramsallaştırması düşünüldüğünde, İngiliz Dili öğretmen adaylarının profesyonel kimlik gelişimi daha fazla araştırılması gereken bir alandır. Bu nedenle İngiliz Dili öğretmen adaylarının öğretmen olmak üzere doğdukları ya da öğretmenlik uygulaması sırasında bir sosyal yapılanmaya maruz kalıp kalmadıkları tartışmasını kapsayan bu çalışmada, katılımcıların profesyonel kimliklerini nasıl algıladıklarını araştırmak amaçlanmıştır.

İngiliz Dili öğretmen adaylarının profesyonel kimlik gelişimini anlamak için, Öğretmenlik Uygulaması dersi Nettle'ye (1998) göre öğretmen adaylarının gelişiminde en kritik zamanlardan biri olduğundan mevcut çalışmanın amaçlarına uygun bulunmuştur. Ayrıca, Samuel ve Stephens'e (2000) göre mesleki arenaya öğretmen adayı öğrencilerin getirdiği kimlik özelliklerini keşfetme ve öğretmenlerin profesyonel kimliklerini nasıl yapılandırdığını veya yeniden yapılandırdığını anlamak gerekmektedir.

Bu çalışmanın amacı, İngiliz Dili öğretmen adaylarının, profesyonel öğretmen kimliğinin bileşenleri, Öğretmenlik Uygulaması dersi boyunca kendi profesyonel öğretmen kimlik gelişimleri ve bu gelişime Öğretmenlik Uygulaması dersi ve yansıtıcı düşünmenin etkilerine ilişkin görüşlerini ortaya çıkarmaktır. Bu amaçlara dayanarak, çalışma aşağıdaki soruların cevaplarını bulmayı amaçlamaktadır:

1. İngiliz Dili öğretmen adaylarına göre, profesyonel öğretmen kimliğinin bileşenleri nelerdir?

2. İngiliz Dili öğretmen adayları Öğretmenlik Uygulaması dersi boyunca profesyonel kimlik gelişimlerini nasıl görmektedir?

3 Öğretmenlik Uygulaması dersi ve yansıtıcı düşünme İngiliz Dili öğretmen adaylarının profesyonel kimlik oluşumunu anlamalarında etkilemektedir?

İngiliz Dili öğretmen adaylarının öğretmenlik mesleğine olan aidiyet duygularını artırmak için mesleki kimliklerini anlamaları gerekmektedir ve bu aynı zamanda Öğretmenlik Uygulaması dersi boyunca eleştirel yansıtıcı düşünmeyi içermelidir.

Hizmet öncesi öğretmen eğitimi programlarında öğretmen mesleki kimliği üzerine büyük bir vurgu yapılması gerektiği düşünülmektedir (Thomas & Beuchamp, 2011). Bu bağlamda, "Öğretmen olmak başkaları tarafından veya kendisi tarafından bir öğretmen olarak görülüyor olmak meselesi" Coldron ve Smith'e (1999) göre öğretmen olmak öğretmenin kendisi ve başkaları tarafından nasıl bir öğretmen olarak değerlendirildiğini içermektedir. Bu bağlamda, öğretmen adaylarının kendilerini nasıl algıladıklarını araştırmak gereklidir.

Öğretmen kimliğinin incelenmesinin çok temel iki sebebi bulunmaktadır: (1) Sınıfları birbirinden ayıran ve eğitimin kalitesini sağlayan profesyonel öğretmen kimliğidir (Walkington, 2005), (2) profesyonel öğretmen kimliği oluşumunu inceleyen çalışmalar kısıtlıdır (Furlong, 2013; Kanno & Stuart, 2011; Xu, 2013; Zare-ee & Ghasedi, 2014). Bir diğer açıdan, öğretim ve müfredatı ilişkin teorik bilginin yanı sıra okullarda tecrübe edinmek iyi bir öğretmen olabilmek için gereklidir (Sırmacı, 2010; Varghese et al., 2005).

