TEMPORARY NOVICE ENGLISH LANGUAGE INSTRUCTORS' (RE)NEGOTIATION OF IMAGINED AND PRACTICED TEACHER IDENTITIES: A CASE STUDY IN TURKEY

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Approval of the Graduate School of Social Sciences

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ABSTRACT

TEMPORARY NOVICE ENGLISH LANGUAGE INSTRUCTORS' (RE)NEGOTIATION OF IMAGINED AND PRACTICED TEACHER IDENTITIES: A CASE STUDY IN TURKEY

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The higher education landscape has seen some rapid shifts in recent years. As in many other countries, one of the emerging phenomena in higher education in Turkey is the class of temporary teachers who are employed without tenure and professional stability. Novice language teachers aiming to establish a career in higher education may find themselves engaged in temporary teaching in the early years of the profession. By bearing on the role of employment status this qualitative case study through the lens of imagined and practiced teacher identities aimed to explore how five temporary novice English language instructors mediated their teacher identities in the professional community. The study was conducted at a foundation university's School of Foreign Languages in Turkey. Data were collected over the period of one academic semester using semi-structured individual interviews, focus group meetings, and field notes. The data were examined through a multilayered analytic method.

The findings revealed that the participants mainly invested in temporary teaching as a career advancement strategy. Before the start of the semester, the teachers constructed positive imagined teacher identities and hoped to be part of a supportive and welcoming teaching community. However, in reality, the participants' temporary status directly translated into shaping the teacher identities they envisioned enacting and the teacher identities they were influenced to practice both at the institutional and classroom level. Rooted in the practice of precarious engagement, the participants throughout the semester found themselves in a state of pervasive uncertainty which prevented them from forming secure teacher identities.

Keywords: Imagined and practiced teacher identities, novice English language instructors, temporary teaching in higher education, temporary English language instructor, precarious working conditions

ÖZ

MESLEĞE YENİ BAŞLAYAN GEÇİCİ İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN HAYAL EDİLMİŞ VE DENEYİMLENMİŞ ÖĞRETMEN KİMLİKLERİNİN (TEKRAR) MÜZAKERESİ: TÜRKİYE'DE BİR DURUM ÇALIŞMASI

Elmas, Tugay
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Yüksek öğrenim ortamı son yıllarda bazı hızlı değişimler yaşamıştır. Diğer birçok ülkede olduğu gibi, Türkiye'de yükseköğretimde ortaya çıkan fenomenlerden biri, kadro ve mesleki istikrardan yoksun istihdam edilen geçici öğretmenlerin sınıfıdır. Yükseköğretimde kariyer yapmayı amaçlayan mesleğe yeni başlamış İngilizce öğretmenleri mesleğin ilk yıllarında kendilerini geçici öğretime dahil bulabilirler. İstihdam statüsünün rolüne dayanarak, bu nitel durum çalışması, hayal edilmiş ve deneyimlenmiş öğretmen kimlikleri merceğinden mesleğe yeni başlayan beş geçici İngilizce öğretim görevlisinin profesyonel toplulukta öğretmen kimliklerini nasıl müzakere ettiklerini araştırmayı amaçlamıştır. Çalışma, bir vakıf üniversitesinin Yabancı Diller Yüksek Okulu'nda gerçekleştirilmiştir. Veriler, yarı yapılandırılmış bireysel görüşmeler, odak grup görüşmeleri ve saha notları kullanılarak bir

akademik dönem boyunca toplanmıştır. Veriler çok aşamalı bir analitik yöntemle incelenmiştir.

Bulgular, katılımcıların ağırlıklı olarak bir kariyer geliştirme stratejisi olarak geçici öğretmenliğe yatırım yaptıklarını ortaya koymuştur. Dönem başlamadan önce, öğretmenler olumlu hayal edilmiş öğretmen kimlikleri inşa ettiler ve onları destekleyici ve iyi karşılayan bir öğretim topluluğunun parçası olmayı ummuşlardır. Ancak, gerçekte, katılımcıların geçici statüsü, gerçekleştirmeyi hayal ettikleri ve deneyimlemek zorunda kaldıkları öğretmen kimliklerini hem kurumsal hem de sınıf düzeyinde şekillendirmiştir. Güvencesiz şartlarda çalışma uygulamasından kaynaklı olarak katılımcılar kendilerini dönem boyunca sağlam öğretmen kimlikleri oluşturmalarını engelleyen sürekli hissettikleri bir belirsizlik durumunda bulmuştur.

Anahtar Kelimeler: Hayal edilmiş ve deneyimlenmiş öğretmen kimlikleri, mesleğe yeni başlayan İngilizce öğretim görevlileri, yükseköğretimde geçici öğretmenlik, geçici İngilizce öğretim görevlisi, güvencesiz çalışma şartları

To my family

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LIST OF ABBREVIATIONS

ACL	American English and Literature
AEU	Academic English Unit
CoHE	Council of Higher Education
EFL	English as a Foreign Language
ELL	English Literature and Literature
ELT	English Language Teaching
EPU	English Preparatory Unit
ESAP	English for Academic and Specific Purposes
ESP	English for Specific Purposes
MoNE	Ministry of National Education
NESTs	Native English-speaking Teachers
NNESTs	Non-native English-speaking Teachers
TESOL	Teaching English to Speakers of Other Languages

CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter is divided into five parts. In the first part, I provide background information to the current state of the teaching profession in Turkey along with the challenges awaiting novice teachers. In the second part, the need for study is explained particularly with reference to temporary novice English language teachers. The third part presents the multidimensional conceptual framework utilized in this study. In the fourth part, the aims of the study along with the research questions are identified. In the final part of this chapter, key terms and concepts are clarified.

1.1 Background to the Study

As a senior student teacher, I had constructed my own *cultural myths* about the teaching profession (Britzman, 2003). The major one would emerge during the heated debates I would have with my classmates on how we perceived the teaching profession and its complexities. Most of my friends would claim teaching to be an exceptionally difficult job, whereas I would disagree strongly by saying "being an English language teacher is an easy task as long as you know what you are doing". At the time I believed having mastery over *subject matter knowledge* and *pedagogical expertise* (Beijaard et al., 2000) would be more than enough to prepare me for my future career as an in-service teacher. However, after graduating, and working in different institutions, I soon discovered that my envisioned ideals about teaching and myself as a teacher were just naïve, which was shattered and replaced by the stark realities. Teaching is more than acquiring certain skills, knowledge,

theories, and methods of language teaching. It is a dynamic and multifaceted phenomenon that is constantly being shaped and reshaped by both institutional and broader elements (Alsup, 2006; Flores & Day, 2006).

Beginning teachers graduate from teacher education programs with diverse outlooks and motivations about their profession and their teacher identities as exemplified by my personal narrative. One of the immediate expectations of novice teachers could be securing employment. However, high unemployment rates among university graduates has become a ubiquitous issue, which is referred to as "white-collar unemployment in Turkey" (Bora et al., 2016). The teaching profession has no immunity against this growing trend. According to a recent report by the Ministry of National Education (MoNE, 2017), the number of unappointed teachers was 438,134. Every year, fresh graduates continue to join the ranks. This number is projected to rise to 1 million by 2022 (Dinçer, 2019). In such a competitive job market, English language teachers, if they hope to stay on the teaching track, have four initial career options: a) pass the national high-stakes teacher qualification exam to be appointed to the Ministry of National Education (MoNE) schools, b) work at a private school, c) seek employment at a language institution, d) apply for a language instructor position at the tertiary level.

While these possibilities may seem attractive, each of them presents its own unique challenges. Each year thousands of teachers take the national high-stakes teacher qualification exam (Public Personnel Selection Exam) in the hope of becoming a teacher at a state school. As it can be seen in Table 1, 306.233 teacher candidates took the Teachers' Domain-Specific Knowledge Test in 2018. 11.917 of whom were English Language teachers. Only 2032 were appointed as English teachers.

On the other hand, in 2019, 332.814 prospective teachers took the Teachers' Domain-Specific Knowledge Test. 12.555 of whom were English Language teachers (General Directorate for Personnel, 2018 & General Directorate for Personnel, 2019). With the additional appointments, a total of 4,024 English teachers were appointed. Although MoNE (General Directorate for Personnel, 2019) has recently announced that 20 thousand teachers will be recruited in 2020,

studying the number of teacher candidates pursuing employment shows that beginning teachers would have to compete fiercely against their counterparts to secure a position.

Table 1. Ministry of National Education English language teacher recruitment statistics in 2018 and 2019

Year	**2019**	**2018**
Teachers' domain-specific knowledge test-takers	332.814	306.233
The number of English language teacher candidates	12.555	11.917
The number of English language teacher recruited	2038	2032
Additional placements	1986	0

In Turkey, two-types of schools exist at K-12 (primary and secondary) level: a) public schools that are governed by the MoNE, and b) private schools that are funded and run by private individuals or organizations (Dag, 2015). In the 2018-2019 school year, 54.732 public schools and 13.679 private schools provided instruction to students. The rate of students enrolled in private schools in the 2018-2019 academic year was 8.72 percent of the total number of students. While the ratio of private schools to state schools was 2 percent in 2003, this number increased to 19 percent in 2019 (MoNE, 2019). These numbers indicate an increasing tendency towards the privatization of K-12 education in Turkey (Gök, 2004), which also contributes to the emergence of adverse work conditions implications for teachers. When teachers are unable to find employment opportunities in the public education system, as their sole alternative to ending up jobless, they gravitate towards the private schools where they may have to accept unfavorable working conditions (Demirer, 2012), such as long working hours, heavy teaching loads, low pay, and job insecurity.

Another option for language teachers is to seek employment at a private language institution. In recent years, language schools have become widespread in Turkey. These institutions offer learners a variety of courses ranging from General English training to preparing learners for high-stakes English exams. Language teachers working in these institutions usually receive hourly wages on short-term contracts or sometimes without a contract. Like their counterparts working in private schools, these teachers may also experience difficulties with regard to working conditions. However, despite the negativities, beginning teachers may consider working in these courses to gain experience in the hope of gaining better job prospects in the future.

Aside from the three teaching tracks illustrated until now, novice English language teachers may also aspire to pursue a career as a language instructor at a public or foundation university. In 2018 the Council of Higher Education (CoHE) announced a new regulation which states that language teachers have to hold a master's degree as a minimum requirement in the field of language education or other related disciplines in order to work as a permanent language instructor at a higher education institution (CoHE, 2018). This means that if beginning English language teachers wish to teach at the tertiary level, they should either earn a master's degree which would take two to three years or alternatively apply for a part-time position at a public or foundation university. Higher education in Turkey is comprised of a dual structure: a) state universities that are established and managed by the state, and b) nonprofit foundation universities that are founded and run by private foundations. Turkey's higher education system has been subjected to rapid privatization in the last decade (Önal, 2012). The number of foundation universities, which was 24 in 2006, has risen to 77 by 2020 (CoHE, 2020). Considering the upsurge in recent years, it can be expected that this number will continue to increase. Foundation universities are more likely to hire part-time instructors due to their growing student population, high staff turnover, and cost-effective hiring strategies (Vatansever & Yalçın, 2015). The second scenario mentioned above, specifically part-time English language instructors working at a foundation university, is the focus of this study

and it is considered as an emerging issue in terms of language education which remains understudied.

The aforementioned real-life circumstances conspiring against teachers represent the transformation of a profession once believed to be “sacred” and “secure” to a profession that has become “commodified” and “insecure”. Flexibilization of the teaching profession has contributed to the emergence of a hierarchy among teachers: regular, part-time, contract, and hourly-paid (Buyruk, 2015). One of the major implications of these trends is the erosion of teachers’ professional identities (Ertürk, 2012). As Sachs states, “teacher identity is not something that is fixed nor is it imposed; rather it is negotiated through experience and the sense that is made of the experience” (2001, p. 15). Teachers' employment status may play a crucial role in this complex and ongoing negotiation process (Nagatomo, 2015). Starting their first year of teaching with the assigned identity of “temporary teacher”, beginning teachers may experience misalignments between their *imagined* and *practiced* teacher identities (Xu, 2013), which could have a great impact on how they perceive themselves as teachers. In that regard, gaining a thorough understanding of how temporary English language teachers navigate between their teacher identities provides a crucial opportunity for conceptualizing beginning English language teachers’ identity development.

1.2 Need for the Study

Language teacher education can be considered as one of the major junctures in language teachers’ lives. Before reaching this point, as learners, throughout primary and secondary education they experience language learning in different forms across various contexts. As a consequence of this “apprenticeship of observation” (Lortie, 1975), they construct their personal perspectives and beliefs on how languages should be learned and taught. Moreover, prospective teachers carry their educational experiences to preservice training. Throughout teacher education, English language teacher candidates take a range of courses on different aspects of English language, language teaching principles, approaches to language teaching, linguistics followed by an academic year-long teaching practicum which taken all

together contributes to the development of their knowledge, beliefs, and skills on teaching as well as their language teacher identities.

Language teacher candidates graduate with a dynamic and multifaceted set of competencies, practices, and beliefs about language teaching, and unique images about themselves as teachers that they hope to transfer into their prospective teaching settings. However, contrary to their optimistic expectations, they usually experience what is characterized as a "reality shock" (Veenman, 1984) or a "transition shock" (Farrell, 2016a). In their first years of teaching, novice language teachers realize that language teaching profession is a highly complex and situated phenomenon (Flores & Day, 2006), which is constantly being shaped and reshaped by wider socio-cultural and political structures that translate into educational policies, curriculum and classroom practices (Crookes, 2015).

In such dynamic circumstances, novice language teachers constantly construct and reconstruct their teacher identity in relation to their experiences and larger structural conditions. That is to say, they go through a socialization phase within a new *community of practice (CoP)* as (legitimate) peripheral participants (Lave & Wenger, 1991; Wenger, 1998) with previously formed conceptions. As a consequence, the formation of their teacher identity is informed by their own personal history, ongoing experiences, social circumstances, and the complexities of the context(s) in which they are situated. A novice English language teacher may establish a secure teacher identity if these crucial elements of identity negotiation reconcile well with their aspirations. If not, they may experience "identity tensions" **(**van der Wal et al., 2019), which may have a profound impact on "who they are as teachers and the teachers they wish to become" (Pillen et al., 2013, p. 87).

Although the struggles beginning teachers experience in their transition from student teacher to becoming an in-practice teacher is well documented in the literature (Farrell, 2009; Farrell, 2012; Le Maistre & Paré, 2010; Loughran et al., 2001; Sali & Kecik, 2018), the role of their employment status (permanent, contract, part-time, hourly-paid) and how it could shape this complex process is a neglected area. In their early years of teaching, novice language teachers who wish

to teach at the tertiary level in Turkey may find themselves working under precarious employment conditions. These teachers are referred to as "casual academics" due to contingent nature of their employment type which is categorized as "precarious labour, a category of work typically defined by low pay, irregularity, uncertainty, lack of security, limited social and workplace protections and benefits" (Courtois & O'Keefe, 2015, p. 44).

Novice teachers in their new work setting may undergo a similar process of adjustment and readjustment stages "like immigrants trying to understand a strange culture whose rules are unclear" (Sabar, 2004, p.155). Owing to the ramifications of wider structural regulations and dynamics within the institution, novice English language teachers working on temporary contracts may find themselves at a marginalized position which could prevent them from constructing stable language teacher identities or even worse causing them to leave the profession. While the issue of precarious academic staff at the tertiary level has been the focus of research in various countries such as the United States (Murray, 2019), the United Kingdom (Lopes & Dewan, 2014), China (Tian et al., 2019), Canada (Field & Jones, 2016), and Australia (Lama & Joullié, 2015), temporary teaching staff, English language instructors, in particular, remain as "invisible faculty" (Gappa & Leslie, 1993) within the higher education in Turkey. That is why exploring what temporary novice English language instructors experience and how they navigate in their new teaching community is crucial to conceptualize how their experiences influence the complex process of teacher identity (re)negotiations and development.

1.3 Conceptualization of the Study

Teaching is a complex endeavor that goes beyond the acquisition of theoretical and pedagogical skills. It is a state of constant "becoming" (Clarke, 2008). In order to understand this process, teachers may question their positionings by asking themselves "who am I as a teacher?" and "what kind of a teacher do I want to become?" (den Brok et al., 2013, p. 143). At the core of this self-questioning lies how teachers make sense of their identities. As De Costa and Norton (2017) assert "language teaching is identity work" (p. 8). Norton (2013) defines identity as "how

a person understands his or her relationship to the world, how that relationship is structured across time and space, and how the person understands possibilities for the future" (p. 45).

When applied to the perception of teacher identity, the above-mentioned definition suggests that teachers' identities should be recognized as a notion that transcends the binary spectrum of past and present by inviting future-oriented *imagined identities* (Kanno & Norton, 2003). It is through imagination teachers create different selves of themselves that they strive for (Kubanyiova, 2016). Imagination is, therefore, an essential creative element of teachers' identity work. By drawing on the work of Anderson (1991), Norton (2001), and Wenger (1998) on the notion of imagination, Xu (2013) claims that beginning teachers start their initial teaching years with identities that are imagined, meaning they go into teaching with priorly constructed teacher identities of themselves. However, due to contextual and wider socio-educational and political factors, beginning teachers' imagined identities may be challenged. As a result, they may reformulate their identities and enact practiced identities that are recognized and valued within an institutional context. *Practiced identities* refer to identities that are drawn on through the process of emerging practices in a community of practice which may be congruent or incongruent to language teachers' imagined identities (Xu, 2013; Wenger, 1998).

Learning takes place as a situated social pursuit through participating in a community of practice as newcomers gain the valued knowledge and practices to seek membership within a community (Lave & Wenger, 1991). To that end, initially, individuals go through a progression of transitioning from a peripheral position to becoming fully-fledged members in a community, which is conceptualized as *legitimate peripheral participation (LPP)*. Four modes of participation are identified by Wenger (1998): a) *full participation*, having a central position in a community, b) *full non-participation*, being regarded as an outsider, c) *peripherally*, having restricted participation, d) *marginality*, referring to individuals who are positioned in the peripheral trajectory. According to Wenger (1998) navigating between these different modes of participation across

communities of practice shapes one's identity. Therefore, based on this approach identity emerges as one of the key components of participation in a community of practice. Depending on internal and wider external forces, the identities teachers bring into a community of practice can give them an empowering or disempowering status. While certain identities can legitimize participation, and grant an insider position, those who are rejected may lead to a marginalized status.

Teacher identity entails an interplay between the personal and social dimensions (Barkhuizen, 2016c). When teachers start teaching in a particular context, they become members of a community in other words they become an organization person (Friedman & Kass, 2002). Within a contextual space where uneven power relations are present, teachers could find themselves having to navigate between identity positionings that they want to enact and the ones that are imposed on them (Thomas & Beauchamp, 2011). In that sense, teacher identity is relational, negotiated, and situated (Pennington, 2015), meaning it is not only about how teachers perceive themselves but also how they are viewed by others in a professional community of practice. However, in this progression teachers cannot be seen as passive agents who accept imposed identity roles without any counteractions. Even if it is restricted, teachers still make conscious decisions about how they want to participate, and how they want to be seen by others in their institutional context (Ruohotie-Lyhty, 2018). At this point, agency emerges as another significant layer of teacher identity (Beijaard et al., 2004). Agency is framed as the capacity to broker between teachers' individual experiences and contextual factors in the ongoing activity of identity authoring (Ruohotie-Lyhty, 2018).

Teacher identities cannot be detached from the wider dynamics of socio-political, socio-cultural, and educational policies (Clarke, 2018; Varghese et al., 2005). These external factors could either hinder or facilitate how teachers mediate their multiple identities. In order to capture the multifaceted and dynamic nature of teacher identities, multiple theoretical approaches are necessary (Vargehese et al., 2005). Thus, as illustrated in Figure 1, in this study, I tailored Gao's (2016) conceptual

framework by adding another layer to represent the social dimension of teachers' identity work that takes place within a professional community of practice, which is represented by the red circle. I made another modification by including the notions of imagined/practiced teacher identities to capture the journey teachers make between the two spectrums. In the original framework, imagined identities were characterized as "pursuit and assertion of professional identities", whereas practiced identities were described as "achieved professional identities". The components of this multidimensional framework complement each other by illustrating the complex interplay of teacher's imagined and practiced identities, how these identities are realized within an institutional setting and the influences of broader sociocultural and sociopolitical factors.

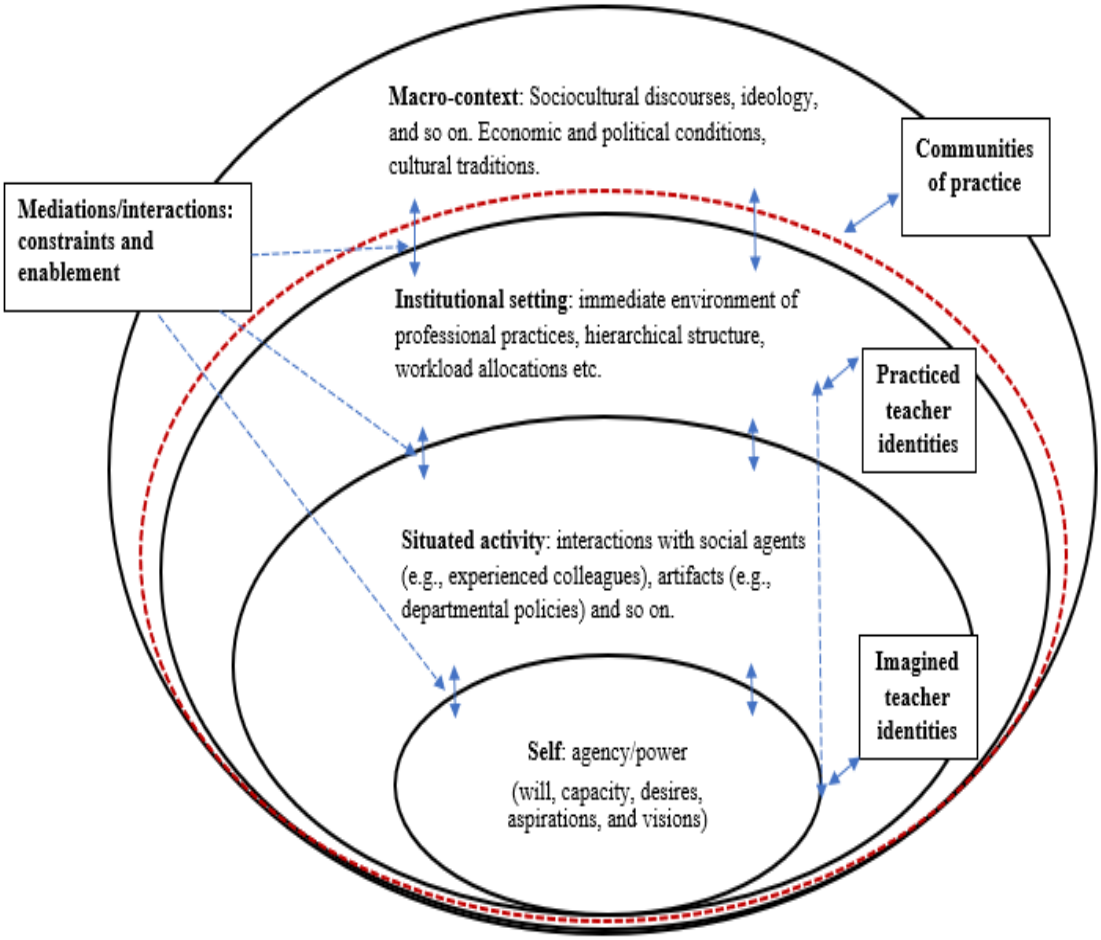

Figure 1. *A multilayered conceptual framework for researching language teacher identity (Adapted with permission from Gao, 2016, p. 193)*

All in all, I draw on the notions of imagined/practiced identities (Xu, 2013; Kanno & Norton, 2003; Norton, 2001), communities of practice theory (Wenger, 1998), and I also adopted Gao's (2016, p.193) conceptualization for language teacher identity research to construct a multilayered theoretical framework to delve into identity (re)negotiations of temporary novice English language instructors within higher education in Turkey.

1.4 Purpose Statement and Research Questions

The study takes the condition of being a temporary English language instructor as the case and particularly focuses on novice instructors working at a foundation university in Turkey. Although this case, which is prevalent both in developed and developing countries, has been widely studied from various points of views, the case of being a temporary beginning English language instructor at the tertiary level in Turkey emerges as an under-researched area, particularly through the lens of imagined and practiced teacher identities.

This study aims to explore how temporary beginning English language instructors envision their teacher identity before starting to work in their prospective higher education institution and how they (re)negotiate their imagined and practiced teacher identities throughout their first semester of teaching. In addition, the study seeks to find out the influence of employment status on participating teachers' socialization process and their teacher identity authoring journeys within the professional community. In that regard, gaining a thorough understanding of how temporary English instructors navigate between their imagined and practiced identities provides a crucial opportunity for conceptualizing beginning English language teachers' identity development.

This study may produce findings that can make a significant contribution to the literature as to my knowledge there is an absence of studies focusing specifically on the teacher identities of temporary beginning English language instructors working on temporary contracts at the tertiary level in Turkey. Furthermore, gaining a thorough understanding of how these teachers cope with the challenges of being

a temporary teacher, and how their teacher identities are shaped may provide future implications for the discussion of improving their conditions. It could also present ramifications for teacher education as Beauchamp and Thomas (2009) assert, "gaining a more complete understanding of identity generally and teacher identity, in particular, could enhance the ways in which teacher education programs are conceived " (p. 176). In light of the above-mentioned aims, the following research questions are addressed in the current study:

1. How do temporary novice English language instructors imagine their teacher identities before they start to teach in their prospective institution?

2. How do temporary novice English language instructors (re)negotiate their (imagined and practiced) teacher identities in their institutional context during their first semester of teaching?

3. How are (imagined and practiced) teacher identities of temporary novice English language instructors influenced after teaching for one academic semester?

1.5 Definitions of Key Terms and Concepts

Beginning/novice teachers: These two terms are used interchangeably throughout the study which characterizes teachers who are in the initial years of their teaching career with no more than three years of teaching experience (Farrell, 2012).

Temporary teacher: This term refers to teachers who are hired on a short-term contractual employment status usually for a semester-long temporary teaching position.

Teacher identity: In this study, teacher identity is conceptualized as an ongoing and multifaceted phenomenon which is "relational, negotiated, constructed, enacted, transforming, and transitional" (Miller, 2009, p. 174) in connection with the dynamics of teachers' institutional culture, and broader socio-cultural/educational elements.

Imagined teacher identity: This term represents the aspirations, fears, and hopes teachers envision about themselves as teachers and their professional practices (Xu, 2013).

Practiced teacher identity: This term refers to identities that teachers enact or are ascribed to through the process of emerging practices in a school context (Xu, 2013).

Communities of practice: According to Wenger (1998), individuals with mutual goals construct a culture of practice by engaging in a process of shared learning. A community of practice should have three key characteristics: a) the shared domain of interest; being a member of a given community of practice requires commitment and devotion, b) the community in which participants engage in joint practices and debates in order to fulfill their interest in the domain, c) the practice, that is, the members of the community established a common practice to define a shared repertoire of resources.

CHAPTER 2

REVIEW OF THE LITERATURE

2.0 Presentation

Drawing on relevant concepts and studies by taking the focus of the study into account, this chapter provides a review of the literature under four key parts. In the first part, the notion of identity is explored in regard to the field of English Language Teaching (ELT). The second part focuses on teacher identities, related studies, and teachers' imagined and practiced identities. In the third part, the challenges novice English language teachers experience in the early years of their teaching career are discussed. And the fourth part presents the case of temporary teaching staff in higher education in Turkey and abroad.

2.1 Identity

Ever since its introduction to the field of Teaching English to Speakers of Other Languages (TESOL) by Bonny Norton Pierce (Pierce, 1995), the notion of identity as a theoretical framework has gained momentum and has been studied extensively in a variety of ways. Norton's (2000) post-structural conceptualization of identity as fluid, multifaceted, and "a site of struggle" (p. 127) challenges the previous essentialist understanding of identity as something static which attributes fixed characteristics that are biologically or culturally inherited or attributed. Although demographic categories are seen as part of identities, solely they do not represent the complex nature of identities individuals may enact or are ascribed to across different spaces and time (Block, 2015). In the literature, some terms such as "self" (Mercer & Williams, 2014) and "subjectivities" (Hall, 2004) are used as alternatives for identity. These terms may represent different traditions which can make drawing

a distinction between them problematic (Benwell & Stoke, 2006). In the TESOL field, identity is the prevalent term that is favored by the researchers.

Defining what constitutes identity or proving an encompassing definition of it is a thorny task. However, it is possible to find definitions that provide varied perspectives in the literature. Some examples are given below:

- Identity is "an answer to the recurrent question: Who am I at this moment?" (Beijaard et al., 2004, p. 108).
- Identity "must be forever re-established and negotiated" (Sachs, 2001, p. 155).
- Identity "is both contingent and relational" (Vásquez, 2011, p. 539).
- Identity "is not a fixed and stable entity, but rather shifts with time and context" (Akkerman & Meijer, 2011, p. 309).
- Identity "has to be socially located because it is though the concept of identity that the personal and the social are connected" (Woodward, 2003, p. xii).
- Identity is "our understanding of who we are and of who we think other people are" (Danielewicz, 2001, p.10).
- Identity could also be related to "different traditionally demographic categories such as ethnicity, race, nationality, migration, gender, disability, sexuality, religion, social class, and language" (Block, 2015, p. 13).

In addition to the definitions, ways of perceiving identity with regard to various aspects are also addressed by researchers. For instance, Gee (2001) introduces identity as an analytical tool for researchers in the education field by providing four categories. They are a) nature-identity (N-Identity) which reflects the states that emanate from one's nature, b) institutional-identity (I-Identity) that is attributed and acclaimed through the power of institutions, c) discursive identity (D-identity) which results from qualities ascribed to a person through the discourse of people around them, and d) affinity-identity (A-Identity) that is established by one's participation in shared practices within external groups. Gee argues that rather than

seeing these four perspectives as distinct types they should be viewed as notions that are in continuous interplay.

Adopting a social theory lens, Wenger (1998) argues that identities are shaped and reshaped through engaging in practice within a context and points out five characterizations of identity, which are: a) identities are *negotiated experiences* that are reified through participating in communities of practice where we make meaning of ourselves with relation to others, b) individuals come to the realization of themselves through *community membership* which may require navigating between the familiar and unfamiliar, c) identity involves a journey which unfolds across a *learning trajectory* informing us about our past, present, and future selves, d) identity as *nexus of multi membership* where numerous forms of identity merge into a singular identity to define who we are, e) identity is seen as a *relation between the local and the global* where people define themselves in relation to not only local but also wider discourses.

Taken together these definitions and characterizations reflect that identity implicates a complex interplay between the personal and social and it is a multifaceted and fluid construct entailing ascribed and self-claimed qualities which are open to constant (re)negotiation within different local and global contexts spanning across the life journey of an individual (Vignoles et al., 2011). They also resonate with teacher identity research which is addressed in the following section.

2.2 Teacher Identities

Language teaching and learning is a complex undertaking involving numerous factors. In order to demystify it, teachers as one of the key actors need to be understood in connection with their multiple identities (Varghese et al., 2005). To that end, research on teacher identity has been expanding in the last two decades with seminal review articles (Beauchamp & Thomas, 2009; Beijaard et al., 2004; Varghese et al., 2005), empirical studies (Barahona & Ibaceta-Quijanes, 2019; Beijaard et al., 2000; Block, 2015; Kostogriz & Peeler, 2007; Ursin & Paloniemi, 2019), theoretical papers (Akkerman & Meijer, 2011; De Costa & Norton, 2017;

Yazan, 2018a; Zembylas & Chubbuck, 2018) and various books (Alsup, 2006; Barkhuizen, 2016b; Cheung et al., 2014; Clarke, 2008; Schutz et al., 2018). Once indicated as lacking a definition (Beijaard et al., 2000), with the growing research interest, teacher identity has been studied from numerous perspectives and even though being regarded as an elusive notion some researchers have attempted to define teacher identity. Some of those definitions are presented in Table 2.

Table 2. *Definitions of teacher identity*

"how teachers define themselves to themselves and to others"	Lasky, 2005, p. 904
"teacher identities may be more, or less, stable and more or less fragmented at different times and in different ways according to a number of life, career and situational factors"	Day et al., 2006, p. 613
"a teacher's identity is shaped and reshaped in interaction with others in a professional context	Beauchamp & Thomas, 2009, p. 178
"we suggest defining 'teacher identity', and 'being someone who teaches' as an ongoing process of negotiating and interrelating multiple I-positions in such a way that a more or less coherent and consistent sense of self is maintained throughout various participations and self-investments in one's (working) life"	Akkerman & Meijer, 2011, p. 315

Table 2 continued

"teacher identity involves both identification with teaching as a profession and, beyond this, perceptions of the kind of teacher one attempts to be in a particular context"	Gu & Benson, 2015, p. 187
"teacher identity is an intricate and tangled web of influences and imprints rooted in personal and professional life experiences"	Bukor, 2015, p. 323

The diversity of these definitions shows that it is difficult to construct a common conceptualization of teacher identity. Instead, researchers report on certain characteristics of teacher identity. In their study, Beijaard et al. (2004) identify four essential features of professional identity; a) it is subjected to a continuing process of negotiation, b) teachers' professional identity entails not only the person but also the context, c) sub-identities which may exist in agreement or conflict constitute teachers' professional identity, d) agency emerges as a key component of professional identity. Akkerman and Meijer (2011) draw attention to three recurring characteristics of teacher identity: 1) multiplicity, which indicates personal and professional identities of teachers, 2) discontinuity, referring to the ongoing development of teacher identity, 3) social nature, which implies relational nature of teacher identity regarding contextual aspects.

In the light of aforementioned definitions and characteristics, it is generally accepted in the literature that teacher identities are fluid, ever-evolving, multifaceted, negotiated, relational, personal, and contested (Barkhuizen, 2016c; Miller, 2009; Olsen, 2008; Varghese et al., 2005). Research on teacher identity and language teacher identity in specific focuses on two groups: pre-service teachers and in-service teachers. Since in-service language teachers are the focal point of this research, related studies to this group are covered.

While some researchers explore teacher identity in relation to the professional identity aspect, others take up a holistic approach. Beijaard et al. (2000) in their study describe teachers' professional identity in terms of subject matter expert, pedagogical expert, and didactical expert. Factors such as teaching environment, teaching experience, and life history influence how teachers perceive themselves. It was reported that teachers in this study perceived themselves as having a combination of three expertise domains. Some teachers experienced shifts in between the expertise areas during their careers.

Ever since the classification of professional teacher identity underlined by Beijaard et al. (2000) two decades ago, researchers have utilized an integrated approach arguing that teacher identities have an inevitable link between personal and professional identities of teachers (Beijaard & Meijer, 2017; Day et al., 2006; Farrell, 2016b; Pennington & Richards; 2016; Ursin & Paloniemi, 2019). In a recent editorial Beijaard (2019) states that the process of forming a teacher identity is influenced by one's personal histories, past experiences as learners, views on education, as well as aspirations. Teachers' professional identities cannot be regarded as existing separately from personal identities. Although conflicts between the personal and professional may be inevitable, they could cause positive or negative tensions which could further impact teachers' identity development.

Bukor (2015) investigated the influence of personal and professional experiences of three English language teachers with respect to their teacher identity development. Through utilizing a multidisciplinary framework, the researcher collected data from three sources: in-depth interviews, autobiographical journaling, and visualization activity. The findings of the study showed that there was a strong relationship between family, education, and career choices. Teachers' family relationships not only impacted their personal beliefs and perceptions but also directed them towards the teaching profession. The participants' interpretations of their prior experiences within their current position and context influenced their teaching philosophy, teaching pedagogy, and teacher identity. According to the researcher, teacher identity is rooted in the interplay of personal and professional

life histories. Understanding teacher identity in a holistic manner would require researchers to develop and use an integrated approach.

Teacher identity is studied in relation to several aspects: emotion (Barcelos. 2016; O'Connor, 2008; Song, 2016; Zembylas, 2003), narrative and discourse (Alsup, 2006; Hayes, 2016, Tsui, 2007; Vásquez, 2011), agency (Buchanan, 2015; Lasky, 2005; Ruohotie-Lyhty, 2018), native-nonnative dichotomy (Pavlenko, 2003; Holliday, 2015; Kumaravadivelu, 2016; Yazan, 2018b), and wider and local contextual dynamics (Flores & Day, 2006; Liu & Xu, 2011).

Emotion, which is also referred to as the affective aspect of teaching is thought to be an integral part of teachers' work (Day, 2018; Harbon, 2016) and can serve as "a lens to explore teacher identity" (Reio, 2005). Emotions also play a central role in exploring how teachers think, learn, and evolve (Barcelos, 2016). A qualitative case study by Esmaeili et al. (2019) explored how four EFL high school teachers' emotions had an impact on their development of teacher identity as well as their teaching practices. Using a narrative approach, the researchers collected data through diaries, semi-structured interviews, and classroom observations. The findings of this study indicated that the participants experienced an amalgam of positive and negative emotions. However, their negative experiences shaped the way they perceived themselves as teachers including their instructional strategies. Due to unfavorable classroom factors such as student misbehaviors, students having low motivation towards English, and crowded classes, teachers felt helpless and frustrated that caused them to question their roles. The diminishing social value of the teaching profession along with low pay had a demotivating effect on teachers. Within their work environment, they reported having no say on the curriculum and the decision-making processes. The school authority enforced a local identity on the teachers which prioritized students' test results and successful classroom management. Negative emotional experiences with regard to different aspects contributed to shifts in teachers' identities which in return influenced their instructional strategies.

The narratives teachers tell about themselves and their profession provide a window into understanding how teachers' identities are shaped in relation to local and broader discourses in which they participate (Hayes, 2016). Discourse is seen as an integral notion to narratives as it is through discourse identities are formed and navigated (Varghese et al., 2005). Alsup (2006) uses the concept of "borderland discourses" to describe the conflicts teachers may experience in relation to their personal and professional subjectivities and how they negotiate divergences to understand themselves as teachers. Varghese et al. (2005) suggest the notions of "identity-in-practice" and "identity-in-discourse" to conceptualize language teacher identity. While *identity-in-practice* describes the "core professional identity that is created by a set of individual experiences and material resources" (Varghese, 2016, p. 45) within a community of practice, *identity-in-discourse* draws attention to the significant role of language, power relations and situated nature of language teacher identities.

Chang (2017) reports on the narratives of an English language teacher, Rachel, who experienced changes in her teacher identities during transitioning from teaching Academic English to teaching English for Specific Purposes (ESP) course in Engineering in a Taiwanese university. The researcher gathered data through reflections, journal entries, teaching journal, and in-person interviews over the course of forty weeks. The findings of the study showed that in order to cope with the challenges of teaching an ESP course Rachel developed new teacher identities such as ESP teacher as a learner, collaborator, multi-tasker, and problem solver. Other than having some common identities, Rachel also faced with identity conflicts with regard to her previous identities. For instance, while teaching Academic English, she considered herself to be a knowledge provider. However, soon she realized that as part of her new role, her knowledge provider role shifted to considering herself as a learner in a new field. Rachel's stories indicated that teachers' identities can shift based on the content and demands of a particular course.

Agency is viewed as a fundamental component of teacher identity. It plays a key role in teachers authoring their teacher identities (Hong et al., 2018a). Teachers operate in loaded discourses that are influenced by internal and external forces. While meditating in relation to these forces, teachers deal with facilitating or constraining circumstances that affect their sense of agency and teacher identity (Toom et al., 2018). Ruohotie-Lyhty (2018, p. 27) considers teacher identity as "a process of human agency" and coins the term "identity-agency" to describe its mediatory role on how teachers adapt to changes or defend their ideas when they face with tensions disrupting their current perceptions about their profession and identities. In this process, teachers are seen as active agents who can exercise agency to construct themselves (Buchanan, 2015).

Hiver and Whiehead (2018) examined four Korean English language teachers' agencies within different teaching contexts concerning their classroom practices and how this process contributed to their identity formation. They collected data through observations, reflective journal entries, and in-depth interviews. The findings of the study indicated that the participants faced with challenging events in their classes, which presented in some cases transformative opportunities in others hindering occurrences to their agency and teacher identity. For instance, even though both Flora and Eugene encountered negative episodes in their classes such as being interfered during class hours by a school administrator and being limited by the predetermined syllabus, they were able to turn these situations into their advantage by exerting agency. Being able to do so strengthened the way they perceived themselves as teachers. On the other hand, Alex and Jo found themselves in classroom situations in which they felt like they were unable to exercise the type of pedagogical agency they preferred. They rather felt constrained. The researchers based on these four cases argued that the ability to perform agency was a situated ongoing process that was influenced by the participants' personal and professional identities.

Within the ELT field, English language teachers face with dominant discourses that label them in essentialized categories such as "native English speaker teacher

(NEST)" and "nonnative English speaker teacher (NNEST" (Yazan, & Rudolph, 2018). The notion of "native-speakerism" (Holliday, 2006), which is entrenched in ELT, positions NNESTs in a marginalized way as deficient teachers while perpetuating the "cultural disbelief" of NESTs having a superior position as ideal teachers due to their racial, linguistic, and cultural privilege (Holliday, 2015). While such essentialist classification contributes to the commodification of NEST identities (Holliday, 2015), it may cause NNESTs to idealize attaining native-like accents as a sign of strengthening the legitimacy of their teacher identities as teachers of English (Özmen et al., 2018), which would influence not only how they perceive themselves but also how they are viewed by others (Leonard, 2019; Yazan, 2018b).

Lee and Canagarajah (2019) suggest using the concept of translingual dispositions to transcend the dichotomy of "NEST/NEST" in order to better understand the complexities of language teacher identities. To that end, through utilizing an ethnographic case study, they explored how translingual dispositions of Daphne, who is a 'native English speaker teacher', impacted her teacher identities and teaching practices. The research took place at a U.S. based university where Daphne was teaching a writing course to a diverse group of international students. Rather than enforcing normative rules in her pedagogical strategies, Daphne appreciated her students using their linguistic repertoire to express their opinions through writing in English. On one occasion, one of her students adopted a narrative approach to express his ideas by incorporating linguistic terms from his native language as part of an academic writing assignment. Even though her students deviated from the norms of academic writings, Daphne praised her students' creativity and agentive use of the language. Daphne's pedagogical approach provided the students with an environment where they could become users of English on their terms. According to the researchers, translingual dispositions can function as a critical lens to unfold teachers' orientations towards language without linking it to teachers' ethnolinguistic background as well as their teacher identities.

Language teacher identities are recognized as social and "situated practice", meaning local and broader forces determine the value of identities teachers enact or are ascribed to within different contexts and discourses (Nelson, 2016, p. 237). Recognizing how local and wider structures influence the identity formation process would offer "greater clarity in understanding the diversity with which teachers' identities shift and change over time" (Hong et al., 2018a, pp. 246-247). To that end, researchers suggest an ecological approach to explore how macro (societal), meso (school), and micro (classroom) factors (re)shape teacher identities (Akkerman & Meijer, 2011; De Costa & Norton, 2017; Duff, 2016). In their framework, Zembylas and Chubbuck (2018) emphasize the important role politics and power play in the formation of teacher identities. Block (2016) argues that language teacher identities should be studied in relation to neoliberal trends in education as they bring about political and economic changes that devalue teachers' work and identities.

As neoliberal trends become more pervasive in the English language teaching field, teachers may find themselves having to mediate between their preferred teaching practices and prescribed pedagogies deriving from their institutional context. In their study, Li and De Costa (2017) investigated how an English language teacher, Ms. Q, who worked at a private English school in China navigated her teacher identities. The researchers described this process as "professional survival in a Neoliberal age". Ms. Q's primary job was to prepare students for the IELTS test. The school administration wanted her to boost her students' test scores by teaching them test strategies. This imposed teaching approach attributed her the identity of the test preparation teacher which made her feel like a teaching machine in a constantly monitored teaching space. However, the ideal teaching practices and selves that aspired her to teach students to better themselves and become proficient users of English not only for getting high test scores but also to be able to communicate fluently with others clashed with the school's prescribed practices. Despite everything, she was able to challenge the restraining conditions by implementing her own teaching beliefs that aligned with her teacher identities due to her agentive actions.

In her study, Reeves (2018) explored Sarah's identity negotiation who worked as an English teacher at a community high school in the United States. Sarah was responsible for teaching English to minority groups in her school. Even though she had six years of teaching experience, Sarah still felt like a novice. Her approach to teaching was all about caring for her students. Due to internal and external forces, Sarah experienced challenges in the way she taught. Her students' low achievement scores on a nation-wide standardized test compelled her to change her teaching practices since her school district ascertained high test scores as good teaching. In order to help her students improve their test scores, Sarah adopted a scripted curriculum in her class. The program mandated a technician role to the teacher whose main job was to deliver the program exactly as it was instructed. Although Sarah realized that the content did not fit every student's needs and interests, she aligned herself with the school's description of good teaching which meant adopting imposed identities.

2.2.1 Teachers' Imagined and Practiced Identities

Envisioning one's selves would involve the notion of imagination which is described as "a process of expanding our self by transcending our time and space and creating new images of the world and ourselves" (Wenger, 1998, p. 176). When applied to teacher identity, as Block (2016) states "being a teacher is an ongoing, narrated process, which brings together experiences in the past and present, as well as those anticipated in the future" (p. 33). To that end, teacher identities must be recognized in relation to future-oriented *imagined identities* (Norton, 2013; Xu, 2013). The concept of *imagined teacher identities* invites an accompanying term, *practiced identities* (Xu, 2013*).* Teachers can envision particular identities about themselves, however, due to multiple factors, they may find themselves having to take on practiced identities that may align well or give rise to the conflict concerning their imagined teacher identities. To what extent they could reify their imagined identities would depend on their investment and agency within the dynamics of their communities of practice.

In her longitudinal case study, Xu (2013) explored how four novice Chinese EFL teachers' imagined identities underwent a transformation and were replaced by practiced identities during their three years of teaching experience. After graduation, the participants of the study, namely Zhao, Qian, Sun, and Li, started their teaching career at different K-12 schools in China. The researcher used interviews, journal entries, and classroom observations to gather data. With a focus on tracing the identity change of the participants, the researcher drew on a multifaceted theoretical framework. The findings of the study showed that participants constructed their imagined identities during teacher education influenced by several factors. Each participant started in-service teaching with previously constructed unique imagined teacher identities: Zhao as a *language expert*, Qian as a *teacher who consolidates learning*, Sun as a *spiritual guide*, and Li as a *learning facilitator*. These teachers' imagined identities under the pressure of their institutional forces transformed into practiced identities. Zhao realized that having a high level of proficiency in English was not valued. Qian struggled to keep up with the prescribed curriculum which left very little room for her to consolidate students' learning process and she turned into a teacher who was struggling to catch up with the syllabus. Sun's envisioned identity as a spiritual guide was replaced by the practice identity of being a routine performer. Li was the only case who despite various constraining factors resisted and tried to preserve her imagined identity. Her imagined identity evolved into the practiced identity of an educator who was open to new challenges. It was stated that teachers' imagined identities can collapse under the pressure of their contextual dynamics and replaced by negative practiced identities. The researcher claimed that through exercising agency teachers could maintain their imagined identities.

Drawing on the notion of investment as a theoretical lens**,** Barkhuizen (2016a) through a narrative inquiry explored how an English teacher, Sela, navigated her previously constructed imagined identities during teacher education over the course of her nine years of teaching career. Sela was an immigrant from Tonga in New Zealand. She wanted to become an English teacher not only for having a stable job but also to help her immediate and extending community. As a pre-service teacher,

Sela imagined teaching English to Tongan immigrants in her community to help them improve their English level. However, after completing her master's degree, she started working at a high school whose students were mainly white native speakers of English from privileged backgrounds. She experienced some critical episodes which made her question her multiple identities. For instance, during practicum, she was mistaken for a cleaning staff by a teacher because of her immigrant identity. When she became a teacher at the aforementioned high school, she was the only immigrant teacher. According to the researcher, Sela's identity trajectory reflected the complexity of teachers' identity formation regarding their investment as her teacher identity was transformed from imagined to lived identities.

Some researchers have used Markus and Nurius's (1986) possible selves theory as a conceptual framework to explore teachers' identity development with reference to future-oriented selves (Hamman et al., 2010; Hamman et al., 2013; Kubanyiova, 2009; Kubanyiova, 2015). Applying the possible selves theory to language teacher identity, Kubanyiova (2009, 2017) introduces three selves: *ideal language teacher selves* (language teachers' envisioned identities), *ought-to language teacher selves* (identities that language teachers are expected to enact by others within a school context), and *feared language teacher selves* (someone who the teacher could become if the ideal and ought-to selves collapse). Employing this framework, Hiver (2013) examined how possible language teacher selves shaped the professional development preferences of seven Korean English teachers. The findings of the study indicated that professional development choices of the teachers were driven by their possible language teacher selves. One of the key aspects was that the teachers regarded professional development as an opportunity to avoid their feared language teacher selves, which was losing their English proficiency over time. They also believed continuing their professional development would help them attain their ideal language teacher selves of becoming an expert user of the language as well as an expert teacher.

2.3 Beginning Teacher as a Newcomer to a Community of Practice

Initial years of teaching can be complex and challenging. Having acquired knowledge and skills in learning and teaching during teacher education, novice teachers enter the teaching profession with their unique preconceptions, expectations, and goals (Pillen et al., 2013). Based on their aspirations, they can construct idealized visions of themselves, their school, and their students. However, as strangers to a new school setting with its established norms, beginning teachers go through a socialization process through which they can acquire essential information about the realities of their setting and how to navigate within it (Alhija & Fresko, 2010; Le Maistre & Paré, 2010). During this process, beginning teachers may experience "*praxis shock*" which is described as "teachers' confrontation with the realities and responsibilities of being a classroom teacher that puts their beliefs and ideas about teaching to the test, challenges some of them, and confirms others" (Kelchtermans & Ballet, 2002, p. 105). While mediating their new roles in a professional community of practice, as some researchers claim novice teachers may go through developmental stages (Fuller & Brown, 1975; Maynard & Furlong, 1995). For instance, in Sabar's (2004) study, novice teachers in their first year went through the stages of fantasy, facing reality, and adjustment.

Depending on the personal aspects and contextual forces, novice teachers may find themselves in a "sink or swim" (Varah et al., 1986) situation. If the school culture is unsupportive and remains oblivious to beginning teachers' emotional, instructional, and professional needs, these teachers can find themselves feeling lost, frustrated, and isolated. As a result of being overwhelmed with difficulties, beginning teachers may initially try to carry on by employing some coping strategies to address the crisis they experience (Hong et al., 2018b). Taking on a "survival mode" (Thomas & Beauchamp, 2011), they may even sacrifice their ideals and unwittingly accept the organizational norms (Shin, 2012). However, doing so can bring about identity shifts (Beauchamp & Thomas, 2011) triggering novice teachers to question themselves and their capabilities as teachers. In a worst-case scenario, when they are unable to resolve the issues surrounding them, they

can end up feeling professionally, socially, and emotionally disavowed and eventually quit teaching (Scherff, 2008).

Teachers' early career can present an amalgam of success and failure. Just like painful beginnings, there are also examples of smooth transitions. Haley, a physical education teacher in Hebert and Worhty's study (2001), was able to make a successful beginning to her career thanks to her realistic expectations and her active role in mediating the school culture which she believed provided a positive working environment for her. School culture, context, and conditions play a crucial role in beginning teachers' struggles during the initial years of teaching (Flores, 2001; Flores, 2004). If the organizational culture provides effective support, even when beginning teachers encounter turbulent times and identity tensions, they can turn the difficulties they face into invaluable learning opportunities (van der Wal et al., 2019), which could contribute to the formation of secure teacher identities.

Novice language teachers are also vulnerable to the aforesaid problems. Farrell's (2006) case study reports on the first-year experiences of an English language teacher, Wee Jin, as he transitioned to teaching in a secondary school in Singapore. Wee Jin experienced a number of complications. Even though he wanted to teach by employing a learner-centered approach in his classes, he soon found out that the school culture had a dominant teacher-centered instruction expectation from the teachers. He also faced a conflict in terms of the content he wanted to teach and the predetermined curriculum that was imposed by the school. In addition, the exams posed restrictions on what he could teach. Another problem he confronted was the lack of collegial relationships. He had a hard time figuring out this aspect of the school culture. Throughout the first year, although Wee Jin tried to resolve these conflicts, his efforts to a certain extent proved futile. He rather found a balance between his expectations and institutional constraints. The researcher argues that teacher education programs should pay more emphasis on the reflection dimension by creating more awareness about the realities of the novice language teachers are likely to encounter.

By drawing on the literature Karataş and Karaman (2013) identified that support, identity, and pedagogy are the areas where novice language teachers encounter challenges. In light of this, they reported on an exploratory study through which they unpacked the problems confronted by a novice English language teacher who worked at a university in Cyprus. The findings indicated that the participant initially characterized an effective teacher as someone who teaches grammar effectively and assigns lots of homework. However, the students' needs necessitated lessons to be made more fun. The teacher's envisioned identity changed to accommodate the needs of the students. Having certainty in terms of content and pacing made the teacher feel safe. When there was uncertainty, the teacher felt anxious and unsure. In terms of classroom management, specifically being indecisive about being strict or lenient with students, was another area where conflict for this novice teacher arose. The participant received psychological and professional support from her colleagues, officemates, and spouse. The researchers underscore the important role stakeholders in educational settings play in providing beginning teachers with "the necessary environment fostering safety, belonging, and self-esteem for novice teachers" (p. 21).

In another study, Sali and Kecik (2018) investigated the challenges of seven beginning English language teachers who taught at different K-12 schools in Turkey. The researchers focused on the problems the teachers experienced concerning pedagogy and professional support. The findings of the study indicated that the participants encountered a wide array of pedagogy related issues in classroom management and not being able to teach the way they wanted due to internal and external factors. As for the support, most of the participants reported having no support from the administration. Some teachers turned to their colleagues for help. However, that was not provided either. While some teachers were not assigned to mentors, the ones who had reported that their mentors were from a different subject-matter domain. Another form of support was in-service teaching orientation program which was provided by the Ministry of Education. The teachers claimed that the content of this training did not meet their needs.

In the early years of teaching, beginning language teachers may struggle to construct stable teacher identities. While some teachers despite all the constraints can make rather smooth transitions to becoming an in-service language teacher, others can go through painful beginnings. In her study, Ruohotie-Lyhty (2013) reports on the narratives of two novice language teachers, Taina and Suvi, in Finland as they grappled with challenges to construct teacher identities. Taina and Suvi entered the profession with different expectations. Taina envisioned herself as a subject matter teacher who would try innovative ways of teachers. On the other hand, Suvi focused on her identity as a language educator who would establish rapport with her students and colleagues. However, for both teachers the realities they encountered challenged their teacher identities. Because of the discipline problems and the unsupportive school culture, Taina experienced constraints that triggered the feeling of disappointment and a sense of loneliness. As a coping strategy, she abandoned the teacher she wanted to become, and accepted the circumstances of her context. Contrary to Taina, Suvi had constructed a positive teacher identity as a self-confident language educator who employed different methods to mediate her teacher identities within her institutional norms through reflection and collaboration. According to the researcher, while Taina's initial years illustrates a painful beginning, Suvi's case presents a smoother transition. Based on the interpretations of the study, the source of this difference was identified as having realistic/unrealistic outlooks, being agentic/passive, and having a supportive/unsupportive working environment.

There needs to be an effective support system within the school to facilitate the adjustment process of novice language teachers by helping them understand the complexities of their new roles (Alhija & Fresko, 2010; Joiner & Edwards, 2008). Brannan and Bleistein (2012) investigated the social support networks of beginning ESOL teachers. The results suggested that coworkers, mentors, and family members could provide crucial support for novice teachers in the areas of pedagogical and affective needs. In their case study, Mann and Tang (2012) studied the role of mentoring in the experiences of four beginning English teachers in Hong Kong. They found that mentors played a key role in the early teaching years of

novice teachers by providing a space where they could collaborate and exchange ideas not only on teaching practices but also on school-related practical issues. However, in many cases, novice language teachers do not receive the support they need to implement what they have learned in teacher education and they may end up conforming with the practices that are valued within the local and wider educational landscape. As a ramification of this, beginning teachers are "subdued by the system" which causes the erosion of their ideals and identities (Loh & Hu, 2014). In Shin's (2012) qualitative study, the participants, who were sixteen beginning English language teachers in South Korea, despite being motivated and having high proficiency to teach English through English failed to do so due to overpowering contextual constraints. Being left with very little choice these teachers started to teach English through Korean which was the desired practice in the school.

Reflexivity emerges as an important notion in the struggles of novice teachers. A qualitative case study by Farrell (2016a) explored the first-year experiences of three English as a second language teachers in a university-based language school in Canada. These teachers even before they started teaching found themselves going through institutional shocks because of the lack of unwelcoming school setting. As the semester went on, their isolation was exacerbated. The administration did not pay any attention to them. They were left to their own devices to figure things out. The researcher claims that being excluded from their community had a negative impact on these teachers' sense of belonging. The only thing that aided their transition to becoming in-service teachers was the reflection group they formed as part of the study. According to the researcher, by reflecting on their shared experiences these teachers made use of their meetings "to break from their isolation" (p. 17).

Research in this area has shown that novice teachers confront an amalgam of challenges and not every single one of them is equipped with the right tools to overcome them. Other than their personal efforts and school-based support networks, researchers have emphasized the implementation of specific courses in

teacher education committed to preparing novice language teachers for the realities they are likely to encounter and help them develop coping strategies. Farrell (2009) suggests a course entitled “Teaching in the First Year”, which could provide pre-service language teachers to develop skills they would need to handle with tensions they are likely to confront. According to Farrell (2012), since the teacher education programs are where novice teacher development begins, these programs need to “bridge the gap between pre-service education and in-service development so that we can better support novice teachers in their first years” (p. 446).

2.4 Temporary Teaching Staff in Higher Education

It is argued that the landscape of education has undergone rapid shifts under the influences of socioeconomic and sociopolitical factors. One of the major implications of these changes is the marketization of education (Ball & Youdell, 2008). Higher education is no exception to these trends (Hemsley-Brown & Oplatka, 2010; Hurt, 2012). Market-oriented policies not only change the nature of public and private higher education but also contribute to the transformation of the teaching profession (Ball & Youdell, 2008). Under these circumstances, today, teachers in higher education are faced with yet another challenge that is becoming prevalent: job flexibilization, which means the erosion of stable job security being replaced by insecure temporary teaching positions (Crosier et al., 2017). This has caused the emergence of a two-tiered segmentation of teacher labor in higher education, “the tenured core with security and good conditions and the tenuous periphery with insecurity and poor conditions” (Kimber, 2003, p. 41). Benjet and Loweth (1989) refer to the tenuous periphery as the “academic underclass”, and Murray (2019) characterizes them as “inexpensive laborers”.

The practice of recruiting academics on a non-permanent contract is a spreading phenomenon in higher education in many countries all around the world (Rudick & Dannels, 2019). The names associated with this type of employment status and contract forms may vary across countries: “adjunct faculty” in the USA (Halcrow & Olson, 2011), “sessional academics” in Canada (Bauder, 2005), “hourly-paid teachers” in the UK (Chen & Lopes, 2015), and “casual academics” in Australia

(Brown et al., 2010). Although different names are used to characterize these teachers, they share some common issues such as facing professional and personal uncertainty, being paid lower than their counterparts who are on a permanent contract, having limited social and institutional benefits, being deprived of job security (Brown et al., 2010; Burgess et al., 2006). The term "temporary teaching staff" can be adopted as a broader notion to emphasize "the flexible and non-permanent nature of their employment" (Anderson, 2007, p.112).

Due to the temporary nature of their position, contingent teaching staff can encounter many challenges within the school setting. Some studies have documented that these teachers may experience institutional marginalization and exploitation which causes them to suffer from inequalities leading them to feel isolated from their teaching community (Courtois & O'Keefe, 2015; Mandal & Mukhopadhyay, 2019). As a ramification, even though they may feel valued in the classroom while teaching, within the institutional discourses they go through identity tensions, and therefore they cannot construct secure teacher identities (Levin & Hernandez, 2014). Another implication is that school management may withhold professional development opportunities from these teachers due to their temporary engagement (Anderson, 2007). Being stuck in the loop of temporary teaching with the lack of career progression (Lopes & Dewan, 2014), these teachers could experience burnout or even consider quitting the teaching profession (Chen & Lopes, 2015).

Given the challenges emphasized above, some researchers question whether temporary teaching staff presents a risk to teaching quality (Bettinger & Long, 2010; Lama & Joullié, 2015). Xu (2019) investigated how adjunct faculty impacted student achievement in community colleges in the US context. The results of the study revealed that even though students attained high grades in courses delivered by adjuncts, they were unlikely to take another course in the same field and their performance and course completion were likely to be negatively influenced in subsequent courses. Feng et al. (2019) explored the effects of temporary instructors on students' English education outcomes in a university in China. Their findings

showed that in standard and advanced track students performed similarly irrespective of being taught by a temporary or permanent instructor. However, the researchers claimed that temporary instructors may have adopted a marking standard that favored high student scores. They concluded that based on the final exam results temporary teachers had a negative impact on students' outcomes. In another study that was conducted in a Chinese university, Tian et al. (2019) studied the short-term and long-term influences of part-time instructors on students' academic performance. The findings of the study indicated that part-time instructors had a positive impact not only on short-term but also long-term student achievement. The researchers claimed that the reason behind part-time teachers' effectiveness was related to their motivation for contract renewal.

Despite the difficulties temporary teaching status presents to teachers and universities, why does higher education continue this practice? What function does temporary teaching staff serve? Are they regarded as "valued resources or cheap labor?" (Halcrow & Olson, 2011). From the perspective of universities, the main reasons for hiring temporary academic staff are financial and operational flexibility. Compared to recruiting permanent teaching staff, having temporary teachers cover the teaching load is cost-effective in terms of pay, benefits, and training. Another reason is the rapid rise in student enrollment numbers. Universities may have limited positions for permanent teachers. In order to cope with the increasing student numbers and courses, they could recruit temporary teaching staff (Chen & Lopes, 2015; Halcrow & Olson, 2011). On the other hand, from the perspective of teachers who are willing to take up temporary positions, the rationales can vary. While some willingly accept to work as a temporary teacher because of the flexibility it offers, others choose to it to survive and use it as a career progression strategy to eventually obtain a permanent teaching position (Field & Jones, 2016; Gottschalk & McEachern, 2010). However, in spite of their commitment to teaching, efforts, and aspirations, the pervasive trends of flexibilization in higher education can push the teachers into "a cycle of short-term positions" (Kimber, 2003, p. 47).

2.4.1 Temporary Teaching Staff in Higher Education in Turkey

As regards to the temporary teaching staff within higher education in Turkey, they remain invisible in the annual statistical reports of CoHE. For that reason, their numbers are unknown. In the literature, while there are studies that focus on comparing the challenges instructors experience in state and foundation universities (Demir et al., 2015; Dost & Cenkseven, 2007), investigating the organizational commitment level of English instructors working in foundation universities (Güzelbayram, 2013), and exploring what it means to be an academic in a foundation university (Kurtay & Duran, 2018), the case of temporary teaching staff, in general, emerges as an unexplored area.

English language instructors who work in state and foundation universities under the School of Foreign Languages are part of the academic staff. Their academic position falls under the category of "instructors" who are mainly responsible for teaching duties. While full-time English Language instructors in state universities have civil servant status which grants them a permanent position as well as their employment conditions being specified by law, those who work at foundations universities are hired on an annually renewed fixed-term contract whose employment details are determined by the university administration.

Because of the growing discrepancy in pay scale between the academic staff in state and foundation universities, a new law (Law no. 7243, 2020) was passed to improve the financial rights of academic staff working in foundation universities by equalizing their base salary with their counterparts in state universities. However, there was no clause regarding the temporary teaching staff. Both state and foundation universities can recruit English language instructors on hourly-paid or part-time contracts. They are usually referred to as "part-time instructors/teachers" or "hourly-paid instructors/teachers". Compared to permanent instructors, temporary English language instructors receive lower pay, partial benefits, and lower social security. Furthermore, their contracts are terminated at the end of the semester leaving them in a state of uncertainty.

CHAPTER 3

METHODS

3.0 Presentation

This chapter describes the research methods with reference to qualitative research practice, case study, research setting, and participants. A comprehensive account of data collection and analysis procedures are provided. Furthermore, I also highlight the strategies that were employed to ensure the credibility and consistency of the study.

3.1 Qualitative Inquiry

In the literature, there is no consensus over the definition of what qualitative research is, but rather a range of opinions exist among researchers. While some attempt to provide a generic definition (Creswell, 2013; Denzin & Lincoln, 2017), others may focus on the characteristics to give a more detailed explanation (Leavy, 2014; Yin, 2015). Two extensively cited definitions are provided by Denzil and Lincoln (2017), and Creswell (2013).

Denzin and Lincoln (2017) offer the following definition in the fifth edition of the *SAGE Handbook of Qualitative Research*:

> Qualitative research is a situated activity that locates the observer in the world. Qualitative research consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research 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. 43)

Incorporating some elements from the preceding definition, by adding emphasis on the aspects of design and approaches, Creswell (2013) provides the following definition:

> 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)

While these definitions frame a more general picture of the dynamics of qualitative research, it could be useful to draw on the distinctive features of qualitative research to gain a comprehensive understanding. These features are:

- A qualitative researcher strives to make sense of people's experience by observing and interacting with them in their *natural setting* (Creswell, 2013) while focusing on their *real-life roles* (Yin, 2015).
- By utilizing qualitative inquiry, a researcher aims to gain a thorough insight into the *diverse perspectives and meanings* participants hold on an issue or a subject (Creswell, 2013; Yin, 2015).
- *Contextual aspects*, which could have a profound impact on the views of participants are critically taken into consideration while conducting a qualitative study (Creswell, 2013; Yin, 2015).
- Rather than depend on a single source of data, a qualitative researcher utilizes an array of *multiple sources* to represent the diverse views of the participants (Creswell, 2013; Yin, 2015).
- By collecting data from multiple sources, the researcher incorporates them into their study through *inductive and complex reasoning* (Creswell, 2013), to construct *rich descriptions* (Mackey & Gass, 2005).

- Qualitative researchers themselves are characterized as the *key instrument* since they bring their own personal and professional histories into the study (Saldaña, 2011).

3.2 Case Study

Qualitative inquiry offers researchers a diverse range of approaches to pursue their research interests. Case study research is one of the key methods a researcher could utilize by using multiple data sources and posing *how* or *why* questions about a present-day real-life phenomenon (the case) in its natural context to gain an in-depth understanding of the case(s) in question (Yin, 2014). A researcher must consider the following important aspects while undertaking a case study.

- *Identifying the case* is the starting point of a case study research. A case could be a tangible or abstract issue (Meyer, 2001).
- The phenomenon should be bounded by *specific context and time* to collect accurate data on an ongoing phenomenon (Creswell, 2013; Yin, 2014).
- Once the case is identified and its borders framed, the researcher should decide on *the type of case study design* (Creswell, 2013). Stake (1995) suggests three types of case studies; a) *intrinsic*, deriving from the researcher's personal or professional interest on a particular case, b) *instrumental* through which the case is selected as a medium to shed light on a phenomenon, and c) *collective* in which the researcher explores an issue by selecting multiple sites. On the other hand, Yin (2014) characterizes three categories; a) *descriptive case study*, which allows the researcher to describe the case in its natural setting, b) *explanatory case study*, which aims to explore not only how a situation emerges but also the underlying reasons behind it, c) *exploratory case study* that could be used for the purpose of defining research questions or procedures of a future study.
- Determining between a single or a multiple *case study design*. According to Yin's (2014) categorization, the *single-case design* could be holistic incorporating a single case along with a single unit of analysis while the embedded approach includes the analysis of multiple units within a case. As

for the *multiple-case design,* it is also possible to adopt a holistic design where a single case is explored in various contexts or an embedded design where multiple units are analyzed within the case across several settings.