Öğretmenlik Uygulaması dersi profesyonel kimlik algılarının sınıftaki uygulamalarla doğrudan ilişkilendirilebilmesi açısından çalışmanın amaçlarına uygun bulunmuştur.

Ayrıca, Öğretmenlik Uygulaması dersi yabancı ya da ikinci dil çevrelerinde çok incelenmemiştir (Yan & He, 2010). Velez-Rendon'a göre (2010) söz konusu ders teoriyi pratiğe dökme, eğitimsel ve sınıf yönetimi becerileri geliştirme, öğretim iş yükü ile başa çıkabilme, profesyonel kimliği şekillendirme bakımından (1) politika geliştirme (Day & Kington, 2008), (2) gündem belirleme (Pavlenko, 2003; Walkington, 2005), (3) staj tecrübesini daha iyi anlamlandırma (Trent, 2013), (4) okul-üniversite arasında işbirliği sağlama açılarından yararlı olacaktır.

2. YÖNTEM

Bu nitel durum çalışması Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi İngiliz Dili Öğretimi bölümünde gerçekleştirilmiştir. 2015-2016 Bahar yarıyılında FLE 404 Öğretmenlik Uygulaması dersinde kayıtlı 31 İngiliz Dili öğretmen adayı çalışmaya katılmıştır.

FLE 404 dersi bir önceki dönemde alınan 425 Okul Deneyimi dersinin devamı niteliğindedir. Bu ders kapsamında İngiliz Dili öğretmen adayları bir özel okulun ortaokul ve lise kısımlarına ve bir devlet okuluna gözlem yapmaları ve stajlarını tamamlamaları için yerleştirilmişlerdir. Ders, gözlem okullarına ilişkin üniversite danışmanı tarafından verilen her hafta farklı bir odak noktası üzerinde formlar doldurmayı, sınıf içinde tartışılan makalelere yansıtıcı cevap raporları yazmayı gerektirmiştir. İngiliz Dili öğretmen adayları bunun yanı sıra öğretmenlik uygulaması okullarındaki danışmanlarının gözetiminde iki ya da üç kez 40 dakikalık dersler anlatmışlardır. Öğretmenlik uygulaması dersi sonunda İngiliz

Dili öğretmen adayları 40 dakikalık bir ders hazırlamış ve hem okullardaki hem de üniversitedeki danışmanları tarafından değerlendirilmişlerdir.

Veri öğretmenlik uygulaması dersi öncesi ve öğretmenlik uygulaması dersi sonrası odak grup mülakatları, ve yansıtıcı makale cevap günlükleri aracılığıyla toplanmıştır. Üniversitede Öğretmenlik Uygulaması dersi hocası ile yapılan görüşmeler neticesinde, katılımcıların en çok görüş bildirdikleri iki makale çalışmada kullanılmak için seçilmiştir. Toplamda, Reilly (2012) makalesi için 16, Miller (2012) makalesi için 21 yansıtıcı makale cevap günlükleri yazılmıştır.

Bunun dışında, odak grup mülakatları da veri toplama aracı olarak kullanılmıştır. Mülakat soruları çeşitli araştırmacıların çalışmalarından başlangıç için derlenmiş, fazla sayıda soru sayısına ulaşılmış ve ardından belirli bir sayıya indirilmiş, son olarak öğretmenlik uygulaması dersi öncesi ve sonrası olarak gruplanmıştır. Her iki soru grubu araştırmacı, tez danışmanı, dersin üniversite öğretim elemanı, ve bir doktora öğrencisi ile tartışılmıştır. Bu gözden geçirme süreci, soruların seçimi, tekrar sıralanması, cevapların neler olabileceği ve bunların üzerinde nasıl yoğunlaşabileceğini içermiştir. Ayrıca, öğretmenlik uygulaması dersi sonrası odak grup mülakat soruları araştırmacının çalıştığı üniversitedeki İngiliz Dili öğretmen adayları ile yapılan pilot uygulamanın ardından tekrar değerlendirilmiştir. Her iki mülakatta da katılımcılara mülakat protokolleri verilmiş ve çalışmanın amacı gibi genel bilgiler hatırlatılmıştır.