- Presenting a thorough description and conceptualization of the case by collecting data from multiple sources such as interviews, observations, documents, and artifacts (Hancock & Algozzine, 2017).
- Engaging in systematic and rigorous analysis of the case(s) and reporting conclusions based on them in order to arrive at "the lessons learned from the case" (Creswell, 2013, p. 101).

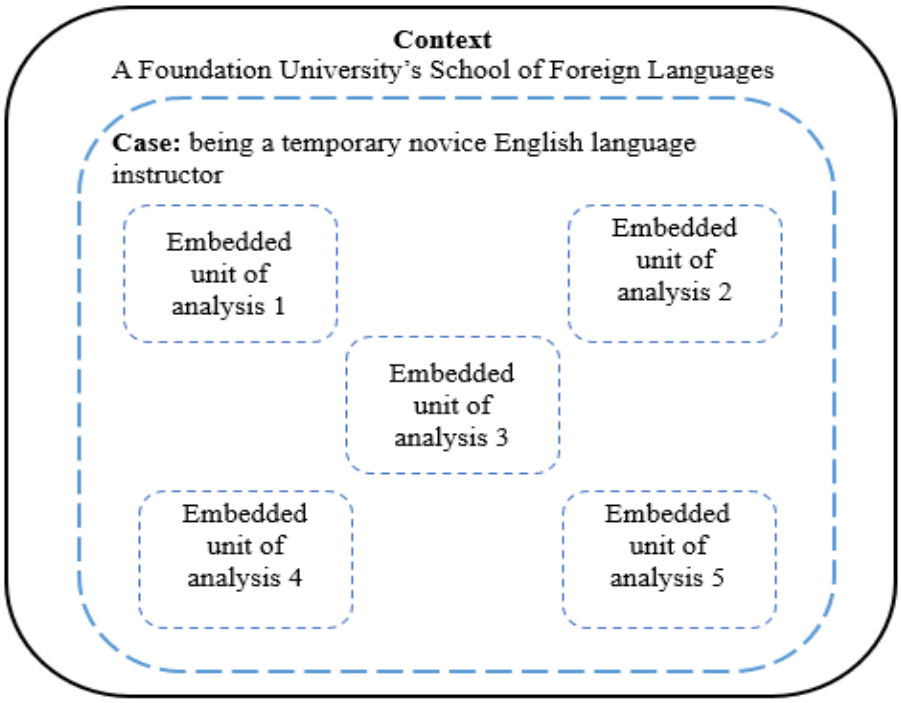

Figure 2. *Single-case (embedded) design of the current study*

Overall, drawing on the key facets of qualitative inquiry, and case study in particular, as illustrated in Figure 2, the current study takes the condition of being a temporary beginning English language instructor as the case and it, therefore, employs the single-case embedded design to delve into the phenomenon of how these teachers navigate in their institutional context while (re)negotiating their teacher imagined/practiced identities throughout the 2019-2020 spring semester.

Five within case units represent the participants of the study. As for the data collection tools, I made use of semi-structured individual interviews, field notes, and focus group meetings.

3.3 Research Context and Participants

3.3.1 Context

The current study was conducted at a foundation university's School of Foreign Languages located in Turkey. The university was founded early in the 1990s, which has established itself over the years as one of the well-known foundation universities attracting a large number of students. Based on the statistics shared on the website of the university it currently has almost 16.000 students and around 2000 academic staff. The university draws students mainly from upper/middle-class backgrounds. It also offers scholarship grants in various categories based on students' academic success at the university entrance exam.

The university's School of Foreign Languages offers courses under three different units: English Preparatory Unit (EPU), Academic English Unit (AEU), and Modern Languages Unit (MDL). Since the focus of this study is temporary novice English language instructors, in the following section I present a general picture of the EPU and AEU. Even though the medium of instruction at the university differs based on the department, it could be categorized under three groups: Turkish medium, 30% English medium, and 100% English medium. While the students who attend Turkish medium programs are exempt from the English preparatory education, students whose prospective departments are English medium or partial English medium are required to attend and successfully complete it in order to proceed to their departmental studies.

The number of students attending the English preparatory program varies based on the number of student enrollments each academic year, and the results of proficiency exams that are conducted before the semester start and at the end of the semester. Table 3 illustrates the number of students who participated in the program

in the academic year of 2018-2019 and 2019-2020 fall semester. Based on the student numbers, the unit makes important decisions not only about the teaching practices but also about the number of teaching staff needed, and the teaching load of the teachers.

Table 3. *English Preparatory Program numerical information*

Academic year/semester	Total number of students	Number of permanent teachers	Number of temporary teachers
2018-2019 Fall	946	53	9
2018-2019 Spring	656	50	2
2019-2020 Fall	963	47	12

Examining the teacher numbers in Table 3, it is evident that there is a trend towards hiring more temporary teachers, which peaked in the 2019-2020 fall semester due to a number of permanent teachers leaving their jobs. Because the student numbers tend to fall in the spring semester, the unit hires fewer temporary teachers. Teachers' workload is influenced by the abrupt staff turnover.

On the other hand, the AEU provides undergraduate students with General English, English for Specific Purposes, and English for Specific and Academic Purposes courses according to needs and objectives identified in collaboration with faculties. Compared to the EPU, the number of students who receive instruction in AEU remains steady around 5500 every semester (see Table 4), which requires detailed planning in terms of accomplishing the objectives of the courses, overseeing the preparation of course materials, drafting course schedules, and making decisions about the number of teaching staff needed each semester.

Similar to the EPU, the inclination towards not being able to keep permanent teachers is also the case for AEU. Over the period of one academic year, the unit has lost 10 permanent teachers. Temporary teachers are hired in order to compensate for the staff shortage. In both units, while teachers who are assigned to administrative duties teach typically around 8-12 hours in a week, others who are characterized as teach-only staff are responsible for 16-20 hours of instruction per week. In addition, teachers have a range of other duties that they carry out such as holding weekly office hours, grading homework, attending unit meetings, and invigilating exams.

Table 4. *Academic English Unit numerical information*

Academic year/semester	Total number of students	Number of permanent teachers	Number of temporary teachers
2018-2019 Fall	5438	77	2
2018-2019 Spring	5709	70	1
2019-2020 Fall	5530	67	8

Considering the figures highlighted above, it seems that the number of temporary English language teachers is expected to continue increasing. Since the CoHE's recent regulation imposes English language teachers to hold a master's degree as a minimum requirement to be able to work at the tertiary level, the teacher shortage is filled with temporary teachers who are mostly novice teachers lacking a master's degree with no or limited teaching experience or in some cases without a teaching certificate. These teachers are hired on a semester basis employment status under two contact types; contracted on-call and hourly-paid. There are some differences between them. While contracted on-call teachers teach up to 20 hours per week and they are paid a fixed monthly salary, hourly-paid teachers are responsible for 12

hours of instruction every week and they are paid based on the total class hours they teach in a month. Teachers employed on both types get lower pay, partial benefits, and lower social security compared to the permanent teachers. Furthermore, their contracts are terminated at the end of the semester leaving them in a state of uncertainty about not knowing if they will be offered to work in the following semester or not.

At the beginning of each semester newly recruited teachers participate in an induction program coordinated by the Teacher Training and Development Unit. The purpose of the program is to familiarize the teachers with the organization and its practices. Besides, teachers attend in-service training sessions that cover a variety of subjects ranging from teaching pedagogies, classroom management, and lesson planning. Each term, teachers engage in professional development activities such as video coaching, peer-observation, and team-teaching to foster critical reflection on their teaching practices.

3.3.2 Participants

At the beginning of the 2019-2020 fall semester, initially, 21 temporary English language teachers were recruited by the university's School of Foreign Languages. Before the semester started, 3 teachers' agreement fell through. Therefore, 19 temporary teachers were hired. 12 of them were assigned to teach at EPU, while 7 of them were appointed to the AEU. In order to select participants criterion sampling was employed (Creswell, 2013). The criteria for selecting the participants were as follows: a) having no prior experience of working as a temporary English language teacher in higher education, b) teaching as a temporary English language teacher at a foundation university, c) being a novice English language teacher (having no more than three years of teaching experience).

Among the 19 newly recruited teachers, 6 met these criteria. Upon their arrival at the institution, the researcher introduced himself and briefed them on the study in person. The participants were given time to consider whether they would want to take part in the study. The researcher also shared the debriefing form (Appendix A) about the study which had detailed information on the study, its procedures, and

what was expected from the participants. 5 temporary teachers agreed to participate in the study whose background information is shown in Table 5. The participants were assigned pseudonyms to protect their privacy according to the ethical codes highlighted while conducting qualitative research (Yin, 2015).

Table 5. *Participants of the study and their profile*

Name (pseudonyms)	Gender	Degree	Previous Teaching Experience	Unit	Employment status
Arzu	Female	ACL	None	AEU	Contract on call
Ceyda	Female	ELT	1 year	AEU	Hourly paid
Ege	Male	ELL	1 year	AEU	Contract on call
Taner	Male	ELT	None	AEU	Hourly paid
Ozan	Male	ELT	None	EPU	Contract on call

Note. **ACL**: American Culture and Literature; **ELT**: English Language Teaching; **ELL:** English Language and Literature; **AEU**: Academic English Unit; **EPU**: English Preparatory Unit.

3.3.2.1 Arzu

At the time of the research, Arzu was a 24-year-old novice English language teacher. She earned her bachelor's degree in American Culture and Literature from a foundation university in 2018. She had no previous teaching experience. Since her department was not teaching related, she was pursuing to acquire a teaching certificate in teaching English through an academic year-long intensive program offered by a state university. She had to attend evening courses for three days a week. After completing the theoretical phase of the program, in the following semester, she was required to do an internship at a local school. She had a packed schedule due to another academic commitment. She was also enrolled in a master's degree in Public Relations and Publicity Department. Initially, she thought getting

a degree in this field would strengthen her job prospects. However, questioning her decision, later on, she believed earning a master's degree in an English related department was what she wanted because she aspired to become an academic in her field. Nevertheless, having invested a lot in the current master's degree, she decided to complete it and then start with the next one.

Her passion for English goes back to high school. After attending a talk on the state of English in Turkey, she decided to study English. Although the school management was not supportive at first, with the resolve of the parents an English section was launched. Due to her interest in literature, she decided to study American Culture and Literature at university. Early in her experience as a university student, she never thought about becoming a teacher. In her last year, with her mother's encouragement and support, she diverted her career goal to English teaching. She believed that becoming a teacher was well suited for her skill set and it would make her happy. Since she aimed to become an academic, she thought working as an English instructor would be a rewarding start. When she heard about the part-time position from a former lecturer, she applied without considering the conditions because she believed this unique opportunity would provide her with the teaching experience she desperately needed. She was hired on a contract on-call status for one academic semester.

3.3.2.2 Ceyda

Ceyda was a 28-year-old beginner teacher at the time of the research. She graduated from a foundation university's English Language Teaching department in 2018. She had a year of teaching experience. Initially, she worked at a private high school for a semester. When she got an offer for a primary school English teacher position from a prestigious private school, she left her previous job and worked as a first and third grade English teacher for a semester. According to Ceyda working with young learners posed pedagogical, psychological, and physical challenges. Working long hours with kids had its physical and psychological toll on her. Having to deal with students' parents not only during her time at school but also after working hours added another demotivating factor. Moreover, transitioning from high school to

primary school in mid-semester required her to adjust her teaching style according to the age group and their needs.

Her first university experience was in a different field. She studied Social Sciences at a foundation university for two years. However, later she realized that it was not what she wanted to do in the future. She took the university entrance exam again. Due to her interest in English, the appeal of the idea of becoming a teacher, and it being a revered profession, she decided to study English Language Teaching at a foundation university. Having experienced teaching in primary and high school after graduating she believed that teaching university students would make her happier and provide her with a steppingstone to achieving her dream of establishing a career at the tertiary level. Despite its temporary nature upon being suggested by a former teacher she applied for the part-time position and got recruited on a semester-long hourly-paid contact.

3.3.2.3 Ege

Ege was a 24-year-old novice teacher at the time of the study. He got his bachelor's degree in English Language and Literature from a state university in 2018. He had two years of informal and a year of formal teaching experience. He started his teaching journey at a local language school when he was a sophomore. He mainly worked with high school students who were preparing to take the university entrance exam on language track. He went on to teach General English to adult learners at another language school until he had a summer break to do Work and Travel in the United States. When he returned, as a senior student as well as following the courses in his department, he also earned a teaching certificate from a state university. After graduating he kept working at a language school where he mostly taught General English courses. At the time of the research, he was working at two different jobs: teaching part-time at the institution where the study was conducted and working at a language school.

When he was in high school, he discovered that English lessons were a motivating factor drawing him to school. Due to his negative preconceptions of the teaching

profession stemming from past experiences, he told himself that he would never become a teacher and that is why he chose to study English Language Literature. In his sophomore year, he had a turning point which completely changed his previous perceptions about the teaching profession. A former teacher insisted on him working as a teaching assistant at a private language course, which included tutoring high school students on their English test skills for the university entrance exam. One day he came across two students who were struggling with very basic questions less than two months before the exam. He tutored them closely for two months. Sometime after the exam, the two students visited and shared the good news; both got admission to the English Language Teaching department at state universities. Seeing the difference he made in the lives of the students, Ege decided to dedicate himself to teaching. He considered teaching in higher education as the highest achievement a teacher could accomplish. Envisioning a career as an academic, he saw teaching part-time as an opportunity that would get him closer to this goal. He was employed on a contract on-call status for one academic semester

3.3.2.4 Taner

At the time of the study, Taner was a 23-year-old beginner teacher with no prior teaching experience. He earned his bachelor's degree in English Language Teaching from a foundation university in 2018. As part of the program, he completed a pre-service teaching course in which he engaged in teaching at a private high school as a pre-service teacher. After graduating he received a job offer from the school, but he did not accept it because he did not want to work at a private institution. The reasons behind this decision were twofold: parents having too much power and schools becoming business-like institutions. Therefore, he took the teacher qualification exam with the hope of being appointed at a state school. He was waiting for the Ministry of National Education to release the interview results in order to complete his application.

From an early age, his parents wanted him to study engineering. To that end, after completing high school, he went to Germany to study engineering as an international student. Since the medium of instruction was German, he studied

German for a year before he could progress to the field related courses. However, at one point he came to the realization that he did not want to become an engineer. He returned to Turkey. Questioning himself about what he wanted to do, he believed he had an aptitude for teaching people something. Even though he had a negative outlook on the teaching profession as a student, after spending a year in Germany with teachers who inspired him, he decided to become an English teacher. While expecting to be appointed in February, to gain some experience he decided to work as a part-time instructor until then. He was hired on a semester-long hourly-paid contact.

3.3.2.5 Ozan

At the time of the research, Ozan was a 24-year-old beginner teacher. He earned his bachelor's degree in English Language Teaching from a state university in 2018. Other than private tutoring and pre-service internship teaching, he had no prior formal teaching experience. As he aimed to teach university students and become a teacher educator, he was pursuing a master's degree in English Language Teaching. He was soon going to start writing his thesis. After completing his studies, he wanted to teach full time as an English teacher at the tertiary level.

As a student, he had an interest in the English language and history. In high school, his parents encouraged him to remain in the Turkish-Mathematics track because it offered more opportunities in terms of subjects he could study in university. However, soon he realized that he wanted to study English and he switched to English track. He knew that he had a passion for teaching. At this point, he made up his mind; he was going to study English Language Teaching. He believed that becoming an English teacher would provide him with a stable job in the future. After graduating, without delay, he wanted to get his master's degree. That is why he did not pursue a full-time position elsewhere. Being told about the part-time teaching position by a friend, he applied with the hope of having his first experience as a teacher. He was recruited on a contract on-call status for one academic semester.

3.4 Data Collection Tools

Regardless of the research type, collecting comprehensive and reliable data that could help the researcher gain insight into the manifold perspectives of the participants is the basis of sound research design. In a case study, data can emanate from several data collection methods such as archival records, direct observations, documentation, participant-observation, physical artifacts, and interviews (Yin, 2014, p. 106). In this study, as illustrated in Figure 3, data were obtained using individual semi-structured interviews, focus group interviews, and field notes.

Since this research aimed to explore the imagined teacher identities of the participants before they started to teach at the setting of the study, and how their imagined teacher identities interplayed with their practiced teacher identities during and after the semester, the data collection extended over an academic semester, that is 2019-2020 fall semester, covering the before, during and after periods of the experiences of the participants.

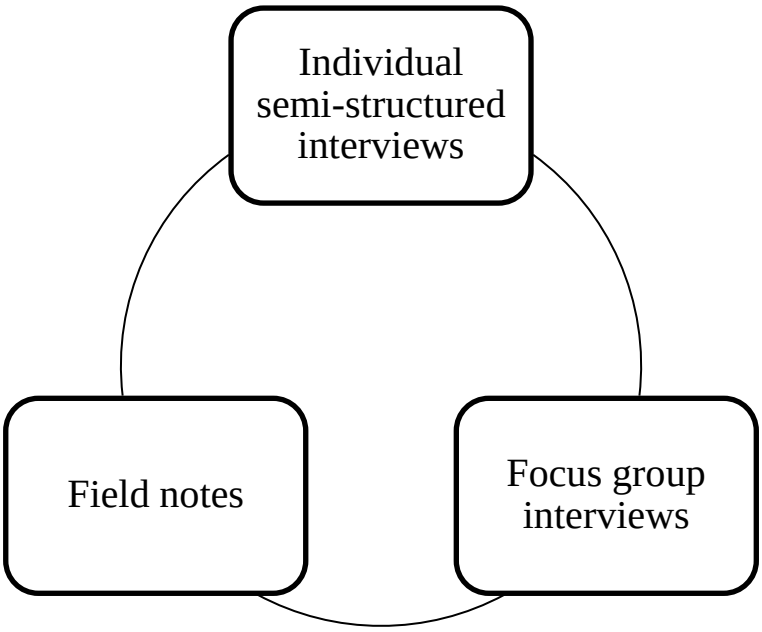

Figure 3. *Data collection tools*

A summary of the procedures followed by the researcher is given in Figure 4. The researcher conducted three individual semi-structured interviews and two focus group interviews with the participants, which included questions about the participants' background, their envisioned teacher identities, views on working as a temporary English language teacher, how they perceived their teacher identities in the setting where the study took place, what their expectations were from the teaching profession before they started working as a temporary English language teacher, whether those expectations were fulfilled, their thoughts on their work environment, their teaching practices, and socialization process within the teaching community. In addition to the aforementioned data collection tools, the researcher also made use of field notes when an interactional opportunity arose. To avoid making the interaction artificial, the researcher either wrote notes on the spot right after the interaction or wrote by recalling after the exchange.

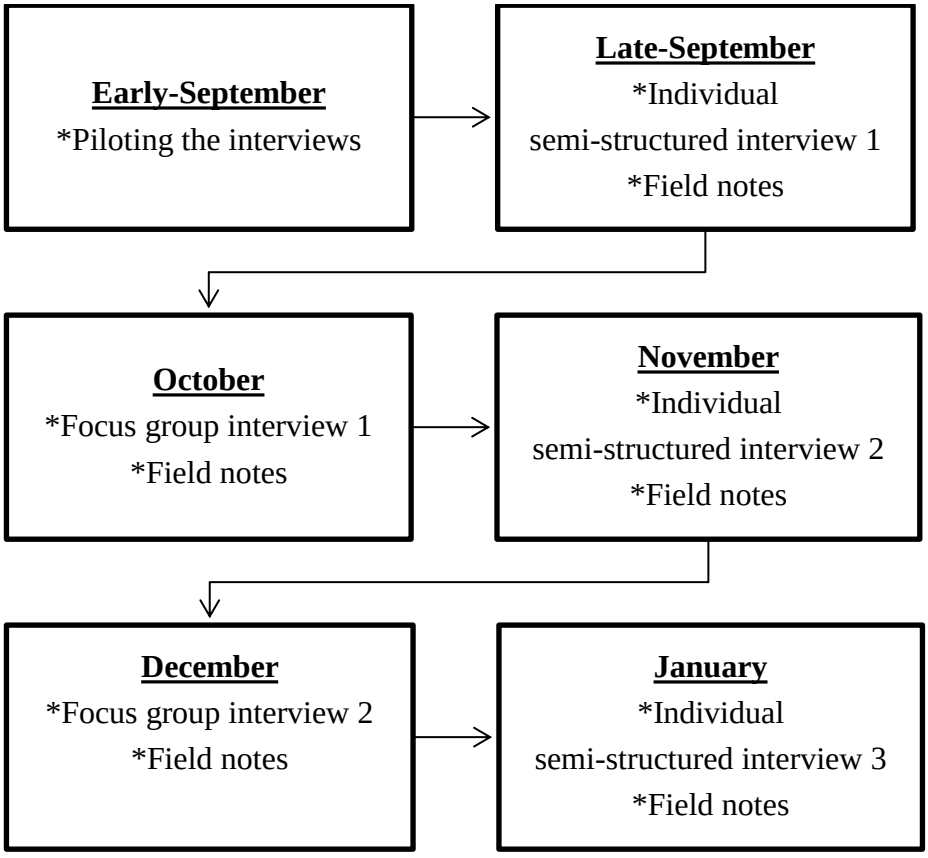

Figure 4. *An overview of the data collection procedures*

In order to ensure all the interviews were appropriately tailored to obtain responses in accordance with the research questions, they were initially reviewed by three experts: the supervisor of the study, and two colleagues who were doctoral candidates specializing in the ELT field. Furthermore, the interviews were piloted with an English teacher who had taught as a temporary English language teacher at a state university. Based on the feedback of the experts and the piloting, the researcher modified the wording of some questions, added new questions, and got some tips about some practical issues. As a result of this process, the questions were finalized.

3.4.1 Semi-structured In-depth Interviews

As a widely used tool, interviews allow qualitative researchers to gain insights into participants' explanations of past, present, and future-oriented experiences, opinions, and emotions within a social space (Rapley, 2004). There are different types of qualitative interviews. A common distinction in the literature positions interviews in the spectrum of structured, semi-structured, and unstructured (Brinkmann, 2014). Structured interviews limit participants' answers by posing mostly close-ended questions to achieve a form of consistency across the data (Yin, 2015). Unstructured interviews, on the other hand, may lack any form of prearranged questions since the interviewer engages on a topic-based conversation like approach to explore participants' responses (Brinkmann, 2014). Unlike these two forms, semi-structured in-depth interviews link "structure with flexibility" (Legard et al., 2003, p. 141) through open-ended questions in order to explore what people experience and the meaning they attach to their experiences within the dynamics of a particular context (Seidman, 2006).

Drawing on Seidman's (2006) design, three individual face to face semi-structured interviews were conducted with five temporary English language teachers working during the 2019-2020 fall semester (see Table 6). The goal of the first interview, which took place before the semester began, was to learn about the participants' personal and professional background, how they decided to become a teacher, why they pursued to work as a temporary English language teacher, how they

constructed their imagined teacher identities in the context of their new workplace, their positive and negative expectations (Appendix B). The second interview was conducted mid-semester, which aimed to explore the participants' experience within their professional community of practice in reference to the negotiation of their imagined and practiced teacher identities. It further delved into how this process was influenced by internal and external factors (Appendix C). The third interview was carried out at the end of the semester to ask participants to contemplate on their semester-long journey to discover how their imagined teacher identity positionings were reified in practice, whether their expectations aligned or not, and their feelings and aspirations for the next semester (Appendix D).

Table 6. *Duration of the interviews for each participant by minutes (mins)*

Participants	**1st interview**	**2nd interview**	**3rd interview**	**Total duration of three interviews**	**Total duration of all interviews**
Arzu	50 mins	34 mins	34 mins	118 mins	642 mins
Ceyda	48 mins	45 mins	43 mins	136 mins	
Ege	55 mins	43 mins	48 mins	146 mins	
Taner	49 mins	33 mins	40 mins	122 mins	
Ozan	42 mins	38 mins	40 mins	120 mins	

The researcher has an important role in making decisions in collaboration with the interviewees regarding the logistic and practical aspects of the interviews (Roulston & Choi, 2017). Starting with the initial contact until the last interview the researcher made sure to accommodate the participants' needs and wants to make everything as convenient as possible for them. In order to arrange the interview date and time, the participants were visited either in person or contacted via telephone.

As a result of a mutual agreement, the interviews were primarily conducted in coffee shops located on campus since the participants stated they would feel more

relaxed. As a secondary place, when the participants' office was available for use, which was the case on three occasions, the interviews were conducted there. Prior to the first interview, the researcher asked the participants about their language preference. The participants stated rather than doing it in English they would be more comfortable with elaborating on their experiences, emotions, and ideas in Turkish, which was their native language. Therefore, the medium of the interviews was established as Turkish. The researcher audio-recorded and transcribed all the interviews.

3.4.2 Focus Group Interviews

Focus groups bring people together who experience a common phenomenon in a safe and supportive space to share their perspectives (Krueger, 2015). This way participants not only have the chance to express themselves but also listen to others, consider what is stated, and reflect on their viewpoints. Furthermore, participants can ask questions to one another which contributes to the emergence of a dynamic conversation (Finch & Lewis, 2003). Unlike one-to-one interviews where the researcher has more control over, in focus groups the role of the researcher is to mediate the discussion by listening carefully, keeping everyone on track, and making sure everyone's voice is heard (Krueger, 2015). Focus groups can be utilized as a complementary method to individual interviews (Morgan & Hoffman, 2017) since they provide the researcher with "interpretations and arguments that participants are willing to present in group situation" (Barbour, 2008, p.54).

In light of the aforesaid points, in this study, two focus group interviews (Appendix E & F) were conducted during the 2019-2020 fall semester. While the first one involved five participants which lasted about two hours, the second one included three participants and run on for 50 minutes (see Table 7). The shift in the numbers was due to the termination of two hourly-paid teachers' (Ceyda and Taner) contract before the semester ended. Since these teachers were employed to teach courses during the instruction period and got paid based on the hours they taught, upon the completion of the courses they were informed that their service was no longer needed. Even though the researcher tried to arrange an alternative meeting with

these two teachers, owing to their busy schedule it did not happen. The focus group interviews were audio-recorded and transcribed by the researcher. The medium of the focus groups was Turkish.

Table 7. *Focus group interviews*

	Participants	**Duration**
1st Focus group	3 (Contract on-call) and 2 (Hourly-paid)	120 minutes
2nd Focus group	3 (Contract on-call)	50 minutes

3.4.3 Field Notes

Qualitative field notes can serve as a vital source of collecting data by allowing the researcher with "another form of knowing" (Saldaña, 2011, p. 46) about the participants' behaviors and activities within a particular environment. The researcher collects field notes in accordance with the research purpose and questions of the study (Wästerfors, 2017). While doing that, the researcher can take on different roles. In this study, the role of the researcher was *participant-as-observer* which is described as being *"*more fully integrated into the life of the group under study and is more engaged with the people; he or she is as much a friend as a neutral researcher" (Angrosino, 2007, p. 55). As a result of this role, the gathered written data aided the researcher to construct rich descriptions of the participants as well as the study context.

While taking down notes, the researcher made sure to write down the date, location, and the name of the participants. When an interactional opportunity occurred between the researcher and the participant(s) in the field, to avoid making the interaction artificial, the researcher either wrote notes on the spot right after the

interaction or wrote by recalling after the exchange. The field notes were documented during the 2019-2020 fall semester, which translated into 14 pages of written data.

3.5 Data Analysis

Data analysis emerges as one of the crucial steps of qualitative research. Flick (2014, p. 5) defines qualitative analysis as "the classification and interpretation of linguistic (or visual) material to make statements about implicit and explicit dimensions and structures of meaning-making in the material and what is represented in it". To be able to accomplish that in close relationship with the aims of the research study and the questions posed, the researcher can use various approaches. Yin (2014) suggests an analytic method encompassing five phases: 1) *Compiling*, 2) *Disassembling*, 3) *Reassembling*, 4) *Interpreting* and 5) *Concluding*. In the following section, each of these steps is explored by drawing on related concepts in qualitative data analysis literature and how this analytic lens was utilized in the current study.

Phase 1: Compiling

In this phase, the researcher initially converts data into text and then organizes the data in a systematic way before engaging in formal analysis. Miles et al. (2014) refer to this step as *data condensation* which is rather a dynamic process beginning with the informal data analysis with data collection and extending until the researcher arrives at interpretations that correspond with the goals of the study. At this stage, the researcher gets to familiarize themselves with data. Moreover, well-ordered data could facilitate a more robust analysis.

Phase 2: Disassembling

The compiled data at this point is broken down into smaller units or parts to be studied thoroughly. The researcher can use several strategies to disassemble their data. One of the ubiquitous approaches is giving codes to word(s), phrase(s), or sentence(s). According to Saldaña (2013, p. 4) coding is "a researcher-generated

construct that symbolizes and thus attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, theory building, and other analytic processes". This process involves a trial and error cycle of going back and forth between the codes to test and refine them. Coding is divided into two categories: a) *First Cycle*, which incorporates assigning initial codes to data segments by using an array of methods, and b) *Second Cycle*, which is seen as pattern forming by clustering codes from the previous cycle under categories, and themes (Saldaña, 2013). This phase corresponds to the *First Cycle* coding. In both cycles, the researcher can utilize multiple methods to assign codes to the segments of the data.

Phase 3: Reassembling

At this point, the researcher seeks to develop patterns across data by combining related codes together to form categories that contribute to the emergence of higher conceptual themes. The researcher can make use of different data illustration strategies such as matrices or graphical lists to unfold patterns. This phase parallels to the *Second Cycle* coding. The purpose is "to develop a sense of categorical, thematic, conceptual, and/or theoretical organization" (Saldaña, 2013, p.207).

Phase 4: Interpreting

This stage includes exploiting the reassembled data to construct novel meanings or narratives which constitute the pillar of a sound analytic outcome. While the analysis can be seen as arranging and summarizing the data, interpretation is described as meaning construction (Trent & Cho, 2014). However, analysis and interpretation are not separate concepts. They rather have an intertwined linkage. Even though there is no prescribed approach to interpretations, several interpretive strategies are available for the researcher to tackle the complexities of this phase based on the design of the study. For instance, in a case study, the researcher provides a thick description of the setting and the cases (Creswell, 2013). By relying on the theoretical framework, research questions, and the literature each case is analyzed within and across cases to arrive at interpretations.

Phase 5: Concluding

At the final stage, the researcher recursively draws on the previous phases to arrive at conclusions, which is characterized as "an overarching statement or series of statements that raises the interpretation of a study to a higher conceptual level or broader set of ideas" (Yin, 2014, p. 235). What is to be avoided here is simply repeating the findings. The researcher aims to present the wider significance of the study.

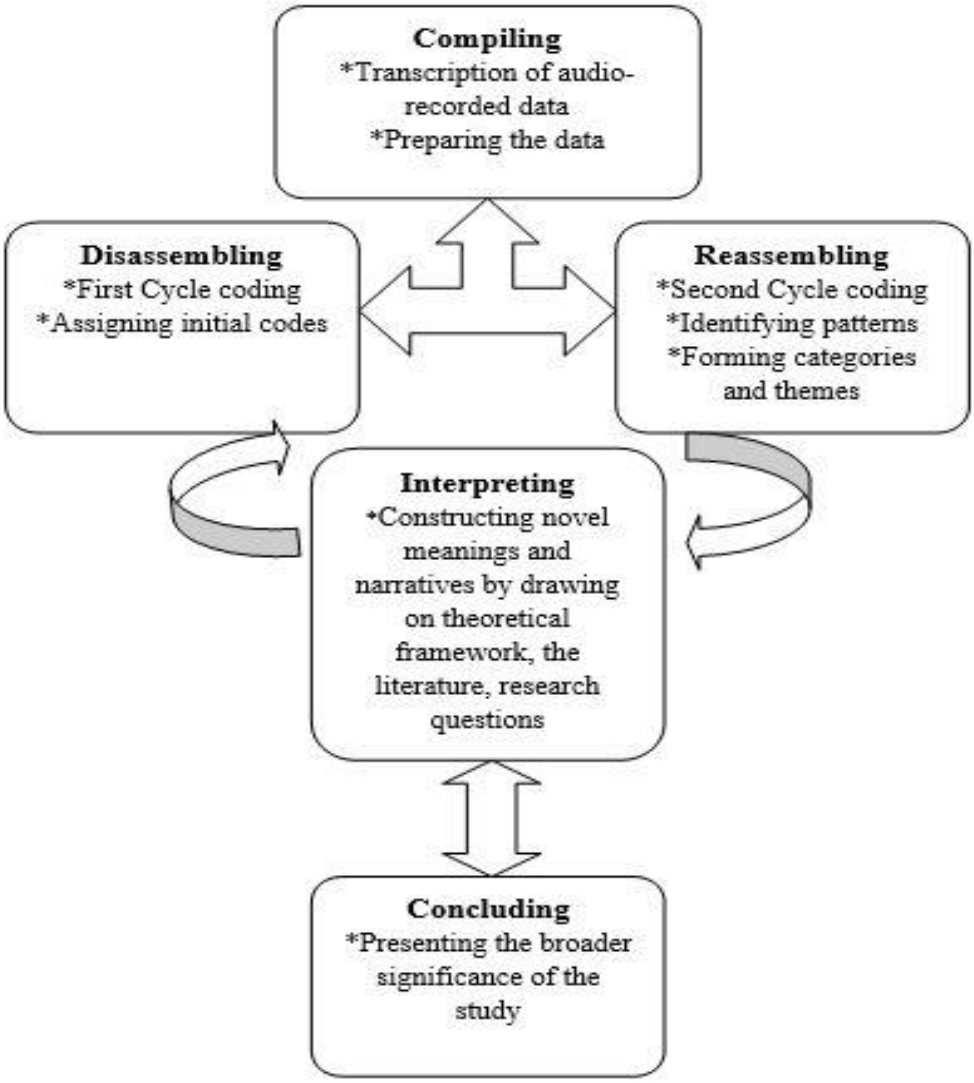

Figure 5. *Data analysis steps*

In this study, the researcher applied the five phases described in detail above, which is illustrated in Figure 5. However, it is important to state that the analytical phases highlighted above do not progress in a linear fashion. They rather have a "recursive relationship" (Yin, 2014, p. 219). By keeping that in mind, in the first phase, audio-recorded data (semi-structured interviews and focus group interviews) were transcribed verbatim. Handwritten field notes were typed using a word processor. All the data were arranged electronically. In the second phase, the researcher engaged in cycles of reading the transcriptions to assign the initial codes by utilizing *eclectic coding*, which is described as wittingly combining two or more coding methods to capture the complexities of the data (Saldaña, 2013). To that end, *descriptive* (labeling the data in a word or short phrase), *in vivo* (using participants own words), *emotion* (focusing on the emotions stated by the participants) and *process* (employing verbs in gerund form to signify action) coding methods were used (Saldaña, 2013).