Tüm mülakatlar ses kaydı yapılmış ve araştırmacı tarafından başlangıç tema analizi hakkında fikir vermesi için olduğu gibi yazıya geçirilmiştir. Ayrıca, yansıtıcı makale cevap günlüklerini değerlendirmek de ilk okuma ve kısa not yazımına olanak tanımıştır.

Veri analiz süreci, Creswell'e göre verilerin baştan sona okunması, veriyi kodlama ve tema organize etme, veriyi sunma, ve bunların yorumlamasını yapma aşamalarını içermektedir. Bu çerçeveden yola çıkarak, döngüsel bir data analiz süreci benimsenmiştir. İlk okuma ve kısa notlar almanın ardından veri kodlanmış ve bu kodlar kategorilere ayrılmıştır. Daha sonra temalar oluşturulmuş, sonuçlar yorumlanmış ve sunulmuştur. Detaylı veri analiz sürecine başlamadan önce odak grup mülakatlarının bire bir yazıya dökülmesi çalışmanın konusuna yorum getirmede önemli olabilecek herhangi bir veri kaybının önüne geçilmesine olanak sağlamıştır. Tüm veri yazılı hale getirildikten sonra, araştırmacı titiz bir veri analiz sürecine girmiştir. İlk kodlar belirlendikten sonra, veri Saldana'ya (2009) göre “tanımlayıcı kodlar” yazılarak kodlanmıştır ve bu aşama verinin konu envanterini ortaya çıkaran temel tanımlar ortaya çıkarmıştır. Bu anlamda, ögesel kodlama verinin üzerinden geçme ve sonraki analiz süreçleri açısından yardımcı olmuştur.

İkinci aşama olarak, veri “tanımlayıcı kodlar” sonrası üst kod olarak da düşünülebilecek “bağlantı kodları” ile kodlanmıştır. Bu aynı zamanda kodların kategoriye dönüştürülmesi süreciyle bağlantılıdır. Kodların ilintili kategorilere göre sınıflandırılmasının ardından, Creswell'in (2013) ortak bir düşünce oluşturmak için bir araya getirilen çeşitli kodlardan oluşan genel bilgi birimleri olarak tanımladığı temalar belirlenmiştir. Veri analiz sürecini yönlendiren temellerden birisi de Saldana'nın (2009) önerdiği koddan teoriye modelidir. Veri analizi MaxQDA (Sürüm 12) yazılımı kullanılarak yapılmıştır.

Nitel bir durum çalışması olan bu araştırmanın geçerliliğini ve güvenilirliğini sağlamak için araştırmacı tarafından bazı stratejiler kullanılmıştır. Bu çalışmanın geçerliliğini sağlamak için birden fazla yöntemle veri toplama ve veriyi birden fazla teoriye göre yorumlama, araştırmacının durumunu belirtme, ve zengin ve kapsamlı tanımlamalar metotları kullanılmıştır. Güvenirlik ise ikinci bir araştırmacının veri analizi yapması ve bu analiz sonuçlarının araştırmacının çıkarımları ile kıyaslanıp gerekli uyarlamaların yapılması ile sağlanmıştır.

3. BULGULAR

Bulgular katılımcılar için öğretmen olarak kim olduklarını anlamının karmaşık bir süreç olduğunu ortaya çıkarmıştır. Öğretmen kimliğinin konu-alanı, öğretim ve eğitimsel uzmanlığı kapsadığı görülmüştür. Sonuçlar aynı zamanda öğretmenlik uygulaması dersi boyunca İngiliz Dili öğretmen adaylarının ipucu-temelli ve örnek-temelli kimliklerinden kural-temelli ve şema-temelli kimliklere geçiş yaşadıklarını göstermiştir. Son olarak, öğretmenlik uygulaması dersi katılımcılar tarafından profesyonel gelişim süreci olarak algılanmış ve yansıtıcı düşünmenin kendi profesyonel kimliklerini derinlemesine anlamada faydalı olduğu belirtilmiştir. Genel olarak bulgular Swan'ın (2005) önermeleriyle bağdaşmaktadır. Swan'e (2005) göre İngiliz Dili öğretmenleri kendilerini küresel olarak tanımlamakta, ve profesyonel kimlikleri öğretmeye ilişkin inançları, öğrenci ihtiyaçları üzerine algıları, ve kendi bağlamlarında İngilizcenin statüsü ile ilişkilidir. Bu çalışmada da İngiliz Dili öğretmen adayları tartışmalarını kendi çevrelerinin gerçekliğine dayandırmış, ve profesyonel kimlikleri açısından gerçeklik ve idealleri arasındaki boşluğu doldurmaya çalışmışlardır.