When dealing with a large array of data set, the researcher can rely on computer-assisted software to store and organize the data. However, it is important to keep in mind that the software is only a tool that facilitates the analysis process. It does not analyze the data. It can provide the researcher with "assigned codes in multiple configurations for researcher review and analytic thinking about their various assemblages and meanings" (Miles et al., 2014, p. 62). Therefore, MAXQDA was employed throughout the analysis process.

In the third step, by examining the complied codes patterns were identified, which were clustered into thematic categories. The researcher made use of *analytic memoing* (Saldaña, 2013) in order to keep track of his reflections and analytical contemplating about the data. In the fourth phase, by drawing on the theoretical framework, literature, research questions, novel interpretations were generated. In the final step, the researcher aimed to draw assertions and presented the broader significance of the study.

3.6 Credibility and Consistency of the Study

Revealing how you have reached conclusions and the methods you implemented throughout your research to the readers is an essential part of sound qualitative research (Silverman & Marvasti, 2008). To that end, validity and reliability emerge as notions widely covered in the qualitative research literature. However, since they are closely related to the quantitative research paradigm, their conceptualization and application may cause confusion to a qualitative researcher. Therefore, the term credibility is adopted as an alternative term to represent validity, while consistency replaced the concept of reliability. A credible study is characterized as the one that "provides assurance that you have properly collected and interpreted the data, so that the findings and conclusions accurately reflect and represent the world that was studied" (Yin, 2014, p. 85).

Creswell and Poth (2016, pp. 340-343) by drawing on an earlier study (Creswell & Miller, 2000) suggest nine validation strategies under three perspectives which are illustrated in Table 8. Depending on the research project, attending all eight of these procedures may not be feasible. Creswell (2013) suggests qualitative researchers address at least two of them. In this study, five strategies were attained which are *clarifying researcher bias or engaging in reflexivity, member checking or seeking participant feedback, prolonged engagement and persistent observation in the field, generating a rich, thick description, and having a peer review or debriefing of the data and research process.*

In qualitative research, the researcher is regarded as a key figure. The researcher's personal and professional histories may influence how they explore and report the phenomenon under study. Therefore, clarifying researcher bias and having a reflexive take on the role of the researcher is considered as an important validation strategy. In the upcoming section (3.8), the role of the researcher in relation to the research topic, purpose, setting, and participants is critically explored. Being an insider provided me with the opportunity of engaging with the participants and observing them in the field over a period of one academic semester which spanned around four months. As a result of that, I was able to build rapport with the

participants. In addition, it also enabled me to strengthen the data analysis by reporting a rich description of the participants and the study context.

Table 8. *Validation strategies recommended by Creswell and Poth (2016)*

Researcher's lens	**Discovering negative case analysis or disconfirming evidence* **Clarifying researcher bias or engaging in reflexivity*
Participant's lens	**Member checking or seeking participant feedback* **Prolonged engagement and persistent observation in the field*
Reader's or Reviewer's Lens	**Collaborating with participants* **Enabling external audits* **Generating a rich, thick description* **Having a peer review or debriefing of the data and research process*

In order to capture the manifold nature of the perspectives of the participants, data were triangulated through collecting data from three sources at multiple points. Throughout the analysis phases, I consulted the participants for member checks to make sure my interpretations aligned with their assertions. I also had a colleague who was familiar with my topic and had expertise in qualitative research methodology to review the research process. By this means, I had the chance to notice the methodological and analytical shortcomings from the perspective of a reader.

Consistency can be addressed with a twofold approach: a) research transparency, and b) implementing internal checks (Lewis & Ritchie, 2003). First of all, the decisions made regarding the research topic, participants, setting, data collection methods, and data analysis should be clarified explicitly. By being transparent about the research process, the researcher could strengthen the authenticity and

trustworthiness of their study (Yin, 2014). Second of all, to apply internal checks and to ensure the robustness of the findings *intercoder agreement* was sought (Creswell, 2013). Based on this strategy, another researcher who took up the second coder role went over the emerging codes and themes and oversaw the data analysis procedures to offer guidance in final interpretative accounts.

3.7 The Role of the Researcher

As mentioned before, in qualitative research the researcher is seen as the "main research instrument" (Yin, 2014, p. 130). The researcher's personal and professional beliefs, attitudes, emotions, and subjectivities may have an influence on the decisions made throughout a research project (Saldaña, 2011). However, it is important to point out that total objectivity in a qualitative study would be an unattainable objective (Teusner, 2016). Instead, the researcher can address their positionings by engaging in critical self-reflexivity to minimize the preconceptions they may bring into the study, which is also known as "*bracketing*" (Creswell, 2013).

After I earned my bachelor's degree in English Language Teaching, I went on to teach Turkish for one academic semester under the Fulbright program in the United States. When I came back to Turkey, I decided to pursue a master's degree in my field. To that end, I applied to one of the state universities and got accepted. Since the university was located in another city, I had to start from scratch, which also meant finding a job. Soon after settling down, I got a permanent position as an English instructor at a foundation university where I conducted the study. Looking back, I could say that even though I encountered obstacles, my journey after graduation had been smoother compared to my close friends from university. While some of them worked in private schools, those who could not find the opportunities they aspired for reluctantly taught as temporary teachers in MoNE schools. It was through their struggles I became aware of the dark side of the teaching profession.

In my second year as a master's student, with a classmate, we conducted a research study that aimed to explore the professional identity struggles of three temporary

English language teachers working in MoNE schools, which was an understudied topic. We also wanted to give voice to their personal and professional experiences. This research coincided with the time the university I worked at started to hire temporary English language teachers. Witnessing the advent of job flexibilization in higher education firsthand I wanted to delve into the topic of how novice English language teachers holding temporary positions at the tertiary level negotiated their teacher identities.

The researcher can take multiple roles within the research setting. These roles could fall in the spectrum of having an insider role to being an outsider (Adler & Adler, 1994). While exploring a research phenomenon within the organization they are a member of, the researcher is considered as an insider (Coghlan, 2019). However, conducting research as an insider is likened to "wielding a double-edged sword" (Mercer, 2007) due to the complex interplay of benefits and shortcomings this role may present. Doing research as an insider has advantages such as having knowledge about the formal and informal dynamics of the organization, identifying research phenomenon, having convenient access to the research site, building rapport with participants, and having flexibility in data collection (Humphrey, 2013; Mercer, 2007). On the other hand, it is argued that the researcher's positionality as an insider may be contested due to role duality leading to the subjective interpretation of the findings (Unluer, 2012).

In the institution where the study was carried out, I was an insider. At the time of the research, I had been working there for almost two years as an English teacher. After my first semester, I was assigned to an administrative position which mostly involved handling paperwork. I neither had power nor authority over the teachers working in my department. When the participants first arrived, I visited them in their offices and introduced myself by telling them about my personal, professional, and academic background. At this point, since the participants were newcomers, the researcher had no previous acquaintance with them. Furthermore, I also informed them about the nature of my research in detail by clarifying the purpose, the duration of the study, and what was expected from them if they chose to

participate. In order to evade making them feel obliged to participate out of goodwill or obligation, I gave them time to think about it and asked them to get back to me if they wished to contribute. Throughout the research project, I constantly reflected on my actions to make sure I kept my positionings under check. Moreover, the aforementioned strategies were employed to ensure the credibility and consistency of the study.

3.8 Ethical Considerations

Ethical approval for this study was obtained from the Human Research Ethics Committee of Middle East Technical University (Appendix G). Formal permissions from the department where the study took place were granted by the School of Foreign Languages. After acquiring the necessary approvals, the participants were initially given a debriefing form to provide them with a brief overview of the study. When the participants agreed to take part in the study, they signed an informed consent form which stated the nature of the study in detail (Appendix H). The participants were reminded that their contribution was voluntary, and they could withdraw from the study at any point. In order to protect their anonymity, the participants were given pseudonyms and the name of the research setting was masked.

CHAPTER 4

FINDINGS

4.0 Presentation

In this chapter, findings from the analysis of individual interviews, focus group meetings, and field notes are presented under each research question through constructing an in-depth discussion on the emergent themes.

4.1 How do temporary novice English language instructors imagine their teacher identities before they start to teach in their prospective institution?

The data analysis revealed three main themes in relation to the first research question; teacher investment in temporary teaching, imagining teacher identities, and imagined professional communities, which are reported below.

4.1.1 "I am not a teacher who will be here for a long time": Teacher Investment in Temporary Teaching

In order to understand how the participants imagined their teacher identities, first, we should explore the motivations behind their investment in temporary teaching. An amalgam of reasons was expressed by the participants, which indicated teachers' deliberate investment in temporary teaching with the hope of acquiring short term and future-oriented professional and personal benefits. Teaching in higher education for some participants was related to their aspiration to teach at this level. As Ege put it: "*for me teaching at university was a dream*". Ever since university preparatory school, with the inspiration triggered by a former teacher, he wanted to teach in higher education. He considered teaching at a university to be at a different level as the following excerpt shows:

> Teaching at the university level is one of the highest positions an English language teacher can reach. I think every teacher would dream about teaching at the university level.
>
> (Ege, Interview 1, September, 2019)

Desire to become an English instructor in higher education was also related to participants' past teaching experiences. As a novice teacher in her first year of teaching, Ceyda taught at the primary and secondary levels. The most exhausting parts of her job were teaching young learners and dealing with the demands of parents. In order to escape from the negative implications of teaching at the K-12 level, she set the university students as her target group. She stated her determination as follows: "*I never want to work at K-12 level again*". Similar to Ceyda, Taner and Ozan also regarded university students as the ideal learner group. Taner completed his practicum at a private high school. He considered powers given to parents to be overwhelming for teachers in private schools and likened them to "*businesses run by the incentives of money*". He thought that he could utilize his teaching skills in the best way possible with university students. In Ozan's case, he expressed his determination as follows: "*I only want to teach young adults*". As novice English language teachers, a recurring motivation among all participants was their determination to gain experience. The following excerpt by Ozan reveals his aim:

> This job is very important to me because it is going to be my first real teaching experience. I needed to start somewhere. I needed to detach myself from theory and have classroom experience. I needed to learn that somewhere.
>
> (Ozan, Interview 1, September, 2019)

Ozan viewed his position as a temporary teacher an opportunity to be in the classroom which would allow him to put theory into practice. In line with Ozan's perspective, Arzu commented: "*I believe, in relation to teaching experience, working here will make a great contribution to me*". Ceyda also stated, "*At this point, I place getting experience at the center*". Taner entered MoNE's teacher recruitment exam and was expecting to be appointed soon. While waiting for the

results, he thought "*working here would at least mean I could get some experience*". Whilst Ege's perspectives fell in line with his counterparts, he regarded the professional experience he will obtain as a gateway to evolving as a teacher:

> The experience I will earn here will provide me with a different angle. Working here will change me as a teacher.
>
> (Ege, Interview 1, September, 2019)

Another shared view among the participants was that they considered their current position as a stepping-stone to career advancement. According to Ceyda, she did not want to miss this opportunity. She commented: "*I do not care about the money. I must start from somewhere. I think this position will be a foothold for my future career*." Similar to Ceyda, Arzu also hoped that her current position would bring her closer to her aspiration to become an academic as it would provide her with the flexibility she needed to continue with her professional studies:

> I want to progress in academia eventually. But I do not have the required qualifications yet. At this point, I am continuing with my education. I am enrolled in a teaching certificate program. I am also studying towards getting a master's degree. I thought that being a part-time instructor would allow me more time to carry out my education.
>
> (Arzu, Interview 1, September, 2019)

Arzu's view was echoed by Ozan who stated that as he was still in the process of earning a master's degree, he "*did not have much of a choice other than accepting the circumstances*". On the other hand, Ege believed that having experience in working at the tertiary level as an English instructor would be a sign of prestige in his career path. The following comments illustrate his perspective on this matter:

> Since my future plans include pursuing a career in academia, I think working here will be a good first step for me. Above all, being an instructor at university will be a huge plus for my resume. In the long term, when I search for another teaching job, I will be the one step ahead of other candidates.
>
> (Ege, Interview 1, September, 2019)

As a novice teacher in his first professional teaching experience, Taner was unsure about his expectations. While he made plans to become a teacher at a state school, he also did not want to detach himself from academia:

> The reason I work here is solely about laying the groundwork. I do not know. I mean, if there is a possibility of me having an academic career in the future, I am laying the foundation of it right now.
>
> (Taner, Interview 1, September, 2019)

While the participants recognized the benefits of teaching part-time, some of them also voiced their concerns regarding the precarious nature of their status. Taner states that "*I do even not know if I will be here next semester*". Commenting on this issue, Ozan said:

> It is a very negative situation not knowing what is going to happen. For instance, I do not know the details of my contract. Is it for a semester? Is it for one academic year? Am I going to be employed in the upcoming semester? There is a lot of uncertainty that puts a lot of stress on me. If I had a choice, I would prefer a permanent position.
>
> (Ozan, Interview 1, September, 2019)

Resonating with Ozan's reflections on lack of job security and uncertainty, Ege explained the personal and professional implications of temporary teaching:

> The main problem is uncertainty. Since my contract is not long term, I am sure I will be anxious about whether my contract will be renewed or not. Even though it will not affect how I teach, it will have an impact on my personal and professional life. A permanent teacher would have a sense of commitment to the institution. Because of uncertainty, the level of commitment I would establish here would be different compared to the permanent teachers.
>
> (Ege, Interview 1, September, 2019)

Ege's excerpt illustrates that the ramifications of his temporary status would extend to his personal life. His reflection on the commitment dimension shows that for part-time instructors, constructing a sense of belonging to their new teaching community would be problematic. Rather than focusing on the shortcomings of

their position, all the participants had a positive outlook and regarded temporary teaching as an investment to accomplishing short and long terms goals.

4.1.2 Imagining Teacher Identities

In unfolding their imagined teacher identities, the participants turned to their unique professional and personal experiences. Their understanding of teaching and how they wished to teach were intertwined with the teacher they wanted to become in class. Under this theme, imagined teacher identities of each participant is explored in connection with their constructed views of teaching and learning, instructional approaches, and classroom dynamics.

4.1.2.1 "I want to become an inspirational guide": Ege's case

Rooted in his previous teaching experiences in various language schools, Ege constructed his own perspectives in his approach to teaching and the roles he must demonstrate as a teacher. Reflecting on the performative nature of being a teacher, Ege defined teaching as:

> I really regard being in front of students as being on the stage. Whatever we do, our students can see everything. I think a good teacher is the one who is theatrical.
>
> (Ege, Interview 1, September, 2019)

Ege's metaphor of considering teaching as a stage performance also unveils the roles he attributes to the dynamics of teacher-student roles and power relations in the classroom. He portrayed his ideal classroom as the one in which:

> Classroom management is a difficult task. That is why I believe the teacher should have certain boundaries. I set the rules on the first day and stay committed to them. The teacher should have control. However, this does not mean students do not have any autonomy. What I try to do is establish boundaries within which students can have the opportunity to be themselves.
>
> (Ege, Interview 1, September, 2019)

Ege strongly believed that establishing sound classroom dynamics was a prerequisite for creating a fostering learning environment. However, his ideal classroom was not the one where the teacher was in total control. He considered that the teacher should give students the sense that they are also in charge. By doing so, a mutual understanding could be reached. According to Ege, to accomplish that the teacher should build rapport with students:

> The relationship between the teacher and students is the most crucial point for me. When I think about my past experiences as a student, I only learned from the teachers with whom I had a positive relationship. When I started using such an approach in my teaching, I realized how effective it was.
>
> (Ege, Interview 1, September, 2019)

In light of his depiction of teaching, communication between the teacher and students, and the classroom atmosphere, Ege wished to become a teacher who would be appreciated by his students. As he stated, "*when I walk into the classroom, if students welcome me with a smile on their faces, then I would consider myself an ideal teacher*". Moreover, he drew on his teaching experiences as a source of combining his past identities with envisioned identities: "*I want to construct a teacher identity that will merge together what I learned in the past with what I will learn here like a melting pot*". As a teacher, he did not see himself as just a knowledge provider. His desire to make a difference in students' lives played a crucial role in the emergence of his imagined teacher identity as "*an inspirational guide*":

> A teacher is a guide. I consider myself more as a guide who can enhance students' perspectives and make a difference in their lives.
>
> (Ege, Interview 1, September, 2019)

Ege's desire to make a difference in students' lives was deeply engrained in his past teaching experiences. Having witnessed the impact of his teaching had on his former students achieving their goals, he wanted to make it an indispensable part of his teacher identities.

4.1.2.2 "I will be a committed professional": Ceyda's case

Ceyda joined the university as a novice teacher who had one year of teaching experience at the K-12 level. She had the opportunity of experimenting with her pedagogical practices to figure out how effective they were. Considering her prior experience, she constructed conceptions about the elements that defined effective teaching and how to attain them:

> I believe the first thing that a teacher should do is to change students' perspectives towards English. We as teachers need to make them believe that English is not something to fear. We need to make them appreciate learning English.
>
> (Ceyda, Interview 1, September, 2019)

Ceyda anticipated that her prospective students would have negative preconceptions towards learning English. She regarded changing their attitudes as a priority. The following excerpt reflects her view on how to achieve that:

> Healthy communication is the key. It is important to know your students. After a few lessons, I can get to know them. This way I can establish a mutual understanding with my students.
>
> (Ceyda, Interview 1, September, 2019)

In her opinion, having effective communication would facilitate classroom dynamics to meet students' needs. She wanted to utilize such an approach in order to create a student-centered classroom: "*I want to create a classroom in which every student would be eager to participate and learn*". Ceyda defined herself as a "*colorful teacher*" who had a lot of positive energy to bring into her teaching. Her imagined teacher identity as a "*committed professional*" came into prominence as she wanted to dedicate her best to support her students:

> No matter where I work, I tend to establish a sense of belonging and commitment. It also reflects on my teaching practices. I will do my utmost best to elevate my students' success and contribute to their academic growth.
>
> (Ceyda, Interview 1, September, 2019)

Her determination towards professionalism and strong work ethics were the driving force for her. Even though at the time she did not know the dynamics she would encounter, she constructed a positive outlook which translated into her imagined teacher identities.

4.1.2.3 "I can be an understanding teacher": Arzu's case

Among the participants, Arzu was the only one coming from a background that was not related to teaching. Around the same time she was hired, she started to attend a teaching certificate program. Teaching at the university as an instructor was going to be her first professional experience. Her beliefs about being a language teacher and teaching English were rooted in her personal experiences as a learner. She defined teaching as:

> I think teaching is a very delicate job. It is like walking a thin line. You can make students love a subject or hate it. That is why a teacher should not only demonstrate professional but also affective awareness.
>
> (Arzu, Interview 1, September, 2019)

Even though she had second thoughts about her envisioned teaching due to lack of experience, she thought that she could compensate for that through trial and error. She regarded teaching university students as an advantage because she expected them to be autonomous learners. The following excerpt illustrates her reflections on teaching:

> I will definitely account for students' needs and wants. When I was a student, we were taught for the sake of exams. I do not think that is the best way. If we find ways to let students enjoy learning English, as a result, students can perform better on tests.
>
> (Arzu, Interview 1, September, 2019)

Arzu's perception of teaching for the sake of learning was shaped by her past experiences as a learner. Even though she had a positive stance, she also anticipated challenges regarding students' low motivational levels towards English. Addressing this issue, she commented:

> Students may perceive English as an unimportant elective course. This might affect their motivation negatively. I think by building rapport with students we can come to understand one another and establish a positive learning environment.
>
> (Arzu, Interview 1, September, 2019)

In order to tackle the anticipated lack of motivation, Arzu wanted to promote co-constructed understanding built on mutual respect. She also wished for a student-centered class in which students were active participants of their learning. She described her role as a teacher in the following excerpt:

> Whatever I do, I do it with my full potential. As a teacher, I will do my best. I think I can become an understanding teacher whose students would be comfortable with sharing their problems.
>
> (Arzu, Interview 1, September, 2019)

Arzu imagined herself as an "*empathetic teacher*" who would always be there to support the students. In the early process of forming her teacher identities, she drew on her personal characteristics. Her inclination towards the affective domain of being a teacher was interwoven with her reflections on her personal traits as a calm and considerate person.

4.1.2.4 "I will be a host for my students": Taner's case

Owing to his international experience in Germany, Taner prioritized the significance of communication in foreign language teaching and learning. He aimed to incorporate this belief into his pedagogy:

> The essence of language is communication. Then, I need to involve students to communicate in English. They can speak to each other. They can speak with me. That is the kind of classroom I visualize.
>
> (Taner, Interview 1, September, 2019)

Commenting further on the importance of communication, Taner put an emphasis on teaching speaking skills:

> I really enjoy teaching speaking. If I can make my students express their opinions and feeling in English, the better it would be for me as a teacher. I would consider it a success.
>
> (Taner, Interview 1, September, 2019)

While he planned to conduct speaking based lessons, he expected challenges such as students' resistance to speak in English. He hoped to find ways to motivate students to participate. According to him, one way of achieving this would be to demonstrate expertise:

> If I can make my students become aware of the fact that I have the necessary skills and knowledge to teach them, then I will be able to make some progress.
>
> (Taner, Interview 1, September, 2019)

Taner believed that if students perceived him as a competent teacher who could teach them something, they would respect him and be eager to learn. As a novice teacher who was in the search of finding his voice, he defined himself as a "*sarcastic and lenient teacher*":

> Right now, I think am not a very strict teacher. I tend to become too friendly. But that is how I am. As a person, I like to tease people and I use humor in my teaching. I am kind of a sarcastic teacher.
>
> (Taner, Interview 1, September, 2019)

Taner's personal trait of being a sarcastic person overextended to his teaching practices. He believed that he could use humor and sarcasm to create a classroom environment in which students would be eager to participate. In such a setting, he described his imagined teacher identity as "*becoming a host*" for students:

> I want to become a host for my students. While my students participate in lessons, I will be there as a host. I will let them know about their mistakes or I will tell them the topic they will discuss. After I provide them with whatever they need, I will let students take control of their own learning.
>
> (Taner, Interview 1, September, 2019)

Taner wished to give students more freedom in class. To that end, he attributed the role of being a host to himself as a teacher, which represented his intention to become a coordinator who would step back and observe after setting everything up.

4.1.2.5 "I hope to become a fully-fledged teacher": Ozan's case

Among the participants, Ozan was the only one who was assigned to the English Preparatory Unit. Keeping the student profile in mind, he already knew that English was "*a necessity for students in order for them to progress to their prospective departments*". However, he wanted to change that mindset:

> I want to make my students enjoy English. I want to ensure that they approach English not only as a tool to pass exams but also as a skill they can acquire.
>
> (Ozan, Interview 1, September, 2019)

While his aspiration to change students' perceptions was a must for him, Ozan recognized teaching to be contextual and expected that some factors could restrict his autonomy:

> In terms of syllabus, coursebook, and materials, there is not much I can do. Everything is pre-prepared. I do not think I can make any changes.
>
> (Ozan, Interview 1, September, 2019)

Despite the possible constraints he would encounter, he still supposed that there were certain elements he could bring into the classroom to foster students' learning:

> I truly believe that every student is capable of learning with appropriate support. By getting to know students, a teacher can adjust teaching styles that cater to students' needs. Unfortunately, sometimes we may give up on students who are not trying. I think by finding out a way to motivate them we can change that. I think every student can learn.
>
> (Ozan, Interview 1, September, 2019)

To that end, he was ready to do his best to help his student reach their goals. However, despite vowing to do everything in his power as a teacher, he also reflected on how he saw himself as a teacher:

> Instead of aiming to being a perfect teacher, I think it is more important to try and achieve the success of the average. I cannot claim that I am an idealist teacher.
>
> (Ozan, Interview 1, September, 2019)

Ozan's self-reflection in himself as not being an idealist teacher could be attributed to his realistic expectations as well as changing roles from being a pre-service to an in-service teacher. He imagined himself as "*becoming a fully-fledged teacher*":

> This is the first time I am going to work as a teacher. I want to become a fully-fledged teacher. This translates into being a self-sufficient teacher. During practicum teaching, when I made a mistake, there was another teacher there to cover my mistakes. Now, I will teach for twenty hours per week. I cannot fail. If I make a mistake, I will have to cover for myself. I am aware of that. This is what I mean by becoming a fully-fledged teacher.
>
> (Ozan, Interview 1, September, 2019)

The participants' imagined teacher identities were shaped by their personal and professional lived experiences. This provided insights into how they envisaged enacting their identities in accordance with the way they hoped to teach. A shared view among the participants was the optimism they constructed around attaining their imagined teacher identities without accounting for the complexities of their prospective teaching community could present. Even though it was limited to the instructional domain, Ozan was the only one who considered the possible contextual factors that could influence his teaching practices. According to the participants, teaching in higher education, irrespective of their status marked a significant milestone in their careers which channeled them to emphasize positive affirmations. Being in a state of excitement, they did not critically question how the contextual dynamics would shape their identities. In fact, their optimistic expectations reflected on the school culture they wanted to be part of, which is explored in the following part.

4.1.3 "In pursuit of guidance": Imagined Professional Communities

Teaching cannot be detached from its social discourse. Teaching is a phenomenon that is situated within the norms and dynamics of a school context. Novice teachers

as newcomers to a teaching community can construct images about their prospective workplace, which could reveal their expectations. Participants' reflections on their imagined teacher identities also invited the notion of imagined professional communities. Understanding their imagined professional communities is important because it would not only unfold how they intend to position themselves in relation to their colleagues, administrators, and students but also how the negotiation process of their imagined teacher identities would play out within the realities of the teaching community as they may experience alignments or dissonances. As novice teachers who were set to teach at the tertiary level for the first time, a common view among the participants was that since they were unsure and worried about what they were likely to encounter, they hoped for a supportive and positive school culture. Commenting on this subject, Ceyda said:

> Here is the situation: there is a teacher who is on her own and inexperienced. That is why I expect everyone to be friendly and supportive.
>
> (Ceyda, Interview 1, September, 2019)

Ceyda's perspective was echoed by Ege who emphasized the importance of being introduced to the inner dynamics of the school culture:

> To be honest my expectation here is others to help us. Because I am new here and I do not know anything. I do not know what to expect in terms of how things are done or what is expected from me. That is why I will need guidance in a supportive manner.
>
> (Ege, Interview 1, September, 2019)

Ege's remarks underscored the importance of assistance for these novice teachers as they need to get familiar with the fundamental formal and informal dynamics of the professional community in order to learn how to navigate within it. Arzu emphasized the importance of actively seeking help rather than waiting for it to be offered. As she put it:

> I have a lot to learn. I am not afraid of asking for help. I hope to work in a closely knitted community whose members would be helpful and cover each other's mistakes.
>
> (Arzu, Interview 1, September, 2019)

Another shared view among the participants was that they envisioned professionalism and clearly defined roles and responsibilities to be the crucial elements of the teaching community. Taner completed his practicum teaching at a private school. Based on his experiences he considered that private school lacked professionalism. In his opinion, he believed the university would live up to his expectations with regard to professionalism. Ozan wanted to work in well-organized formal school setting. In accord with the aforementioned perspectives, Ege drew attention to the need for clearly defined roles and responsibilities by reflecting on his teaching experiences in different language schools:

> If you are teaching at a language school, you are expected to take on roles other than being a teacher. In some cases, you may be asked to do things that are not in your job description such as sitting at the front desk and doing nonteaching related paperwork. However, here I hope responsibilities and roles to be clearly defined.
>
> (Ege, Interview 1, September, 2019)

While supportive and professional work culture was a shared aspiration, some participants voiced their concerns about several undesirable elements that may be part of the community. Taner did not want to work in an environment where "*teachers were in fierce competition with each other*". Outside the classroom, Ozan stated that a competitive school culture could be exhausting:

> There will be competition between teachers. People will see each other as rivals. Because at the end of the day some will stay, and some will leave.
>
> (Ozan, Interview 1, September, 2019)

Although some participants expressed their worries concerning certain aspects of their imagined teaching community, overall, consistent with their imagined teacher identities, they had positive outlooks. They did not think their temporary status

would be an influencing factor in their participation and adjustment process. They imagined themselves as equal members of the community. The participants embarked on their teaching journey with multifaceted motivations and aspirations which were accompanied by imagined teacher identities within envisioned communities of practice, which is shown in Figure 6 below.

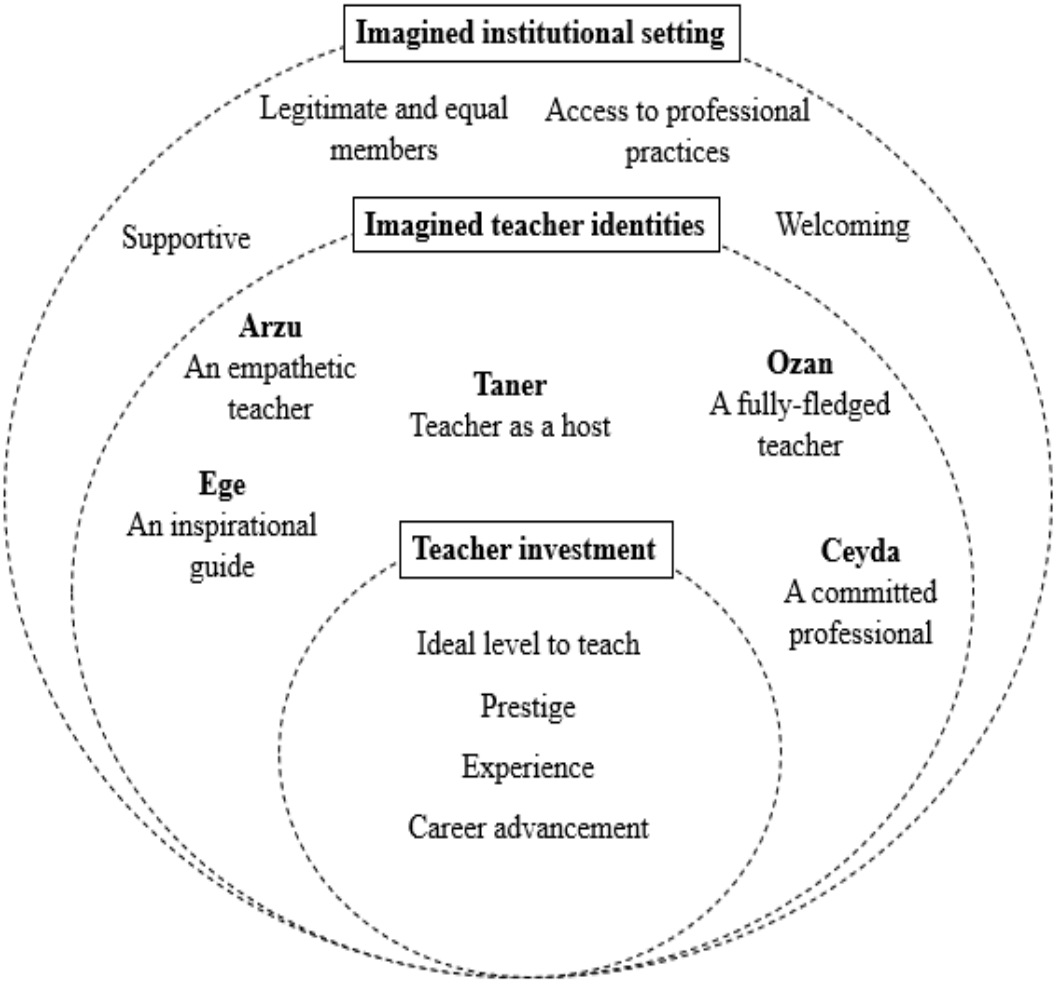

Figure 6. *llustration of the participants' aspirations, imagined teacher identities and imagined institutional setting*

4.2 How do temporary novice English language instructors (re)negotiate their imagined and practiced teacher identities in their institutional context during their first semester of teaching?

It is crucial to explore the socialization process of the participants in response to the institutional forces at work to unfold how the participants (re)negotiated their imagined and practiced teacher identities in the course of one academic semester. The themes arising from data analysis are identified as a disordered transition to reality and shifting imagined professional communities.