İlk araştırma sorusu katılımcılara göre profesyonel öğretmen kimliğinin bileşenlerinin ne olduğunu incelemiştir. Bu anlamda, profesyonel öğretmen kimliği üç alt başlık altında gruplanabilir: (1) konu alanı uzmanları olarak öğretmenler, (2) öğretim uzmanları olarak öğretmenler, ve (3) eğitimsel uzmanlar olarak öğretmenler. Bu sınıflama Beijaard, Verloop, ve Vermont'ın (2000) çalışmasıyla uyum göstermektedir. Katılımcılar benzer şekilde profesyonel öğretmen kimliğinin bu alanları kapsadığını belirtmişlerdir.

Yeterli alan bilgisi ve öğrenci merkezli yaklaşımla, çeşitli beceri, rol, ve kişilik özelliklerinin birleştirilmesi profesyonel öğretmen kimliğinin temellerini oluşturmaktadır. Katılımcılara göre, konu alanı uzmanları olarak öğretmenler sadece alan bilgilerine güvenmeyip, mesleki hayatları boyunca sürekli kendini geliştirme çabaları içinde olmalıdırlar. Öğretim mesleğinde hayat boyu öğrenmenin bu çerçevede önemli olduğu belirtilmiştir.

Öğretmenlerin öğretim uzmanları olmaları katılımcıların öğretmenlik için gerekli gördükleri kişilik özellikleri, roller, beceriler ve özelliklere dayandırılmıştır. Katılımcılar için öğretmen rollerinin aktör, kolaylaştırıcı, ilham kaynağı, rol model, ve lider olduğu bulunmuştur. Ayrıca teknoloji, sınıf yönetimi, iletişim, materyal tasarımı, ve öğrencileri derse çekme becerileri öğretim uzmanları olarak öğretmenler kimliği açısından tartışılmıştır. Bunların içinde teknoloji becerileri en fazla belirtilen alan olmuştur. Bu kimlik öğretim ve öğrenme sürecinde belirli özelliklere dayandırıldığından, bazı kişilik özellikleri de bu başlıkta yer almıştır. Öğretmen kimliğinin duygusal tarafı katılımcılar açısından önem görmüştür. Öğretmenlerin hevesli, ilgili, nükteci, sabırlı, yaratıcı, cesaretlendirici, işini seven, eğlenceli, dürüst, ve gerektiğinde zorlayıcı olmaları bu tarz kimliğin özellikleri arasındadır.

Eğitimsel uzmanlar olarak öğretmenler öğrenci gereksinimleri ve gelişimlerine odaklanmaktadır. Öğrenci merkezli olma katılımcılar için önceliklidir. Öğretmenlik mesleğini bu anlamda öğrencileri tanıma, onlara adil davranma, farkındalıklarını artırma, entelektüel yönlerine katkı sağlama, ve ek olarak duygusal zorlukları sınıfın dışında bırakmayı gerektirmektedir. Öğretimin kalitesi için planlı olma, yeni ders materyalinin uygun sunulması, öğretim tekniklerinin düzenlenmesi, geri bildirimden ve uygulamalı alıştırmalardan faydalanma önemli bulunmuştur.