4.2.1 "I should be focusing on teaching": A Disordered Transition to Reality

The participants took up their teaching positions filled with excitement and passion. However, soon they found themselves in an environment whose norms and practices they knew very little about as they struggled to adjust to the realities. In the initial month of their employment and in some cases throughout the semester, the participants were overwhelmed with formal obligations unrelated to teaching and inadequacies in relation to teaching resources. Issues regarding the lack of details about their contracts and remuneration were widespread. The participants did not know the terms of their contracts as well as the salary they were going to receive until after they signed the contract which made some participants question the practices of the institution:

> I called the Department of Staff to get details on the salary, but no information was provided. Based on the money I was going to earn, I had to make important decisions. They knew that I was going to sign anyway. The fact that they knew that was disturbing.
>
> (Ozan, Focus Group Interview 1, October, 2019)

According to Ozan being kept in the dark about something he had a right to know was disrespectful. He believed that the reason management implemented such an approach was related to the assumption that he had no other choice but to accept the terms last minute. Ege also felt cheated because he was not only uninformed

about the salary, but he also could not receive remuneration for some classes he taught:

> Arzu and I officially started working here on September 25. However, on 23 and 24 September, I taught two classes four hours in total. Later, I learned that I was not going to get paid for those classes because of the official date. When I asked how this issue was going to be resolved, I was told that I would be able to get them as extra hours. But I did not. I pressed on the matter a few times but again nothing happened. In the end, I gave up.
>
> (Ege, Interview 2, November, 2019)

Besides not receiving any payment for the class hours he taught, Ege worked with no social security for two days, which was unacceptable for him. While Ege, Ozan, and Arzu as contract on-call teachers did not encounter any problems regarding getting their salary on time every month, the situation for Ceyda and Taner was quite different due to being on hourly-paid contract. Ceyda and Taner did not have a fixed salary. They got paid based on the hours of classes they taught in a month. In fact, they did not even sign a contract which presented several difficulties for them throughout the semester. Talking about this issue Ceyda stated:

> I did not sign a contract. I do not know any specifics about my employment details. I do not know my salary. I only sign for the hours I teach every month.
>
> (Ceyda, Interview 2, November, 2019)

When Ceyda was recruited, she was informed that she was going to be on a semester basis contract. However, as she was missing an up-to-date language proficiency document, she was switched to the hourly-paid status. Even though she did not care much about the financial gain, not being paid for a month and a half demotivated her:

> It has been almost two months and I have not been paid. I tried contacting some people, but nobody provided me with a satisfying answer. The amount of money I will make is of secondary importance to me but what if I said I would not work for the salary I will get. What will happen then?
>
> (Ceyda, Focus Group Interview 1, October, 2019)

Ceyda's attempts to get information proved to be futile as she met with negative attitudes. Taner also experienced similar problems concerning salary:

> The salary delay is a demoralizing factor. I know that I will get paid, but I have been working for almost two months now. I cannot help but feel like I am working for free.
>
> (Taner, Focus Group Interview 1, October, 2019)

Reflecting on the issue at the end of the semester, Taner expressed that he was lucky to be living with his parents, otherwise he did not know how he would have managed. It was not only Ceyda and Taner who struggled with late salary payments. Other hourly-paid teachers who were assigned to the preparatory unit also involved in the same situation. Since these teachers either shared the same offices or neighboring offices with each other, they talked about their experiences which had a negative impact on other temporary teachers. Based on the hiring policy of the university, an instructor could only be employed under a contract on-call basis for one academic semester. If the same instructor is recruited the second time, the contract is switched to an hourly-paid basis. Being aware of that Ege, Ozan, and Arzu were concerned about the second semester:

> Our colleagues who were on an hourly-paid contract had problems with their salaries. I know that if I continue next semester, I will be in their shoes. What happened to them had a negative effect on me.
>
> (Ege, Interview 3, January, 2020)

In line with Ege's comments, Arzu also had second thoughts about working as an hourly-paid instructor if she were to continue next semester. Observing the difficulties her colleagues had to put up with made her upset. Expressing his frustration on how the administration handled the situation by directing teachers to contact the accounting department Ozan believed that the teachers should not be made to chase after the money they deserved. He identified the university's adverse pay policies as the main reason which promoted the idea of giving less but expecting more. He did not think that hiring temporary teachers to fill in the vacancies for more experienced teachers was a viable method. Contemplating on how teachers

were seen in the institution in consideration of the struggles confronted, Ege asserted that they were not valued by the university.

Another prominent thread the participants voiced were related to the lack of access to instructional resources. Having a personal laptop was one of the basic needs of the participants as the courses they were going to teach heavily relied on interactive course materials that required them to project the content, show videos, play audios, and use other instructional means to conduct their lessons effectively. Ege's remarks highlighted the importance of owning a laptop to teach his courses:

> For my English for Specific Purposes courses, having a laptop is a must because I need to show my students videos or play listening activities.
>
> (Ege, Focus Group Interview 1, October, 2019)

Others also expressed the necessity of laptops in relation to their teaching practices. However, the participants were not allocated with individual laptops as the classes commenced. They had to request one from a colleague who was responsible for handing out the technological gadgets. When they did so, they were met with a response they had not anticipated:

> When I went to see the teacher, who was in charge of laptops, I was told that the permanent teachers had the priority.
>
> (Arzu, Focus Group Interview 1, October, 2019)

Ege was also told that he would only get a laptop only if there were some left after they were distributed to the permanent teachers. Getting such a response made the participants aware of their temporary status. Arzu questioned the discrimination behind this practice:

> Lack of resources is a huge problem here. Separating teachers based on their employment status does not make sense. After all, we are all teachers here.
>
> (Arzu, Focus Group Interview 1, October, 2019)

According to Arzu, being deprived of institutional resources by an explicit reference to their temporary status was degrading. She believed that just because

she was a part-time teacher her students did not deserve to suffer the consequences. They had a right to equal education opportunities as their counterparts. Having no access to laptops had inhibited the participants' classroom practices:

> Even students ask me why I do not have a computer. I do not know what to say to them. It is already difficult to get the attention of the students. I cannot teach the way I like.
>
> (Ceyda, Interview 2, November, 2019)

The participants had to come up with personal solutions. While some used their own laptops or borrowed from other colleagues, others prepared hand-made learning materials to compensate for the lack of technological tools. Ege criticized the unprofessional school culture by emphasizing how he was forced to think about the external factors other than teaching:

> My expectation when I came here was that I would finally get to focus on my teaching and how I could get better. However, for the last two months, I have been made to think about other things.
>
> (Ege, Focus Group Interview 1, October, 2019)

Due to the overwhelming demand for attending to these matters, the participants felt detached from their practices and the school. They complained about the lack of guidance in the community. Their support network was limited to other part-time teachers and a handful of colleagues. Even though the participants attended a one-day pre-semester orientation program, they stated that it was superficial. As newcomers, they knew very little about the inner practices of the school. Commenting on this matter Ozan stated:

> We do not know. And people who are in charge here do not care that we do not know. They do not care about us.
>
> (Ozan, Interview 3, January, 2020)

As a result of being left to care for themselves without assistance, the participants felt lost and abandoned. They did not know how to navigate within the complex structure they found themselves in. Having to deal with problems outside the class

drained their priorly constructed excitement. Instead of finding themselves in their imagined communities which were supposed to be professional and supportive, they were greeted with disorder and isolation in reality, which played a critical role in not only how they participated in the community but also how they saw themselves as teachers.

4.2.2 "I was labeled as C-08": Shifting Imagined Professional Communities

Workplace culture can have a significant influence on how teachers perceive themselves as professionals not only in the classroom but also outside the class in interaction with the established norms of the teaching community and the members within it. When novice teachers join a professional community, being unfamiliar with the inner dynamics they expect others to help them in their adjustment process. While a supportive school culture could facilitate novice teachers' participation in the community by making them feel welcomed and valued, one with unaccommodating contextual elements can contribute to the emergence of otherization and isolation. Even though each participant had different experiences throughout the semester, there were some commonalities in their contemplations on how they were situated and treated in the community. As some participants encountered individual conflicts, others were affected by the negative work environment in general. Arzu and Ceyda were the ones who encountered collegial tensions that altered their predetermined conceptions. Ceyda reflected on the event that took place at the department secretary's office before a lesson:

> I had a problem with the secretary. My classroom is right across the director's office. When students wait there, I get anxious. I think it was a 9 am class. To get the class key, I went into the secretary's office. There was another teacher there signing the register for a key. Since my classroom was right across, I took the key and thought I could open the door, let the students in, and then sign. As I was coming out of the office, the secretary cried, "where do you think you are taking those keys?" I opened the door and then went back to explain the situation. I told her that I did not want the students to be waiting in the hall. When I went back to class, my students asked me whether I was being treated badly because I was new.
>
> (Ceyda, Focus Group Interview 1, October, 2019)

Ceyda was left feeling humiliated and embarrassed in front of her students and other teachers. Even though she was devastated by what happened, she did not want to let it affect her. Arzu also encountered a similar situation at the secretary's office:

> After I taught my class, I returned the class key. The next day, I think there was a mix-up with the keys. I guess someone else took them. In the secretary's office, there were two permanent teachers. One of them looked at me and said: "This the C-08 I was talking about." I was shocked. The other teacher said: "Is this how we mark part-time teachers now?"
>
> (Arzu, Focus Group Interview 1, October, 2019)

After such an upsetting confrontation, Arzu had no motivation to teach for some time. Similar to Ceyda, she did not want to dwell on the incident. While this kind of coping strategy was applied to different occasions throughout the semester, when asked whether the problems they encountered were in any way had any relationship with their status Ceyda commented:

> At first, I did not want to relate the issues I experienced to status but as the semester progressed, I realized that me being an hourly-paid teacher plays a big role. They look at me as being only temporary.
>
> (Ceyda, Interview 2, November, 2019)

On the other hand, Arzu considered the problem she confronted as an exception and she did not want to attribute it to her status. She established "*not thinking about being a part-time teacher*" as a coping mechanism. While Ege, Taner, and Ozan did not experience any individual tensions, they were affected by having witnessed what their colleagues were going through and the negative work atmosphere in general. Ege questioned why part-time teachers were not properly introduced to other colleagues:

> I have been working here almost for a semester now. I have not met the director. I do not know who he is. This is a big problem. The same goes for other teachers. Why haven't I had the chance to know them? I only know a handful of people. Nobody made any efforts to introduce us to others. This is a very difficult situation for newcomers.
>
> (Ege, Interview 2, November, 2019)

Ege felt that being a temporary teacher was a factor in how other teachers approached them. He believed that some permanent teachers did not want to invest in getting to know them because they considered that as temporary teachers they would leave at the end of the term. Due to this, he did not think temporary teachers were valued. In line with Ege's remarks, Ozan reflected on how the administration viewed teachers:

> The administration does not care. I am not happy with how teachers, in general, are treated here. They do not realize how important teachers are. If they are easily letting go of teachers who have worked here for a long time, that means they do not cherish their teachers.
>
> (Ozan, Interview 3, January, 2020)

Ozan's remarks underscored his perspective on how little importance was given to the teachers in general. According to Ozan and Ege, low pay was another element that signified how underappreciated teachers were. Commenting on this Ege said:

> I do not think teachers are recognized here because when we look at the value of teachers' efforts, I do not think the lecturers here get the money they highly deserve. This is an important issue. This attitude makes teachers feel worthless. Why, because you work, but you cannot get the money you deserve.
>
> (Ege, Focus Group Interview 2, December, 2019)

Taner's approach to socialization in the institution was very different from his counterparts. He restricted his interactions with others outside the office and did not spend additional time on campus:

> I do not care about the problems. I am not looking to make new friendships. I do not stick around after my classes because I only have 12 hours of teaching every week.
>
> (Taner, Interview 2, November, 2019)

Taner distanced himself from the community because he thought the amount of time he spent at the institution was not enough to establish healthy collegial relationships. Even though other participants wanted to be part of the organization, they felt excluded due to several reasons. One of them was physical isolation. The

field notes and interview data revealed that all part-time teachers were assigned to the same offices based on their Units. These offices, four in total, were located in the same wing across and next to each other. They had no name tags on the doors. Part-time teachers hang up their weekly teaching programs with their names on to signify their place. According to Ozan, "*assigning part-time teachers in the same office was not an ideal practice*", which disconnected part-time teachers from experienced teachers who could provide them with support when needed. Expanding on this topic, Ege said:

> I think we were neglected. As part-time teachers, we were tossed here. We were left alone. How can I put this? It is like we do not exist.
>
> (Ege, Focus Group Interview 2, December, 2019)

Segregating part-time teachers from the community had implications on how they navigated within a culture that denied them access to its core practices and norms. Being pushed to the margins, the participants could not establish institutional commitment. In addition, the uncertainty that came with their status made it even more difficult for the participants to bond with the institution. Arzu expressed her thoughts on how temporary teaching influenced her:

> When you think about your position, you do not know whether you will be here next semester. That makes establishing meaningful bonds not only with the institution but also with other teachers challenging.
>
> (Arzu, Focus Group Interview 2, December, 2019)

As Arzu's excerpt underlined, temporary teaching was seen as a factor that hindered commitment. In line with Arzu's remarks, Ozan made a distinction between how he felt when he was in the class and outside the class:

> The level of responsibility I feel against my students is much stronger. Because they are my students. The university is just a university. Sometimes I disagree with how certain things are done, but I chose not to say anything. Because it is not my concern.
>
> (Ozan, Interview 2, November, 2019)

Even though Ozan did not agree with how particular procedures were conducted, he did not voice his opinions because he assumed that even if he said something it would not make any difference. In Ceyda's case, due to losing her prior excitement, she distanced herself from devoting her time to be part of the community:

> While I used to come here with more eagerness and attentiveness, that is still the case for my classes, but socially I have lost that. I come here before the lessons, teach then leave. I do not spend time here because I flee from the school.
>
> (Ceyda, Interview 2, November, 2019)

As for Taner, he acknowledged the short-term state of his employment status as a barrier to establishing commitment. He expressed his perspective as follows:

> Because I do not consider this to be a permanent position, I do not see myself as other teachers who work here. That is why I do not feel any belonging. Besides, I have no such intention anyway.
>
> (Taner, Interview 3, January, 2020)

Ege added not being familiar with the procedures and norms of the school as another dimension of not feeling committed:

> I do not know how things are done. Sometimes I feel like I came here for a visit. When I do not know what to do concerning some procedures and think about what I am supposed to do now, I do not feel like a part of this school. There is a lot I do not know at this point. To feel like I belong here, first I need to get a solid grasp of everything.
>
> (Ege, Interview 2, November, 2019)

Throughout the semester, the participants attended weekly organized seminars under the scope of in-service training which could have served as a platform to mediate the participants' adjustment process and familiarize themselves with the institutional norms. However, the participants reported that the content of the training was pedagogical in nature. It did not cover the procedural issues. Among the participants, Arzu was the only one who could not attend the training sessions due to a schedule conflict. On the other hand, the other participants who were able

to take part reported that the training was inadequate because of several reasons. One of them was the poor timing of the sessions. The participants stated that the training would have been beneficial if they had been delivered before the semester began. Another inadequacy was related to the content. Commenting on this topic, Ozan said:

> As I said before even though the trainers are doing their best, for me the content is repetitive because I already have knowledge on the topics that are presented. It would be better to address practical matters.
>
> (Ozan, Interview 2, November, 2019)

In line with Ozan's remarks, the other participants also found the subjects that were covered redundant and ineffective. Ege shared his perspectives as follows:

> I appreciate the effort put behind the workshops. However, to be honest, they have not added to what I already know. They are mostly irrelevant. The reason is that they are theory-based. For instance, this week we talked about how to address student misbehaviors. Unfortunately, we did not cover anything practical that I could use in my class.
>
> (Ege, Interview 2, November, 2019)

The participants felt the burden of carrying the label of being looked at as someone temporary who was just passing by which shaped how they viewed themselves as teachers. A common notion among some participants was the feeling of being a substitute teacher. Arzu expressed how she felt about herself as a teacher:

> In the workplace, I feel like a teacher who is substituting for someone who has urgently left. I do not think I have any respectability here. I feel that way. Does that upset me? Not really. I do my job and then leave. Of course, I do not want to feel that way either. This is my job after all. It is a sad thing.
>
> (Arzu, Interview 2, November, 2019)

Resonating with Arzu's remarks, Taner also stated that he perceived himself as a teacher who was teaching as a replacement who did not feel like a legitimate member of the teaching community:

> I feel like a substitute teacher. It is like I have come here to replace someone. The class is not mine. The school is not mine. I normally have nothing here. I feel like I am filling in for someone who does not even exist.
>
> (Taner, Interview 2, November, 2019)

Using the metaphor of "*band-aid*", Ege underscored how part-time teachers were regarded as an "*expendable labor force*" to close the deficit of teacher shortage which had a negative influence on the identities of teachers by making them question themselves:

> From the perspective of the management, we are at a position that allows them to disregard us. The management uses part-time teachers as a band-aid. Let us stick the part-time here. It will help us go on for a while. Then we can replace them. That is the mindset of the management.
>
> (Ege, Interview 3, January, 2020)

Having encountered a discouraging work culture that diminished their sense of being a teacher and disavowed them from participation in the community, the participants found solace in two spaces: the office and the classroom. The participants established solidarity among themselves and with other part-time teachers to assuage the pressures placed by the institutional factors and supported one another personally and professionally. The participants reported that they were able to receive help and support from each other. When they faced with an institutional challenge or had questions about instructional aspects, they consulted among themselves. Commenting on this dimension, Arzu said:

> Everyone is very supportive. I think that the most important thing about the office is to be able to talk to my friends. To be able to communicate and share. For example, I do not hesitate to ask for help, and they are never unwilling to help. They are very supportive. We managed to develop that bond. For instance, when I have difficulties with my lessons, I first consult with Ege and Ceyda. They have more experience than me.
>
> (Arzu, Interview 2, November, 2019)

Ceyda's remarks were echoed by Ozan and Taner who sought assistance primarily from other part-time teachers. Ceyda emphasized how the positive atmosphere of

the office alleviated the tensions she was experiencing. Ege was considered as an experienced teacher by his counterparts, which attributed him to the role of support provider in the office. According to Ege they learned and guided each other through sharing:

> For example, when they have a problem, they ask me first. Because we share the same office, they ask me about lesson planning, classroom management, and content delivery. Because they already know I have some teaching experience. Besides, we are in the same situation. Same status. We started together. When one of us learns something new, they share with others.
>
> (Ege, Interview 3, January, 2020)

Being deprived of institutional guidance and inclusion, the participants established their own community to cope with the unexpected realities they confronted. Even though the participants initially did not want to consider their employment status as a factor in how they were positioned in the institution, reflecting on the events and practices surrounding the problems they faced caused them to become conscious of the crucial role their temporary status played. The participants were kept at the periphery. They were not allowed to participate as legitimate members of the teaching community. As a result, they felt isolated, unvalued, neglected, and invisible. Being imposed by the label of temporary teachers prevented them from establishing secured teacher identities and institutional commitment. Some felt like substitute teachers who were regarded as a dispensable workforce. In order to escape from the toxic work environment that disregarded them as teachers, they viewed the classroom as a safe haven where they felt like teachers. An in-depth understanding of how classroom dynamics shaped the participants' identity negotiations is explored in the next section.

4.3 How are teacher identity views of temporary novice English language instructors influenced after teaching for one academic semester?

The classroom, despite its challenges, was where the participants' teacher identities emerged, and they felt like teachers. Ceyda stated that she "*only felt like a teacher when she got into class*", which underscores the crucial role classroom played in

how the participants perceived and enacted their imagined and practiced teacher identities. The precarious nature of the participants' employment status left them with uncertainty as their contracts came to an end with no notice on whether they would be renewed. The data analysis revealed two main themes in reference to the third research question: from imagined to practiced teacher identities and facing uncertain futures.

4.3.1 From Imagined to Practiced Teacher Identities

Under this theme, imagined teacher identities of the participant are revisited in the context of how the institutional practices and classroom dynamics shaped their identity negotiations. While some participants revealed partial attainment between their imagined and practiced teacher identities, others encountered misalignments that contributed to the emergence of conflicting teacher identities.

4.3.1.1 "A step closer to becoming the idealized teacher": Ege's case

Ege had 16 hours of teaching duty a week which was divided between two English for Academic Purposes and two English for Engineering courses. Since this was his first time teaching these courses, he thought the new content would be a motivating task for him to further develop his teaching skills. Despite his optimistic aspirations, Ege grappled with several challenges in class which brought about positive and negative shifts in his teaching practices and his teacher identities. One of the main constrains was the pacing of the courses. Ege expressed his perspective on this topic as follows:

> In some lessons, I had to rush to catch up with the syllabus. At the end of the day, my students were going to take exams on the topics we covered in class and the grades were very important for them. When we do not follow this pacing, my students may end up getting low marks.
>
> (Ege, Interview 3, January, 2020)

In order to prepare students for the exams on time, Ege had to skip some materials such as listening activities, which was not covered as part of the assessment. Feeling the pressure of getting the students ready for the purpose of evaluation made Ege

feel uncomfortable. He asserted that neither himself nor the students enjoyed this kind of rushed and superficial teaching.

Being unfamiliar with the content of the English for Engineering course was another aspect that Ege struggled with. As this course included a wide range of topics in different areas about engineering, he had to learn the field related terminology to be able to teach effectively:

> The fact is I do not know anything about engineering. The book I teach comprises shipbuilding engineering, construction engineering, electrical and mechanical engineering. There is a little bit of everything. They all have specific vocabulary items. But I do not know all of them. I even studied to solve an equation that was in the book.
>
> (Ege, Interview 2, November, 2019)

Ege had to spend extra time preparing for the course to make sure he did not have any difficulties in front of the students. There were times he could not remember some important vocabulary items during the lesson which made him feel vulnerable. Owing to its wide-ranging topics in different domains and repetitiveness, Ege found the engineering coursebook inappropriate:

> I do not like the textbook because among my classes there are industrial engineering students, computer engineering students, and mechanical engineering students. Some topics do not appeal to these groups. Moreover, most of the time, the topics are a repetition of what the students already studied in their departments. As a result, they easily get bored.
>
> (Ege, Interview 2, November, 2019)

Ege modified his approach to teaching to meet with his students' needs. He believed that it was within the teacher's judgment to constantly reflect on what was working in class and what was not based on classroom dynamics:

> Every teacher has material in hand, but not every teacher has to use every page of that material. Sometimes it seems more useful to me to change some exercises or to skip some parts and present it in another way that would get the attention of the students. Because everything depends on class dynamics.
>
> (Ege, Interview 3, January, 2020)

As Ege stated this approach did not always work. Overall, he was happy with his students. However, Ege had difficulty motivating the students in one of the EAP classes. Even though he implemented different techniques to encourage students to participate in class, he could not succeed in changing their attitudes:

> Because the students in this group are freshmen, there is not much they can use in English especially for their field. Moreover, some of them think they already know English, and some of them say that I already hate English, there is no middle. Those who think they already know do not listen to the lecture. The others say they cannot do it anyway and give up. I had a hard time motivating them.
>
> (Ege, Interview 3, January, 2020)

While Ege was pushed to his limits, he considered the challenges he experienced in this class as vital learning opportunities. He believed that he was able to contribute to his students' development which encouraged him to do his best. Expressing his feelings Ege said:

> I do not think I was very successful, but if I compare the beginning and the end of the semester, that is, the first course I taught and the last course I taught, my students have made some progress. That is why I am happy. I wish I had more time of course.
>
> (Ege, Interview 3, January, 2020)

When asked about whether he was able to enact according to his imagined teacher identities, Ege stated that he could not actualize becoming "*an inspirational guide*" for his students owing to the aforementioned limitations:

> But I think I am one step closer to that ideal teacher. Of course, it is very difficult to reach this ideal teacher. If someone says I am an ideal teacher, they would be lying. Because it is inaccessible. You can always do better. I think that I am one step closer to the idealized teacher I have in my mind. But as I said, there are still many steps to be taken.
>
> (Ege, Interview 3, January, 2020)

However, he did not identify this as a failure. On the contrary, he believed that his experiences have taken him a step closer to becoming the ideal teacher he aspired

to be. Making a reference to the "*melting pot*" metaphor he made before the semester, he explained that his journey shaped his identities and added new ones to the pot which would continue to expand in the future.

4.3.1.2 "From a committed professional to an apathetic teacher": Ceyda's case

Ceyda had 12 hours of teaching workload in a week. She taught three different classes which can be split into two level groups: two elementary and one intermediate. Among the participants, Ceyda was the one who encountered several administrative and individual tensions. According to her, the classroom was the only place she felt "*fulfilled as a teacher*". She was able to establish a good rapport with her students, which was a driving factor for her:

> In terms of my students, I did not experience one single negative incident which I can give as an example. They have been great. We were able to get along well. I built a bond with them which makes leaving them very difficult. Maybe I did not make great progress with them, but I know that I contributed to their learning.
>
> (Ceyda, Interview 3, January, 2020)

Ceyda stated that she managed to establish a healthy rapport with her students which contributed to the emergence of a positive classroom environment where students felt safe. Her students respected the way she approached them, and they never violated the mutually constructed trust. Thanks to this, Ceyda believed that she was able to shift her students' negative mindset towards English:

> I think I was able to change how my students view English. Even the ones who were reserved and shy at the beginning changed their attitudes and became more engaged. They participated and shared. That made me really happy.
>
> (Ceyda, Interview 3, January, 2020)

Having the autonomy to apply her own teaching method to her pedagogy was a key factor that aided her to make her lessons more appealing for the students. Once she went into the class, she did not feel restricted. However, that does not mean she did

not experience any challenges. She strongly criticized how the institution approached teaching English. She found the insufficient class hours to be a major impediment to English effectively. Combined with inappropriate textbook and materials that did not address students' needs, Ceyda sometimes struggled with engaging the students.:

> I really tried my best. But then I questioned how much I could teach my students with only four hours of instruction every week. Some of them already have negative attitudes toward learning English. Besides, with the current textbook, it is challenging to teach properly.
>
> (Ceyda, Interview 2, November, 2019)

Even though Ceyda was able to reify her imagined teacher identity of being a "*committed professional*" in class to a certain extent, when she stepped outside, her imagined identity was replaced by an "*apathetic professional*" identity. The tensions she experienced in the institution resulted in the emergence of a discrepancy between what she aspired to become and what she has become as a teacher in the community. The ramifications of being an hourly-paid teacher played a critical role in this process. All the procedural setbacks she underwent influenced her adversely. Moreover, she confronted individual conflicts with certain staff members, some teachers, and on a few occasions with the director. While Ceyda stated that she tried her best to prevent all these elements from having an impact on her teaching, she confessed that she wanted to quit more than several times. However, she stayed for the sake of the students:

> I have thought about resigning. I was in two minds. Then I thought it would be unfair to my students. I only stayed for their sake.
>
> (Ceyda, Interview 2, November, 2019)

Despite feeling unhappy and disappointed, she tried to tolerate everything which put an immense burden on her. At certain times, she felt invisible. She did not think herself as a committed professional she imagined herself to be. She sank into apathy with no sign of her prior excitement. The only consolation that kept her going was her passion for teaching.

4.1.3.3 "Becoming a teacher": Arzu's case

Arzu had 16 hours of teaching responsibility every week. She mainly taught beginner-level courses to students whose departments' medium of instruction was Turkish. While she experienced a few setbacks at the beginning of the semester, she preserved her optimistic mindset throughout the semester. She believed that because this was her first time teaching, she was highly motivated and genuinely happy. One of the major factors that facilitated her perspective in class was the good rapport between the students and herself. She did not encounter any classroom issues thanks to her students being responsible and respectful. She admitted that at first, she expected to have problems due to her age being so close to the students:

> I was actually very surprised. I was a little scared since it was my first experience. I did not know how I would approach or how the students would see me our ages being so close.
>
> (Arzu, Interview 2, November, 2019)

Her main concern was not being taken seriously as a teacher by the students. However, as she got to know her students, she soon discovered that being in the same age group as her students was not an intimidating situation. It was rather an advantage which she utilized to create a positive classroom atmosphere that contributed to changing her students' attitudes:

> As we are approaching the end of the semester, I believe I was able to establish a good dialogue and energy with my classes. I think it is because of our ages being so close. They are more relaxed. Some of my students told me that they now love English thanks to me.
>
> (Arzu, Interview 2, November, 2019)

Receiving encouraging feedback from the students developed her self-confidence as a novice teacher. When asked whether being inexperienced in teaching was a challenge for her, Arzu stated that she was learning how to teach through a self-exploratory approach. Commenting on this point, she stated:

> In the beginning, I did not feel secure because I did not know how to plan the materials, in which order to teach them, and whether I was able to manage everything. After a while, I was able to make progress as I became more aware of how to deliver lessons. I know there is a lot I need to work on.
>
> (Arzu, Interview 3, January, 2020)

It is worth mentioning that Arzu had no prior teaching experience and she came from a non-teaching related discipline. Through teaching her practiced identity as "*becoming a teacher*" emerged. In her journey of becoming a teacher, Arzu relied on two elements: being agentive and applying what she acquired from the teaching certificate program into her teaching practices. As she expressed, she enjoyed a great level of autonomy in class. Other than feeling the limitations presented by the syllabus, she was able to implement her teaching strategies. When she faced with challenges, she either tried to overcome them herself or seek help from others. Attending a teaching certificate program contributed to her development as a teacher:

> The lectures in the teaching certificate program have been very beneficial. Although it is mostly theoretical, I have been able to put what I have learned there into practice.
>
> (Arzu, Interview 3, January, 2020)

Arzu stated that she matured as a teacher, which translated into attaining her imagined identity as an "*empathetic teacher*", who cared about the affective domain of teaching. She turned to her student identity as a medium to identify with the learners' feelings and needs:

> I only graduated last year. I am still a student through the master's program. That is my I can empathize with my students. I put myself in their shoes and think about what I would expect from my class. This is how I shaped my teaching.
>
> (Arzu, Interview 2, November, 2019)

She enjoyed the students asking her advice on personal issues, which she associated with her teacher identity.

> The other day one of my students, who is the same age as I am, wanted to talk to me about something. This is because they see me as a teacher who they can with. I thought that they are comfortable talking to me because they see my sincerity. This actually reflected on my teaching in the classroom.
>
> (Arzu, Interview 3, January, 2020)

Through listening to her students' problems, Arzu recognized that every student had their own complex life stories. She believed that this was something that should reflect on teaching by acknowledging not everything is about the teacher, but it has come to the point that the teaching and learning process would be shaped by contributions and involvement of the students. At the beginning of the semester, Arzu was not sure about pursuing a career in language teaching. After experiencing teaching directly, with determination she said: "*I want to continue teaching*".

4.3.1.4 "I would not be this type of a teacher": Taner's case

Taner had 12 hours of teaching duty weekly. He taught one English for Architecture course and two beginner level English courses. He was very happy with the former one. According to Taner, the content of the course and students' high motivation made this class professionally rewarding for him. As for the beginner level course, he had various challenges. Taner stated that the lack of students' motivation to learn English was one of the major barriers:

> In terms of classroom behavior, students are positive. The only thing is they are not interested in learning English. Despite that, I believe I was able to make progress, but I do not know if it was enough.
>
> (Taner, Interview 2, November, 2019)

Although Taner employed different techniques to motivate the students, he was unsure about the impact he created. He regarded teaching learners English from scratch to be a difficult task. Taner considered the coursebook to another limitation as its content was not appropriate for the students:

> To be honest I do not like the coursebook. It does not fit well into the student profile. While some students know some of the subjects, others have no idea. For the ones who know it becomes repetitive. But I have to teach others who do not know. I do not know how to tackle this issue.
>
> (Taner, Interview 2, November, 2019)

Due to the level differences between the students, Taner did not know how to differentiate his instruction to make reach every student. He believed that with only four hours of instruction it was impractical to teach effectively. When asked if he were able to reify his imagined teacher identity of "*becoming a host*", Taner disappointedly said that he could not. His aspiration to take up the role of a host in the classroom indicated his intention to create a learning environment in which students played a central role. However, Taner could not implement this philosophy to his classroom:

> My initial plan was to let students take charge. Providing them with the opportunities of speaking while I would just collaborate with them. But I could not do that. My students did not want to speak in English. That was a big challenge. But with only four hours a week, I do not know how I could achieve that.
>
> (Taner, Interview 3, January, 2020)

His imagined teacher identity of "*becoming a host*" was gradually replaced by a "*conventional teacher*" identity. Taner fell into a teaching approach in a way that did not align with his previous conceptions:

> This is not the way I want to teach English. Filling in the blanks or answering comprehension questions are not how I would teach. I want my students to communicate in English. On the other hand, the curriculum does not allow such an approach, and the students do not have such a desire. The syllabi for the courses I teach prioritize receptive skills rather than paying attention to speaking and listening skills. That is why I probably shifted to more conventional teaching.
>
> (Taner, Interview 3, January, 2020)

Taner was aware of how various factors influenced his pedagogy and teacher identities in the classroom. However, he did not know how to cope with them and maintain his early perceptions of teaching. In spite of the problematic aspects, he

claimed that he managed to contribute to students' learning and in some cases change students' negative attitudes towards English. After teaching for an academic semester, he believed that he grew as a teacher. According to Taner, teaching for the first time allowed him to discover his strengths and weaknesses which would help him improve in the future as a novice teacher.

4.3.1.5 "A fully-fledged or a technician teacher?": Ozan's case

Ozan was assigned to the EPU unit to teach a skill-based intensive English course to students whose prospective departments offered instruction in partially or entirely in English. Different from his counterparts, he only had one elementary level class under what was referred to as "Program 1", which provided twenty-four hours of language teaching every week. As part of the partnership practice, Ozan collaborated with an experienced teacher. He was responsible for teaching twenty hours a week, whereas the partner teacher supported him with the remaining hours. Unlike his counterparts, Ozan had another teacher whom he could turn to when he struggled in class procedures. However, as the main teacher, he confronted problems that he had to address and resolve on his own. He stated that he had a difficult time dealing with disciplinary issues owing to the students' age group:

> Because of the age group, I mean the students being teenagers in their 18s I run into some discipline problems in class. In order to solve them, I tried telling them that what they were learning here was going to be useful for them in their undergraduate studies. Sometimes I talk to them individually. They are unaware of the formal aspect of teacher and student relations. They still act like they are in high school.
>
> (Ozan, Focus Group Interview 1, October, 2019)

He thought that the students were going through a transition period as they were trying to adjust to their new roles as university students. However, halfway into the semester, he realized that some students were not willing to change their negative attitudes, which had an impact on classroom dynamics:

> For instance, there is a student I had arguments with a few times. This student refuses to participate in the activities. There is another student who is repeating the program. He is the same. They look at me as if they hate

> me. Even a few students like that are enough to disturb the flow of the lesson.
>
> (Ozan, Interview 2, November, 2019)

Even though he tried different techniques to involve the students whose motivation was low during the lesson, he could not succeed. Ozan did not want to lose control of the classroom. He also did not want to get into arguments with students who were problematic. In the end, he decided to ignore them:

> As long as those students do not distract others or interfere with the lesson, I leave them be. When I try to communicate with them, they respond in a way that makes me angry. This affects how I teach. I realized that I cannot really conduct the lesson effectively when I get irritated. That is why I decided to overlook the problems.
>
> (Ozan, Interview 2, November, 2019)

Not being able to address these matters made Ozan question his capabilities and success as a teacher. He was not sure whether he managed to make any difference in their learning. Talking about this issue, he drew attention to how he tried to learn from his shortcomings:

> There are times after a lesson when I contemplate on my teaching, I feel like I could do better. I realize my inadequacies and in the upcoming lessons, I go with that in mind to do better.
>
> (Ozan, Interview 2, November, 2019)

The gap in terms of the English level between the learners presented an instructional challenge for Ozan. He regarded this as one of the most difficult parts of his teaching:

> It is like I have two different groups of learners in the same class. I think this may be the biggest problem I have experienced. In other words, I have a group that progresses very fast, and I also have a group that is slow. When the fast group finishes the activities early, I give them something extra to work on. As they are busy with that, I try to support others.
>
> (Ozan, Interview 2, November, 2019)

Regarding teacher autonomy, Ozan stated that the decisions he made in relation to how he wanted to teach were his own and he was not questioned by others. The only external limitation he observed was the effect of assessment. In some cases, he found evaluation standards to be too tolerant, which undermined the quality of the education. Reflecting on his pedagogy, Ozan believed that he could not translate his teaching philosophy into his practice. He stated that he failed to attain the teacher he aspired to be:

> I wanted to become a teacher who managed to achieve the success of the average. What I wanted to say is actually teaching in a way that would enable me to reach every student. Knowing that I gave up on some students, I think I could not attain that identity as a teacher. The reality is different.
>
> (Ozan, Interview 3, January, 2020)

Ozan added a new level of understanding to his aim of reaching to students by stating that "*every student can succeed on if they are motivated*". Reflecting on his identities as a teacher, he indicated that during the semester there were times he felt like he was just a "*technician teacher*" who delivered just the content of course:

> Throughout the semester, I sometimes felt like a computer or a book. The only thing I did was to teach the content. I just provided knowledge.
>
> (Ozan, Interview 3, January, 2020)

As for his imagined identity of "*becoming a fully-fledged*" teacher, Ozan believed that even though he was not able to completely reify it, he as a novice teacher made progress. After a semester-long teaching experience, he explored the qualities he had as a teacher and the aspects he needed to improve.