Bulgular aynı zamanda kimliğin geleceğe yönelik olasılıkları anlamlandırmayı da kapsadığını katılımcıların öğretmenlik mesleğinin gerektirdiklerini yorumlamalarında görülebilir. İngiliz Dili öğretmen adaylarının profesyonel kimlikleri aynı zamanda çoklu bağlamlara dayandırılmıştır. Okul ve sınıf kültürüne göre değişkenlik gösterme profesyonel öğretmen kimliğinin bileşenlerini örnekleyen veri gruplarında neredeyse cevapların yarısını oluşturmuştur. Çeşitli öğretmen rollerinin tetiklediği kimliğin çoklu ve zaman içerisinde dönüşebilir olduğu görülmüştür. Öğretmen adaylarının Öğretmenlik Uygulaması dersi öncesi ve sonrası gösterdikleri farklı kimlik tarzları ve özellikleri bu durumu desteklemektedir.

Ek olarak, katılımcıların profesyonel öğretmen kimliğini modern bir algılayışla kavradıkları söylenebilir. Bu anlamda öğretmen kimliği belirli özelliklere sahip olma ile ilintilidir. Aynı zamanda, kimliğin zaman içerisinde değişebileceği ve zamanın bu konuda belirleyici rol oynayacağı düşüncesi ile öğretimde hayat boyu öğrenmenin katılımcılar tarafından takdir edilmesi post modern bir algılayış da örneklemektedir. Bu bakımdan, yeniliklere öncülük

etmek, retimlerine eleřtirel bir bakıř getirebilmek retmen kimlięinin bileřenleri arasında belirtilmiřtir.

İkinci arařtırma sorusu katılımcı İngiliz Dili retmen adaylarının retmenlik Uygulaması dersi boyunca profesyonel retmen kimliklerinin oluřumunu incelemiřtir. İpucu-temelli ve rnek-temelli kimliklerinden kural-temelli ve řema-temelli kimliklere geiř gzlemlenmiřtir.

Yansıtıcı makale cevap gnlkleri ve odak grup mlakatlarında katılımcıların retmenlik Uygulaması dersi ncesi ve ilk zamanlarında retmen kimlięine iliřkin algıları incelendięinde kendi kiřilik zellikleri ve rollerinin en ok yorum yapılan alan olması ipucu-temelli kimliklerinin gstergesidir. Bu tarz kimlikler sosyal varlıkların zelliklerine dayanmaktadır. Bu sonular, katılımcıların retmenlik Uygulaması dersi bařında ipucu-temelli kimlięe sahip olduklarını gstermiřtir. Buna ek olarak, rnek-temelli kimlikler de gzlemlenmiřtir. Katılımcılar retmen olarak sahip oldukları ve olmaları gerektięini dřndkleri zellikleri nceki retmenleriyle iliřkilendirmiřlerdir, ki bu durum rnek-temelli kimliklerin sosyal varlıkların nceki temsilcileriyle ya da kiřilerin rol modelleriyle baęlantılı olduęunu destekler niteliktedir.

Sonular aynı zamanda retmenlik Uygulaması dersi sonunda kural-temelli ve řema-temelli kimlikleri ortaya ıkarmıřtır. Katılımcıların son yorumlarında en ok tartıřılan konu sınıfta otorite kaynaęının kim olduęudur. Bu durum retmenlerin kural-temelli kimlikleriyle iliřkilendirilebilir. Sınıfta otorite kaynaęı retmenlik Uygulaması ncesi odak grup mlakatlarında en az yorum yapılan konu iken, bu ders sonunda yapılan grřmelerde en ok yorum yapılan konu olmuřtur. Bunun yanı sıra, kuralların gereksinimi olarak

sorumluluklar en çok tartışılan ikinci konu olmuştur. Bu sonuçlar, katılımcıların kural-temelli kimliklerinin göstergesidir. Son olarak, dinamik bağlamlara verilen tepkiler sonucu ortaya çıkan davranışlar olarak tanımlanabilen şema-temelli kimlikler katılımcıların devlet ve özel okullarda farklılaşan uygulamalarına yönelik yorumlarında gözlemlenmiştir. Fakat, bu kimlik tarzı katılımcılar için belirgin değildir, ve çok fazla yorumlanmamıştır. Bulgular, literatürü Xu'nun (2013) önerdiğine göre ipucu-temelli ve örnek-temelli kimliklerden kural-temelli ve şema-temelli kimliklere geçiş olduğu açısından desteklemektedir.

Wenger'e (1998) göre kimlik katılım, imgelem, ve uyum olarak ele alınabilir. Bu çalışmada, Öğretmenlik Uygulaması boyunca öğrenciler akranlar ve okullardaki danışmanlar ile iletişim içinde olma katılım, profesyonel öğretmen kimliğinin temellerine ilişkin zaman ve mekan genelinde yorumlar imgelem, ve bu ders boyunca katılımcıların kendilerini öğretmen olarak değerlendirmesi uyum olarak alınmıştır. Kimlik tanılama ve anlam uzlaşmasının ikili süreci gözlenmiş ve bu doğrultuda katılımcılar kendilerini öğretmenlik mesleğiyle tanımlayabilmişlerdir. Bu iki kaynağın uyumu ile katılımcıların uyum kimlikleri gösterdiği düşünülmektedir. Kimlik oluşum süreci genel olarak inanç ve uygulamaların uzun bir yapılandırılması ve yeniden yapılandırılması süreci olarak görülmüştür.

Üçüncü araştırma sorusu İngiliz dili öğretmen adaylarının profesyonel kimlik kavramalarına Öğretmenlik Uygulaması dersi ve yansıtıcı düşünmenin etkilerini incelemiştir.

Katılımcılar Öğretmenlik Uygulaması dersini farklı dil yeterlik seviyelerinde ve farklı sosyal çevrelerden öğrencileri gözlemlemek ve sınıfın tahmin edilemez doğasına alışmak için bir şans olarak görmüştür. Bu süreçte danışmanlık gözetim ve denetimden önce tutulmalıdır.

İngiliz Dili öğretmen adaylarının danışman öğretmenlerden kendilerine öğretim hayatları için pratik uygulamalar öğretilmesini beklediği ortaya çıkmıştır. Ayrıca öğretmen eğitiminin öğretmen adaylarının ihtiyaçlarına cevap verecek şekilde düzenlenmesi gerektiği belirtilmiştir. Öğretmenlik Uygulaması dersi sonunda, Sachs'ın (1999) sınıflamasına göre eylemci kimlik ile uyumlu olarak, değiştirilmesi ve geliştirilmesi gereken alanlardan bahseden katılımcıların geleceğe yönelik dönüştürücü bir tutum içinde oldukları görülmüştür. Öğretmenlik Uygulaması dersi okul-üniversite ortaklığında katılım, imgelem, uyum süreci olması bakımından önemli bulunmuş ve çok az katılımcı mezuniyet sonrası öğretmenlik mesleğine hemen başlama konusunda şüphe duymaktadır.

Yansıtıcı düşünme profesyonel gelişimin bir parçası ve profesyonel öğretmen kimliğini kavramayı derinleştirmeye yardımcı olarak değerlendirilmiştir. İngiliz Dili öğretmen adaylarına sınıf içi uygulamaları anlamının, öğretimde yeni fikirler vermenin, ve mesleki hayatlarında karşılaşılabilecekleri sorunların olası çözümlerini örneklemesinin yolu olarak belirtilmiştir. Yansıtıcı makale cevap günlükler uygulama okullarındaki danışmanların sınıf içi uygulamalarının değerlendirilmesi, bunların akran ve üniversite öğretim elemanı ile paylaşılıp tartışılmasını konu edinmiştir. Yansıtıcı düşünme eğlenceli bir tecrübe olarak benimsenmiş ve profesyonel kimlik gelişimine katkıda bulunmuştur. Katılımcılar ayrıca yansıtıcı düşünmenin kendi ve akranlarının öğretimini eleştirmeye elverişli olması gerektiğini, ki bu uygulamanın profesyonel kimliklerini daha iyi anlamalarına yardımcı olacağını düşünmektedirler. Hem Öğretmenlik Uygulaması dersi hem de yansıtıcı düşünme İngiliz Dili öğretmen adaylarının profesyonel öğretmen kimlikleri oluşumunda alakalı ve değerli bulunmuştur.