The participants' journey revealed the complex, fluid, and situational nature of teacher identities. Before the start of the semester, novice teachers, in this study, constructed multiple imagined teacher identities which unveiled how they defined themselves as teachers and the kinds of teachers they wanted to become. The situational elements in interaction with the emerging practices in the teaching community (re)shaped the participants' ongoing negotiation of identity authoring,

which is illustrated in Figure 7. As a result, they experienced identity shifts between the teacher identities they aspired to enact, and the teacher identities they were influenced to practice. While these changes contributed to the emergence of positive identity conceptualizations for some participants, for others it meant conflicting identities.

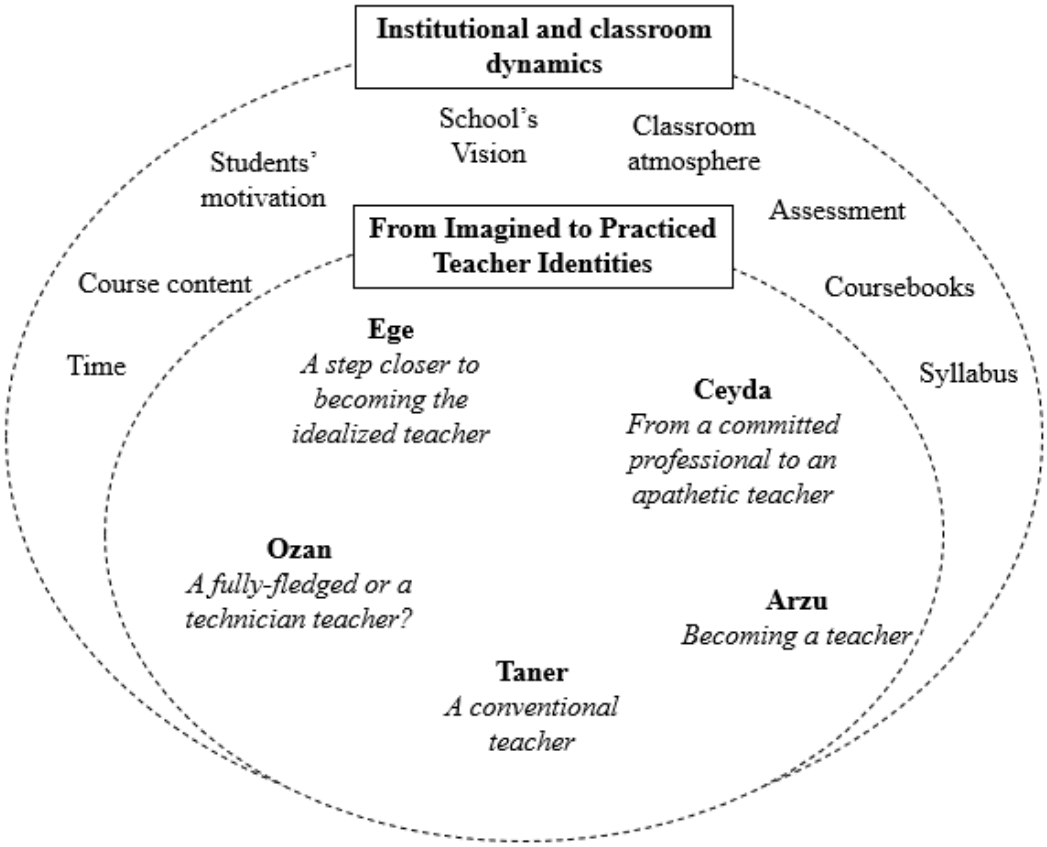

Figure 7. *Illustration of the participants' practiced teacher identities on relation to institutional and classroom dynamics*

4.4 Facing Uncertain Futures

Various perspectives were expressed by the participants when they were asked about the merits of having taught as an instructor at the university where the study was conducted. A shared view among the participants was that they gained invaluable experience as novice teachers who were at the beginning of their teaching careers. Commenting on this aspect, Ozan said:

> For me, experience comes to my mind first, because this is the first time I am teaching. I do everything for the first time, I do the mistakes for the first time, I do the right things for the first time, so every feedback I get is every experience.
>
> (Ozan, Focus Group Interview 2, December, 2019)

Other participants' comments also agreed with Ozan's point of view. Additionally, Taner drew attention to pedagogical opportunities his position provided in comparison to teaching at a private K-12 school:

> If I were a teacher at a private school, I would have to take total responsibility for students. In my first year of teaching, such responsibility could turn out to be a failure. But I work part-time here, and I have very little impact on students. I have room for making mistakes, which allowed me to improve as a teacher.
>
> (Taner, Interview 3, January, 2020)

Ege and Arzu emphasized that working as a part-time instruction offered them flexibility, which allowed them to channel their time and efforts to other commitments. The following excerpt demonstrates her opinions on this subject:

> At this point working part-time is an advantage for me. I have to attend teaching certificate courses in the evenings. I also have courses I need to complete as part of my master's studies. With the working hours I have, I can work here, and I can still spare time for other things I need to take care of.
>
> (Arzu, Focus Group Interview 2, December, 2019)

Some participants expected their experience would contribute to their future career goals. Ceyda believed that having worked at the university level would open up new employment opportunities for her. In Ege's case, he stated that he took the initial step toward establishing a career in higher education. While the participants remained critical of the issues they experienced, they still had the desire to continue working in the next semester. There were several reasons for this reluctant wish. Firstly, the participants had financial obligations. Even though they did not think they got paid well, they still needed a source of income. Secondly, as the

participants stated finding a teaching job midsemester and going through another adjustment process would be a challenging job:

> In the second term, I do not want to rush to find another job. I do not want to go through looking for a job or adapting to a new environment. That is why I want to continue here.
>
> (Ege, Interview 3, January, 2020)

However, the decision regarding their employment was not in their hands. Not knowing whether their contracts would be renewed created a state of uncertainty that remained pervasive throughout the semester. Ceyda viewed uncertainty as the biggest problem that put her in a very complicated situation. The other participants also highlighted the personal, professional, and psychological implications of facing uncertainty. Commenting on the issue, Ozan stated:

> My contract will expire on January 17. I have no idea about what will happen in the second semester. When I asked the head of the department about a time frame, he told me that he did not know. It is frustrating. I cannot make any decisions.
>
> (Ozan, Interview 3, January, 2020)

The volatile circumstances prevented Ozan from making personal decisions. Echoing with Ozan's comments, Ege also voiced his disappointment with not being informed:

> From the beginning of the semester, we had no idea about the second semester. Will we continue or not? If I will, why am I not being told? Not knowing what will happen creates a sense of anxiety. The uncertainty pulls my personal life into a depressing side.
>
> (Ege, Interview 3, January, 2020)

In line with Ege's remarks, Taner also underscored the psychological aspect of the situation by emphasizing that it was a source of stress for him. As Ege identified, the participants grappled with a state of uncertainty throughout the semester. As the semester was coming to an end, the pressing issue for them was their futures which were filled with insecurity and bleakness.

CHAPTER 5

DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5.0 Presentation

This chapter is divided into four parts. In the first part, the findings are discussed in detail. In the second part, the main conclusions are presented in consideration of the findings. The third part presents the implication of the current study. In the final part of this chapter, limitations are addressed, and future research directions are recommended in an integral manner.

5.1 Discussion

This qualitative study was conducted to explore three research questions. The purpose of the first research question was to unveil how novice English language instructors who were employed on temporary contracts to teach at the tertiary level constructed their imagined teacher identities before they started to teach in their prospective institution. The second research question aimed to explore how the temporary novice instructors (re)negotiated their teacher identities in relation to contextual mechanisms during the period of one academic semester. The objective of the third research question was to discover how teacher identities of the participants were shaped at the end of the semester.

With respect to the first research question three themes emerged. The first theme was linked to the motives behind the participants' desire to teach on temporary contracts at the university level. The findings showed that the participants were invested in temporary teaching with the intention of securing short and long term personal and professional returns. Coupled with the points (one’s will, capacity, desires, aspirations, and visions) highlighted under the ‘self’ dimension in the

conceptual framework adopted in this study and the notion of *investment* proposed by Norton (1995) can provide critical insights into understanding why the novice teachers in the current study invested in temporary teaching, what they hoped to achieve, and how their investment informed us about their future-oriented teacher identities.

Drawing on the works of Bourdieu, Norton (1995, 2013) employed the construct of *investment* to point out the dedication second language learners demonstrate toward learning a new language. As Norton (1995) has asserted, "if learners invest in a language, they do so with the understanding that they will acquire a wider range of symbolic and material resources, which will in turn increase the value of their cultural capital and social power" (p. 17). Darvin and Norton (2015) in their model have emphasized the intertwined nature of investment and identity which translates into one's identity positionings. Norton's notion of investment has been extended to "*teacher investment*" (Reeves, 2009). In reference to the above quotation, it can be argued that teachers can invest in particular identities with the intent of gaining symbolic and material resources to strengthen their capital and social power. As explained in Norton and Darvin (2015) the reference to symbolic and material resources is rooted in Bourdieu's (1986) concept of *capital*, which is presented in different forms, namely *economic capital* referring to the level of income and wealth; *cultural capital* is symbolic elements like knowledge, economic investments to educational credentials; and *social capital* denoting social networks and contacts people attain.

In light of the abovementioned dimensions, the findings showed that the participants attributed various expectations of investing in temporary teaching at the tertiary level. They constructed an image of teaching in higher education as an attraction to escape from the negative conceptions they had about being a teacher at the K-12 level. They identified university students as the ideal group to work with (Öztürk & Yıldırım, 2012). Moreover, they believed that teaching at the tertiary level would provide them with valuable professional experiences that would serve as credentials to advance their careers in the future. Focusing on the imminent benefits, the teachers identified the financial aspect of their position to be of

secondary importance. They associated being a teacher at a university with the prestige it would display in their resumes as a token of the professional value it could offer when they pursue other teaching positions in the future. In other words, they hoped that having worked as a part-time teacher at the tertiary level would present them with the opportunities of attaining symbolic and material resources to elevate their professional capital as teachers. While some teachers drew attention to the aspect of job insecurity and uncertainty of their employment status, others did not consider the precarious state of teaching on temporary contracts as a factor that would have an impact on their personal and professional experiences.

As for the second theme, aligning with the optimism they formed around becoming a teacher in higher education, the participants constructed positive imagined teacher identities of themselves. Through imagination they created visions of the kinds of teachers they wanted to become (Kubanyiova, 2016; Xu, 2013), which incorporated an interplay of their past professional and personal experiences as well as present conditions (Block, 2016). The teachers' imagined identities also provided a window into the teaching practices, classroom dynamics, and teacher-student relations they strived to implement as part of their pedagogies. However, it is crucial to point out that the teacher identities participants claimed and envisioned before the semester were detached from the relational and situated dimensions of identity work. They overlooked the inhibiting or facilitating complexities of the institutional structures and how they would shape and reshape the negotiation of the teacher identities they imagined attaining. At this point, what remained unknown was how the participants were going to be positioned regarding the ascribed identity of being temporary teachers in the teaching community and whether the identities they brought with them were going to be valued.

The teachers' imagined identities invited their imagined teaching communities (Kanno & Norton, 2003), which was the third and last theme presented under the first research question. As newcomers to a teaching community that they had limited knowledge about, the participants expected a supportive and professional school culture. Guidance emerged as the prominent characteristic the teachers attributed to their imagined communities. As strangers to the inner practices and

norms, the teachers expected others to provide them with support in their transition and adjustment process. Having observed the lack of professionalism and its possible influences during pre-service practicum teaching and other teaching engagements, the participants emphasized the importance of working in a well-organized formal school culture. They imagined themselves as equal members believing that neither their employment status nor the ascribed identity of being a temporary or part-time teacher would have an effect on their participation and adjustment process within the teaching community.

Two themes emerged in the case of the second research question that sought to provide insights into the socialization process of the participants in response to the meso-political forces of the institution to explore how the participants (re)negotiated their (imagined and practiced) teacher identities in the course of one academic semester. The first theme revealed that the participants went through a disordered transition incongruence with the optimistic expectations they brought with them. The unexpected realities arising from the organizational dynamics contributed to the emergence of challenges and constraints which had a profound impact on how they were positioned and how they perceived themselves as teachers. Sabar (2004) characterizes novice teachers as migrants joining a new social space whose rules are vague. In her study she discovered that novice teachers go through the stages of fantasy, facing realities, and adjustment. Consistent with Sabar's study, in this study, the novice teachers went through complex stages which showed the collisions between their expectations and the realities they confronted as they struggled to adapt. However, the adjustment process proved to be problematic for the teachers due to various challenges, which are addressed in the following section in detail.

The first area of challenges shared by the teachers was related to the ambiguous formalities surrounding the recruitment practices of the university. They criticized the university's approach to concealing the details of their contracts before they officially started work. When the participants inquired about the terms of their positions, they were told to wait until they signed the contract. What is more, they were not even informed about the net monthly salary they would receive. They

interpreted this situation as a take-it or leave-it strategy that compelled them to accept the conditions the university would put in front of them. Among the temporary teaching staff, there were two groups differentiated by the contract type: contract on-call and hourly-paid. While the first group did not have any issues in relation to salary payment, Ceyda and Taner who were hired on hourly-paid basis got their first payment almost after two months into the semester. Since these teachers either shared the same offices or neighboring offices with each other, they talked about their experiences, which had a negative influence on all of them. The teachers believed that their counterparts were treated unfairly, and if they were to continue working in the second semester, they would be in the same situation. Because of the hiring policy of the university, an instructor can only be employed under a contract on-call basis for one academic semester. If the same instructor is recruited the second time, the contract is switched to an hourly-paid basis. These adverse and vague practices surrounding their employment status caused them to question the value they were given to as teachers.

Another challenge the participants confronted was being deprived of access to instructional resources, which was associated with their temporary employment status. It was essential for the teacher to have the necessary equipment to teach effectively. The courses they were going to teach relied on interactive course materials which required them to have a laptop. When the teachers requested to get laptops, they were told that they could only be given one only after the permanent teachers. This finding was also reported by Field and Jones (2016) who pointed out that temporary teaching staff may not benefit from the same level of access to resources as their full-time counterparts. The symbolic meaning given to teaching materials based on status created a sense of division between teachers. Getting such a response made the participants conscious of their temporary status. According to them being subjected to such treatment was a degrading experience, which made them feel like a second-class teacher. The findings showed that the teachers produced personal solutions to minimize the negative effects of the limitations on their teaching practices. The issues highlighted above governed the initial transition period of the participants and inhibited their adjustment process. They reported feeling disconnected from the school.

During this turbulent period, the teachers did not find the kind of support they desperately needed, which made them feel lost and neglected. For novice teachers, social and professional support are crucial elements to successful adjustment and socialization within the teaching community (Farrell, 2009). The school provided three types of formal support which were pre-semester orientation, in-service seminars, and peer observations. According to the participants, the one-day orientation which was offered before the semester was superficial. As for the in-service seminars the participants attended throughout the semester, the content and the topics covered were not relevant to what they were experiencing in and outside the class. The findings indicated that the in-service seminars were not tailored to respond to the teachers' needs. Peer observations were the only formal support the teachers found to be beneficial since they had the chance to observe experienced teachers' instructional practices. This finding is in congruence with that of Karataş and Karaman (2013) who also found that the novice teachers in their study greatly benefited from observing experienced teachers' classes as they had opportunities to learn instructional strategies from them.

As the semester went on the supportive, welcoming, and professional school culture they envisioned faded away and was replaced by disorder. They were left in a "sink or swim" situation (Varah et al., 1986). This played a crucial role in shaping their teacher (imagined and practiced) identities and how they were positioned by others, which was explored under the second theme focusing on social challenges. The teachers in this study wanted to establish good collegial relationships and they wanted to be recognized by others as members of the teaching community. However, in their interactions with other social agents (teachers, staff, administrators) and through particular institutional policies and practices, the participants were made aware of the ascribed identity of "being a temporary teacher". They came to realize the effects this prescribed identity had on how they were regarded and positioned in the teaching community.

The findings indicated that certain institutional practices caused the teachers to feel professionally, affectively, and physically isolated. To begin with, they were not formally introduced to the teaching community. Other teachers and in some cases

some of the administrators did not know who they were or made any efforts to know them. As temporary teaching staff, they were assigned to the same offices, which disconnected them physically and socially from the other teachers. At this point, it is important to point out that community membership plays a significant role in the shaping of identities. Novice teachers enter a teaching community as newcomers and with the help and support of its core members they can learn about its practices and norms, which would allow them to move towards becoming legitimate members (Wenger, 1998). Tsui (2007) has pointed out that legitimate participation in the professional community is "central to identity formation" of teachers, which is shaped by power relations (p. 678). In the current study, due to the ascribed identity of being a temporary teacher that situated them in an uneven power position, the participants were propelled to the periphery, which hindered how they saw themselves as teachers and how they were seen by others. The teachers did not think they were valued as legitimate members of the teaching community. Isolating the teachers from the community had negative influences on how they participated in a school culture that did not give them opportunities to learn its practices and norms. As a result, their institutional commitment diminished. Additionally, the participants reported that not knowing whether they would be hired next semester made it challenging for them to form organizational commitment. As the findings uncovered, the teachers felt neglected, marginalized, and invisible. These results can be reconciled with earlier findings on how the temporary employment status corrodes teachers' social engagements by lessening their professional value within the professional community (Courtois & O'Keefe, 2015; Mandal & Mukhopadhyay, 2019).

Baldwin and Chronister (2001) have proposed three models to highlight how an institution plans to utilize temporary teaching staff, which also provide insights into how the teachers would be positioned within the social structure of the school depending on the model. These models are identified as the marginalized model, the integrated model, and the alternative model. While the institution which adopts the integrated or alternative model considers its temporary teaching faculty as equal members of the teaching community, under the marginalized model the institution recruits temporary teaching staff with the intention of saving costs. In this model,

the temporary teachers are not integrated well into the teaching community. Based on the abovementioned findings, in the current study, the institution whether as an intentional policy or not aligns with the marginalized model since the characteristics reported by the teachers revealed that they were neither viewed nor treated as equal members.

Within the professional community, the teachers strongly felt the prescribed identity of being a temporary teacher which shaped how they perceived themselves as teachers. While some felt like a substitute teacher who was filling in for someone else, others drew attention to how they were seen and used as a dispensable workforce by the management. Having confronted a non-inclusive school culture lessened the participants' teacher identities and excluded them from participating as equal members in the teaching community. The findings confirm the crucial role meso-political forces play in beginning teachers' professional experiences and reveals the situated and relational dimension of teachers' ongoing identity work during the initial years of teaching (Flores, 2004; Flores & Day, 2006; Kelchtermans & Ballet, 2002; Pennington & Richards, 2016). In order to escape the harsh realities of the social dynamics of the school, the office and classroom emerged as two vital sites where the teachers found refuge. When they encountered an institutional problem or had classroom challenges, the teachers received guidance from one another. They established their own community among themselves and supported each other personally and professionally, which can be identified as a sign of active agency. After all, teachers can exercise agency to constantly negotiate between what is imposed on them and what they believe by mediating the challenges they encounter (Buchanan, 2015).

The participants emphasized that they viewed the classroom as the only space where they perceived themselves as teachers (Levin & Hernandez, 2014), which was further explored under the third research question. Two themes emerged in reference to the third research question. Through the first theme the participants' imagined teacher identities were revisited and examined in relation to reported practiced identities. Before the semester started, the novice teachers in this study, constructed multiple imagined teacher identities that unveiled how they defined

themselves as teachers and the kinds of teachers they aspired to become. The findings revealed the crucial role external factors and classroom ecology played in how the participants negotiated their teacher identities as they experienced "praxis shock" which challenged their priorly constructed beliefs and expectations (Kelchtermans & Ballet, 2002). Kanno and Stuart (2011) highlighted the interplay between novice teachers' identities and classroom practices. In their study of how two novice L2 English teachers learned to teach, they found that through learning-in-practice experiences teachers' identities were shaped, which in turn influenced their teaching pedagogies.

In the current study, the novice teachers' imagined identities underwent changes. They experienced identity shifts between the teacher identities they sought to enact, and the teacher identities they were influenced to practice. While some participants expressed that they were able to enact their imagined identities to a certain extent with reference to evolving new positive practiced teacher identities, others encountered misalignments that contributed to the emergence of conflicting practiced teacher identities. These results are consistent with Xu (2013) who explored the imagined and practiced teachers' identities of four novice Chinese EFL during the three years of teaching experience. The findings of the study showed that the participants' imagined identities under the pressure of the institutional forces transformed into practiced identities that did not align with their expectations. It was emphasized that teachers' imagined identities can collapse under the pressure of the contextual dynamics and can be replaced by negative practiced identities.

Teacher identities are multiple, complex, negotiated, and fluid. Experiencing identity conflicts is an inevitable part of beginning teachers' identity authoring journeys. In relation to the complex interplay of multiple factors, novice teachers may deviate from their idealized teacher selves or find themselves in favoring conditions to close the gap between their imagined and practiced teacher identities. In any case, it should be about creating opportunities to turn them into learning opportunities for novice teachers to construct stable teacher identities (Pillen et al., 2013). However, when novice teachers are left on their own without support to cope with such identity conflicts, they may not have adequate reflexive mechanisms to

understand their experiences, which could harm their identity development. In this study, the participants had to rely on their own strategies to deal with the identity tensions they experienced. Even though the teachers used idealistic optimism to mediate contesting identities, this strategy on its own was not adequate to encourage positive identity development for each participant. However, a positive outcome was that the teachers regarded the identity conflicts as a contributing factor to their professional development as novice teachers (Pillen et al., 2013). For instance, Ege stated that experiencing tensions between his imagined and practiced teacher identities have taken him a step closer to becoming the ideal teacher he aspired to be. In Arzu's case, she mentioned that through teaching she was becoming a teacher. Taner emphasized that he was able to explore both his weaknesses and strengths as a teacher. Ozan also said that his experiences contributed to his development as a fully-fledged teacher. Ceyda who encountered various challenges told that she was able to maintain her commitment towards teaching.

The second theme was related to uncertainty surrounding the participants' futures because of the precarious nature of their employment status. Despite the challenges they encountered, the teachers reported several benefits of having worked at the tertiary level. A shared gain was teaching experience. Through teaching, the participants came to know their strengths and shortcomings. Some participants pointed out their satisfaction with the level of autonomy they were given. The participants regarded their one-semester experience as an investment in advancing their careers. Even though they anticipated the problems to continue in the upcoming semester, if they were to continue teaching, they still wanted to work since they had financial obligations and they knew that it would be difficult to find another teaching position midsemester. However, the decision that would determine their employment was not under their control. They did not know whether the university would renew their contract. Moreover, the management avoided giving them a definitive answer. Being kept uninformed created a state of uncertainty and powerlessness that remained prevalent throughout the semester for the teachers. With the pressure arising from precariousness, the teachers faced personal, professional, and psychological implications. They felt frustrated, demoralized, and vulnerable. As the semester ended, the vital concern of the teachers was their futures

that were pervaded with uncertainties. These findings are in line with Gottschalk and McEachern's (2010) study who also found that the teachers may initially invest in temporary teaching as a career progression strategy to elevate their professional positions and eventually hope to obtain a secured teaching position. However, in reality, engaging in temporary teaching can lead to growing disillusionment.

While Ege, Arzu, and Ozan were hired on hourly-paid contracts in the second semester, Taner and Ceyda were not offered a position. When the Covid-19 pandemic broke out, the universities in Turkey initially closed for three weeks. Later, they switched to online teaching. The university where the study took place during this period arbitrarily terminated the contracts of all hourly-paid English language instructors. This event further proves the precarious state of the English language teachers working on temporary contracts as they constantly grapple with job insecurity. In order to understand the precariousness of English language instructors working in higher education, the broader social, economic, and political context should be examined (Baldwin & Chronister, 2001). In reference to macro-context and language teacher identities, Block (2016) states that language teacher identities should be studied in relation to neoliberal trends in education as they bring about political and economic changes that devalue teachers' work and identities.

It is argued that the growing trend toward the casualization of the teaching profession is influenced by the wider neoliberal forces that are transforming the educational sphere (Ball & Youdell, 2008; Crosier et al., 2017). Neoliberal practices may manifest itself in various prevalent discourses and domains in higher education (Connell, 2013). Since it would be beyond the scope of this study to present a detailed picture of these dynamics and their ramifications, the practices and policies surrounding the trends towards the flexibilization of the teaching profession are explored. Before doing so, we need to examine the wider picture provided by Standing (2011). According to Standing, one of the claims of the neoliberal agenda is the market's need for a flexible workforce for the systematic continuity of investment and employment. Endorsing this lucrative scheme, the agents in the market have invested in the flexibilization of labor. The neoliberal and globalization narrative, as in many areas of life, regards labor as a commodity. A new social class

has emerged as a result of the intensification of market orientation towards flexibilization. Standing identifies this class as the “precariat” and considers it as a class-in-the-making. The precariat is heterogeneous consisting of people from different socio-economic and cultural backgrounds who are deprived of labor-related protection in various forms. Standing argues that the developing market economy will continue to be the main factor in the expansion of the precariat. Higher education is not impervious to this growing trend.

Marketization is one of the major manifestations of the neoliberal agenda in higher education. Driven by the market-oriented forces, state or foundaiton alike, universities can behave like corporates (Giroux, 2002; Taylor, 2017). Under such universities, values and roles attributed to students and teachers are altered. While students can be seen as customers, the teaching staff are viewed as service providers. Such identification may lead to the commodification of teachers’ labor manifesting itself in the precarious employment practices in higher education. Once considered a safe profession, under the policies of market-driven universities, the teaching profession is reported to be shifting towards being replaced by a casualized teacher workforce. This contributes to the emergence of a two-tiered hierarchy among teachers. On the one side privileged teachers on permanent contracts with favorable working conditions, on the other side temporary teachers who are trapped in a cycle of low pay, job insecurity, and poor social security (Kimber, 2003). What is alarming is that casualized employment seems to be evolving into a normalized practice for early career teaching staff in higher education (Courtois & O'Keefe, 2015).

In the context of the current study, it is essential to examine the changing landscape of higher education in Turkey to understand the circumstances that are paving the way to the emergence of casualized teaching staff. There are two critical dimensions. Firstly, the marketization of higher education in Turkey needs to be addressed. Turkey's higher education sector has undergone rapid privatization in recent years (Önal, 2012). As of 2020, the number of foundation universities has risen to 77, which was 24 in 2006. The second aspect is related to a recent regulation introduced by the Council of Higher Education (CoHE) in 2018 that mandates

language teachers hold a master's degree as a minimum requirement in the field of language education or other related disciplines to qualify to work as a permanent language instructor at a higher education institution (CoHE, 2018). Before this policy, English language teachers holding a bachelor's degree could become a permanent instructor in a university. The abrupt introduction of the regulation has created a demand for English language teachers with a master's degree. Since state universities offer job security with better working conditions in comparison to most foundation universities, they may not have any difficulty with attracting qualified language teachers. On the other hand, in the case of foundation universities, not every university falling under this category offers favorable working conditions. That is why they are more likely to struggle with filling in permanent English language instructor positions. For instance, the university where the study took place advertised to recruit ten permanent English language teachers at the beginning of the 2019-2020 academic year. Only seven applications were received. Three candidates were offered the position. Two did not favor the terms. Only one teacher was hired for the permanent position. Due to their growing student population, high staff turnover, and cost-effective hiring strategies, foundation universities are more likely to utilize precarious recruitment practices (Vatansever & Yalçın, 2015). In some cases, it is known to the researcher that some state universities also hire English language teachers on hourly-paid status. However, since the temporary teaching staff remain invisible in official statistics, it is difficult to estimate the scale of this emerging hidden trend within Turkey's higher education.

As it is evident in this study, working on temporary employment status can have severe implications for novice English language teachers. The participants' temporary employment status directly translated into how they mediated in the complex meso and micro-realities of the teaching community which was constantly influenced by an interplay of external and internal forces. Working on a temporary contract with no assurance of job stability, as Standing (2011) emphasized, is not only a matter of "having insecure employment in jobs of limited duration and minimal labor protection" it is also about "being in a status that offers no sense of career, no sense of secure occupational identity" (p. 25). Early years of teaching is a period when novice language teachers are the most vulnerable as they are in the

process of developing stable teacher identities (Pearce & Morrison, 2011). In the current study, on top of the challenges the novice English language teachers already struggled with, entering this important chapter of their teaching career with the prescribed identity of "temporary teacher" and the instabilities it engendered further increased their vulnerability and inhibited the teachers from forming secure teacher identities.

5.2 Conclusions

Through the lens of imagined and practiced teacher identities, this qualitative case study addressed the under-researched phenomenon of being a temporary novice English language instructor at the tertiary level in Turkey. The study aimed to explore how temporary beginning English language instructors envisioned their teacher identities before starting to work in their prospective higher education institution and how they (re)negotiate their imagined and practiced teacher identities throughout their first semester of teaching. In addition, the study sought to find out the influence of employment status on participating teachers' socialization process and their teacher identity authoring journeys within the professional community. A multilayered theoretical framework was utilized to map the complex interplay of teacher's imagined and practiced identities, how these identities were mediated and shaped regarding the institutional dynamics, and broader macro-realities.

In light of these aims, three research questions were addressed. The purpose of the first research question was to unveil how novice English language instructors who were employed on temporary contracts to teach at the tertiary level constructed their imagined teacher identities before they started to teach in their prospective institution. The second research question aimed to explore how the temporary novice instructors mediated their teacher identities in relation to contextual mechanisms during the period of one academic semester. The objective of the third research question was to discover how the teacher identities of the participants were shaped at the end of the semester.

With the purpose of answering these questions, data were collected using semi-structured interviews, focus group meetings, and field notes over the fall semester of 2019-2020. The study was conducted at a foundation university's School of Foreign Languages in Turkey. Five novice English language instructors took part in the study. The data were analyzed through an analytic method comprising five phases. The findings were generated by drawing on the theoretical framework, literature, and research questions. As a result of the in-depth analysis of the data, the following conclusions are made from this study.

First, the teachers' expectations and aspirations behind investing in temporary teaching were intertwined with their future-oriented teacher identities. The findings revealed that the participants invested in temporary teaching intending to secure various short- and long-term returns. They created an image of higher education as the ideal place to teach. They believed that working at a university as an instructor, even on a temporary status, would provide them with opportunities to further professional mobility. The participants in imagining their teacher identities drew on their unique personal and professional histories. The teachers' imagined identities provided insights into the kinds of teachers they wanted to become in relation to their teaching practices. A prominent thread was that the teachers constructed positive imagined teacher identities of themselves without critically reflecting on the realities they could encounter in the professional community. In line with this optimism, they expected a supportive and professional school culture in which they imagined themselves as equal members of the teaching community. At this point, they did not think their employment status would have a negative influence on their participation and adjustment process.

Second, the participants' temporary employment status and the ascribed identity that was attached to it posed numerous challenges and played a critical role in how they navigated in the teaching community. The findings indicated that the teachers went through a disordered transition that challenged their priorly constructed optimism. During the initial period of transition, the participants' agenda was dominated by the ambiguous formalities surrounding their contracts and pay, which made them question the value given to temporary teachers. Another area of

challenge was the lack of access to teaching resources. They were deprived of essential teaching materials with explicit reference to their employment status as the reason, which made them feel like a second-class teacher.

Third, the adverse micro-realities of the teaching community had a negative impact on not only how teachers socialized but also how they regarded themselves as teachers. During a period filled with overwhelming challenges, the participants reported that they did not receive any support. They were left on their own to survive. As a result, they felt lost and neglected. Some institutional practices further intensified their isolation. For instance, being allocated in the same offices excluded the teachers from participating in the professional community. Having encountered a non-inclusive school culture, the novice teachers did not have the critical opportunities to learn the established practices and norms of the school. Outside the class, they felt invisible. The temporary employment status corroded teachers' social engagements by lessening their professional value, which also shaped their identities.

Fourth, under the realities of the institutional and classroom dynamics, the novice teachers' imagined identities shifted. They experienced identity dissonances between the teacher identities they wanted to enact, and the teacher identities they were influenced to practice. While some participants expressed that they were able to enact their imagined identities to a certain extent with reference to evolving new positive practiced teacher identities, others encountered misalignments that contributed to the emergence of conflicting practiced teacher identities

Fifth, the teachers' precarious employment status created a state of uncertainty and instability for them throughout the semester. As the semester came to an end, the participants did not know whether their contracts would be renewed. With the pressure arising from precariousness, the teachers faced personal, professional, and psychological implications. They felt frustrated, demoralized, and vulnerable. The vital concern of the teachers was their futures that were pervaded with uncertainties.

5.3 Practical Implications and Recommendations

In light of the findings, the following practical implications are suggested.

1) English language teachers who are employed on precarious status remain as an invisible teaching workforce within the higher education in Turkey. In order to address this problem, first, these teachers need official recognition. In their annual report of higher education statistics, CoHE should disclose the number of English language teachers who are recruited on temporary status. As long as they remain hidden, their voices will not be heard and they will continue to be trapped in insecure job conditions, which causes the erosion of their teacher identities.

2) CoHE should collaborate with universities to come up with policy-based solutions to offer job stability to temporary English language teachers. Although I would wish to state that employing teachers on temporary basis should be stopped altogether, it would be too naïve to think that the wider economic and political forces giving birth to such a trend would be going away anytime soon. The findings suggest that job insecurity should be recognized as a crucial factor for novice language teachers. As it is evident in this study due to their precarious employment status the novice teachers could not establish institutional commitment. In addition, since the initial years of teaching is a critical stage for novice teachers to construct secure teacher identities, carrying the label of the temporary teacher along with its negative implications prevented the participants from establishing stable teacher identities. What these teachers need the most during such a critical phase in their career is job stability and security. Since CoHE regulates the qualification criteria for teaching positions, some changes can be made to allow English language teachers who do not possess a master's degree to be employed on the same terms as permanent teaching staff provided that they earn a master's degree within three years. As the participants emphasized the main motive behind their investment in temporary teaching was to obtain a permanent position in higher education. Such a system would provide these teachers with the stability they need to experience becoming a teacher without constantly worrying whether their contracts would be renewed, or they would end up being dismissed arbitrarily. Universities can benefit

from this policy as well. After all, high staff turnover may damage the continuity of the institutional norms and practices and the quality of the education.

3) The teachers in this study criticized the university's approach to withholding the details of their contracts before they officially started working. They interpreted this as a take-it or leave-it strategy that forced them to accept the terms that the university would put in front of them. As a result, the participants questioned the professionalism of the university as well as the value given to them as a teacher. Universities should be transparent in the employment processes and conditions of temporary teachers. During the recruitment process, the uncertainty surrounding terms of employment should be cleared by disclosing information on contract duration, renewal, benefits, and salary.

4) Teacher education programs are under pressure to prepare pre-service teachers for a continuously transforming educational landscape. The findings of this study support the suggestion that teacher education programs should implement specific courses dedicated to preparing novice language teachers for the realities they are likely to encounter in the early years of teaching (Farrell, 2009; Farrell, 2012). However, the objectives and the content of such a course cannot be detached from the forces that shape the educational sphere. Therefore, an integrated induction preparation course with the purpose of equipping novice language teachers with macro (societal), meso (institutional), and micro (classroom) literacy can be implemented to bridge the gap between the idealized and practiced teacher identities of novice language teachers (Farrell, 2012; Kelchtermans & Ballet, 2002). Such a program can help lessen the transition shock novice language teachers will inevitably experience.

5) It should also be acknowledged that regardless of how well novice language teachers are prepared for the first years of teaching since teacher identities are constantly negotiated and (re)shaped in relation to macro, meso, and micro forces, novice language teachers will experience *praxis shock* as well as identity tensions. The important factor is providing novice language teachers with the opportunities to reflect on these conflicts and help them learn from their experiences. The primary responsibility falls on schools. As it was found in this study, school culture plays a

critical role during this chaotic transition. While a supportive school culture could facilitate novice language teachers' participation in the community by making them feel welcomed and valued, one with unaccommodating contextual elements can contribute to the emergence of otherization and isolation. Novice teachers, regardless of their employment status, through systematic support networks, should be provided with opportunities to critically reflect on the challenges they encounter. There are several ways of achieving this.

One method is offering a comprehensive induction program. Novice teachers enter a professional community without having any knowledge of its established practices and norms. To navigate in such a complex environment, they need institutional literacy. The teachers in this study criticized the triviality of a one-day pre-semester orientation. Therefore, a week-long induction program can be organized to familiarize novice language teachers with the procedural, instructional, and organizational practices of the school, which could facilitate their transition.

During the semester in-service training sessions can be planned to support novice language teachers' development. The participants in this study complained about the fact that the content of in-service training was theory-based. It did not address the pedagogical challenges they encountered in class. To that end, in-service training sessions focusing on actual instructional challenges novice teachers confront can be addressed. The teachers can be asked to keep a journal of the difficulties they experience. Every week or every two weeks, the novice teachers with the guidance of a teacher trainer can come together to share and engage in critical reflections on real cases. This could create a sense of solidarity among the teachers and show that they are not alone in their struggle.

Mentoring is another support network that novice language teachers can benefit from. In the current study, the novice teachers did not know who to turn to for guidance. They were allocated in the same offices with other novice teachers, which detached them from the teaching community both professionally and socially. If possible, novice teachers can be assigned to the same offices with their mentors at least for a period. This could create a safe space for novice teachers to access to

professional support from an experienced teacher who can help them navigate the complexities of the teaching community.

A combination of the abovementioned support systems tailored according to the needs of novice language teachers can lessen the transition shock and help them grow professionally. With effective support, novice language teachers can construct secure teacher identities.

6) For novice teachers, a new school can be an intimidating environment as they try to fit into established networks. Since the participants in this study were not formally introduced to the teaching community, they had low recognition, which posed various challenges for them while interacting with other teachers and staff. As a way of tackling this issue, new teachers can be introduced to the school community through a meeting at the beginning of the semester. Moreover, nowadays schools use several digital platforms to keep connected. Using these platforms, the arrival of new teachers can be announced to the school along with information about their background. Such practices can serve as a gateway for new teachers to participate in the professional community as recognized members.

5.4 Recommendations for Future Research Directions

Although this thesis generated interesting findings which should be considered with reference to a number of potential limitations. These limitations invite various future research directions.

1) This case study focused on the experiences of temporary English language teachers at a foundation university. Future research can utilize a multi-site case study approach to explore how different micro and meso realities would influence temporary language teachers' identity negotiations.

2) Due to the precarious nature of the participants' employment status, this study only managed to capture only a fraction of the teachers' identity authoring journeys. Further studies can utilize a longitudinal approach to fully map how working on temporary basis shapes novice language teachers' identity development and influences their professional and personal experiences.

3) This study collected data that unveiled the reasons the participants' invested in temporary teaching. To gain a holistic understanding, the voice of school management can be included to explore the administration's perspective on the trend of employing temporary English language teachers.

4) The researcher collected data through semi-structured interviews, focus group meetings, and field notes. Future research can incorporate classroom observations as another data collection method to further investigate how novice language teachers negotiate their imagined and practiced teacher identities in an interplay with classroom dynamics.

5) The multi-dimensional theoretical framework adopted in this study provided a holistic analytical lens for exploring how the complex, shifting, contested and relational nature of teacher identities (imagined and practiced) were shaped and reshaped in nexus of personal, institutional, and broader factors. Future research using this framework could be conducted to determine the effectiveness of it.

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APPENDICES

APPENDIX A: DEBRIFING FORM

This case study aims to explore how temporary beginning English language instructors imagine their teacher identity before starting to work in their prospective higher education institution and how they negotiate their imagined and practiced teacher identities throughout their first semester of teaching. In addition, the study seeks to find out the influence of employment status on participating teachers' socialization process, their beliefs of teacher identity, and their teaching practices.

This research study is carried out as a master's thesis under the supervision of Assoc. Prof. Dr. Cendel KARAMAN (cendel@metu.edu.tr) conducted by Tugay ELMAS, who is currently pursuing an M.A. degree at the Department of English Language Teaching, METU.

It is planned that the preliminary data from this study will be obtained in early September 2019. These data will be used only for research purposes. If you have any further questions about the study, at any time feel free to contact, Tugay ELMAS at elmas.tugay@metu.edu.tr.

APPENDIX B: 1st SEMI-STRUCTURED INDIVIDUAL INTERVIEW QUESTIONS

Date:

Time of interview:

Place:

Interviewer:

Interviewee:

Introduction:

My name is Tugay ELMAS. I'm am pursuing my master's on English Language Teaching at Middle East Technical University. The aim of this study is to explore how temporary beginning English language instructors imagine their teacher identity before starting to work in their prospective higher education institution and how they negotiate their imagined and practiced teacher identities throughout their first semester of teaching. In addition, the study seeks to find out the influence of employment status on participating teachers' socialization process, their beliefs of teacher identity, and their teaching practices. To take part in this study you must be working as a temporary beginning English language instructor at a foundation university.

The decision to participate in this study is entirely voluntary. You may refuse to take part in the study at any time without affecting your relationship with the researcher of this study. You have the right not to answer any single question, as well as to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the investigators not use any of your interview material.

I will be recording the interview. If you feel uncomfortable at any point during the interview, you may ask the recording to be stopped. The interview is expected to last about an hour. I would like to thank you for agreeing to participate in the study. If you are ready, I would like to start.

Questions:

1. Could you tell me a little about yourself and your personal background?

    - Age, educational background, previous teaching experience

2. How did you decide to become an English teacher?

- Influencing factors, family, friends, previous teachers, ideals

3. What does it mean to be a teacher to you? What kind of teacher are you?

- Prompting adjectives, metaphors, the way you see yourself as a teacher

4. What is your teaching philosophy?

- Teaching philosophy is a self-reflective statement of your beliefs about teaching and learning. It reflects your core ideas about being an effective teacher in the context of your discipline. It develops these ideas with specific, concrete examples of what the teacher and learners will do to achieve those goals. Importantly, your teaching philosophy statement also explains why you choose these options (source: https://cei.umn.edu/writing-your-teaching-philosophy)
- Your concept of learning and teaching, goals for your students, your teaching methods, characteristics of a good English teacher

5. How would you describe an ideal teacher? What characteristics would an ideal teacher have?

- Previous teachers, describing adjectives

6. How did you decide to work as a temporary (part-time) English language teacher/instructor at this institution?

- Reasons for choosing the institution in question, expectations, benefits

7. Why did you decide to work as a temporary (part-time) teacher/instructor?

- Specific reasons, expectations, goals, benefits

8. How would you describe your imagined/envisioned/expected school culture?

- What kind of a work environment do you envision? What are your expectations? Colleagues, administrators, students
- Feared school culture

9. How would you describe your envisioned/expected 'teacher identity'?

- What kind of teacher roles? Responsibilities?
- Ideal teacher self vs feared teacher self

10. As a beginning teacher, what kind of challenges do you think you will encounter?

- Related to institution, colleagues, students etc.

11. Will your 'employment status (being a temporary / part-time teacher)' influence your relationship with your colleagues, administrators, and students?

12. Will your 'employment status (being a temporary / part-time teacher)' influence your teaching practices?

- Do you think are there any differences between the practices of temporary teachers and permanent teachers?

13. Do you expect any benefits of working as a temporary/part-time teacher?

14. What does it mean to be a temporary/part-time teacher to you?

- What do you hope to achieve as a temporary teacher?
- What are you expected to fulfill as a temporary teacher?
- What are your fears as temporary teacher?
- How do you feel about working as a temporary/part-time teacher?

15. Is there anything else you would like to add or share?

Thank you very much for your time and participation.

APPENDIX C: 2nd SEMI-STRUCTURED INDIVIDUAL INTERVIEW QUESTIONS

Date:

Time of interview:

Place:

Interviewer:

Interviewee:

Questions:

1. How have you been since the last time we spoke?

2. What are your current feelings about working here?

3. What courses are you teaching?

- Which one is your favorite? Why?
- The least favorite?
- How many hours are you teaching in a week?

4. How has your experience been like as a temporary/part-time teacher so far?

- Difficulties, positive experiences, adjustment process, feelings

5. Have you experienced any major challenges? If so, could you please elaborate on them by giving examples?

- Challenges related to institution's culture, colleagues, students, feelings, any support

6. To what extent your expectations about your "envisioned/expected school culture" have been met?

7. To what extent are you able to practice your "teaching philosophy"?

- Promoting factors, constraining factors

8. To what extent your expectations about your "envisioned/expected teacher identity" have been met?

- What differences exist in terms of imagined and practiced identities, reasons, tensions, constraints

9. How have your relationship been with your….

- Students?
- Colleagues?
- Administrators?

10. Has your ‘employment status (being a temporary / part-time teacher)’ influenced your relationship with your colleagues, administrators, and students?

11. Has your ‘employment status (being a temporary / part-time teacher)’ influenced your relationship with your teaching practices?

12. Has your ‘employment status (being a temporary / part-time teacher)’ influenced your perceptions about your teacher identity?

13. At this point, what does it mean to be a temporary/part-time teacher to you?

- Hopes, expectations, fears, emotions

14. Do you feel a sense of belonging to your institution? Why? Why not?

- The role of employment status, other factors

15. How satisfied are you with your job so far?

- Employment status, workload, salary, benefits, downsides

16. How has your teacher education prepared you for this job?

17. Is there anything else you would like to add or share?

Thank you very much for your time and participation.

APPENDIX D: 3rd SEMI-STRUCTURED INDIVIDUAL INTERVIEW QUESTIONS

Date:

Time of interview:

Place:

Interviewer:

Interviewee:

Questions:

1. How have you been since the last time we spoke?

2. What are your current feelings after working here for one academic semester?

3. How would you describe your experience as a temporary/part-time teacher after teaching here for one semester?

- How would you describe your journey from the beginning of the semester to the end?
- Difficulties, positive experiences, adjustment process, feelings
- Learning about self, learning about the profession,

4. Did you experience any major challenges since we last spoke? If so, could you please elaborate on them by giving examples?

- Challenges related to institution's culture, colleagues, students, feelings, any support

5. When you consider the "envisioned school culture" you told me before you started to teach here, to what extent your expectations about your "envisioned/expected school culture" were met?

6. To what extent were you able to practice your "teaching philosophy" throughout the semester?

- Promoting factors, constraining factors

7. When you consider the "envisioned/expected teacher identity" you told me before you started to teach here, to what extent your expectations about your "envisioned/expected teacher identity" were met?

- What differences exist in terms of imagined and practiced identities, reasons, tensions, constraints

8. Did your ‘employment status (being a temporary / part-time teacher)’ influence your relationship with your colleagues, administrators, and students? Please explain in detail with examples.

9. Did your ‘employment status (being a temporary / part-time teacher)’ influence your teaching practices? Please explain in detail with examples.

10. Did your ‘employment status (being a temporary / part-time teacher)’ influence your beliefs/perceptions about your teacher identity? Please explain in detail with examples.

11. How did your perceptions on your “envisioned and practiced teacher identity” change after teaching here as a temporary/part-time teacher for one academic semester?

- What role did your employment status play in tensions/misalignments you experienced with regard to your “envisioned and practiced teacher identity”?
- Shaping factors, identity tensions, identity development

12. At this point, what does it mean to be a temporary/part-time teacher to you?

- Hopes, expectations, fears, emotions
- How do you view yourself as a language teacher?

13. To what extent did you feel a sense of belonging to your institution? Please explain in detail with examples.

- The role of employment status, other factors

14. Have your perceptions about teaching / teaching profession changed after teaching here for one academic semester?

15. Were you satisfied with your job? Why? Why not?

- Workload, salary, benefits, downsides

16. Do you think teaching here for one academic semester as a temporary/part-time teacher made any contribution to your professional development?

- Improving teaching skills, broadening perspectives

17. Would you consider continuing to work as a temporary/part-time teacher here or at another higher education institution? Why? Why not?

18. What do you think the future holds for you as an English teacher?

- Future aspirations, career expectations

19. Is there anything else you would like to add or share?

Thank you very much for your time and participation.

APPENDIX E: 1st FOCUS GROUP INTERVIEW QUESTIONS

Date:

Time of interview:

Place:

Interviewer:

Interviewees:

Questions

1. How is your semester going so far?

2. How do you feel about working in this institution?

3. How has the adjustment process been so far?

- Have you received any support?
- Orientation program?

4. Have you had any major challenges? If so, could you please explain by giving examples?

- Demotivating factors or episodes

5. How has your relationship been with your colleagues?

- Teachers, supervisors, administrators

6. How has your relationship been with your students?

- Classroom environment, motivation level

7. How would you describe the characteristics of your institution's culture?

- Supportive, demanding, as expected, beyond expectations

8. Based on your experience so far, how would you describe your institutions' approach towards teaching?

- Is it compatible with your expectations?
- How are you dealing with inconsistencies, if there are any?
- How is it affecting your beliefs about teaching?
- How is it affecting your perceptions of being a teacher?

9. At this point, what does "being a temporary/part-time teacher" mean to you?

10. How satisfied are you with your job?

- Does your "employment status" play a role in your stated views?

11. Would you say that you have a sense of belonging to your institution?

12. What are your expectations for the rest of the semester?

13. Is there anything else you would like to add or share?

Thank you very much for your time and participation.

APPENDIX E: 2nd FOCUS GROUP INTERVIEW QUESTIONS

Date:

Time of interview:

Place:

Interviewer:

Interviewees:

Questions

1. How is your semester going so far?

2. How do you feel about working in this institution?

3. How has your experience been as a temporary/part-time teacher so far?

- Difficulties, positive experiences, adjustment process, feelings

4. Have you had any major challenges? If so, could you please explain by giving examples?

- Demotivating factors or episodes

5. How has your relationship been with your colleagues?

- Teachers, supervisors, administrators

6. How has your relationship been with your students?

- Classroom environment, motivation level

7. At this point, how would you describe the characteristics of your institution's culture?

- Supportive, demanding, as expected, beyond expectations

8. Based on your experiences so far, how would you describe your institutions' approach towards teaching?

- Is it compatible with your expectations?
- How are you dealing with inconsistencies, if there are any?
- How is it affecting your beliefs about teaching?
- How is it affecting your perceptions of being a teacher?

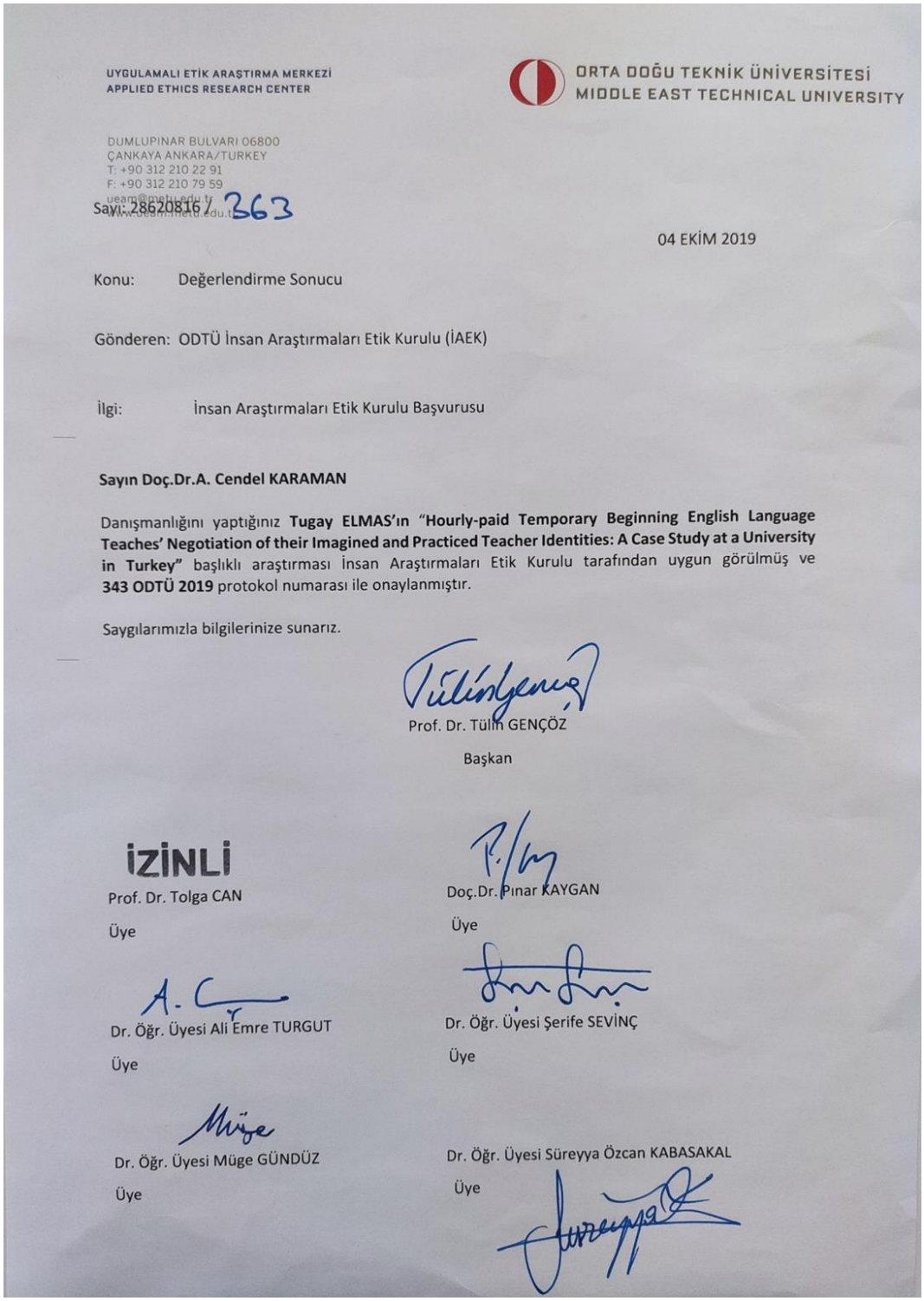
9. Based on your experiences so far, what does "being a temporary/part-time teacher" mean to you?

10. What are some advantages and disadvantages of working as a temporary/part-time teacher in this institution?

11. How satisfied are you with your job so far?
    - Does your “employment status” play a role in your stated views?
12. Would you say that you have a sense of belonging to your institution?
13. What are your expectations for the rest of the semester?
14. Is there anything else you would like to add or share?

Thank you very much for your time and participation.

APPENDIX G: ETHICS COMMITTEE APPROVAL



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04 EKİM 2019

Konu: Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr.A. Cendel KARAMAN

Danışmanlığını yaptığınız **Tugay ELMAS'ın "Hourly-paid Temporary Beginning English Language Teaches' Negotiation of their Imagined and Practiced Teacher Identities: A Case Study at a University in Turkey"** başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve **343 ODTÜ 2019** protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Tülin GENÇÖZ
Başkan

İZİNLİ
Prof. Dr. Tolga CAN
Üye

Doç.Dr. Pınar KAYGAN
Üye

Dr. Öğr. Üyesi Ali Emre TURGUT
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Dr. Öğr. Üyesi Şerife SEVİNÇ
Üye

Dr. Öğr. Üyesi Müge GÜNDÜZ
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Dr. Öğr. Üyesi Süreyya Özcan KABASAKAL
Üye

APPENDIX H: INFORMED CONSENT FORM

Title of the study: Temporary Novice English Language Instructors' (Re)Negotiation of Imagined and Practiced Teacher Identities: A Case Study in Turkey

You are being asked to take part in a research study carried out as a master's thesis under the supervision of Assoc. Prof. Dr. Cendel KARAMAN (cendel@metu.edu.tr) conducted by Tugay ELMAS. The study seeks to gain an in-depth understanding of how temporary beginning English language instructors' working at a university negotiate their imagined and perceived teacher identities in their communities of practice. Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

The purpose of the study: The aim of the study is to explore how temporary beginning English language instructors imagine their teacher identity before starting to work in their prospective higher education institution and how they negotiate their imagined and practiced teacher identities throughout their first semester of teaching. In addition, the study seeks to explore the influence of employment status on participating teachers' socialization process, their beliefs of teacher identity, and their teaching practices. To take part in this study you must be working as a temporary beginning English language instructor at a foundation university.

What you will be asked to do: If you agree to take part in the study, you will participate in face-to-face individual interviews, and focus group discussions. The research will take place throughout your first academic semester of teaching. During that time, I will visit you three times for interviewing you at one-month interval and each interview will last for about one hour each. The group discussion will be held two times and will take about one hour each. In addition, the researcher will also observe you in your work environment and document field notes when an interactional opportunity arises. The researcher will either write notes on the spot right after the interaction or write by recalling after the exchange.

Risks of participating in this study: There are no expected risks. However, during participation, for any reason, if you feel uncomfortable, you are free to quit at any time. In such an occasion, it will be sufficient to tell the researcher(s) carrying out the study.

Payments: There will be no payment for taking part in the study.

Confidentiality: The records of this study will be kept confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using password protected computers. We will cite you in research publications and include relevant data segments as part of the analysis. We will not include any information in any report we may publish that would make it possible

to identify you. Audio recordings of the interview(s) will be made, only the researcher(s) conducting this study will have access to them.
Right to Refuse or Withdraw: The decision to participate in this study is entirely voluntary. You may refuse to take part in the study at any time without affecting your relationship with the researchers of this study. You have the right not to answer any single question, as well as to withdraw completely from the interview at any point during the process; additionally, you have the right to request that the investigators not use any of your interview material.

If you have any questions or concerns: You have the right to ask questions about this research study and to have those questions answered by the researcher(s) before, during or after the research. I would like to thank you in advance for your participation in this study. If you have any further questions about the study, at any time feel free to contact, Tugay ELMAS at elmas.tugay@metu.edu.tr. If you like, a summary of the results of the study will be sent to you.

You will be given a copy of this form to keep for your records.

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. (Please return this form to the data collector after you have filled it in and signed it).

Your Signature _____ Date _____

Your Name (printed)

_____

In addition to agreeing to participate, I also consent to having the interview audio recorded.

Your Signature _____ Date _____

Signature of person obtaining consent _____

Date_____

Printed name of person obtaining consent _____

Date _____

APPENDIX I: LIST OF EXAMPLE INITIAL CODES

First Individual Interview	Third Individual Interview
A steppingstone	12 hours a week as a constraint to socializing
A student-centered classroom	Administration do not care
A teacher whose students are not afraid of sharing	Administrative issues
Ability to improvise	Advantages of teaching in higher education
Ability to teach grammar effectively	Assigning part time teachers to one office is not a good idea
Accepting the consequences of part time teaching	Assuming we know everything
Achieving idealized teacher identity	Becoming a fully-fledged teacher
Actualizing imagined identities	Becoming an effective teacher
Advantages of teaching university students	Being asked about her age by students
Advantages of working as a part time teacher	Being happy with student achievement
Aligning priorities	Being influenced by what happened to other part time teachers
Becoming a full-fledged teacher	Being invisible
Becoming a teacher was a dream	Being labelled temporary
Becoming an instructor as a dream	Being mistaken for a student
Behavior problems	Being negatively affected by salary policy
Being a part time teacher is not a bad thing	Being part time makes no difference
Being a part time teacher is like being on a knife edge	Being uninformed / being kept in the dark
Being able to make a difference in students' lives	Being used as a band aid
Being able to motivate students	Benefit of observations
Being able to reach at least fifty percent	Cannot fail students due to policy
Being able to teach four skills	Catering student needs
Being an understanding teacher	Classroom is the only place i feel like a teacher
Being here makes me happy	Communicating with other part time teachers
Being inexperienced as a challenge	Confrontation with school director
Being influenced by her teacher to choose teaching	Contribution of students and colleagues
Being mistaken as a student	Contributions of teaching for a semester
Being on a temporary state	Could not realize imagined identity
Building professional rapport with students	Dealing with unmotivated students
Changing her career plan towards teaching	Desire to continue teaching
Chasing idealized teacher identity	Desire to continue working
Classroom management	Desire to teach at university level
Clear roles and boundaries	Developed self-confidence as a teacher

Communication with students as a key skill	Difficulty with teaching unmotivated students
Communication based teaching	Do not mind being a part time
Competitive work culture	Economic reasons to continue
Consequences of being a part time teacher	Empathetic teacher
Continuous professional learning	Enhanced self-confidence
Creating mutual respect in the classroom	Erosion of teacher identity
Dealing with paperwork	Every student can succeed if motivated
Desire for commitment	Experience as a benefit
Desire to pursue further education in her field	Expressing sadness - semester coming to an end
Desire to teach at tertiary level	Future plans if not employed
Details about the teaching certificate program	Gave up on two problematic students
Differentiated teaching	Getting closer to ideal teaching
Displaying expertise	Getting support from an officemate
Doing your job with full responsibility	Having issues with a few students
Eclectic teaching method	Having second thought on working on hourly paid basis
Education as a business	Hourly paid basis as a demotivating factor
Emotional and professional competences of being a teacher	I am not a teacher here
Emphasis on teaching speaking	I feel like a substitute teacher
Empathetic teacher	I want to continue teaching
Emphasizing speaking skills	I was able to change students' attitudes
English is a necessity	Impossible to find another job midsemester
English teacher as a cheerful person	Inappropriate coursebook
Enthusiasm for learning	Inappropriate coursebook
Envisioned teaching pedagogy	Ineffective in-service training
Establishing rapport is the key	Inefficient orientation
Expectations from the community	Influence of assessment on teaching
Expected challenges in the classroom	Invisible teacher
Expected teaching approach	Isolation
Expecting no problems in the community	It is about how you approach this issue
Expecting students to be respectful	It will be better if i can continue
Feared teacher identities	It would be difficult to adapt to another school midsemester
Financial benefits	Job insecurity
Firmly believing that every student can learn	Lack of institutional professionalism
Gaining experience	Lack of laptop
Grammar is essential	Lack of social security
Group work as a means for teaching	Lack of students' motivation
Gtm teacher	Learning how to teach through trial and error
Having a positive outlook	Learning to become a teacher
Help students reach goals	Leaving students to their own accord

Hierarchy between permanent and part time teachers	Level difference between students as a challenge
Hoping for a secure employment	Looking for other employment opportunities
Hoping to obtain a permanent position	Looking for other employment options
I am a colorful teacher	Loss of prior excitement
I am a teacher with boundaries	Lost some students
I am not an idealist teacher	Low pay as a factor to feeling unvalued
I do not plan on working as a part time teacher forever	Maturing as a teacher
I do not want to become a burnout teacher	Maturing as a teacher by making mistakes
I fear from not improving myself	Minimum effort outside class
I felt like i could become a good teacher	Mobbing
I have no other choice	Modifying materials according to student needs
I think i can become an understanding teacher	Modifying teaching according to pacing
I want to be a teacher trainer	Must keep working for income
I want to be helpful for my students	My attitudes towards this university changed
I want to teach at tertiary level	My teaching is not affected
I will do my best	Negative impact of working only one semester
Idealized teacher as being loved by students	Negative influence of staff turnover
Idealized teaching identity	Negativities found me
Ignoring as a coping strategy	No attention to quality of education
Imagined identity as a melting pot	No commitment
Influence of significant others	No guidance in teacher training
Inspiration for an academic career	No investment on getting to know temporary teachers
Institutional benefit	No logic behind status differences
Institution's interest	No other choice
Investing on teaching materials	No payment for 4 hours
It will be a process	No plan b
It will change me as a teacher	No sense of belonging
Job insecurity	No support
Lack of experience	No trust
Lack of experience won't be a problem	Nobody guided me
Lack of motivation	Not being able to implement teaching philosophy
Learning for the sake of examination as a barrier	Not being introduced to administration
Lenient teacher	Not being introduced to the community
Loved and respected teacher	Not being recognized as a teacher
Low expectations from students	Not being valued as a teacher
Making students appreciate English	Not being valued due to temporary status
Mediocre teacher	Not knowing the details of the contract
Meeting student needs	
Memorizing is not the solution	
Mutual respect	
Negative expectations from students	

No desire to work at a private k-12 school	Not knowing the salary
No difference between permanent and part time teachers	Not minding things anymore
Not being able to establish commitment	Not participating in the community
Not being taken seriously	Office as a community
Not wanting a competitive work culture	Other teachers seem unhappy
Observant and theatrical teacher	Pacing as a constraint
Office culture	Part time teaching as a systematic issue
Other teachers' perception towards part time teachers	People assume that we know but we do not
Part time teaching as a source of flexibility	Personal bond with the institution
Personal attribution as a calm and understanding person	Personal development through lessons
Personal bond to the institution	Positive classroom dynamics
Pursuing teacher certificate	Positive collegial relations
Positive expectations from students	Positive influence of observations
Positive expectations from the community	Positive opinion on prep teaching
Practicum experience	Positive perspective on students
Prestige	Problematic workplace practices
Previous experiences as a source of solution	Reflecting on the problems experienced
Private tutoring experience	Responsibility towards students
Problem management	Salary issue
Professional development opportunity	Shift to conventional teaching
Professionalism	Sought support
Pursuing a master's degree	Student absenteeism as a challenge
Reaching every student	Student achievement as a motivational factor
Reasons for becoming an ELT teacher	Students are affected by the confrontation
Reasons for choosing American language and culture department	Supportive colleagues
Reasons for emphasizing speaking skills	Supportive environment among part time teachers
Reasons for not choosing ELT	Syllabus was a helpful guide
Reasons for the expected teaching approach	Teacher autonomy in class
Restricted autonomy	Teachers are not respected
Sarcastic teacher	Teaching at university level as the ideal place
Seeing part time teaching as an opportunity	Teaching beginner level as a challenge
Setting boundaries	Teaching certificate program facilitated teaching
Setting rules	Teaching is not affected
Source of stress	Technician teacher for some students
	Temporary teaching may disable commitment
	Temporary teaching to gain experience
	The contract should be for one year
	The difference between in class and outside class

Still have the same excitement	Theory based teaching
Student autonomy	They see us temporary
Students cannot be forced	This is unjust
Students' negative preconceptions toward English	Time as a constraint
	Toxic workplace culture
Students not taking English seriously	Tried not to reflect problems in the class
Supporting students	
Supportive and professional school	Trying to do things properly without knowing
Teacher as a committed professional	
Teacher as a guide	Uncertainty/job insecurity
Teacher as a host	Uncertainty/not feeling like a teacher
Teacher as a professional	Understanding teacher
Teacher as a responsible professional	Unhappy with how teachers are treated
Teacher as a role model	Unmotivated students as a challenge
Teacher as an inspirer	Unprofessional work culture
Teacher as the one in charge	Unstandardized assessment practices
Teacher should in control	Using humor with students
Teaching as crossing a thin line	Value should be shown
Teaching as stage performance	Wants to become a permanent teacher
Teaching experience	Was able to change students' attitudes
Teaching is shaped by the context	Was able to contribute to students' development
Teenagers/adults as target learners	
The importance of displaying confidence as a teacher	Was able to teach something
	Was lost during the beginning
Thinking positive	We were left alone
This will look good on my resume	What happened to my friends could happen to me
Title as a motivating factor	
Uncertainty	Will focus on ma
Using humor	Will pursue other job opportunities
Work culture is tiring	Would be able to find a position midsemester
Working as a part time teacher is special	
	Would not teach English this way
Working as a part time teacher will not affect my teaching	
Working part time as a career advancement opportunity	

APPENDIX J: TURKISH SUMMARY / TÜRKÇE ÖZET

MESLEĞE YENİ BAŞLAYAN GEÇİCİ İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN HAYAL EDİLMİŞ VE DENEYİMLENMİŞ ÖĞRETMEN KİMLİKLERİNİN (TEKRAR) MÜZAKERESİ: TÜRKİYE'DE BİR DURUM ÇALIŞMASI

GİRİŞ

Mesleğe yeni başlayan öğretmenler, öğretmen eğitim programlarından meslekleri ve öğretmen kimlikleri hakkında çeşitli motivasyon ve bakış açıları ile mezun olurlar. Mesleğe yeni başlayan öğretmenlerin ivedi beklentilerinden biri istihdam elde etmek olabilir. Bununla birlikte, üniversite mezunları arasında yüksek işsizlik oranları her yerde yaygınlaşan bir sorundur ve bu "Türkiye'de beyaz yakalı işsizlik" olarak adlandırılmaktadır (Bora vd., 2016). Öğretmenlik mesleğinin bu artan eğilime karşı bağışıklığı yoktur. Millî Eğitim Bakanlığı'nın (MEB, 2017) yakın tarihli bir raporuna göre, atanamayan öğretmen sayısı 438.134'tür. Her yıl yeni mezunlar bu saflara katılmaya devam etmektedir. Bu sayının 2022 yılına kadar 1 milyona çıkacağı tahmin edilmektedir (Dinçer, 2019). Böyle rekabetçi bir iş piyasasında, İngilizce öğretmenleri, öğretmenlik mesleğinde kalmayı umuyorlarsa, dört başlangıç kariyer seçeneğine sahiptirler: a) ulusal öğretmen yeterlilik sınavına girerek Millî Eğitim Bakanlığı okullarına atanmak, b) özel bir okulda çalışmak, c) bir dil kurumunda iş aramak, d) yükseköğretimde bir üniversiteye öğretim görevlisi olarak başvurmak. Bu olasılıklar çekici görünse de her birinin kendine özgü zorlukları vardır.

Mesleğe yeni başlayan İngilizce öğretmenleri bir devlet üniversitesinde veya vakıf üniversitesinde öğretim görevlisi olarak kariyer yapmak isteyebilirler. 2018 yılında Yükseköğretim Kurulu (YÖK) bir üniversitede tam zamanlı İngilizce öğretim

görevlisi olabilmek için adayların dil eğitimi veya diğer ilgili disiplinler alanında asgari bir gereklilik olarak yüksek lisans derecesi almaları gerektiğini belirten yeni bir düzenleme yayınladı (YÖK, 2018). Bu, mesleğe yeni başlayan İngilizce öğretmenlerinin yükseköğretim düzeyinde öğretmenlik yapmak istemeleri takdirde, iki veya üç yıl sürecek eğitimin ardından yüksek lisans derecesi almaları veya alternatif olarak bir devlet veya vakıf üniversitesinde yarı zamanlı bir pozisyon için başvurmaları gerektiği anlamına gelmektedir. Türkiye'de yükseköğretim ikili bir yapıdan oluşmaktadır: a) devlet tarafından kurulan ve yönetilen devlet üniversiteleri ve b) özel vakıflar tarafından kurulan ve işletilen kâr amacı gütmeyen vakıf üniversiteleri. Türkiye'nin yükseköğretim sistemi son on yılda hızlı özelleştirmeye maruz kalmıştır (Önal, 2012). 2006 yılında 24 olan özel üniversite sayısı 2019 yılına kadar 77'ye yükselmiştir (YÖK, 2019). Son zamanlarda yeni üniversitelerin kurulmasıyla birlikte sayı 2020 itibariyle 79 olmuştur. Vakıf üniversitelerinin, artan öğrenci nüfusu, yüksek personel cirosu ve düşük maliyetli işe alım stratejileri nedeniyle yarı zamanlı öğretim görevlisi işe alma olasılıkları daha yüksektir (Vatansever & Yalçın, 2015). Yukarıda bahsedilen ikinci senaryo, özellikle bir vakıf üniversitesinde çalışan yarı zamanlı İngilizce öğretim görevlileri, bu çalışmanın odak noktasıdır ve dil eğitimi açısından ortaya çıkan yeni bir sorun olarak kabul edilmektedir.

Sachs, "öğretmen kimliği ne sabit ne de dayatılan bir şey değildir; daha ziyade tecrübe ve deneyimden duyulan duyu ile müzakere edilir" (2001, s. 15). Öğretmenlerin istihdam durumu, bu karmaşık ve devam eden müzakere sürecinde önemli bir rol oynayabilir (Nagatomo, 2015). İlk öğretmenlik yıllarına "geçici öğretmen" kimliği ile başlayan yeni öğretmenler, hayal edilen ve deneyimlenen öğretmen kimlikleri arasında uyuşmazlıklar yaşayabilirler ve bu da öğretmen olarak kendilerini nasıl gördüklerini etkileyebilir (Xu, 2013). Bu araştırma, mesleğe yeni başlayan geçici İngilizce öğretim görevlilerinin çalışmaya başlamadan önce öğretmen kimliklerini nasıl hayal ettiklerini ve ilk öğretim dönemlerinde hayal ettikleri ve deneyimledikleri öğretmen kimliklerini nasıl yeniden müzakere ettiklerini araştırmayı amaçlamaktadır. Buna ek olarak, bu araştırma, istihdam durumunun çalışmaya katılan öğretmenlerin profesyonel sosyalleşme sürecine ve

meslek topluluğundaki öğretmen kimlik inşa etme yolculuklarına etkisini araştırmayı amaçlamaktadır. Yukarıda belirtilen amaçların ışığında, mevcut araştırmada aşağıdaki araştırma soruları ele alınmıştır:

1. Mesleğe yeni başlayan geçici İngilizce öğretim görevlileri çalışacakları üniversitede işe başlamadan önce öğretmen kimliklerini nasıl hayal ederler?

2. Mesleğe yeni başlayan geçici İngilizce öğretim görevlileri bir akademik dönem sürecinde öğretmen kimliklerini (hayal edilmiş ve deneyimlenmiş) kurumsal bağlamlarında nasıl yeniden müzakere ederler?

3. Mesleğe yeni başlayan geçici İngilizce öğretim görevlilerinin öğretmen kimlikleri (hayal edilmiş ve deneyimlenmiş) bir akademik dönem öğretmenlik yaptıktan sonra nasıl etkilenir?

YÖNTEM

Katılımcıların hayal ettikleri ve deneyimledikleri kimlikleri müzakere ederken kurumsal bağlamlarında nasıl hareket ettikleri olgusunu araştırmak için bir nitel araştırma yönetimi olan gömülü durum çalışması kullanılmıştır. Bu çalışma mesleğe yeni başlayan beş İngilizce öğretim görevlisinin katılımıyla 2019-2020 güz döneminde özel bir vakıf üniversitesinin Yabancı Diller Yüksek Okulu'nda gerçekleştirilmiştir. Çalışmanın yapıldığı üniversite 1990'ların başında kurulmuş olup, yıllar içinde çok sayıda öğrenciyi çeken tanınmış vakıf üniversitelerinden biri olarak kendini kanıtlamıştır. Üniversitenin web sitesinde paylaşılan istatistiklere göre şu anda yaklaşık 16.000 öğrencisi ve yaklaşık 2000 akademik personeli bulunmaktadır.

2019-2020 güz döneminin başında, başlangıçta, üniversite tarafından 21 geçici İngilizce öğretmeni işe alınmıştır. Süreç sonunda 19 öğretmen işe başlamıştır. Bu öğretmenlerden 12'si Hazırlık Birimi'nde görevlendirilirken 7 tanesi Akademik İngilizce Birimi'nde göreve başlamıştır. Katılımcıları seçmek için ölçüt örneklemesi kullanılmıştır (Creswell, 2013). Katılımcıların seçilmesi için kriterler şöyleydi: a) yüksek öğrenimde geçici İngilizce öğretmeni olarak çalışma tecrübesi

olmayan, b) vakıf üniversitesinde geçici İngilizce öğretim görevlisi olarak çalışıyor olmak, c) mesleğe yeni başlayan İngilizce öğretmeni olmak (en fazla üç yıl öğretmenlik deneyimi olan). Yeni işe alınan 19 öğretmen arasında 6'sı bu kriterleri karşıladı. 5 geçici İngilizce öğretim görevlisi çalışmaya katılmayı kabul etti.

Araştırma türünden bağımsız olarak, araştırmacının katılımcıların karmaşık bakış açıları hakkında bilgi edinmesine yardımcı olabilecek kapsamlı ve güvenilir veri toplamak sağlam bir araştırma yönteminin temelidir. Nitel bir durum çalışmasında veriler arşiv kayıtları, doğrudan gözlemler, belgelendirme, katılımcı gözlemi, fiziksel eserler ve röportajlar gibi çeşitli veri toplama yöntemlerinden edinilebilir (Yin, 2014, s. 106). Bu çalışmada veri bireysel yarı yapılandırılmış görüşmeler, odak grup görüşmeleri ve saha notları kullanılarak toplanmıştır. Yaygın olarak kullanılan bir yöntem olan görüşmeler, nitel araştırmacıların katılımcıların sosyal bir alandaki geçmiş, şimdiki ve geleceğe yönelik deneyimleri, fikirleri ve duygularını açıklamalarına ilişkin fikir sahibi olmalarını sağlar (Rapley, 2004). Seidman'ın (2006) metoduna dayanarak, katılımcılarla üç yüz yüze yarı yapılandırılmış görüşme gerçekleştirilmiştir. Odak grup görüşmeleri, ortak bir fenomen yaşayan insanları, bakış açılarını paylaşmak için güvenli ve destekleyici bir alanda bir araya getirir (Krueger, 2015). Bu çalışmada iki odak grup görüşmesi yapılmıştır. Nitel saha notları, araştırmacının belirli bir ortamdaki katılımcıların davranışları ve faaliyetleri hakkında "başka bir tür bilme" (Saldaña, 2011, s. 46) boyutunda veri toplamada hayati bir kaynak olabilir. Bu çalışma kapsamında saha notları 2019-2020 güz dönemi boyunca toplanmış ve 14 sayfalık yazılı veriye çevrilmiş olarak belgelenmiştir.

Tüm görüşmelerin araştırma sorularına uygun olarak yanıt alacak şekilde uyarlanmasını sağlamak amacıyla başlangıçta üç uzman tarafından incelenmiştir; çalışmanın danışmanı ve ELT alanında uzmanlaşmış doktora öğrencileri olan iki meslektaşım. Ayrıca, görüşmeler bir devlet üniversitesinde geçici İngilizce öğretmeni olarak eğitim vermiş bir İngilizce öğretmeni ile denenmiştir. Uzmanların ve pilot çalışmanın geri bildirimlerine dayanarak, araştırmacı bazı soruların

ifadelerini değiştirmiş, yeni sorular eklemiş ve mülakat konular hakkında bazı pratik ipuçları almıştır. Bu süreç sonucunda sorular son halini almıştır.

Veri analizi, nitel araştırmanın önemli adımlarından biri olarak ortaya çıkmaktadır. Flick (2014, s. 5) nitel analizi "bulguda anlam üretmenin örtülü ve açık boyutları ile yapıları ve içinde neyin temsil edildiği hakkında açıklamalar yapmak için dilsel (veya görsel) materyalin sınıflandırılması ve yorumlanması" olarak tanımlar. Araştırmacı, araştırmanın amaçları ve yöneltilen sorular ile yakın ilişki içinde çeşitli yaklaşımlar kullanabilir. Yin (2014) beş aşamayı kapsayan bir analitik yöntem önermektedir: 1) Derleme, 2) Demontaj, 3) Yeniden Montaj, 4) Yorumlama ve 5) Sonuç. Takip eden bölümde, bu adımların her biri nitel veri analizi literatüründeki ilgili kavramlar ve bu analitik lensin mevcut çalışmada nasıl kullanıldığı ile bağlantılı olarak incelenmiştir. Bu çalışmada, araştırmacı analiz için bu beş aşamayı uygulamıştır. Ancak, yukarıda vurgulanan analitik aşamaların doğrusal bir şekilde ilerlemediğini belirtmek önemlidir. Daha çok "özyinelemeli bir ilişkileri" vardır (Yin, 2014, s. 219).

Bunu akılda tutarak, ilk aşamada, sesle kaydedilmiş veriler (yarı yapılandırılmış görüşmeler ve odak grup görüşmeleri) kelimesi kelimesine deşifre edilmiştir. El yazısı alan notları bir kelime işlemci kullanılarak elektronik ortamda yazılmıştır. Tüm veriler elektronik olarak düzenlenmiştir. İkinci aşamada araştırmacı, verilerin karmaşıklıklarını yakalamak için iki veya daha fazla kodlama yöntemini sistematik olarak birleştirmek olarak tanımlanan eklektik kodlamayı kullanarak başlangıç kodlarını atamak için transkripsiyonları okuma döngüleri gerçekleştirdi (Saldaña, 2013). Bu amaçla, tanımlayıcı (bir kelime veya kısa cümleyle etiketleme), in vivo (katılımcıların kendi sözlerini kullanarak), duygu (katılımcılar tarafından belirtilen duygulara odaklanma) ve süreç (eylemi belirtmek için fiil biçiminde fiiller kullanma) kodlama yöntemleri kullanılmıştır (Saldaña, 2013).

Çok çeşitli veri kümesiyle uğraşırken, araştırmacı verileri depolamak ve düzenlemek için bilgisayar destekli yazılıma güvenebilir. Bununla birlikte, yazılımın sadece analiz sürecini kolaylaştıran bir araç olduğunu akılda tutmak önemlidir. Bu tür programlar verileri analiz etmez. Ancak, araştırmacıya "atanmış

kodlamaları incelemesi ve analitik etkileşime girebilmesi için birden fazla konfigürasyonda" sağlayabilir (Miles vd., 2014, s.62). Bu nedenle, analiz süreci boyunca MAXQDA yazılımı kullanılmıştır. Üçüncü adımda, tematik kategoriler halinde kümelenen uygun kod kalıpları incelenerek belirlenmiştir. Araştırmacı, veriyle ilgili düşüncelerini ve çıkarımlarını takip etmek için analitik not alma (Saldaña, 2013) yöntemini kullanmıştır. Dördüncü aşamada teorik çerçeveden, literatürden ve araştırma sorularından yararlanarak yeni yorumlar meydana getirilmiştir. Son adımda, araştırmacı çalışmanın önemini ortaya koymuştur.

BULGULAR, TARIŞMA VE SONUÇ

Bu nitel durum çalışması hayal edilmiş ve deneyimlenmiş öğretmen kimlikleri merceğinden yeterince araştırılmamış bir konu olan Türkiye'de yükseköğretim düzeyinde mesleğe yeni başlamış geçici İngilizce öğretim görevlisi olma olgusunu araştırmıştır. Bu araştırma mesleğe yeni başlamış geçici öğretim görevlilerinin yükseköğretim kurumlarında çalışmaya başlamadan önce öğretmen kimliklerini nasıl hayal ettiklerini ve ilk öğretim dönemlerinde hayal ettikleri ve uyguladıkları öğretmen kimliklerini nasıl yeniden müzakere ettiklerini araştırmayı amaçlamıştır. Buna ek olarak, çalışma, katılımcıların istihdam durumunun kurumsal boyutta sosyalleşme sürecine ve öğretmen kimliklerini oluşturma yolculuklarına etkisini araştırmayı hedeflemiştir. Çalışmaya katılan öğretmenlerin hayali ve deneyimlenmiş kimliklerinin karmaşık etkileşimini, bu kimliklerin kurumsal dinamiklere göre nasıl aracılık edildiklerini ve şekillendirildiklerini ve daha geniş makro gerçeklikleri çerçevelemek için çok katmanlı bir teorik çerçeveden faydalanılmıştır.

Bu nitel çalışma, üç araştırma sorusunu açıklamak için yapılmıştır. İlk araştırma sorusunun amacı, yükseköğretim düzeyinde geçici sözleşme ile istihdam edilen mesleğe yeni başlayan İngilizce öğretim görevlilerinin kurumlarında çalışmaya başlamadan önce hayal ettikleri öğretmen kimliklerini nasıl yapılandırdıklarını ortaya koymaktı. İkinci araştırma sorusu, katılımcıların bir akademik dönem boyunca bağlamsal mekanizmalarla ilişkili bir şekilde öğretmen kimliklerini nasıl yeniden müzakere ettiklerini araştırmayı amaçlamıştır. Üçüncü araştırma

sorusunun amacı, dönem sonunda katılımcıların öğretmen kimliklerinin nasıl şekillendiğini keşfetmekti.

İlk araştırma sorusu ile ilgili olarak üç tema ortaya çıkmıştır. İlk tema, katılımcıların üniversite düzeyinde geçici sözleşme ile öğretmenlik yapma arzusunun arkasındaki nedenlerle bağlantılıydı. Bulgular, katılımcıların kısa ve uzun vadeli kişisel ve mesleki geri dönüşler sağlamak amacıyla geçici öğretmenliğe yatırım yaptıklarını göstermiştir. Ayrıca, bulgular katılımcıların yükseköğretim düzeyinde geçici öğretmenliğe yatırım yapmalarının merkezinde çeşitli beklentiler olduğunu göstermiştir. Katılımcılar yükseköğretimde öğretmenlik yapmayı bir cazibe olarak inşa etmişlerdir. Üniversite öğrencilerini birlikte çalışmak için ideal grup olarak tanımlamışlardır (Öztürk ve Yıldırım, 2012). Dahası, yükseköğretim düzeyinde öğretmenin onlara gelecekte kariyerlerini ilerletmek için çok değerli profesyonel deneyimler sağlayacağına inanmışlardır. Bir üniversitede öğretmen olmayı gelecekte diğer öğretmenlik pozisyonlarına başvurularında özgeçmişlerine yansıyacak prestijle profesyonel değerlerinin bir göstergesi olarak ilişkilendirmişlerdir.

İkinci temaya gelince, katılımcılar, yüksek öğrenimde öğretmen olma etrafında oluşturdukları iyimserlikle uyum içinde olarak olumlu hayal edilen öğretmen kimlikleri oluşturdular. Hayal yoluyla, geçmiş mesleki ve kişisel deneyimlerinin yanı sıra mevcut koşulların etkileşiminin de (Block, 2016) ışığında, olmak istedikleri öğretmen vizyonlarını yarattılar (Kubanyiova, 2016; Xu, 2013). Öğretmenlerin hayali kimlikleri, pedagojilerinin bir parçası olarak hayata geçirmeyi amaçladıkları öğretim uygulamaları, sınıf dinamikleri ve öğretmen-öğrenci ilişkilerine de bir pencere sağlamıştır. Bununla birlikte, dönem öncesi benimsenen ve hayal edilen öğretmen kimliklerinin kimlik kavramının ilişkisel ve yerleşik boyutlarından ayrıldığına dikkat çekmek önemlidir. Bu noktada, katılımcılar, kurumsal yapının engelleyici veya kolaylaştırıcı karmaşıklıklarının elde etmeyi ön gördükleri öğretmen kimliklerinin müzakerelerini nasıl şekillendireceğini göz ardı etmişlerdir.

Öğretmenlerin hayali kimlikleri, ilk araştırma sorusu altında sunulan üçüncü ve son tema olan hayali öğretim topluluklarını (Kanno ve Norton, 2003) ortaya çıkarmıştır. Katılımcılar destekleyici ve profesyonel bir okul kültürü hayal etmişlerdir. Kılavuzluk, öğretmenlerin hayali topluluklarına atfettikleri en belirgin özellik olarak ortaya çıkmıştır. İç uygulamalara ve normlara yabancı olan öğretmenler, diğerlerinden geçiş ve uyum süreçlerinde kendilerine destek sağlaması beklentisi içerisinde olduklarını bildirmiştir. İstihdam durumlarının veya geçici ya da yarı zamanlı öğretmen olmaya atfedilen kimliğin öğretim topluluğundaki katılım ve uyum süreci üzerinde bir etkisi olmayacağına inanan katılımcılar, kendilerini okul kültürünün eşit üyeleri olarak hayal etmişlerdir.

İkinci araştırma sorusu ile ilgili olarak iki tema ortaya çıkmıştır. İlk tema katılımcıların dönem öncesinde inşa ettikleri iyimser beklentilerin aksi olarak düzensiz bir geçiş dönemi yaşadıklarını ortaya koymuştur. Örgütsel dinamiklerden kaynaklanan beklenmedik gerçekler, zorlukların ve kısıtlamaların ortaya çıkmasına katkıda bulunmuştur ve katılımcıların okul içerisinde hem nasıl konumlandıkları hem de kendilerini öğretmen olarak algılamaları üzerinde büyük bir etki yaratmıştır. Katılımcıların yaşadığı ortak zorluklardan bir tanesi üniversitenin işe alım uygulamalarını çevreleyen belirsiz formalitelerdi. Katılımcılar, çalışmaya başlamadan önce üniversitenin sözleşmelerinin ayrıntılarını gizleme yaklaşımını eleştirdiler. İstihdam durumlarını çevreleyen bu olumsuz ve belirsiz uygulamalar öğretmenlerin kendilerine verilen değeri sorgulamalarına neden olmuştur. Katılımcıların karşı karşıya kaldığı bir diğer zorluk geçici istihdam durumlarıyla ilişkili olarak öğretim kaynaklarına erişimden mahrum bırakılmalarıydı. Bu bulgu, geçici öğretim personelinin kaynaklara tam zamanlı muadilleriyle aynı düzeyde erişim sağlayamayabileceğine dikkat çeken Field ve Jones (2016) tarafından da bildirilmiştir.

Bu çalkantılı dönemde, öğretmenler çokça ihtiyaç duydukları desteği bulamadılar, bu da onları kaybolmuş ve ihmal edilmiş hissettirdi. Mesleğe yani başlamış öğretmenler için sosyal ve mesleki destek, öğretim topluluğu içinde başarılı bir uyum ve sosyalleşmenin önemli unsurlarındandır (Farrell, 2009). Dönem devam

ettikçe hayal ettikleri destekleyici ve profesyonel okul kültürünün yerini kargaşa almıştır. Bu çalışmadaki öğretmenler iş arkadaşlarıyla iyi ilişkiler kurmak istemiş ve aynı zamanda okul kültürünün eşit üyeleri olarak görülmek istemişlerdir. Ancak, katılımcılar kurumdaki diğer sosyal aracılarla etkileşimlerinde ve belirli kurumsal politikalar ve uygulamalar aracılığıyla "geçici öğretmen olma" kimliğini derinden hissetmişlerdir. Bulgular, bazı kurumsal uygulamaların öğretmenlerin profesyonel, duygusal ve fiziksel olarak ayrıştırılmış hissetmelerine neden olduğunu göstermiştir. Kurumda işe başladıklarında resmi olarak diğer öğretmenlere ve çalışanlara tanıtılmadılar. Ayrıca, geçici öğretim görevlileri olarak aynı ofislere verilmeleri onları fiziksel ve sosyal olarak kurum kültüründen uzaklaştırmıştır. Tsui (2007) okul topluluğuna meşru katılımın, öğretmenlerin "kimlik oluşumunun merkezinde" olduğuna dikkat çekmiştir (s. 678). Katılımcılar öğretim topluluğunun meşru üyeleri olarak değerlendiklerini düşünmemişlerdir. Sonuç olarak, kurumsal bağlılıkları azalmıştır. Katılımcılar ihmal edilmiş, dışlanmış ve görünmez hissettiklerini bildirmiştir.

Katılımcılar, sınıfı kendilerini öğretmen olarak algıladıkları tek alan olarak gördüklerini vurgulamışlardır (Levin ve Hernandez, 2014) ve bu üçüncü soru kapsamında ele alınmıştır. Üçüncü araştırma sorusu ile ilgili olarak iki tema ortaya çıkmıştır. İlk tema aracılığıyla katılımcıların hayal edilmiş öğretmen kimlikleri ve bildirdikleri deneyimlenmiş kimlikleri bağlamında yeniden gözden geçirilerek incelenmiştir. Bu çalışmadaki öğretmenler hayal edilmiş öğretmen kimliklerinde değişikliklere uğramıştır. Uygulamaya hedefledikleri öğretmen kimlikleri ile deneyimledikleri öğretmen kimlikleri arasında okul ve sınıf içi dinamiklerin etkisiyle kimlik kaymaları yaşamışlardır. Bazı katılımcılar hayal edilmiş kimliklerini kısıtlı bir şekilde gerçekleştirerek olumlu deneyimlenmiş kimliklerin oluşmasına katkıda bulunduğunu dile getirirken, kimlik gerilimleri yaşayanlar için ortaya olumsuz deneyimleniş öğretmen kimlikleri çıkmıştır. İkinci tema, istihdam durumlarının istikrarsız doğası nedeniyle katılımcıların geleceklerini çevreleyen belirsizlikle ilgiliydi. Üniversitenin sözleşmelerini yenileyip yenileyemeyeceğini bilmiyorlardı. Dahası, yönetim onlara kesin bir cevap vermekten kaçınmıştır. Bu konuda bilgisiz bırakılmak öğretmenler için dönem boyunca yaygın olarak devam

eden bir belirsizlik ve güçsüzlük durumu yaratmıştır. Güvencesizlikten kaynaklanan baskı ile öğretmenler kişisel, profesyonel ve psikolojik sorunlarla karşılaşmışlardır. Sinirli, moralsiz ve savunmasız hissetmişlerdir. Dönem sona erdiğinde, öğretmenlerin hayati kaygısı, belirsizliklerle dolu gelecekleriydi.

Bu çalışmadan şu sonuçlar çıkarılabilir. Birincisi, öğretmenlerin geçici öğretmenliğe yatırım yapmalarının ardındaki beklenti ve istekleri, geleceğe yönelik öğretmen kimlikleriyle iç içe geçmiştir. İkincisi, katılımcıların geçici istihdam durumu ve ona bağlı atfedilen kimlik, sayısız zorluklara yol açmış ve öğretim topluluğunda nasıl konumlandıkları noktasında kritik bir rol oynamıştır. Üçüncüsü, öğretim topluluğunun olumsuz mikro-gerçekleri sadece öğretmenlerin nasıl sosyalleştiklerini değil, aynı zamanda kendilerini öğretmen olarak nasıl gördüklerini de olumsuz etkilemiştir. Dördüncüsü, kurumsal ve sınıf dinamiğinin gerçekleri altında, mesleğe yeni başlayan öğretmenlerin hayali kimlikleri değişmiştir. Beşincisi, öğretmenlerin güvencesiz istihdam durumu, dönem boyunca onlar için bir belirsizlik ve istikrarsızlık durumu yaratmıştır.

Bulgular ışığında uygulamaya yönelik şu çıkarımlar önerilmektedir. Güvencesiz statüde çalışan İngilizce öğretim görevlileri, Türkiye'de yükseköğretimde görünmez bir öğretim işgücü olmaya devam etmektedir. Bu sorunu çözmek için önce bu öğretmenlerin resmi olarak tanınmaları gerekir. Yükseköğretim istatistiklerinin yıllık raporunda, YÖK geçici statü ile işe alınan İngilizce öğretim görevlilerinin sayısına yer vermelidir. Bu öğretmenler görünmez kaldıkları sürece, sesleri duyulmayacak ve öğretmen kimliklerinin zarar görmesine neden olan güvensiz iş koşullarına hapsolmaya devam edeceklerdir. YÖK, geçici İngilizce öğretim görevlilerine iş istikrarı sağlamak için politikaya dayalı çözümler bulmak için üniversitelerle iş birliği yapmalıdır. Mesleğe yeni başlayan İngilizce öğretmenlerinin kariyerlerinde böylesine kritik bir aşamada en çok ihtiyaç duydukları şey hiç şüphesiz iş istikrarı ve güvenliğidir. YÖK öğretim pozisyonları için yeterlilik kriterlerini düzenlediğinden, yüksek lisans derecesine sahip olmayan İngilizce öğretmenlerinin üç yıl içinde yüksek lisans derecesi almaları koşuluyla tam zamanlı öğretim kadrosu ile aynı şartlarda istihdam edilmesine izin vermek için

bazı değişiklikler yapılabilir. Bu çalışmadaki öğretmenler, resmi olarak çalışmaya başlamadan önce sözleşmelerinin detayları hakkında bilgiden mahrum bırakılma yaklaşımını eleştirmişlerdir. Bunu, üniversitenin önlerine koyacağı koşulları kabul etmeye zorlayan bir al ya da bırak stratejisi olarak yorumlamışlardır. Üniversiteler, geçici öğretmenlerin istihdam süreçleri ve koşullarında şeffaf olmalıdır. İşe alım sürecinde sözleşme süreleri, sözleşme yenileme, sigorta ve maaş bilgileri açıklanarak istihdam koşullarını çevreleyen belirsizlik giderilmelidir.

Öğretmen eğitimi programları, öğretmen adaylarını sürekli değişen bir eğitim ortamına hazırlamak için baskı altındadır. Bu çalışmanın bulguları, öğretmen eğitimi programlarının, mesleğe yeni başlayan öğretmenleri öğretmenliğin ilk yıllarında karşılaşacakları gerçekler için hazırlamaya yönelik özel bir ders uygulaması gerektiği önerisini desteklemektedir (Farrell, 2009; Farrell, 2012). Ayrıca, meslekte yeni olan dil öğretmenlerinin öğretmenliğin ilk yıllarında ne kadar iyi hazırlandıklarına bakılmaksızın öğretmen kimlikleri sürekli olarak müzakere edildiğinden ve makro, mezzo ve mikro kuvvetlerle ilgili olarak (yeniden) şekillendiğinden, bu öğretmenlerin praksis şoku ve kimlik gerilimleri yaşayacağı da kabul edilmelidir. Burada en önemli faktör, mesleğe yeni başlamış dil öğretmenlerine bu tutarsızlık üzerinde düşünme ve deneyimlerinden öğrenmelerine yardımcı olma fırsatları sunmaktır. Birincil sorumluluk okullara aittir. Mesleğe yeni başlamış öğretmenlere, istihdam durumlarına bakılmaksızın, sistematik destek ağları aracılığıyla, karşılaştıkları zorlukları eleştirel olarak sorgulama fırsatları sağlanmalıdır. Yeni öğretmenler için yeni bir okul korkutucu bir ortam olabilir. Bu araştırmaya katılan öğretmenler resmi olarak öğretim topluluğuna tanıtılmadığından, diğer öğretmenler ve personel ile etkileşime girerken belirli zorluklar yaşamışlardır. Bunun önüne geçebilmek adına işe yeni başlayacak olan öğretmenler okula dönem başında yapılacak bir toplantı veya diğer iletişim ağlarını kullanarak resmi olarak tanıtılabilir. Bu tür uygulamalar, yeni öğretmenlerin okul kültürüne tanınmış üyeler olarak katılmaları için bir geçit görevi görebilir.

Bu tez bir dizi potansiyel sınırlamaya referansla dikkate alınması gereken ilginç bulgular ortaya koymuştur. Bu sınırlamalar gelecekteki çeşitli araştırmalara yön

verebilir ve farklı çalışmalara ışık tutabilir. Bu durum çalışması, bir vakıf üniversitesindeki geçici İngilizce öğretim görevlilerinin deneyimlerine odaklanmıştır. Gelecekteki araştırmalar, farklı mikro ve mezzo dinamiklerin geçici dil öğretmenlerinin kimlik müzakerelerini nasıl etkileyeceğini araştırmak için çok bölgeli bir durum çalışması yaklaşımından yararlanabilir. Katılımcıların istihdam durumunun güvencesiz doğası nedeniyle, bu çalışma öğretmenlerin kimlik inşa etme yolculuklarının sadece bir kısmını yakalamayı başarmıştır. İlerideki çalışmalar daha uzun süreli olarak yapabilir. Bu çalışmada, katılımcıların geçici öğretmenliğe yatırım yapma nedenlerini ortaya koyan veriler toplanmıştır. Bütünsel bir anlayış kazanmak için okul yönetimin sesi, geçici İngilizce öğretmenlerini işe alma eğilimi konusundaki bakış açısını keşfetmek için yöneticilerle görüşmeler yaparak dahil edilebilir. Araştırmacı veriyi yarı yapılandırılmış görüşmeler, odak grup toplantıları ve saha notları aracılığıyla toplamıştır. Gelecekteki araştırmalar, mesleğe yeni başlayan öğretim görevlilerinin sınıf dinamikleriyle etkileşimli olarak hayal ettikleri ve deneyimledikleri öğretmen kimliklerini nasıl müzakere ettiklerini araştırmak için sınıf gözlemlerini başka bir veri toplama yöntemi olarak dahil edebilir. Son olarak bu çalışmada benimsenen çok boyutlu teorik çerçeve, öğretmen kimliklerinin (hayal edilen ve deneyimlenen) karmaşık, değişen, tartışmalı ve ilişkisel doğasının kişisel, kurumsal ve daha geniş faktörlerin birleşiminde nasıl şekillendiğini ve yeniden şekillendirildiğini araştırmak için bütünsel bir analitik mercek sağlamıştır. Araştırmacılar farklı öğretmen grupları ve farklı çalışma dinamiklerini göz önünde bulundurarak bu kuramsal çerçevenin etkinliğini yeni çalışmalarla belirleyebilirler.

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TEZİN TÜRÜ / DEGREE: **Yüksek Lisans** / Master ■ **Doktora** / PhD ☐

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