4. UYGULAMAYA YÖNELİK SONUÇLAR

Bu çalışma İngiliz Dili öğretmen adaylarının profesyonel öğretmen kimlikleri oluşumunun kapsamlı ve bütünsel bir tanımını yapmıştır. Öğretmen adaylarının algılarını temel alan bu çalışma, öğretmen adayları, öğretmenler, öğretmen eğitimcilerinin profesyonel öğretmen kimliğine ilişkin farkındalığını artıracaktır.

Benzer bir şekilde, bulgular yüksek öğretim kurumlarının öğretmen eğitimi programlarında kimlik gelişiminin müfredata dahil edilmesini ve öğretmen adaylarının profesyonel kimliklerini keşfetmelerini, kavramalarını önermektedir. Bu bağlamda, öğretmen adaylarına gerekli destek ve sürekli danışmanlık verilmelidir. Öğretmen eğitimi programlarında yansıtıcı düşünmeye daha çok yer verilmeli, Öğretmenlik Uygulaması dersi boyunca da eleştirel yansıtıcı düşünme uygulamalarına yer verilmelidir. Öğretmen adaylarının eleştirel yansıtıcı düşünmenin ve profesyonel kimliklerine de eleştirel bir tutum geliştirmenin önemine ilişkin farkındalıkları artırılmalıdır.

Zaman açısından kısıtlı olduğu belirtilen Öğretmenlik Uygulaması dersinin yanı sıra öğretmen adaylarına farklı bağlamlarda öğretmenliği tecrübe edebilmeleri için olanak sunulmalıdır. Uygulama okullarındaki danışman öğretmenlerden ve öğretmen adaylarının birbirlerinden öğrenmeleri sağlanmalıdır. Öğretime ilişkin gözlemler yapılmalı, ardından geri bildirim vermek ve almak için daha fazla imkan verilmelidir. Öğretmen eğitimcileri bu anlamda İngiliz Dili öğretmen adaylarının profesyonel kimlik gelişimleri ve bu kimliği kavrayış sürecinde kolaylaştırıcı bir görev üstlenmelidirler.

Son olarak, profesyonel retmen kimlięini anlamaya ynelik farklı veri toplama ve analiz yntemleri benimseyen eřitli baęlamalarda retmen adayları, retmenler, retmen eęitimcilerinin grřlerini, ğretmenlik Uygulaması dersi, yansıtıcı dřnme ve bunların profesyonel retmen kimlięi ile olan iliřkisini inceleyen alıřmalar artırılmalıdır.

APPENDIX L: TEZ FOTOKOPİSİ İZİN FORMU

TEZ FOTOKOPİSİ İZİN FORMU

ENSTİTÜ

| | |
|--------------------------------|-------------------------------------|
| Fen Bilimleri Enstitüsü | <input type="checkbox"/> |
| Sosyal Bilimler Enstitüsü | <input checked="" type="checkbox"/> |
| Uygulamalı Matematik Enstitüsü | <input type="checkbox"/> |
| Enformatik Enstitüsü | <input type="checkbox"/> |
| Deniz Bilimleri Enstitüsü | <input type="checkbox"/> |

YAZARIN

Soyadı : Taşdemir
Adı : Hanife
Bölümü : İngiliz Dili Öğretimi

TEZİN ADI (İngilizce) : THE PERCEPTIONS OF PRE-SERVICE EFL TEACHERS ON THEIR PROFESSIONAL IDENTITY FORMATION THROUGHOUT PRACTICE TEACHING

TEZİN TÜRÜ : Yüksek Lisans ☒ Doktora ☐

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir. ☐
3. Tezimden bir (1) yıl süreyle fotokopi alınamaz. ☒

TEZİN KÜTÜPHANEYE TESLİM TARİHİ: